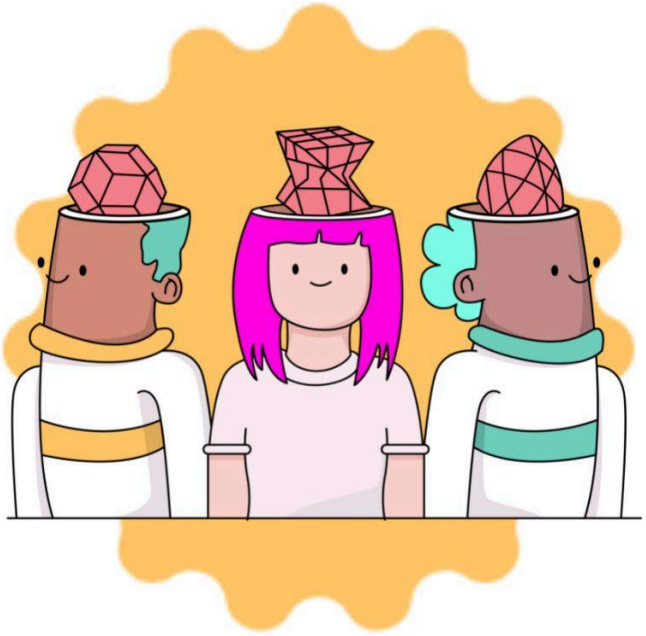
Executive Function Coaching For Schools - Module 6



Module Handout 2026

Please do not share

We are a community interest company committed to working to raise awareness of executive function challenges. This Handbook is the product of many hours of hard work so we ask that you please keep it for your own personal use. Thank you so much.

Module 6

Application in the Learning Environment

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Pre-learning Grid for Module 6:

Application in the Learning Environment

*Reserve approximately 3 HOURS for Pre-Learning 6

	Nature of task		Task	Standards covered	Purpose of the task	*Time
1 ☐ Tick when done	**Video & Task**		Screening for Executive Function Skills Development & case study	**3, 9** **Supports learners in developing an understanding of their executive function profile** Is aware of tools used to assess a learner's executive function strengths and challenges and knows how to discuss results and help relate the findings to learners' lives.	**For use in the practice session.** You will be using your analysis of the profile in a practice session. Please be ready to refer to it in a practice environment!	7 mins video & 15 mins task
2 ☐ Tick when done	**Video & task**		Unconscious Bias about EF in society - evidence of bias in my environment	**16, 22** **Understanding of and self-reflecting about unconscious bias with regard to executive dysfunction in society** Has an emerging understanding that unconscious bias about executive dysfunction is embedded in society and is beginning to self-reflect on how this impacts own practice, interactions with and expectations of learners, parents, and colleagues. Understands the importance of skillfully challenging such bias in others.	**For discussion & application in the online group session** You will be applying your knowledge in a group activity. Please be ready to engage in the group discussion.	6 min video and 15 min task
3 ☐ Tick when done	**Case study & task**		Case study: identify EF knowledge gaps	**10, 11** **Shares knowledge about executive function skills with colleagues, parents, and other stakeholders** Can identify gaps in others' knowledge about executive function skills and understands how sharing knowledge would help them support the learners in their care.	**Consolidation & self reflection.** How ready am I to start doing this independently? Do I need further support?	Approx 20 minute task
4 ☐ Tick when done	**Task**		Presentation/ activity to introduce EFs	**10, 11** **Shares knowledge about executive function skills with colleagues, parents, and other stakeholders** Can identify gaps in others' knowledge about executive function skills and understands how sharing knowledge would help them support the learners in their care.	**Presentation to the group** 3 delegates will be selected to share their presentations. Please be ready to share your presentation with the group.	Approx 45 minute task

5 ☐ Tick when done	**Video**		Examples of EF development opportunities	**18, 23** **Application of executive function skills support beyond SEN/learning support** Understands that executive function skills approaches can be used in a variety of personal development contexts; classroom, pastoral, behavioural, sporting, and co-curricular.	**Practical examples to apply to your work.** See what other schools are doing - would this work in my context?	25 minute videos and notes
6 ☐ Tick when done	**Task**		EF development opportunities in my context	**23, 28** **Application of executive function skills support beyond SEN / learning support** Understands that executive function skills approaches can be used in a variety of personal development contexts; classroom, pastoral, behavioural, sporting, and co-curricular.	**Practical analysis of the learning environment to inform future work** To help you focus on opportunities you might work on in the future. Please be ready to share your examples with the group.	Approx 20 minute task
7 ☐ Tick when done	**Video & Task**		My implementation plan Video & Plan	**16, 28** **Application of executive function skills support beyond SEN / learning support.** Understands that executive function skills approaches can be used in a variety of personal development contexts; classroom, pastoral, behavioural, sporting, and co-curricular.	**Practical application of your learning.** Apply WOOP to your personal context - what is going to get in the way and how can I overcome the challenges. Please be ready to share your plan with the group.	Approx 20 minute task

PRE-LEARNING - SESSION 6: Application in the Learning Environment

- Screening for executive function skills development
- Unconscious bias about executive functions in the learning environment
- Identifying executive function knowledge gaps in colleagues
- Introducing executive functions to the learning community
- Executive function development opportunities
- Implementing an executive function approach in my environment

Screening for executive function skills development

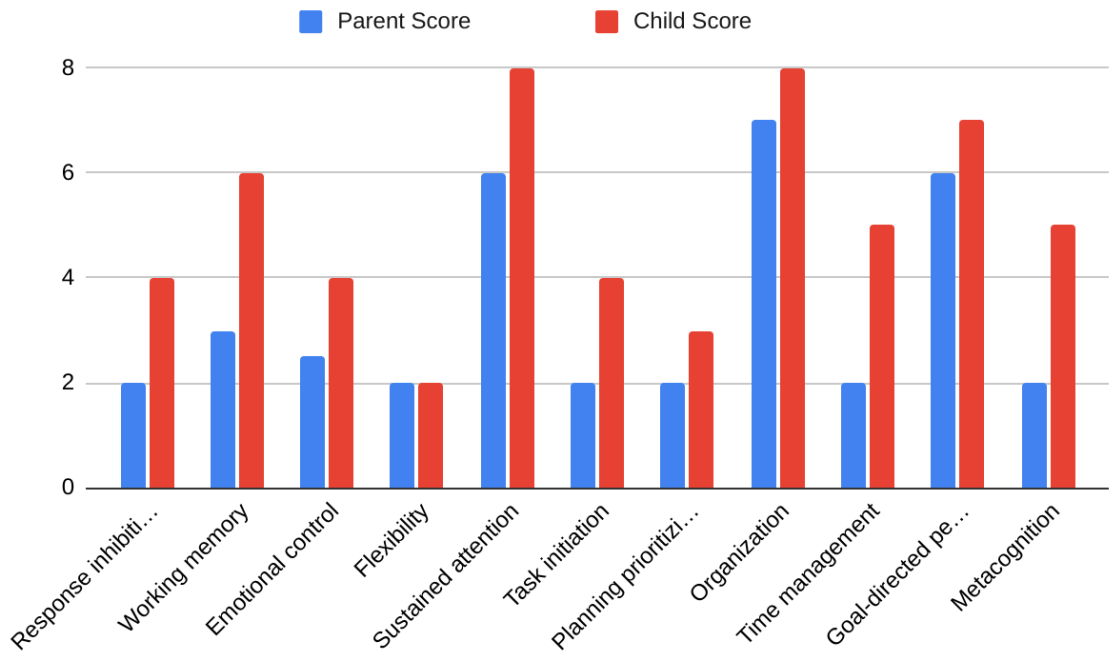
Pre-Learning 6: Task 1 - Screening for Executive Function Skills Development and Case Study Analysis

Part 1: watch the short video on screening for executive function development and take some notes about how you might be able to use this in your school.

Notes

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Part 2: Here are the results for our case study, Daryl - what do you notice about his strengths and challenges, and what does the discrepancy between Daryl's score and his parent's score tell us?



Daryl's EF Strengths	Daryl's EF Challenges

Why do you think there is a discrepancy between Daryl's scores and his parents'?

_____

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How would you sensitively discuss this with Daryl in a session?

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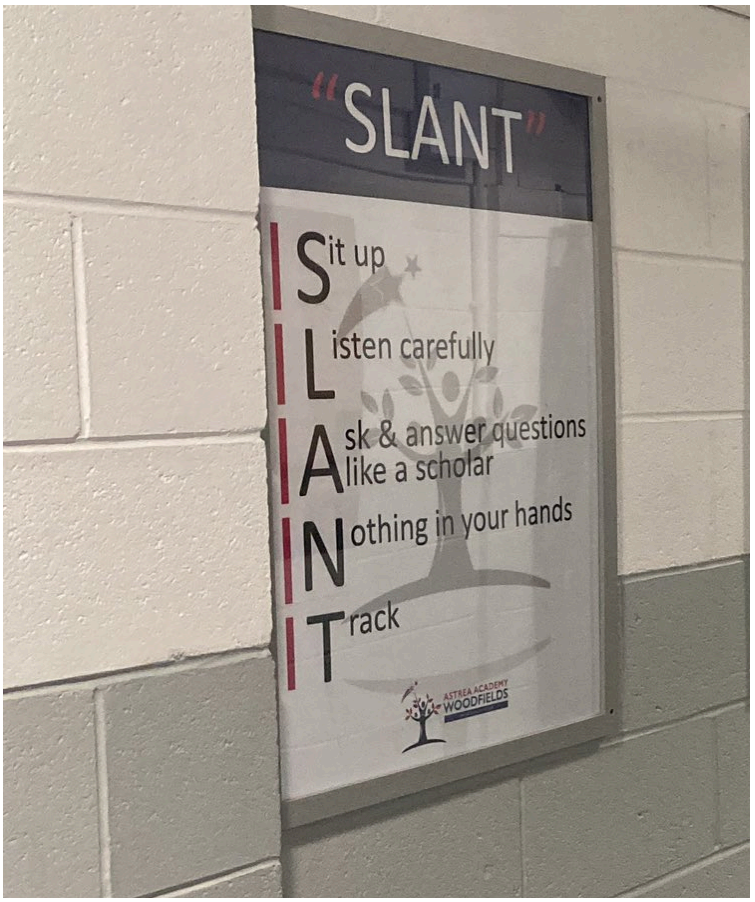
Unconscious bias about executive functioning

Throughout history, neurodivergent individuals have endured discrimination and marginalisation due to societal norms favouring neurotypical behaviour, perpetuating unconscious biases that hinder inclusion and understanding. From ancient times when differences were attributed to supernatural forces to the institutionalisation of the 19th century, where conformity was prioritised over acceptance, neurodiversity has often been met with fear and misunderstanding. Today, despite advancements in scientific understanding, stereotypes persist, leading to barriers in education, employment, and social interactions.

Today, there is a growing recognition of the value of neurodiversity, with advocacy efforts challenging misconceptions and promoting inclusivity. Embracing neurodiversity fosters a culture where diverse ways of thinking are celebrated, leading to innovation and enriching the human experience.

Unconscious biases can impact our students and the learning environment in subtle yet significant ways. By identifying and discussing these biases, we can take meaningful steps towards a more inclusive and equitable educational experience for all.

Look at this poster which is displayed in a school. How does this relate to what we have learnt about executive functions and brain development?



Pre-Learning 6: Task 2 - Unconscious bias in the learning environment.

Part 1: Watch the video on CiM Portal (Task 1 - Unconscious bias in society).

Part 2: Look for examples of unconscious bias in a learning environment (this can be your current school, or another school). Capture this through a photo, screenshot, or copy of the material. Sharing is voluntary; please only share if you feel comfortable.

Key Points to Bear in Mind:

- Safe Space: This exercise is intended for learning purposes and should not be construed as a critique of individuals or institutions.
- Confidentiality: Information shared within the group is done so confidentially

For your evidence, you might want to look at:

1. Behaviour policies
2. Homework policies
3. Teacher pedagogy
4. Time-keeping expectations
5. Clothing expectations
6. Posters around the school
7. Classroom expectations
8. School prom passports
9. Earned privileges (i.e. good behaviour, which leads to access to the trip)

Identifying knowledge gaps in other professionals

As pioneers in executive function skills support, it can often fall to us to help other professionals to understand executive functioning in their context.

The first step is always to be able to notice the knowledge gaps and the ability to collect evidence of a need. It is important that this is done with empathy and compassion. Professionals would never knowingly discriminate against young

people in their care. They just don't know what they don't know yet! Conversations broaching the subject must be handled carefully and training can be arranged. We need to remember that some colleagues will be at the pre-contemplation stage of behaviour change and will need support to move into contemplation.

Pre-Learning 6: Task 3 - Identifying knowledge gaps.

Read the case study below and highlight any evidence of a knowledge gap about executive functioning. Which executive function skills are the teachers unknowingly discussing?

Case Study Emily - As overheard in a staffroom at Emily's school.

Maths Teacher:
Owff, I have just had it with Emily! She just doesn't care. I caught her doodling in her textbook again. How many times do I need to tell her that doodling in books is against the school rules. I mean, it is vandalism!

Geography Teacher:
I know, I have had to move her seat three times this term; if she is near the window she gazes out of it. If she is near Sally, they just chat. And I never get any homework from her!

Maths Teacher:
Me neither and she always just sits there looking lost when I set the class off on a task; it's as if she hasn't listened to anything I say!

Geography Teacher:
I see she is in lunchtime detention again for missing homework. When will she realise that she just can't get away with it? It's so sad because when she does contribute in class, she has some really insightful comments.

Maths Teacher:
I wish I saw some of that, all I get is a blank wall. She just shuts down in my lessons. I can't see how she will ever pass her maths GCSE.

Introducing executive functioning in the learning environment.

Once a knowledge gap has been identified, we can talk to colleagues on a 1:1 basis and/or we can ask to share our knowledge from this course with the wider staff. Each learning environment will have its own processes for CPD which might include the following:

1. INSET training days
2. Twilight sessions
3. Staff meetings
4. External CPD courses (such as this one)



Pre-Learning 6: Task 4 - Presentation/activity to introduce executive functioning to colleagues.



Design a short (max 10 minutes) presentation or activity to share with your colleagues to introduce executive functioning and peak their interest to learn more. Be ready to share this with the group.
It could be on one or more of the following:

- **Basic neuroscience behind EF**
- **What each 11 EF skills means**
- **How the EF skills play out in the classroom/how to identify them**
- **How EF skills development/support is all staff's responsibility**
- **Mythbusting "naughty"/"defiant" behaviours**
- **Unconscious bias**

You might want to try:

- Presentation
- Video from Youtube
- Case study
- Poster discussion
- Personal story

Executive function development opportunities

Each school possesses a distinct culture and operational approach. Consequently, each institution will select an approach to executive function development tailored to the needs and priorities of the school community.

Pre-Learning 6: Task 5 - Examples of how schools have rolled out an executive function approach.

Watch the videos and make notes about how 3 different schools seized a variety of opportunities for executive function development.

What have the schools done?

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_____
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_____

Would this work in your learning environment?

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Ideas you have for your context?

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Executive function development beyond SEN

Executive function skills are needed throughout the school day, so the responsibility of developing these skills rests with all educators in the learning environment.



Pre-Learning 6: Task 6 - EF development opportunities in my context.



Part 1: Reflect on opportunities outside of SEN support where an EF approach would improve learners' personal development



Part 2: Complete the table below with your thoughts.

Area of school life	Executive Function Skills Involved	Possible Ideas
Normal Lessons	Eg. All	Eg. Whole school approach & training for teachers in classroom pedagogy
Sports		
Pastoral		
School Trips		
Break/Play times		
Meal times		

My implementation plan

Implementation science is a field of research focused on understanding how knowledge alone is insufficient for translating ideas into practical action on the ground.



Pre-Learning 6: Task 7 - My implementation plan



Part 1: Watch the excellent video on implementation and vertical sliced teams. Task 6 on the CiM portal.

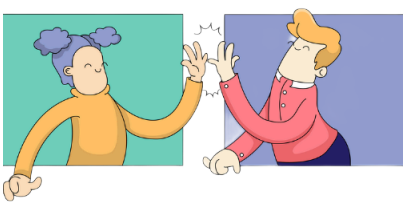
Part 2: Complete this table which will walk you through a WOOP to help you create a workable plan. Bring this with you to the session to discuss in small breakout rooms.

MY PLAN

What is your goal for rolling out the executive function approach in your school?	
What is your school culture like? How open are teachers/leaders to change?	
Who are the key people you will need to talk to?	
What could get in the way of you reaching your goal? • Which EF Skills will you need? • Which policies would need to change? • What training is needed? • Is there enough time, resources, etc.?	

What support would you need to keep going? It could be things like: - an accountability partner - peer group support - vertical sliced team	
When would you need to start this? How long might it take to implement?	
What support would you like from Connections in Mind?	
Would you be interested in a research partnership?	
What are the next steps you are going to take to get started?	

Well done! You have completed your Pre-learning for Module 6!



Do you have any reflections you want to note down, or questions you want to ask in the online session? Please jot them down in the space below.

SESSION NOTES - SESSION 6

Activity 1: Screening for EF Skills Development

Optional Notes: Why were Daryl's scores so different from those of his parents - how did other delegates broach this with him?

_____
_____
_____

Activity 2: Unconscious bias evidence - discussion

Optional Notes: What evidence did other delegates share that surprised you? How has this exercise motivated you in this work?

_____
_____
_____

Activity 3: Sharing knowledge presentation/activity

Optional Notes: Which presentation/activity did you like most? Which elements would you like to incorporate in your own presentation? How would you improve them?

_____
_____
_____

Optional Notes: When are you going to do your presentation and how will you gather feedback about how it went?

_____
_____
_____

Activity 4: Opportunities for EF development

Optional Notes: Which areas do you think your school would be interested to explore?

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_____
_____

Optional Notes: How would it be best to take advantage of these opportunities?

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_____
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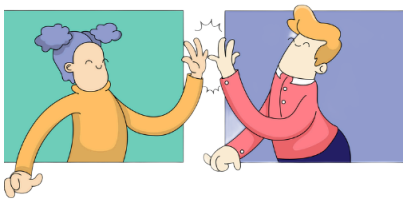
Activity 5: My implementation plan

Optional Notes: How did it feel sharing your plan with others?

_____
_____
_____

Optional Notes: What did you like from others' plans that you can incorporate in your own plan?

_____
_____
_____



Well done! You have completed the module.

We wholeheartedly hope that you have found it helpful and feel ready to start applying what you have learnt in your context.