EXECUTIVE FUNCTION AND METACOGNITIVE STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES

William N. Presutti
Director, Regional Center
Florham Campus
Executive Function
Command Center

Development varies from person to person.
Things to keep in mind!

- Brain Research
- Underdeveloped set of executive skills for planning and problem solving
- The issue isn’t they won’t take action but that they can’t
**Development**

**Inhibition and Working Memory: Pre-school**

Planning, attention span and organization—spike at age 5, but don’t peak until mid-20’s

**Adolescents:** All brain systems become faster and more sophisticated, skills of self-monitoring, mental flexibility and persistence come notably stronger.
Maturation Process

- Studies show that even though the executive processes start developing in infancy, these cognitive skills develop at different rates and over a long period of time
What does research tell us?

- Students with disabilities can be as much as three years behind their peers in some aspects of executive function.
- 89-98% of students with ADHD have deficits in EF (Brown, 2005, Barkley, 2008)
Models

Marpou

- Initiation
- Response inhibition
- Task persistence
- Organization, Planning
- Generative thinking
- Use feedback/ modify
Executive Functions Impaired in ADD/ADHD

Executive Functions (work together in various combinations)

1. Activation
2. Focus
3. Effort
4. Emotion
5. Memory
6. Action

(TE Brown (2005))
Models

Barkley

**Behavioural inhibition**
- Inhibit preponent response
- Stop an ongoing response
- Interference control

- **Working memory**
  - Holding events in mind
  - Manipulating or acting on the events
  - Imitation of complex behaviour sequences
  - Retrospective function (hind sight)
  - Prospective function (forethought)
  - Anticipatory set
  - Sense of time
  - Cross-temporal organisation of behaviour

- **Self-regulation of affect/motivational/arousal**
  - Emotional self-control
  - Objectivity/social perspective taking
  - Self-regulation of drive and motivation
  - Regulation of arousal in the service of goal-directed action

- **Internalisation of speech**
  - Description and reflection
  - Rule-governed behaviour (instruction)
  - Problem solving/self-questioning
  - Generation of rules and meta-rules
  - Moral reasoning

- **Reconstitution**
  - Analysis and syntheses of behaviour
  - Verbal fluency/behavioural fluency
  - Goal directed behavioural simulations
  - Syntax of behaviour

**Motor control/fluency/syntax**
- Inhibiting task-irrelevant responses
- Executing goal-directed responses
- Execution of novel/complex motor sequences
- Goal-directed persistence
- Sensitivity to response feedback
- Behavioural flexibility
- Task re-engagement following disruption
- Control of behaviour by internally-represented information
“...metacognitive thoughts are deliberate, planful, intentional, goal-directed, and future-oriented mental behaviors that can be used to accomplish cognitive tasks.” (Flavell, 1971)
Students with Good Metacognition:

- **What is my goal? How motivated am I?**
  - Goal: To get an A on next week’s essay exam.
  - Motivation level: High

- **What do I already know about the topic?**
  - Assess prior knowledge

- **How much time will it take me to study?**
  - Estimate time needed: Set priorities Schedule time

- **What strategies work best for me on essay exams?**
Metacognitive Strategies

1. Student (Self)

2. Brain (How Learning Works)

3. Task (Assignment)
The student needs to know about himself or herself and develop **Self-Awareness** about:

* Learning Strengths
* Learning Weaknesses
* Learning Preferences; and
* Goals / Motivation
Understand how learning and memory function (Information Processing):
- how to prepare for class;
- how to take notes;
- how to approach reading;
- how to prepare to study;
- how long to study.
Know what is expected of you.
- Understand the assignment.
- Use Critical Thinking
Metacognitive Strategies

The Study Cycle

Preview

Preview before class – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

Attend

Attend class – GO TO CLASS! Answer and ask questions and take meaningful notes.

Review

Review after class – As soon after class as possible, read notes, fill in gaps and note any questions.

Study

Study – Repetition is the key. Ask questions such as ‘why’, ‘how’, and ‘what if’.

- Intense Study Sessions* - 3-5 short study sessions per day
- Weekend Review – Read notes and material from the week to make connections

Assess

Assess your learning – Periodically perform reality checks

- Am I using study methods that are effective?
- Do I understand the material enough to teach it to others?

*Intense Study Sessions

1. Set a Goal (1-2 min)
   Decide what you want to accomplish in your study session

2. Study with Focus (30-50 min)
   Interact with material- organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.

3. Reward Yourself (10-15 min)
   Take a break – call a friend, play a short game, get a snack

4. Review (5 min)
   Go over what you just studied

LSU Center for Academic Success
B-31 Coates Hall • 225.578.2872 • www.cas.lsu.edu
Metacognitive Strategies
(paper/pencil or electronic)

* Tools that enable students to be self-directed learners and to determine:
  * What to study
  * What strategies to use
  * How much time to study
  * Are the strategies working?
“If you manage people or are a parent (which is a form of managing people), drop everything and read Mindset.”
—Guy Kawasaki, author of The Art of the Start

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

*parenting
*business
*school
*relationships

CAROL S. DWECK, Ph.D.

“Will prove to be one of the most influential books ever about motivation.”
—Po Bronson, author of Nurtureshock
The Mindset Questions

1. What do you think measured intelligence has to do with success?

2. To what degree do you believe the brain is malleable?

3. What do you believe about the role of effort in success?

4. Do you buy the idea that with hard work & good support, almost any student can accomplish what he/she needs to accomplish in school?

5. What do you do to reinforce or challenge your beliefs in these areas in your classroom?
In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They’re wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.
The Predictive Power of Mindset

Fixed

Success comes from being smart
• Genetics, environment determine what we can do
• Some kids are smart—some aren’t
• Teachers can’t override students’ profiles

Growth

Success comes from effort
• With hard work, most students can do most things
• Teachers can override students’ profiles
• A key role of the teacher is to set high goals, provide high support, ensure student focus—to find the thing that makes school work for a student
Mindset

- Mindsetworks.com
- https://www.mindsetworks.com/Videos
Working Memory

"I forgot to make a back-up copy of my brain, so everything I learned last semester was lost."

Copyright 1997 Randy Glasbergen. www.glasbergen.com
Working Memory

Governs our ability to retain and manipulate distinct pieces of information over short periods of time.
Encoding

• Encoding: the more personally meaningful, the stronger the encoding
• Often can’t:
  • Sort out what information to focus on
  • Keep up with the pace of information
  • Focus on information they don’t find engaging
  • Link new information to what they know
Working Memory

- Working memory: short-term storage
  - Must hold the purpose in mind long enough to perform more complex processes
- Often takes longer to make sense of things and may be unable to
  - Follow through on directions, even when they understand them.
  - Remember what they have just read long enough to make connections to other information.
- Detect patterns, relationships
Make connections and categorize information by linking it to prior knowledge.

File information according to its similarity with things we already know. Retrieve information according to its difference from the information we filled it with.
• May understand something but not be able to retrieve it from long term memory
• May not be able to:
  • Decode/use phonics effectively
  • Transfer or apply skills to unfamiliar situations
  • Follow through on directions or commitments
  • Evaluate new information for relevance
  • Remain calm in testing situation
  • Comprehend while reading or listening
**MEMORY STRATEGIES**

- Mnemonics – Acronyms
- Visual Clues
- Graphic Organizers
- Kurzweil
- Flash Cards
- Note-taking
MNEUMONICS

Acronyms

* Memorize countries in a continent
* South America
* Create silly sentences
Vegetarians Can’t Eat Pork Chops
Venezuela, Columbia, Ecuador, Peru, Chile.
Scandinavian Countries

* Silly sentence/phrase
* Not So Fast
* Norway, Sweden, Finland
Visual Clues

* Draw pictures to help with difficult terms
* Economics – elastic demand vs. inelastic demand
**Foreign Language**
(Key Words)

* Spanish word: “coche” (car)

* Looks like the word “coach” in English

* Silly sentence:
  * The coach is driving my car.
GRAPHIC ORGANIZERS
Different/Visual
Mode of Presentation

* Data Retrieval Chart
* Three legal forms of business organization
### Legal Organizations of Firms

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proprietorship (Sole)</td>
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<tr>
<td>Partnership</td>
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<tr>
<td>Corporations</td>
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</table>
GRAPHIC ORGANIZERS

* Good when comparing / contrasting - Venn Diagram

The following is a Venn Diagram used by Medical Researchers showing the overlapping genes associated with different brain diseases.

**WHALES**
- have hair
- live in water
- have fins
- can swim
- breathe air

**FISH**
- lay eggs
- have scales
- breathe water

**Alzheimer’s disease model**
- 318 genes

**Multiple Sclerosis model**
- 708 genes

**Stroke model**
- 2701 genes

**Image Source:** http://www.pasteur.gr
GRAPHIC ORGANIZERS

http://www.inspiration.com/Inspiration

Inspiration/Kispiration
* Scan and read program
  * Used for testing accommodations
  * Scan test; computer reads to student
* Study Toolbar
  * Highlight, make notes, extract into study guides

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Supporting Ideas</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Types of Unemployment</td>
<td></td>
<td>- change jobs or take new jobs during the year.</td>
</tr>
<tr>
<td>Frictional Unemployment</td>
<td>- some workers to become unemployed</td>
<td>- there will always be some frictional unemployment</td>
</tr>
<tr>
<td></td>
<td>- they cannot find jobs that use their particular skills.</td>
<td>- job-hunting costs</td>
</tr>
<tr>
<td>Structural Unemployment</td>
<td></td>
<td>- workers who did not have the ability, training, and skills</td>
</tr>
<tr>
<td></td>
<td>- related to business fluctuations.</td>
<td>necessary to obtain available jobs.</td>
</tr>
<tr>
<td>Cyclical Unemployment</td>
<td></td>
<td>- recessions and depressions.</td>
</tr>
<tr>
<td>Seasonal Unemployment</td>
<td>- comes and goes with seasons of the year in which the demand for particular</td>
<td>- construction workers can often work only</td>
</tr>
<tr>
<td></td>
<td>jobs rises and falls.</td>
<td>- construction workers can often work only during the warmer months;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summer resort workers can usually get jobs in resorts only during</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the summer season.</td>
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<tr>
<td>Price Index</td>
<td>- defined as the cost of a market basket of goods today, expressed as a</td>
<td>- consumer price index (CPI),</td>
</tr>
<tr>
<td></td>
<td>percentage of the cost of that identical market</td>
<td>- producer price index (PPI),</td>
</tr>
<tr>
<td></td>
<td>basket of goods in some starting year, known as the base year;</td>
<td>- GDP deflator,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- personal consumption expenditure (PCE) index.</td>
</tr>
<tr>
<td>CPI</td>
<td>- measure changes only in the level of prices of goods and services purchased</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by consumers.</td>
<td></td>
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<tr>
<td>PPI</td>
<td>- attempts to show what has happened to the average price of goods and services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>produced and sold by a typical firm. (There are also wholesale price indexes)</td>
<td></td>
</tr>
<tr>
<td>GDP deflator</td>
<td>- most general indicator of inflation</td>
<td>- it measures changes in the level of prices of all new goods and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>services produced in the economy.</td>
</tr>
<tr>
<td>PCE Index</td>
<td>- measures average prices using weights from surveys of consumer spending.</td>
<td></td>
</tr>
</tbody>
</table>
Studying/Memorizing

- Electronic flashcards
  - Quizlet.com:
  - https://vimeo.com/31146219
  - https://quizlet.com/latest
  - Flashcardmachine.com
- Videos
  - TED Talks
  - Khan Academy
  - YouTube
* **Term** (Pax Romana)
* **Location/time frame** – Period of prolonged peace – Roman empire
* **Why unique** – Time of tolerance and diplomacy in which emperors cooperated with the senate
* **Detail** – It was during the reign of the “Five Good Emperors”

* **Importance** – It enabled people to gather wealth and led to an increase of culture and civilizations
www.puzzlemaker.com
(cross-word search)
Livescribe Pen

- Records lecture while taking pictures of the notes you are writing
  - You must use the specialized dot matrix paper
- Plug the pen into your computer and download the written note and audio
- Share notes with friends
- www.livescribe.com
Planning and Prioritizing

Helps us to decide on a goal and a plan to meet it
Planning and Prioritizing/Problem Solving

- Getting started, meeting goals, accessing resources
- Become more and more reluctant, thinking of themselves as not capable
- I can’t rather than I won’t
- Overwhelmed
- Severe consequences are not always useful
- May be related to memory
Task Initiation

Helps us to take action and get started
Organization

Enables us to keep track of things physically and mentally
Organization

- Do not see reasons for their disorganization, so don't learn from them even though told repeatedly
- Need modeling and practice
- Many times short check-in’s are very effective
Self-Control

Impulse and Emotional Control

Keep Calm and HAVE SELF-CONTROL

Enables us to set priorities and resist impulsive actions or responses
Self-Control
Impulse and Emotional Control

- Keeps responses proportional to the issue at hand
- Emotional part of brain takes over the thinking brain: overreact or underreact
- Hard for outsiders to remember these behaviors are not intentional or not uncaring
Mental Flexibility

Helps us to sustain or shift attention in response to different demands or to apply different rules to different settings
Mental Flexibility

• Pays attention to everything
• Work hard but do not get their work done or done well: Lack of purposeful attention
• Social Cues
TOTAL NUMBER OF HOURS IN A WEEK = 168

Weekly activities – working, sleeping, socializing, attending classes, etc

Facebook, texting???

Left over time…..studying
<table>
<thead>
<tr>
<th>activity</th>
<th>calculation</th>
<th>activity</th>
<th>calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td># of hours of sleep/night (avg)</td>
<td>____ x 7 = ____</td>
<td>Number of hours for work per week</td>
<td></td>
</tr>
<tr>
<td># of hours for getting ready (ex. Shower/make-up)</td>
<td>____ x 7 = ____</td>
<td>Number of hours in class per week</td>
<td></td>
</tr>
<tr>
<td># of hrs for meals/snacks (including preparation time)</td>
<td>____ x 7 = ____</td>
<td>Number of average hours per week socializing, dates, etc.</td>
<td></td>
</tr>
<tr>
<td>Total travel time (weekdays)</td>
<td>____ x 5 = ____</td>
<td>ADD UP ALL THE HOURS</td>
<td></td>
</tr>
<tr>
<td>Total travel time (weekends)</td>
<td>____ x 2 = ____</td>
<td>THEN SUBTRACT THE ABOVE VALUE FROM 168</td>
<td></td>
</tr>
<tr>
<td># of hrs for regularly scheduled functions (e.g. clubs, volunteering, church, etc.)</td>
<td>____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Borrowed from the University of British Columbia
http://prc.housing.ubc.ca/files/time_management_tracking_sheet.pdf
“I love reading. I read about 3 hours a day. My favorite book is Facebook.”
TIME MANAGEMENT AND ORGANIZATION

• Planner/Calendar: Google/Outlook: Have a plan!

• iPhone/iPad Apps
  My homework https://www.youtube.com/watch?v=bdFZx1IRCVE (25)
  • Tracks due dates for homework, papers, exams
  • Class Schedule
  • Free

• Assignment Calculator:
  Fresno State Assignment Research Calculator
  Good time management tool for students with due dates for each portion of the assignment as well as information about approaching that portion http://ios.lib.csufresno.edu/arc https://rpc.elm4you.org/

• Tracking Sheet
Chunking down is the process of breaking larger assignments or sections of information into smaller, more manageable units that memory can process.

- Manage Distractions
Reading Strategy

* Multipass
MULTIPASS
Reading Strategy for Textbooks

* Survey
* Size-Up
* Sort-Out
* Summarize
Survey

* Become familiar with the textbook
* Does each chapter have introduction/summary?
* How is textbook organized?
* Are there questions at the end of each chapter?
Size-Up

* Get some more information about the chapter without reading the chapter
* Read the questions at the back of the chapter
* Read the vocabulary that may be in the margin
* Read each heading of the section
Sort-Out

* After reading the headings...
* Read Introduction and Summary
* Read first paragraph...last paragraph under each heading
* Check to see if you can answer any questions from back of chapter
Summarize Using Multipass Frame

- Model process with textbook students chose
- Students fill in the multipass frame
Test Taking Strategies
Start with a Game Plan

* Be realistic and make a schedule
  * Mid-terms: 3 exams in one week
* Prepare across several days
  * Cramming is a short term fix. Application of knowledge requires time-long term memory
* Don’t just go over it, get into it. Study with a partner or group
* Test yourself: One of the most effective strategies (Quizlet) https://quizlet.com/subject/Sociology-David-M.-Newman/
* Mix it up. You will not be tested in the order that it is presented in the textbook
* Believe in yourself—use your accommodations
Test Taking Strategies

* Plan out your study time: Have a plan!
* Reduces test anxiety
* Find out format of exam
* Find out length of time of exam
* Find out what chapters/information will be covered
* Types of test questions
Multiple Choice

- Study Strategy must match type of test
- Read question – put hand over answers
- Cross out answers you know are incorrect
- Be careful with ALL of the above/NONE of the above
- If unsure, go with your first selection
True/False

* 50% chance of correct answer
* Look for key words (all, none, never, always) – these 100% modifiers are usually FALSE
* Key words (usually, sometimes, generally) – these types of modifiers are usually TRUE
* Circle modifiers, important terms
* If any part of statement is false, answer should be false
Essays

- Jot down brief outline in margin as soon as you read the question
- Budget your time
- If not sure of a specific area – e.g. write in the west, south, etc.
- If not sure of specific time period – e.g. write in the 1800s
- Write something
## Use Four Levels of Response on Objective Test Questions

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate Response</td>
<td>• Answer is the result of effective studying.</td>
</tr>
<tr>
<td></td>
<td>• You immediately know the correct answer.</td>
</tr>
<tr>
<td>Delayed Response</td>
<td>• Work with the question further before moving to a new question.</td>
</tr>
<tr>
<td>Assisted Response</td>
<td>• Use other parts of the test for clues.</td>
</tr>
<tr>
<td>Educated Guessing</td>
<td>• Use a set of strategies as a last resort to arrive at an educated choice for an answer.</td>
</tr>
</tbody>
</table>

Taken from Wong, Linda. Essential Study Skills. 7th edition
Growth

• The brain will continue to mature and develop connections well into adulthood
• A person’s executive function abilities are shaped by brain changes and life experiences. *Mindset* by Carol Dweck
• Attention to these skills is crucial
• Direct instruction, frequent reassurance and feedback
Self-Monitoring

Allows us to evaluate how we are doing
Self-Monitoring

- Cannot accurately evaluate the quality of their work
- Cannot figure out a way to improve their performance
- Do not ask for help because they cannot identify what they need
- Can feel powerless
Everything in one place, always with you, multiple devices

Consistent language

Calendar

Sharing documents

Tracking edits

www.mmatp.com

www.mmatp.com/ChromeAT
Over 30 years of service to students with a diagnosed language-based learning disability

Metropolitan Campus/College at Florham

Application to FDU separate from Regional Center

No additional fee
Support Format

- Small group/weekly meetings
- Freshmen receive up to 4 supports, sophomores receive 3, juniors/seniors 1-2
- Drop-in time available
Metacognitive Strategies Course

- Two semester credited course -- required for Freshman
- Topics –
  - Critical Thinking
  - Learning styles
  - Memory strategies
  - Time management/organization
  - Goal setting
Metacognitive Strategies Course (continued)

* Note-taking skills
* Listening strategies
* Stress management
* Self-motivation/self-advocacy
* Career Development
* Assistive Technology
Counseling

* Required for freshman
  * Adjustment to college life
  * How to approach a professor for help
  * Self-Advocacy
* Other students as needed
* Accommodations
* Priority Registration
Regional Center Summer Experience Program

- Two week program in July – Metro Campus only
- Non-residential
- Metacognitive strategies
- Technology resources
- Writing instruction
- Afternoon option – remedial math or Orton-Gillingham reading instruction
Regional Center for Learning Disabilities

LD Virtual Tutoring
OUR Supports are content based on the syllabus... with specific learning strategies infused as needed.
ZOOM: Why we love it and why our students do too ....

- **ACCESSIBILITY**: Functions simply and easily on any device (Mobile, tablet, iPad, desktop, laptop)

- **FLEXIBILITY**: Supports a student’s ability to juggle busy schedule and still receive

- **INTUITIVE**: Easy to learn and navigate

- **FUNCTIONALITY**: Share screen option + whiteboard allow for shared working environment

- **ADAPTABILITY**: Use of other plug in devices – iPad/tablet with stylus for mathematics.

- **AUTOMATED SCHEDULING**: Recurring calendar reminders can be set or entire semester
LD Virtual Tutoring can support virtually any college-level undergraduate or graduate class, from basic prerequisite to advanced classes.

Tutoring services focus on the assignments and desired outcomes of a specific class as outlined in the course syllabus.

<table>
<thead>
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<th>Courses Supported:</th>
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<tr>
<td>Art</td>
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<td>Biochemistry</td>
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<td>Biology</td>
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<td>Business Administration</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Communication and Media Studies</td>
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<tr>
<td>Computer Science</td>
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<td>Criminology</td>
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<tr>
<td>Education</td>
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<tr>
<td>Engineering</td>
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<td>English</td>
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<td>Entrepreneurship</td>
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<td>Film</td>
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<tr>
<td>Finance</td>
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<td>Foreign Language &amp; Literature</td>
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<tr>
<td>History</td>
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<td>Hospitality</td>
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<td>Humanities</td>
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<td>International Studies</td>
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<tr>
<td>Literature</td>
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<tr>
<td>Management</td>
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<td>Marine Biology</td>
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<td>Marketing</td>
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QUESTIONS