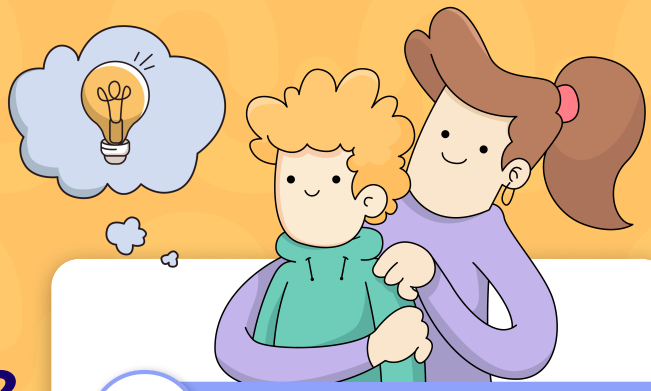
Before You Assume Why...

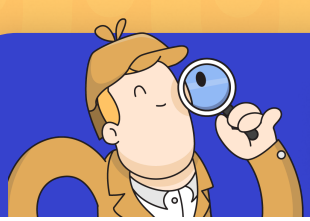
Could it be a lagging executive function skill?

We see behaviour. We don't always see the executive function skills underneath it.

Executive functions skills are the trainable skills that help us manage ourselves and get things done. A young person can **know what they are supposed to do** and still find it difficult to access the skills they need to do it.



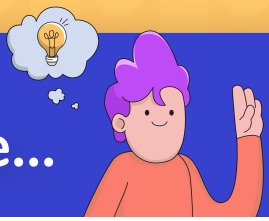
- What we see
- What we might assume
- What might be underneath



We **see...**



We might **assume...**



Look **again...**

We see...	We might assume...	Look again...
They haven't started	*"They can't be bothered."*	**Task initiation**
They call out or act before thinking	*"They're rude."*	**Response inhibition**
They struggle when plans change	*"They're being difficult."*	**Flexibility**
They lose things or can't keep track	*"They're careless."*	**Organisation**
They give up when something gets difficult	*"They're not motivated."*	**Goal-directed persistence**
They don't notice they're going off track	*"They're rambling."*	**Metacognition**
They drift away from the task	*"They're not concentrating."*	**Sustained attention**
They don't know what to do first	*"They're indecisive."*	**Planning & prioritisation**

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We see...	We might assume...	Look again...
Their reaction seems bigger than expected	*"They're overreacting."*	Emotional regulation
They forget what you've just asked	*"They weren't listening."*	Working memory
They're always late or run out of time	*"They're irresponsible."*	Time management

Access to Executive Function Skills varies

Access to these skills can become **harder** with:

So before deciding that a young person **won't**, consider whether they are finding it difficult to access the skills they need **right now**.

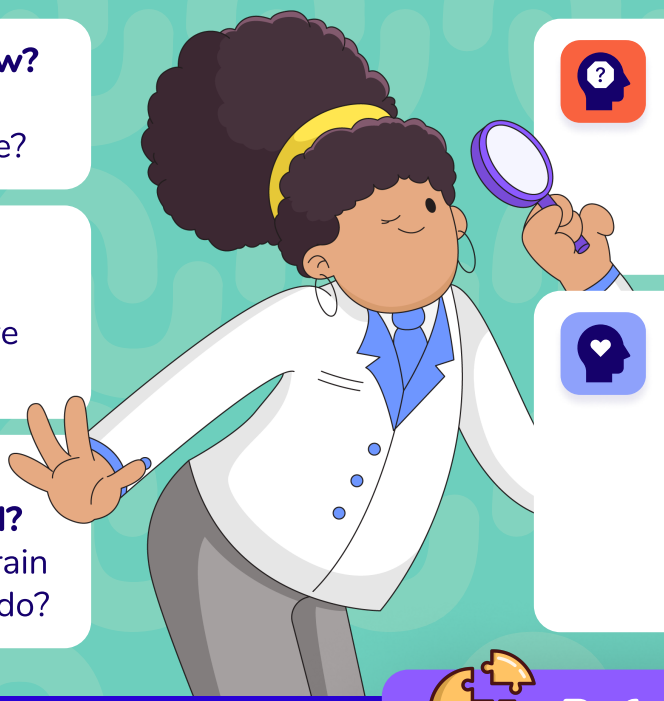


Turn Judgement into Curiosity

What do I know?
What did I actually observe?

What have I assumed?
What story have I attached to it?

What EF skill is required?
What is their brain being asked to do?



What else might be affecting it?
What's happening within them, around them or socially?

What can I do or ask?
Could I:

- ask
- adapt
- scaffold
- teach
- reduce the load?

The behaviour is visible.
The executive function skill underneath it isn't.

Before you assume why, get curious.

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