

Executive Functions: Self-Assessment

PURPOSE

This tool helps adults reflect on their own executive function skills.

DIRECTIONS:

Answer the questions below to reflect on your own executive function skills, as well as the conditions that support or hinder them. Consider how challenging it can be to use your executive function skills in each context.

Executive Functions Self-Assessment

At work or school:	Never challenging	Sometimes challenging	Often challenging	Always challenging
Getting started on my work right away				
Keeping track of and completing many small tasks				
Sustaining attention on a task until it is complete				
Resisting distractions				
Receiving and discussing many details about a project, without writing them down				
Trying a different way of doing things when I get stuck or fail				
Allowing others to speak without interruption				
Going along with a good idea if that is what others think is best				
Sitting still and not fidgeting during a longer task, like a meeting				
Waiting to share my thoughts or opinions if necessary				
Adjusting easily to changing circumstances or directions				
At home:	Never challenging	Sometimes challenging	Often challenging	Always challenging
Getting started on the things I must do right away				
Keeping track of and completing many small tasks				
Sustaining attention on a task until it is complete				
Resisting distractions				
Receiving and discussing many details about a story being told to me by a friend				
Trying a different way of doing things when I get stuck or fail				
Allowing others to speak without interruption				
Going along with a good idea if that is what others think is best				
Sitting still and not fidgeting during a longer task, like a movie				
Waiting to share my thoughts or opinions if necessary				
Adjusting easily to changing circumstances or directions				

Reflect:

When it comes to executive functions, what is easiest for you? What is most challenging? What about your environment supports or hinders your executive functions?

Thinking about your own experiences, might the classroom environment help or hinder your students' executive function skills?

Emotion Regulation: Emotional Response Strategies List

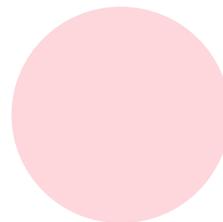
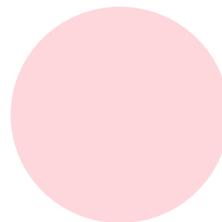
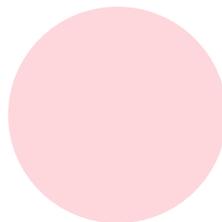
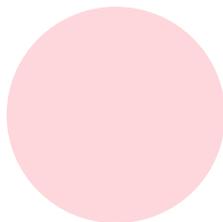
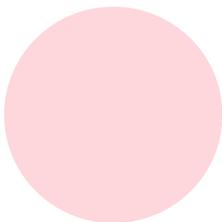
Name:

Date:

When I feel

I can

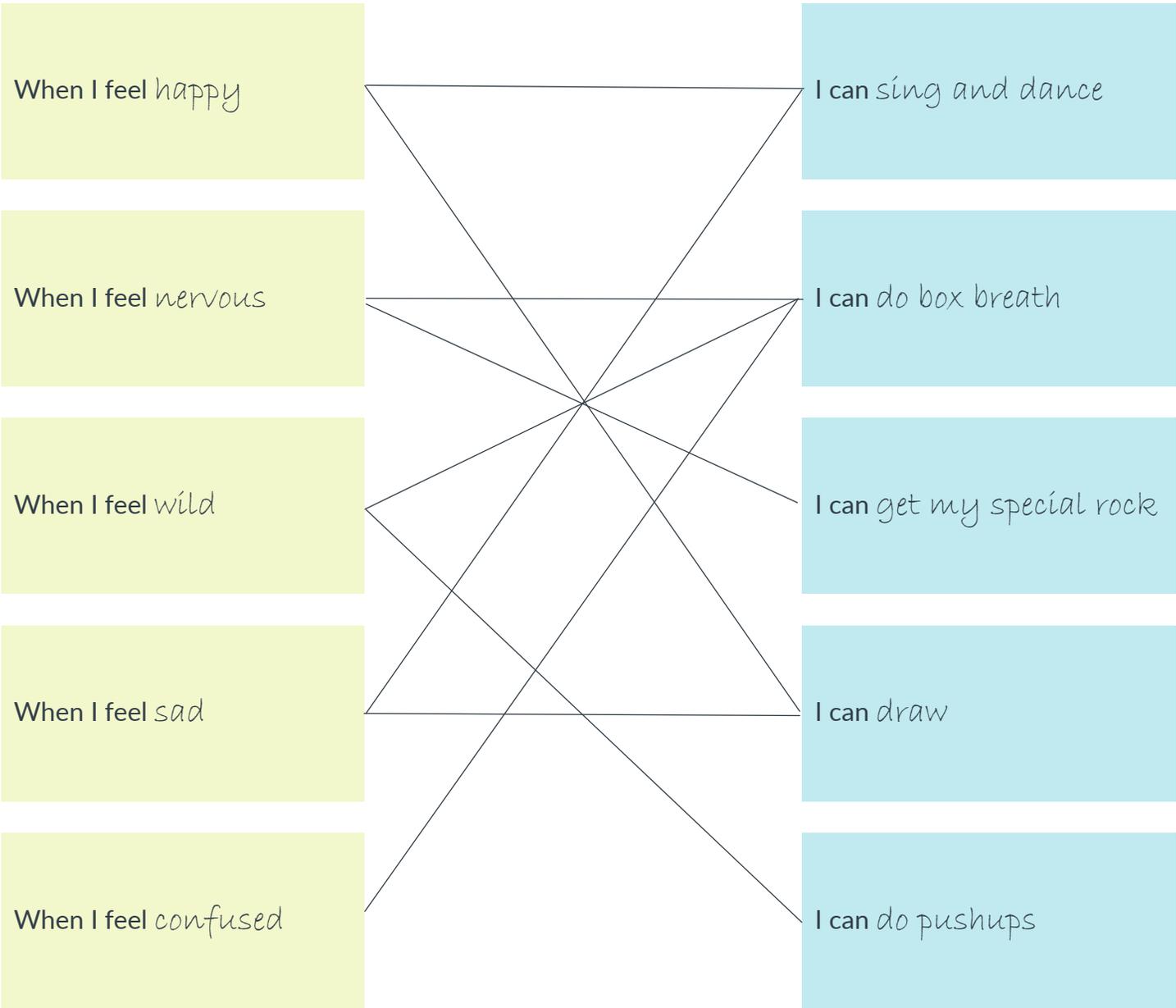
If I have strong feelings and don't know what to do, I know I can get support from:



Emotion Regulation: Emotional Response Strategies List [SAMPLE]

Name: *Johnny Jones*

Date: *12/16/2018*



If I have strong feelings and don't know what to do, I know I can get support from:

Mrs. Marshall

Dad

my neighbor Anna

my friend Noah

Kelly at church

Emotion Regulation: Literacy Integration Tips

PURPOSE

This tip sheet illustrates predictable ways that educators can incorporate thinking that supports emotional regulation into literacy lessons.

DIRECTIONS:

Use these tips with any literacy lesson plan that provides opportunities to think about how characters or real people respond to emotional situations.

Literacy Lesson Plan	
Hook (2 minutes)	As you select texts for read-aloud, it can be helpful to choose a balance of texts that support students in visualizing strong moral mentors, such as biographies of admirable people, as well as books that demonstrate children grappling with challenges and making mistakes. These texts should include characters that are highly relatable as well as characters that might help students build empathy for difference.
Name the Learning (5 minutes)	Many of the literacy Common Core Standards explicitly ask students to adopt the perspective of characters in their books. Use these standards as an opportunity to practice the Think, Feel, Choose, Do protocol with characters in classroom texts.
Objective:	Use literacy lessons as an opportunity to reinforce all feeling words and vocabulary. As you ask students to think about how they're able to identify feeling words that go with characters, support them in building a repertoire of ways to discuss characters' emotional responses and to identify the partners of thoughts, feelings, choices and actions that characters encounter.
Active Engagement (10 Minutes)	Vocabulary
Independent Practice (10 Minutes)	When considering a character and discussing their actions as well as the plot of books, consider incorporating questions such as: <i>What were they feeling?</i> <i>How do you know?</i> <i>What were they thinking about? What was going on around them? Who was there?</i> <i>What did they do with those thoughts and feelings?</i> <i>What happened next? Were there positive or negative consequences?</i> <i>Did they have a different choice they could have made?</i>
Discussion (5 minutes)	
Closing (2 minutes)	As you close out the lesson, this is an important time to support students in transferring what they learned to situations that they may encounter in the future. For example, they may be able to use a strategy a character used, learn from a character's mistakes, or recognize a new emotion in themselves when they do something like what they noticed a character doing.