

High School Readiness

“True terror is to wake up one morning and discover that your high school class is running the country.”

~ *Kurt Vonnegut, Jr.*

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The Carroll School

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Guiding Factors

- ~ Skill Level & Academic Achievement
- ~ Independence / Strategy Application
- ~ Self-Advocacy / Active Learner
- ~ Social/Emotional Maturity & Resilience

Evaluations

- ~ Diagnostic & Prescriptive
- ~ School Testing - Free!
- ~ Private - Independent & Comprehensive
- ~ Recommendations - Shape IEP & Support

Levels of Support

- ~ Maximum Support: Remedial Support
- ~ Moderate Support: College Prep Setting; Integrated Support
- ~ Minimal/No Support: Fast Paced & Demanding

Executive Function

...or lack thereof

- ~ getting started and finishing work
- ~ remembering homework
- ~ memorizing facts
- ~ writing essays or reports
- ~ working math problems
- ~ being on time
- ~ controlling emotions
- ~ completing long-term projects
- ~ planning for the future



Dr. Russell Barkley...

- ~ Describes executive functioning as those "...actions we perform to ourselves and direct at ourselves so as to accomplish self-control, goal-directed behavior, and the maximization of future outcomes."

EF's Impact

Function	Description	Possible Signs or Symptoms of Dysfunction
Goal	Identify goal or set goal.	Acts as if "future-blind" (Barkley, 2002), i.e. not working towards the future.
Plan	Develop steps towards goal, identify materials needed, set completion date.	<ul style="list-style-type: none"> - May start project without necessary materials - May not leave enough time to complete - May not make plans for the weekend with peers
Sequence	Arrange (and enact) steps in proper order spatially or temporally.	<ul style="list-style-type: none"> - May skip steps in multi-step task - May have difficulty relating story chronologically - May "jump the gun" socially
Prioritize	Establish ranking of needs or tasks.	<ul style="list-style-type: none"> - May waste time doing small project and fail to do big project - May have difficulty identifying what material to record in note-taking
Organize	Obtain and maintain necessary materials and aids to completing sequence and achieving goal.	<ul style="list-style-type: none"> - May lose important papers or possessions - May fail to turn in completed work - May create unrealistic schedule
Initiate	Begin or start task.	Difficulty getting started on tasks may appear as oppositional behavior

http://www.schoolbehavior.com/conditions_edfoverview2.htm

EF's Impact

Function	Description	Possible Signs or Symptoms of Dysfunction
Inhibit	Stop oneself from responding to distractors. Delay gratification in service of more important, long-term goal.	<ul style="list-style-type: none"> - May appear distractible and/or impulsive - May pick smaller, immediate reward over larger, delayed reward
Pace	Establish and adjust work or production rate so that goal is met by specified completion time or date.	May run out of time
Shift	Move from one task to another smoothly and quickly. Respond to feedback by adjusting plan or steps.	May have difficulty making transitions and/or coping with unforeseen events
Self-Monitor	Assessing one's performance and progress towards goal.	<ul style="list-style-type: none"> - Doesn't check to insure that each step is completed - Doesn't monitor pace to determine if goal will be met on time, - Doesn't check work before submitting it
Emotional Control	Regulating and modulating responses to situations.	May exhibit inappropriate or over-reactive response to situations
Complete	Reaching the self-set or other-set goal.	May start tasks but not finish them