

RESPONSE INHIBITION

The ability to stop and think before you act. Resisting the urge to say or do things.

Looks Like...

- Calling out in class
- Pushing to the front of the line
- Grabbing toys
- Doesn't listen to all of the instructions before getting started
- Needing to go first

Teachers Can...

- Give one instruction at a time.
- Record your instructions to the class.
- Give preferential seating
- Redirect calmly and patiently
- Provide time for the student to talk. If they know they will have your attention later they may be able to hold their comments or questions.
- Remove distractions in the environment
- Teach kids to stop and wait – play games like Red Light Green Light & Simon Says

Students Can...

- Record the instructions
- Use a fidget tool
- Make a good choice about who to sit with
- Jot down questions to ask at an appropriate time

WORKING MEMORY

Developed by @jessilalonde

Holding information in your memory while performing complex tasks.

Looks Like...

- Forgetting instructions
- Forgetting information that was just given
- Losing train of thought halfway through a ...

Teachers Can...

- Provide copies of anchor charts, multiplication charts, etc. for the student to access when needed.
- Pair verbal instructions or information with visuals
- Believe the child when they say they forget.
- Make connections between new material and what is important to the student.
- Record instructions
- Provide copies of notes

Students Can...

- Use memory tricks like BEDMAS
- Make use of anchor charts, etc.
- Make lists or charts. Try an app like Google Keep
- Highlight important information
- Make voice notes in a "what's important for today" list

SUSTAINED ATTENTION

Developed by @jessilalonde

Paying attention even if you are tired, bored or not interested.

Looks Like...

- Easily distracted
- Can't listen to a lot of information or instructions at once
- Misses out on details like spelling, punctuation, etc.

Teachers Can...

- Provide breaks
- Minimize distractions
- Ensure that the student knows what to do
- Come up with a private signal to prompt the student to return to task
- Routines let students know what is coming next – make this visual and accessible to students
- Options to work in a different space
- Frequent check ins
- Chunk information and tasks

Students Can...

- Record the instructions – listen again if you get off track
- Use a fidget tool
- Make a good choice about who to sit/work with
- Use proofreading tools
- Take breaks
- Use headphones, earbuds to block noise
- Break tasks into small chunks

EMOTIONAL CONTROL

Developed by @jessilalonde

Managing feelings so you can be successful and productive.

Looks Like...

- Has difficulty accepting feedback
- Holds grudges and has trouble getting over things
- Hesitant to take risks if it might not go well
- Big outbursts
- Emotional roller coaster
- Reactions out of proportion to what has happened

Teachers Can...

- Use a system like Zones of Regulation to teach students about managing their emotions
- Allow the student to take a break when feeling frustrated
- Come up with a signal that you and the student can use to check in about how they are feeling
- Practice calming strategies with your class
- Reinforce students for using strategies

Students Can...

- Learn to name your emotions
- Accept what you are feeling
- Recognize how your body feels with different emotions.
- Take care of yourself – get enough sleep, eat healthy
- Use your calming strategies

COGNITIVE FLEXIBILITY AND GROWTH MINDSET

Adapting to changes, obstacles and/or mistakes by revising your plan. Seeing things from different sides. Believing that you can be good at anything because abilities aren't fixed.

Developed by @jessilalonde

Looks Like...

- Has trouble with changes to the schedule
- Struggles with group work
- Doesn't see multiple solutions to a problem
- Has trouble trying a new strategy when things don't work

Teachers Can...

- Give lots of notice and reminders about changes to the schedule
- Give prompts in new situations – don't assume the student will generalize from one situation to another
- Start with something the student is successful at and build in the new skill

Students Can...

- Practice scripts for new situations
- Make self advocacy cards to let teachers know more about you
- Use calming strategies
- Practice positive self talk
- Play games like "This Is Not" to see other solutions
- Apply skills from successful situations to new ones
- Set small achievable goals
- Ask for help
- Keep track of/celebrate your successes
- Remember its okay to make mistakes

ORGANIZATION

Developed by @jessilalonde

Coming up with and following strategies to keep track of information, materials and tasks.

Looks Like...

- Messy desk or locker
- Loses things frequently

Teachers Can...

- Show students how to organize their binders, etc.
- Review binders weekly to help with organization
- Teach effective use of graphic organizers
- Clearly mark places for the student to keep blogs or classroom materials
- Establish a daily routine

Students Can...

- Use graphic organizers to collect your thoughts
- Colour code your notes and binders
- Use technology so pages don't get lost
- Use an app like Google Keep to remind you of what you need to do
- Use a planner or calendar (digital or otherwise) to schedule upcoming events and tasks.
- Use graph paper for math to keep numbers and columns lined up
- Clean out your backpack once a week

PRIORITIZING AND PLANNING

Developed by @jessilalonde

Deciding what tasks are the most important and making a plan to complete them.
Knowing what is important and what isn't.

Looks Like...

- Has difficulty keeping track of upcoming events
- Often misses deadlines and due dates
- Difficulty deciding what is important
- Gets stuck on small, unimportant details

Teachers Can...

- Check in with student on a regular basis to make sure they are not falling behind.
- Use graphic organizers to help student break down the task into chunks.
- Turn rubrics into checklists

Students Can...

- Set smaller deadlines along the way.
- Use graphic organizers to break down the task into chunks.
- Make sure you know exactly what your task is
- Break your task down into steps
 - What needs to be done first
 - What things need to happen before other steps

TIME MANAGEMENT

Developed by @jessilalonde

Estimating and using time effectively to stay within time limits and deadlines.

Looks Like...

- Unfamiliar with the schedule even though it has been the same for a while
- Doesn't finish tasks on time
- Doesn't have a sense of what time it is or how much time has passed

Teachers Can...

- Remind students when there is 5 minutes left, etc.
- Use an app like Remind to notify parents and students of upcoming assignments and events.
- Use a visual timer
- Make a visual schedule and post it in your classroom

Students Can...

- Set alarms on phone or iPad to remind yourself about events and daily transitions
- Take a picture of the classroom schedule and/or homework board

TASK INITIATION

Developed by @jessilalonde

Getting started on a task.

Looks Like...

- Difficulty getting started
- Trouble getting to school on time
- Hesitant to jump into new tasks

Teachers Can...

- Provide visuals reminders of what is expected
- Teach self talk
- Be clear about exactly what you want the student to do
- Modify if it looks too daunting
- Have a variety of levelled pages (some with less text)
- Give them just one thing to start
- Do a bit of a task analysis to figure out which part is stressing them out

Students Can...

- Use advocacy skills to ask for help getting started
- Make sure you understand what to do – ask for clarification if needed
- Use positive self talk

GOAL DIRECTION/PERSISTENCE

Developed by @jessilalonde

Persevering and completing tasks.

Looks Like...

- Gets distracted part way through a task
- Doesn't finish tasks
- Gets frustrated if the computer acts up

Teachers Can...

- Clearly outline learning goals and success criteria
- Provide models and exemplars
- Opportunities for peer editing and revising
- Use a visual timer – make it seem doable
- Connect to something valuable and interesting to them – build in choice
- Turn rubrics into checklists
- Check in often
- Simplify expectations
- Provide options and choices

Students Can...

- Advocate for choice
- Set small goals for yourself
- Take breaks when you meet small goals
- Work with someone to make a plan for what getting it done looks like

METACOGNITION

Developed by @jessilalonde

Noticing how you're doing and thinking about how you're thinking.

Looks Like...

- not knowing when things aren't going well

Teachers Can...

- Reinforce success criteria and Learning goals
- Go over work with them
- Develop next steps together
- Monitor predicting in reading
- give descriptive feedback

Students Can...

- Read/ listen to teacher feedback
- Assess your own work – can you give yourself stars and steps?
- Check in part way through the process to make sure you are on the right track.

EF Domains from @LCFaith