



# Implementing School-Wide Executive Function Program

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DESCRIPTION OF SITE
<ul style="list-style-type: none"><li>Inner City Education Foundation (ICEF) Public Schools, comprised of 7 Charter Schools in the Los Angeles area</li><li><b>Mission Statement:</b> Educate and empower courageous leaders to embrace their full potential for college, career, and life by providing a community that honors student’s unique identity, fosters academic excellence, nurtures healthy minds, and inspires critical thinkers” (ICEF, 2024)</li></ul>
SUMMARY OF NEEDS ASSESSMENT
<ul style="list-style-type: none"><li>Interventions for Impulse control</li><li>Protocol for understanding classroom rules &amp; expectations</li><li>Strategies for work completion</li></ul>
LITERATURE REVIEW
<p><b>COMMON THEMES</b></p> <ul style="list-style-type: none"><li>Research emphasizes the need for tailored interventions for developmental disorders, focusing on executive functioning (EF) support and the impact of both school and home environments (Duncan et al., 2023; Kenworthy et al., 2014; Tschida &amp; Yerys, 2022)</li><li>Studies show physical activity improves executive functions and school adjustment, enhancing attention, handwriting, emotional development, and academic performance (Chang et al., 2022; Wagner et al., 2020; Watson et al., 2017)</li><li>Mindfulness-based interventions enhance emotional regulation, stress reduction, and school adjustment, improving academic performance and behavior, while linking interoception to executive functioning (Mettler et al., 2023; Bishop et al., 2023)</li><li>Collaboration among teachers, families, and communities is essential for supporting children’s executive functioning, self-regulation, and emotional development (Duncan et al., 2023; Wagner et al., 2020)</li></ul>
LEARNING OBJECTIVES
<ol style="list-style-type: none"><li>Develop a school-wide executive functioning program for students, staff, and parents</li><li>Implement and evaluate a school-wide executive functioning program for students, staff, and parents</li><li>Demonstrate entry-level clinical practice skills in a school-based setting</li></ol>

PROJECT DESCRIPTION & IMPLEMENTATION																												
<p><b>Purpose:</b></p> <ul style="list-style-type: none"><li>Equip educators with strategies to support students' executive functioning skills, enhancing academic success and personal development</li></ul> <p><b>Participants:</b></p> <ul style="list-style-type: none"><li>7 teachers employed at ICEF for the 2024-2025 academic year</li></ul>	<p><b>Program Structure</b></p> <ul style="list-style-type: none"><li>Participants completed pre/post survey, 4 week teacher training covering:<ul style="list-style-type: none"><li>Introduction to EF</li><li>Identifying EF issues in the classroom</li><li>Behavioral and emotional regulation strategies</li><li>Additional strategies and support</li></ul></li></ul>																											
PROJECT OUTCOMES																												
<p><b>Quantitative Findings</b></p> <p>Figure 1. Pre and Post-Test Data</p> <table><tr><th>Metric</th><th>Pre-Test Average</th><th>Post-Test Average</th></tr><tr><td>Understanding Executive Function</td><td>2.5</td><td>3.2</td></tr><tr><td>Confidence in Teaching Executive Functioning Skills</td><td>3.8</td><td>4.3</td></tr><tr><td>Effectiveness of School Support for Executive Functioning</td><td>2.8</td><td>3.9</td></tr><tr><td>Frequency of Executive Functioning Strategies in Classroom</td><td>2.8</td><td>3.0</td></tr><tr><td>Comfort with Strategies for Developing Self-Regulation Skills</td><td>4.3</td><td>4.4</td></tr><tr><td>Frequency of Adjusting Teaching Strategies</td><td>3.6</td><td>3.3</td></tr><tr><td>Classroom Environment Support</td><td>3.2</td><td>3.3</td></tr><tr><td>Preparedness to Support Students</td><td>3.4</td><td>4.4</td></tr></table> <p><b>Statistically Significant Improvements:</b></p> <ul style="list-style-type: none"><li>Effectiveness of the school's support for executive functioning skills (p = 0.0061)</li></ul> <p><b>Positive Changes Post-Implementation</b></p> <ul style="list-style-type: none"><li>Understanding EF</li><li>Confidence in teaching EF skills</li><li>Comfort with strategies for developing self-regulation skills</li><li>Preparedness to support students</li></ul>	Metric	Pre-Test Average	Post-Test Average	Understanding Executive Function	2.5	3.2	Confidence in Teaching Executive Functioning Skills	3.8	4.3	Effectiveness of School Support for Executive Functioning	2.8	3.9	Frequency of Executive Functioning Strategies in Classroom	2.8	3.0	Comfort with Strategies for Developing Self-Regulation Skills	4.3	4.4	Frequency of Adjusting Teaching Strategies	3.6	3.3	Classroom Environment Support	3.2	3.3	Preparedness to Support Students	3.4	4.4	<p><b>Qualitative Findings</b></p> <p><b>Self-regulation &amp; Emotional Management</b></p> <p>“Student has improved upon taking feedback and implementing revisions to work with verbal prompting and positive reinforcement”</p> <p><b>Improved Independence &amp; Adaptability</b></p> <p>“Assignments finished on time when provided with supports like timers, verbal reminders, and redirection”</p> <p><b>Need for Further Training</b></p> <p>“I think all students could benefit from participating in executive functioning mini lessons at the beginning of the year as part of our unit zero activities. This would help set students up to be successful”</p>
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SCHOLARLY DELIVERABLES
<ul style="list-style-type: none"><li>Teacher Educational Handouts</li><li>Teacher Resources</li><li>Parent Educational Handouts</li></ul>
DISCUSSION
<ul style="list-style-type: none"><li>Data collection reveals a significant improvement in effectiveness of the school’s support (p = 0.0061), teacher confidence and their ability to apply EF strategies in the classroom</li><li>Qualitative feedback supports the effectiveness of the school-wide executive function program, highlighting gains in student self-regulation, emotional management, and independence</li><li>Findings also emphasize the need for continued training to sustain these improvement</li></ul>
IMPLICATIONS FOR FUTURE INTERVENTION
<ul style="list-style-type: none"><li>The integration of quantitative and qualitative data provides a comprehensive understanding of the program’s effectiveness in enhancing teacher knowledge &amp; confidence</li><li>The project's success offers valuable insights to shape future professional development</li></ul>
ACKNOWLEDGEMENTS
<p>I would like to express my sincere gratitude to my site mentor, Alejandro Ortiz, for his invaluable guidance and support throughout this project. I am also deeply thankful to my faculty mentor, Dr. Leizerovich, for her insightful advice and encouragement. A special thank you to the staff at ICEF for providing me with the opportunity to create and implement my program. Your support has been instrumental in making this project a reality. Thank you all for your dedication and commitment to enhancing the educational experience.</p>
EVALUATION TOOLS & REFERENCES