

Developmental Trajectories:

TABLE 1.1. Developmental Tasks Requiring Executive Skills

Age range	Developmental task
Preschool	Run simple errands (e.g., “Get your shoes from the bedroom”). Tidy bedroom or playroom with assistance. Perform simple chores and self-help tasks with reminders (e.g., clear dishes from table, brush teeth, get dressed). Inhibit behaviors: don’t touch a hot stove, run into the street, grab a toy from another child, hit, bite, push, etc.
Kindergarten– grade 2	Run errands (two- to three-step directions). Tidy bedroom or playroom. Perform simple chores, self-help tasks; may need reminders (e.g., make bed). Bring papers to and from school. Complete homework assignments (20 minutes maximum). Decide how to spend money (allowance). Inhibit behaviors: follow safety rules, don’t swear, raise hand before speaking in class, keep hands to self.
Grades 3–5	Run errands (may involve time delay or greater distance, such as going to a nearby store or remembering to do something after school). Tidy bedroom or playroom (may include vacuuming, dusting, etc.). Perform chores that take 15–30 minutes (e.g., clean up after dinner, rake leaves). Bring books, papers, assignments to and from school. Keep track of belongings when away from home. Complete homework assignments (1 hour maximum). Plan simple school project such as book report (select book, read book, write report). Keep track of changing daily schedule (i.e., different activities after school). Save money for desired objects, plan how to earn money. Inhibit/self-regulate: behave when teacher is out of the classroom; refrain from rude comments, temper tantrums, bad manners.
Grades 6–8	Help out with chores around the home, including both daily responsibilities and occasional tasks (e.g., emptying dishwasher, raking leaves, shoveling snow); tasks may take 60–90 minutes to complete. Babysit younger siblings or for pay. Use system for organizing schoolwork; including assignment book, notebooks, etc. Follow complex school schedule involving changing teachers and changing schedules. Plan and carry out long-term projects, including tasks to be accomplished and reasonable timeline to follow; may require planning multiple large projects simultaneously. Plan time, including after-school activities, homework, family responsibilities; estimate how long it takes to complete individual tasks and adjust schedule to fit. Inhibit rule breaking in the absence of visible authority.

Developmental Stages: MIInsight Challenges: Cognitive and Socio-Emotional Demands

Kindergarten through 2nd grade	Using basic academic skills: decoding - phonemic awareness, phonological processing Practicing transitions and detachment from caregiver Entrusting other adults in the larger world
Grades 3-5	Increasing abstractness of concepts Increasing attention span Understanding how to focus attention Understanding their sense of self in relation to their family and community
Grades 6-8	Understanding their role in relation to their family and community Knowing how to plan Learning how to inhibit and regulate emotions Learning how to regulate cognitive tasks with higher level of abstraction Faced with tasks that are important for long-term goals
High School	Developing the discipline to control and regulate attention in the face of distractions Developing the ability to inhibit inferior but strong impulses (i.e. surfing the internet to completing homework) Developing a sense of well being by contributing to the well-being of others

Strategies to build persistence:

Exhibit 6. A general model of learning strategies to support persistence in the face of challenge

Phase	Name	Examples of types of strategies and tactics
1	Definition of Task	Construct full definition of the task. Consider what is known and unknown about it. Consider how difficult it will be and potential challenges.
2	Goals and Plans	Set specific goal(s). Set specific criteria for knowing when goal(s) are achieved. Formulate specific actionable plans to achieve goal(s). Formulate tactics for dealing with challenges.
3	Enactment and Monitoring	Structure the environment so that it is favorable for executing plans. Execute plans. Manage time. Seek new information. Organize information and resources. Seek assistance from other people. Monitor progress relative to criteria for meeting goal(s). Adjust course of actions as necessary.
4	Deliberation and Adaptation	Deliberate on effectiveness of plans and strategies. Reformulate task, goals, conditions, strategies, plans.

Source: Adapted from Winne, P. H., & Hadwin, A. F. (1998). Studying as self-regulated learning. In D. J. Hacker, J. Dunlosky & A. C. Graesser (Eds.), *Metacognition in educational theory and practice* (pp. 277–304). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Exhibit 7. Items from a self-report measure of Grit

Consistency of Interest Scale^a

1. I often set a goal but later choose to pursue a different one.
2. New ideas and new projects sometimes distract me from previous ones.
3. I become interested in new pursuits every few months.
4. My interests change from year to year.
5. I have been obsessed with a certain idea or project for a short time but later lost interest.
6. I have difficulty maintaining my focus on projects that take more than a few months to complete.

Perseverance of Effort Scale

1. I have achieved a goal that took years of work.
2. I have overcome setbacks to conquer an important challenge.
3. I finish whatever I begin.
4. Setbacks don't discourage me.
5. I am a hard worker.
6. I am diligent.

^a Higher score reflects lower consistency of interest; item was reverse scored to create scale.

Source: Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.

RESOURCES:

Reading

- Audiobooks (Bookshare/Learning Ally) can all be downloaded to phones and played through headphones.
- Use the assistive technology tools built into Microsoft and Adobe products to read to you
- Dictation Software (Dragon) - this requires more work to train the software to your voice but is a huge time saver for those with less advanced typing skills.

Writing

- Dictation Software (Dragon) - this requires more work to train the software to your voice but is a huge time saver for those with less advanced typing skills.
- Google Suites for Education: Doc, Spreadsheet, Presentation
- Grammarly
- Notability - note-taking

Math

- Khan Academy for repetition and priming

RESOURCES TO SUPPORT FAMILIES

Websites:

- Commoncore.org - to understand standards guiding public school curriculum and teaching
- Understood.org
- Bookshare.org
- Misunderstoodminds.org