

What is Executive Function? How does it impact my Dyslexic child?

Hopefully, the term “Executive Function” is a familiar term that you may have heard your child’s school team use to describe skill sets that need to be mastered. The good news is, these deficit set of skills can be taught and strengthened. The most common Executive Function weakness that I have seen in my dyslexic students is Working Memory and Sustained Attention.

Authors of Coaching Students with Executive Skills Deficits, Peg Dawson and Richard Guare describe these Executive Function deficits below.

The umbrella term *Executive Function* is a neuropsychological concept referring to the cognitive processes required to **plan and direct activities, including task initiation and follow-through, working memory, sustained attention, performance monitoring, inhibition of impulses and goal-directed persistence.**

Dawson and Guare define Working Memory as “the ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.”

Sustained attention is “the capacity to keep paying attention to a situation or task in spite of distractibility, fatigue or boredom.”

For more information on Executive Function coaching, including student planner and calendar organization and exam preparation, please contact me. This is a critical skill for middle and high school students. Sadly, most public high schools do not teach these skills, which will be essential for college.