# Executive Functions: Self-Assessment

**PURPOSE**
This tool helps adults reflect on their own executive function skills.

**DIRECTIONS:**
Answer the questions below to reflect on your own executive function skills, as well as the conditions that support or hinder them. Consider how challenging it can be to use your executive function skills in each context.

## Executive Functions Self-Assessment

<table>
<thead>
<tr>
<th>At work or school:</th>
<th>Never challenging</th>
<th>Sometimes challenging</th>
<th>Often challenging</th>
<th>Always challenging</th>
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</thead>
<tbody>
<tr>
<td>Getting started on my work right away</td>
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<tr>
<td>Keeping track of and completing many small tasks</td>
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<tr>
<td>Sustaining attention on a task until it is complete</td>
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<tr>
<td>Resisting distractions</td>
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<tr>
<td>Receiving and discussing many details about a project, without writing them down</td>
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<td>Trying a different way of doing things when I get stuck or fail</td>
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<tr>
<td>Allowing others to speak without interruption</td>
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<tr>
<td>Going along with a good idea if that is what others think is best</td>
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<tr>
<td>Sitting still and not fidgeting during a longer task, like a meeting</td>
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<td>Waiting to share my thoughts or opinions if necessary</td>
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<tr>
<td>Adjusting easily to changing circumstances or directions</td>
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<table>
<thead>
<tr>
<th>At home:</th>
<th>Never challenging</th>
<th>Sometimes challenging</th>
<th>Often challenging</th>
<th>Always challenging</th>
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<tbody>
<tr>
<td>Getting started on the things I must do right away</td>
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<tr>
<td>Keeping track of and completing many small tasks</td>
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<td>Sustaining attention on a task until it is complete</td>
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<tr>
<td>Resisting distractions</td>
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<tr>
<td>Receiving and discussing many details about a story being told to me by a friend</td>
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<td>Trying a different way of doing things when I get stuck or fail</td>
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<td>Sitting still and not fidgeting during a longer task, like a movie</td>
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**Reflect:**
When it comes to executive functions, what is easiest for you? What is most challenging? What about your environment supports or hinders your executive functions?

Thinking about your own experiences, might the classroom environment help or hinder your students’ executive function skills?
Emotion Regulation: Emotional Response Strategies List

Name: ___________________________  Date: ___________________________

When I feel ___________________________ I can ___________________________

When I feel ___________________________ I can ___________________________

When I feel ___________________________ I can ___________________________

When I feel ___________________________ I can ___________________________

When I feel ___________________________ I can ___________________________

If I have strong feelings and don’t know what to do, I know I can get support from:

[ ] – [ ] – [ ] – [ ] – [ ] – [ ]
Emotion Regulation: Emotional Response Strategies List [SAMPLE]

Name: Johnny Jones  
Date: 12/16/2018

When I feel happy
I can sing and dance

When I feel nervous
I can do box breath

When I feel wild
I can get my special rock

When I feel sad
I can draw

When I feel confused
I can do pushups

If I have strong feelings and don't know what to do, I know I can get support from:

Mrs. Marshall  
Dad  
my neighbor Anna  
my friend Noah  
Kelly at church
Emotion Regulation: Literacy Integration Tips

**PURPOSE**
This tip sheet illustrates predictable ways that educators can incorporate thinking that supports emotional regulation into literacy lessons.

**DIRECTIONS:**
Use these tips with any literacy lesson plan that provides opportunities to think about how characters or real people respond to emotional situations.

**Literacy Lesson Plan**

**Hook (2 minutes)**
As you select texts for read-aloud, it can be helpful to choose a balance of texts that support students in visualizing strong moral mentors, such as biographies of admirable people, as well as books that demonstrate children grappling with challenges and making mistakes. These texts should include characters that are highly relatable as well as characters that might help students build empathy for difference.

**Name the Learning (5 minutes)**
Objective:
Use literacy lessons as an opportunity to reinforce all feeling words and vocabulary. As you ask students to think about how they’re able to identify feeling words that go with characters, support them in building a repertoire of ways to discuss characters’ emotional responses and to identify the partners of thoughts, feelings, choices and actions that characters encounter.

**Active Engagement (10 Minutes)**
Many of the literacy Common Core Standards explicitly ask students to adopt the perspective of characters in their books. Use these standards as an opportunity to practice the Think, Feel, Choose, Do protocol with characters in classroom texts.

**Independent Practice (10 Minutes)**

**Discussion (5 minutes)**
When considering a character and discussing their actions as well as the plot of books, consider incorporating questions such as:
- What were they feeling?
- How do you know?
- What were they thinking about? What was going on around them? Who was there?
- What did they do with those thoughts and feelings?
- What happened next? Were there positive or negative consequences?
- Did they have a different choice they could have made?

**Closing (2 minutes)**
As you close out the lesson, this is an important time to support students in transferring what they learned to situations that they may encounter in the future. For example, they may be able to use a strategy a character used, learn from a character’s mistakes, or recognize a new emotion in themselves when they do something like what they noticed a character doing.