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| To answer this question, consider the behaviours you most consistently observe in your child rather than their age – does their stage match their age?Refer to this document as you move through the workshop to identify what strategies they could benefit from at this stage. |
| Age Range | Executive Stage | What do they need from me to support them at this stage? |
| Up to 5 years | Learning to develop inhibition of impulses – children are still working on inhibiting their impulses in order to sit in class; finish a meal at the table; listen to a story; complete required tasks that they perceive as “boring” or “work” |  |
| 6-9 years | Increasing working memory, attention and flexibility – children in this stage are able to sit for longer periods, follow multipart directions and approach problem solving more flexiblly |  |
| 9-10 years | Inattention, impulsivity and distractibility decrease – they can now manipulate more complex ideas, calculations and problems. This is reflected in more sophisticated conversations with you and play with peers. They are enjoying chapter books and writing descriptive stories. |  |
| 11-15 years | Developmental Spurt in goal setting, planning and organization skills. Attention and working memory continue to improve. From now, working memory, ability to appropriately shift attention and inhibit actions are fairly stable and close to adult level. |  |
| 16-18 years | Planning skills reach maturity. Their ability to set goals and plan/prioritize is at adult levels. Strategies change and they are more like to engage in considering the pros and cons of their intended actions.  |  |
| 18-20 years | They go through a developmental growth spurt in their working memory. Greater weight is given to negative possibilities as well as positive when planning. |  |
| 21-22 years | They are going through a developmental spurt in attentional capacity and minor changes continue to full maturity at 25-30 years of age. This is a period of peak planning ability |  |