

Professional Learning Module

Supporting Executive Functioning Skills in the Preschool Classroom

Knowledge Check

The purpose of the Knowledge Check 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 place and what do you want to learn more about?

Supporting Executive Functioning Skills Key Element	Y/N	If yes, provide an example that demonstrates this element.
1. Use the <i>Florida Early Learning and Developmental Standards: Birth to Kindergarten</i> to plan instruction.		
2. Describe the skill that you ask 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 functioning 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 the children what you are doing to help them see what it looks like.		
4. Encourage children to practice the skills after the skills 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 functioning 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.		
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 functioning 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