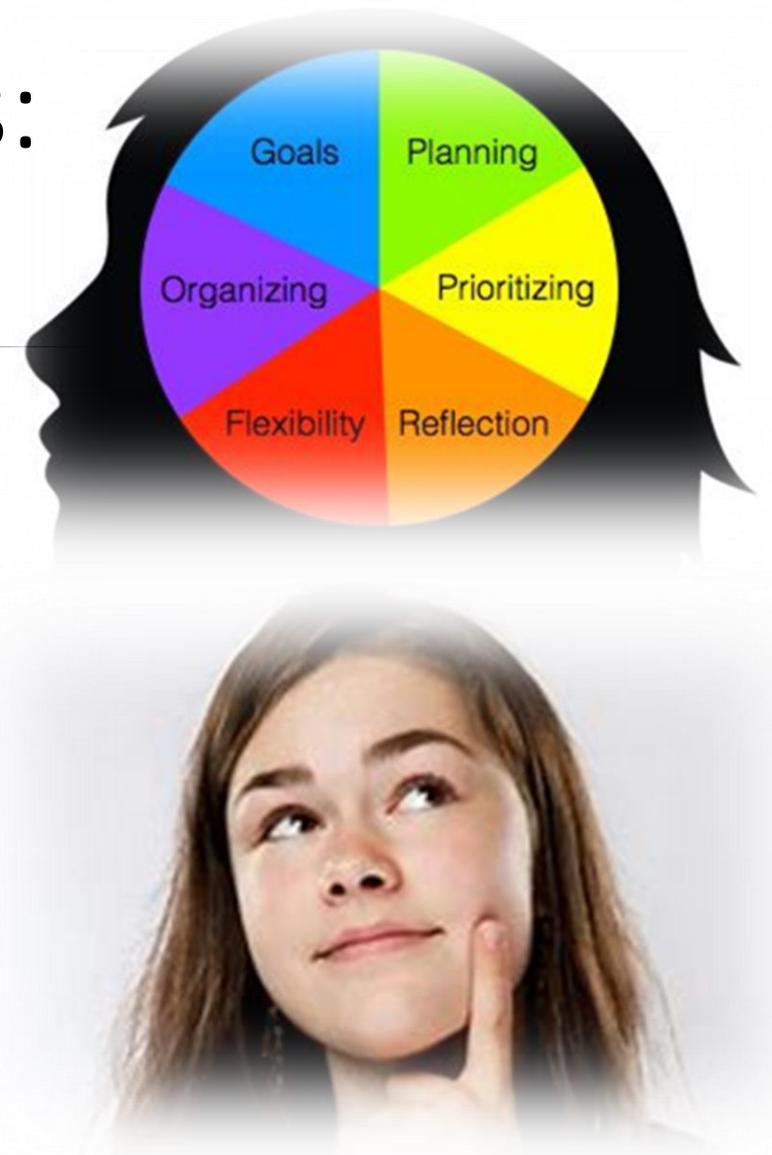


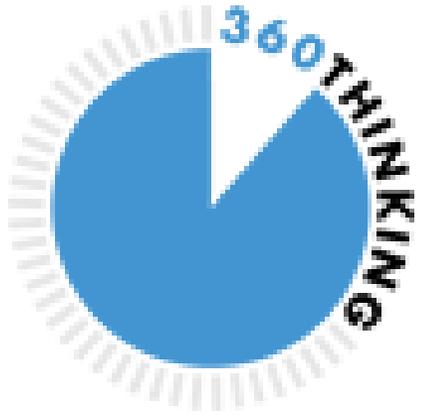
# Building Executive Function Skills: A Toolbox for the Dialysis Team

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Jessica Klein, MS, CCC-SLP  
Speech-Language Pathologist



\*I have no financial interests or relationships to disclose. I am not being paid to present today.



# Cognitive Connections



Sarah Ward, MS CCC-SLP    Kristen Jacobsen, MS CCC-SLP

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# What are Executive Function Skills?

The core set of cognitive skills required for:

- planning, completing and evaluating the completion of tasks
- overseeing our communication exchanges

# Cognitive skills are divided into:

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## Lower Level Cognitive Skills

Refer to functions that control behavior:

Attention

Motivation

Emotion regulation

## Higher-Level Cognitive Skills

Refer to metacognitive functions that guide behavior:

Planning

Organizing

Monitoring

Reasoning

Problem solving

Flexibility

# How do you use Executive Function Skills?

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Prioritize & initiate tasks

Plan assignments, tasks & projects

Monitor how plans are working, problem-solve & make changes

Plan & manage time in order to complete work to meet due dates

Use strategies to manage motivation, attention & energy levels

Manage distractions & return to tasks

Use prior experiences as a guide for completing tasks & working with others

Organize thinking during all aspects of learning & communication

Use external organizational systems & items

Aware when there are problems & seek resources

## Strong Executive Function Skills

- Independent with routines
- Ready for their day
- Pays attention when others are talking
- Makes plans for future tasks
- Able to problem solve and ask for help & resources when needed

## Weak Executive Function Skills

- Cue dependent for routines & transitions
- Easily distracted
- Is a beat behind others
- Often no plan when faced with the next task
- Delays task completion or forgets to do it



Nonverbal Working  
Memory  
Pre-imagine  
& pre-experience

If...then

Verbal Working Memory  
Self-talk &  
stated intentions

## Nonverbal memory:

the ability to code, store, and recover information about faces, shapes, images, songs, sounds, smells, tastes, and feelings

It's what makes it possible to retain & remember content without words (neither written nor spoken).



## Verbal working memory:

the amount of verbal information that the brain can hold and manipulate in order to achieve a goal or solve a problem

the ability to process information and decide which information is needed for a certain task.

# Episodic/Autobiographical Memory

Memory for autobiographical events you can explicitly re-experience:

- Places/spaces
- Times
- Objects
- People
- Emotions

Features of Past Episodic Memory: Knowing vs. Remembering

- Knowing is factual (semantic)
- Remembering is a feeling that is located in the past, re-experiencing a past event(episodic)





# How far into the future can you see? Temporal-Spatial Window

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## **Development of the Time Horizon**

2 years old: NOW

3-5 years old: 5-20 minutes

K-2<sup>nd</sup> grade: several hours

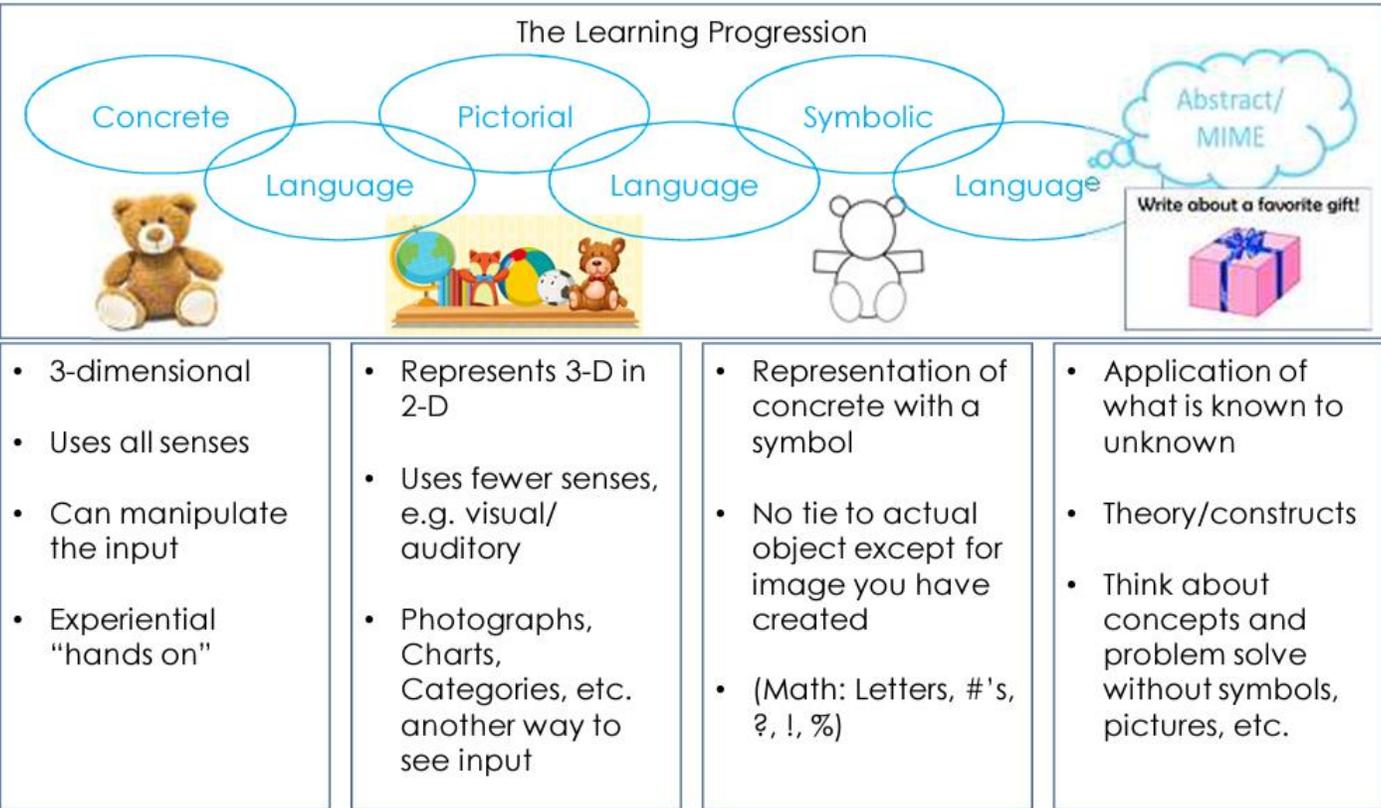
3<sup>rd</sup>-6<sup>th</sup> grade: 8-12 hours

6<sup>th</sup>-12<sup>th</sup> grade: 2-3 days

17-23 years old: 2-3 weeks

23-35 years old: 3-5 weeks

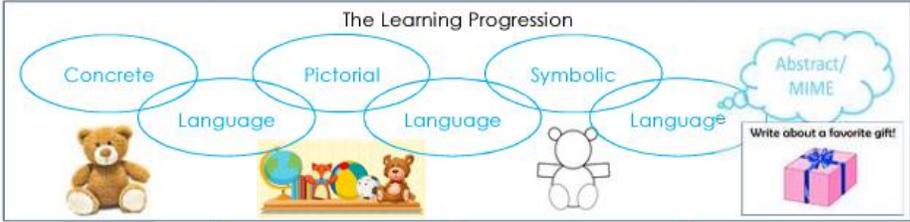
ADHD-EFDD: Executive Function Development Delay-Average of a 3-3 ½ year delay



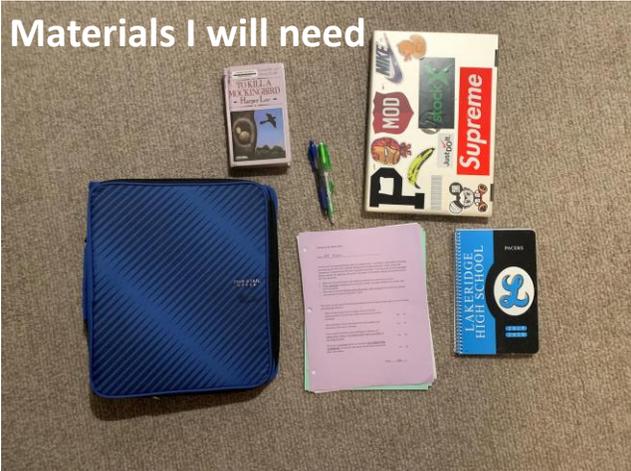
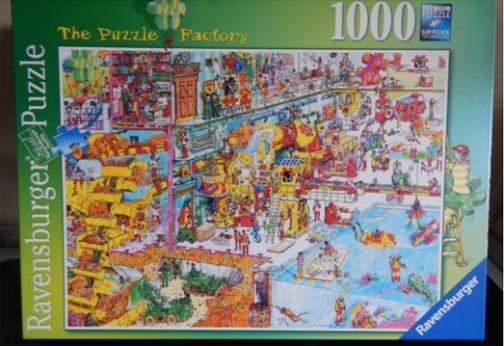
Abstractness Continuum: Treating NVLD in Children: Professional Collaborations for Positive Outcomes (p. 177). Springer New York.

# Learning Skills Progression

# What does DONE look like?



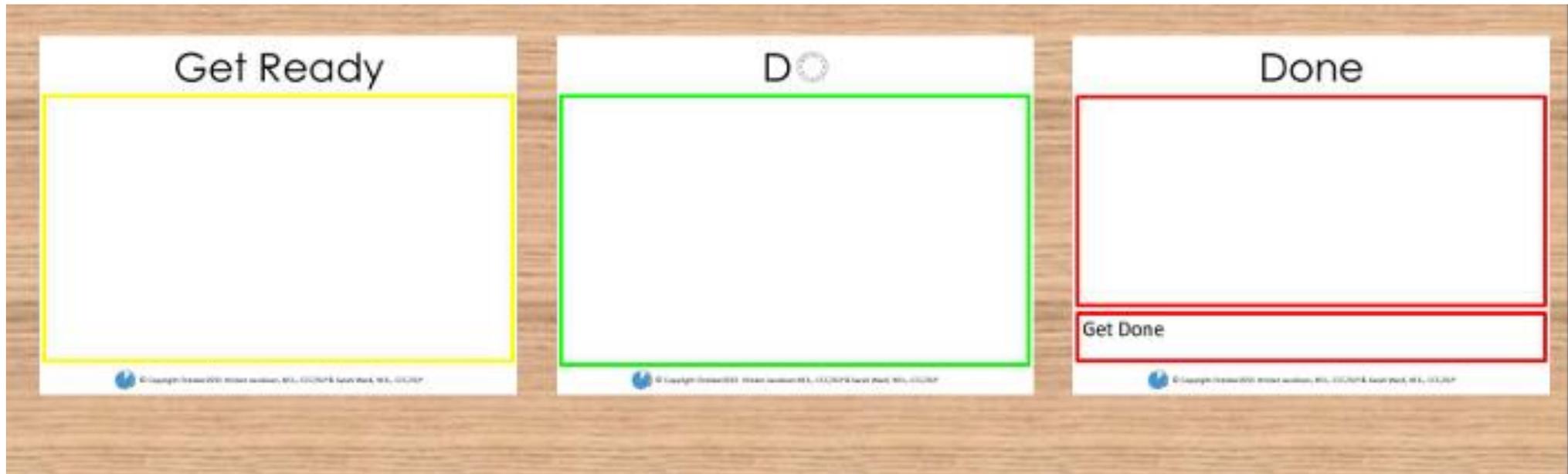
- To Do List
- Backpack
- Lunch
- Water
- Homework
- Binders
- Books



# Plan your work, work your plan!

## Done, Do, Get Ready Model

- 1) What will it look like when I'm "Done?"
- 2) What steps do I need to take or "Do" to match my Done image?
- 3) What materials will I need to "Get Ready"?



\*Cognitive Connections, LLP for 360 Thinking/[www.efpractice.com](http://www.efpractice.com)

# What does DONE, DO, GET READY look like? Getting meds ready for the week!

## Get Ready



## DO



## DONE





# “Take your medication daily.”

Who is doing the work and imagining the steps “Taking medication?” or “Take it 3 times a day?”



VS.



# MIMEit Strategy-Become a “Mind Mime”



M-Make a future picture-what will it look like? Future scene thinking

I-What will I look like? Self-projection in the future

M-Movement-what motions will I go through? Mental time travel

E-Emotions-how will I feel at a future time?

IT-if...then SELF TALK



- MENTAL DRESS REHEARSAL & PRESIMULATION
- TRIAL & ERROR WITHOUT RISK
- RUN PLAN A & PLAN B

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# SHOW ME & TELL ME YOUR PLAN!!

Future Self Talk-This is how you set intention to action!

## Plan A: As I see it...

I will...

I am going to...

When...

I can...

## Plan B: But...

Might...

Maybe...

Could...

Should...

Probably...

In case...



## Future Thinkers & Time Travelers!

Comments or Questions?