

Byram Hills Central School District
Building Students' Executive Function for Academic Achievement
Day 1 Schedule

<i>Time</i>	<i>Title/Description</i> (I=Individual, P=Paired, G=Group)	<i>Status?</i>
20 min	Opening Reflection: Brains Are Built, Not Born	
15 min	Benchmark Lesson: Why Executive Function Matters	
15 min	Setting Up your Efficacy Notebook - Learn about the Efficacy Notebook by watching this video , then use this how-to sheet to set up your own. You'll be using it through this workshop.	
25-30 min Complete the following activities in any order of your choice.	<p>If you did NOT attend Cyber Camp, please view the following videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> InBrief: Executive Function: Skills for Life and Learning – Watch this video (from the Harvard Center on the Developing Child) if you are new to the concept of executive function and its implications for learning. (6 min) <input type="checkbox"/> What's Executive Function—and Why Does it Matter? – Watch this short Edutopia video to understand the basic definition of executive function, its importance in school and life, and to discover a few ways that you can support the development of executive function in your students. (3 min) <p>If you attended Cyber Camp, you may skip the videos above (or rewatch them if you would like a review). Watch the video below to hear Dr. Sulla explain the 6 big picture life skills that executive function supports:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Executive Function: The Big Picture - When addressing executive function skills, it's important to focus on the big picture. Watch this video to learn Dr. Sulla's approach to the book, <i>Building Executive Function</i>. You may stop the video to take notes. (6 min) <p>Executive Function Self-Assessment - Individually fill out the Executive Function Assessment. In your Efficacy Notebook, answer the following questions. (15 min)</p> <ul style="list-style-type: none"> • Which skills do you use consistently? • Which skills do you want or need to build? • How do your EF strengths and growth areas play out in your professional life, especially in your work with students? 	
	<p>Optional - If you finish early, explore the following executive function surveys. Consider how you might use/adapt them to gain information about your students' level of executive function skills.</p> <ul style="list-style-type: none"> • Primary Executive Function Survey • Elementary Executive Function Survey • Secondary Executive Function Survey • Parent/Guardian Executive Function Survey 	
15-20 min	Benchmark Discussion: Executive Function and Academic Achievement	

10 min	Benchmark Lesson: Conscious Control	
30 min	<p>Conscious Control Explore two or more of the activities and structures below to help students attain the executive function skills that support conscious control:</p> <p><i>Activities</i></p> <ul style="list-style-type: none"> • Now You See It; Now You Don't - Read a description of this activity that helps students to build their skills of focusing, concentrating, and remembering details. In your Efficacy Notebook, brainstorm how you can use this activity in your own classroom. • Songs & Games - Use the <i>Limited Resource Sign-Up</i> at the Resource Table to borrow Dr. Sulla's book <i>Building Executive Function</i>. Read pgs. 22-24 to learn how songs and games can be powerful ways to build foundational executive function skills. What songs and games can you find or create related to your content area? <p><i>Structures</i></p> <ul style="list-style-type: none"> • Focus Card - Use these cards to help students attend to a person or activity, focus, and concentrate. Think back to students you have taught in the past. Who might have benefitted from this structure? • Talk Stick - Use this structure to help students <i>attend to a person or activity, focus, and shift focus from one event to another</i> in a discussion. How might you use/adapt this structure in your class? 	
60 min	LUNCH (12:00-1:00)	
1:00-1:20	Brainstorm/Design - Take what you have learned and apply it to your classroom! Create and/or adapt any of the ideas above to make it fit for you and your students.	
1:20-1:35	Have you heard of the Marshmallow Test? Read more about it here and reflect in your <i>Efficacy Notebook</i> the connections and questions that are coming to mind for you. Then, watch this video of children actually trying the Marshmallow Test themselves. If there is time, share your thoughts with a colleague.	
1:35-1:45	Benchmark Lesson: From Compliance to Engagement	
1:45-2:15	<p>Engagement Explore three or more of the activities and structures below to help students attain the executive function skills that support engagement:</p> <p><i>Activities</i></p> <ul style="list-style-type: none"> • Categorization Activity - View this sample categorizing activity, then reflect on your content area. What content lends itself well to having students categorize? • Engaging Students in Pretend & Role Play - Use the <i>Limited Resource Sign-Up</i> at the Resource Table to borrow Dr. Sulla's book <i>Building Executive Function</i>. Read page 49 to learn about the role of unstructured play in building executive function. • PBL - Attend a <i>small-group, mini-lesson</i> to learn more about creating PBLs to drive your units; they are the ultimate engagement game-changer! 	

	<p>Structures</p> <ul style="list-style-type: none"> • If ... Then Implementation Plans - Have students use this tool to create "If, Then" plans to stay on track for achieving short-term behavior goals. • Student Persistence Cards - Use these cards to help students <i>persist in a task</i>. Are there any students for whom you think this structure might work? How could you adapt it? • Cause & Effect Graphic Organizers - Use graphic organizers like this to help students see cause and effect relationships. How can these be used with content? How can this be used with work habits? 	
2:15-2:40	<p>Brainstorm/Design - Take what you have learned and apply it to your classroom! Create and/or adapt any of the ideas above to make it fit for you and your students.</p>	
2:40-3:00	<p>Closing - Participate in a protocol called GoGoMo to share ideas from today with each other.</p>	