



STRATEGIES TO SUPPORT SOCIAL ENGAGEMENT



EXECUTIVE FUNCTIONING

“A GROUP OF
OVERLAPPING,
BRAIN-BASED
SKILLS THAT HELP
CHILDREN & YOUTH
PARTICIPATE IN
PURPOSEFUL,
GOAL-DRIVEN
BEHAVIOR.”



Executive functioning skills are important for all students.

These skills begin developing in early childhood and continue developing into early adulthood. Some students, including autistic students, may have differences in executive functioning skills that could impact performance and independence in school, home, and community settings.

The 4 executive
functioning skills that
related to outcomes for
students, including
autistic students, include:

1

Working
Memory

3

Inhibition

2

Organization

4

Flexibility

WORKING MEMORY

Ability to hold information
in memory while performing
complex tasks.

example:

*Roland can remember the expectations
for turning in assignments for multiple
middle school teachers.*

**CONCRETE VISUAL
SUPPORTS
(SCHEDULE,
FIRST/THEN, ETC.)**



ORGANIZATION

Ability to create a roadmap
to reach a goal or to
complete a task.

example:

*With coaching support from his
teacher, Raj can think of options to
settle a peer conflict.*

**STUDENTS SET
WEEKLY SMART
GOALS WITH
ACTION STEPS**



INHIBITION

Ability to think before acting and
control urges or impulses related
to distractions or desires.

example:

*Lucy can hold back urges to
call out during circle time.*

**PHRASE
BEHAVIORAL
EXPECTATIONS
POSITIVELY USING
“DO” STATEMENTS**



FLEXIBILITY

Ability to shift from one task,
idea, activity, or topic to
another as needed.

example:

*Matthias sits in a different place
in the classroom to accommodate
a new student's desk.*

**REGULARLY ADD
FUN CHANGES TO
CLASS SCHEDULE
TO PROMOTE
FLEXIBILITY**

