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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 |
| **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 |
| **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 |
| 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 |
| **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 |
| 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 |
| **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 |
| **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 |
| **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 |

*Listed below are the ways Executive difficulties can impact daily life & some starting strategies to assist:*