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| **EF Area** | **Areas of Common Difficulty – Elementary** | | | | |
| ***Beginning/End of Day*** | ***Studying for Tests*** | ***Long-Term Projects*** | ***Homework/ Notebook Organization*** | ***Problem-solving***  ***(Including social)*** |
| ***Emotional Control*** | * Identify “soft signs” of anxiety or stress * Identify/ troubleshoot stressors prior to starting task * Teach coping strategies   Visual cues to support routine | * Identify “soft signs” of anxiety or stress * Identify/ troubleshoot stressors prior to starting task * Use stress-reduction techniques (breathing, etc.) * Teach coping strategies * Set attainable goals for improving performance and develop a plan for improvement (notebook) * Give a “pep talk” to encourage * Recognize anxiety soft signs in students and do a “tap back” to de-escalate | * Identify “soft signs” of anxiety or stress * Teach coping strategies * Identify/ troubleshoot stressors prior to starting task * Specific feedback on what was done well * Recognize avoidance and talk with students * Have check-in times on a timeline to support completion of project chunks. * Tap into student interest and learning style * Do project with a buddy to share responsibilities | * Identify/troubleshoot stressors prior to starting task * Communicate among teacher teams to help support student difficulties * Teach coping strategies * First/then to allow student to look forward to an activity they enjoy * Teach what to do if student didn’t do homework instead of panicking | * Identify/troubleshoot stressors prior to starting task * Teach coping strategies * Provide brain breaks from activities, especially if frustrating for a student * Teach students to identify if there is a problem or a stressor and brainstorm possible solutions * Teach how to work with other students socially and academically * Power cards * Social stories |
| ***Inhibitory Control*** | * Reduce distractions * Use reinforcers/incentives * Provide appropriate praise when a student is on task during a situation you know would be distracting. * Use competing distractors (interests/social situations) as either reinforcers, motivators or manipulate into choices/topics for the paper (ie Minecraft, trains) * Make expectations known * Give time to socialize or move around within the routine * Use visuals to remind student of expectations * Create a signal with the student to let them know privately to inhibit behavior | * Reduce distractions * Use headphones/ music if helpful; avoid if not * Offer fidgets * Create an environment with all essential materials * Use reinforcers/incentives * Provide appropriate praise when a student is on task during a situation you know would be distracting. * Create a signal with the student to let them know privately to inhibit behavior * Provide breaks | * Provide appropriate praise when a student is on task during a situation you know would be distracting. * Use competing distractors (interests/social situations) as either reinforcers, motivators or manipulate into choices/topics for the paper (ie Minecraft, trains) * Check in with student to prevent off-task behavior and help focus * Pair student with a partner that will support rather than feed into off-task behavior | * Use reinforcers/incentives * Provide appropriate praise when a student is on task during a situation you know would be distracting. * First/then to allow student to look forward to an activity they enjoy. This can help them suppress the desire to do the “fun” thing first. * Send suggestions home to parents regarding how to help a student stay focused and take productive breaks | * Parking lot for extraneous questions/ideas * Teach students how to recognize when they are off-task * Have a plan with student to identify what gets them off task or makes them do distracting things and identify solutions * Create a signal with the student to let them know privately to inhibit behavior |

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| ***Goal setting/***  ***planning*** | * Use reinforcers/incentives * Choose one part of the routine to focus on for independence until the student masters it, then choose another part. | * Students collect their own data and set goals for future tests * Offer a study strategies menu and have students select method which best matches test content * Use reinforcers/incentives * Have student chart progress and plan how to improve scores/grades/performance | * Use reinforcers/incentives * Have check-in times on a timeline to support completion of project chunks. | * Use reinforcers/incentives * “First/then” so they can predict and have some control over what and when they do it * Check in with student daily to sign notebook/planner | * Teach which solutions to problems to try first and predict an outcome |
| ***Organization*** | * Break tasks into sub-components (first, next, last) * Walk students through the routine with visuals, then fade physical support to visuals reminders/organizers, only | * Teach students to read texts and highlight/take notes for key information * Study guide * Break tasks into sub-components (first, next, last) | * Break tasks into sub-components (first, next, last) * Have check-in times on a timeline to support completion of project chunks. | * Break tasks into sub-components (first, next, last) * Folder system with a homework folder with a “to do” side and “turn in” side. Keep in a trapper. | * Teach which solutions to problems to try first, second, third and predict an outcome * Toe-stubbers journal of things that went well and things they could have done differently |

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| ***Initiate***  For more anti-procrastination strategies:  http://tinyurl.com/bz73x39 | * Worst-first * Break task down into chunks or steps; pre-teach as necessary * Make the topic of interest or give choice to increase motivation to begin (circle time, morning meeting) * Use visuals | * Integrate mini-study sessions to the end of each period * Create a studying to-do list with tasks broken into manageable chunks, with a plan for strategies to study for each type of content * Look for ways to integrate technology or social interaction to make studying more motivating * Electronic reminders to study (email, text message, etc.) | * Worst-first * Break task down into chunks or steps; pre-teach as necessary * Begin with end in sight * Provide examples of the end product to clarify thinking * Walk through the chunks, timeline, procedures, rubric, etc. with the student to check for misunderstanding or what might decrease motivation to begin * Teach student to use timers * Use competing distractors (interests/social situations) as either reinforcers, motivators or manipulate into choices/topics for the paper (ie Minecraft, trains) * Teach student to use timers | * Consistent routine/location/ prompt for turning in homework * “first/then” to get them going. They also know there is an end in sight. | * Use of warnings and/or environmental cues when students need to begin |
| ***Working Memory*** | * Reduce distractions * Chunk, pause, repeat, especially if new routine * Use routine to increase independence | * Study guide * Integrate use of mnemonics when appropriate (e.g., PEMDAS, Soh-Cah-Toa) * Integrate sensory experiences/ideas into instruction to help students activate memory * Give copies of teacher presentation materials, as well as students’ own notes * Design questions that make connections, integrate and apply knowledge and are relevant. * Self-talk and metacognitive discussion to make connections to transfer into long-term memory * Chunk, pause, repeat (during test review) | * Design projects to make connections, integrate and apply knowledge and are relevant. * Use rubrics for expectations on content and format | * Design homework to practice skills not already mastered, but similar to what was learned in class and practiced. * Use key words to cue * Homework list and explanations/expectations (post on a blog or allow students to take pictures of the assignments on the board) * Video or voice-record a reminder of assignments for the evening. Students access from school website. | * Chunk, pause, repeat * Pre-teach some students key concepts through repetition using motivating talking avatars |

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| ***Shift*** | * Prompt/teach transitions * Use visuals to assist shift mentally and emotionally | * Use strategies to reduce distractions and increase inhibitory control, to prevent loss of momentum when studying * Ensure that students study in a comfortable environment with familiar materials, vocabulary, setting, etc. so they are not distracted by novelty * When appropriate, offer closed-ended tasks to avoid tangents and novelty * Study Buddies: students can help each other when they get stuck | * Use visuals to assist shift mentally and emotionally during the project * Prompt/teach transitions | * Set up a homework routine * Use a timer to indicate brain breaks. Also, when to come back from a break. | * If, then discussions to assist shift if difficult situations * Social stories * Comic strip conversations |
| ***Self-Monitor*** | * Students self-evaluate and match teacher expectations * Cultivate student ownership of EF strategies and evaluate effectiveness of each strategy used * Use 5-point scales to rate anything from emotions to effort to organization, etc. | * Create a studying to-do list and/or study guide, students check off progress toward completion. * Offer a study strategies menu and have students select method which best matches test content * Cultivate student ownership of EF strategies and evaluate effectiveness of each strategy used * Use predetermined cues to keep the student on track and cues to let the adult know they know they are on track. Check-in, for example, when a student completes a “chunk”. * Use 5-point scales to rate anything from emotions to effort to organization, etc. * “how did I do?” | * Individual expectations/ accountability for group projects * Rubric with clear expectations, including grammar/ mechanics * Students self-evaluate with rubric and match teacher evaluation * Timeline with specific dates/subtasks to be completed * Cultivate student ownership of EF strategies and evaluate effectiveness of each strategy used * Use 5-point scales to rate anything from emotions to effort to organization, etc. | * Develop consistent mechanism for reviewing work completion and setting goals * Cultivate student ownership of EF strategies and evaluate effectiveness of each strategy used * Use 5-point scales to rate anything from emotions to effort to organization, etc. | * Be open with students about what they are expected to know and do both academically and behaviorally/socially. * Cultivate student ownership of EF strategies and evaluate effectiveness of each strategy used * Use 5-point scales to rate anything from emotions to effort to organization, etc. * In a goal notebook, have student rate how they have been doing on an identified challenge and if they need to use a different solution * Decide which level of scaffolding is best for them and how they are feeling at the time. (tired, alert, distracted, etc. so they can strategically choose their level) |