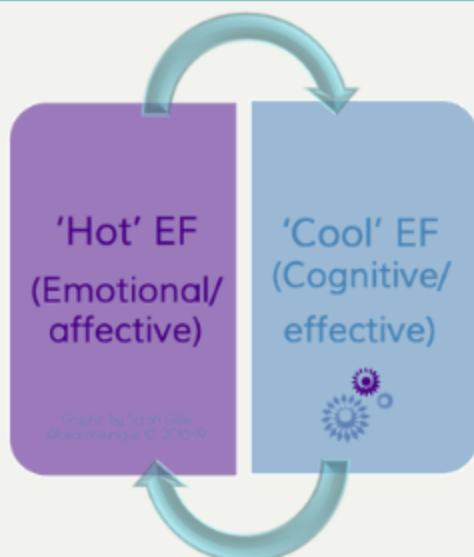




Key aspects of EXECUTIVE FUNCTION

Response inhibition / impulse control

The knowledge of what constitutes 'appropriate' or safe behaviour and the ability to conform to expected age norms... This includes the realisation that actions may have unintended consequences and the ability to take responsibility for mistakes



Emotional Control

The ability to control a natural urge to act or react, whether to a peer's, teacher's or colleague's remark, a playground bump or comment... Difficulties lead to 'inappropriate' physical or verbal responses, extreme embarrassment and meltdown / shutdown

Shifting / flexibility / adaptability

The ability to take change in your stride, or switch to a new task on someone else's timetable... this might mean pausing or closing a favourite game, tidying up an art / craft activity before it is finished or changing academic or work focus



Behavioural ('hot') EF

The executive functions that motivate us and enable us to regulate our emotions and reactions



Metacognitive ('cool') EF

The executive functions that enable us to plan and organise ourselves, and to anticipate and solve problems



Task initiation

Getting started - knowing when and how to start and getting on with a task without distraction

Working Memory

Being able to hold all the information for the current task in mind and process it at the same time, and in the correct sequence

Planning (goal setting / sequencing)

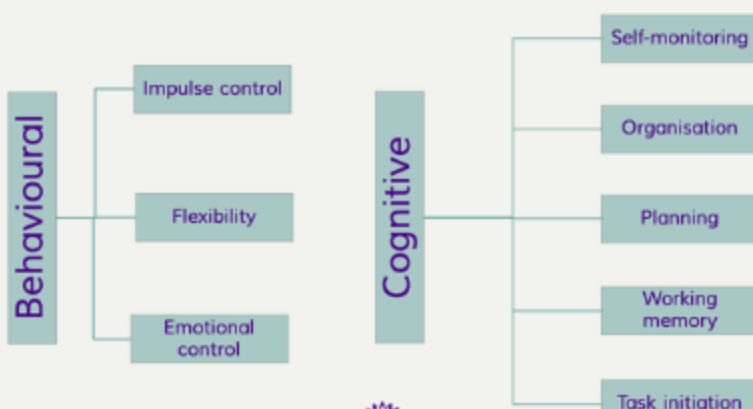
Knowing what needs to be done and in what order to keep the task manageable and stay on track

Organisation of materials

Having all the right tools for the task at hand and being able to use them appropriately - lost / broken / misused stationery is a prime example of difficulties

Monitoring (time / focus / persistence)

Knowing how long a task will take and being able to control the time spent on it - difficulties include **hyperfocus** (getting lost in a task to the point of being unable to do something that others consider more urgent) **distraction** (being unable to start, continue or complete - it's possible to get stuck at one or all stages)



Emotions impact on academic and work performance, and disappointing feedback can cause upset or distraction. If a huge amount of energy goes into focusing, or if working memory is overloaded, this will impact on other aspects of EF and of course, on work produced (or not produced)