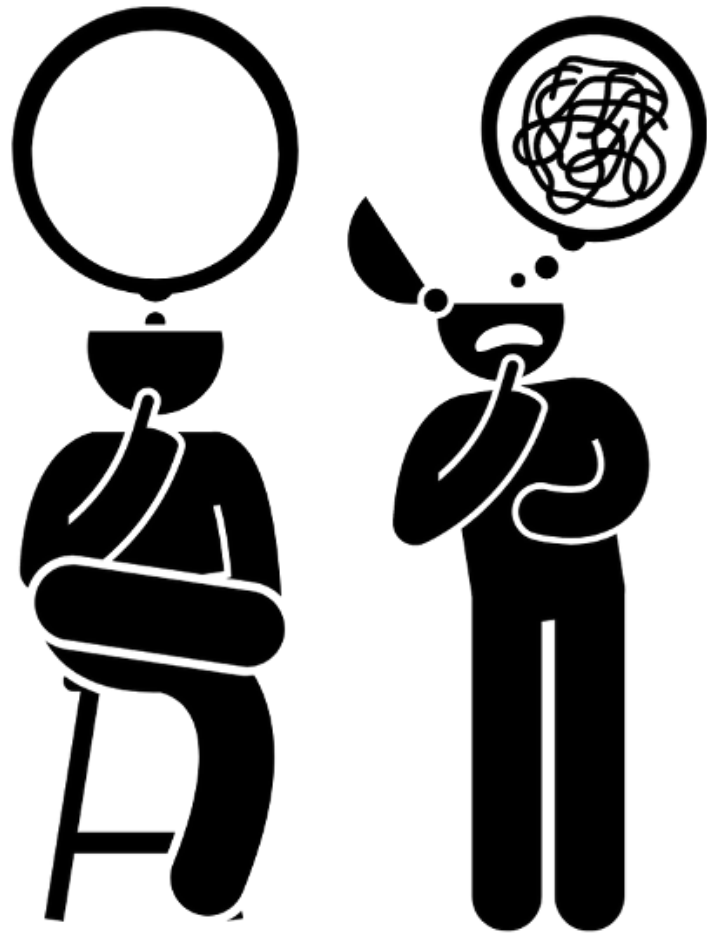
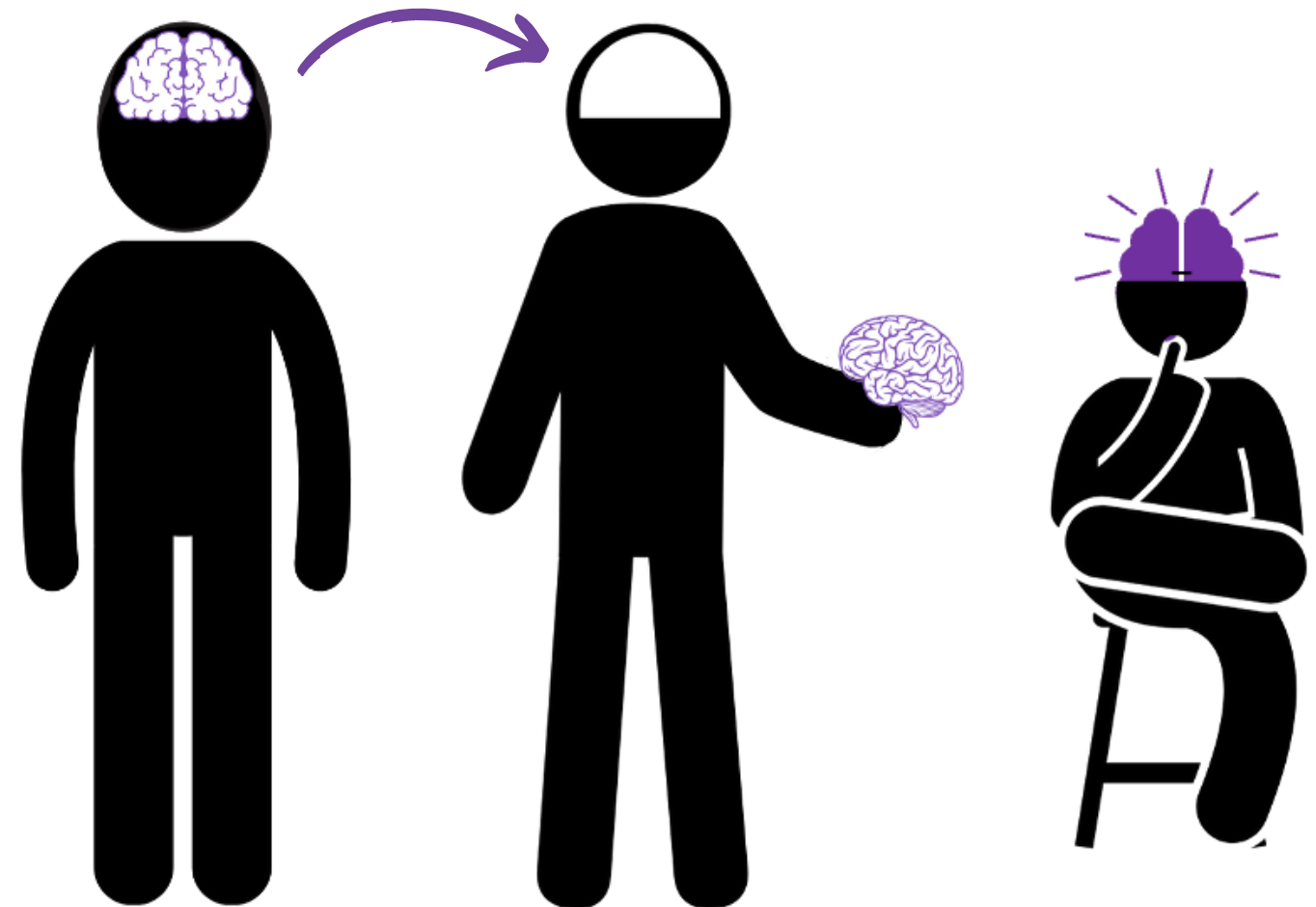


SHARING YOUR BRAIN



Until their brains are fully developed...

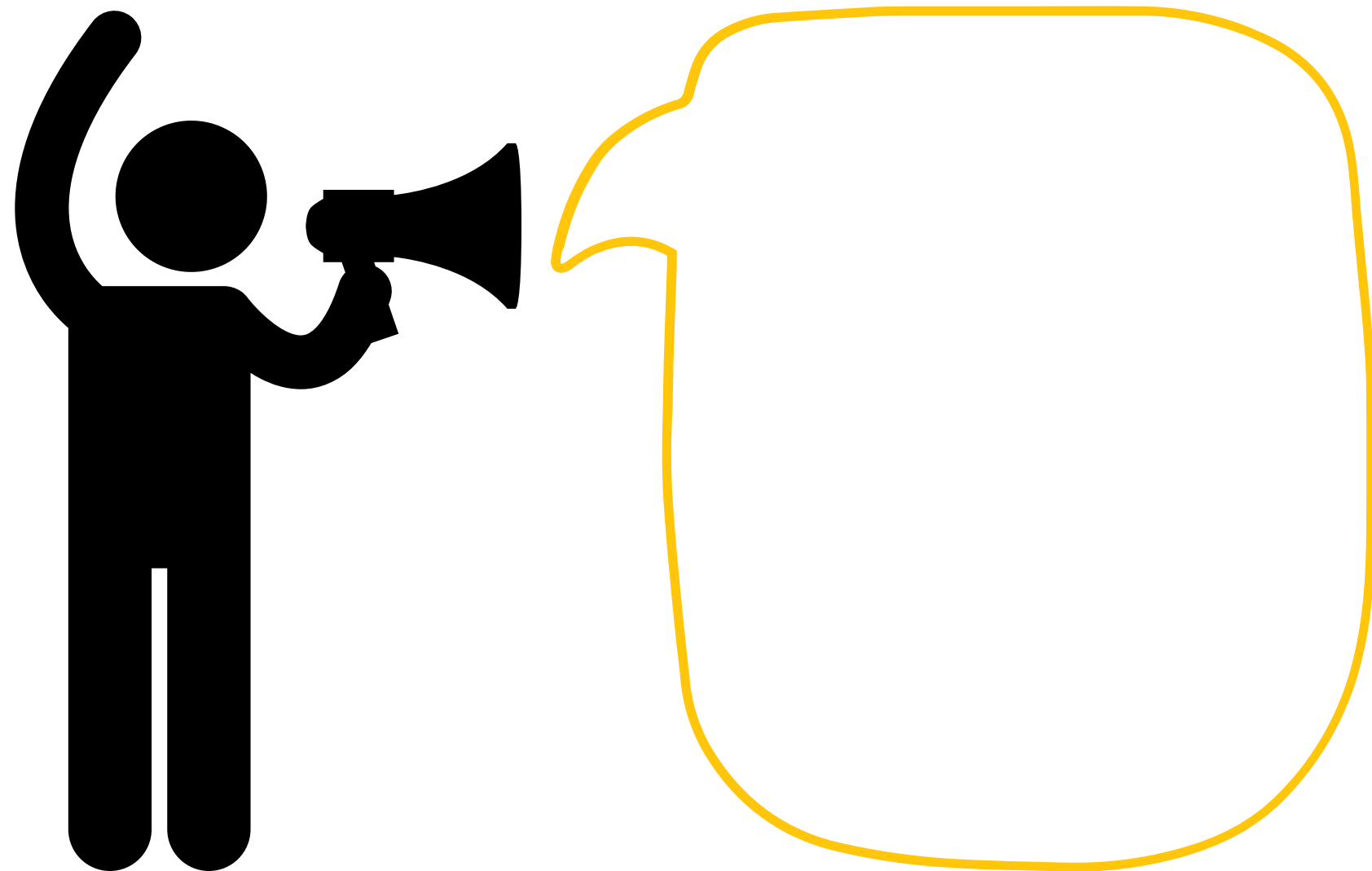


...you act as a "surrogate" frontal lobe.

EXAMPLE:

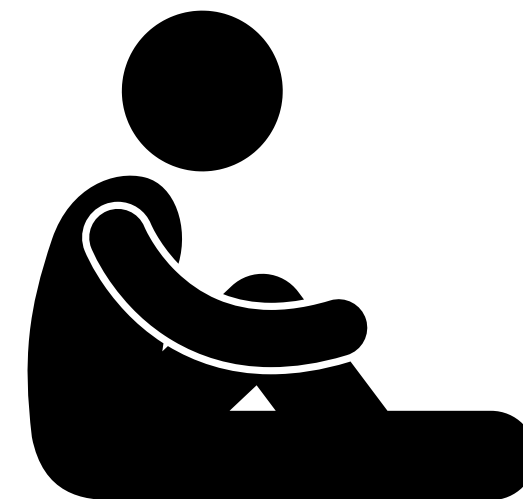


Directive from you, the teacher:



Response from child with EF Deficits:

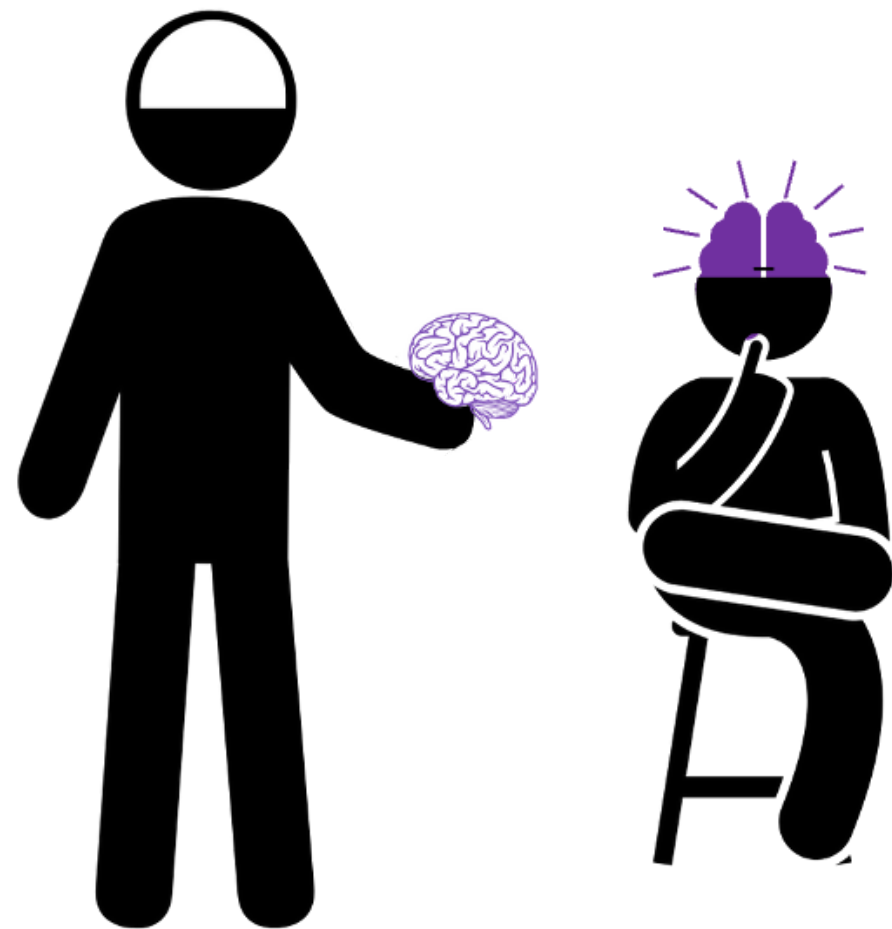
Nothing



INTERVENTION PLAN

STEP 1:

Share that frontal lobe:



What is the plan?



How will you monitor performance?



Possible feedback/motivation:



Possible problems that may arise:

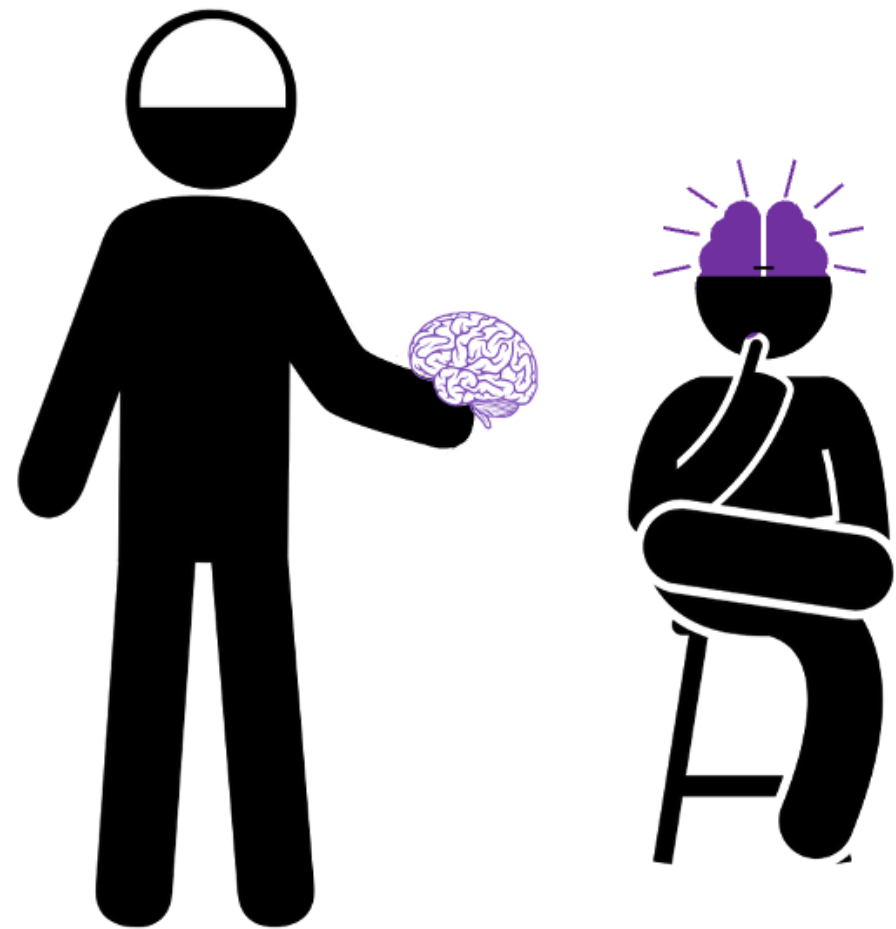


What does a finished task look like?

INTERVENTION PLAN

STEP 1:

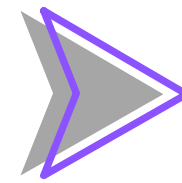
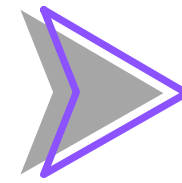
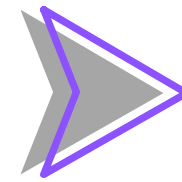
I will say this as I work:



INTERVENTION PLAN

STEP 2:

I can provide the same information without being the direct agent:



CLEAN ROOM

INTERVENTION PLAN

STEP 3:

I begin to transfer responsibility to child:



I say to my student:

" _____ "

STEP 4:

Transfer complete:



My student now asks himself/herself,

" _____ "