Executive Functioning Matrix

Teaching Routines and Strategies		Response inhibition	Working Memory	Emotional Control	Sustained Attention	Task Initiation	Planning/Prioritizing	Organization	Time Management	Flexibility	Metacognition	Goal-directed Persistence
						Executive Skill Addressed						
1	Getting ready to begin the day		•		•	•						
2	End-of-day routine		•		•	•		•				
3	Homework collection routine		•									
4	Teaching students to make homework plans				•	•	•		•		•	
5	Teaching students how to pay attention				•							
6	Desk and locker-cleaning routine							•				
7	Writing a paper				•	•	•	•	•		•	
8	Long-term projects				•	•	•		•		•	
9	Studying for tests				•	•	•		•		•	
10	Organizing notebooks and homework						•	•				
11	Managing open-ended tasks			•						•	•	
12	Teaching students how to take notes								•		•	
13	Learning to manage effortful tasks				•	•						
14	Learning to control one's temper	•		•						•		
15	Learning to control impulsive behavior	•		•								
16	Learning to manage anxiety			•						•		
17	Managing changes in plans or schedules			•						•		
18	Learning not to cry over little things			•						•		
19	Learning to solve problems						•			•	•	

Routine	Teacher or School Counselor Strategy
Getting ready to begin	• List of routine posted (e.g., charged device, pen/pencil, earbuds). • Develop a classroom routine for collecting homework.
End-of-day (class)	• Post homework in a prominent place. • Prompt students to write homework down.
Homework collection routine	• Have a way to check off completed homework. • Make daily homework plans.
Teaching students to make homework plans	• Break down long-term assignments. • Provide and follow timelines.
Teaching students how to pay attention	• Set a timer, when bell rings, student determines if he or she was on task. • Have a rule about the use of electronics.
Locker-cleaning routine	• Sort into save/don't save piles and throw out "don't save" pile. • Schedule for mid trimester and end of trimester locker cleanout during Team Enrichment.
Writing a paper	• Brainstorm content without judgement to generate a diverse set of ideas prior to organizing the content. • Review the opening paragraph to ensure cohesiveness and use guiding questions or a model to assist. • Use pictures and other story-starters
Long-term projects	• Use the *Long Term Project Planning* sheet • Use firm interim deadlines: milestones for completion
Studying for tests	• Use *Study Strategies Menu and Plan* sheet • Provide active (instead of passive) strategies for studying
Organizing notebooks/homework	• Collaborate with student on an organizational system • Use *Organizing Notebooks/Homework* sheet

Managing open-ended tasks	• Revise task to make more closed-ended (e.g., bounded choices) and/or scaffolded. • Provide procedure lists and templates. • Ensure rubric has clear expectations of task.
Teaching students how to take notes	• Teach a specific note taking strategy (e.g., Cornell, Concept Map). • Provide graphic organizers.
Learning to manage effortful tasks	• Break the task into very small parts, so that each part requires no more than X minutes. At the completion of task, praise the student, or either give them a small break. • For more difficult tasks, provide a Westside Award or a privilege the student can earn.
Learning to control one's temper	• Make a list of "Triggers: What makes me mad" • Make a list of what "losing your temper" looks or sounds like, (e.g., swearing, hitting, yelling). • Then make a "can't do" list and place one or more of these looks and sounds on it. • Make a list for "When I'm having a hard time, I can take a break and… e.g., draw a picture, read a book, listen to music.
Learning to control impulsive behavior	• Identify where the impulsive behavior occurs (e.g., classroom, hallways, transitions). • Use prompts including, "Let's pretend," "Show me what you can do to help you control your behavior," "Remember the plan, and tell me what you're going to do."
Learning to manage anxiety	• Talk with the student about what their anxiety looks like (e.g., physical: sweaty hands, butterflies in the stomach, faster heartbeat.) • Students can use statements such as, "I get worried when..." "When I get nervous…" "When I'm feeling nervous I can…"
Managing changes in plans or schedules	• Try not to attach precise times for activities unless necessary, as with sports or lessons). Language to use, "That reward will take place, 'sometime after lunch' • Creating a "surprise" card for certain events that are going to change in the schedule (e.g., lockdown, fire drill, being absent).

Learning not to cry over little things	• Instead of crying, **use words** such as
	    • "I don't want to do this"
	    • "I'm upset"
	    • "I'm sad"
	    • "I'm angry"
	• When the student is able to respond, **validate their feelings**. "I can see that you are upset, not being able to play with a friend must be a big disappointment to you"
	• If the crying is "attention seeking" "Without the attention for crying, it will gradually diminish" (This may get worse before it gets better.

Learning to solve problems	• Brainstorm possible solutions and ask student to pick one he or she likes best • Talk about alternatives when solution doesn't work • Provide positive reinforcement for coming up with a good solution