

Provide options for executive functions

A suggestion for implementing the strategy 'Enable action and expression ' from the Guide: [Universal Design for Learning](#)

Includes:

- Overview
- Guide goal setting
- Support self management
- Support progress monitoring
- Reflection questions
- Useful resources

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From

Guide: [Universal Design for Learning](#)

Strategy: [Enable action and expression](#)

Suggestion: [Provide options for executive functions](#)

Date

21 December 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-executive-functions

Overview

Explore the "options for executive functions" guideline.

Recognise which approaches and strategies are already part of your practice.

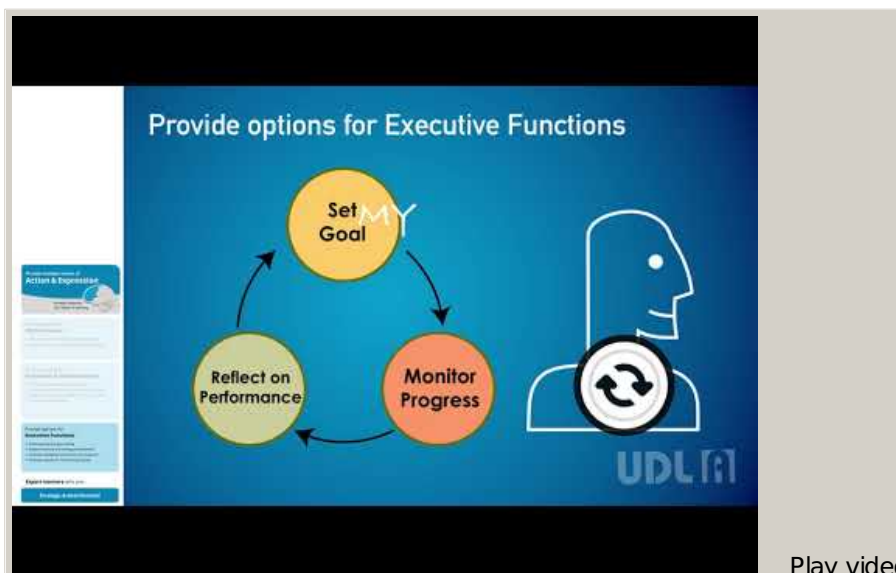
Take note of anything you hadn't considered before.

Source: [UDLA LACOE](#) Closed Captions

Source:

[UDLA LACOE](#)

<https://www.youtube.com/channel/UCZMomkDLiKl-sWPoKTt-otQ/featured>



Video hosted on Youtube http://youtu.be/9Nui__r-vzQ

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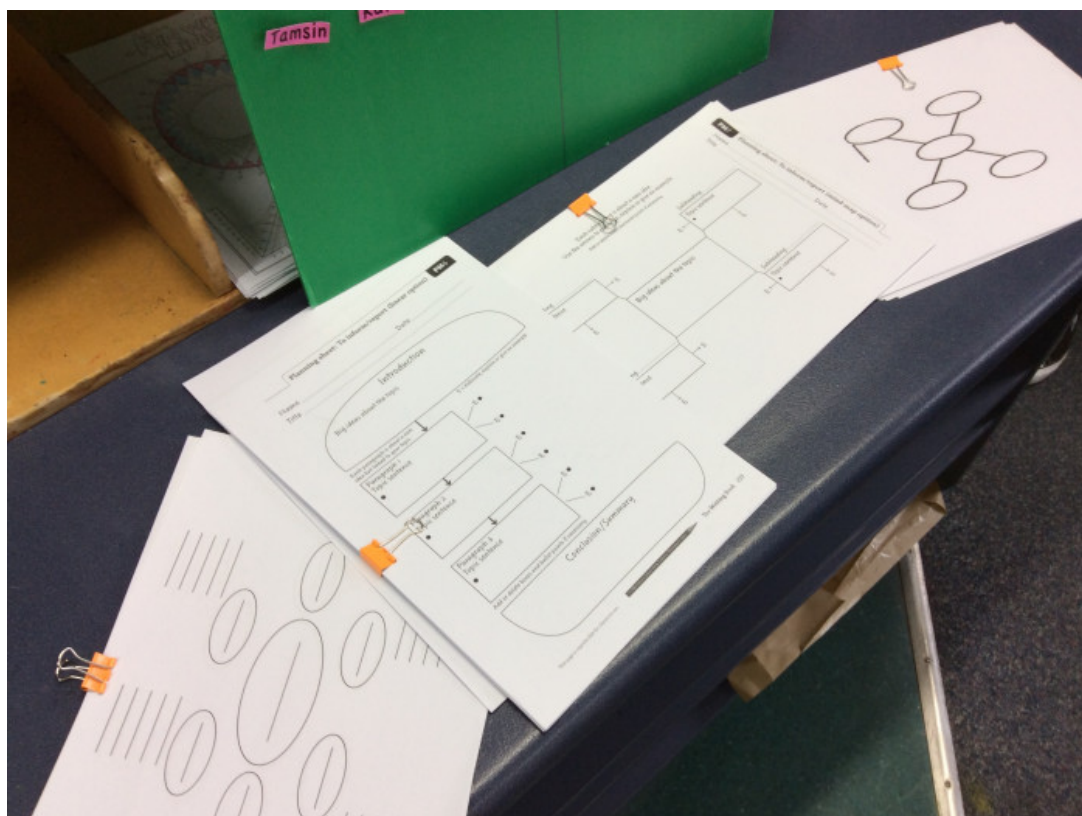
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Guide goal setting



Source: Cherie Le Quesne, Karori Normal School

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[Cherie Le Quesne, Karori Normal School](#)

[View full image \(1.1 MB\)](#)

Provide students with strategies to break down goals and determine the steps needed to achieve their goals.

Explore practical UDL strategies in the [Goalbook toolkit](#).

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Support self management

Over time, introduce students to a range of tools and approaches to help them organise themselves.

Consistently build them into your learning environment.

- ▲▲ Use charts, visual calendars, colour coded schedules, visible timers, and cues to increase the predictability of regular activities and transitions.
- ▲▲ Encourage students to use their mobile devices to schedule alerts and reminders for regular and novel events and task deadlines.
- ▲▲ Offer stickies to remind students of tasks or what to do next.
- ▲▲ Teach mnemonics to prompt memory and the retrieval of important concepts or approaches they can use.
- ▲▲ Model and make available graphic organisers and flow charts to support planning and thinking in all curriculum areas.
- ▲▲ Break tasks and lengthy assignments into small manageable parts. Schedule workflow using tools such as [Trello](#) to organise what needs to be done and when.
- ▲▲ Provide options so that students can submit work online.

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Support progress monitoring

Consider these questions
in your own context.

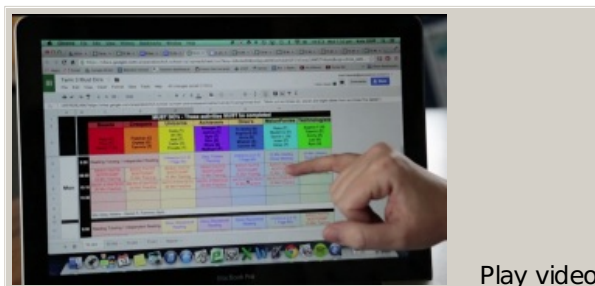
Source: [Enabling e-Learning \(NZ\)](#)

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Universal-Design-for-Learning/Planning-for-differentiated-learning>



Play video

Video hosted on Vimeo <http://vimeo.com/105622367>

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Reflection questions

How will I support students to set reasonable learning goals to extend themselves (for example, prompts, scaffold efforts, model examples of process and product, checklists)?

What tools do the students need to reach their goals (for example, embed prompts to stop and think, show and explain work, portfolio review, checklists, templates)?

How will I support students to organise information (for example, graphic organisers and templates, prompts for categorizing, checklists)?

What tools will I provide to support student thinking (for example, concept maps, apps, graphic organisers)?

How will I provide explicit, informative, and timely feedback that supports learners in monitoring their progress and guiding their efforts (for example, questions, progress reporting/documenting, rubrics)?

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Useful resources

Seven ideas for student reflection

Publisher: 4 O'Clock Faculty

[Visit website](#)

7 Things to remember about feedback

Publisher: ASCD

[Download](#) PDF

Three brain-based teaching strategies to build executive function in students

Read time: 10 min

Publisher: Edutopia

[Visit website](#)

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