

## Strategies to support students with Executive Functioning and Theory of Mind Deficits

- Write the class agenda on board
  - Take step-by-step approaches to presenting information
  - Help students to connect information as you move from one topic to another
  - Use tools like time organizers, computers or watches with alarms.
    - Just write the time on the board when giving them allotted times to work in class (intermittently remind them how much time is left)
  - Provide written directions with oral instructions whenever possible.
  - If you have specific students with this difficulty, set up cues with them to wait to speak.
  - Can use cards or just write on the board expectations-roles
  - Help students make connections by integrating information presented previously as you move forward.
  - Help students make connections to the content to assist with understanding and memorization
  - Use visuals when possible to connect past knowledge in discussion
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  - Help students make connections to the content to assist with understanding and memorization
  - Use visuals when possible to connect past knowledge in discussions
  - Meet with students privately
    - Reinforce positive aspects of work/behavior then address difficulties (teaching skill)
  - When opportunities arise assist students in reflecting on ideas
  - Break long assignments into chunks and assign time frames for completing each chunk.
  - Utilize the Blackboard calendar to keep track of long-term assignments, due dates, chores, and activities (encourage students to use a calendar to do this)
  - Encourage students to use a linear template to organize ideas (graphic organizer)
  - Once or twice, model the use of a checklist within your class and encourage students to create checklist for completing assignments.
  - Strongly encourage students to meet with your during office hours to on a regular basis to review work; troubleshoot problems.
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- Be explicit, don't assume a student knows what you're thinking/feeling, and avoid sarcasm.**