

# WE'RE GLAD YOU'RE HERE!

We will begin promptly at 4pm



# HOUSEKEEPING & LOGISTICS

- **The link to the recording will be posted on the [ASCEND 307 web page](#)**
  - This session will be recorded.
  - Handouts and the Slides are available on the ASCEND 307 webpage
- **Closed Captioning:** needs to be set up individually by clicking on the “closed caption” on the bottom row of icons on your session screen
- **Links posted in Chat:** throughout the session, pertinent links will be posted in the Chat
- **Q&A:** To ask questions, please use the Q & A box





# ASCEND 307

## Essential Readiness Skills Webinar Series

Focus on Effective Technology Use

[Please watch a welcome video by Superintendent Degenfelder](#)

# EMPLOYABILITY SKILLS

## WHAT?

**Skills employers consistently rank as essential for new hires.**

- Applied Knowledge
  - Problem Solving
  - Making Decisions
- Effective Relationships
  - Team Member
  - Flexibility
- Workplace Skills
  - Manage Time
  - Communicate

## WHY?

**Superintendent Degenfelder 2025 Priority**

- Pursuing Academic Excellence
  - Expand career & technical education opportunities

**WY Community College Commission**

- Social Capital Skills

**Office of Career, Technical & Adult Education**

- Employability skills

## WHO needs them WHEN?

**All students with and without disabilities need to function in society.**

- Executive Functioning skills form the core foundation of employability skills
  - Pre-K-12
    - Develop executive function skills
  - Transition
    - Employability skills



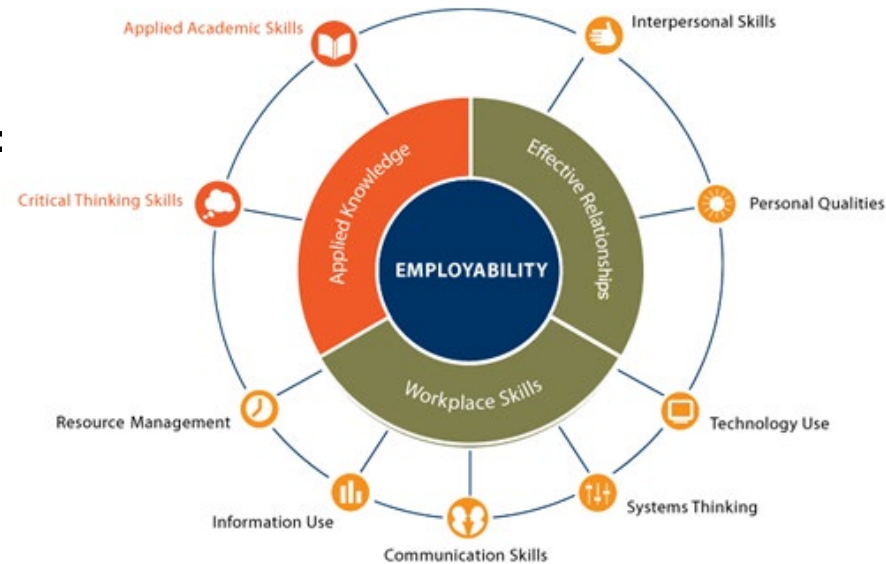
# EMPLOYABILITY SKILLS FRAMEWORK FOR WYOMING-READY WORKFORCE

## Applied Knowledge:

- Applied academic skills: reading, writing, mathematics
- Critical thinking skills: problem solving, make decisions

## Workplace Skills:

- Resource management: managing time & other resources
- Information use: using a variety of information to perform tasks
- Communication skills: communicating effectively with others to perform tasks
- Systems thinking: contributes to workplace teamwork
- Technology use: applying technology appropriately to perform tasks



## Effective Relationships:

- Interpersonal skills: teamwork, positive contributions
- Personal qualities: personal responsibility, professionalism, flexibility





# REAL-WORLD READY

## Executive Function Strategies for Success in School and Beyond

**Lynn Meltzer, Ph.D.**

President and Co-Founder,  
Research Institute for Learning and  
Development

**Laurel Black, Ed.M.**

Director of Executive Function Coaching  
Research Institute for Learning and  
Development



# AGENDA

- Defining Executive Function
- The Power of Metacognition
- SMARTS EF Strategies:
  - Know A Celebrity, Know Yourself
  - CANDO Goals
  - Strategy Reflection
- Progress Monitoring for IEP Goals



# RESEARCH INSTITUTE FOR LEARNING AND DEVELOPMENT

- [www.researchchild.org](http://www.researchchild.org)
- [www.smarts-ef.org/](http://www.smarts-ef.org/)
- New Book Alert:
  - [www.researchchild.org](http://www.researchchild.org)
  - [www.smarts-ef.org](http://www.smarts-ef.org)



# SMARTS

Strategies

**M**otivation

**A**wareness

**R**esilience

**T**alents

**S**uccess

## **SMARTS Across the U.S.A.**

- 36,000 educators
- 500,000 students
- 48 states
- 48 countries



# WHAT IS EXECUTIVE FUNCTION?



# STUDENTS' PERSPECTIVES

- **"The stuff I'm bad at."** - 11<sup>th</sup> grade student.
- **"I don't know what it is, but I know I don't have it."** - 9<sup>th</sup> grade student
- **"Doing what the teacher says."** - 6<sup>th</sup> grade student.
- **"That's the teacher's job."** - 3<sup>rd</sup> grade student.



# EXECUTIVE FUNCTION PROCESSES

**Categorizing  
& Prioritizing information**



# WHAT IS EXECUTIVE FUNCTION?

- Goal Setting
- Organizing & Prioritizing
- Shifting Flexibly
- Self-Monitoring
- Memorizing/Working Memory



# WHY DO SO MANY STUDENTS STRUGGLE WITH EXECUTIVE FUNCTION?



# WHEN STUDENTS FEEL OVERWHELMED

- This is often due to:
  - Feeling overloaded.
  - Problems getting started.
  - Feeling helpless and stressed.
- This is not defiance..
- They feel STUCK.



# CLOGGED FUNNEL PARADIGM

**(MELTZER, 2007, 2010, 2018)**

- Students have the cognitive ability and experience to perform a given academic task but...
  - They feel stuck.
  - They don't know how to begin
  - They are overwhelmed with information.
- This is because they have not been taught EF strategies.



**FOSTERING METACOGNITION IS ESSENTIAL TO  
ENSURE THAT STUDENTS ARE MOTIVATED AND  
ENGAGED IN SCHOOL.**



# METACOGNITION

## **Self-understanding:**

- HOW do I think?
- HOW do I learn?
- HOW do my strengths and challenges affect my learning?
- WHAT strategies work best for me?

## **Why is it important:**

- Empowers students to learn HOW to learn.
- Self-understanding helps students to navigate the many challenges of school and life.



# METACOGNITION

## Fostering Metacognition

- 'Know Yourself' Venn Diagrams.
- MetaCOG Survey and Toolkit
  - Motivation & Effort Survey (ME).
  - Strategy Use Survey (STRATUS).
- Strategy Reflection Sheets.

## How

- How can educators promote metacognition and teach EF strategies in the context of the academic curriculum and after-school activities?



# METACOGNITION AND EF STRATEGIES

**Promoting students' self-understanding and teaching them EF strategies must be:**

- Explicit
- Systematic
- Visible
- Teachable
- Transferable

**Integrated into:**

- Reading
- Writing
- Math
- Content areas



# LESSON 1.1: WHAT IS METACOGNITION?

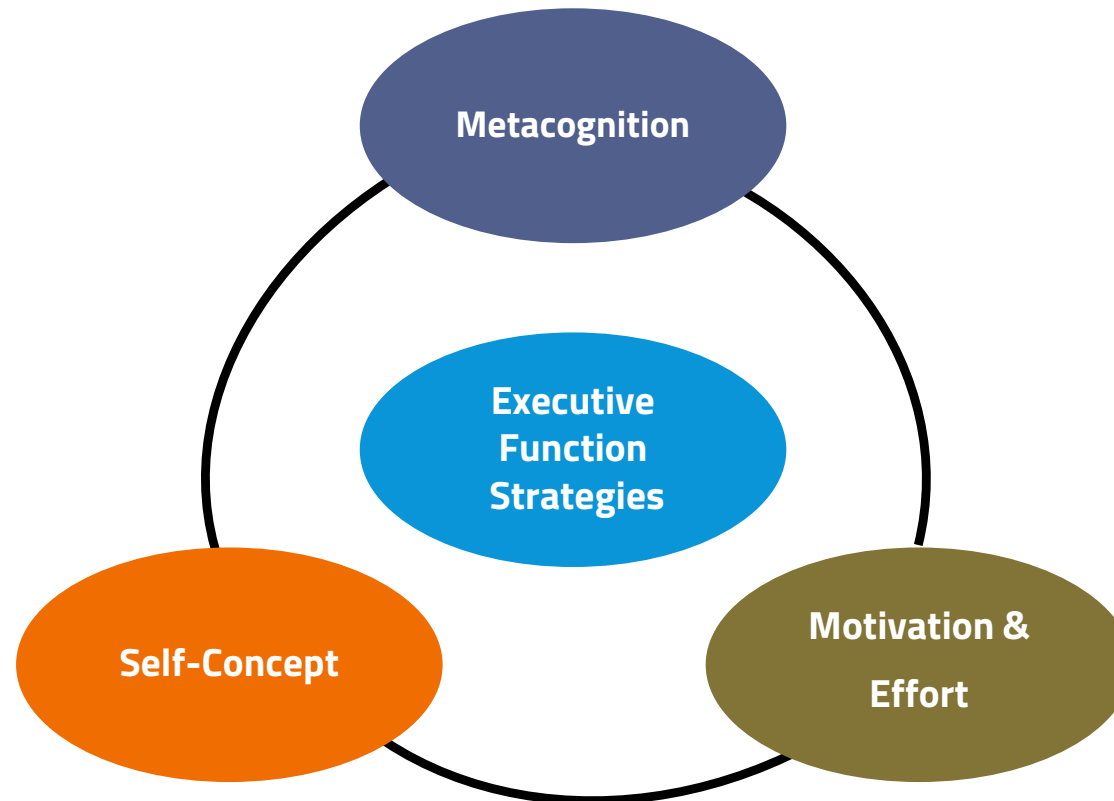
## What are the keys to success?

- Clear Goals.
- Perseverance.
- Discipline- and community to hold him accountable.
- Friends and producers of the show to see his potential- and coach him to be even better.
- Passion.





# EXECUTIVE FUNCTION & MOTIVATION



# GOAL SETTING

"A dream written down with a date becomes a goal.

A goal broken down into steps becomes a plan.

A plan backed by action makes your dreams come true."

- **Greg S. Reid**



# IDENTIFYING CANDO GOALS

- How many of you...
  - Have set goals for yourself in the past?
  - How do you stay motivated to achieve your goals?
- If you asked your students to tell you what their goals are, what would they say?
- Are these goals motivating?
  - Why or why not?
- Sometimes, when we let students set their own goals, it can backfire, especially for students who are really struggling.
- When helping students pursue their goals, the ultimate goal is to help them develop a belief that they are in control of their own destiny.



# EXECUTIVE FUNCTION STRATEGY

**Write one goal you have for the remainder of the year. It can be any of the following:**

- A goal for yourself as a professional
- A goal for something at home
- A goal for something you do outside of school and home

**OR**

- A goal for implementing executive function instruction with students



# IDENTIFYING CANDO GOALS

## Short-term goals:

- can be accomplished in the near future (i.e., a day, week, or month).
- may help us achieve long-term goals.
  - “I will spend 20 minutes a day reading my book for ELA so I can finish it by the end of the month.”

## Long-term Goals:

- Accomplished over a longer period of time (i.e., over several months, a year, or 5 years from now).
  - “I will finish my book for ELA in 2 months.”
  - “I will make the varsity soccer team next year.”



# CANDO GOALS

- **C**lear (specific)
- **A**ppropriate (realistic)
- **N**umerical
- **D**oable (steps)
- **O**bstacles considered



# EXECUTIVE FUNCTION STRATEGY

<b><u>C</u>lear</b> (specific)	I want to make dinner. (not specific)
<b><u>A</u>ppropriate</b> (realistic)	😊
<b><u>N</u>umerical</b> (measurable)	
<b><u>D</u>oable</b> (steps) Need at least 3 steps to achieve it.	1. 2.
<b><u>O</u>bstacles</b> considered (steps to overcome)	

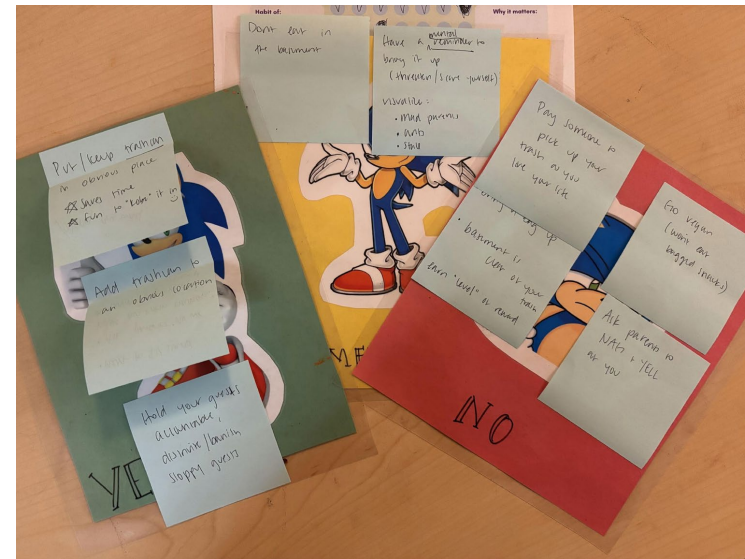


# LET STUDENTS DECIDE WHICH “MICROGOAL” TO PURSUE

## 1. What’s getting in the way?



## 2. Brainstorm solutions to try



# READY TO ADVOCATE?

- Deciding what to advocate for
- Knowing how you prefer to advocate
- Planning when and how to speak up

**...these are GOALS!**



**REFLECT, ADJUST, REPEAT**



# IMPORTANCE OF STRATEGY REFLECTION



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## STRATEGY REFLECTION SHEET – OVERCOMING PROCRASTINATION

### PART A: Strategy Planning



Select a strategy to stay on task and prevent procrastination.

- Create a distraction-free environment (adjust music and lighting or hide your phone).
- Complete work in the easiest format (typing vs. writing by hand).
- Find an partner to keep you on track (e.g., friend, adult, or pet).
- Get quick items done first.
- Make a checklist and cross off tasks as you complete them.
- Set a timer for 15-30 minutes then reward yourself with a short break.

Other: \_\_\_\_\_

Why do you think this strategy will be helpful? Check all that apply.

- It will save me time
- It will make my work easier
- It matches my learning profile
- I have used it before
- It will get me a better grade
- It will make my work more fun

Other: \_\_\_\_\_

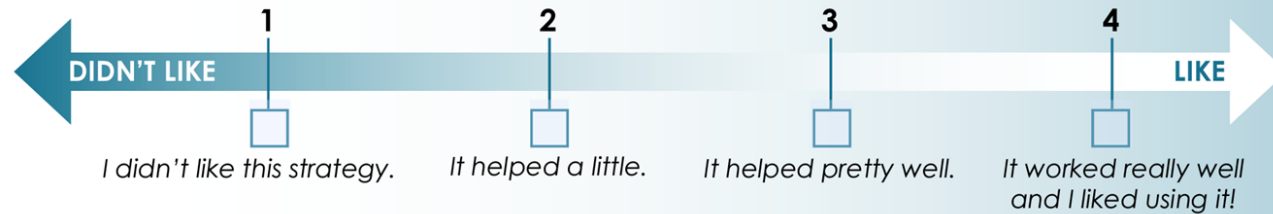
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# IMPORTANCE OF STRATEGY REFLECTION

## PART B: Strategy Reflection

How did your plan go? Please rate the strategy you picked:



1  *I didn't like this strategy.*

2  *It helped a little.*

3  *It helped pretty well.*

4  *It worked really well and I liked using it!*

Why did you pick this rating? Check all that apply.

- It saved me time
- It took too much time
- Other:
- I got a better grade
- I got a worse grade
- It was easier to do my work
- It made my work harder

Next time I will:  Use the same strategy  Use a different strategy

Explain:



# STRATEGY REFLECTION TOOLKIT

## Elementary

Overcoming Procrastination	Setting a Goal	Planning Essays and Projects
Checking Your Work-Editing	Organizing Materials	Completing Homework
Coping with Difficult Emotions	Planning Your Week	Reading Comprehension
Asking Parents/Guardians for Help	Planning Your Day	Studying for a Test
Getting Started-Initiating	Editing Essays and Projects	Blank (Create your own)

## Secondary

Reading comprehension	Homework completion	Planning projects
Checking your work	Planning your day	Planning your week
Organizing materials	Setting a goal	Conflict resolution
Getting started	Feeling upset	Parent support
Teacher support (what to do before asking for help)	Not talking out of turn	Blank (Create your own)



# OBSERVE EXECUTIVE FUNCTION IN CONTEXT



# GOAL SETTING



## In-Class Data Collection- Executive Function: Goal-Setting

Bottom Line: SWBAT refine their goal to meet CANDO goal criteria. Date: \_\_\_\_\_

Student	Skill 1: C Articulate a clear goal	Skill 2: A Goal is appropriate for them	Skill 3: N Numerical component	Skill 4: D List 3+ steps	Skill 5: O Name 1+ obstacles	Skill 6: O Consider solutions



# ELA, HISTORY



## In-Class Data Collection - ELA

Bottom Line: SWBAT write a claim in response to a passage. Date: \_\_\_\_\_

Student	Skill 1: Understand prompt & directions	Skill 2: Understand passage	Skill 3: Think of claim	Skill 4: Write claim	Skill 5: Claim responds to the prompt	Skill 6: Claim is accurate
Patterns						

*\*Star students who have IEP goals, accommodations, or learning plan related to that column's process, skill, or strategy*



# MATH



## In-Class Data Collection - Math

**Bottom Line:** SWBAT recognize content errors on a graded math assignment. **Date:** \_\_\_\_\_

Student	Skill 1: Catch mathematical concept errors	Skill 2: Catch process errors (see below)	Skill 3: Understand error/ why it's incorrect	Skill 4: Correct Formula	Skill 5: Keep/ Flip/ Change	Skill 6: Accurate estimation
<b>Patterns</b>						

\*Star students who have IEP goals, accommodations, or learning plan related to that column's process, skill, or strategy



# DIRECTIONS, OBSTACLES & STRATEGY USE

## In-Class Data Collection – Executive Function: Directions, Obstacles, & Strategy Use

Bottom Line: SWBAT describe their vision for the assignment & the steps involved. \_\_\_\_\_ Date: \_\_\_\_\_

Student	Skill 1: Understands the big picture	Skill 2: Name steps to complete the assignment	Skill 3: Name anticipated challenges	Skill 4: Name a strategy to use	Skill 5: Use a strategy
<b>Patterns</b>					

*\*Star students who have IEP goals, accommodations, or learning plan related to that column's process, skill, or strategy*



# RESOURCES

## Follow the QR Code for:

- Elementary CONNECT- Goal Setting.
- MS CONNECT- Cognitive Flexibility.
- HS CONNECT- Time Management.
- Classic Elementary and Secondary-Top 3 Hits.



# ASCEND 307 WEBINAR SERIES - WHAT'S NEXT

Employability Skills Webinar Series are (generally):

**Second Wednesday of the month, 4-5pm**

- April 8: Systems Thinking
- May 6 (NOTE: first week in May): Wrap up, review/circle back as applicable

Please see the [ASCEND 307 website](#) to register.

