



# **Executive Functions: Helping Kids Get Organized for Remote Learning**

**April 15, 2020**



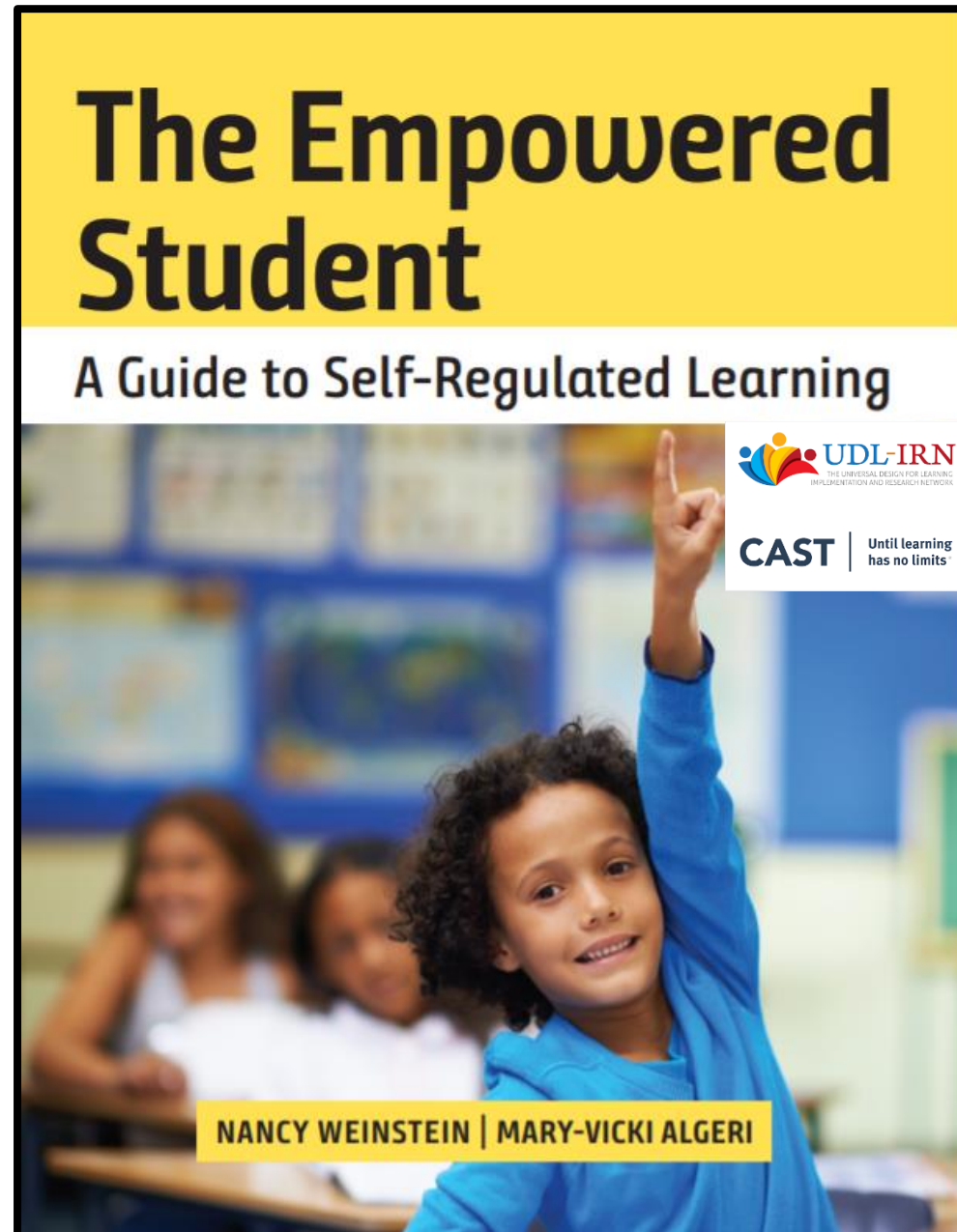
# Agenda

**1. Introductions**

**2. Review of Executive Functions in Context**

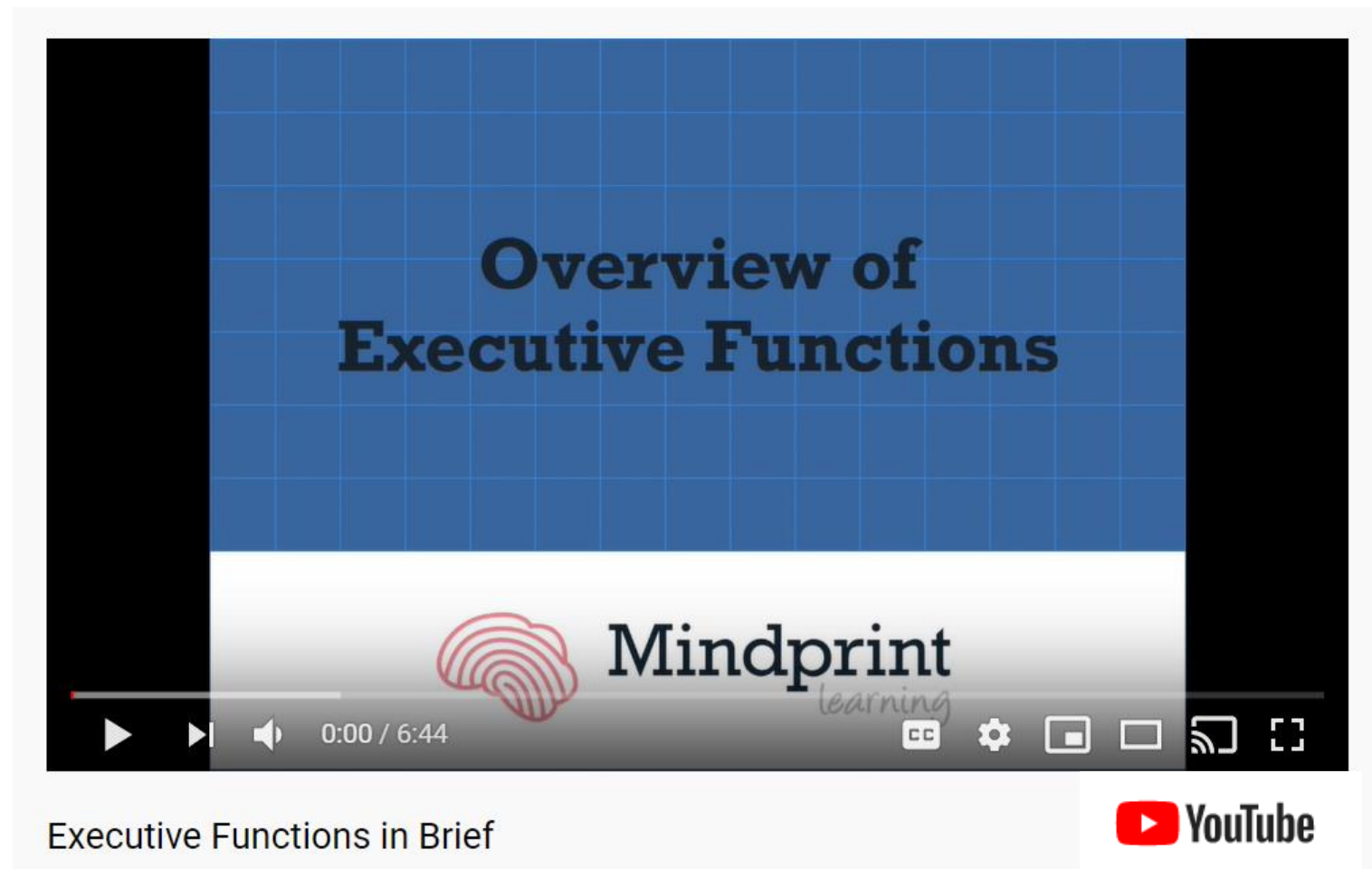
**3. What's Different about Remote Learning**

**Vicki Algeri**  
**Director of Learning,**  
**Mindprint Learning**



**Nancy Weinstein**  
**Co-founder,**  
**Mindprint Learning**

# Review of Executive Functions in Context



[https://www.youtube.com/watch?v=Q\\_ahhN5\\_VHE](https://www.youtube.com/watch?v=Q_ahhN5_VHE)

# Whole Child

## Cognitive Skills = HOW you learn

### Complex Reasoning



- Abstract
- Verbal
- Spatial

### Executive Functions



- Attention
- Working Memory
- Flexible Thinking

### Memory



- Verbal
- Visual

### Efficiency



- Visual Motor Speed
- Processing Speed



# Science of Learning + Science of Individual

*Every student can achieve mastery, but every student has a different path to success*

***Differences in individual capacities***



Memory

\*



Executive  
Functions

\*



Reasoning

\*



***Universal  
Goals***



Mastery

# Remote Learning – The Bright Side: Students Who Can Benefit!

## Strong executive functions

- *Less time on “must do” work*
- *Time to go deeper where interested*

## Weaker executive functions \*

- *Work at your own pace = liberating*
- *More time to break up work*
- *No peer pressure – don’t worry about what everyone else is doing*
- *Not “getting into trouble”*

**\*If they have strategies and supportive adults**

# Remote Learning Creates Additional Challenges for Weaker EF



- More environmental distractions (*attention*)
- Less structure and predictability (*flexible thinking*)
- Less continuous adult supervision during tasks (*attention, working memory*)
- Struggles less visible to teachers (all)
- Possibly compounded by family members with weaker executive functions

You might be surprised at some of your students who are struggling, e.g. inattentive but not hyperactive or weaker flexible thinking



# Support Executive Functions



**Most Important: Good habits and manageable routines...**

Daily Schedule

Mix Up Delivery Format

Regular Breaks

Feedback

Chunking

*Parents must have the same expectations. You might need to more actively partner with parents for students with weaker EF!!!  
(Not the same as complex reasoning or memory)*

# Daily Schedule

## These Kids Need a Structured Day



**Why Different:** School is more routine: scheduled time slots, class breaks, predictable transitions, predictable environment, few surprises

### How:

- Specific time slots -- Routine is important, especially beginning and end of day
- Some choice / flexibility (not too little or too much)
- Schedule is readily accessible (visual reminders always help)
- Individualized (Doesn't need to be the same for every student. Meet personal needs)

# Regular Breaks / Positive Reinforcement

Approximately 20 minutes of work then a break



**Why Different:** Typical lesson plans include natural break points, built-in environmental change (e.g. switching classes/rooms), and social interaction

## **How:**

- Breaks between subjects
- Breaks within subjects (don't expect a continuous 45 minutes of work)
- Small reinforcement goes a long way to keeping the mind fresh (snacks, a funny video, a stretch, a mind bender / puzzle)

# Chunk it Up

**Don't expect students to chunk themselves**



**Why Different:** School instruction is naturally chunked – class discussions, student questions, interspersed examples, small groups, pair and share, etc.

## **How:**

- Asynchronous: Start and stop points (e.g. watch 5 min. then write down 3 key points, read 3 pages then record a summary sentence)
- Synchronous: Intersperse with questions, stop and jot, system for student participation

# Mix Up Format

## Promote active learning



**Why Different:** In school, delivery is more naturally varied (verbal, hands-on, written on board, modeled with visual diagrams, physical examples)

### How:

- Online: videos, web curricula, web research, group chats, podcasts
- Offline: reading, writing, hands-on projects, drawing, board games, worksheets
- Build in some student choice: project/writing options, product delivery choice (e.g. video, poster, written paper)

# Feedback

Need a more structured/formal process



**Why different:** Lose non-verbal signals (both directions), Students less likely to ask for help and few opportunities for teachers to provide help

**How:**

- Specific, clear, concise feedback (Rule of thumb: 3 positive to 1 correction)
- Regular check-ins with student and parent
- **Formative** assessment: Quizzes, Email me one question, Email me a 1-3 sentence summary, Flipgrid, SeeSaw, Quizlet

## Free Resource: Strategies for Remote Learning

### Organization & Structure

[Daily Schedule](#)  
[Regular Breaks](#)  
[Daily Desk Setup](#)  
[Specific, Achievable Goals](#)

### Teacher-led Instruction

[Mix Up Format](#)  
[Chunk Content Delivery](#)  
[Spaced Practice](#)  
[Prompt Specific Feedback](#)

#### Subject-Specific Tools for Structuring Your Support

Reading: [Organizational Guide](#)  
Writing: [Writing Frame](#)  
STEM: [Stepped examples](#)

### Student Checklists

[Online Learning and Working](#)  
[Complete Independent Work](#)  
Reading: [Fiction](#)  
Reading: [Non-Fiction](#)  
[Math Problem Sets](#)  
[Geometry Problem Sets](#)  
[Math Word Problems](#)  
[Writing Assignments](#)  
[Proofread Written Work](#)

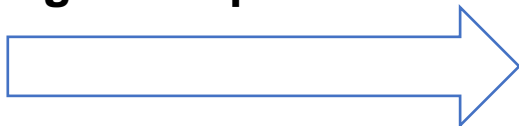
### Parental Involvement

[Provide Structure](#)  
[Support Organization](#)  
[Avoid Multi-tasking](#)  
[Overcome Procrastination](#)

### Social-Emotional

[Two-Way Feedback](#)  
[Validate Feelings](#)  
[Distraction Breaks for Anxiety](#)  
[Guided Choice](#)

Take note of strategies for parents



# Teacher Self-Care

## Yes, It is Harder on You

- Create your own SUSTAINABLE daily schedule (student communication, parent communication, lesson planning, teaching, grading)
- Prioritize specific student needs (Which students need individual support, when and how)
- Deliberately plan for communication with students and parents (anticipate when and how for students who are not doing work)
- Think ahead! You will be asked about recommendations for next year. How will you make them, what “evidence” will you need and build that into your curriculum





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# Thank you!

[Klingenstein Webinars & Chats](#)  
[www.mindprintlearning.com](http://www.mindprintlearning.com)

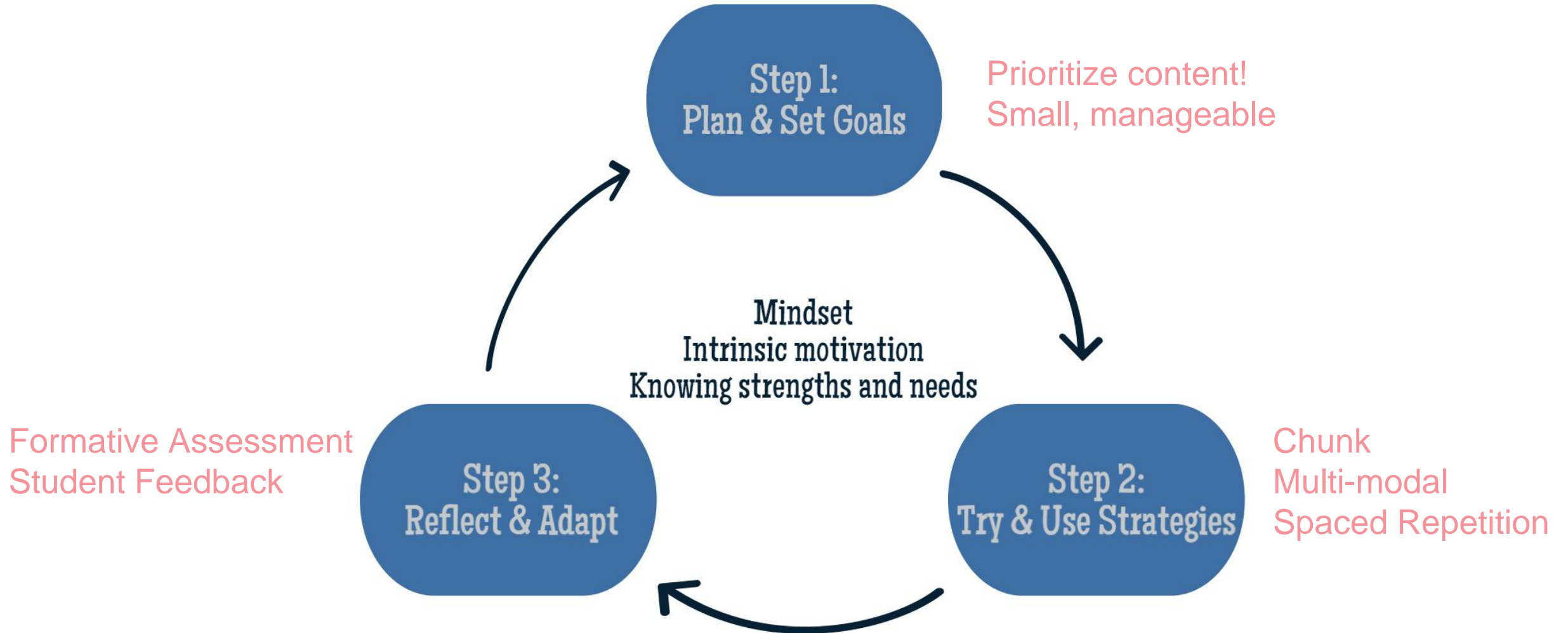
Nancy Weinstein & Vicki Algeri

[Nancy@mindprintlearning.com](mailto:Nancy@mindprintlearning.com)

[Vicki@mindprintlearning.com](mailto:Vicki@mindprintlearning.com)

# Self-Regulated Learning

Adapted from The Iterative UDL Planning Process



Source: *The Empowered Student: A guide to self-regulated learning*

# Considerations for 2020-21

- Significant learning gaps from the full 2019-20 year (not just last 3 months)
- Impacted students you might not have expected
- Students successful in remote learning miss it
- See our blog for [planning for 2020-21](#)