



**NJPSA/FEA/NJASCD Fall Conference**  
**October 22-23, 2015**  
**At Ocean Place Resort, 1 Ocean**  
**Blvd., Long Branch, NJ**

**Don't Eat the Marshmallow!**  
**Developing Executive Function in**  
**Students**

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ENVISION: Breakthroughs in Learning



## ***Supporting and Fostering Executive Functioning in Students***

### **Lay out expectations**

Motivation = Expected results

### **Develop emotional voice**

Students need to learn words for their feelings. Students who can articulate their feelings have less outbursts.

### **Model self-control**

Children learn what they see, not what we tell them. Be transparent about the strategies you use to calm down or problem solve when you are in a frustrating situation.

### **Take a break**

Recognize acceleration patterns in students and encourage them to take a break before they “go over the edge”.

### **Reinforce the positive**

Too often, good behavior goes unrecognized because that is how they are supposed to behave. Take a moment and let individual students know you appreciate their efforts in demonstrating self-control and tie it into values.

### **Be consistent - follow through**

In a follow up study to Mischel’s Marshmallow Test, Researchers at the University of Rochester found that students’ ability to delay gratification had a lot to do with the behavioral clues around them. They concluded that if a child or adult lives in an environment where promises always get broken and outcomes are unreliable, the most rational response is to eat the marshmallow right in front of her — and not wait for the promised marshmallows of the future.

### **Teach strategies that build temporal orientation**

Self-control is a strong indicator of future success, regardless of intelligence or social status.

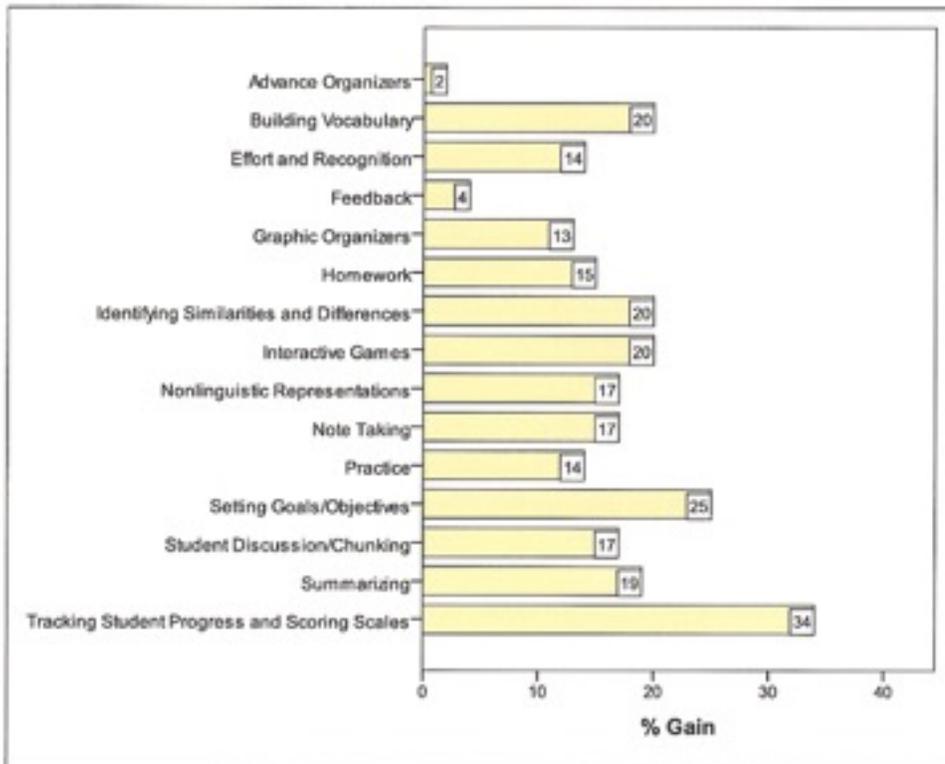
Children who displayed greater levels of self-control were more likely to have better health, greater financial success and more.

Everyone could benefit from improving self-control, not just at-risk groups.

Children with lower self-control scores, the researchers found, were more likely to have a number of physical health problems including sexually transmitted infections, weight issues, and high blood pressure. They were also more likely to be dependent on drugs; to have worse financial planning and money management skills; to be raising a child in a single-parent household; and to have a criminal record.

*Executive function is like the CEO of the brain.*

Figure 11. Percentile Gain for Specific Instructional Strategies (Corrected)



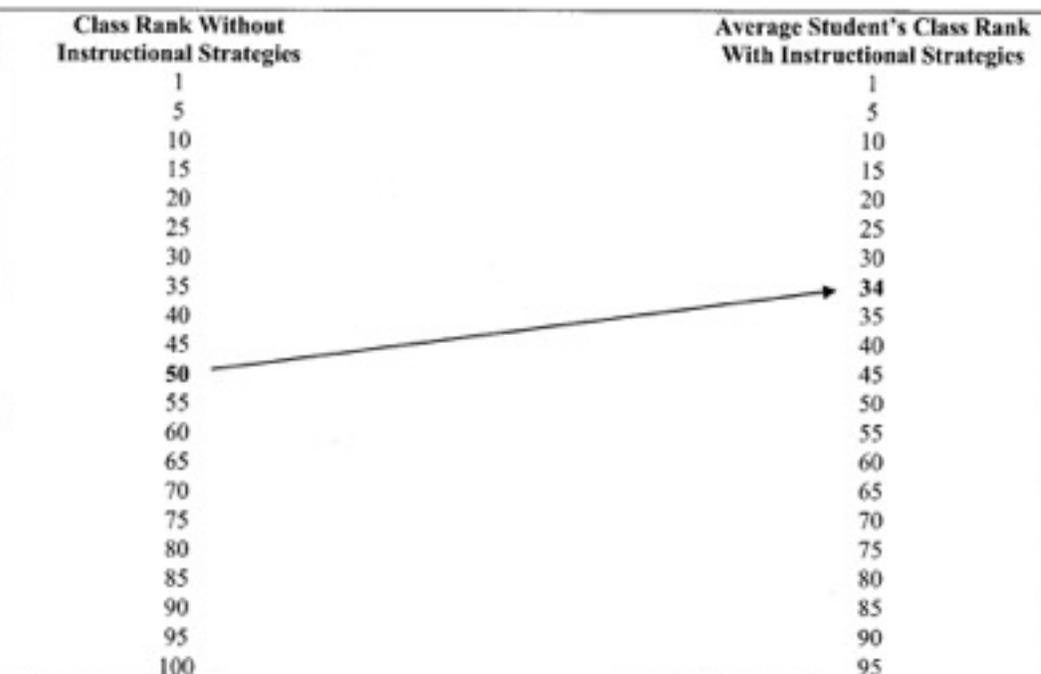
## Interpreting the Figures:

The average student in the experimental group (the group that used an instructional strategy) scored higher than 66% of the students in the control group (the group that did not use an instructional strategy). Overall, the strategies represent a gain of 16 percentile points. This represents a real change in student learning.

*How does the effect of instructional strategies differ from strategy to strategy?*

*What effect would the utilization of these strategies have by content area?*

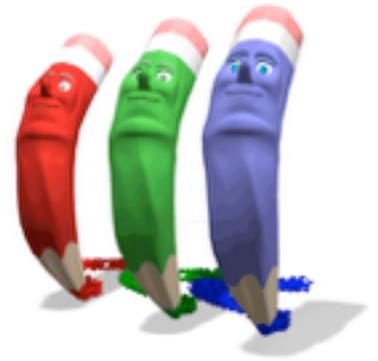
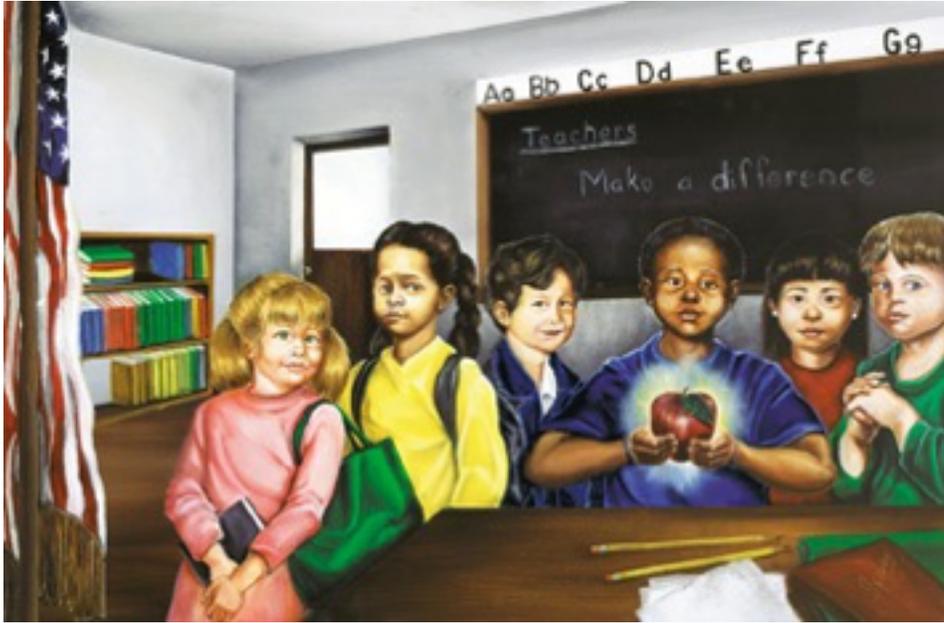
Figure 11. Hypothetical Change in a Student's Class Rank



From: Marzano Research Laboratory  
 Haystead, M.W. & Marzano, R.J. (2009)  
*Meta-Analytic Synthesis of Studies Conducted at  
 Marzano Research Laboratory on Instructional  
 Strategies*



# Making the Grade (UDL 6.1; 8.1; 9.2)



*Goal setting directs students' attention and energy in a forward direction, in addition to motivating them toward positive outcomes.*

## Making the Grade in School

1. What work have I done well in my \_\_\_\_\_ class?
  - a.
  - b.
  - c.
  - d.
2. What work do I need to do better?
  - a.
  - b.
  - c.
  - d.
3. I was/was not satisfied with my grade in \_\_\_\_\_ last marking period.  
1st \_\_\_\_ 2nd \_\_\_\_ 3rd \_\_\_\_  
midterm \_\_\_\_\_
4. What grade do I realistically believe that I can earn this marking period in \_\_\_\_\_ ?
5. What will I do in my \_\_\_\_\_ class to earn that grade?
  - a.
  - b.
6. What will I see hear feel when I achieve this goal?
7. How will I track my progress toward this goal?

## Well Formed Outcome

Imagine yourself with your goal already achieved and from there work backwards.

Stated in **positives**

What **specifically** do I want?

When, where, and with who do I want it?

Within my **control**

Is the outcome dependent only on me?

**Testable** within your experience



How will I know when you have it?

What behavior will be different when I get it?

What will I

- ✓ see
- ✓ hear
- ✓ feel

when I achieve my desired state?

### **Ecological**

How will getting this change affect my life?

What is the first step I need to take?

When will I take it?

## Planning to Control Impulsivity:

### Direct Teaching Procedural Self Talk (UDL 6.2; 6.4; 8.1; 8.3; 9.2)

#### Suggestion #1 Step Sheet

STEPS	AMOUNT OF TIME
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

#### Suggestion #2 Planning Backwards (6.1; 6.2; 6.4; 9.2)

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Monday

Tuesday

Wednesday

Thursday

Friday



# Sleep Matters!



Drowsiness impairs judgment, vision, hand-eye coordination, and reaction times just like alcohol and drugs. One study found that after 17 hours of being awake, a person has the same impairment on performance tests as someone with a blood alcohol concentration (BAC) of 0.05. With accumulated sleep debt, similar fatigue can occur in less time.

**Fatigue can be as deadly as alcohol.** *Combining sleepiness with driver inexperience can be dangerous - more than half of all fall-asleep crashes involve drivers aged 25 years or younger*

**Teens need 9 hours of sleep per night.** Children's brains are a work in progress until age 21. Much of the work done is during sleep

Half of all adolescents get less than seven hours of sleep on weeknights. Only 5% of high school seniors average eight hours. On average – today's children get an hour less sleep a night compared with children thirty years ago.

*Dr. Avi Sadeh, Tel Aviv University:* A slightly sleepy (one hour less) sixth grader will

perform in class like a fourth grader. "A loss of one hour of sleep is equivalent to the loss of two years of cognitive maturation and development."

*University of Minnesota's Study of 7,000 students:*

Teens who received A's averaged about fifteen more minutes sleep than the B students, who in turn averaged fifteen more minutes than C's and so on.

An extra hour of sleep could also improve attention levels, reduce mistakes and

performance according to another study in the April edition of the *Journal of Clinical Sleep Medicine*.

So, just one more hour of sleep can make a big difference in how teens drive, and perform in school.

Even more alarmingly: Some scientists are making a correlation between lack of sleep in adolescence to increased ADHD, childhood obesity and increase vehicular accidents.

### 3-2-1 Relaxation Response

1. State your goal in positives. See it, hear it, feel it.
2. Take three deep cleansing breaths, exhaling through your mouth, feeling any tension leaving with the out breath.
3. Fixate your eyes comfortably on a spot in front of you. At any time if you feel a need to close your eyes, you may do so.
4. Name THREE things you can SEE, in a slow and steady voice.  
take a cleansing breath.
5. Name THREE things you can HEAR.  
cleansing breath
6. Name THREE things you can FEEL.  
cleansing breath.
7. Now, repeat the process, this time naming TWO things you can see, hear and feel that you didn't name before.  
cleansing breath
8. Repeat above, naming ONE thing each time.  
cleansing breath
9. Now, CLOSE your eyes and name ONE thing you can SEE, one thing you can HEAR, one thing you can FEEL. Focus on your breaths in and out to relax yourself even further.
10. When you're ready, you can reorient yourself, feeling refreshed, or you may allow yourself to drift off to sleep.

## Common Sense Media: Graphite — 9 Good Apps and Sites for Executive Functioning: <https://www.graphite.org/top-picks/best-apps-and-sites-for-improving-executive-function#>

<p><b>My Video Schedule</b> 11.99</p> <p>My Video Schedule is designed to help those who struggle with structure, time management, and motivation. With a teacher's careful use, its photo and video modeling of scheduled activities and behavior, along with its reward system, can help kids cope with many important parts of daily life.</p>
<p><b>FTVS HD - First Then Visual Schedule HD</b> 14.99</p> <p>FTVS HD - First Then Visual Schedule HD is a simple but powerful multi-sensory tool designed to engage kids in learning and practicing independence, self-direction, and following through on scheduled activity sequences. The easy interface and choice of presentation formats make it accessible for most kids.</p>
<p><b>Goalbook</b></p> <p>Goalbook, a comprehensive tool for building and setting student learning goals, is intended for classroom teachers, special education coordinators, and administrators. Its specific, time-related goal-setting language supports IEP and UDL, and promotes a school's ability to meet the learning needs of all children.</p>
<p><b>Remember The Milk</b> free</p> <p>Even though it wasn't created specifically for learning, Remember the Milk's easy user interface allows teachers and students to use it as a tool for task management, prioritizing time, and categorizing items within a system.</p>
<p><b>Time Timer</b> 2.99</p> <p>Time Timer is a productivity app that can help kids (or adults) focus on timed tasks as well as manage transitions and waiting. The customizable timers act as clear, colorful visuals to help kids represent such concepts as having a limited amount of time to complete a task or needing to wait for a certain amount of time.</p>
<p><b>MindMeister</b> free</p> <p>MindMeister is a mind-mapping website with some great bonus features. Its dashboard immediately catalyzes creativity with pre-made sample mind maps and templates that range from basic brainstorming, To Do lists, and pre-writing to SWOT analysis, website planning, and meeting notes.</p>
<p><b>Corkulous</b> free &amp; 4.99 for pro</p> <p>Corkulous turns a mobile device into a virtual corkboard that can be used to brainstorm, list, and present ideas, projects, and presentations. Just like a traditional corkboard, Corkulous also allows users to organize photos, sticky notes, notecards, and lists.</p>
<p><b>Evernote</b></p> <p>This Cloud-based storage system allows users to create notes, snap images, make checklists, or record audio on one device and then make the information available on any other device. The interface is easy to use, especially for the touchscreen generation.</p>
<p><b>Notability</b> 3.99</p> <p>This flexible app features multiple note-taking tools as well as sharing and organization options. On a single page of notes, for example, students can type, write, draw, highlight, record audio, cut, paste, and even insert multimedia content captured from website.</p>

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Stemming the school to prison pipeline.

Behavioral change happens **WITH** students not **TO** them.

"Kids do well if they can." - Ross Greene

"Self control is worth ten times as much as self-esteem." - Roy Baumeister

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