

# EF 101

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## EF101 Master Notes

**About:** “EF101 Master Notes” puts ALL of the notes from the entire course in this one document in case you find that useful.

### **EF101 Start Page**

**EF101 Start Page notes** (this is the page that you go to automatically when you first log in)

Welcome to the EF101 start page. I’m Seth Perler, the Executive Function Coach who created this course. You are now logged into the official course. There are 3 “main” parts to the course:

1. A general EF section for everyone to learn from
2. A parent section
3. A teacher section

#### **SOME TIPS**

Tip 1: You should go through all 3 sections regardless of who you are because you’ll get a more complete picture of EF and thus be in a better position to serve the kids you care about.

Tip 2: I’m shamelessly redundant. In other words, I repeat a lot of the same underlying principles over and over in a bunch of different ways. I do this on purpose to reinforce concepts. I am extremely intentional about the words I use, and I designed this course so that by the end you’ll really have a useful understanding of EF.

Tip 3: I recommend that you do not just listen to the course in the background. Try to be deeply present with it, watch it, close distracting tabs, turn off the cell phone. I speak from the heart and there is a lot of nuance to take in.

Tip 4: Seriously, do the homework. you’ll want to do a lot of writing. The more you write, the better because it will help your brain integrate the concepts. Really take time to think deeply about the questions I pose.

Tip 5: If you like to go out of order, be SURE to print the course outline FIRST (look left for pdf link) and track the lessons so you don’t miss anything. Also, be sure to jot notes about lessons you want to rewatch.

Tip 6: EF101 may be harder to navigate on a phone, so consider a laptop/desktop.

#### **SOME STEPS**

Step 1. Bookmark this course and put your login info somewhere that you can easily find it.

Step 2. Watch the video above.

Step 3. Print the PDF Course Outline (see the sidebar)

Step 4. Look at the sidebar. EF101 is easy to navigate. Here’s how:

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1. Modules – Are main topics, and have lessons underneath them. Try **\*\*clicking\*\*** on Module 1 to see the lessons pop up below it.
2. Lessons – Here we deep-dive into each topic. Each lesson has video lessons to watch, action steps to read and some have PDFs to print.

“The best way to predict the future is to create it.” -Abraham Lincoln

## MODULE 1: Start HERE

### Lesson 1: Start Here: How EF101 works

[Video 1: How EF101 works: A tour and tips](#)

**Notes:**

Bookmark EF101 now. Record your login info somewhere that you'll be able to find it (chrome > ef101 folder > pw & login as part of link title). Find my login tab or “courses” link at the bottom of my site. Just go in order, control speed on videos with the gear, and pause a lot. Track favorite lessons you want to revisit. Download videos if you want (I said “download the audio” on the lesson above, but I could NOT get it to do that. However, I WAS able to get it so you can download the video if you want). Get a fresh journal or doc to take notes, label it EF101.

Email me if you have questions.

**Homework:** Write your “intention” for the course. In other words, in detail, write what you hope to get out of this and why you are taking this course. Writing this in great detail will help you get more out of it.

[Video 2: Background: Set the stage.](#)

**Homework:** Write your philosophy of education and/or executive function. In other words, write all about WHY education matters to you? For example: Why are you learning this? Why does it matter to you? What's the point of all this? What are your concerns about what might happen if children do not get a good education or do learn to work on executive function skills? What are your hopes about education and the kids you care about? Be specific and detailed.

[Video 3: What you'll learn](#)

**Notes:** Who the EF101 course is for and what it is and is not.

**Homework:** None

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## Video 4: Pacing the course

**Homework:** Print pdf of the outline, pacing, etc.. See left sidebar for PDFs

## **Lesson 2: My Story**

### Video 1: My Story

**Notes:** This is optional to watch.  
I get real and I get vulnerable in this 18-minute video.

**Homework:** None

## **MODULE 2: What is Executive Function?**

### **Lesson 1: What is Executive Function?**

#### Video 1: The Basics

**Notes:** 1. Why do we call it “executive function” in the first place?  
2. Plain English- executive function is about *getting stuff done*.  
3. Self-control, self regulation, defer gratification, marshmallow experiment, “good enough” ef  
4. Resistance = avoid execution with non-preferred activities. Are we shaming?  
How to deal with resistance?

**Homework:** Write my own simple, basic definition of Executive Function (although this may seem redundant to some of you, please trust me that this is important to write out at this point.

#### Video 2: Why We Don't Know About It

**Notes:** 1. Clinical definitions are less useful and more confusing  
2. Systems resist change. Don't rock the boat. Leave the status quo alone.  
-Helping these kids is complicated. It's not quick, easy or easy to measure.

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-Guideposts are helpful but they only tell part of the story.

**Homework:** None

## Video 3: Two Types of Adults

**Notes:** Type 1 gets it. They understand that there's a reason the child is struggling to do things. They are more patient, understanding and compassionate when trying to help.

Type 2 doesn't get it. These adults often try to shame a child into action and believe that the child is being willful- that the child needs to get motivated, try harder, care more, etc.

**Homework:** None

## Video 4: EF and The Brain

**Notes:** PFC, Pre-frontal cortex, front 1/3 of the brain, this is where EF generally takes place. It helps us get stuff done.

Amygdala can "switch off" the pfc. Primitive, almond, fight, flight, freeze, faint. It helps us stay safe and beware of threats. How big is it? It can be hard to notice a child is stressed, anxious or feeling unsafe.

If we want to help kids with EF, we MUST help them learn to work with stress and the nervous system so they can regulate emotions effectively.

**Homework:** None

## Video 5: My Iceberg Theory

**Notes:** Iceberg theory, The tip is easy to see. But beneath the surface is where the real problems are. We MUST address the issues beneath the surface. How are the basics? Sleep, nutrition, exercise? Trauma/feeling safe emotionally, undiagnosed problems or comorbidities, sensitivity, feel connected or alone, HALT, water, stress, etc..

**Homework:** None

## Video 6: Does the Diagnosis Matter?

**Notes:** For me as a coach, I am most concerned about the nuances that influence how I help the child more than the label. I worry about the things we can do something about. I'm concerned with the symptoms that I can help with. How do empower the student with practical strategies and approaches? I'm concerned with the question, "now that we have a label, what do we do about it?"

**Homework:** None

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## Lesson 2: Students and EF Problems

### Video 1: "Educare"- Purpose of Education

**Notes:** Raise kids, bring up. Launch a great future where we can go after hopes, dreams, goals.

**Homework:** None

### Video 2: Resistance and The Nervous System

**Notes:** Resistance has everything to do with the nervous system feeling unsafe. What kids say, do, think, and feel when resisting execution. Deal with the feelings that are beneath the tip of the iceberg.

**Homework:** None

### Video 3: Can't vs. Won't

**Notes:** Is it a can't or a won't? It's generally a can't!

**Homework:** None

## Lesson 3: Aspects of EF

**Notes:** None

**Homework:** None

## Lesson 4: Shame Game, Motivation Lie

### Video 1: The Shame Game

**Notes:** Shame is often used to "motivate" people to take certain actions and it can cause people a lot of harm.

**Homework:** Write about how the shame game has shown up in your life. How did you experience shame as a child? How about now? Do you feel shamed by people you know? By society? Do you shame yourself? Your child? Be as specific as possible. You may want to journal for several pages all about this topic. The deeper you dive into this, the more you will learn and be able to help your child.

## Lesson 5: Blueprint For How to Help

### Video 1: Blueprint To Help

**Notes:** Frankenstudy: Personalize systems for the individual. Essential elements for "good enough" executive function:

1. Systems
2. Mindsets
3. Habits & Routines
4. Circle of Energy
5. Attachment theory: Healthy, securely attached relationships are KEY

**Homework:** What are the principles behind the Frankenstudy philosophy and why is it so important for outside-the-box students?

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## MODULE 3: Parents

### Lesson 1: What Parents Need To Know

#### Video 1: Keep Your Eye on the Prize

**Homework:** Write out YOUR definition of “the prize”. In other words, explore questions like this: How do YOU define the prize? WHY is your child in school? What do YOU want most for your child? What are your greatest hopes for your child’s future? What do you want your relationship to be like when your child grows up? What do you hope about their career? Their social life? Their lifestyle? Their health? etc.. Explore this question in as much depth as you want. The more you write, the deeper you’ll get!

#### Video 2: How Much We Put On Kids’ Plates

**Homework:** What expectations are piled on your child’s plate? Is it reasonable? What do you wish was different? How might that change?

#### Video 3: What Parents Say

**Homework:** Explore in your journal, what messages did YOU receive about how you are “supposed” to be? How have those messages impacted my life? What would have worked better for me? What would that have felt like if I felt deeply seen and understood? What messages do you send to your child? What messages do you want to send? How can you do this more effectively?

#### Video 4: Advocacy

**Homework:** How do I want/need to proactively advocate for my child this coming school year? How do I need to speak my truth?

#### Video 5: My Kid Never Listens to Me

**Homework:** Contact the awesome role models your child has and tell them how much you appreciate them and how you want them to continue to show up for your child.

#### Video 6: Meds, Medication

**Notes:** Take this question very seriously- be very thoughtful and consider all viewpoints to make the right decision for your situation.

**Homework:** None

#### Video 7: What is Modeling and Why is it So Important?

**Homework:** What is the reality of what I model? What do I want to model? How can I do this more effectively? What is one thing I want to do to better take care of myself and to do my own deep inner work?

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## MODULE 4: Teachers

### Lesson 1: What Teachers Need To Know

#### Video 1: Keep Your Eye On The Prize

**Teacher Homework:** What's your *why*? Why did you get into teaching? How do you want to grow as a professional in the upcoming years?

#### Video 2: Mistakes Teachers Make

**Notes:** Shame, not differentiating, listening to the curriculum over your gut, influence by other teachers, pressures from outside teachers, parents and the system. "I already told you that" lose credit on late work – what's the point? Think you're unfair or hate them.

1. Not asking/listening to the kid
2. One size fits all planner, binder, curriculum, hw
3. Not reading body language
4. Assuming they think like you, so baffled at why they aren't working harder
5. Not knowing iceberg theory, that there must be something going on, trauma, ef, sleep, food,
6. Content, process, product differentiation.
7. Refusal to accomodate without paperwork. Not reading IEP or 504 rationally, being too literal and forgetting the human being you're trying to help.
8. Don't get processing speed
9. Don't know how long things take at home bc processing and attentional challenges, I have many kids with no life
10. NO direct instruction on systems
11. Saying, I already told you that
12. Prioritize, sees long term benefits outweigh the short term
13. Self start, activation

Video 3: How to Help Kids Get Work In

**Notes:** How can we compassionately help them get stuff in

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**Homework:** None

## Video 4: How To Differentiate Creatively

**Notes:**

- How to differentiate creatively and eliminate busywork, research on hw
- How to make accommodations
- How to pack in the most quality out of short classes with least hw

**Homework:** None

## MODULE 5: EF Toolkit

### Lesson 1: Tools For All Adults

#### Video 1: Tools For All Adults

**Notes:** What's YOUR EF profile? Naturally strong EF or struggle with EF?

**Homework:** None

#### Video 2: Your Own Deep Inner Work

**Homework:** What are the next steps I want to take to continue my own deep, inner-work? Journaling, new therapist, find a great self-development event or conference, find an online course that will help me, dive into a book that helps me, commit to self-care in certain ways, etc??? Write out these ideas in depth and take action to set myself up for success.

#### Video 3: The 3:1 Rule

**Homework:** For the next 3 days, consciously do the 3:1 rule at least 3 times a day. Celebrate your child's efforts. Make them feel seen. Give countless genuine compliments, notice everything they do "right."

#### Video 4: Wait Time To Build Trust

**Notes:** DO NOT UNDERESTIMATE THE POWER OF THIS LESSON.

**Homework:** Wait. Listen. For the next 3 days, practice waiting for our children to think and share without responding automatically. Create safety. Let them experience that you VALUE what they think. Ask, "what do YOU think?" and listen.

#### Video 5: Holding Space For Your Child

**Notes:** Creating safe, healthy and secure attachment.

**Homework:** 1. Write about 3 people who hold space for you and write HOW they do it. These are people who make you feel heard, seen, understood, safe, free to be yourself.



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2. Write about 3 people who do NOT hold space for you and HOW that makes you feel.

3. Write one idea about HOW you can hold space more powerfully for your child.

Video 6: Mirroring and Coregulation

**Notes:** Communication nervous system to nervous system.

**Homework:** Simply NOTICE how coregulation works in your life with the people (and pets!). Notice how others are feeling and consider simply stating what you notice to the person. Then use WAIT time to see what they tell you.

Video 7: SNO Concept

**Homework:** Plan a regularly scheduled time to help your child overhaul their key systems. Be patient and consistent. Maintainers vs. overhaulers. Most kids with EF struggles are NOT maintainers, so they need to do regular system overhauls. Walk them through the process of maintaining on a regular basis – organizing school papers, backpack, planner, inbox, etc..

## Lesson 2: The Most Important Thing

Video 1: The Most Important Thing

**Final homework:** What you do matters! So what are your most important takeaways? Write out a big bulleted list of the most important things that come to mind about what you've learned here? Finally, write out your heart's intention. In other words, how do you intend to use this information and your experience to move forward as you impact the lives of the young people you are trying to help? How are you going to build healthy, secure relationships with kids so they can count on you to see them, hear them, understand them, & support them because these kids need you to optimize their quality of life!