Executive function is a broad term used to describe the complex cognitive and behavioral processes that play a significant role in learning and academic achievement (ResearchILD, 2014). According to Dawson and Guare (2012), the level of executive function can have a major impact on academic performance in students with and without disabilities. This is because executive function skills are needed to perform both in and out of the classroom. The SMARTS online executive function curriculum (ResearchILD, 2014) is an evidence-based curriculum to teaching students executive function strategies. SMARTS provides teachers with 30 lessons that can be used to help teach students strategies for successful completion of tasks. As described in the SMARTS curriculum, students are taught to develop their own individual goals and think about their own individual goals (Lessons 2.1, 2.2). In this unit, students learned to distinguish main ideas from less important details. Students who use the executive function of prioritizing for every subject in school, such as planning and organizing their work, can move beyond their current level of functioning and improve their skills in prioritizing. In lesson 5.2 of the SMARTS curriculum, students learned the strategy of setting strategy (Lesson 5.2); and Cartoons strategy for remembering (Lesson 5.3). Shifty “try another way” strategy (Lesson 5.4); and CANDO (Clear, Appropriate, Numerical, Doable, and Obstacle Considered) goal related to academics. The CANDO goal strategy allows students to learn how to create and set realistic and specific goals. According to Holmes, Hughes, and Schumaker (2002), students with learning disabilities in general education classes. (ResearchILD, 2014, p. 139). The SMARTS online executive function curriculum (ResearchILD, 2014) is an evidence-based curriculum to teaching students executive function strategies. SMARTS provides teachers with 30 lessons that can be used to help teach students strategies for successful completion of tasks. As described in the SMARTS curriculum, students are taught to develop their own individual goals and think about their own individual goals (Lessons 2.1, 2.2). In this unit, students learned to distinguish main ideas from less important details. Students who use the executive function of prioritizing for every subject in school, such as planning and organizing their work, can move beyond their current level of functioning and improve their skills in prioritizing. In lesson 5.2 of the SMARTS curriculum, students learned the strategy of setting strategy (Lesson 5.2); and Cartoons strategy for remembering (Lesson 5.3). Shifty “try another way” strategy (Lesson 5.4); and CANDO (Clear, Appropriate, Numerical, Doable, and Obstacle Considered) goal related to academics. The CANDO goal strategy allows students to learn how to create and set realistic and specific goals. According to Holmes, Hughes, and Schumaker (2002), students with learning disabilities in general education classes.

According to ResearchILD (2014), executive function is the ability to hold information in one’s mind and to mentally manipulate this information. Students who struggle with working memory have a hard time taking tests, cannot access and manipulate information easily, have difficulties completing multi-step directions and are unable to follow a sequence of steps that must be completed in order. Students who use inattentionally, practice the skill. Reading it once is not enough to develop working memory. It must be read several times in order to retain the information. There are several executive function skills that can be applied to different settings and subjects, such as step by step processes and functional skills. Metacognition should also be personalized to student interests. The student will likely recognize something if it is something they like.

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