



Executive Deficit Accommodations

- Children with Executive Deficits will benefit from frequent breaks, particularly involving motor activity. Breaks can be a reward for work completed, and only need to be one to two minutes in duration.
- Modeling a “hands-on” approach to help with assignments and larger tasks will be beneficial. Students will benefit from assistance seeing the “big picture” and then breaking this “big picture” down into reasonable parts for completion.
- It will be beneficial to teach how to organize material and do simple preplanning before beginning larger tasks. This can be accomplished by reviewing the steps of the task and reading the instructions, providing all the material together that are needed for the task, and then working on the task or activity in a well thought out, organized manner.
- It will be helpful to provide examples of how to plan differently to complete the same task, so the student can see the options for alternative methods, encouraging the development of increased cognitive flexibility.
- Information needs to be presented at the outset in a very well-organized manner. Children with difficulties grasping new concepts and material do best when the material is presented in a very structured and organized fashion. In general, teachers and subjects that offer a higher degree of structure will likely be beneficial.
- It will be helpful to involve the student in setting a goal for the activity or task at hand, encouraging him/her to generate a prediction regarding how he or she expects to do in completing the activity, and then reviewing the outcome(s).
- Previewing the organizational framework of new material to be learned in bulleted or outline form is likely to increase the student’s learning efficiency and comprehension.
- Increased levels of structure and predictability will be helpful. Front-loading for changes in expectation or schedules will increase cognitive efficiency and decrease variability in performance in most affected individuals.
- It will be important to assess comprehension of instructions and not simply rely on the ability to “parrot” back instructions.
- It is recommended that a scaffolding approach be used to the development of new skills. For example, when teaching organization of school work and assignments, the student will benefit from assistance, gradually increasing the level of independent responsibility required as the steps begin to form into a meta-concept.