

# Family Institute Session February 9, 2023



**Supporting Parents as Partners:  
Helping Our Students Develop Executive Functioning  
Skills/ Apoyando a los padres como socios:  
Ayudando a nuestros estudiantes a desarrollar  
habilidades de funcionamiento ejecutivo**

**Coordinated and Facilitated by:  
Dr. Sheila Jackson, Director and Team  
Department of Family and  
School Partnerships**



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## Tonight's Simultaneous Interpreters: / Intérpretes simultánea de esta noche:

- Zuleika Dudley-Birruete [zulei.dudleybirruete@pgcps.org](mailto:zulei.dudleybirruete@pgcps.org)
- Bryan Villatoro [bryan.villatoro@pgcps.org](mailto:bryan.villatoro@pgcps.org)

### En una computadora--

En la sesión de Zoom, en la parte baja de la pantalla habrá un globo de interpretación. Haga clic en ese globo y seleccione "Spanish."

### En un dispositivo móvil--

En la sesión de Zoom, en la parte baja de la pantalla, toca el icono de elipses en la parte baja derecha (...).

- Toque *Language Interpretation*.
- Toque *Spanish*.

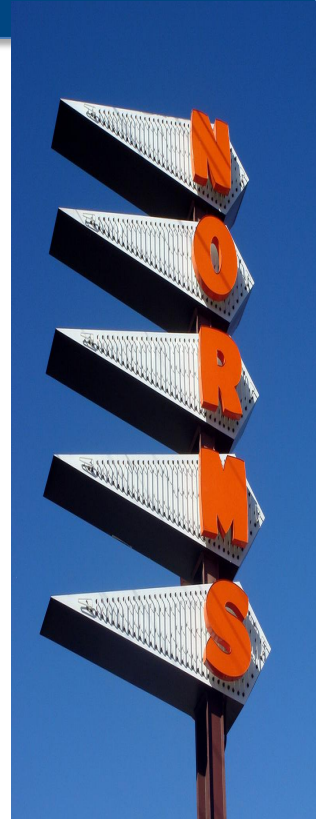
# Who is Here This Evening? / ¿Quién está aquí esta noche?

1. Please complete our Secure Attendance Roster Process: /  
Complete nuestro proceso de lista de asistencia segura:  
<https://forms.gle/k39C2j6We9hGHjfo9>
  - If you cannot access the form, please use the Chat Box and tell us: Your name, school affiliation and role
  - Si no puede acceder al formulario, utilice el cuadro de chat e infórmenos: Su nombre, afiliación escolar y función.



## Please/Por favor:

- **Sign in on our Secure Attendance Form:/Regístrese en nuestro Formulario de asistencia segura:**  
<https://forms.gle/k39C2j6We9hGHjfo9>
- **Cameras on and microphones off. / Cámaras encendidas y micrófonos apagados.**
- **Participate freely. / Participa libremente.**
- **Assume positive intentions. / Asumir intenciones positivas.**
- **Speak and listen with respect. / Hablar y escuchar con respeto.**
- **Share succinctly. / Comparte de manera sucinta.**





# ORGANIZATIONAL CHART

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**Mr. Neftali Ortiz,  
Specialist**

**Ms. April Shannon,  
Specialist**

**83 Parent  
Engagement  
Assistants (PEAs)  
in ~82 Schools**



# WHY Family Institute?

# ¿POR QUÉ Instituto de la Familia?

***...Parents are children's FIRST TEACHERS!***

***Together we ensure Success for  
ALL of Our Children!***

**...¡Los padres son los PRIMEROS MAESTROS de los niños!**

**Juntos aseguramos el Éxito para  
TODOS Nuestros Niños!**



# AGENDA

- **6:00 - 6:15 Welcome, Introductions & Check-In**  
**Bienvenido, presentaciones y check-in**
- **6:15 - 7:15 Supporting Parents as Partners: Helping Our Students Develop Executive Functioning Skills / Apoyando a los padres como socios: Ayudando a nuestros estudiantes a desarrollar habilidades de funcionamiento ejecutivo**
- **7:10 - 7:25 Open Discussion, Q&A, Opportunities for Feedback / Discusión abierta, preguntas y respuestas, oportunidades para comentarios**
- **7:25 - 7:30 Meeting Evaluation and Closure / Evaluación y Clausura de la Reunión**





# **FI Session Outcomes /** **Resultados de la sesión FI**

**Participants in this session will explore specific strategies to help students become independent and higher level thinkers!**

**¡Los participantes en esta sesión explorarán estrategias específicas para ayudar a los estudiantes a convertirse en pensadores independientes y de alto nivel!**



# **FI Session Outcomes /** **Resultados de la sesión FI**

**Executive functioning skills are the basis for planning, organizing, initiating, and following through with all tasks, assignments, and problems inside and outside of school.**

**Las habilidades de funcionamiento ejecutivo son la base para planificar, organizar, iniciar y seguir todas las tareas, asignaciones y problemas dentro y fuera de la escuela.**



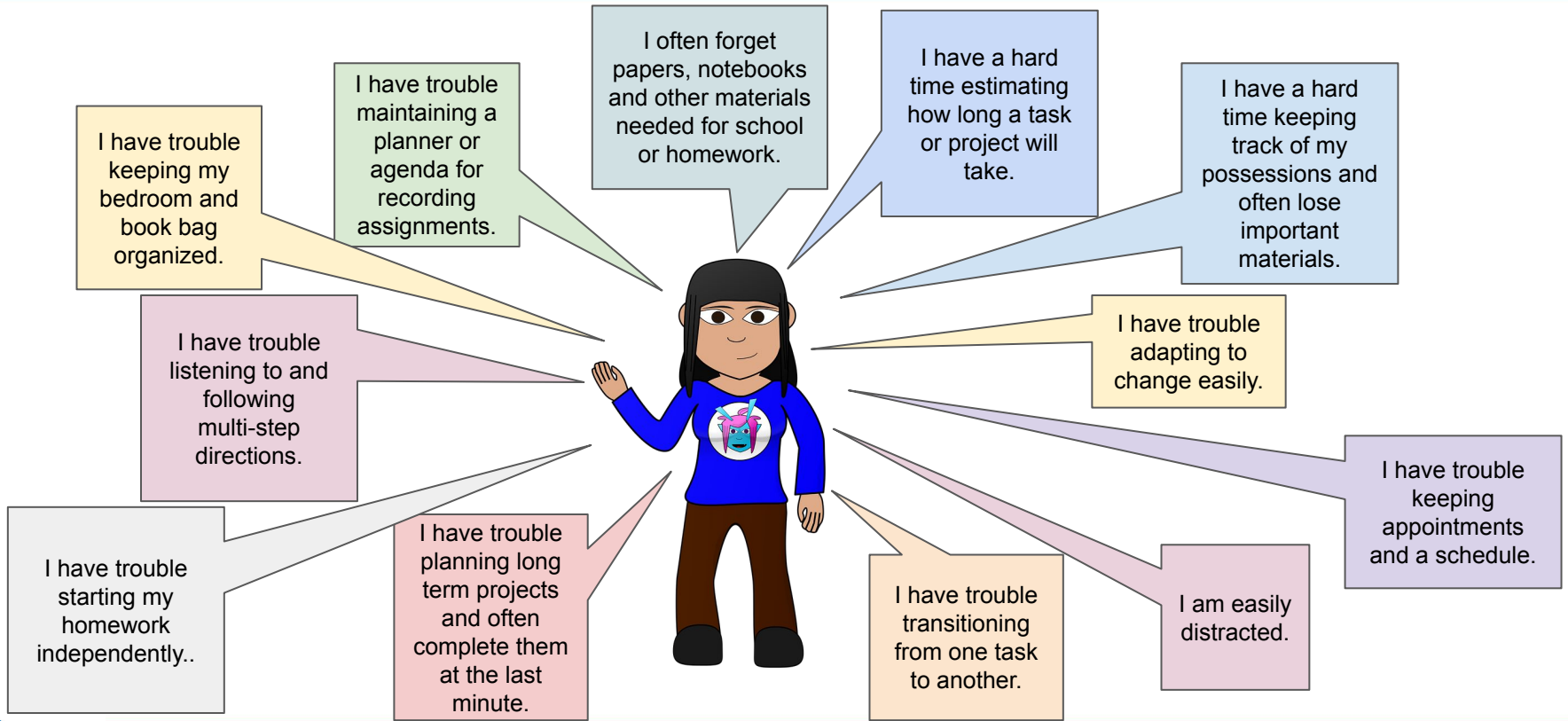
# Executive Functioning Skills

**Executive functioning skills are the basis for planning, organizing, initiating, and following through with all tasks, assignments, and problems inside and outside of school.**

**Las habilidades de funcionamiento ejecutivo son la base para planificar, organizar, iniciar y seguir todas las tareas, asignaciones y problemas dentro y fuera de la escuela.**

# Executive Functioning Skills

## Portrait of one of our children?



This is “Executive Functioning Disorder”

# Executive Functioning Skills

These are the Executive Functioning Skills that we need to teach and model for our children to help them find success in school and life:

## Executive Functioning Skills



**Planning** is the ability to figure out how to accomplish our goals.

**Time Management** is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.

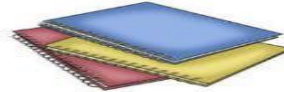


**Working Memory** is the mental processes that allow us to hold information in our minds while working with it.

**Self-Control** is the ability to regulate yourself, including your thoughts, actions, and emotions.



**Perseverance** is the ability to stick with a task and not give up, even when it becomes challenging.



**Organization** is the ability to develop and maintain a system that keeps materials and plans orderly.

**Task Initiation** is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.



**Metacognition** is being aware of what you know and using that information to help you learn.

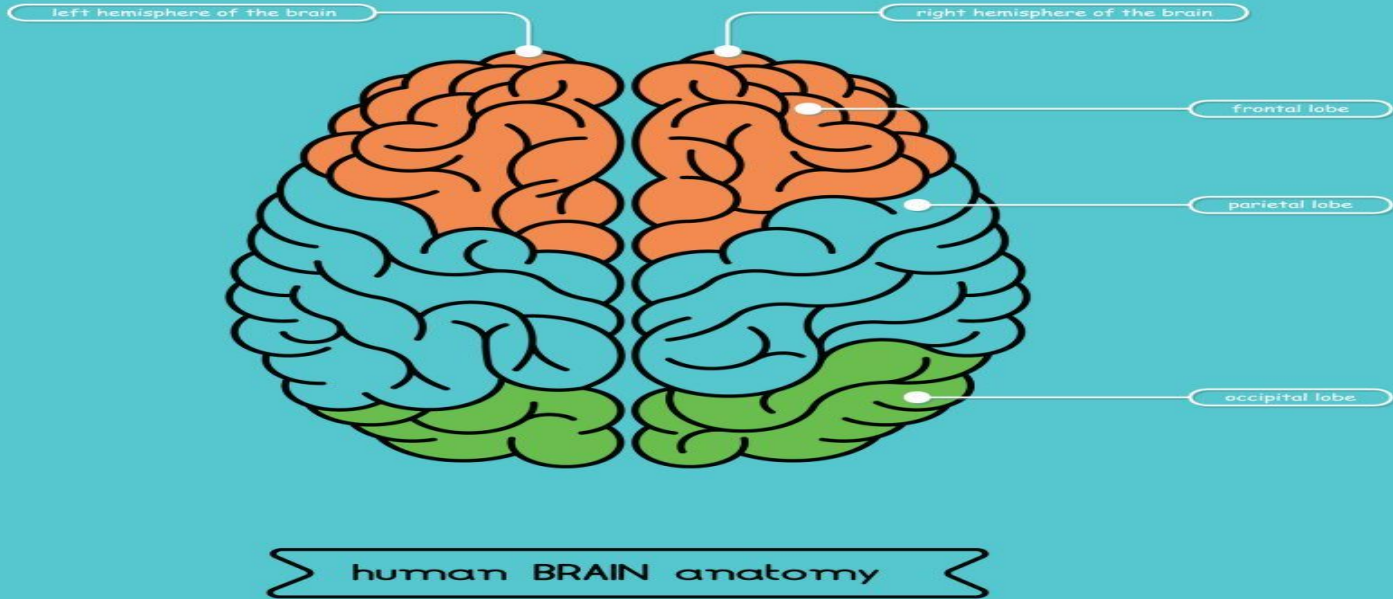
**Attention** is being able to focus on a person or task for a period of time and shifting that attention when needed.



**Flexibility** is the ability to adapt to new situations and deal with change.

[www.thepathway2success.com](http://www.thepathway2success.com)

# How Does Executive Functioning Work?



# Executive Functioning Skills

It is important to recognize that all students can be taught executive functioning skills, no matter the age!

Since these skills are the foundation for so many other learning skills, it is critical that our children learn them as early as possible.

Additionally, while it is true that students with special needs often require additional support in executive functioning skills, these strategies apply to ALL learners.

# Why Teach Executive Functioning Skills?

Many students who forget assignments, are disorganized, can't complete long-term assignments, have trouble focusing, and experience difficulty with change often have weak executive functioning skills.

These are the students who need to be taught explicit skills in order to become successful in school and in life after school.

Simply put, executive functioning skills are necessary life skills.



Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Planning = the ability to figure out how and when to accomplish our goals.

Strategies:

1. Teach the process of planning (Epstein, 2011; Pincus, 2014). Help children identify their goals and consider options for achieving them.
2. Use what/where/when/how questions.
3. Break down tasks into smaller parts and guide children to focus on one part at a time.
4. Use planners, lists, or responsibility boards. Create structure in routines and work areas.
5. Recognize problems and brainstorm solutions to them.
6. Talk about and generalize what was learned and how these skills can be applied to other tasks and situations.

# Organization

Organization = the ability to develop and maintain a system that keeps materials and plans orderly.

Strategies:

1. Teach children how to develop and utilize organizational systems and routines.
2. Collaborate together with the use of organizers, calendars, routine charts, and checklists.
3. Lend your child your executive functioning skills, as you teach them helpful skills.
4. Once an organizational system or routine has been agreed upon, follow through. Create a “when you” rule with logical consequences, or remind them of the agreed upon plan.



# Time Management

Time Management = an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.

## Strategies:

1. Posted routines and developmentally appropriate checklists at home and at school, when used with training and consistency, can assist children in learning not only time management, but also responsibility (Nelsen, Foster, & Raphael, 2011).
2. Keep a time log. Have your child write down how much time each homework assignment takes during the first few weeks of starting a new academic program. Write down how much time studying for each subject takes to successfully prepare for a test. Use the time logs to organize and plan. Block out time on computer aided organizational systems.















# Task Initiation

Task Initiation = the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you really don't want to.

Strategies:

## Interventions for Students who Struggle with Task Initiation

Clipart by Kate Hadfield & Sarah Pecorino
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Pathway  
2 SUCCESS

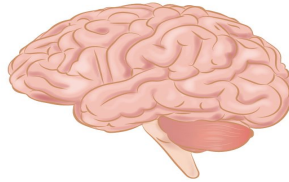
			
Teach task initiation skills explicitly	Use a countdown timer	Incorporate areas of student interest	Provide directions orally & visually
			
Practice the "rocket ship countdown"	Reduce most challenging work	Train peer mentors to provide support	Use brain breaks between tasks
			
Make it a race to get started on work	Take turns writing to get started	Develop a work contract with rewards	Give more student choice

# Working Memory

Working Memory = the mental processes that allow us to hold information in our minds while we are working with it.

Strategies:

1. Teaching your child ways to visualize thoughts can help improve their working memory.
2. Card games and other fun activities can help build working memory.
3. Finding ways to connect information can help your child with long-term memory as well as working memory.



Metacognition = thinking about your thinking or being aware of what you know and using that information to help you learn.

Strategies:

1. Try to teach your child “how” to think vs. “what” to think!
2. Use thinking stems when your child is managing a task from beginning to end:
  - I’m thinking...
  - I’m noticing...
  - I’m wondering...
  - I’m picturing/seeing...
  - I’m feeling...
  - It reminds me off,,,
  - I’m figuring out...
  - I just learned...



## Metacognition

I think about my thinking!



- I’m thinking...
- I’m noticing...
- I’m wondering...
- I’m seeing...
- I’m feeling...

# Self-Control



Self-control = the ability to regulate yourself - including your thoughts, feelings and emotions.

## Strategies:

1. Keep a positive relationship that is open and respectful.
2. When parents stay connected and invite a child into the problem solving process, they are much more effective and influential.
3. Find empathy with the child that is having a problem, and reassure that child that their problem and concerns are being heard.
4. Identify the problem by repeating the child's concern, or using reflective listening skills, and invite the child to find a solution to the problem with you.
5. Teach mindfulness, relaxation, and stress management techniques .
6. Further training from professionals on self-regulation, relaxation techniques, communication skills, and positive coping skills may be necessary for children who have explosive behaviors, who have medical or mental health symptoms, or who are unable after repeated attempts to separate their emotions from problem solving.



# Sustained Attention

Sustained Attention = being able to focus on a person or a task for a period of time and shifting that focus when needed.



## SUSTAINED ATTENTION

When your child can attend and focus on a task for a continuous stretch of time.

### Strategies for Learners with Attention Issues

www.thepathway2success.com

Give clear, one-step directions 	Teach students to check-in with themselves 	Incorporate movement during lessons 
Give brain breaks between lessons 	Set a timer for work sessions 	Provide fidgets (and teach how to use them) 
Use visuals as reminders and supports 	Provide flexible seating options 	Play attention-boosting games 
Incorporate hands-on learning activities 	Use student interests in lessons 	Use a chime before giving important information 

Clipart by Kate Hadfield & Sarah Pecorino



# Flexibility

Flexibility = the ability to adapt to new situations and deal with change.



## Strategies:

1. Support flexible thinking by removing the emotion from the equation, and by focusing on solutions. Instead of focusing on what went wrong, ask what can be done differently to fix the problem.
2. Teach effective problem-solving skills such as naming the problem, brainstorming alternative solutions, and choosing solutions that are both respectful to self and others
3. Highlight taking responsibility for one's action during the problem solving process, without shame or blame, and utilize encouragement.
4. Brainstorm like a scientist. Come up with lots of ways to approach an issue and then allow them to choose one that might fit; follow-up later to see how the solution worked. If they struggle with creating solutions, offer them a framework for seeking solutions. Three frameworks to find solutions to problems are asking for help, compromising, or doing the task differently.

# Perseverance

Perseverance = Goal-directed persistence or the ability to stick with a task and not give up - even when it is challenging.

Strategies:

1. Support perseverance by allowing children to learn cause and effect, by encouraging effort, and by creating opportunities for success.
2. Natural and logical consequences help children learn cause and effect. If guidance is needed with problem solving after a natural consequence, talk about the consequences of actions, without shame or blame, and invite the child to find solutions to the problem with you.
3. Process praise supports growth mindsets (Dweck, 2006). Focus on encouraging the effort and successes of preparing, planning, and organizing that resulted in successful completion of a task.
4. Create opportunities for success. Matching the child to the task is very important.



Please note:

- If a child has explosive feelings or heightened problems with regulating emotions, response inhibition, sustained attention, flexibility, or in a number of the dimensions of executive functioning, and these problems are interfering with their relationships at home and school, and interfering with their ability to function at home and at school, consider seeking help from a pediatrician, a child psychiatrist, a child neurologist, or licensed mental health professional familiar with gifted children and executive functioning issues.

**QUESTIONS/COMMENTS? Please type in the chat box. Responses to any unanswered questions will be sent to every email!**



# QUESTIONS?/¿PREGUNTAS?



**Dr. Sheila Jackson, Director**  
**Department of Family & School Partnerships**  
**Family Institute**  
**301-618-7356**  
[pgcps.family@pgcps.org](mailto:pgcps.family@pgcps.org)



# SESSION CLOSURE

# CIERRE DE LA SESIÓN



# SESSION CLOSURE

# CIERRE DE LA SESIÓN

Thank you for your participation in our session. As a data-driven office, your input and feedback are invaluable for helping us improve our services! Please complete this form. <https://forms.gle/djTb9QHbqf7YSsJe6>

Gracias por su participación en nuestra sesión. Como oficina basada en datos, sus aportes y comentarios son invaluable para ayudarnos a mejorar nuestros servicios. Por favor complete este formulario.

<https://forms.gle/djTb9QHbqf7YSsJe6>





# Next Family Institute Sessions & Important Dates /

# Próximas sesiones del Instituto Familiar y fechas importantes





# February Calendar / Calendario de febrero

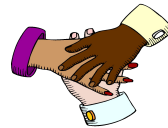
- **February 15** What to Know about State and District Testing for the 2022-2023 School Year from our Director of Testing (FI Strand 2)
- **February 20** SCHOOLS/OFFICES CLOSED - Presidents' Day
- **February 21** Parent Teacher Conference Day - Schools Closed for Students
- **February 23** Dual Enrollment Information from the Career and Technical Education Office (CTE) (FI Strand 1)
- **February 28** Bi-Monthly Conversation - Lessons and New Strategies Learned through the PGCPS Code of Conduct for Families, Volunteers and Visitors with DFSP (FI Strand 3)



- “PGCPS Parent Teacher Conference Guides” /  
GUÍA DE LA CONFERENCIA PADRE MAESTRO  
[CONFERENCE GUIDE PARENT TEACHER](#)
- “Code of Conduct for Families, Volunteers and  
Visitors” / “Código de Conducta para Familias,  
Voluntarios y Visitantes”  
<https://www.pgcps.org/parents/code-of-conduct-for-families-and-visitors>



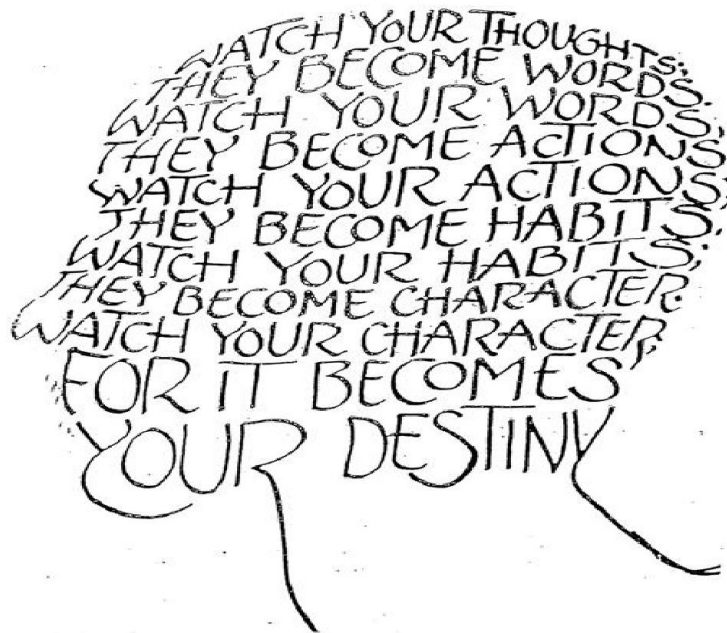
***“Nothing is more important to success in schools than the quality of relationships between and among students, staff, and parents.” / “Nada es más importante para el éxito en las escuelas que la calidad de las relaciones entre los estudiantes, el personal y los padres”.***



**Dr. James P. Comer**  
**- Founder, School Development Program Yale University Child**  
**Study Center**

# Final Thought... Pensamiento final... Pensée finale...

*Vigila tus Pensamientos...  
se convierten en Palabras;  
Vigila tus palabras...  
se convierten en acciones;  
Vigila tus Acciones...  
se convierten en Hábitos;  
Vigila tus Hábitos...  
se convierten en Carácter;  
Vigila tu Carácter...  
se convierte en tu Destino*



*Observez vos Pensées... elles  
deviennent des Mots;  
Surveillez vos Mots...  
ils deviendront des Actions;  
Surveillez vos Actions...  
elles deviennent des  
Habitudes;  
Surveillez vos Habitudes...  
elles deviennent des  
Caractères;  
Surveillez votre Caractères... il  
devient votre Destin*