

## Professional Learning Module

### Supporting Executive Functioning Skills in the Preschool Classroom

#### Self-Assessment

The purpose of the self-assessment is to help you think about your how you support the development of executive functioning skills throughout the preschool day.

What key elements do you have in place and what do you want to learn more about?

Supporting Executive Key Element	Y/N	If yes, provide an example that demonstrates this element.
1. The <i>Florida Early Learning and Developmental Standards: Birth to Kindergarten</i> is used to plan instruction.		
2. Describe the skill that you are asking children to learn and use (e.g., planning, focusing, being done on-time). Giving the name of the skill and tell them why it is important.		
3. Demonstrate what an executive skill looks like using your own behaviors (e.g., "I am going to make a plan" or "I need to focus my attention on..."). Describe to children what you are doing help them see the contrast between what it looks like.		
4. Encourage children to practice skills after they have been introduced. This could be during a whole group lesson, or it could be during a spontaneous teachable moment.		
5. Positively verbalize the executive skill you've seen children use.		
6. Use positive natural consequences to help make the point that these skills are very helpful, both to you and the children themselves.		
7. Create time for children to think about all the positive outcomes that they've seen from using their executive functioning skills. You can connect executive function skills to numerous individual and classrooms goals.		
8. Use the vocabulary of executive functioning skills frequently so that children hear the skills being discussed and valued. Classroom expectations and/or rules can be a great place to start.		

Source: [https://challengingbehavior.cbcs.usf.edu/docs/Executive-Function\\_Practice-Guide.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Executive-Function_Practice-Guide.pdf)