

Mapping Executive Function to Student Scheduling

Overview: There are many structures and strategies that help students build executive function in the *Learner-Active, Technology-Infused Classroom*[™]; one being the ability for students to schedule their own time. This activity will help you understand how student scheduling builds a number of executive function skills.

Directions:

You may work in pairs or triads for this activity.

1. Have the documents “How-To Schedule Your Time” and “Student Scheduling & Executive Function in the *Learner-Active, Technology-Infused Classroom*” in front of you.
2. Read through “How-To Schedule Your Time.”
3. Look at Step 1 on “How-To Schedule Your Time.” On the document “Student Scheduling & Executive Function in the *Learner-Active, Technology Infused Classroom*,” draw a star in the column labeled “Connections to How-To Schedule Your Time” next to **each** executive function skill that students will need to complete that step.
4. Look at Step 2 on “How-To Schedule Your Time” and draw a square next to each executive function skill that students will need to complete that step. (It is fine if you mark the same skills that you marked in the previous step.)
5. Look at Steps 3-7 on “How-To Schedule Your Time” and consider them collectively. Draw a circle next to each executive function skill that students will need to complete those steps.
6. Consider Step 8 on “How-To Schedule Your Time” and draw a triangle next to each executive function skill that students will need to complete that step.
7. Look back at all of the executive function skills that you marked on the document “Student Scheduling & Executive Function in the *Learner-Active, Technology Infused Classroom*.” In your journal, reflect on the following questions:
 - If your students improved in all of the executive function skills that you checked off, what impact would that have on their academics? How would that benefit them in other aspects of school? In other areas of life?
 - What, if any, differences do you see in how your students currently approach scheduling their time, compared to the how-to sheet? Are there any changes you’d like to make to their process?
8. In your journal, make notes about the ways you plan to revise your approach to scheduling next year. Consider what resources and how-to sheets you may want to create, and what goals are a priority. You will use this in your Priming Plan.

When you are finished, place the “Student Scheduling & Executive Function in the *Learner-Active, Technology-Infused Classroom*” document in the “Work Completed” side of your folder. If you worked in pairs or triads, please make sure that all members initial the document as well.

Student Scheduling & Executive Function in the *Learner-Active, Technology-Infused Classroom*

Use this tool to map out how student scheduling builds executive function.

Executive Function		Connections to “Schedule Your Time”	
Organization	Cognitive Flexibility	Shifting focus from one event to another	
		Changing perspective	
		Seeing multiple sides to a situation	
		Being open to others’ points of view	
		Being creative	
		Catching and correcting errors	
		Thinking about multiple concepts simultaneously	
	Working Memory	Storing and manipulating visual and verbal information	
		Identifying same and different	
		Remembering details	
		Following multiple steps	
		Holding on to information while considering other information	
		Identifying cause-and-effect relationships	

		Categorizing information	
	Planning	Setting goals	
		Managing time	
		Working towards a goal	
		Organizing actions and thoughts	
		Considering future consequences in light of current action	
	Reasoning	Making hypotheses, deductions, and inferences	
		Applying former approaches to new situations	
	Problem-Solving	Defining a problem	
		Analyzing	
		Creating mental images	
		Generating possible solutions	
		Anticipating	
		Predicting outcomes	
		Evaluating	
Self-Regulation	Inhibitory Control	Attending to a person or activity	
		Focusing	
		Concentrating	

		Thinking before acting	
		Initiating a task	
		Persisting in a task	
		Maintaining social appropriateness	
	Self-Awareness	Self-assessing	
		Overcoming temptation	
		Monitoring performance	
		Reflecting on goals	
		Managing conflicting thoughts	