

Welcome to the Learning Disabilities Association of Iowa Webinar. It will start at 4:00.

## Executive Function: The Brain's Air Traffic Control System

Routines

Working Memory

Goal Setting, Self-Talk and Self-Monitoring

Organization

**Executive Function**

Learning Disabilities Association of Iowa

---

**Part 4: Goal Setting, Self-Talk and Self-Monitoring**

Handout link: <https://drive.google.com/drive/folders/1Y8x3xw1FRY2Z0-SyaD5a-hwR7-3Iw/Dzagsa-ba7m>

---

---

---

---

---

---


---

---

---


---

1



**Kim Miller**

- Cedar Falls – 40 yrs. at UNI
- Elem. Ed./Behavior Disabilities – Wartburg
- M.S. in Learning Disabilities – Northwest Missouri State Univ.
- 30 years of teaching students – Taught Special Education in Exira, IA UNI's Price Laboratory School
- Level 1 and 2 Field Experiences and Special Education Methods Courses
- Iowa Learning Disabilities Board



---

---

---

---

---

---

---

---

---

---

2

### Executive Function/Skills Checklists

Attachment  
Executive Skills Checklists

Date: \_\_\_\_\_ Please print your name and the date that you completed this checklist on the space provided on the right. Please write the date that you completed this checklist on the space provided on the right. Please write the date that you completed this checklist on the space provided on the right. Please write the date that you completed this checklist on the space provided on the right.

Checklist	Completed by	Date
1. Goal Setting		
2. Self-Talk		
3. Self-Monitoring		
4. Organization		
5. Working Memory		
6. Routines		

#### Executive Skills Checklist

Below you will find a list of common school challenges. Please rate each one on a scale of 1 (not a problem) to 5 (big problem). Your answers will help our teachers provide the best book and supports possible!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Response Index:**

1 = Not a problem  
2 = Not really a problem  
3 = Somewhat of a problem  
4 = Problem  
5 = Big problem

**Working Memory:**

1. I forget things I need to do.  
2. I forget things I need to do.  
3. I forget things I need to do.  
4. I forget things I need to do.  
5. I forget things I need to do.

**Organization:**

1. I have a hard time organizing my things.  
2. I have a hard time organizing my things.  
3. I have a hard time organizing my things.  
4. I have a hard time organizing my things.  
5. I have a hard time organizing my things.

---

---

---

---

---

---



---

---

---

---

3

 **1. Goal Setting** 

- Many people fail in life, not for lack of ability or brains or even courage but simply because they have never organized their energies around a goal.” — Elbert Hubbard
- Begin with the end in mind. — Stephen Covey
- Nothing is impossible, the word itself says 'I'm possible'! — Audrey Hepburn

4

---

---

---

---

---

---

---

---

 **Share Your Own Goal Setting** 

Softball



Trip to the US Open and Vermont



Goal Setting is **IMPORTANT** for everyone!

5

---

---

---

---

---

---

---

---

**Goal Setting**


Differing Abilities – Unique Learners

- Below Level
- At Level
- Above Level

Outcomes

- Improves performance
- Boosts motivation and engagement
- Enhances self-regulation
- Supports diverse learners

[Student Goal Setting: An Evidence-Based Practice](#)  
[Everywhere You Teach \(a.k.a. How to Set Goals for Students\)](#)



6

---

---

---

---

---

---

---

---

**Goal Setting**

**GOALS**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

---

---

---

---

---

---

---

---

7

**Goal Setting**

- Make sure that students are aware of their **strengths and limitations**.
- Make sure students **understand** what they are doing & why.
- **Set goals that are specific & challenging and at the right level.**
- Give them as much **ownership** as possible!
- Put goals in a **visible place**/make part of the **routine**.
- Set aside time to **check in** or **conference** with students.
- Have opportunities for **celebration**.

- [Everything You Need to Know About Goal Setting for Students!](#)
- [Goal Setting: An Evidence-Based Practice](#)

---

---

---

---

---

---

---

---

8

**Conference Reflection**  
Self-Evaluation and Goal Setting

Things I Can Do Well Strengths	Things I Am Working On Goals Areas

---

---

---

---

---

---

---

---

9

**Student's GOALS**

**Book 1:** Read at least 100 pages, read accurately and 100% comprehension

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Book 2:** Write a response to textual content and demonstrate reading and 100% comprehension

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Book 3:** Read at least 100 pages, read accurately and 100% comprehension

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

**Book 4:** Reading with fluency - read at least 100 pages, 100% of 100%

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10

---

---

---

---

---

---

---

---

---


---

**STUDENT GOALS**

**Dani Jo will...**

- Remember what I read silently.
- Stay on task.
  - ✓ Did I think about what was being said?
  - ✓ Did I not play with other things?
  - ✓ Did I stick to the topic being discussed?
- Summarize the main parts of a book orally and in writing.
- Write appropriate discussion questions for an assigned reading.
- Edit my written summaries for capitalization, punctuation, spelling and use of legible cursive writing.

Personal goal of the student:  
*do not get bored done and stay on track!!*



11

---

---

---

---

---

---

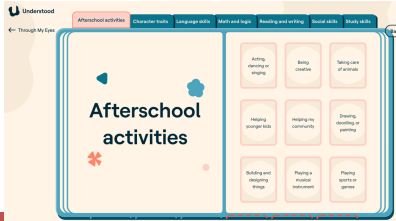

---

---

---

---

**Strengths and Challenges – Through My Eyes – [Understood.org](http://Understood.org)**

12

---

---

---

---

---

---

---

---

---

---

**Plan for Goal Setting**



If you fail to plan, you are planning to fail.  
Benjamin Franklin



13

---

---

---

---

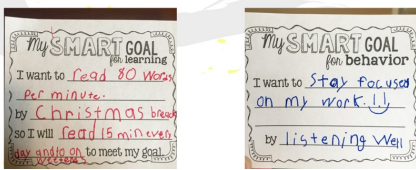
---

---

---

---

**Student Goals**



- Specific
- Measurable
- Achievable
- Relevant
- Time-Bound

14

---

---

---

---

---

---

---


---

**Parent Involvement in IEP Goals**

**Preparation for IEP Meeting - Organizational Components**

Strengths/Interests/Preferences	Long Term or General Goals (parent input)	What s/he can do now: (PLP)
What s/he will do in one year: (yearly goals)	What we need to provide: (accommodations & supports/services)	Concerns/Questions/Resources

Penny Reed - Let's Put the Planning Back in Individual Education Programs



15

---

---

---

---

---


---

---

---

**2. Self-Talk**

- Words we say we say to ourselves – internal dialogue
- Positive self-talk builds confidence & helps you get through challenges – emotional regulation
- Negative self-talk decreases confidence & ability to deal with challenges
- Create I Can statements
- Reframe – visual aids – healthier self-image
- Spot positive and negative self-talk
- It's not just about being optimistic – being resilient when faced with challenges



16

---

---

---

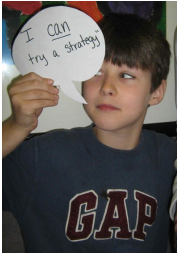
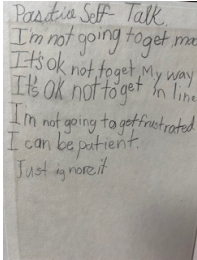
---

---

---

---

---

17

---

---

---






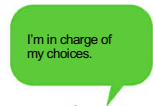
---

---

---

---

---

18

---

---

---

---

---

---

---

---

NEGATIVE SELF-TALK	POSITIVE SELF-TALK
I CAN'T DO THIS! I GIVE UP!	I CAN USE THE STRATEGIES I'VE LEARNED.
THIS IS TOO HARD!	THIS MAY TAKE SOME TIME AND EFFORT.
I ALWAYS MAKE MISTAKES.	EVERYONE MAKES MISTAKES. MISTAKES HELP ME GROW.
SHE IS SO SMART! WHY CAN'T I BE LIKE HER.	I NEED TO COMPARE MYSELF TO MYSELF. I NEED TO WORK TOWARDS MY PERSONAL BEST.

[Your Own Worst Enemy: Silencing Negative Self Talk from ADDitude Magazine.](#)

19

---

---

---

---

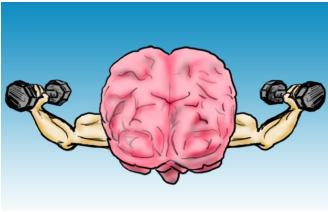

---

---

---

---

**Your brain is a muscle.**  
It changes and gets stronger when you use it.

20

---

---

---

---

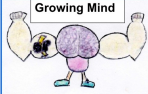
---

---


---

---

**Growth Mindset**  
Carol Dweck's work




**Growing Mind**



**Fixed Mind**

Ability-Based vs. Effort-Based  
We have control over Effort-Based

<https://www.owes.org/blog/2014/ever-think-you-need-to-know-about-goal-setting-for-students/>  
[The Power of Yes - Carol Dweck](#)



21

---

---

---

---



---

---


---

---

**Challenges Help Me Grow**

**Anxiety – Self-Talk - Mantra**




---

---

---

---

---

---


---

---

22

**3. Self-Monitoring or Self-Rating**

- › Engages students
- › Increases self-awareness, confidence, and self-control
- › Provides feedback to students
- › Shows improvement over time  
(need to see growth to keep going but might need help in seeing this growth)
- › Competition with yourself
- › [Self-Monitoring - IRIS Center](#)




---

---

---

---

---


---

---

---

23

**On Task Self-Talk and Self-Monitoring**



**Stop and Think!**


Are you on task? \_\_\_\_\_

Or

Are you off task? \_\_\_\_\_

<u>Your Job:</u>		
3=yes	2=sometimes	1=no
Student Rating	Teacher Rating	Match

Be Prepared  
Participate & Collaborate  
Good Attitude  
Stay On Task




---

---

---

---

---

---

---

---


24

### On Task Self-Rating


**How Am I Doing?**


Circle either Thumbs Up for doing well, or Thumbs Down if you could be doing better.

1. Participating



2. Focusing (not thinking about other things)





25

---

---

---

---

---

---

---

---

### Self-Rating - Students can work effectively as a team.

*(4 minutes in)*

Rating Sheet	No	Somewhat	Yes
Is the work being shared equally?			
Are you encouraging others?			
Is the task being accomplished?			

*(8 minutes in)*


Rating Sheet	No	Somewhat	Yes
Is the work being shared equally?			
Are you encouraging others?			
Is the task being accomplished?			

*(End)*

Rating Sheet	No	Somewhat	Yes
Was the work shared equally?			
Did you encourage others?			
Did you accomplish the task?			

Group #1	Yes	Somewhat	No
Is the work being shared equally?			
Are you encouraging others?			
Is the task being accomplished?			

Group #2	Yes	Somewhat	No
Is the work being shared equally?			
Are you encouraging others?			
Is the task being accomplished?			



26

---

---

---

---

---

---

---

---

### Self-Rating - Students can work effectively as a team.

Score	Number of students
Self Assessment	
10/10	5
9/10	7
8/10	4
7/10	1
6/10	1
5/10	1


Name: Jamilla

Rate yourself on the quality of participation with your partner. Use a rating scale 1-10 (one being the lowest and 10 being the highest) After rating yourself, write 1 to 2 sentences on why you gave yourself the rating you did.

Final Rating: 8.5

Why did you give yourself the final rating you did? Please write one to two sentences supporting your rating.

*I was a good partner but I could still be a bit better. I took turns with him. I did passages 1, 2, and 5 while he did #1's, 3, 4, and 6. I was fair.*



27

---

---

---

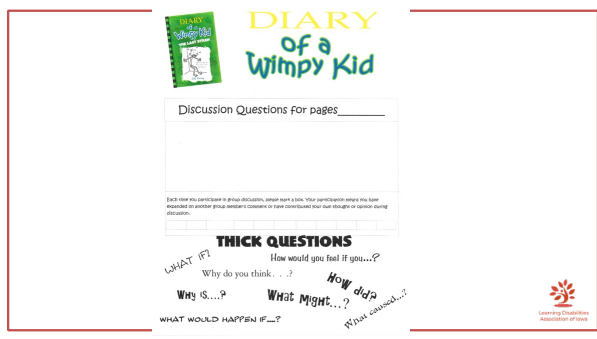
---

---

---

---

---



**DIARY of a Wimpy Kid**

Discussion Questions for pages \_\_\_\_\_

Each time you participate in group discussions, please turn a page. Your participation when the time comes to answer group members' questions is one contribution that you bring to class during discussion.

**THICK QUESTIONS**

- WHAT IF? Why do you think...?
- How would you feel if you...?
- Why is...?
- WHAT MIGHT...? What does...?
- How did...?
- WHAT WOULD HAPPEN IF...?

Learning Disabilities Association of Texas

28

---

---

---

---

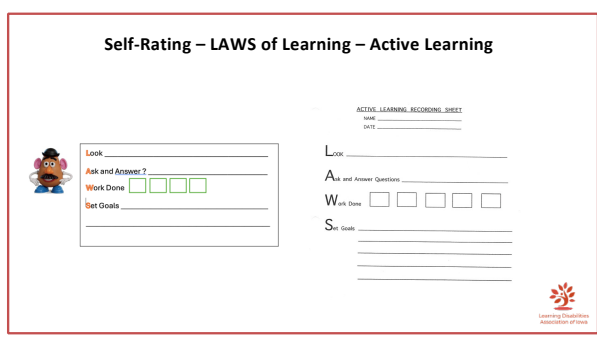
---

---

---

---

**Self-Rating – LAWS of Learning – Active Learning**



**ACTIVE LEARNING RECORDING SHEET**

Name \_\_\_\_\_  
Date \_\_\_\_\_

**Look** \_\_\_\_\_

**Ask and Answer?** \_\_\_\_\_

**Work Done**

**Set Goals** \_\_\_\_\_

**L**ook: \_\_\_\_\_

**A**sk and Answer Questions: \_\_\_\_\_

**W**ork Done:

**S**et Goals: \_\_\_\_\_

Learning Disabilities Association of Texas

29

---

---

---

---

---

---

---

---

**Celebrations**



Learning Disabilities Association of Texas

30

---

---

---

---

---

---

---

---



31

---

---

---

---

---

---

---

---



32

---

---

---

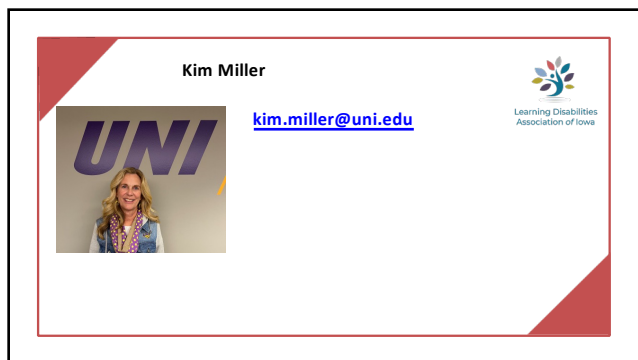
---

---

---

---

---



33

---

---

---

---

---

---

---

---

 **Learning Disabilities Association of Iowa**

Website: <https://ldaiaowa.org>  
Facebook: <https://www.facebook.com/LDA.Iowa/>  
Instagram: <https://www.instagram.com/ldaoflowa/>  
Twitter/X: <https://twitter.com/ldaoflowa>  
Email: [info@ldaiaowa.org](mailto:info@ldaiaowa.org)

For Membership Information or to Join LDA:  
<https://ldaamerica.org/membership/>

\$55  
\$25 - student membership

---

---

---

---

---

---

---

---