

5	4	3	2	1
Never	Rarely	Sometimes	Often	Always

## EF Checker for Early Childhood Educators

Activated Learning Teaching Approach ©Laurie Faith, 2023, @LCFaith, laurie.faith@utoronto.ca

Item	RESPONSE INHIBITION	Score
1	I find it hard not to jump in and help when kids are struggling.	
2	I intervene in disagreements/problems before I know what is going on.	
3	I sometimes finish children's sentences.	
	<b>Total Score for Response Inhibition</b>	
	<b>WORKING MEMORY</b>	
4	It's hard to keep track of how children's long stories began.	
5	When packing snacks or backpacks I find myself saying, "Wait. WHICH backpack did I put that water bottle into?"	
6	When I'm immersed in play, you'll speak to me and I won't hear it.	
	<b>Total Score for Working Memory</b>	
	<b>EMOTIONAL CONTROL</b>	
7	When students are upset, I feel MY temperature rising.	
8	If a child hits me, bites me, or says something hurtful to me it takes me a while to cool down.	
9	I don't really use specific strategies to calm down and relax.	
	<b>Total Score for Emotional Control</b>	
	<b>COGNITIVE FLEXIBILITY</b>	
10	I'd rather just plan activities on my own. It's very challenging to co-plan with my colleagues.	
11	When I'm playing with kids, I have a certain idea about how the game works and I'm not open to changing the rules.	
12	I like to finish things. It makes me frustrated when learners dismantle their Lego projects or rearrange their room.	
	<b>Total Score for Cognitive Flexibility</b>	
	<b>SUSTAINED ATTENTION</b>	
13	When I'm reading to children, I'll suddenly 'wake up' and realize I haven't been paying attention.	
14	When children are speaking to me, I find it hard to keep still and look at them. I tend to cut in, multi-task, or miss the point.	
15	It is hard to observe just one student. I get distracted.	
	<b>Total Score for Attention</b>	
	<b>TASK INITIATION</b>	
16	I need an extra cup of coffee to get going in the morning.	
17	I tend to start paperwork a little late.	
18	I find it hard to get going when a station or activity needs to be changed. So much to gather, plan, and organize!	
	<b>Total Score for Task Initiation</b>	

	<b>PLANNING / PRIORITIZING</b>	
19	I am a bit overwhelmed by work and don't tend to plan out my social life, time to exercise, or other personal things.	
20	I lean on my partners a lot to make changes in our program.	
21	If I don't make a written to-do list I will not get important things done.	
	<b>Total Score for Planning and Prioritizing</b>	
	<b>ORGANIZATION</b>	
22	I feed the children in my care very well, but MY diet is a mess.	
23	There is quite an accumulation of #@\$%** in my bag.	
24	I re-purchase essentials often. They get lost!	
	<b>Total Score for Organization</b>	
	<b>TIME MANAGEMENT</b>	
25	I can't seem to find the time to exercise or see my friends.	
26	When I'm with my students and check the time, I'm shocked.	
27	I often say, "Hurry up! We're going to be late!!"	
	<b>Total Score for Time Management</b>	
	<b>GOAL DIRECTED PERSISTENCE</b>	
28	I'd rather stick with Velcro shoes. Forever. For real.	
29	I find myself commenting that new teaching approaches, technology, etc., "Don't work for me."	
30	I don't really stick with the rules/consequences that I've planned.	
	<b>Total Score for Goal Directed Persistence</b>	
	<b>METACOGNITION</b>	
31	I find myself making the same mistakes again and again.	
32	I don't think about my challenges when they are behind me.	
33	I would have to think long and hard if someone asked me about my basic values or philosophy as an early childhood teacher.	
	<b>Total Score for Metacognition</b>	