Day 2

A Deeper Dive into The IEF MODEL
Training for Parents

The Integrated EF Model Framework

RAPPORT	ASSESSMENT	INSTRUCTION	STRATEGY DEVELOPMENT	REVIEW & REMIND	COMMUNICATION
Establish a connection and commitment	Evaluate the child's existing executive function (EF) abilities, such as working memory, cognitive flexibility, and inhibitory control, to identify areas for improvement.	Introduce a range of readings and instructional materials to allow the child to learn about their brains and executive functioning.	Incorporate the EF-focused strategies into the responsibilities that the child has within home, school and extracurricular activities.	Document, post and review the strategies that you teach.	Share executive functioning strategies with other stakeholders to continue to support the use of the strategies in other contexts.

The Model In Action
Forward Planning

RAPPORT

- **Active Listening** – Show that you're fully present when your child speaks.
- **Validate Their Feelings** – Let them know their emotions are understood and respected.
- **Share Your Experiences** – Tell stories of your own challenges with focus, memory, or flexibility.
- **Express Genuine Curiosity** – Ask about their interests and hobbies.
- **Encourage Self-Expression** – Allow them to share their opinions without judgment.
- **Apologize When Needed** – Admit mistakes to model accountability and humility.
- **Respect Their Autonomy** – Give choices within boundaries to practice decision-making.
- **Offer Constructive Feedback** – Frame it as a way to help them grow, not criticize.
- **Acknowledge Their Efforts** – Praise attempts as much as achievements.
- **Practice Patience** – Give them time to process information and respond.
- **Be Consistent** – Build trust by following through with what you say.
- **Use Positive Language** – Reinforce their strengths before discussing areas to improve.

- **Model Calm Responses** – Show how to react thoughtfully, not impulsively.
- **Encourage Problem-Solving** – Ask open-ended questions to foster critical thinking.
- **Create a Safe Space for Mistakes** – Assure them it's okay to fail and learn.
- **Spend Quality Time** – Engage in activities they enjoy without an agenda.
- **Involve Them in Decisions** – Let them weigh in on family matters when possible.
- **Practice Empathy** – Put yourself in their shoes to understand their perspective.
- **Avoid Comparisons** – Focus on their individual journey rather than comparing.
- **Use Visual Supports** – Create charts or checklists to clarify expectations.
- **Give Gentle Reminders** – Use cues instead of commands to guide them.
- **Focus on Effort Over Outcome** – Praise the process rather than just results.
- **Create Rituals Together** – Establish special routines like a weekly game night.
- **Engage in Physical Activity** – Move together to release stress and boost focus.
- **Provide Clear, Simple Instructions** – Break down tasks to make them manageable.
- **Teach Mindfulness Practices** – Introduce techniques to help them stay calm and focused.
- **Be Their Cheerleader** – Encourage them to tackle challenging tasks with positivity

The Model In Action
Forward Planning

ASSESSMENT

Summary Results

STRENGTHS	EXPECTED RANGE			SKILLS TO SUPPORT
	High	Medium	Low	
Abstract Reasoning ★	Working Memory	Visual Memory	Spatial Perception	Flexible Thinking
	Verbal Reasoning	Processing Speed		
	Attention	Visual Motor Speed		
	Verbal Memory			

Ahead of peers
Top 16% of peer group

Developing appropriately for peer group
High: 69th - 83rd percentile
Medium: 31st - 68th percentile
Low: 17th - 30th percentile

Developing behind peer group, may require outside support
Bottom 16% of peer group

PLANNING/PRIORITIZING

When my child has a big project, my child knows how to plan it out.	
When my child has many things to do, my child begins by prioritizing.	
My child is able to do long-term projects easily.	

ORGANIZATION

My child keeps their drawers, closets, shelves, desktops and bags organized.	
My child prefers to keep my desk or workspace at home neat and organized.	
My child likes to keep my bedroom neat and organized.	

BROWN EF/A SCALES *T-SCORE PROFILE* STUDENT
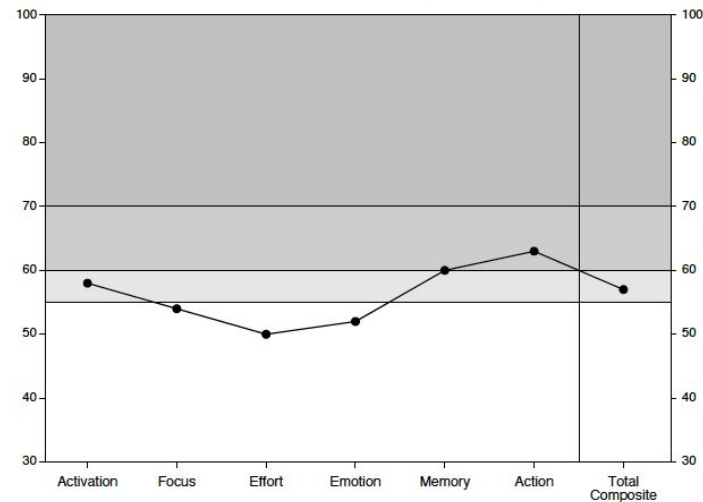
Score Summary Table

Score	Score Description	Raw Score	T Score (Plotted)	Percentile Rank	90% Conf. Interval
Activation	Organizing, prioritizing, and activating to work	13	58	77	52-64
Focus	Focusing, sustaining, and shifting attention to tasks	12	54	67	49-59
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	9	50	57	44-56
Emotion	Managing frustration and modulating emotions	10	52	64	47-57
Memory	Utilizing working memory and accessing recall	15	60	84	54-66
Action	Monitoring and self-regulating action	17	63	88	57-69
Total Composite	Overall indication of executive functioning	76	57	76	54-60

T-Score Interpretation

Suggested ranges for the interpretation of the cluster and Total Composite *T* scores are as follows:	*T*-Score Range	Classification
	70 and above	Markedly atypical (very significant problem)
	60-69	Moderately atypical (significant problem)
	55-59	Somewhat atypical (possibly significant problem)
	54 and below	Typical (unlikely significant problem)

The Model In Action
Forward Planning

INSTRUCTION

Executive Functioning (EF) includes focus, working memory, and cognitive flexibility. It is carried out primarily in the brain's frontal lobe and is developed from birth through young adulthood.

Focus is the ability to sustain attention intentionally, ignore a distraction, stop an impulsive action, and/or overcome a highly learned routine or action.

Working Memory involves keeping information in mind while manipulating it in a few ways. We use working memory when we read as we have to hold different pieces of information together to consider it a whole picture or story. As we write, we must keep our ideas in mind and connect them as we transcribe. In math, mental calculations holding directions in mind and using them all involve working memory. A person's working memory is measured on a continuum from small to large. We can think of it as being a Post-it note of varying sizes, able to contain different amounts of information; Some people have a 3-by-3 Post-it note, others may have a 4-by-6 Post-it note, and so on.

Cognitive Flexibility is the process of thinking about something differently. We often use cognitive flexibility in learning as we consider various perspectives as we read. We also use it to solve problems in math and science. In writing, we may also explain an idea using various forms of evidence and change our minds as we communicate.

Why Forward Plan?

- **To avoid overwhelm**
- **To properly ask for help - so as to not stress your support system**
- **To do your best work**

What EF Skills are Needed to Forward Plan?

- **Have time to do the forward planning work and have a system to do it with some prompts to support you -namely:**
    - **Know what to focus on (a list of responsibilities)**
    - **Be clear about target/goal/expectation within the responsibility (goals)**
    - **Know how to break a larger task down into smaller parts (DO WHAT)**
- **Have time to complete the steps (calendar)**
- **Initiate the work (visualization)**
- **Focus through the work (2 minute drill - use inhibition)**
- **Seek and apply feedback (email, share work)**
- **Turn in work or meet goal (visualization)**

Forward Planning

Forward planning is about strategically organizing your tasks and goals to achieve better results. It helps you stay focused and productive.

Know What

Clearly define your responsibilities and what you need to achieve.

1 **School Subjects**

Focus on learning the material in English, Math, Science, History, and your language.

2 **Studying/Homework**

Stay focused while doing work, plan ahead, and use active study methods.

3 **Extracurriculars**

Make time for activities like piano, basketball, chess, and community service.

4 **Friends**

Be mindful of online interactions and make time for in-person hangouts with friends.

5 **Chores**

Help out at home by taking out the trash every night.

6 **Family**

Make an effort to spend time with family, like joining them for dinner on certain nights.

Break It Down

Divide large tasks into smaller, manageable steps to make them feel less overwhelming.

Schedule Time

Allocate time in your calendar to complete the smaller tasks and work towards your goals.

Daily Focus

Check your responsibility list, homework portals, and planner to add tasks to your block work schedule for the day.

Time Block Power

By scheduling focused work time, you can improve productivity and efficiently complete tasks from your responsibility list.

Weekly Planning

Review your responsibility list and set goals for the week.
Add relevant tasks to your block work time.