

Working Memory

The ability to use information held in memory to complete a task.

Students with this skill are able to:

- Remember and apply information to complete a task
- Follow multistep directions
- Maintain focus and avoid distractions



Students without this skill struggle with:

- Keeping their attention focused on their work
- Remembering what they should be working on
- Completing multistep tasks
- Staying on task without reminders

Ways to support students with working memory

- Provide visual supports
- Provide multi-sensory experiences
- Chunk information into smaller amounts
- Play games that use visual memory
- Provide steps in written or picture picture format
- Ask learner to repeat instructions
- Provide sentence stems
- Link concepts for the learner



Self-Control

The ability to exercise control over impulses and emotions.

Students with this skill are able to:

- Evaluate how to behave in different settings
- Match their actions or words to context
- Consider the consequences of their actions
- Focus on learning goals



Students without this skill struggle with:

- Maintaining focus during lesson
- Interrupting others or blurting out
- Being impulsive
- Being goal-oriented

Ways to support students with self-control

- Provide visual supports
- Provide clear, simple instructions
- Set short-term goal
- Chunk information into smaller amounts
- Establish class structures and routines
- Prioritize tasks
- Use 'first-then' strategy
- Encourage student to think through situation before taking action



Self-Monitor

The ability to view, review and evaluate ones learning and behaviour.

Students with this skill are able to:

- Reflect on learning/actions and make adjustments
- Understand and welcome feedback
- Know when to ask for help and how to ask for it
- Reflect on the learning process



Students without this skill struggle with:

- Understanding their own strengths and challenges
- Understanding that their actions impact others
- Self-assessment

Ways to support students with self-control

- Think alouds to model self-monitoring and reflection
- Provide clear goals (I can statements)
- Explicit self-monitoring opportunities with checklists or rubrics
- Class or student generated criteria
- Conferences to review learning process
- Graph progress in learning



Flexibility

The ability to adapt to changing conditions by changing plans or changing strategies

Students with this skill are able to:

- Accept challenges; take learning risks
- Consider diverse perspective, consider alternatives and work collaboratively
- Revise plans when faced with challenges or setbacks
- Switch between tasks and demands in the classroom



Students without this skill struggle with:

- Adapting to change in routine or structure
- Transitions (environment and/or instruction)
- Accepting new ideas from peers

Ways to support students with flexibility

- Provide visual schedules that include one unknown event
- Highlight and celebrate flexible moments
- Model flexible thinking through think alouds
- Explicitly teach collaborative structures and student roles when collaborating
- Provide choice and encourage risk taking
- Teach and celebrate multiple ways of problem-solving



Task-Initiation

The ability to start and complete tasks in an efficient and timely manner

Students with this skill are able to:

- Tackle new task; resume previous assignment
- Chunk projects into manageable pieces
- Brainstorm new ideas and solutions to problems
- Use time wisely and complete work efficiently



Students without this skill struggle with:

- Becoming overwhelmed with assignments and projects
- Prioritizing assignments
- Identifying new ways to solve problems
- Organizing and scheduling workload

Ways to support students with task-initiation

- Create schedule and make it routine
- Use timer to begin task
- Ensure the student understands the task and the timeline
- Provide break when pre-determined amount of work is completed
- Use planner to schedule when assignments are due
- Encourage student to share ideas orally before tackling written assignment
- Use of graphic organizers to capture initial thinking

Organization

The ability to develop and use systems to keep track of materials and information

Students with this skill are able to:

- Keep track of materials and belongings
- Maintain a system for storing and retrieving
- Set goals and can achieve them within a given timeframe
- Consistently complete tasks and turns in assignments



Students without this skill struggle with:

- Completing assignments within given timeframe
- Gathering materials to complete assignments
- Identifying their own materials
- Being overwhelmed with multiple tasks

Ways to support students with organization

- Schedule time to sort and organize materials, show it is a priority for success
- Schedule project timelines
- Uses visual aids to help organize materials in the classroom
- Label or colour code resources in the classroom
- Encourage students to use or create checklists

Emotional Regulation

The ability to manage feelings to achieve goals and complete tasks.

Students with this skill are able to:

- Recover quickly from disappointment
- Keep sight of their goals when faced with adversity
- Pause to consider options before reacting
- Recognize emotions of others



Students without this skill struggle with:

- Understanding and using constructive criticism
- Changing moods quickly
- Understanding diverse perspectives
- Processing feelings and emotions

Ways to support students with emotional regulation

- Model positivity when facing stressors
- Acknowledge feelings and help student to identify options
- Name emotions and model problem-solving
- Teach calming strategies
- Provide a quiet space in the classroom for student to calm emotions
- Help student to identify and initiate steps to move on from negative thoughts.

Executive Function: Planning & Time Management

Planning & Time Management The ability to plan steps and reach goals

Students with this skill are able to:

- Estimate the time they need to complete a task
- Break down large projects into manageable parts
- Use a system for keeping track of projects
- Prioritize their assignments



Students without this skill struggle with:

- Initiating a task
- Underestimating the time required to finish tasks
- Understanding diverse perspectives
- Prioritizing important tasks over details

Ways to support students with planning and time management

- Use a calendar or planner to organize tasks and projects
- Help to prioritize important tasks and make to do lists
- Set short term goals and celebrate progress
- Conference with student and help to realign goals and provide feedback on progress
- Identify barriers to completing tasks and support student in removing barriers

