What's so funny about peace, love & executive functioning?:
A workshop about the why, what & how of executive functioning

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Denver Academy

www.rememberit.org

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Teacher/Writer/Coach/Consultant/Student

PechaKucha Video

Diverse Learners

Training Film

www.rememberit.org

Goals For Today

1. Experience a lesson introducing EF to students.
2. Learn a new acronym.
3. Evaluate the Magnificent Seven (& connect to EF).
4. Develop steps you can take to apply strategies/ideas to your classroom, routines, & teams.

Mindset

1. All students can learn.
2. Students learn at different rates.
3. Students need different degrees of difficulty.
4. Students learn in different ways.
5. Students need different support systems.

Setting the Table

1. Introductions & Goals	2. Experience a Lesson Introducing EF
3. The Magnificent Seven Elements of EF	4. Synthesis: Complete Connections

Introduction to Executive Functioning

Philippe Ernewein, MA
Director of Education

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Journal: Quick Write

1. Who is the person standing in front of the musicians?

2. What is that person doing?

Agenda

1. Video & Journal
2. Pre-Organize
3. Review
4. Mini-Lesson: What is EF?
5. Short survey
6. Exit Slip

ML: Executive Functioning (EF)

- Our executive function processes help us to carry out the tasks we must complete.

- The big categories for you to be aware of:

C	Checking
R	Remembering
O	Organizing
P	Prioritizing
S	Shifting

What does "shifting" mean?

1. Transitioning Between Activities
2. Adapting to Changes in Routine
3. Problem-Solving Flexibility
4. Reframing Negative Thoughts
5. Adjusting Social Interactions

Complete The Survey

- Take your time, no rush.
- Reflection is required - thinking about how you learn.

When finished, please do the following:

- Draw a picture, or write a story, or create an infographic or come up with your own idea, that will help you remember the following: CROPS
- Include as many details as you can.

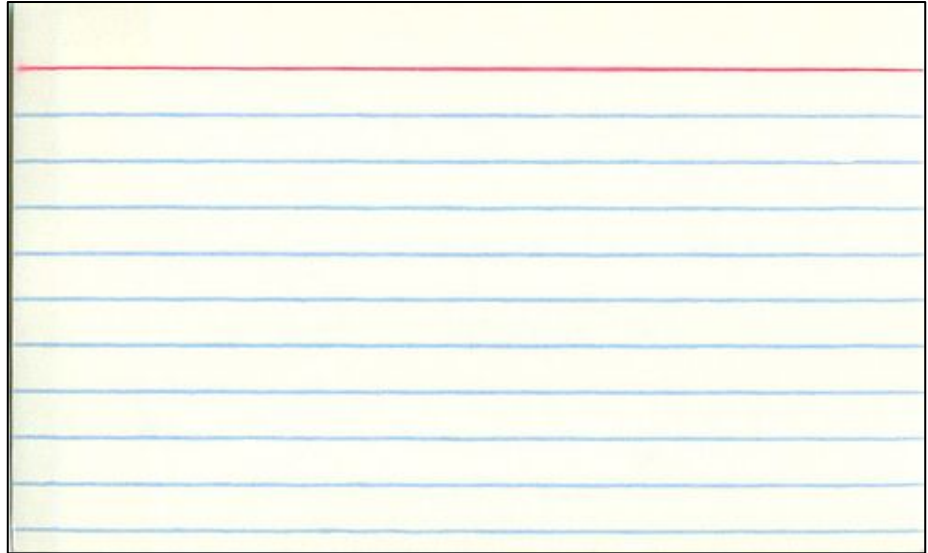| C	Checking
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Share Out

What did you write, draw, doodle, sketch, and/or create to help you remember the acronym CROPS?
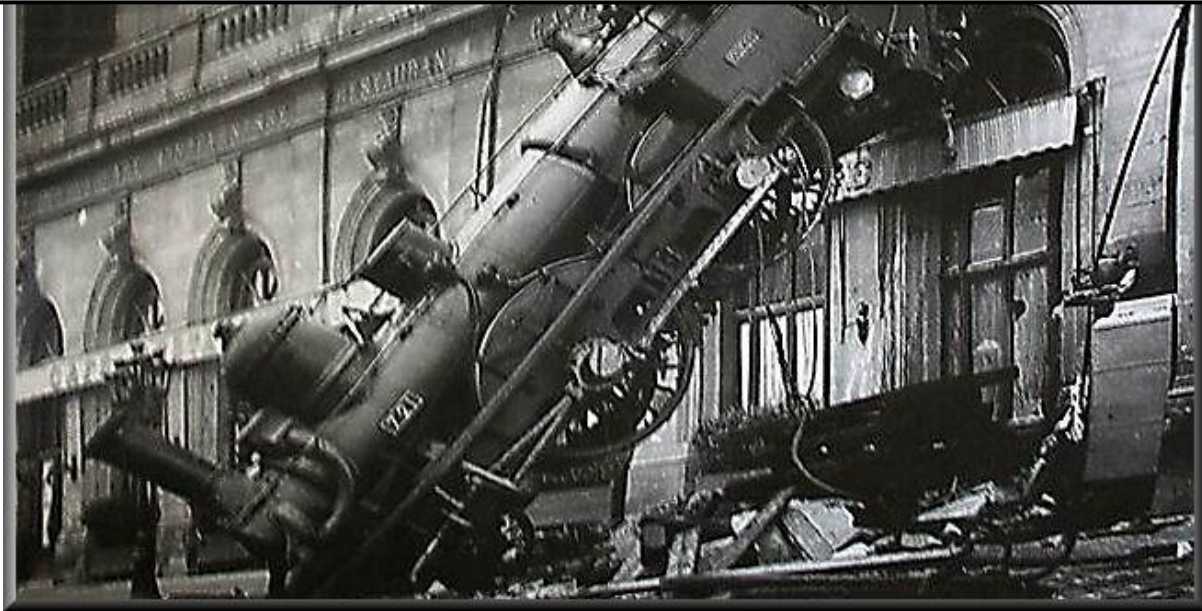
Exit Slip: Harvard Review

! = Main Idea

? = Question/curiosity

(1 - 10) = Rate lesson & why

Executive functioning is a process, not an event.

The Magnificent Seven Elements of EF

7. Retrieval Practice

6.

5.

4.

3.

2.

1.

#7: Retrieval Practice

- Re-reading text & massed practice of a skill or new knowledge are by far the preferred study strategies of learners of all stripes, but they're also among the least productive.

#7: Retrieval Practice

- Re-reading text & massed practice of a skill or new knowledge are by far the preferred study strategies of learners of all stripes, but they're also among the least productive.

- Retrieval practice – recalling facts or concepts or events from memory – is a more effective learning strategy than review by re-reading.

#7: Retrieval Practice

Top 3 steps that support retrieval practice:

1. Use Frequent Low-Stakes Testing
2. Space Out Retrieval Attempts Over Time
3. Mix Topics and Use Varied Contexts

Source: https://www.retrievalpractice.org/make-it-stick

Relevance to Executive Functioning

- Implementing spaced repetition helps students develop planning and organizational skills.

- For example, scheduling periodic reviews of past material trains students to manage their time and prioritize effectively.

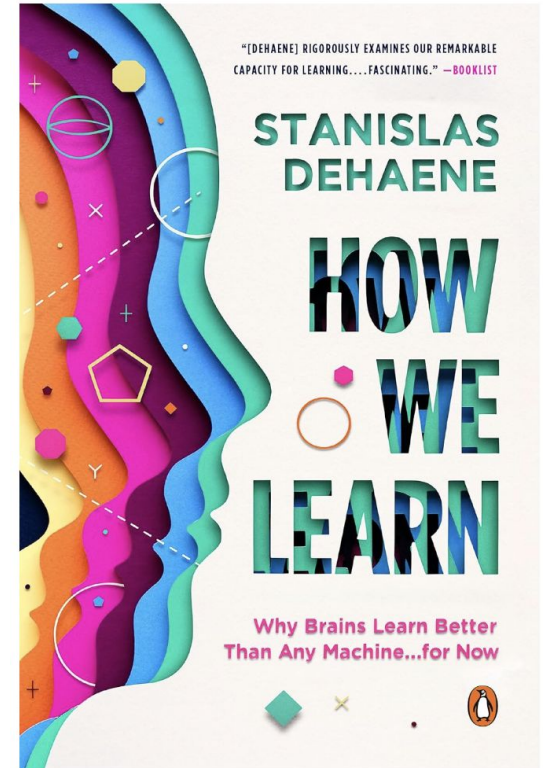# The Magnificent Seven Elements of EF

7. Retrieval Practice

6. Four Pillars of Learning

5.

4.

3.

2.

1.

#6: Four Pillars of Learning

#6: Four Pillars of Learning

1. **Attention:**

   Essential for focusing on relevant information & filtering out distractions. It ensures that the brain is selectively processing the most important aspects of the material being learned.

2. **Active Engagement:**

   Learner actively participating in the learning process. This can include activities such as problem-solving, discussion, & hands-on experiences, which help to deepen understanding and retention of the material.

3. **Error Feedback:**

   The process of receiving & using feedback to correct mistakes and refine understanding. It is a critical component for learning, as it allows learners to recognize errors and adjust their approach, leading to improved performance & mastery over time.

4. **Consolidation:**

   The process of solidifying & integrating new information into long-term memory, which often occurs during sleep. This pillar highlights the importance of adequate rest & the brain's need to process and reinforce what has been learned.

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Relevance to Executive Functioning

1. Attention
2. Active Engagement
3. **Error Feedback**
4. Consolidation

The Magnificent Seven Elements of EF

7. Retrieval Practice

6. Four Pillars of Learning

5. PRIMED

4.

3.

2.

1.

#5: PRIMED

#5: PRIMED

P	**P**ause and clear your mind
R	**R**emember what you did before; reflect on other options, viewpoints & values involved
I	**I**magine what you will do; then do the task
M	**M**onitor how you are doing, your difficulties and adjustments
E	**E**valuate outcomes and thinking: What went well? What was hard? What could be improved?
D	**D**evelop connections

Think of a student who would benefit from PRIMED

Relevance to Executive Functioning

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The Magnificent Seven Elements of EF

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5. PRIMED

4. STOP

3.

2.

1.

#4: STOP

#4: STOP

Sarah Ward, Director of Cognitive Connections
- Internationally recognized expert on executive function skills
- Co-authored the *360 Thinking* Executive program and co-developed the educational products the *Academic Planner* and *Tracknets*, as well as the *Time Tracker* Program and *Get Ready, Do, Done* instructional approach

COGNITIVE CONNECTIONS

#4: Understanding & Practicing Situational Intelligence

SPACE: read the room
- What's going on?
- Expected/unexpected?

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OBJECTS: read the objects
- Look for objects/parts
- Location/purpose

PEOPLE: read the person
- What are they telling you?
- Look at face, body & appearance

Relevance to Executive Functioning

SPACE: read the room

TIME: get on the timeline

OBJECTS: read the objects

PEOPLE: read the person

The Magnificent Seven Elements of EF

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4. STOP

3. Three Parts of Memory

2.

1.

#3: Three Parts of Memory

#3: Three Parts of Memory

STM	AWM	LTM

#3: Three Parts of Memory

STM	AWM	LTM
Posting an agenda Classroom calendar Checklists Routines & procedures		

#3: Three Parts of Memory

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#3: Three Parts of Memory

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Posting an agenda Classroom calendar Checklists Routines & procedures	Visuals, diagrams, mind maps Automate as much as possible Reduce cognitive load Break down steps	Retrieval & spaced practice Interleaved practice Concept cards

Project vs. Task

- **A project** is a final product.
    - It is something you finish.

- **A task** is one of many steps that are taken to start & eventually finish a project.
    - It is something you do.

Relevance to Executive Functioning

_TM	A_ _	_ _ _

P vs. T

- **A pro** _ _ _ _ _ is a final pro _ _ _ _.
  - It is something you fin_ _ _.

- **A t_ _k** is one of many steps that are taken to start & eventually finish a _ _ _ject.
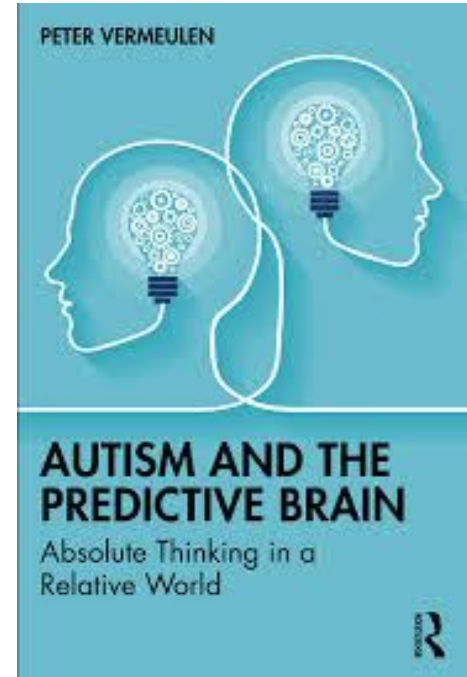 - It is something you _ _.

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3. Three Parts of Memory

2. Absolute Thinking

1.

#2: Absolute Thinking in a Relative World

Dr. Peter Vermeulen

- An internationally respected lecturer/trainer in the field of autism and has written several books.
- In 2019, Peter received the Passwerk Lifetime Achievement Award for his more than 30 years of work in the autism field in Belgium.

PETER VERMEULEN

AUTISM AND THE PREDICTIVE BRAIN

Absolute Thinking in a Relative World

#2: Absolute Thinking in a Relative World

The biggest challenge for students diagnosed with autism…

UNCERTAINTY

senses

brain
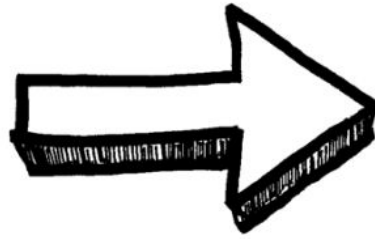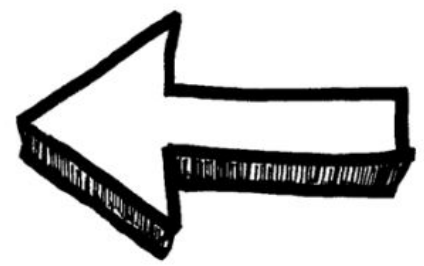
stimuli → input

processing → meaning

senses

brain

prediction error!

stimuli

input

prediction

model

#2: Absolute Thinking in a Relative World

Try to understand the behavior from within

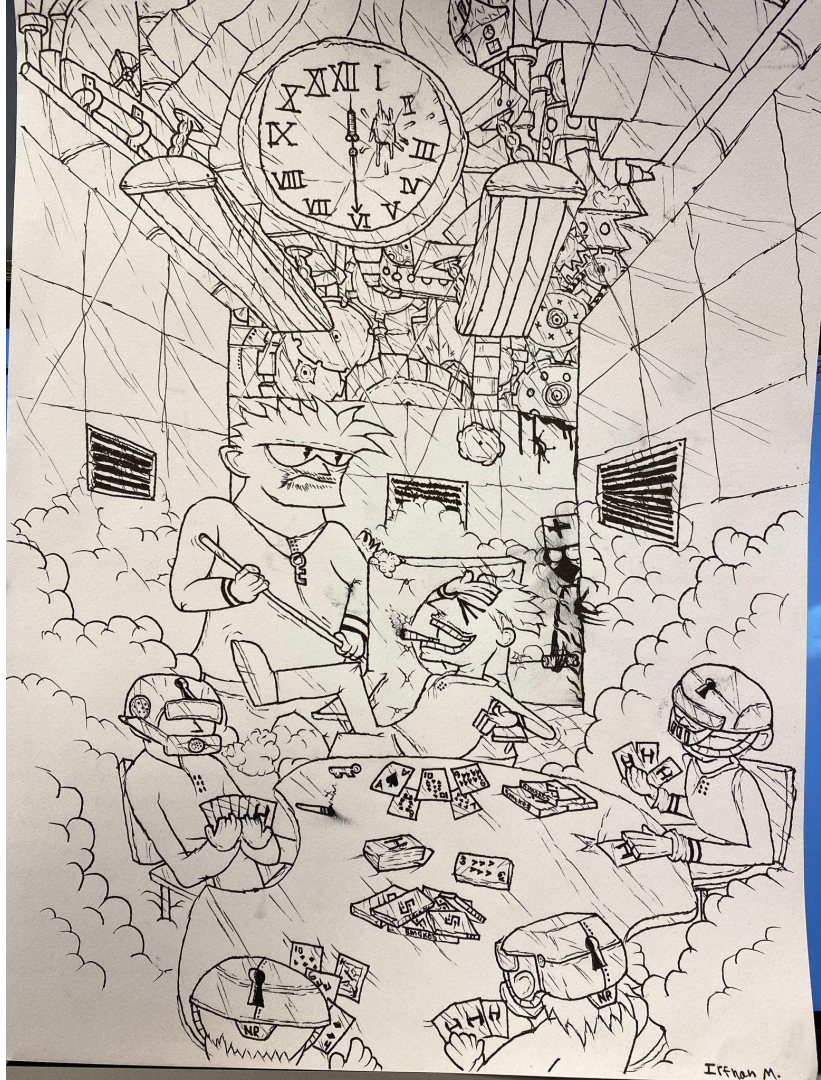Push the context button to facilitate the 'right' meaning

Relevance to Executive Functioning

How do we best support those students who exhibit "Absolute Thinking in a Relative World"?
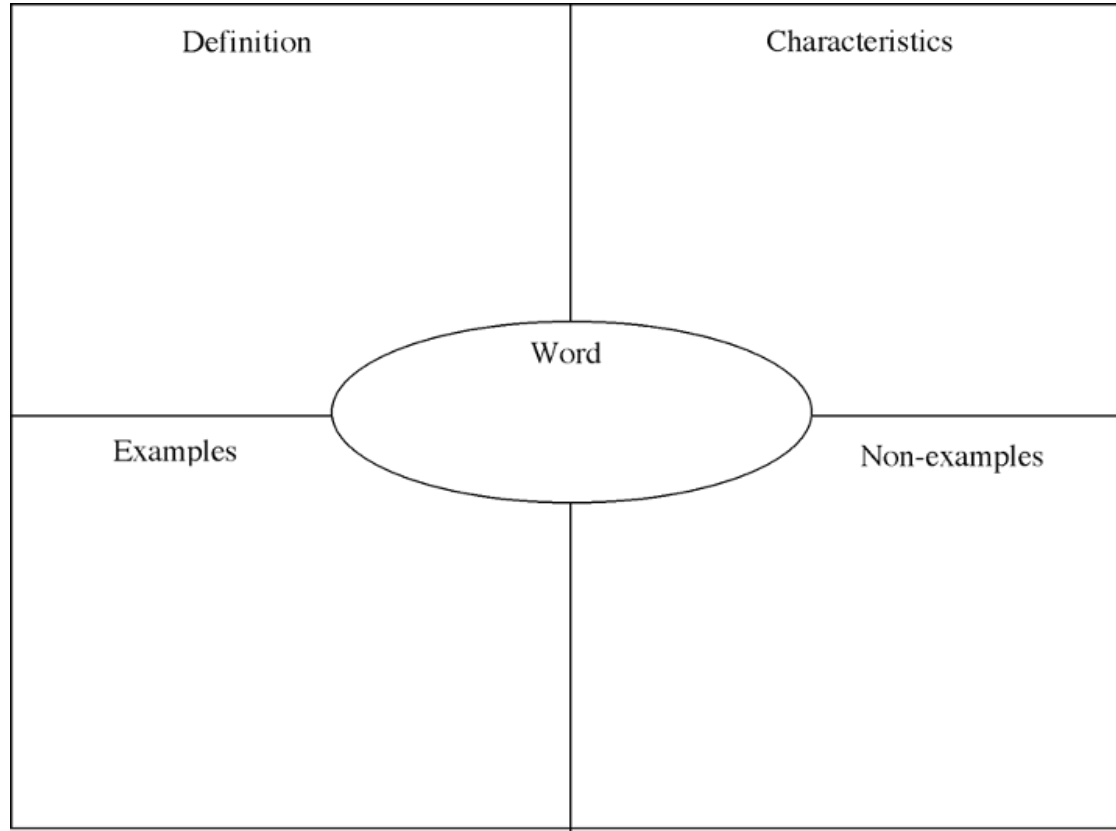
Irfhan M.

The Magnificent Seven Elements of EF

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5. PRIMED

4. STOP

3. Three Parts of Memory

2. Absolute Thinking

1. Frayer Model

#1: Frayer Model

Definition	Characteristics
Examples	Non-examples

Word

CTR 2025

by Philippe Ernewein

AWM	CROPS	CONSOLIDATION	MINI-LESSON
PRIMED	MAKE IT STICK	REVIEW	GRABBER
STOP	AUTISM & PREDICTIVE BRAIN	ERROR FEEDBACK	ATTENTION
HOW WE LEARN	EXIT SLIP	ACTIVE ENGAGEMENT	ATOMIC HABITS

ACRONYMS RELATED TO EXECUTIVE FUNCTIONING
AWM, CROPS, PRIMED, STOP

FOUR PILLARS OF LEARNING
ACTIVE ENGAGEMENT, ATTENTION, CONSOLIDATION, ERROR FEEDBACK

BOOKS REFERENCED DURING PRESENTATION
ATOMIC HABITS, AUTISM & PREDICTIVE BRAIN, HOW WE LEARN, MAKE IT STICK

PARTS OF THE 6-STEP LESSON PLAN
EXIT SLIP, GRABBER, MINI-LESSON, REVIEW

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