

**Professional Learning Module**  
*Supporting Executive Functioning Skills in the Preschool Classroom*  
**Pacing Guide**  
**Learning Module**

**Getting Started:**

1. Administer Self-Assessment to all participants.
2. Review the following materials:
  - a. How to Use this Resource
  - b. Toolkit Glossary
  - c. Toolkit Overview
  - d. Toolkit Content Support Documents
  - e. PowerPoint Note Pages

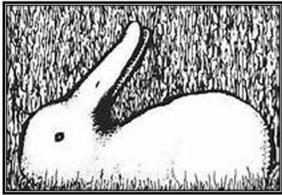
| SLIDE   | KEY POINTS   | ACTION   |
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| <p><b>1.</b></p> <p>Supporting Executive Functioning Skills in the Preschool Classroom</p>  <p><small>Division of Early Learning</small></p> | <p><b>Trainer Does:</b> Welcome participants and share materials and goals with your participants.</p> | <p><b>Trainer Does:</b> Review slides and prepare necessary documents and content.</p> |

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| <p><b>2.</b></p> <p style="text-align: center;"><b>Agenda</b></p> <ul style="list-style-type: none"> <li>▪ <b>Welcome, Introductions, and Agenda Review</b><br/>Introduction to Executive Functioning Skills</li> <li>▪ <b>Self-Assessment</b><br/>Cognitive Flexibility, Working Memory, Inhibitory/Self-Control</li> <li>▪ <b>Supporting Executive Functions Throughout the Day</b><br/>Putting Our Executive Functioning Skills To Work</li> <li>▪ <b>Executive Functions in Action</b><br/>Addressing The Florida Early Learning and Developmental Standards</li> <li>▪ <b>Review, Take Aways, and Next Steps</b></li> </ul>  | <p><b>Trainer Does:</b> Review agenda items and outline expectations<br/>Required Documents</p>  | <p><b>Trainer Does:</b> Review agenda</p>                      |
| <p><b>3.</b></p> <p style="text-align: center;"><b>Executive Function Skills</b></p>    | <p><b>Trainer Does:</b> Prompt participants to think about what executive function skills are and why they are so important.</p>   | <p><b>Trainer Does:</b> Play video</p>                         |
| <p><b>4.</b></p> <p style="text-align: center;"><b>Self-Assessment</b></p> <p>What strategies and activities do you implement in the classroom that foster executive functioning and self-regulation skills?</p>   | <p><b>Trainer Does:</b> Administer and self-assessment</p> <p><b>Note to Trainer:</b> As you progress through the training, take opportunities to address identify, discuss the content covered in the assessment.</p> | <p><b>Complete:</b> Self Assessment<br/>Review and Discuss</p> |

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| <p><b>5.</b></p> <p><b>Executive Function &amp; Self-Regulation</b></p> <p>Executive function and self-regulation skills are a set of cognitive abilities involved in important tasks such as regulating emotions, controlling impulses, following directions, and adjusting to changing demands.</p> <p>These skills depend on three types of brain function: <b>cognitive flexibility, working memory, and inhibitory/self-control.</b></p>      | <p><b>Trainer Does:</b> Utilizing the trainer notes, facilitate discussion with participants.</p> <p>Encourage participants to share their thoughts.</p>  | <p><b>Trainer Does:</b> Asks questions noted in the PPT notes and leads discussion.</p> |
| <p><b>6.</b></p> <p><b>Cognitive Flexibility</b></p> <p>The capacity to easily switch gears, take another perspective, and adjust to changing demands.</p> <ul style="list-style-type: none"> <li>▪ Take different perspectives</li> <li>▪ Shifting priorities and making a new plan</li> <li>▪ Adapting to a new classroom routine or schedule change</li> <li>▪ Transitioning from one activity to another (moving from outdoor play to indoor snack time)</li> <li>▪ Following new rules introduced during a game or activity</li> <li>▪ Share toys and taking turns with peers during playtime</li> </ul>   | <p><b>Trainer Needs to Know:</b> This skill is crucial for problem-solving, creativity, critical thinking, managing daily life, and adapting to sudden changes. Cognitive flexibility is a subset of mental flexibility that specifically refers to the brain’s ability to switch between different tasks, rules, and perspectives.</p> | <p><b>Trainer Does:</b> Reads the slide and guide discussion</p>                        |
| <p><b>7.</b></p> <p><b>Working Memory</b></p> <p>The ability remember and apply information to everyday activities.</p> <ul style="list-style-type: none"> <li>• Following the rules of a game</li> <li>• Doing mental math</li> <li>• Completing a multi-step process in correct order</li> <li>• Remembering story details</li> <li>• Sorting and matching</li> </ul>      | <p><b>Trainer Needs to Know:</b> Working memory refers to the capacity to store and manipulate information over time. This skill allows children to follow multi-step directions, remember the actions and words to a familiar song, and easily rejoin a game.</p>  | <p><b>Trainer Does:</b> Reads the slide and guide discussion</p>                        |

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| <p><b>8.</b></p> <p style="text-align: center;"><b>Inhibitory/Self-Control</b></p> <p>The ability to set priorities and resist impulsive actions or responses.</p> <ul style="list-style-type: none"> <li>• Raising a hand and waiting to be called on</li> <li>• Completing a task</li> <li>• Focusing on a story</li> <li>• Sharing a toy</li> <li>• Taking turns</li> </ul>      | <p><b>Trainer Needs to Know:</b> Inhibitory control describes the ability to manage thoughts and impulses. It supports preschoolers as they learn to take turns and follow rules. Young children display this skill when they focus on an activity, wait their turn, and seek teacher assistance to resolve a conflict.</p>   | <p><b>Trainer Does:</b> Reads the slide and guide discussion</p>   |
| <p><b>9.</b></p> <p style="text-align: center;"><b>Support Throughout the Day</b></p>     | <p><b>Trainer Needs to Know:</b> <u>Content Information:</u> Movement challenges: songs and games - the demands of songs and movement games support executive function because children have to move to a specific rhythm and synchronize words to actions and music. All of these tasks contribute to inhibitory control and working memory. It is important that these songs and games become increasingly complex to interest and challenge children as they develop more self-regulation skills.</p> <p>Source: <a href="http://harvardcenter.wpenginpowered.com">Executive-Function-Activities-for-3-to-5-year-olds.pdf (harvardcenter.wpenginpowered.com)</a></p> | <p><b>Trainer Does:</b> <u>Before playing the video</u>, ask teachers to look for activities they implement in their classrooms (as they watch). Play the video. Facilitate conversation using talking points in ppt notes.</p>                                |
| <p><b>10.</b></p> <p style="text-align: center;"><b>The Teacher's Role</b></p> <p>Children are not born with these skills—they are developed over time through positive and supportive social interactions with caring adults, creative play, activities, and nourishing experiences. These relationships and experiences foster the preschooler's ability to filter distractions, focus on tasks, realize goals and behave appropriately.</p>    |   | <p><b>Trainer Does:</b> Read the slide.</p> <p><b>Trainer Says:</b> Ask, “What are some of the ways that you provide positive and supportive interactions with your students?”</p> <p><b>Trainer Does:</b> Invites participants to share their strategies.</p> |

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| <p><b>11.</b></p> <p style="text-align: center;"><b>The Role of Play</b></p> <p>"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood (Fred Rogers)."</p>  <p style="text-align: center;"><small>OFFICE OF<br/>Early Learning<br/>SOUTH CAROLINA DEPARTMENT OF<br/>EDUCATION</small></p>  | <p><b>Present and discuss</b> the following talking points (be sure to encourage participants to share their thoughts and wonderings):</p> <ul style="list-style-type: none"> <li>• As children play, expect them to talk to themselves.</li> <li>• Encourage storytelling</li> <li>• Incorporate “Pair and Share” opportunities for children to talk and share ideas and experiences.</li> <li>• Stop, look, and listen</li> <li>• Choose questions and statements that expand the inquiries and play in the classroom.</li> <li>• Welcome flexible use of materials and vary available props.</li> <li>• Source: <a href="#">Executive function: What’s play got to do with it? — Better Kid Care — Penn State Extension (psu.edu)</a></li> </ul> | <p><b>Trainer Does:</b> Read the slide.</p>   |
| <p><b>12.</b></p> <p style="text-align: center;"><b>Imaginary Play</b></p>  <p style="text-align: center;"><small>OFFICE OF<br/>Early Learning<br/>SOUTH CAROLINA DEPARTMENT OF<br/>EDUCATION</small></p>   | <p><b>Trainer Needs to Know:</b> Prepare a Post-It Note for each group with one of the following imaginary play scenarios listed on it: Veterinarian's Office, Restaurant, Space Station, Farm Stand, Bakery, Campsite, Flower Shop, Post Office, Beach, Doctor's Office</p> <p><u>Review Content Information found in PPT notes.</u></p>   | <p><b>Trainer Does:</b> Before Playing the video, ask teachers to jot down (as they watch the video) one-way imaginary play supports executive function skills. Then Play the video.</p> <p><b>Trainer Does:</b> Ask each group to brainstorm a list of props to accompany the following imaginary play scenarios: Veterinarian's Office, Restaurant, Space Station, Farm Stand, Bakery, Campsite, Flower Shop, Post Office, Beach, Doctor's Office</p> |
| <p><b>13.</b></p> <p style="text-align: center;"><b>The Stroop Test</b></p> <p style="text-align: center;"><u>Read the word</u></p> <p style="text-align: center;">Red Yellow Green Blue Black Purple</p> <p style="text-align: center;"><u>Say the color of the letters</u></p> <p style="text-align: center;">Green Red Purple Black Blue Yellow</p> <p style="text-align: center;"><u>Say the color of the letters</u></p> <p style="text-align: center;">Purple Red Yellow Blue Green Black<br/>Green Purple Yellow Red Black Blue</p> <p style="text-align: center;"><small>OFFICE OF<br/>Early Learning<br/>SOUTH CAROLINA DEPARTMENT OF<br/>EDUCATION</small></p> |   | <p><b>Trainer Does:</b> Invites participants to read through the slide one line at a time, following the directions provided in the PPT notes.</p>  |

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| <p><b>14.</b></p> <p><b>Cognitive Flexibility</b></p>    | <p><b>Trainer Needs to Know:</b> Cognitive flexibility allows us to see other perspectives. Key academic skills like reading, writing and math are also easier to learn when children can think in flexible ways. For example, one needs to think flexibly about letters to understand that they can have different sounds. Cognitive flexibility is necessary to grasp the many exceptions and complexities to the rules of grammar. And it's needed in math to understand that there's more than one way to solve a problem</p> | <p><b>Trainer Does:</b> Show the slide and ask participants what they see. Some will see a duck while others see a bunny. Image from <a href="#">This Centuries-Old Optical Illusion Will Leave You Scratching Your Head   Ilusiones, Ilusiones ópticas para niños, Arte de la ilusión óptica (pinterest.com)</a></p> |
| <p><b>15.</b></p> <p><b>Head, Shoulders, Knees, &amp; Toes Mix-Up</b></p> <p>Head, shoulders, knees, and toes,<br/>knees, and toes.<br/>Head, shoulders, knees, and toes,<br/>knees, and toes.<br/>Eyes and ears and mouth and nose,<br/>Head, shoulders, knees, and toes,<br/>knees, and toes</p>    | <p><b>Trainer Needs to Know:</b> this activity requires working memory, cognitive flexibility, and inhibitory control.</p>  | <p><b>Trainer presents</b> the Head and Shoulders song and follow up discussion questions.</p>  |
| <p><b>16.</b></p> <p><b>Developing Skills</b></p> <p>Executive functioning skills begin to develop shortly after birth and have an opportunity for dramatic growth during the preschool years.</p> <p>They continue to develop throughout adolescence and into early adulthood.</p> <p>With the support of caring and knowledgeable adults, these skills can be taught, practiced, and improved.</p>   |   | <p><b>Trainer Does:</b> Reads slide</p>   |

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| <p><b>17.</b></p> <p><b>Executive Functions In Action</b></p>     |   | <p><b>Trainer Does:</b> Before playing the video, direct participants jot down some of the routines and activities they see.</p> <p>Trainer provides post-it notes or sheets of paper for the participants to use before, during and after the video to record the activities they already offer in their classrooms. Participants may also reflect on which activities they could incorporate as new activities.</p> |
| <p><b>18.</b></p> <p><b>Florida Early Learning and Developmental Standards &amp; Executive Functioning Skills</b></p>    | <p><b>Trainer Needs to Know:</b> Each table or small group of participants will need to be assigned a domain and given at least one copy of the Florida Early Learning and Developmental Standards Four Years Old to Kindergarten (2017) available at, <a href="#">Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)</a></p> | <p><b>Trainer Does:</b> Disseminates materials, allows 5-7 minutes for small groups to work, and calls on participants to share their responses.</p>  |
| <p><b>19.</b></p> <p><b>Review</b></p>      |   | <p><b>Trainer Does:</b> Before playing the video, ask participants to jot down 1 “take away” that they want to remember as they watch the video.</p>  |

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| <p data-bbox="79 142 126 170"><b>20.</b></p> <div data-bbox="79 175 516 217" style="background-color: #4a7ebb; color: white; padding: 5px; text-align: center;"> <p data-bbox="226 180 371 207"><b>Next Steps</b></p> </div> <p data-bbox="180 240 422 318" style="text-align: center;">           Key Take Aways<br/>           Self-Assessment Review<br/>           Plan for Practice         </p>  <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;">   </div> | <p data-bbox="548 142 1415 250"><b>Trainer Does:</b> Provide the <b>Content Support Documents</b> in the Faciliator Guide to participants so they have the opportunity to dig deeper on their own.</p> <p data-bbox="548 256 1377 328">Work together to create a plan for implementing the information presented in this module.</p> <p data-bbox="548 375 1415 446"><b>Trainer Needs to Know:</b> Use this time to answer any questions the participants may have.</p> | <p data-bbox="1467 142 1934 446"><b>Trainer Does:</b> Invite participants to share their key take aways from the video and/or module. Facilitate a discussion around their responses. Ask participants to revisit the <i>Self Assessment</i> document they completed at the beginning of the module.</p> |