Access "EF Quick Strategy List"

- Created for teachers → so may be helpful if your setting uses a push-in model
- OR can be modified to work for the therapy room specific to your setting

Self-Regulation: Routines and scripts for trouble spots	Execution: Common Language, Templates, and Reflective Questioning
Response Inhibition • Create a routine for calling out answers in class (Zip Arounds, Random Numbers, etc) • Create routines for unstructured time (e.g., between classes, arriving in classroom)	**Task Initiation** • Use common templates/organizers for paragraphs, essays, or notes • Provide sentence starters for writing or verbal activities • Model the first step of an activity • Provide the steps of a multi-step task or activity to reduce guesswork
Emotional Control • Provide "brain breaks" out of the classroom (run an errand, get water) • Create a "Cool Down" space in your room where students can take a break • Create a self-talk script with student to help when emotions are heightened	**Planning & Prioritizing** • Use reflective questioning: "What do you think the first step is? What should we do next? What materials do we need? What should we do first?" etc. • Work together to backwards plan an assignment, task, or activity (start at the finished product and work back step by step) • Ask students to visualize themselves finished with the assignment, task, or activity • Create / provide a checklist of steps to complete • Use "I Do/ We Do/ You do" lesson structure • Create a "homework routine" with students

Access "EF Quick Strategy List"

- Created for teachers →
  so may be helpful if your
  setting uses a push-in
  model
- OR can be modified to
  work for the therapy
  room specific to your
  setting

Goal-Directed Persistence
- Provide a goal-bank for students to choose from for an activity
- Use reflections to help students see connections between the now and the later
- For older students, teach the language of SMART goals (Specific, Measurable, Attainable, Relevant, Time Based)
- Explore goals by starting at the end point and then naming each preceding step

Metacognition
- Provide reflection activities with consistent questioning
- Ask students to reflect on strategies made them successful or to use in the future
- Have students engage in reflection activities about behavior (e.g. Reflection Hall)
- Provide consistent positive reinforcement that references the goal the student is working on
- Reflect on success relative to goals, not feelings

Access "EF Quick Strategy List"

- Created for teachers → so may be helpful if your setting uses a push-in model
- OR can be modified to work for the therapy room specific to your setting

Flexibility	Organization
- Create daily routines that are as predictable as possible - Preview unusual schedules or events (fire drills, assemblies, field trips) - Assign defined roles in routines allowing student to know in advance what behavior is expected - Create a self-talk script for students to self-soothe - Use common language around unexpected events	- Create a routine time each day or week to organize belongings (desk, binder, backpack, locker, Google Drive, Desktop) - Provide a consistent naming convention/routine for saving documents to computer and enforce it - Set up binders or work space with consistent organization / expectations - Allow time at the end of class to consolidate resources, materials, and summaries - Work together to fill out homework planners and check for accuracy
Attention	**Time Management**
- Have a "phone box" in your classroom - Use visual cues to let students know when it is appropriate to use technology or not - Provide alternative seating options - Provide preferential seating (away from specific peers, front of classroom, near teacher desk etc) - Monitor closely for patterns of attention breakdowns and using a routine cue to redirect attention (i.e., specific phrase, word, or gesture)	- Ask students to predict how long an assignment, task, activity, etc will take - Compare predictions to reality and complete a reflection activity - Use visual timers on your whiteboard to show students how much time has passed and how much they have left to work - Provide verbal cues to help students attend to upcoming transition times - Keep a daily schedule visible for students. Bonus if you have visual cues too for struggling readers!