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|  | SKILL | DEFINITION | SIGNS OF DIFFICULTY |  STARTING STRATEGIES |
|  BEHAVIOURAL REGULATION | **Impulse control** | Thinking before acting and stopping own actions appropriately. | * tendency to interrupt & disrupt group activities
* generally doesn’t look before leaping
* gets in trouble if not supervised by an adult
 | * Stop-Think-Do
* Sensory strategies
* Play games that naturally encourage controlling impulses regularly e.g. Snap
* Model in play & in daily routine yourself
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| **Self-Monitoring** | Being able to attend to the impact of their behaviour on others and adjust their actions according to need | * unaware of how their behaviour affects or bothers others
* unwittingly “pushes buttons” of others
* often confused about why people are upset with them or why they are laughing
* Difficulty making and/or maintaining friendships
 | * Stop-Think-Do
* Modelling desired behaviours
* Assist child to notice how others are reacting to situations/interactions
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| **Attention** | Sustaining focus and appropriately shifting focus as needed for task completion | * Distractibility &/or daydreaming
* Difficulty sitting still
* Loses place in text, misses important verbal or visual information
 | * Simplify the visual environment
* Reduce noise
* Decrease distractions
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| EMOTIONAL REGULATION | **Flexible Thinking** | Being able to “go with the flow” and adjust thinking or approach when a plan doesn’t work out. | * resists/has trouble accepting a different way to solve a problem, persists with same failing approach over & over again
* disturbed by/resists changes of: teacher, class, routine, foods or places
* inability to drop certain topics of interest
* can be demanding and “bossy”
 | * “Try Another way”
* “I Wonder what would happen if…”
* Model trying different approaches.
* Model trying new things – be overt with your language
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| **Emotional Control** | Being able to respond appropriately no matter the situation without losing control of their feelings and actions. | * over-reacts to small problems and/or has outbursts for little reason
* has explosive, angry outbursts
* becomes tearful easily
 | * Model coping behaviour when things go wrong
* mindfulness strategies e.g Alert Program
* Breathing strategies
* Sensory strategies for calming
* Positive touch and loving, caring words reflecting you understand
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| COGNITIVE REGULATION | **Working Memory** | Ability to hold and use information “front of mind” to solve problems, answer questions, read & understand text, sustain conversations and follow directions.  | * difficulty remembering information
* losing track of what they are doing
* has good ideas but can’t get them on paper
* easily distracted
 | * Visual Schedules
* Short instructions
* Allow processing time
* Be prepared to repeat and reframe, patiently
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| **Planning & Organization** | Being able to develop plans, prioritize needs and organize self and materials. | * haphazard approach to tasks
* gets caught up in details, misses the big picture, lacks follow through
* overwhelmed by large assignments
* underestimates the time needed to complete tasks
* messy – leaves messes behind for others to clean up
* loses belongings
 | * Visual Schedule
* Mind mapping
* “Put a picture in my head” – seek child to use words to name or describe objects and/actions – be specific
* Older children – lists and diaries
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| **Task Monitoring** | Being able to monitor their own progress with any task. | * doesn’t check work for mistakes, makes careless errors
* has poor handwriting, work is sloppy
 | * Stop-Think-Do
* “Did that work for you?” & “What could you do differently?”
* Task monitoring visuals/structures
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| **Task Initiation** | Being able to start something they have or want to do in a timely fashion. | * procrastinates
* has trouble coming up with ideas for what to do in play or free time
 | * predicable structure for tasks
* Be sure to get into the” just right” state
* Checklist/visual for feedback re progress
* Teach how to chunk tasks – do together
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 *Listed below are the ways Executive difficulties can impact daily life & some starting strategies to assist:*