



Include Student in Learning Process

EXECUTIVE FUNCTION INTERFERENCES

There are two broad types of interferences that hinder development and utilization of executive function skills: short-term and long-term.

Short-Term



Short term interferences refer to those passing difficulties, such as temporary sickness or periods of minor stress. Both sickness and stress add pressure to our cognitive abilities, making it more difficult to access and effectively utilize specific skills. Take a second to think about the last time you had a cold. Now reflect on how motivated you were to begin and sustain tasks. Chances are your attention and memory were impaired as well. When students are experiencing either sickness or stress inside or outside of the classroom, their executive function skills become impaired.

Long-Term



Long-term interferences are more pervasive and can stem from traumatic brain injuries, post-traumatic stress disorder, and stressful environments, whether that be at home, school, or work. Students have any variety of issues and circumstances outside of school that can negatively impact their ability to appropriately employ these skills to help reach their individual goals. Therefore, it is important that the teacher be aware of the students' medical histories and diagnoses, as well as have some understanding of what their lives are like when they leave the classroom.

HOW IS THIS INCLUDING STUDENTS IN THE LEARNING PROCESS?

In order for the teachers to have a true understanding of the deficits students are experiencing with regards to executive function skills, they need to be aware of potential illnesses, stresses, and diagnoses that have been known to negatively impact those skills. Therefore, the teacher needs to devote time to talking with students to understand their backgrounds.