UNIVERSITY OF DENVER | Learning Effectiveness Program

FLYTE

Webinar: Executive Function Skills

July 17, 2024

We will begin at 6:00pm MT.

Pre-webinar question:

Have you ever picked up your phone with a specific task to complete and then gone blank or got distracted?

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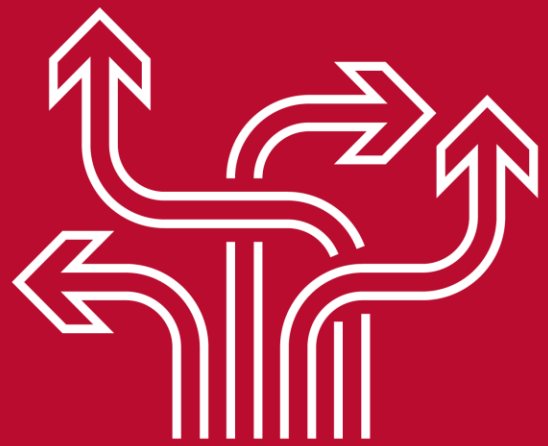
Agenda
July 17, 2024



- Staff Introductions
- Webinar & Workshop Learning Outcomes
- What is Executive Functioning?
- Executive Functions: Cognitive and Behavioral Components
- Self-Reflection: Strengths and Growth Areas
- L.E.P. Executive Functioning Coaching
- Practical Application: Email Organization
- Practical Application: Task Management
- Suggestions for Summer E.F. Maintenance
- Next Steps & Coming Soon
- Q&A

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Andrea Philleo
she/her

Role
- Academic Counselor
- Transitions Programmer

Fun Fact About Me
- I walked by the L.E.P. building about 1,000 times when I was teaching and never knew it was there!

One of my favorite ways to work on Executive Function skills is...
- To organize my paper calendar.

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Jesse Ruderman he/him

Role	• Executive Functioning Specialist
Fun Fact About Me	• I never wanted to stop going to college, so I became a professor and taught for 15 years. • I was the 24 second shot-clock timekeeper for the Denver Nuggets.
One of my favorite ways to work on Executive Function skills is...	• Scheduling routine times to honor my commitments and tracking my streaks.

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Webinar and Workshop Learning Outcomes

Prior to arrival at D.U., we want students and families to:

1. Feel prepared to navigate D.U. and L.E.P. processes, systems and partners.
2. Complete important tasks.
3. Explore key topics and practice skills to support the transition to college.

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What is Executive Functioning?

Executive functioning refers to a set of cognitive processes and skills that enable individuals to plan, organize, initiate, monitor, and adapt their actions and behaviors in order to achieve specific goals or tasks.

Executive functions play a crucial role in managing complex tasks, making informed choices, regulating emotions, and maintaining self-control, ultimately contributing to an individual's ability to navigate daily life effectively and adapt to changing circumstances.

E.F.’s are the brains air-traffic control system.

Executive Functions: Cognitive

Time Management:

- Plan and Prioritize
- Self-care (Sleep and Eat)

Task Monitor:

- Assess and interpret assignment criteria
- Map out steps and monitor progress
- Meet deadlines

Organization:

- Living space
- E-mail/ Canvas calendars

Executive Functions: Behavioral

Inhibit:

- Control impulses
- Make informed choices

Shift:

- Perspectives
- Problem solve
- Transition from task to task

Emotional Control:

- Recognize and regulate

Executive Functions: Behavioral

Self-Monitor:

- Impact of behaviors on self and others

Initiate:

- Begin a task independently
- Self-accountability

Working Memory:

- Hold information in mind for the purpose of completing a task
- Manage attention for recollection

Self-Reflection

E.F. Strengths:
I recognize that I am quite good at…

E.F. Growth Areas:
I know that I need to improve upon…

I don’t know what I’m good at or need to improve upon…

E.F. Skills

- Time Management, Planning, Prioritizing +
- Task Monitoring +
- Organization of Materials +
- Inhibiting +
- Shifting +
- Emotional Control +
- Self-Monitoring +
- Initiating +
- Working Memory +

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Executive Functioning Coaching in the L.E.P.

All L.E.P. students receive executive function support during their weekly Academic Counselor meetings. Academic Counselors receive ongoing professional development from the Executive Function Specialist.

Through third-party assessment and conversation, Academic Counselors support students with identifying E.F. skill deficits and assist students with scheduling an initial E.F. Coaching appointment.

35% of all L.E.P. students utilized executive function coaching in the 23-24 academic year.

Strategies are individualized and skill development is assessed during follow-up E.F. appointments. Some students schedule weekly reoccurring apps.

The most requested executive function supports are time management and task initiation.

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Practical Application: Email Organization

ME, PRETENDING THAT I
DIDN'T SEE YOUR EMAIL

Application: Email Management Strategies

- Use your computer, not your phone to manage your email
- Schedule one to two times every day to check and organize your email
- Set a time limit for how long you will dedicate to your inbox
- For every unread email, take one of three actions:
  - **Delete it, File it, or Respond to it**
- Delete emails that are not important, or no longer relevant
  - Consider unsubscribing from spam

Application: Email Management Strategies

- File emails in folders that you create to house specific, important content
  - Create a folder for emails from the L.E.P., S.D.S., and for the FQ24 academic quarter

- Respond promptly to emails that require action
  - Practice the two-minute rule when you reply
  - Always consider your audience – what do they already know and what do they need to know?
  - Use adaptive tech to compose and check the tone of emails (goblin.tools)
  - Use shortcuts to quickly respond to emails

- Close your email to maintain focus and eliminate new email distractions

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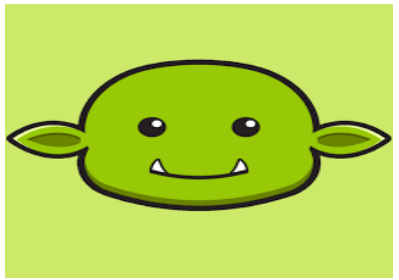
Practical Application: Task Management

Application: Task Management

- Identify one task to take on at a time
- Use a calendar to measure the deadline
- Break the task apart into individual steps
- Identify the first step
- Establish a set day, time, and place to address the first step of the task
- When it's time to work on the task, eliminate distractions, and focus attention for a set amount of time
- Track progress with benchmarks – are you on pace? Adjust if necessary
- Review requirements and revise accordingly before submitting
- Strike through the task on the list/ place a check mark in the box, and give yourself a mini-reward

- Consider using adaptive technology to break overwhelming tasks into smaller, more specific, steps.

Task Management Tech.: Goblin.tools



- Consider using adaptive technology to break overwhelming tasks into smaller, more specific, steps.

Literacy Narrative

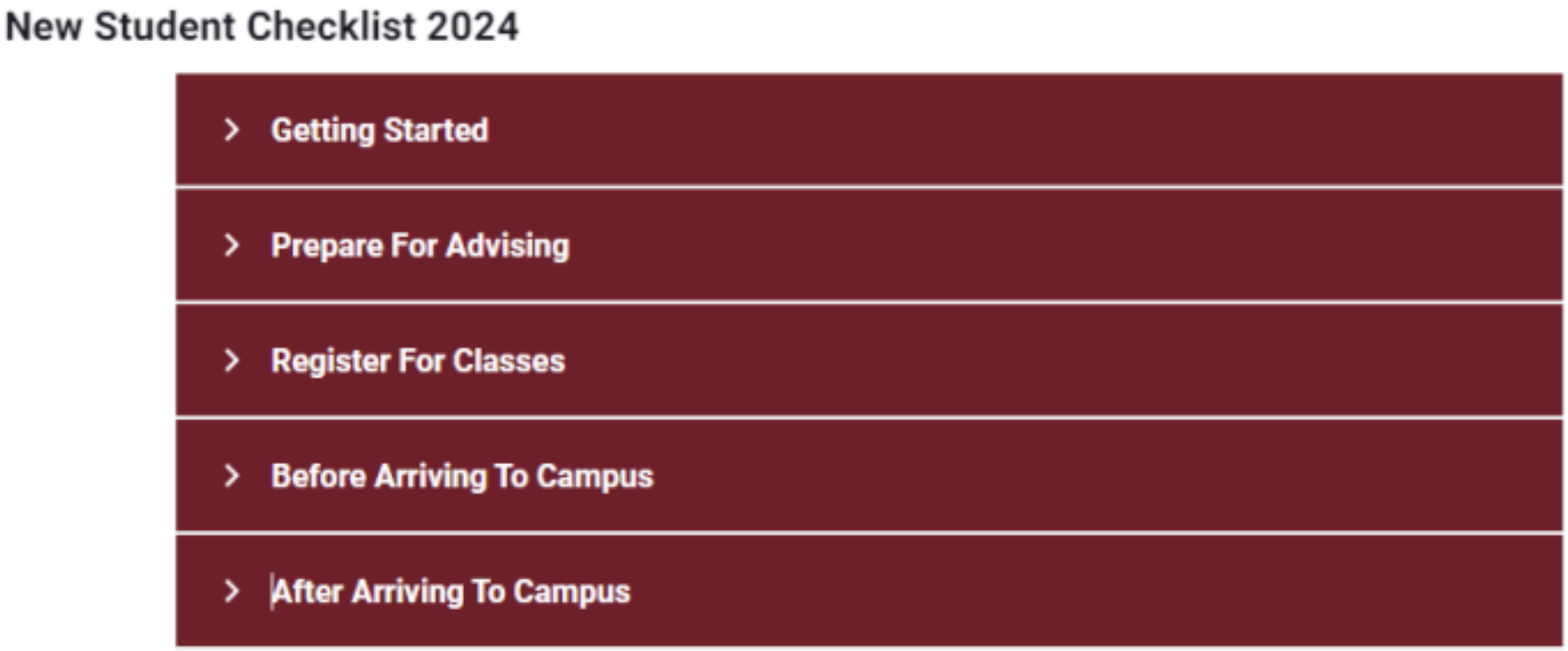
Think about your experience reading and writing. Did you want to learn, or was it simply expected of you? Did you in any way teach yourself, or did you learn from a schoolteacher or a relative? What book or other text has been significant to you? Is there a particular writing or reading task that you found challenging? Write a literacy narrative, reflecting on a significant moment in your writing and/or reading experience. This experience can be from childhood or from the more recent past. As you write, keep in mind the following key features of a literacy narrative: vivid detail, well-told story, some indication of the narrative's significance.

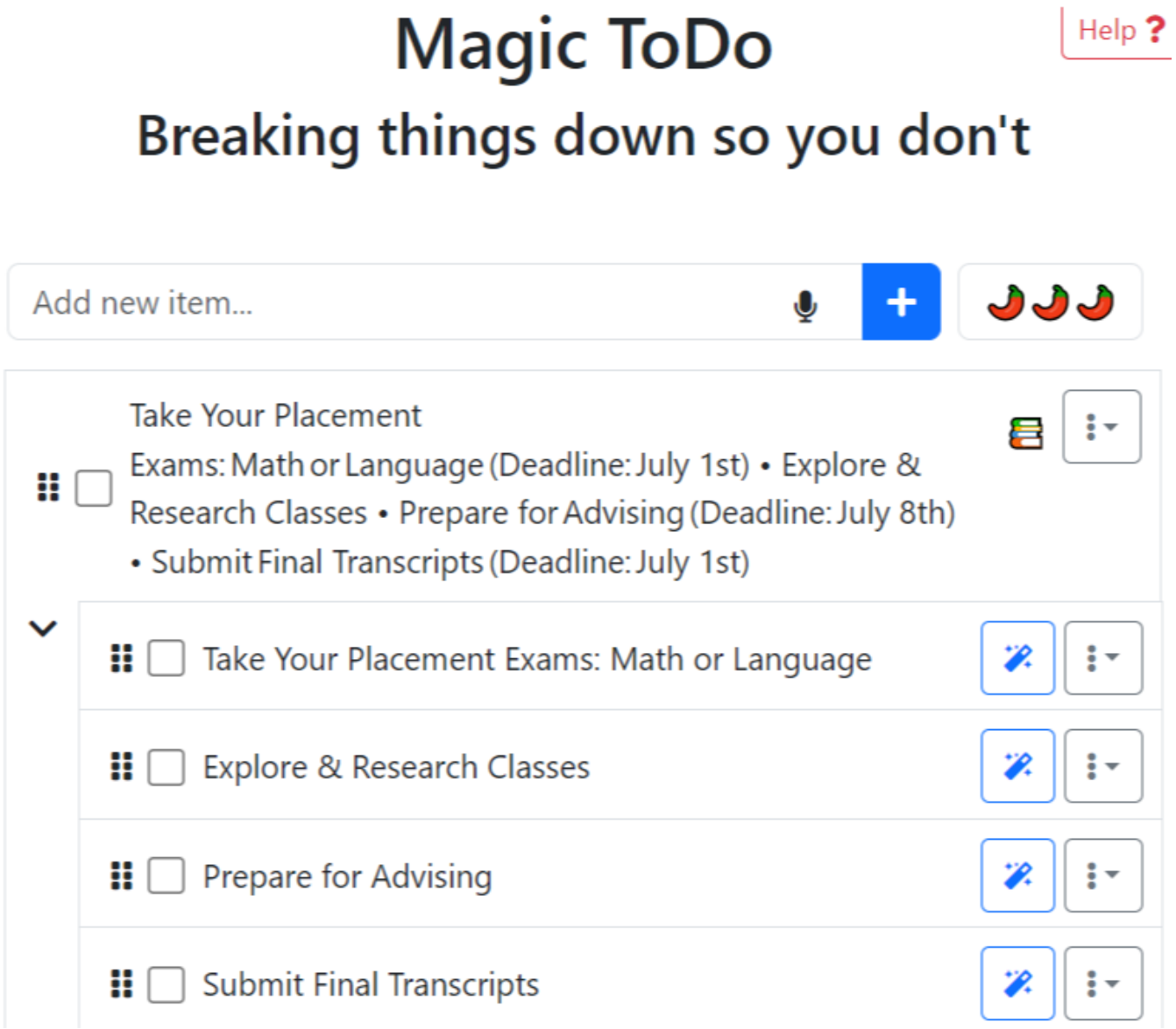
Be sure to apply the concepts you learn in class to your writing.

Before you begin, consider your rhetorical situation:

- [ ] Reflect on your experience with reading and writing
- [ ] Think about a book or text that has had a significant impact on you
- [ ] Reflect on any challenging writing or reading tasks you have encountered
- [ ] Consider if you learned because you wanted to or because it was expected of you
- [ ] Evaluate if you self-taught or learned from a schoolteacher or relative
- [ ] Write a literacy narrative based on a significant moment in your reading and writing experience
- [ ] Consider the rhetorical situation before beginning the narrative
- [ ] Tell the story in a well-structured manner
- [ ] Include vivid details in your narrative
- [ ] Choose a moment from childhood or more recent past
- [ ] Reflect on the significance of the narrative

Managing Orientation Tasks





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Managing Orientation Tasks with goblin.tools

Suggestions for Summer E.F. Maintenance – FQ24 looms

Practice Time Management

Use Outlook's calendar to make your time commitments visible

Create structured, routine times for specific activities

Use alarms and reminders to prompt specific actions

Prioritize self-care: sleep hygiene and nutrition

Read a book and play brain games

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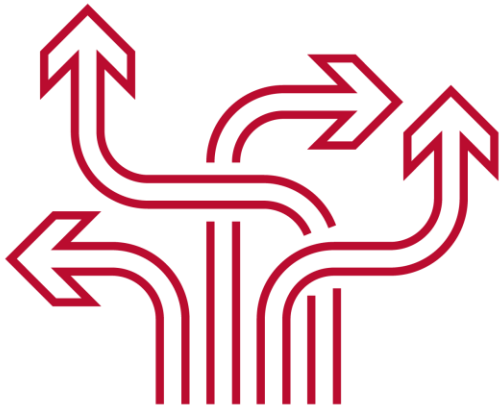
Coming Up Next!

July and August Events



DU It Together Workshop

(L.E.P. Intake Form, BRIEF assessment)

Tuesday, July 30th

Wednesday, August 14th

Webinar: FLYTE - What to Expect

Mental Health in College: Health and Counseling Center Director, Jacaranda Palmateer, Psy.D.

Wednesday, August 21st*

Here's a list of things to do:

Check your D.U. email.

- Housing Confirmation 7/30
- Family Experience Newsletter

Continue your MyDU Checklist & Discoveries Modules:

- Well Being & Safety

Prepare for registration

External Resources

- Goblin.tools

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You will receive a follow up email containing:

- PDF copy of this presentation
- Webinar recording
- Upcoming important L.E.P. dates
- FLYTE Website

You'll be hearing from us!

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Questions?

- Type your question into the Q&A.
- Questions that are broad enough to be relevant to a wider audience will be answered now.
- Please do not share specific student questions or needs in the Q&A.
- Please email LEP@du.edu with specific questions.

THANK YOU

flyte@du.edu
303-871-2372
@uofdenverLEP on Instagram