**Ineffective behaviors likely to be exhibited in school settings by students experiencing self-regulation executive functions difficulties**

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| Self Regulation Executive Function | Observed Behaviors Related to Inefficient Use of Executive Skills and/or Executive Functions |
| Attention Cluster |
| Perceive Cue | Does not see signs, directions, etc; does not hear directions; does not touch or handle materials; seems unaware of own thoughts and actions |
| Focus/Select | Does not attend to information being presented |
| Sustain | Has difficulty working on tasks for extended periods of time |
| Engagement Cluster  |
| Effort | Puts little energy or effort into work on school tasks |
| Initiate | Slow to get started with tasks; long pauses occur before a response is offered |
| Inhibit | Blurts out comments in class; acts impulsively; can’t wait for turn |
| Stop | Continues even after being told to stop |
| Interrupt/Pause | Does not return to work on a task after a brief interruption |
| Flexible | Resists the idea of doing things a different way or feeling or thinking a different way; insists on doing things the same way |
| Shift | Has difficulty going from one activity to another or moving from one thought or feeling to another |
| Optimization Cluster |
| Monitor | Doesn’t check work for errors; has difficulty realizing when he/she has made a mistake; has a hard time identifying inaccurate thoughts or feelings  |
| Modulate | Has difficulty adjusting activity level; is overactive or underactive; gets overstimulated or understimulated; overreacts or underreacts to situations |
| Balance | Has difficulty finding the balance between extremes (speed vs. accuracy, quality vs. quantity; general vs. specific statements; depth vs. breadth; talking vs. listening, sharing too much vs. sharing too little; being humorous vs. being serious) |
| Correct | Has trouble correcting mistakes or apologizing for inappropriate behavior |
| Efficiency Cluster |
| Sense Time | Seems unaware of the passage of time; does not know how long he/she was working on a task or thinking about something |
| Pace | Has difficulty changing pace to go slower or go faster as conditions dictate |
| Sequence | Has difficulty getting the steps of a routine in the right order; performs sequenced tasks out of order |
| Execute | Has trouble effectively using routines that most children the same age have automated; lacks follow-through on tasks even when interested and attending |
| Memory Cluster |
| Hold | Has difficulty holding onto information for more than a few seconds |
| Manipulate | Has difficulty actively working with information that is being held in mind |
| Store | Has difficulty with storing information so it will be available for later use |
| Retrieve | Has difficulty retrieving stored information when needed  |
| Inquiry Cluster |
| Gauge | Has difficulty “sizing up” what is needed to complete a task; under or over estimates the difficulty of tasks |
| Anticipate | Has difficulty looking ahead or anticipating what will be next; considers the consequences of his or her actions before acting |
| Estimate Time | Is very poor at estimating the time or estimating how long it takes to do things |
| Analyze | Has difficulty with examining things in more detail to understand them better |
| Compare/Evaluate | Has difficulty evaluating the quality of his or her work or thinking; difficulty comparing one thing with another on various dimensions |
| Solution Cluster |
| Generate | Has difficulty coming up with a new idea or finding a novel solution to a problem |
| Associate | Has difficulty understanding or seeing how two or more things or ideas are similar  |
| Organize | Has difficulty with arranging things or thoughts in an orderly manner |
| Plan | Has difficulty working out in advance a way of doing things or thinking about things |
| Decide | Has difficulty choosing among options; can’t choose how to think, feel or act  |
| Prioritize | Has difficulty assigning an order of importance to things or activities |