



March 28, 2023

LATE, LOST & LAGGING BEHIND: DEMYSTIFYING EXECUTIVE FUNCTIONS

Azalea Elementary School

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MAR
28



Presentation for Pinellas County School District

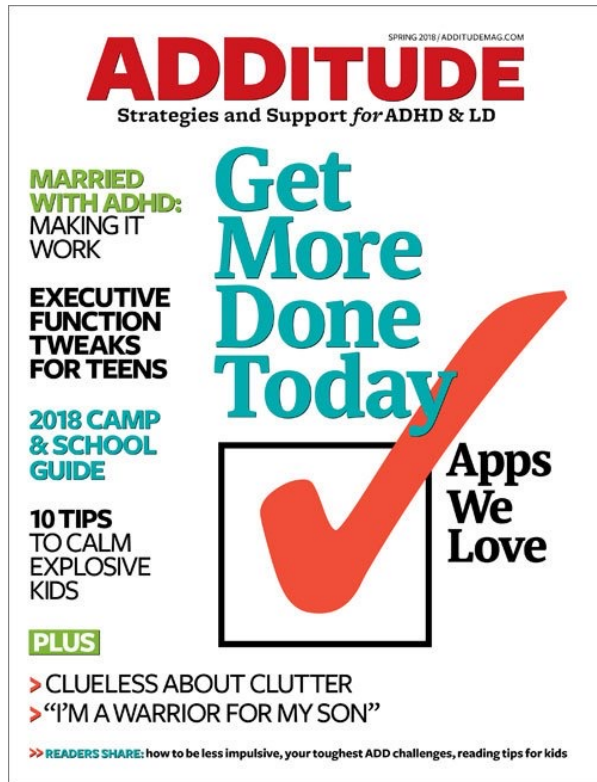
12:00 PM – 1:00 PM
[Google Calendar](#) · [ICS](#)

Leslie will present "*Late, Lost & Lagging Behind: Demystifying Executive Functions*" to the Pinellas County School District's Spring Educators Program in St. Petersburg, Florida. [VIEW PRESENTATION SLIDES](#)

Order Out Of Chaos' Mission

Our purpose is to provide hands-on education, guidance and coaching to parents and their students through our customized products and programs, so all children – both mainstream and with learning issues – can develop the necessary skills they need to experience success in learning and in life.

ADDitude Magazine's "Dear ADHD Family Coach®" Columnist



Menu **ADDITUDE** *Inside the ADHD mind*

ADHD SYMPTOMS & TESTS ADHD TREATMENT ADHD PARENTING ADHD ADULTS NEWS & FORUMS DOWNLOADS, WEBINARS

Time to talk to your child's doctor about an
ADHD treatment

ASK THE EXPERTS

Q: What Activities (Besides Video Games) Captivate the Attention of Teens with ADHD?

Video games are addictive for ADHD brains. If your teen tends to hyperfocus on screens, help him strike a healthier balance with these creative alternatives: ideas for activities and interests that will capture the attention of even hardcore, non-sporty gamers.

BY LESLIE JOSEL

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Q: "Like most teenagers, [my son with ADHD really enjoys video games](#), especially when he plays with his friends remotely at home. However, he hyper-focuses on any activity that includes screen time and does little else. What are some good hobbies or general interests you have seen that are especially good for [teens with ADHD](#)? My son does not play or watch sports so any sport-related suggestion will most likely not work." —*Frustrated Father*

ADHD/ Executive Functions

What's the Difference Between ADHD & Executive Functions?

Executive Control

Executive Control is the brain's ability to filter, suppress and "screen out" all incoming information (including our own thoughts and impulses) that might "get in the way" of our ability to self-regulate and complete tasks.

In order to function daily, the brain must be able to ignore irrelevant thoughts, physical impulses, and external stimuli that barrage us and threaten our ability to maintain focus and control our thoughts, feelings and actions.

Purposeful Actions

Brain vs Behavior

Executive Age is the person's age based on how his or her brain is working. EF individuals are an average of 30% behind. This delay lasts into adulthood. Human brains reach their highest point of maturity in the early 30s, and for EF people, that is where the maturity stops, even if there is delay.

What is the Executive Age?

True Age	Executive Age	True Age	Executive Age	True Age	Executive Age
3	2	13	8.67	23	15.33
4	2.67	14	9.33	24	16
5	3.333	15	10	25	16.67
6	4	16	10.67	26	17.33
7	4.67	17	11.33	27	18
8	5.33	18	12	28	18.67
9	6	19	12.67	29	19.33
10	6.67	20	13.33	30	20
11	7.33	21	14	31	20.67
12	8	22	14.67	32	21.33

When your children frustrate you with actions that are not age appropriate, refer to this chart to remind you to give them grace because their brains are developing behind schedule.

Strengthen The Brain



BRAIN IS A MUSCLE!

IT NEEDS TO BE
EXERCISED!

PILLAR #1

Activation

Organizing

Time Management



The ability to keep track of things in space, in stuff & in time

Organization

The Brain Craves Predictability

Calm vs Chaos



Ordered Structure/s



Consistency

Organized Spaces



Reading the Room

Label, Label, Label

Schedules|Calendars|

Rules|Reminders|Photos

Task Cards



Rules of Thumb

If they don't see it, it doesn't exist

If it takes more than 2-3 steps to do.....

Pictures tell the story

Color code **EVERYTHING!**



Time Management



**Externalize Time
to
Internalize Time**

Analog Clocks

**Hang clocks in every room
your students spend time in**

Including HALLWAYS



Every School Needs Analogs



Analog allow you to see time move and where you are in relation to the rest of the day.



Present time, elapsed time, future time.



Helps to understand how long you've spent on tasks and how much time you have left.



Digital gives one time – THE PRESENT!

**PAUSE
PICTURE
PACE**



Alarms | Timers



Hold future time

Provide time checks

Allow students to see “Done”

PILLAR #2

Focus

Focusing



Auditory vs Visual Processing

Focus

Secondary Focusing



Flashlighting



Body Brain

Use Experiential Experiences

Games

Storytelling

Play

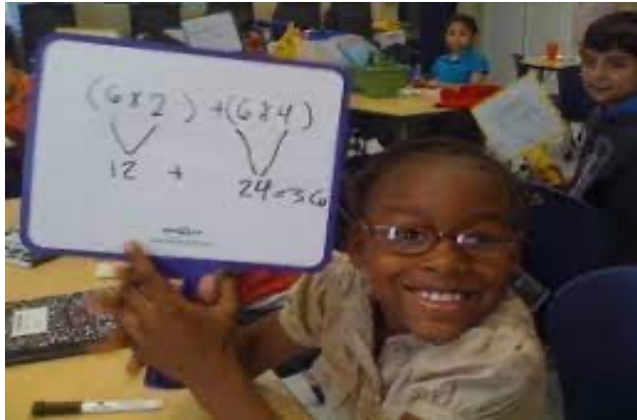
Twister

Videos

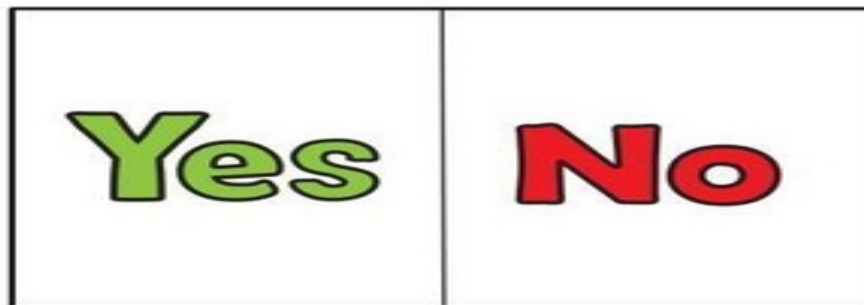


You Put Your Whole Self In!

White Boards



Responsive Cards



Guided Notes

Protists and Fungi Guided Notes Name _____ Per _____

Protists
Recall that protists are any organisms that is eukaryotic that _____ a plant, animal, or fungi
Common examples are: _____, radiolarians, _____, etc
There are _____ major divisions of protists
1. Animal like: _____
2. Plant like: _____ Algae
3. _____ like: Slime molds and water molds

Protozoans
Are _____ some are parasitic
Common examples are _____ and Parameciums

Unicellular Algae
Usually contain _____ and run photosynthesis
Red, Brown, and _____ algae and _____ are good examples

Fungus Like (slime and water molds)
Are heterotrophic and absorb nutrients from _____ organisms, but no _____

Fungi
 Fungi aren't plants
 Fungi are _____ that have cell walls made of chitin
 Do not run on _____
 Digest decaying organic matter on the _____ of their bodies, then absorb it

Structure of Fungi

- Multicellular fungi are composed of thin filaments called _____
- The bodies of fungi are composed of many hyphae tangled together into a _____ mass called _____
- The Fruiting Body is the _____ of a fungi that grows from the mycelium

1

Music



You Had Them at HELLO



Talk in sound bites

Pre-empt topic and time

**Can you bring your effort
level up to me?**

High Effort | Low Effort

Structure lessons using a high effort | low effort model

5-minutes for prep or “do-now”

20-minute instruction

10-minute solo or group activity



PILLAR #4

Managing Emotions

Stuck

Frustrated

Explosive

Anxious

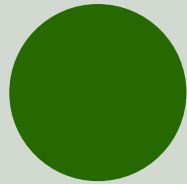
Overwhelmed



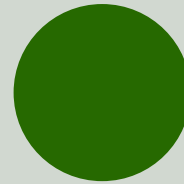
Managing Emotions



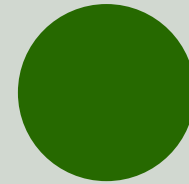
Reduce the amount work or information presented.



Limit open ended questions.



Provide emotional outlet.



Give choices of expression.

Lighten the Sensory Load



Calm Environments



Headphones/White Noise



Aroma/Scent



Seating-floor|window|calming cubbie



Lighting



Sensory Sensitive Classroom

60-30-10 RULE

Use 60-30-10 rule when designing your classroom

60% one neutral color

30% accent color

10% pop of color

Creates balance for the eye & prevents over or under stimulation.

**Charts | Posters | Copy Paper | Bins | Bulletin Board |
Highlighters | Supplies**

PILLAR #5

Working Memory

Remembering ...

or

Performance in the Front/Knowledge in the Back



Get rid of the “Oh! By The Ways!”



Link the unknown to the known



Stop answering questions when none were asked

Guided Questioning

Where have you seen this?

What is this similar to?

What do you recognize?

What is new to you?

**How does this connect with what we've already
learned?**

What is confusing to you?

Routines



TURNING IN
HOMEWORK



WRITING DOWN
HOMEWORK



CLEANING OUT
NOTEBOOKS
AFTER A UNIT



PREPARING FOR
EXAMS

Tips to Address Working Memory

Remind – Remember we've got art class in 15 minutes. Who can show me that on the clock?"

Rehearse – "Let's think of all the things we need to bring home this evening."

Review – "Who can tell me what activity we have in 15 minutes? What do you need to take?"

PILLAR #6

Action:

Monitoring Actions

Self Leadership



Naughty vs Neuro

Movement

Helps

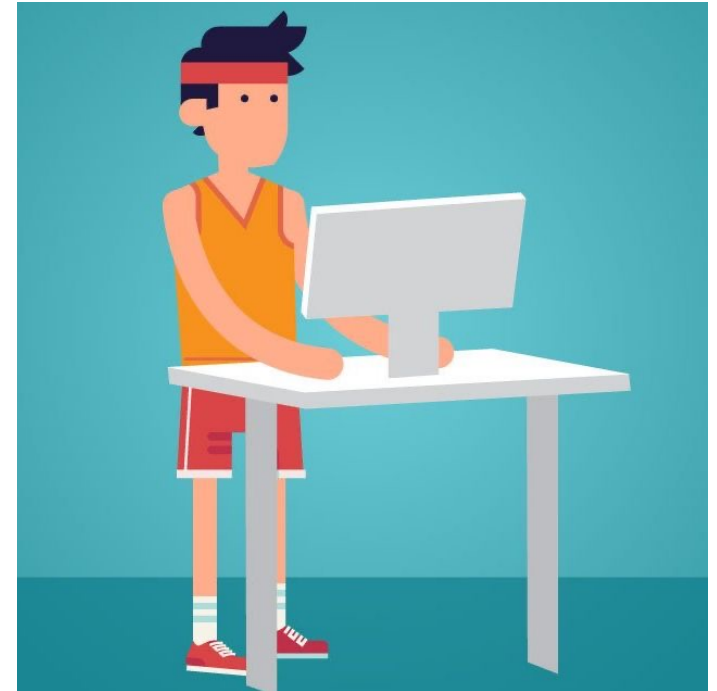
Manage Impulses

Focus and Sustain Attention

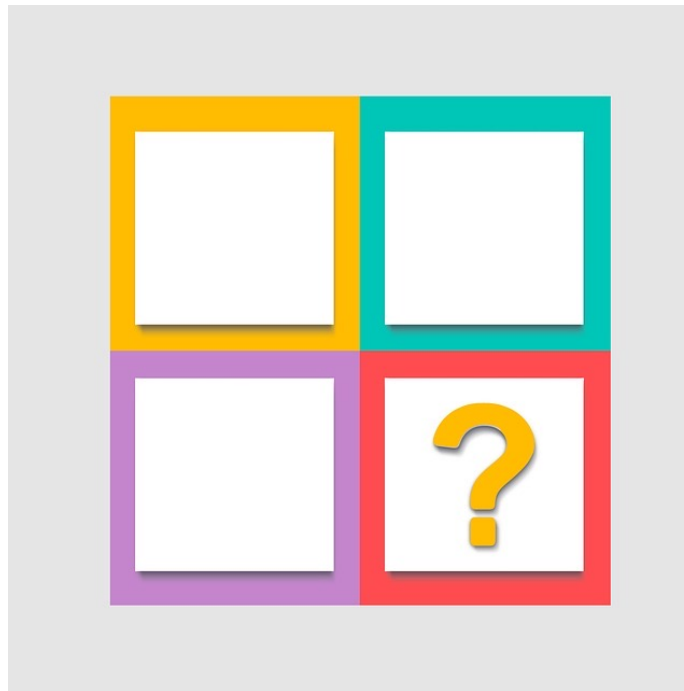
Distractibility

Lay Down Learning

Recall Information



Q & A



For More Information & Resources



VISIT US: orderoochaos.com

CONTACT US: info@orderoochaos.com