

## EXECUTIVE FUNCTION SCOPE AND SEQUENCE

		Key:	Introductory-- little or no experience. Skill needs to be taught	demonstrating-- student can perform	proficient-- able to use skill independently with	expert--regularly uses skill								
EF Component	Subcomponent	Skill	PS	PK	K	1	2	3	4	5	6	7	8	
Response Inhibition**	Impulse control	Waits to start work until given the signal												
	Impulse control	Stays with class/teacher												
	Impulse control	Stops self from blurting out												
	Impulse control	Follows safety rules												
	Impulse control	Does not hit/yell in anger												
	Impulse control	Raises hand to comment or answer												
	Impulse control	Responds to questions with thoughtful answers												
	Impulse control	Waits for teacher while they talk with someone else												
	Impulse control	Does not talk back to or try to negotiate assignment with teacher												
	Impulse control	Avoids making inappropriate comments to teachers or classmates												
	Impulse control	Appropriately uses technology at school												
	Impulse control	Does not distract self or others with off-task use of technology												
	Impulse control	Does not play on technology during school day												
	Response Inhibition**	Turn taking	Shares toys with classmates; doesn't grab items											
		Turn taking	Will wait for turn --up to 30 sec.											
Turn taking		Loses game with positive behavior												
Turn taking		Takes turns speaking with classmates												
Turn taking		Shares spotlight with other students												
Turn taking		Actively listens: looks at speaker, nods head or responds appropriately												
Varied response control		Maintains appropriate personal space distance from others during the school day												
Varied response control		Responds appropriately to peers												
Varied response control		Responds appropriately to adults												
Varied response control		Utilizes negotiation at appropriate times to resolve disputes												
Working Memory**	Routines	Successfully hangs coat & backpack in cubby w/out reminders												
	Routines	Washes hands regularly after using the restroom												
	Routines	Uses a well developed routine for afternoon pack-up												
	Routines	Consistently remembers to bring back take-home folder to school												
	Routines	Homework is completed and turned in on time 90% of the time												
	Routines	Uses a method for tracking assignments, tests, and projects												
	Routines	Brings all needed supplies to school most of the time, including technology, sports equipment, signed papers												
	Routines	Arrives to each class with all needed supplies, including calculators or highlighters												
	Verbal comprehension	Follows 2-step spoken directions												

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Working Memory**	Verbal comprehension	Runs simple errands within the classroom; i.e., take papers to other teacher											
	Verbal comprehension	Runs simple errands beyond the classroom; i.e., take letter to EC desk											
	Verbal comprehension	Actively listens to directions and follows them with little or no questions											
	Verbal comprehension/note taking	Independently takes notes on important concepts & terminology during lectures or presentations in an organized fashion											
	Reading comprehension	Able to follow 2-step picture/written directions											
	Reading comprehension	Able to locate specific details in text.											
	Reading comprehension	Able to verbally summarize reading of a paragraph or chapter in own words											
	Comprehension & note taking	Able to pull important details from nonfiction material to put in notes											
	Study skills	Remembers game/activity rules from previous day											
	Study skills	Can find and remember vocabulary definitions											
	Study skills	Identifies ways to prepare for a test											
	Study skills	Has a concrete plan for test preparation											
	Study skills	Reviews class & reading notes multiple days before test											
	Study skills	Quizzes self to prepare for tests											
	Study skills	Regularly uses weekly planning as a strategy											
Flexibility**	Flexibility	Adjusts easily to changes in plans when given prior notice											
	Flexibility	Adjusts to schedule changes with positive attitude											
	Problem solving	Uses one of the following strategies effectively to manage emotions: stop, breathe, think; self-talk; count to ten; or slow breathing											
	Problem solving	Able to brainstorm at least two solutions to a problem											
	Problem solving	Uses strategies for moving past "being stuck"											
	Problem solving	asks another child or adult to help with something they have tried to do first, like opening a milk carton.											
	Problem solving	Finds solutions to purposeful sabotage, such as when something out of reach or a lid is on too tight											
	Problem solving	Able to compromise with a peer											
Flexibility**	Flexibility	Chooses different learning centers regularly											
	Flexibility	Able to find two different activities they enjoy in the classroom											
	Flexibility	Willing to try new activities											
	Flexibility	Willing to use multiple senses to deepen knowledge											
	Flexibility	Participates in at least one activity beyond the school day, such as sports, clubs, competitions, or following personal passions											
	Flexibility												

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Emotional Control**	Anger management	Identifies these emotions in stories/pictures: sad, happy, mad											
	Anger management	Identifies these emotions in stories/pictures: sad, happy, mad/angry, afraid, unhappy											
	Anger management	Identifies own feelings correctly for happy, sad, and mad/angry											
	Anger management	Identifies own feelings correctly most of the time											
	Anger management	Able to connect with a teacher when upset											
	Anger management	Manages emotions by using calm words											
	Anger management	Demonstrates a positive ability to deal with frustration, anger and disappointment											
Emotional Control**	Emotional regulation	Uses "I" statements when expressing emotion											
	Emotional regulation	Recognizes signs of anxiety											
	Emotional regulation	Identifies when feeling anxious											
	Emotional regulation	Uses strategies for reducing anxiety											
	Emotional regulation	Participates with guided mindfulness activities											
	Emotional regulation	Practices mindfulness activities											
	Emotional regulation	Practices stress-reducing activities before tests, such as slow breathing											
	Positive response	Appropriately responds to feedback on an assignment											
	Persistence	Persists through difficult work											
	Emotional regulation	Completes work in timely fashion to prevent excessive stress											
Sustained Attention	Attention regulation	Stays seated during circle time (10 min)											
	Attention regulation	Able to listen to teacher read a book or two (15 min with pictures)											
	Attention regulation	Does not engage in off-topic conversation during worktime											
	Active participation	Makes regular thoughtful contributions to classroom discussion											
	Attention regulation	Works independently on a non-preferred activity for 5 minutes											
	Attention regulation	Avoids time wasters during work time (pencil sharpening, multi restroom visits, wandering the room, etc)											
	Attention regulation	Has one strategy to manage distractions (such as, headphones, moving to different location)											
	Attention regulation	Uses strategies for managing distractions											
	Attention regulation	Able to work for 30 minutes straight											
	Attention regulation	Homework is completed and turned in on time 90% of the time											
Task Initiation	Quick start	When name is called, student goes to desk/table within 30 sec.											
	Quick start	Begins classroom work within two minutes											
	Quick start	Gathers two needed items for a task in one trip, i.e., marker & construction paper											
	Quick start	Gathers all needed materials quickly (normally one trip)											
	Quick start	Checks whiteboard for important information upon entering classroom											
	Preplanning	Identifies first step in assignment											

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Task Initiation	Preplanning	Underlines or highlights key words in instructions											
	Preplanning	Begins projects & unit review documents when first introduced											
	Preplanning	Proactively plans week											
	Independence	Able to work independently on assignments without having to be encouraged											
	Independence	Tracks assignments and projects independently											
	Problem solving	Generates possible topics/ideas (brainstorming)											
	Problem solving	After brainstorming ideas, student is able to weigh choices and make a decision quickly											
	Problem solving	Uses a graphic organizer to outline writing topic											
	Problem solving	Overcomes blocks to progress with minimal delays											
	Problem solving	Asks clarifying questions as needed											
	Delayed rewards	Completes work before play											
Time Management	Time management	Arrives to class on time											
	Time management	Arrives to class early and gets needed materials out											
	Time management	Uses class time wisely											
	Time management	Budgets time for reviewing notes each day											
	Advanced planning	Makes & keeps appointments with teachers											
	Advanced planning	Notifies other participants in advance when they need to change plans											
	Time concepts	Can explain what activity is next on the schedule											
	Time concepts	Understands there is a limited amount of time											
	Time concepts	Accurately estimates how much time is needed for an assignment											
Organization	Paper management	Turns in assignments to the correct basket											
	Paper management	Cleans up area after cutting paper											
	Paper management	Puts papers in mailbox/cubby as directed by teacher											
	Paper management	Does not need to be reminded where to turn in homework											
	Paper management	Has binders in good order											
	Paper management	Asks each teacher at beginning of school year which papers are to be kept & creates a section in binder for them											
	Paper management	Can explain what documents are to be saved											
	Paper management	Places papers where they belong the first time											
	Paper management	Has a defined location for "to do" and "finished" homework papers											
	Material storage	Desk supplies are organized											
Material storage	Locker/Desk is clear of clutter and materials are easily located												

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Organization	Management of materials	Returns library books on time and in good condition											
	Management of materials	Arrives to class with all needed supplies											
	Management of materials	Stores unneeded materials in or under desk to minimize clutter or distraction on work surface											
Planning & Prioritization	Planning	Makes and uses a "to do" list											
	Planning	Able to create and follow a project timeline											
	Prioritization	Does morning work without delay											
	Prioritization	Can prioritize work using clear objectives											
	Prioritization	Able to divide up available time in a logical manner to complete all work											
	Planning	Able to chunk large assignments into manageable pieces											
	Time management	Has good strategies for managing workload											
	Planning	Effectively divides tasks (or parts of tasks) into "have to do" and "want to do" categories											
Goal-Directed Persistence	Perseverance	Able to see a project to completion with assistance											
	Perseverance	Works through struggles											
	Time management	Uses class time wisely											
	Self-advocacy	Advocates for self by expressing their needs											
	Perseverance	Uses strategies to overcome obstacles											
	Social skills	Uses positive peer critiquing											
	Attention to details	Checks over tests for correctness & completeness of answers											
	Perseverance	Sets goals											
	Time management	Fulfills basic requirements of assignment before spending time on extras & enhancements											
	Goal persistence	Regularly completes extra credit opportunities, even if it is not needed for a grade											
	Goal persistence	Completes long-term assignment/projects ahead of due date and consults with teacher about needed edits											
	Goal persistence	Manages behavior to achieve goals											
Meta-Cognition	Introspection	Able to objectively evaluate own performance											
	Adaptability	Makes adjustments to work based on teacher recommendations											
	Introspection	Knows when to seek help											
	Introspection	Knows how to persevere through difficult work											
	Introspection	Checks writing for correct punctuation, capitalization											
	Introspection	Checks math for completeness work before turning it in											
	Introspection	Proof-reads work prior to handing it in and has minimal amount of spelling and grammatical errors in final product											
	Introspection	Applies teacher feedback to future work											
	Introspection	Adjusts study habits based on previous test performance											
	Introspection	Able to explain their thought process for solving a problem											