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| 1 | <p>Is executive function automatically assessed in all psychoeducational assessments?</p> <p>A psychoeducational evaluation assesses a student’s cognitive, academic, and social-emotional profile to identify strengths and any underlying factors that may be impacting school performance. Executive function is a set of cognitive processes including working memory, inhibitory control, and cognitive flexibility which are part of a psychoeducational evaluation.</p>                                   |
| 2 | <p>How can I request that executive function be formally evaluated?</p> <p>Parents may submit a request to the school expressing their concern(s) related to their child’s educational performance. The request may note specific challenges related to organization, task completion, time management, and/or emotional regulation.</p>   |
| 3 | <p>How do you write an executive function–specific goal in an IEP?</p> <p>An IEP goal is developed to address an identified need within an assessed performance area. The goal is written in a manner that is specific and measurable, with incremental objectives toward meeting the goals.</p> <p>For example:<br/>           “By June 2026, the student will use a planner to record assignments and turn them in on time, in 4 out of 5 opportunities, with minimal support as measured by the teacher.”</p> |
| 4 | <p>How do you measure progress in organization or time management?</p> <p>Progress can be measured using various tools. Some examples include checklists, assignment completion monitoring, check-off systems, or charts that track independence over time.</p>  |
| 5 | <p>Do all teachers receive training in executive strategies?</p> <p>Yes, there are training opportunities on supporting students’ Executive Functioning skills. A priority in the Districts Strategic Plan is to provide competency-based, rigorous, and relevant professional learning. Specific professional development plans for school staff are based on an analysis of student need and staff interest and experience.</p>  |

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| 6 | <p>What universal supports are in place before referring to special education?</p> <p>LAUSD applies the Multi-Tiered System of Support (MTSS) framework, a 3-tiered, data-driven framework providing comprehensive academic, behavioral, and social-emotional support for all students. Supports may include classroom strategies that incorporates Universal Design for Learning (UDL), visual schedules, structured routines, check-ins, organization tools, behavior charts with positive reinforcement, small group instruction, targeted interventions, progress monitoring, etc. to ensure that every student receives the right academic, behavioral, and social-emotional support. While these supports are available before considering a special education referral, a request to special education is considered based on the individual's unique needs and presentation and pre-referral supports will not delay a referral to special education if there is indication that special education and related services may be necessary.</p> |
| 7 | <p>How do you prevent executive challenges from being treated as disciplinary problems?</p> <p>The intersection of executive functioning (EF) and discipline lies in the cognitive ability to self-regulate, plan, and initiate actions to achieve long-term goals. Strengthening our understanding of Executive Functioning skills will help differentiate between developmental expectations and behavioral challenges that warrant intervention.</p>   |
| 8 | <p>How does this [Executive Functioning] connect to manifestation [determination] under IDEA?</p> <p>Executive Function is not an IDEA eligibility, nevertheless challenges in the core components of Executive Function may be displayed in some of the IDEA established eligibilities, for example in Specific Learning Disabilities, Other Health Impairment as it relates to Attention Deficit Hyperactivity Disorder, and/or Autism.</p> <p>Under the Individuals with Disabilities Education Act (IDEA), when a student with a disability faces disciplinary action an IEP team meeting is held to determine if the behavior is a manifestation of the student's disability and to review current supports and any additional supports needed.</p>  |
| 9 | <p>How is progress in executive function communicated to parents?</p> <p>Parents receive communication of a student's progress through teacher updates, parent conferences, and report cards. In addition, for students receiving Special Education, progress is also communicated through IEP goal progress reports.</p>   |

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| 10 | <p>Are these strategies part of a structured district plan? Is there an official executive function curriculum within LAUSD?</p> <p>The District adopts both the Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) framework that supports executive functioning (EF) skills. Additionally the District provides teachers training opportunities to support students' executive functioning skills.</p>   |
| 11 | <p>How is executive function progress measured and documented in IEPs?</p> <p>Student progress related to challenges associated with components of Executive Function are measured through data tied to IEP goals. IEP goal progress is documented on various sections of the IEP document:</p> <ul style="list-style-type: none"> <li>• Page 2, Section D: Goal Achievement from Current IEP;</li> <li>• Page 3, Section E: Present Level of Performance; and</li> <li>• Page 5, Section G: Annual Goals and Objectives on the goal page, section titled "IEP Report of Progress and Achievement from Current IEP"</li> </ul> |
| 12 | <p>Why don't we see executive function goals more often in Section E of the IEP?</p> <p>IEP goals for components related to Executive Function may appear under academic, behavioral, vocational, or related service performance areas. Many times, IEP accommodations are also helpful in supporting students with executive functioning challenges.</p>  |