

Supporting Executive Function in the Classroom

[Dr Terri Jackson] Thank you for having me. I'm going to just start by getting us into an edtech platform. So if you look into the chat box, there is a direct link to Pear Deck. But if you prefer to use another device, you can actually join our Pear Deck by going to joinPD.com and then entering our join code, which is I j t p q q. There's no obligation to join, but once you do, the slides will move through for you, and you can also have the opportunity to answer some questions and interact with this a little bit. I'm just going to give folks about one minute to join.

All right. I can see a lot of people are starting to join. So I'm just going to press continue. If you're in the process of joining, no problem. You still can. The join code is up in the right hand corner of the screen as well. So the session today is called From Overwhelmed to Organized: Supporting Executive Functioning in the Classroom. And I want to start today before I present by sharing some truths about myself in the place that many of us call home. I don't consider myself Indigenous, rather, I identify as a settler-colonial ancestry. My paternal grandmother identifies as half Indigenous, but I'm completely disconnected from this ancestry, and like many others, I recognize that I benefit greatly from living on Turtle Island. As a visitor on this land, I have an important responsibility to acknowledge the grounds on which we are privileged to gather in pursuit of higher education or education in general. So my university, UPEI, is located on the traditional territory of the Mi'kmaq People, and I believe that it is not only important to recognize them for their care and teachings about the earth and our relations, but to honor those teachings through the interactions we have here and everyday after. Especially this week as we head into the week or the day of National Truth and Reconciliation on Wednesday. And so, in light of this history and understanding our role as treaty people, may we dedicate ourselves to moving forward in the spirit of partnership, collaboration, reconciliation as we learn together and contemplate the possibilities that lay ahead.

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I want to acknowledge the creator of this image on my slide. Her name is Chantal Lavoie, and she's the executive director at ADHD PEI. She actually took this photo herself of a beaver out on the land here on Epekwitk.

Whenever I speak, whether it be to adults or children, I like to start by sharing the flow of our learning. First, it provides an anchor for our learning today and then next, it gives a structure and visual reminder to folks who benefit from this. Some people who do benefit from this are folks who identify as being on the autism spectrum, folks who struggle to manage anxiety, or even folks who need support with executive functioning. They generally benefit from having agendas or a visual schedule. And I want to make an important note. I'm cramming an awful lot of information into the next hour, and while I'll try to embed breaks into our time either through formal or informal activities as an adult learner, do respond to your self-regulation and biological needs by taking additional breaks as you need them.

You're not seeing my slides. Oh dear. All right, let me start my share and I'll share again and see if we can get back to them.

There you go. Are you seeing them now?

Thank you.

All right. So we're going to start with a minds on scenario. Anjali usually walks into class like an octopus on roller skates - eight things going on at once and none of them quite under control! Her backpack is half zipped with paper sticking out. Her project, which is due today, is lost. She's realized that her permission form for the field trip is at home, as is her lunch. She can't settle into bellwork and she cannot seem to get the lead out of her pencil. What do you do? And I just want to give you maybe two minutes to respond to what you would do as a teacher if Anjali walks into your classroom.

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In the bottom right corner of your slide, you should see an option to respond to this question.

All right, so someone suggests calmly checking in with her and helping her organize her materials, breaking the work into smaller steps. Another suggestion is to give her a quick break, to catch her breath and organize herself. Someone else will ask her what she needs to be successful. Offer help. Check in. Ask for questions. Thank you so much, folks.

I know we could keep going, and I know there's a lot of wisdom in this room, and so I want to honor that. There's going to be multiple opportunities throughout this session for you to share some of your insights with different folks here.

Now, like one of you suggested, and like Anjali, I often have a hard time slowing down. Sometimes I can do an entire hour's presentation in like 20 minutes. And so an activity that I like is called the 54321 grounding strategy. It's amazing for stopping panic, reducing anxiety, and then pulling your mind back to the present moment. And so to help me ground in today's moment and hopefully slow me down, let's do this together.

So what are five things that you see? I see my computer. I see markers. I see pictures of my kids on my wall. I see my water bottle and a banana. What are four things I can touch? I'm touching my desk. You can touch my leg and touch this paper over here on my desk. And I can touch my water bottle that's right beside me. Three things I can hear. I can hear myself talking and hear some buzzing behind me. And I actually can't hear anything else right now. Number two. Two things I can smell. I have a cold, so I'm not smelling anything! Hopefully you're not the same situation as me. And one thing I can feel, I can feel that I'm here in the moment with you. And I'm happy to do so.

And so I want to start by just creating a definition of executive functioning. So executive

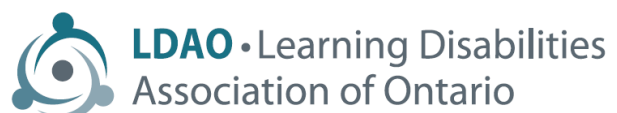
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functions are a set of higher order cognitive skills which include, but are not limited to, planning and organizing, sustaining attention, working memory and flexible thinking. A popular metaphor describes executive functioning as the brain's air traffic control system. And just like how air traffic controllers monitor the skies to determine which planes need attention and when, executive functions scan our internal and external environments to help us prioritize, focus and respond effectively.

Executive functions work as a management system to help our mental processes work together, allowing us to learn, work, and manage the tasks of daily living. They are necessary for humans to achieve goals, adapt to novel situations, and to manage social interactions. Every day we use our executive functions to take time to think before we act, to deal with unanticipated challenges. To resist temptation and to stay focused. There's a really strong correlation between executive function skills and later cognitive flexibility, learner capacity, and self-control. It's important to note that executive functions are not evenly distributed across our classrooms. Folks who have LDS or ADHD are more likely to have difficulties with executive functions.

All right. Put yourself in our classroom. You've just assigned a major project, one that takes weeks to complete. Hopefully you're not there yet. Maybe in a couple of weeks time. Examples might be that habitat's project we all do in grade four. Maybe a research essay in your senior sciences class. Or maybe, [coughs] excuse me, a novel study in English. What executive functioning skills would the students need? I want to give you about 30 seconds to take a look at the poll in the right hand corner of your screen, and consider all the executive functions that the student might need to successfully complete the project. And you can think about the context of your specific classroom environment and the assignments that you give.

All right, I'm going to show your responses. And you're absolutely right. We basically need all of the executive functions throughout our days as students and as educators.



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Some examples are planning and prioritizing. Break down the final due date into smaller, manageable mini deadlines. Outlining, drafting, editing, task initiation, overcoming procrastination, and taking that first step to begin working. Working memory. Remembering instructions. Formatting guidelines, and research facts that may be writing the paper. Cognitive flexibility, adjusting the research strategy or thesis statement when new information or unexpected roadblocks arise. Self-monitoring. Checking one's own work against a teacher's rubric. And regulating focus to ignore distractions. They need all of these skills in our classrooms all of the time.

In our classrooms executive functioning difference can look like all of these things I have pictured here on this slide, and many that aren't listed. We might see or... Behaviors that we might perceive as work refusal or attention seeking, or even just laziness might actually be lagging executive functioning skills. And so it's often possible that someone not following directions may be the result of an executive functioning skill that isn't developed. And someone who doesn't have the skill yet to do that.

So interestingly, executive function performance reliably predicts many intellectual and social competencies, such as school readiness, early literacy and numeracy attainment, later school accomplishment, and social understanding, while neurodiverse folks such as children who have ASD, learning disabilities, autism, ADHD, traumatic brain injuries and conduct disorder often have difficulties with executive functioning skills. More children without disabilities are currently exhibiting executive functioning challenges than ever seen before.

As an example, for 90% of folks that are diagnosed with ADHD, their executive functioning skills develop at a slower rate than their neurotypical peers, making self-awareness, inhibition control, self-restraint, non-verbal working memory, verbal working memory, emotional regulation, self-motivation, planning, problem solving, much more difficult. And a strong correlation exists between academic success,

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self-regulation, and proficient executive functioning skills, which means that as teachers, it's necessary that we accommodate for these lagging skills for kiddos who still need support.

So difficulties in executive functions have long ranging consequences. Some obvious effects include a difficulty organizing materials, planning long term projects, managing time, persisting towards a goal, reading an entire book. And in fact, executive function weakness makes it difficult for students to start and complete tasks or handle frustration. And remember, most children have developing executive functioning skills, as do most youth, because they actually aren't developed until somewhere in our mid-twenties. And researchers keep arguing about which year. I just say mid-twenties because that's a good ballpark.

And so we've had a moment now to just get some background on executive functions. I'd like to give you a minute just to consolidate what you've learned so far. I am not going to share this with every folks in the room. I just wanted to give you a chance to kind of map through what we've talked about so far.

All right. Now we'll get to the part of the webinar why you're all here and what I'm most excited about. The structures and strategies for success. So in planning for executive functions, educators need to think about a number of factors. We need to think about instructional things. So the things that, or the shifts we make in the delivery of our classroom instruction or the materials. We need to think about our environment. Adjustments to our physical space or surroundings to reduce barriers to access. We need to think about how we assess, or the changes that we make to how learning is demonstrated in our room. And we need to think about the personal things. So how to support life beyond the classroom. And I'm going to start by talking about our environment.

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So creating a physical environment conducive to wellness is critical. As educators, we have too many things to think about. But that said, our environment really does matter more than anything else. I could spend a great deal of time talking about each. However, because I only have 44 more minutes with you, I'll just highlight a few. And on this slide, I did, identify, kind of, six levels of strategy that you could use in your classroom and know that this is not all encompassing. So we think about our organizational system. That's what we do, kind of big picture in our classroom. We think about noise level. The role movement plays in our classroom. The role of self-regulation, the role of co-regulation and how we might choose to reduce stimuli. And the first one that I'm going to talk about in depth is organization.

So organization is the ability to set up and use systems that you can follow to have a place for everything and to keep everything in their place. Now, once we have a plan in place, it's imperative that we actually create help for them to get used to where things are. So it's one thing for me to pull out, you know, my duotang on the first day and say, here's your match duotang, put your newest worksheet into the back of that duatang, but every day I actually need to take the time to watch children do that, to have them practice doing it. To have them putting in it. And as the mom of someone who's binder regularly barfs across my kitchen table, I can attest that tools like OneNote in Evernote play an incredibly valuable role in organization.

Recently, I've come across a new app called Bear. Bear is available on iOS. It's also available online. And what I love about this is if you're like me, I save a zillion things to my camera roll that I find online and I think are amazing. But now instead of saving it to my camera roll, I save them or I upload them to Bear. And I can just use hashtags to tag what they're about. So if I find a really good paper about executive functioning, I can upload it, put #ExecutiveFunctioning, #OrganizationalSkills, and then later when I want to find that article, I don't need to flick through my camera roll for 500 years. I actually just open up the Bear app and into the search function I type in organization skills, and

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there it pops up. And so for our students who are learning to do research, this is an amazing tool that teaches them how to kind of sort through and organize their information. My high school son has found it incredibly powerful for him in doing his bigger ISU research projects at the end of the semester.

Sometimes in our classroom environment, when someone is dysregulated, they need the support of an individual to help them co-regulate. While ideally we'd like to see them to have the ability to self-regulate, this just isn't realistic for many, especially for folks whose executive functioning skills are developing more slowly. In any classroom, however, co-regulation is the precursor to self-regulation. And so today I want to introduce you to a co-regulation activity you could use in your classroom. Now unless you're sitting for someone else, with someone else, you probably aren't able to try it today. But what you do is just like in this image here you get two markers and you hold them up and you have one person on one end and one person on the other. And you breathe in together. And typically what I would do is have the dysregulated person move the markers and I would follow along with them. What happens is as the leader is moving the markers around, the follower follows with their fingers. And this will help a dysregulated child unflip their lid and return to a state of calm, alert and ready to learn.

I do want to say that make sure you're very aware of proximity. So if someone is completely dysregulated, it's probably not a great time to practice this strategy. But it's something that I've used in my classroom. Get out the big Crayola markers in kindergarten and have the entire carpet find... Sit cross-cross applesauce across from someone and practice it. As with any self-regulation strategy, co-regulation strategies are best practiced when you're regulated. And so it's a great way to introduce that to folks.

Another way that I regulate in my environment or that I support executive functioning in my environment, is I actually embed meditation, mindfulness into my classroom. So

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Headspace, which many of you may be aware of, is an AI driven meditation app that offers personalized mindfulness programs, including guided meditations, mindfulness tools, sleep aids, and mental health coaching. And so what I love about this is it provides flexible or flexible options based on individual needs. And so they actually have a whole category specifically for folks with ADHD. And so if there are folks who thrive on routine, they may benefit from scheduled classes, whereas others who prefer flexibility might just want to do a self-guided session. And we know that emotional regulation is essential for managing and modulating our emotions. In fact, it's so closely linked to all of the other executive functions that we need to look at ways to build stronger emotional regulation in our schools. When we have self-regulation and emotional regulation, it reduces behavior challenges, improves overall daily functioning, and let's be real, it's probably one of the most important things as a teacher. I know that from my 19 years as a classroom teacher, that when someone is unable to regulate their emotions, it impacts the entire space. And we know that research consistently indicates that neurodiverse folks do experience delays in social/emotional and behavior development. And because these skills are lagging, times to actually build and embed this into our classroom is emerging as a promising strategy to help students become more regulated in our classroom.

Now, some other features in Headspace that I really like are the gamification pieces. And so if you have students with ADHD, they love seeing their widget, earn prizes, and it helps to really establish a daily meditation practice. A number of years ago, I was supporting a student with special education needs, and we started using Headspace in our classroom and they got to a point where they actually had their mom bring in their phone, they installed it for home use, and that student really benefited from that practice with mindfulness and emotional control.

Now I'm sharing Headspace because it's an app that I like, but we know that there are a ton that are available in the market. And there are a ton that are available even just by,

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through, Google search quickly in your classroom. So one such thing is, as... I, myself, practice square breathing, and oftentimes in my classroom, when I'm feeling dysregulated, I'll just call "Pause!" And I do this with my class. And so I welcome you to join me today. So I inhale. Hold. Exhale. Rest. And I can repeat that 6 to 8 times. And what it does, is it helps to calm the central nervous system. A lot of yogis practice this type of breathing. I'm going to say the name wrong so I won't say what is in Sanskrit, but in Yogi's practice, as I was first introduced to it a number of years ago when I was a SERT by a psychometrist who visited my school. And it's something I do honestly use on a regular basis.

Getting a stressful piece of information. Get pulled over because you're speeding. You know? Please don't do that! But what I'm saying is that opportunities to just calm and regulate your breathing are really helpful in your classroom. And when we as educators model this for our students, they're more likely to see it as real and something that they can embed into their daily lives, rather than just something that we talk about in the classroom.

So in terms of strategies for success, in terms of instruction, so leaving behind our environment, let's talk now about how we actually teach. When we create our classroom spaces, we need to make sure that our instructional plans align with our profiles as an educator, but also the profiles of our learners. And so when I'm designing my classroom, I need to think about my ADHD brain.

I need reminders to slow down. I need structures and routines to reduce my overwhelm. I need things to be really well-organized so that when my working memory is overly taxed that the supports and structures help me with my transitioning. And there's tons of tools that can do this for you. I'm just going to highlight four here and walk through each of them with the group. But it's about structures and routines, checking for understanding, planning, and transition support.

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And so the first is structures and routines. Now this quote provides a really interesting lens on education and offers some incredible ideas to consider. The most important factor governing learning is not discipline. It's how an educator manages a classroom. And that comes from two American researchers, Wong and Wong. Because well managed classrooms are task oriented and predictable. The very first day, the very first minute, the very first second of school, educators should establish a structure of procedures and routines for their class. And while I want to honor the wisdom in our room here, I'd love to hear what you're doing. And if you could just share on your slide one thing that you do to build structures and routines in your classroom. I'd love to share a few in about one minute. And again, you should be able to find that in the bottom right hand corner of your screen.

Silence in online learning is the hardest thing.

All right, so, prompting for scheduling changes. Assigned seats. Practice with listening cues. Do quick open notebook review quiz from the day before. Awesome. Lots of great suggestions here. Thank you folks.

So Wong and Wong are seasoned experts in the area of running effective classrooms. And they remind us that teaching is not telling. Students must be physically engaged in the process if you want them to learn. And this means that I simply can't state my expectations or rules or procedures. I actually need to actively rehearse and reinforce. It's just like parenting. It's inconsistency that is our greatest downfall. And so we need to start as we mean to continue always following what we intend to do. And so visual schedules are one thing that allow us to do this. Not only do they establish a sequence like I did at the start of our lesson today or session today, but the visual anchor acts as a reminder that if we get kind of hyper focused or off task, it pulls us back as teachers.

Most classroom teachers have sung of the merits of a visual schedule for years. They offer predictability and a structure to the day. Predictable, task oriented classrooms establish norms, structures, routines, and visual schedules support this. They not only establish a sequence, but they act as a visual anchor throughout the day. And they're a great tool for home as well as for our professional environments. You would come to my house, you'd be laughing because we have a "getting out to the 731 bus pick up on time" list by our door.

Another instructional strategy that I like to use is called thumb voting, and I use that to check for understanding. So sometimes, most of the time, my brain sails through information. I get so excited about what I'm teaching that I might get hyper focused or I forget to check in. And thumb voting is a really simple way to do this check in. And so students can vote thumbs up if they get it, a shaky hand if they have a question or they're not quite sure, and a thumbs down if they're totally lost. Now, on occasion, I have students at my class who are not comfortable asking for help. And so once I know who these folks are, I actually make a secret code with them and I give them a bright yellow highlighter. And I know that whenever they place that on their desk, it's them telling me that they need me to privately check in with them at their earliest convenience.

One challenge that can emerge for folks with executive functioning difficulties is task analysis. And so task analysis is a method of breaking down this large, complex task into smaller, manageable steps. Task analysis prompts independence. It helps us understand our goals and enhances efficiency and potentially safety, and helps refine procedures. The first step in completing any task is to know what's expected. And particularly when we have large tasks, like that one we thought about earlier today, the ability to break that task down into steps ensures that everything is understood. And so in my classrooms, accommodations like posting schedules, directions, rules and

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expectations where they can be seen, or creating and following a daily routine or breaking down tasks ensuring and all steps are understood are very, very powerful.

For a low tech example, I like to have just what happens when you arrive at school in the morning. And I would imagine you would enter most kindergarten classes in Ontario and see that big poster right by the cubbies where the kindergartners go first “I take off my backpack, hang it up, then I take off my boots...” and you take off all the things. You open up the backpack, you pull up the lunch, whatever the things that you do. Those visuals are really an early way of introducing task analysis.

Now, Goblin Tools is a high-tech tool or higher-tech tool that I've come to absolutely love. My favorite part of Goblin Tools is called the Magic ToDo. Can you see my screen over on Goblin Tools now folks? I'm going to go with yes you can. And so what I do is when I press the Magic ToDo, I can actually pop in a task that I need to do. So let's say I need to write a five page paper on ADHD. I can dictate it in. So there's assistive technology built right into this. But when I press enter what's going to happen is it puts it on my to do list. Here there's a magic wand that will break my task down. And what the magic wand does is gives me the steps that I need to do in order to do this. If a task is a bit too tricky for me. So research the causes and potential risk factors of ADHD, I can actually break it down further. And it will give me more steps to make it easier for me when I'm done a task. I can tick it off and it crosses it off my list and away I can go. And what's really neat about this tool is when I'm logged in to the same Chrome browser, it doesn't delete my to do list until I do. So I could log out of Chrome log back in tomorrow and as long as I'm in my Terrapin Chrome browser, I have no issue.

All right, I'm back into the Pear Deck. And so if you're following along on a different screen, shift your eyes back over to there. Another incredible classroom strategy. And the final one that I'll talk about today is transition support. Time blindness is real. And so finding a way to mitigate it is super necessary. A countdown timer is something that I

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use daily to manage my time. I don't generally like big screen timers because they can cause anxiety for some. Although time checks and personal timers are helpful for most students. It's important to note the difference between micro and macro transitions. Something like a countdown timer, which I have visualized on the slide, is an example of supporting a micro transition. And what that is, is just moving you from one moment to the next within your day.

I want to talk next about assessment. And so we know that assessment is the heart of education. We use it to drive our program forward. To understand learners and to make sense of what we see. And as you've heard over and over in your career, equity considerations are really critical when we look at assessment data. Studies consistently show that specific demographics of learners show up more poorly on standardized assessments.

Some of those include Indigenous and Black students, boys, Multilingual learners. And so for our students in our classrooms, who have emerging executive functioning skills, whether be like of a di... Or as a result of a diagnosis like an LD, or just they have emerging executive functioning skills because they're children, our assessment needs to include each of these components.

For example, I use the accommodation of oral assessment whenever I can because most folks speak better than they write. I use choice, for example, choice boards, whenever possible. And so there's three things that I want us to think about in terms of assessment. The first being that, offer breaks whenever you can. If you are offering your grade three students an eight page math assessment, pause and reconsider. Look back at your curriculum expectations. What are your specific learning goals? What's the big idea? What do I need to assess and do I really need eight pages to do that? Could I make it into smaller chunks and assess it over time? Those frequent breaks are really supportive to our students.

The next is, and I've already mentioned this, oral assessment whenever possible. If I have the opportunity to have a conversation with someone, we know that through the triangulation of data, conversations, observations, and products all triangulate to give us the best picture of someone's learning. And for many of our students with executive function delay, learning disabilities, ADHD, the chance to share orally is going to be far superior to what they can show you on a piece of paper.

And that final one, which I briefly mentioned, is just that opportunity for flexibility and choice. Can they choose whether they assess a summary out loud, in paper, and infographic? If my goal is to assess their ability to summarize text, does it need to be in a paragraph? And that's something to be thinking about. Sometimes it does. But certainly something we can think about.

And so what I'd like to do now is just give you a chance to share one way that you embed any of these components into your classroom assessment practices. And I'm going to give you a minute to do this.

All right. So some of your responses. One way I embedded oral assessment into my classroom was by allowing students to verbally explain their answers and reasoning during class. Amazing. When I gave a reading comprehension task, I had the students come out into the hallway and I get to choose one of ten questions they will answer. Choice boards for assignments. Picking the piece of work to be assessed. Conferencing to assess learning - Oh, I love conferencing! Lovely, oh and the first person is still going! Explain their reasoning during class discussions. One on one check ins. Absolutely. I know that one way I saw a lot of oral assessment happening in math classrooms during Covid times was we brought, or it was happening before, but number talks became a huge way for students to work on those communication skills and math. And we know that communication skills are so critical to long term math skill development.

The last piece that I want to talk about today, and probably one that is the most challenging to think about in terms of strategies and structures for success, is that personal piece. And I need to say this. So well educators educate well. And if your personal life is in shamble, it can be very difficult to be strong in your professional life.

And while there may be a myriad of reasons to support oneself, and many of us have strategies that work for us, I want to share four that I hear about a lot in teacher self care research. And the first is to center relationships. You determine when or if you want to disclose anything about yourself, whether it be your relational status, your diagnosis, but devoting time to relationships and knowing how to nurture them is important and real. For folks who live with ADHD, rejection sensitivity dysphoria, or RSD can be real and it can be really traumatic. And so knowing where to center those relationships is necessary.

The next is to prioritize your wellness. Research is constantly showing us that burnout is real in teachers. So plan for breaks. Monitor your screen time. Delegate tasks when you can. Get enough sleep. Eat well and move your body. All of those things help to prioritize your wellness, and your doctor did not pay me to say that, I have just learned from real experience that burnout is exhausting and very difficult to recover from.

The next is to highlight your strengths. How do you center your classroom about what you do well? Showcase that. If it's creativity, joyfulness, math, whatever it is. Celebrate who you are. I used to love... I love teaching science and whenever students would come to my grade four class, "Shinks! We get Miss Jackson for science!" And that's how I always wanted my students to feel. I wanted them to know how much I love science, and hopefully one day one of them will become a scientist, and you know, cure something that will ail me when I'm 85. And the final one is to seek support. Learn who you can trust and seek support from them. Recently we've run into a challenge in our

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university with group chats. And just be really mindful, most schools have a school group chat, but just be wary of that. Know who you can seek support and know who can seek support from.

I just spoke about it through a teacher lens, but I wanted to shift back now and think about this. I talked about it for teachers, but all of these things matter for our students as well. They thrive when relationships are prioritized. They thrive when we monitor their screen time, when we keep them moving. Then monitor when we plan to their strengths.

These are actually the foundational principles of universal design for learning. And I really hope that you understand that. Well children learn well, just like well teachers teach well.

And so the final thing I want to say to you tonight, before I open the floor to your questions, is this. Imagine that you are in the staff room tomorrow. Probably not a big imagination for some of you. It is for me, It's my fifth year out of a school. But imagine that you're in a staff room. Write what you would say to a colleague that's a key takeaway from your learning here tonight. I'll give you about two minutes to write that, and then I'll share some of the answers.

All right. Executive function is not one size fits all. It is different for everyone and not everyone will have the same EF skills or use them in the same way. Yes! Great takeaway. The importance of those visuals in our classroom. Absolutely. Understand that being flexible with students, especially those with LDS or ADHD or ASD, can be the most important thing you do in their day. Absolutely, oh I love that. We're already using a lot of strategies in the classroom without knowing that they're connected to supporting executive functioning. You're absolutely right. It's true. And a key takeaway is that providing students with flexibility, choice... I think that person is still going. And just the impact or the importance of mindfulness. And that executive functions are

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developmental.

Amazing. Thank you. You just filled my bucket.