

Train the Brain for Academic Success

A Growing Problem

Students fail to exercise self-discipline and show poor performance in executive functions, leading to **underachievement in schools**.

An Effective Solution

The Executive Functions Skill-Building Program equips students with foundational building blocks for **academic success and personal growth**.

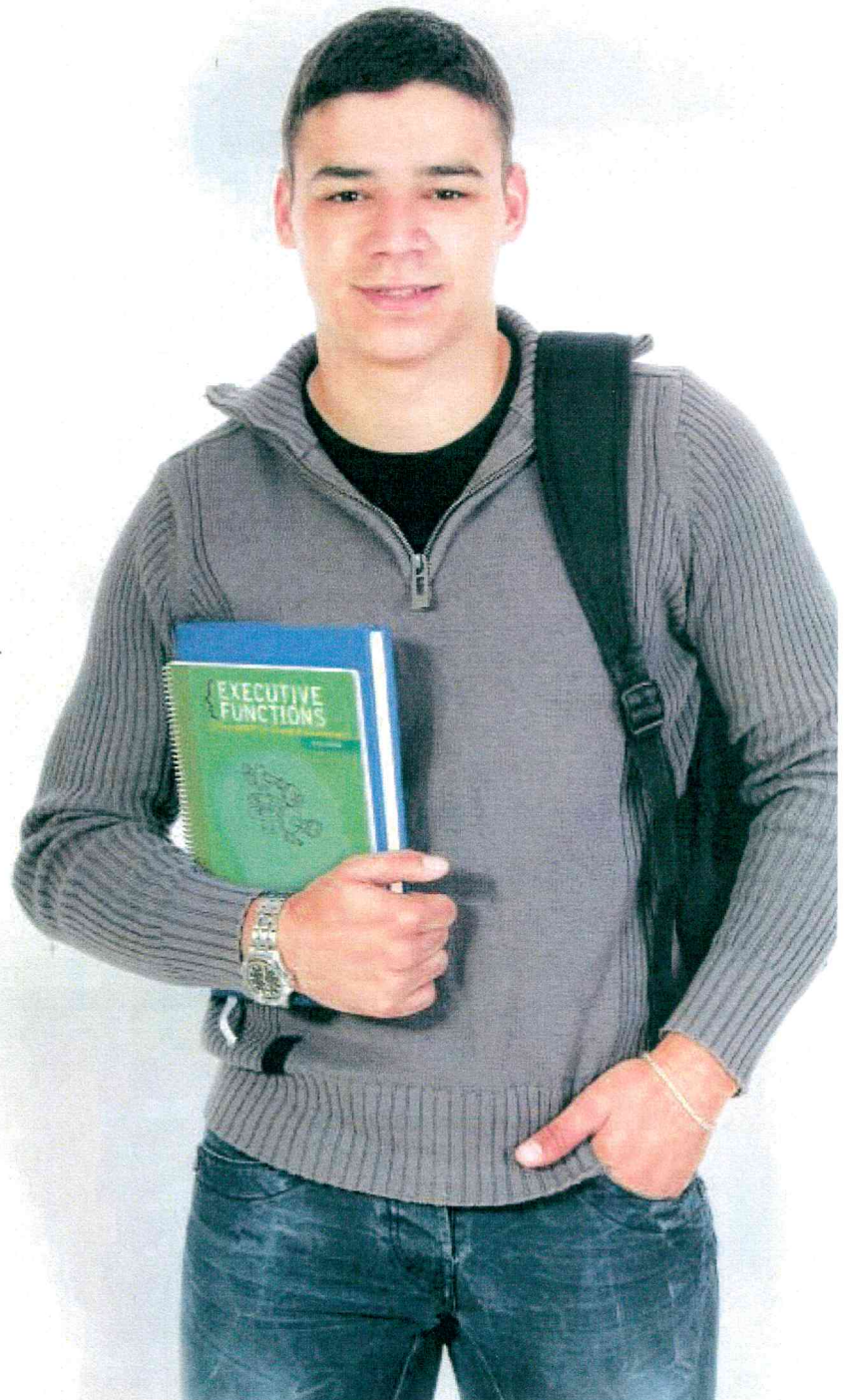
The Program focuses on developing the following skills:

- › Planning and prioritizing
- › Paying attention
- › Managing time and materials
- › Task initiation
- › Flexibility in solving problems
- › Impulse and emotional control

Demonstrating Improvements in:

- › Initiating and completing assignments
- › Self-control and ability to organize
- › Performance on standardized tests

... leading to an improved teaching and learning environment in the school.



Research

A partnership between Premier and Rush NeuroBehavioral Center (RNBC) provides the only neuroscience research-based classroom curriculum that strives to improve academic performance by encouraging the development of executive functions.

This research-based program has **proven effective** in multi-year, school-based studies. The focus on foundational skills, study strategies, and personal-growth skills provides students with regular behavioral and cognitive routines crucial to succeeding in school, college and career.

The Curriculum identifies the following areas as important for classroom instruction:

- › **Self-regulation: the ability to efficiently manage time and materials**
- › **Self-awareness**
- › **Goal-directed behavior**
- › **Self-evaluation of performance**
- › **Flexibility to solve problems and revise plans**



Flexibility

A Flexible System

The Executive Functions Skill-Building Program is flexible and easy to implement. Schools can choose to implement the program as suggested by the scope and sequence at each level, or based on students' needs.

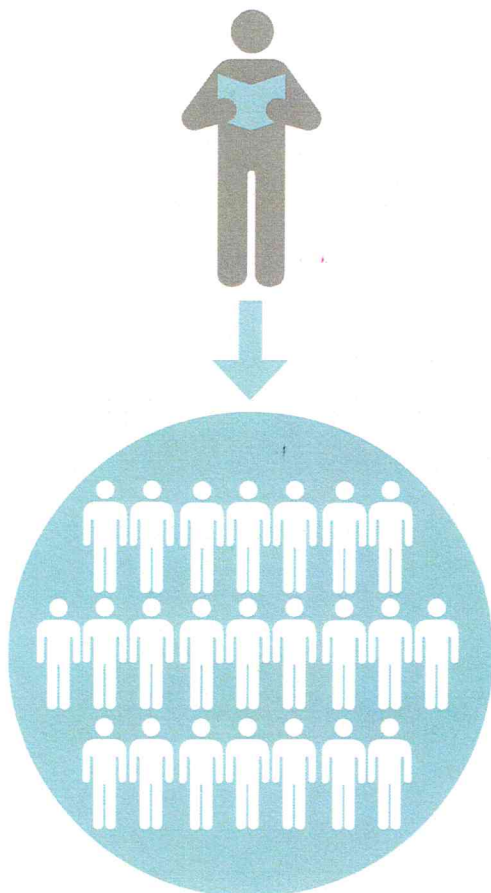
Teachers may choose to teach any lesson at any time, based on the students' needs, classroom schedules and curriculum demands. Monthly lessons are suggested and additional student and teacher activities and resources are provided to support the instruction.

Incorporate Executive Functions into Your Existing Curriculum

Schools choosing to implement the program can choose whole class or small group:

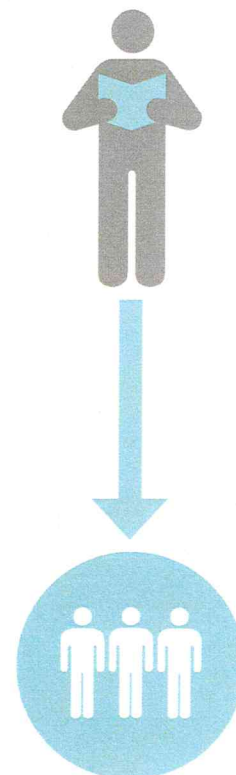
WHOLE CLASS:

Develop fundamental skills critical to academic success.



SMALL GROUP OR INDIVIDUAL SETTINGS:

Provide deeper focus in learning how to plan, self-regulate behavior, or manage materials.

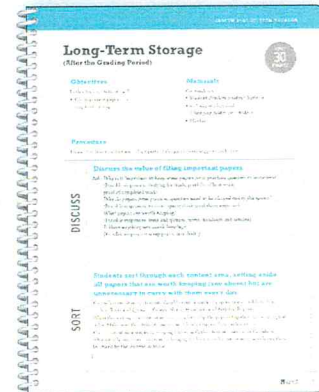


Program Organization

The program is divided into three sections which are interwoven throughout the year.

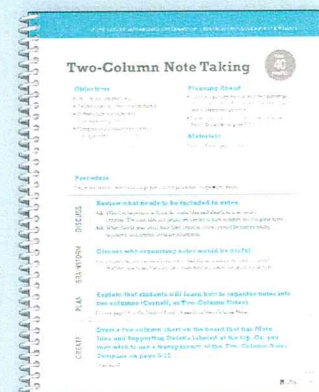
1. The first unit group, the *Foundational Units*, is designed to enable students to have the organizational structures in place to start the school year.

- Classroom Structures & Learning Environment
- Materials Management
- Time Management & Planning



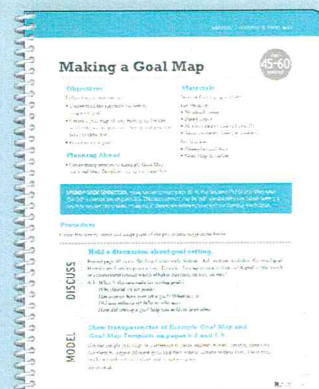
2. The second unit group, *Study Strategies and Academic Support*, represents higher-order topics that are more content-oriented.

- Following Directions
- Reading & Writing Preparation
- Math Preparation
- Memory Techniques
- Note Taking & Organizing Information
- Test Preparation & Reflection



3. The third and final unit group, *Personal Growth*, addresses the executive functions area of self-awareness.

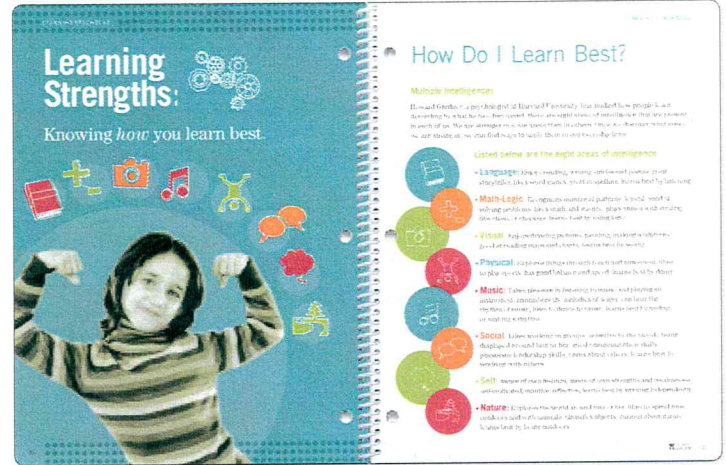
- Goal Setting
- Decision Making & Problem Solving
- Learning Strengths



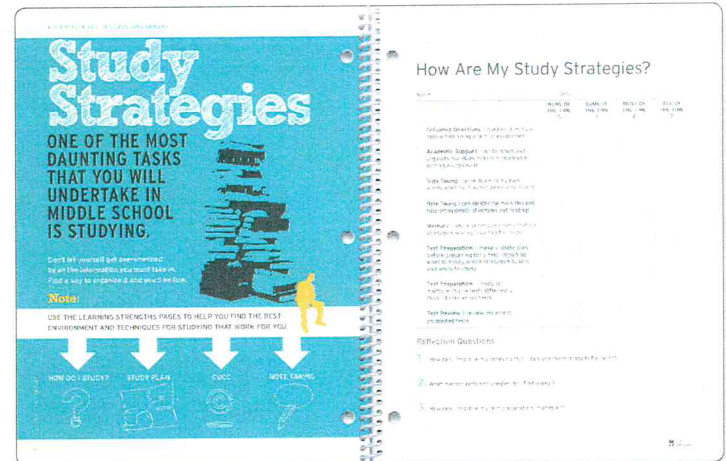
Student Component: A Blueprint for Success Guide

The Student Guide includes:

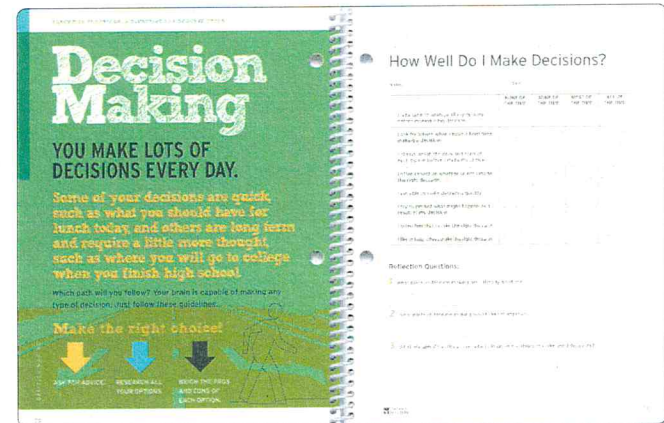
- Short lessons with minimal reading required
- Activities to reinforce lessons in each unit
- Worksheets with graphic organizers, templates, and charts to enhance learning
- Self-assessments
- Age-appropriate learning content



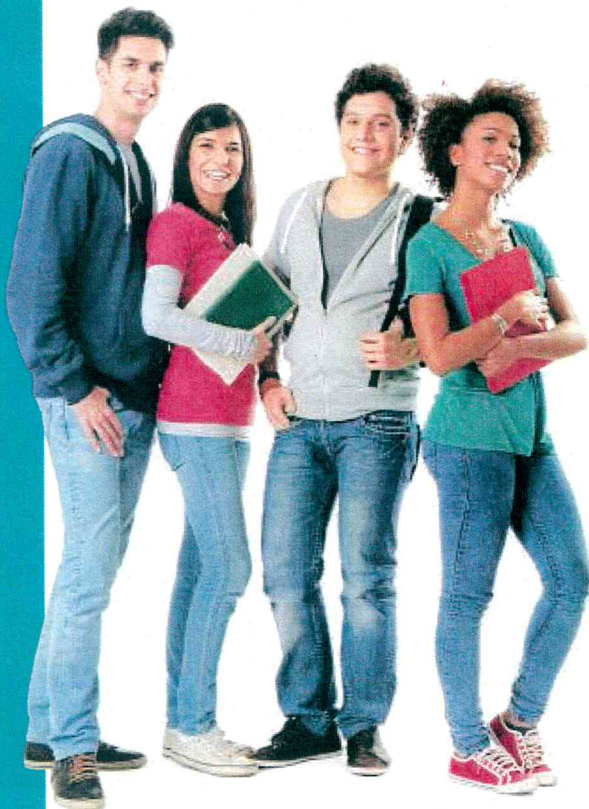
ELEMENTARY SCHOOL*



MIDDLE SCHOOL



HIGH SCHOOL



Program Satisfaction

What Students and Parents are saying about the Executive Functions Skill-Building Program:



"I take better notes now. I can listen to the teacher and take notes at the same time; I couldn't do that before. It (the program) helps me study better."

"I became more organized this year using the binder system. I didn't lose my homework!"



The following quote is from a Chicago-area parent of a middle school student:

"As teachers and parents, we expect our children to handle multiple, complex academic and personal expectations, but we never teach them how to achieve that goal. Finally we have a well-designed, research-based program to help teachers and parents apply specific instruction in executive functions skills in the classroom."

