

CURRICULAR PROGRAM TO PROMOTE EXECUTIVE FUNCTIONS IN CHILDREN: HEROES OF THE MIND

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INTRODUCTION

Authors have emphasized the need for systematic and explicit teaching strategies based on the contribution of executive functions and self-regulation that have been linked to better academic performance, cognitive function related to attentional control and self-regulation (Diamond et al, 2007;. Dias, 2013; Meltzer, 2010; Rosario et al, 2010).

This research has aimed in presenting the development of the Stimulation Program Executive Functions and its theoretical foundation.

METHODS

Phases of Program Development:

Literature Review - Theoretical foundations (Diamond et al, 2007;. Dias, 2013; Meltzer, 2010; Rosario et al, 2010).

Tools of the Mind , Head Start, Promoting Alternative Thinking Strategies (PATHS), Center on the Developing Child at Harvard University (2011).

La School Influences: Silvia Bunge (taking Playing Seriously), Ellen Frede, Janice Gobert, Sebastian Lipina, Elizabeth Spelke, Plan Cebail and Metacognition Group discussion (Sigman, Peña, Goldin, & Ribeiro, 2014).

Theoretical Introduction of the Integrator Module and Specific modules of the program.

Development of Narrative Stories and characters.
Develop or adapt structured activities to promote Executive Functions.

Preparation of teaching support materials and drawing of the Comics.

Review and Standardization of modules and lesson plans activities

Content analysis by four experts reviewers of specific modules.

Review of activities and preparation of the Heroes of the Mind Program Guide.

REFERENCES

RESULTS AND DISCUSSION



Why Heroes of the Mind?

Stimulate interest and engagement of teachers and children in a program to promote executive functions in the classroom.

The Heroes offer models and strategies for practice and learn how to regulate themselves, make plans and have greater control over their actions and choices.

Six stories were developed. Besides integrating module of Comics, four specific modules were developed (Figure 1). Were developed 42 activities including games, pencil and paper activities with corresponding instructions and goals to be implemented by teachers in the classroom.

1. Organizing and Planing

- Discussing the daily schedule
- Learning to make plans
- Calendar support
- Time Management
- Organizing space and materials.
- Organizing ideas

2. Attention, Inhibitory control and Cognitive flexibility

- Games and activities that require inhibitory control.
- Tasks requiring cognitive flexibility to switch between a rule and another : spell words, mimic play and problem solving (alternative answers).
- Exploring sentences and ambiguous words.
- Categorizing Words and Pictures.

Heroes of the Mind

Metacognition, self-monitoring.

3. Working Memory

- Self-checking Use
- Add rules to known games and try to keep the information.
- Remembering activities with calendar support
- Play memories games with intereference.

4. Emotions and Self-regulation

- Identification and expression of emotions (drawing, imitate and observe).
- Talk about situations in the classroom and identify what emotion is generated.
- Use photos and body games to express emotions.
- Development of prosocial behavior and empathy.
- Development of self-regulation of emotions strategy.

Figure 1 – Essential aspects of the Heroes of the Mind and a resum of the activities to promote Executive Functions.

EXPECTED RESULTS

This work aims to present the development of Heroes of Mind Program and the theoretical basis for its elaboration. In addition it is expected to evaluate the effectiveness of the Heroes of the Mind program in a sample of children from 2nd and 5th year in a vulnerable situation.

We expect that children who participate in the program when compared to children who did not participate get better performance on known measures of working memory, inhibitory control and cognitive flexibility.

