



HOW UNDERSTANDING EXECUTIVE FUNCTION SKILLS WILL HELP YOU SUPPORT YOUR CHILDREN BOTH AT SCHOOL AND HOME

Harnessing Lessons From Neuroscience to
Foster Executive Function Skills to Promote Self-Regulated Learning and Resilience



Executive Functions help students develop resilience, increase metacognition, take charge of their lives, grow in confidence, perform & achieve academically, improve their social connections and give them the foundations for future success.

Considering children's behaviour through an executive function lens enables parents and teachers to be more empathetic to any challenges they may be facing.

Working with children using a 'coach approach' enables parents to understand what obstacles they may be facing and come up with strategies that they can use to help them flourish and reach their potential both at school and home.

What are Executive Function Skills?

The term Executive Functions (EF) describes a set of skills that reside in the prefrontal cortex of the brain. These cognitive functions help us to plan and organise our responses, behaviour and emotions. These are many of the skills that underpin learning and enable children and adolescents to function with a reasonable degree of independence.

Every child and adult has a unique spectrum of executive function strength and challenges. In addition to this normal variation, and the slow trajectory associated with maturity, students with ADHD, ADD, Dyspraxia, Dyslexia, Autism, Aspergers and behavioural difficulties, for example, often experience executive function challenges.

Children who find using their executive function skills challenging often have trouble getting started on tasks, get distracted easily, lose homework, struggle to know how to revise for exams, produce poorly structured essays and have no sense of time urgency. Often considered chronic underachievers, these children are at risk for academic failure as well as emotional and behavioural difficulties.

Which skills are affected by executive functioning challenges?

Impulse control

Your ability to stop and think before acting.

Task initiation

Your ability to start tasks.

Self monitoring

Your ability to self evaluate your own behaviour.

Organisation

Your ability to keep track of information and tasks.



Attentional control

Your ability to regulate and direct your attention.

Emotional control

Your ability to manage your emotions to direct your behaviour.

Planning & prioritisation

Your ability to plan steps to reach your goals.

Working memory

Your ability to hold information in your mind to complete tasks.