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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
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| ***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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| **EF Area** | **Areas of Common Difficulty – Elementary** |
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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
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| ***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
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| ***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
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| ***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)
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