

Strategies for Executive Skills Development

Intervention Tier	Environmental Modifications	Instructional Supports	Motivation Strategies
<p>I: Universal Systems level or classroom-level supports directed at all students and designed to meet the needs of most students</p>	<ul style="list-style-type: none"> Establish classroom routines to manage things such as using an assignment book, handing in homework, planning for long-term assignments, maintaining notebooks. Teach classroom rules for behavior (post prominently, review regularly, and practice for mastery). Set up schoolwide monitoring/feedback systems (such as Power School or TeacherEase). 	<p>Teach:</p> <ul style="list-style-type: none"> Study skills necessary to meet course requirements (e.g. how to study for tests, how to break down long-term assignments into subtasks and timeline). Organizational/ working memory skills(e.g. How to maintain an assignment book, how to organize notebooks, how to remember important things such as due dates, permission slips, etc.). Homework skills-how to plan homework sessions, strategies for getting started, screening out distractions, persisting until completion, avoiding temptation and problem solving. 	<ul style="list-style-type: none"> Use group contingencies to meet specific criteria. Build in fun activities following effortful classroom tasks. Make liberal use of effective praise targeted to executive skill development.
<p>II: Targeted Somewhat more intensive interventions to meet the needs of the 10-15% of students for whom universal supports are insufficient</p>	<ul style="list-style-type: none"> Modify assignments to increase likelihood of success (shorten, build in choice, make more closed-ended). Set up after-school homework clubs. Provide weekly progress reports to inform parents of missing assignments, upcoming deadlines. 	<ul style="list-style-type: none"> Set up small-group coaching for at-risk students to teach them how to make and follow homework plans and provide closer monitoring to students with working memory deficits or planning or organizational problems. Institute peer tutoring programs or train volunteer tutors. Contact parents to develop a simple plan to address the problem (e.g. arranging for progress reports). 	<ul style="list-style-type: none"> Home-school incentive systems (daily or weekly report cards). Require students to use free time or after-school time to complete unfinished work.
<p>III. Intensive For the 1-7% of students with chronic and more severe problems.</p>	<p>At this level, an effective intervention involves working collaboratively with parents, teachers, and students to develop an individual support plan.</p>	<p>Elements of an effective intensive intervention:</p> <ul style="list-style-type: none"> Target behavior is well defined and includes criteria for success. Specific environmental modifications are identified. The skill is explicitly taught, modeled, and rehearsed on a regular basis. Someone is assigned to check in with the student at least daily. The student's independent use of the skill is monitored over time so that progress can be measured. 	