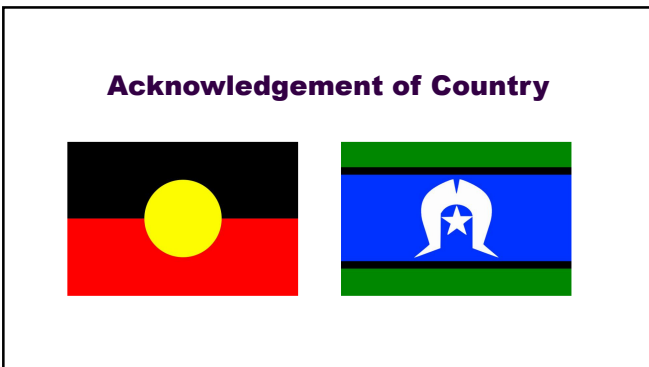
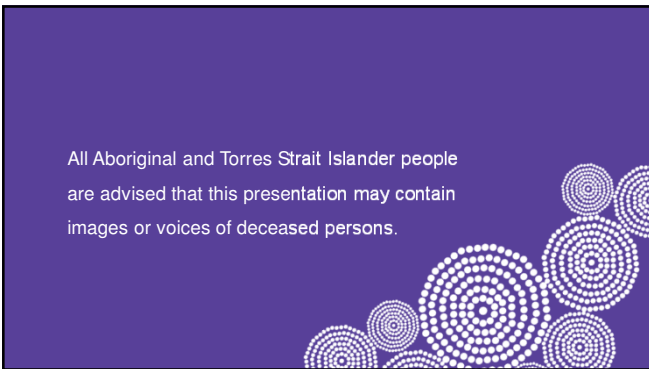




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Webinars




- A recording of the webinar will be available on the Online Learning Hub in the next week
- To chat, please make sure your messages are going to 'Everyone' and not just the presenters

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Something about you...

- Who are you?
- In which role/s are you joining us today?



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Learning intentions

-  To explore executive functioning skills and the implications for home and school
-  Consider practical strategies to support the development of executive functioning skills

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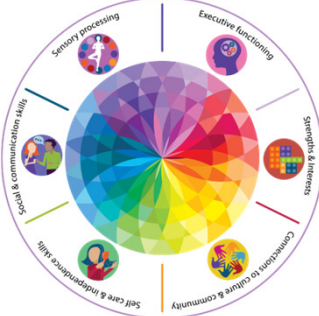
The Diversity Wheel

The **outside** of the circle indicates the individual may need less support in that area.

The **middle** of the circle indicates the individual may need more support in that area.

Strengths and support needs when:

- they are at their most independent
- they need the most support

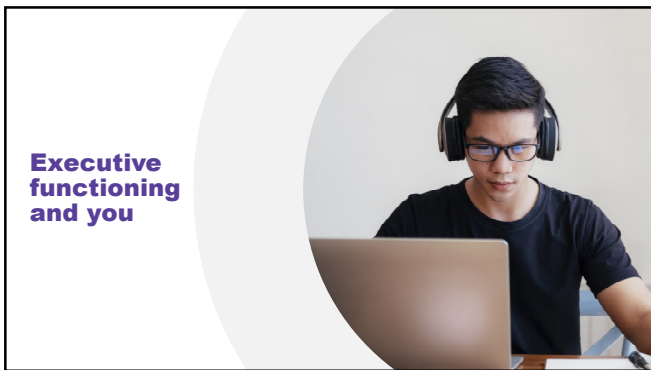


Diversity wheel is adapted from Rebecca Burgess' <https://the-art-of-autism.com/understanding-the-spectrum-a-comic-strip-explanation/>

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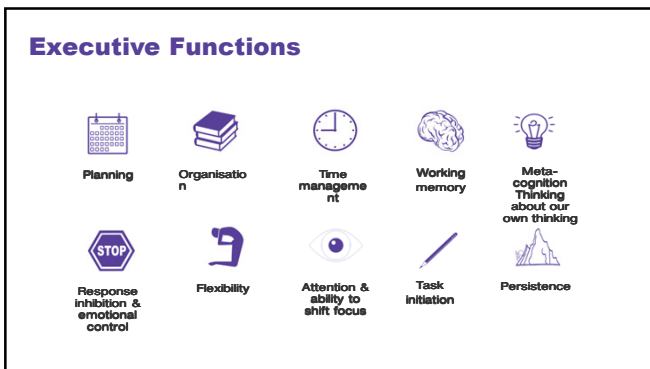
12



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Planning

- Planning how to complete a task
- understanding what finished looks like



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Organisation

- organising thoughts
- equipment
- time
- work space



17

Time management


Understanding and knowing how to complete an activity in a given timeframe



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Working memory

Remembering information whilst working on other tasks.



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Meta-cognition

Thinking about one's thinking

20



Emotional regulation

Managing emotions


21



Cognitive flexibility

Being able to change plans and adapt to a new situation

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Attention

Paying attention to a task, even if we are bored, tired, or it is not our interest area

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Task initiation

- The ability to start a task
- Waiting until the last minute to start

24

Persistence

The ability to keep going to finish a task and re-visiting the task if necessary



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students on the autism spectrum

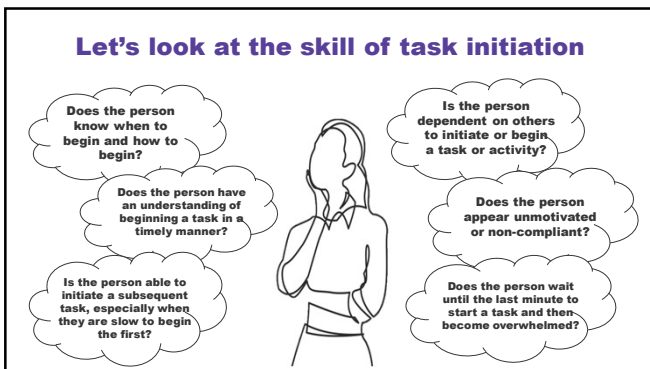
Activities identified as challenging

- planning for assignments
- working as part of a group
- handwriting and being neat
- coping with change
- coping with bullying or teasing
- staying calm when the classroom is very noisy
- the speed at which handwriting needs to be completed
- copying information from the board
- doing homework
- staying calm when other kids annoyed them

Saggers et al. 2015

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Let's look at the skill of task initiation



Does the person know when to begin and how to begin?

Does the person have an understanding of beginning a task in a timely manner?

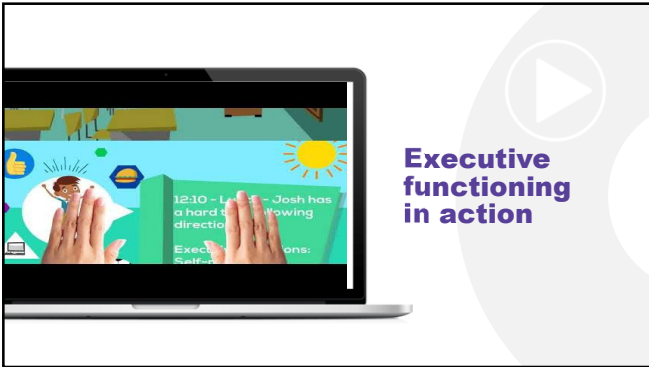
Is the person able to initiate a subsequent task, especially when they are slow to begin the first?

Is the person dependent on others to initiate or begin a task or activity?

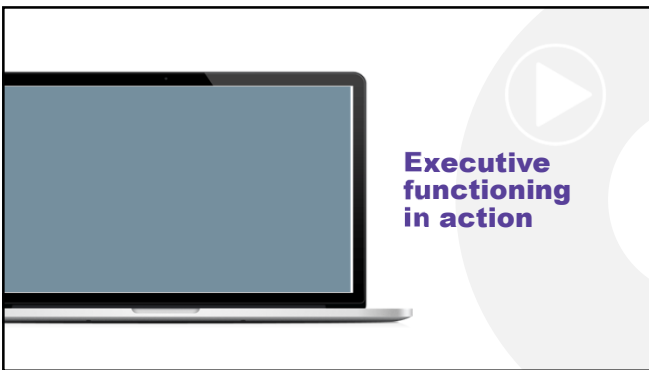
Does the person appear unmotivated or non-compliant?

Does the person wait until the last minute to start a task and then become overwhelmed?

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30







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 Executive Functioning Tool			
Executive functioning skills e.g.	Observations & examples. What can you see or hear the child doing? 	What are the helpful & unhelpful impacts on the child & others? 	What strategies and adjustments may support the child? 
Planning and organising 			
Memory 			
Noticing and remembering 			

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 Executive Functioning Tool		
Executive functioning skills e.g.	Observations & examples. What can you see or hear the child doing?	What are the helpful & unhelpful impacts on the child & others?
Planning and organising 	Josh forgot his backpack	He did not have the clothes he needed for sport and became stressed
Memory 	Josh had trouble starting a task because he was not able to remember what the teacher had said	He became frustrated and overwhelmed as he could not start the required task
Noticing and remembering 	Talks too loud in the hall and misses the instructions to leave	He becomes isolated from his peers and unsure of what to do next and has trouble regulating his emotions

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Strategies to support executive functioning

- being able to use technology to support their educational needs in a variety of ways (e.g. to type or help with school work)
- getting copies of things teachers wrote on the board
- receiving rewards for jobs well done
- being able to take a break and having time away from others
- using special interests to do projects
- a quiet space to do assessment
- 1:1 help from an adult
- being reminded of pending changes
- help with organising themselves

Saggers et al, 2015

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Strategies

Executive Functioning
Strategies to support diverse learners

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 Executive Functioning Tool			
Executive functioning skills e.g.	Observations & examples. What can you see or hear the child doing?	What are the helpful & unhelpful impacts on the child & others?	What strategies and adjustments may support the child?
 Planning and organising	Josh forgot his backpack	He did not have the clothes he needed for sport and became stressed	Have a checklist showing what Josh needs to have with him before he leaves home
 Memory	Josh had trouble starting a task because he was not able to remember what the teacher had said	He became frustrated and overwhelmed as he could not start the required task	Have the teacher repeat the instructions to Josh and allow processing time
 Noticing and remembering	Talks too loud in the hall and misses the instructions to leave	He becomes isolated from his peers and unsure of what to do next and has trouble regulating his emotions	Have visual reminders displayed regarding level of noise expectations


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Some other resources



LIVE WITH US MATTER SCHOOLS ONLINE PROFESSIONAL DEVELOPMENT GET INVOLVED CONTACT DONATE

AUTISTIC-LED SERVICES FOR YOUNG PEOPLE & ORGANISATIONS

ICAN Network is a national support network of autistic-led organisations and professionals working together to improve the lives of autistic young people. We have a lot of our staff are autistic. Our vision is to create a world where autistic people are valued and supported. We are currently looking for more autistic-led organisations to join our network. [*ICAN CELEBRATES DIVERSE THINKING AND INVITES THE WORLD TO JOIN OUR AUTISTIC COMMUNITY A VOICE](#)



Executive Functioning
Executive functions are a set of cognitive skills that are used for both planning and carrying out tasks, and organising and regulating behaviour over time.



EXECUTIVE FUNCTIONING & ANXIETY: INSIGHTS & TIPS FOR ADULTS WHO SUPPORT AUTISTIC YOUNG PEOPLE

Here are some important insights, tips & resources from Autistic/Neurodivergent members of our team who know what it's like to manage executive functioning challenges.

EXECUTIVE FUNCTIONING ISN'T JUST PLANNING, ORGANISING AND TIME MANAGEMENT. It also includes prioritisation, problem solving & creative thinking, working memory, self-awareness & self-regulation, task initiation to task completion, attention and self-advocacy. Many of us Autistic/Neurodivergent struggle with these things quite often!

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