

PASSPORT to EXECUTIVE FUNCTIONING



EXECUTIVE FUNCTIONING SKILLS

The skills you need to
control your thinking,
feelings, and behavior
to reach a goal.

COLLECT ALL 10 PASSPORT STAMPS

USA Planning	USA Self-Control
Canada Organization	China Focus
UK Time Management	USA Starting Tasks
France Working Memory	USA Flexible Thinking
Japan Self-Monitoring	Mexico Perseverance

Time to travel, let's start in the USA.

PASSPORT to EXECUTIVE FUNCTIONING

Session Objective:

- *Students will identify strengths and weaknesses.
- *Students will create a plan to improve their executive functioning skills.

Materials:

- *Passports (one for each student) cut out and glued in advance.
- *Travel itineraries (one for each student) and accompanying handouts.
- *Travel map printed out.
- *Passport stamps (one from each location for each student).

Guiding Questions:

- *Why are executive functioning skills important to develop and improve?

Session Details

*Today we are learning about Executive Functioning skills which are the skills you need to control your thinking, feelings, and behavior to reach a goal. We are going to travel to 10 different places that each represent an Executive Functioning Skill. Then we will determine which are our strengths and which ones we need to work on. Time to travel, let's start in the USA. (Show the Travel Map). USA represents the skill of Planning, which is figuring out how to complete a task or goal, and deciding what is most important to get done first. Let's go through the checklist on our passports to see if this is a skill we need to work on. If you have 2 or more checks on the checklist for planning, you can add the USA stamp to your passport because you have acquired that skill. (Pass out the USA stamp to only the students who have that skill, they can glue or tape it to their passport). If not, don't worry we will be learning how to get that stamp later. Let's travel to our next location, Canada, and the skill is Organization. (Continue through each category till you return to the USA). Now that we have determined which skills we need to work on, let's create our travel itinerary. Each of us will have a unique travel itinerary because we all have different skills we need to improve. If you did not get a passport stamp for a certain skill, this is where we will learn how to earn it and develop that skill. (Give students the handouts for only the stamps they did not earn). Let's start with Planning, does anyone need to learn more about the planning skill? (Go through the planning page with ways to improve and examples). Now let's make a plan of action of how you are going to improve your planning, once you have a plan created you have earned that passport stamp. To practice an important aspect of planning, let's use positive statements to encourage goal completion (pass out the accompanying handout). Go through each Executive Functioning skill in the same way until each skill has been addressed.

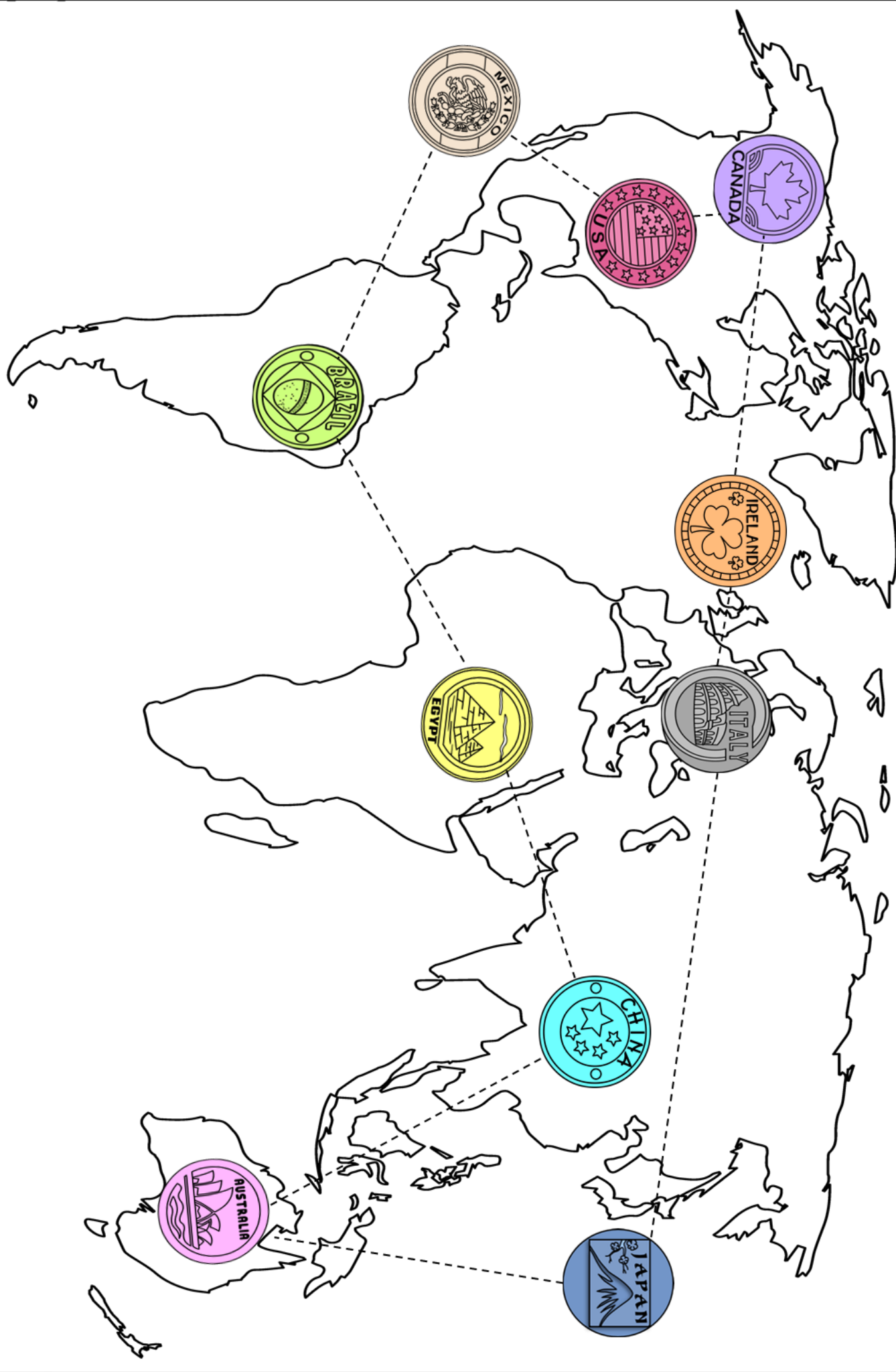
ASCA Standards Alignment:

- *Mindset: Belief in using abilities to their fullest to achieve high quality results and outcomes (M 5)
- *Behavior: Learning strategies: Use time management, organizational and study skills (B-LS 3)
- *Behavior: Self-management skills: Demonstrate perseverance to achieve long and short term goals (B-SMS 5)

SEL Competencies:

- *Self-awareness: accurate self-perception, recognizing strengths.
- *Self-management: impulse control, stress management, self-discipline, self-motivation, goal setting, organizational skills.

TRAVEL MAP




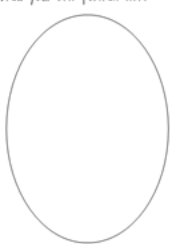
Passport Stamps



CHOOSE YOUR STYLE PASSPORT

Style #1 Cut and Paste Version Pages 6-12

Step 1: Cut in half →

	<p>PASSPORT</p>  <p>to EXECUTIVE FUNCTIONING</p>
<p>Draw your self-portrait here:</p> 	<p>Name:</p> <p>Date:</p> <p>Signature:</p>

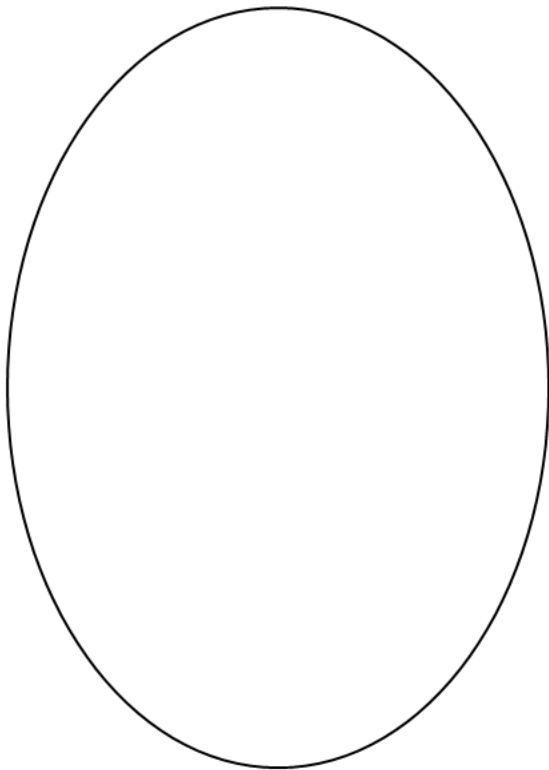
Step 2: Glue or
tape this bottom
half to the inside
of the top half.

PASSPORT



to **EXECUTIVE
FUNCTIONING**

Draw your self-portrait here:



Name:

Date:

Signature:

EXECUTIVE FUNCTIONING SKILLS

The skills you need to control your thinking, feelings, and behavior to reach a goal.

COLLECT ALL 10 PASSPORT STAMPS



Planning



Self-Control



Organization



Focus



Time Management



Starting Tasks



Working Memory



Flexible Thinking

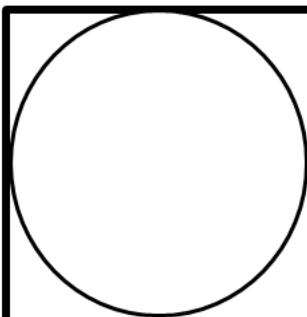


Self-Monitoring



Perseverance

Time to travel, let's start in the U.S.A.



PLANNING

MEANS:

Figuring out how to complete a task or goal, and deciding what is most important to get done first.



CHECK ALL THAT APPLY TO YOU:

☐

I write homework in my agenda.

☐

I use checklists.

☐

I decide what is most important and work on that first.

☐

I think about the steps and materials needed to complete a task.

IS THIS SOMETHING I NEED TO

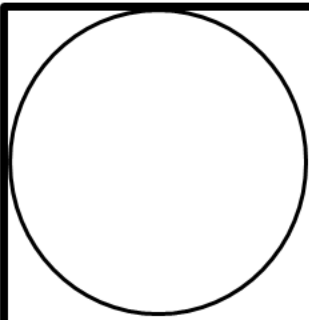
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES





ORGANIZ- ATION

MEANS:

Maintaining order in your work space by keeping track and taking care of your belongings.



CHECK ALL THAT APPLY TO YOU:

- ☐ I rarely lose my items.
- ☐ I keep my work area clean.
- ☐ I come prepared to class with all my materials and assignments.
- ☐ I have a folder for each subject and papers are neatly placed in their proper folder.

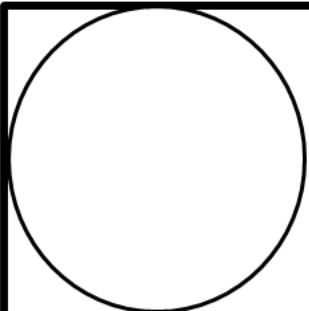
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES



TIME MANAGEMENT

MEANS:

Using your time effectively to complete a task.



CHECK ALL THAT APPLY TO YOU:

- ☐ I plan good use of my time.
- ☐ I do not need many reminders.
- ☐ I finish tasks and assignments on time.
- ☐ I set realistic goals for how much I can get done in a certain amount of time.

IS THIS SOMETHING I NEED TO

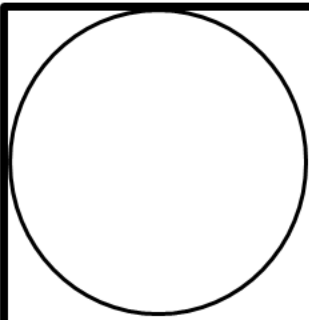
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES





WORKING MEMORY

MEANS:

Being able to hold
information in your mind
long enough
to use it.



CHECK ALL THAT APPLY TO YOU:

- ☐ I can follow multi-step directions
- ☐ I can do more than one task at a time.
- ☐ I can remember something without writing it down.
- ☐ I do not often have to re-read something to understand what I just read.

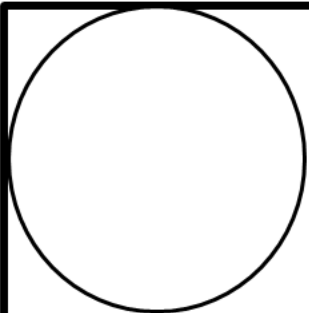
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



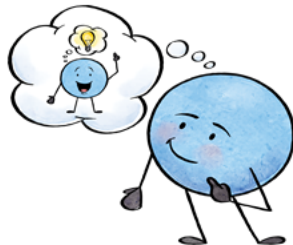
YES



SELF MONITORING

MEANS:

Looking at your own behavior
and making changes to
improve.



CHECK ALL THAT APPLY TO YOU:

- ☐ I notice my own mistakes.
- ☐ I set goals for myself.
- ☐ I know my strengths and weaknesses.
- ☐ I can recognize when I do not understand something that was just taught.

IS THIS SOMETHING I NEED TO

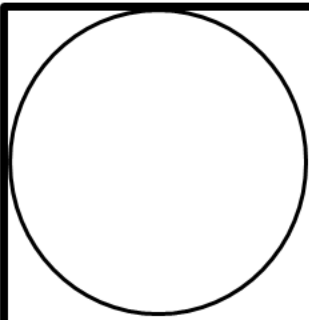
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES

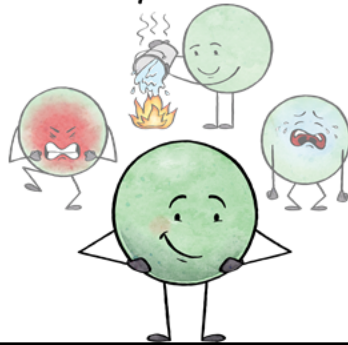




SELF CONTROL

MEANS:

Managing your feelings and thinking about what you are going to do before you do it.



CHECK ALL THAT APPLY TO YOU:

☐

I can control my own mood.

☐

I can calm myself down.

☐

I think before I act.

☐

I can recognize how my body feels when I am upset.

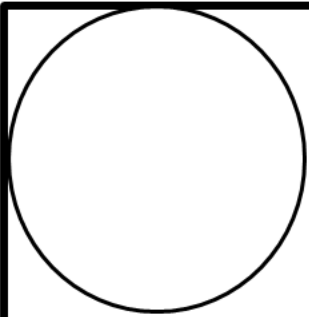
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



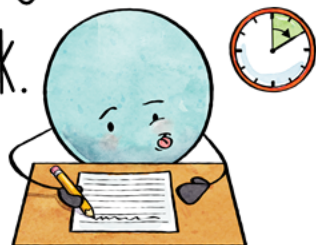
YES



FOCUS

MEANS:

Keeping your attention on what you are supposed to be doing long enough to complete a task.



CHECK ALL THAT APPLY TO YOU:

☐

I can concentrate on tasks that are not appealing to me..

☐

I stay on topic when talking.

☐

I can ignore background noise and distractions.

☐

I can stay on task for a long period of time.

IS THIS SOMETHING I NEED TO

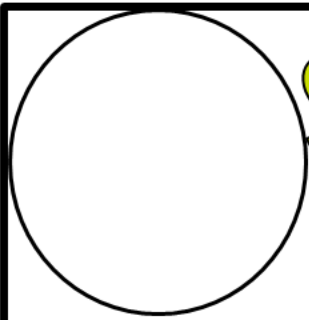
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES

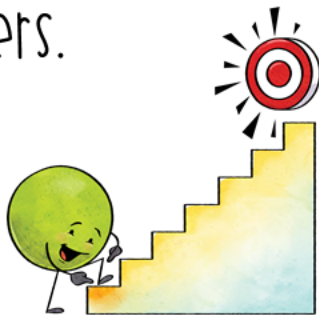




STARTING TASKS

MEANS:

Getting started on a task right away and without being prompted by others.



CHECK ALL THAT APPLY TO YOU:

- ☐ I start tasks without being told to multiple times.
- ☐ I know where to start to accomplish a task.
- ☐ I do not put off important tasks
- ☐ I can easily stop a preferred activity and start a non-preferred one.

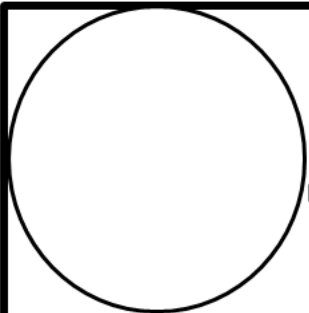
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES



FLEXIBLE THINKING

MEANS:

Adjusting your plans when unexpected things come up.



CHECK ALL THAT APPLY TO YOU:

- ☐ I can adjust to change well.
- ☐ I do not often get stuck on problems I cannot solve.
- ☐ I can see multiple ways to solve a problem, not just one.
- ☐ I can handle my emotions when a situation does not go as planned.

IS THIS SOMETHING I NEED TO

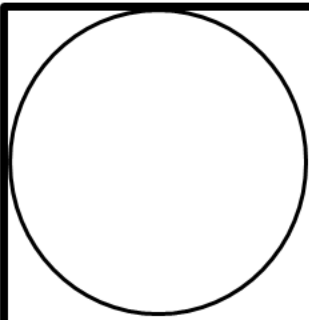
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES

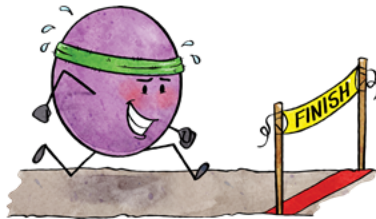




PERSEVER- ANCE

MEANS:

When things get hard,
continuing to work towards
a goal and not giving up.



CHECK ALL THAT APPLY TO YOU:

- ☐ I always try my hardest.
- ☐ I never give up.
- ☐ When I get stuck, I try a different way.
- ☐ I know how to get help when I am stuck on a task.

IS THIS SOMETHING I NEED TO
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES



TRAVEL SUMMARY

CIRCLE THE STAMPS THAT
YOU STILL NEED:



Planning



Organization



Time Management



Working Memory



Self-Monitoring



Self-Control



Focus



Starting Tasks



Flexible Thinking



Perseverance

CHOOSE YOUR STYLE PASSPORT

Style #2 Fold and Staple

Version

Pages 14-20

[Video example](#) of how to fold the passport.

Step 1: Fold in half
pushing top of
paper backward

CHOOSE YOUR STYLE PASSPORT

EXECUTIVE FUNCTIONING SKILLS

The skills you need to control your thinking, feelings, and behavior to reach a goal.

Name:

Date:

Signature:

Draw your self-portrait here:

Step 2: Fold on
dotted line, pushing
the left side
backward

EXECUTIVE FUNCTIONING to



PASSPORT

The skills you need to
control your thinking,
feelings, and behavior
to reach a goal.

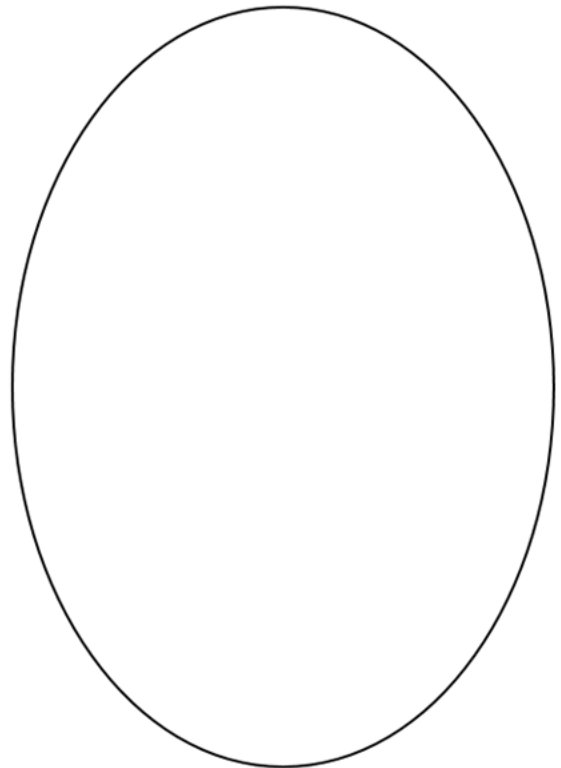
EXECUTIVE FUNCTIONING SKILLS

Name:

Date:

Signature:

Draw your self-portrait here:



WORK ON? (LESS THAN 2 CHECKS ABOVE)

YES

NO

IS THIS SOMETHING I NEED TO task.

materials needed to complete a

I think about the steps and

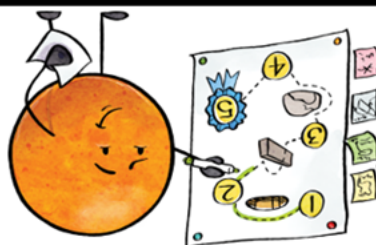
and work on that first.

I decide what is most important

I use checklists.

I write homework in my agenda.

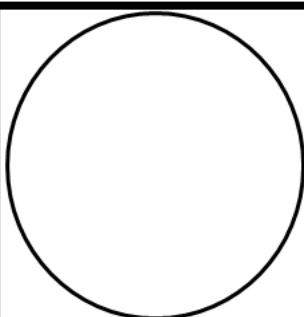
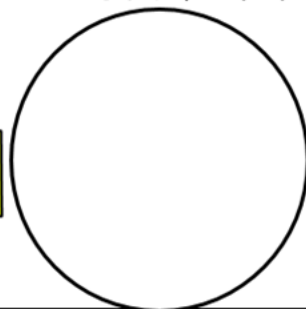
CHECK ALL THAT APPLY TO YOU:



what is most important to a task or goal, and deciding figuring out how to complete

MEANS:

PLANNING



ORGANIZ-
ATION

MEANS:

Maintaining order in your work space by keeping track and taking care of your belongings.



COLLECT ALL 10 PASSPORT STAMPS



Planning



Self-Control



Organization



Focus



Time Management



Starting Tasks



Working Memory



Flexible Thinking



Self-Monitoring



Perseverance

Time to travel, let's start in the U.S.A.

WORK ON? (LESS THAN 2 CHECKS ABOVE)
 YES  NO 

IS THIS SOMETHING I NEED TO
 certain amount of time.

☐ I set realistic goals for how
 much I can get done in a

on time.

☐ I finish tasks and assignments

☐ I do not need many reminders.

☐ I plan good use of my time.

CHECK ALL THAT APPLY TO YOU:

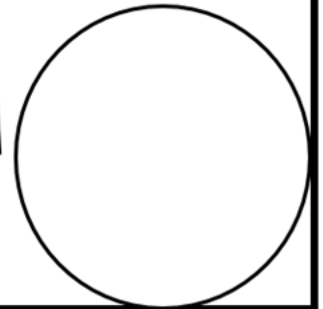


to complete a task.

using your time effectively

MEANS:

TIME
 MANAGEMENT



WORKING
 MEMORY

MEANS:

Being able to hold
 information in your mind
 long enough
 to use it.



CHECK ALL THAT APPLY TO YOU:

☐ I rarely lose my items.

☐ I keep my work area clean.

☐ I come prepared to class with all
 my materials and assignments.

☐ I have a folder for each subject
 and papers are neatly placed in
 their proper folder.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO 

YES 

WORK ON? (LESS THAN 2 CHECKS ABOVE)
 YES  NO 

IS THIS SOMETHING I NEED TO
 just taught.

☐ I can recognize when I do not
 understand something that was

☐ I know my strengths and
 weaknesses.

☐ I set goals for myself.

☐ I notice my own mistakes.

CHECK ALL THAT APPLY TO YOU:

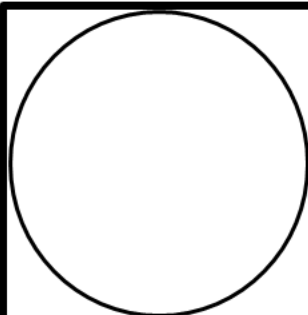
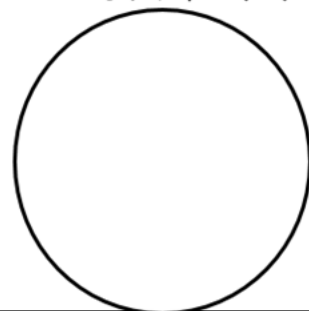


improve.

looking at your own behavior
 and making changes to

MEANS:

SELF
MONITORING



SELF
CONTROL

MEANS:

Managing your feelings and
 thinking about what you are
 going to do
 before
 you do it.



CHECK ALL THAT APPLY TO YOU:

☐ I can follow multi-step directions

☐ I can do more than one task at
 a time.

☐ I can remember something
 without writing it down.

☐ I do not often have to re-read
 something to understand what I
 just read.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO 

YES 

WORK ON? (LESS THAN 2 CHECKS ABOVE)
 YES  NO 

IS THIS SOMETHING I NEED TO

period of time.

☐ I can stay on task for a long

and distractions.

☐ I can ignore background noise

☐ I stay on topic when talking.

are not appealing to me.

☐ I can concentrate on tasks that

CHECK ALL THAT APPLY TO YOU:

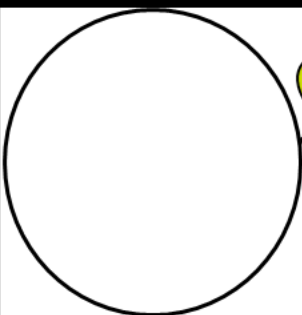
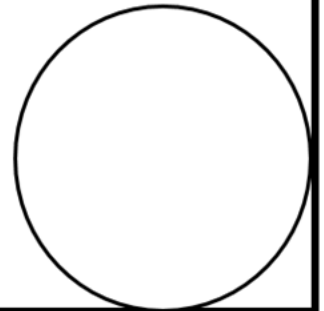


doing long enough to
 complete a task.

keeping your attention on
 what you are supposed to be

MEANS:

FOCUS



STARTING
 TASKS

MEANS:

Getting started on a task
 right away and without being
 prompted by others.



CHECK ALL THAT APPLY TO YOU:

☐ I can control my own mood.

☐ I can calm myself down.

☐ I think before I act.

☐ I can recognize how my body
 feels when I am upset.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO 

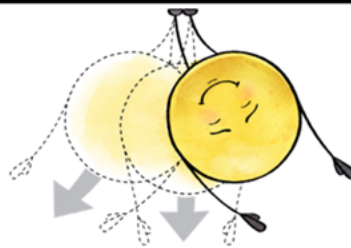
YES 

WORK ON? (LESS THAN 2 CHECKS ABOVE)
 YES  NO 

IS THIS SOMETHING I NEED TO
 planned.

- as a situation does not go as
 I can handle my emotions when ☐
 a problem, not just one. ☐
 I can see multiple ways to solve ☐
 problems I cannot solve. ☐
 I do not often get stuck on ☐
 I can adjust to change well. ☐

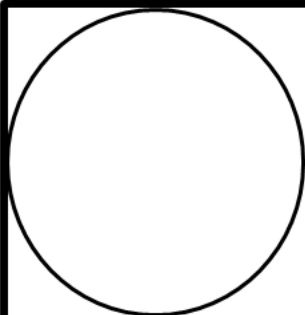
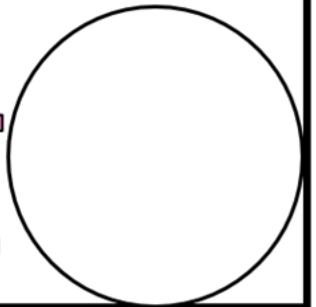
CHECK ALL THAT APPLY TO YOU:



Adjusting your plans when
 unexpected things come up.

MEANS:

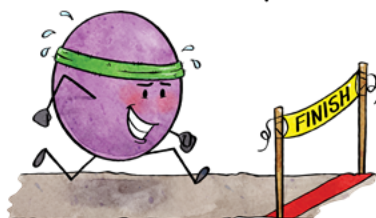
**FLEXIBLE
 THINKING**



**PERSEVER-
 ANCE**

MEANS:

When things get hard,
 continuing to work towards
 a goal and not giving up.



CHECK ALL THAT APPLY TO YOU:

- ☐ I start tasks without being told
 to multiple times.
☐ I know where to start to
 accomplish a task.
☐ I do not put off important tasks
 I can easily stop a preferred
☐ activity and start a non-
 preferred one.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO 

YES 

TRAVEL SUMMARY

CIRCLE THE STAMPS THAT YOU STILL NEED:

Planning



Organization



Time Management



Working Memory



Self-Monitoring



Self-Control



Focus



Starting Tasks



Flexible Thinking



Persistence



CHECK ALL THAT APPLY TO YOU:

- ☐ I always try my hardest.
- ☐ I never give up.
- ☐ When I get stuck, I try a different way.
- ☐ I know how to get help when I am stuck on a task.

IS THIS SOMETHING I NEED TO WORK ON? (LESS THAN 2 CHECKS ABOVE)

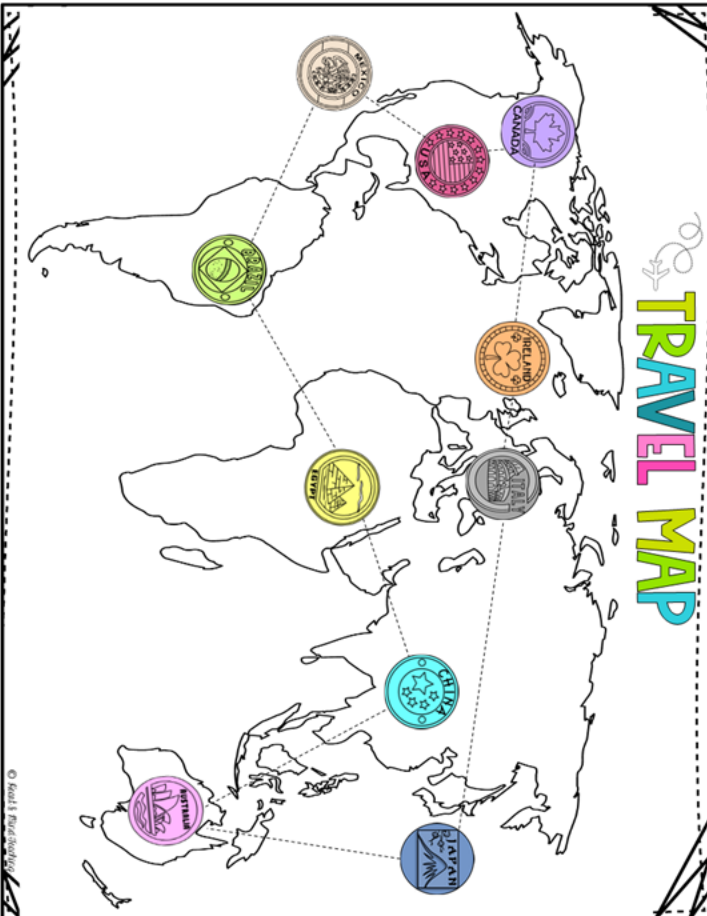
NO

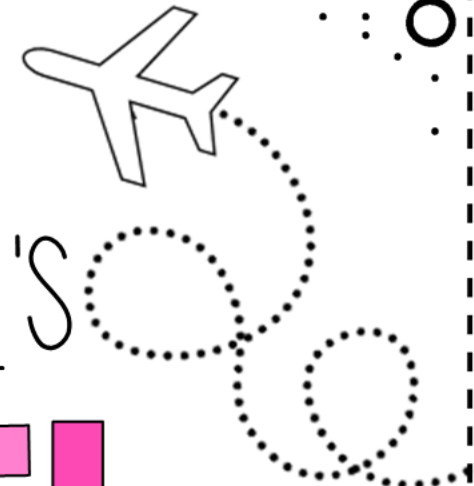


YES



TRAVEL MAP





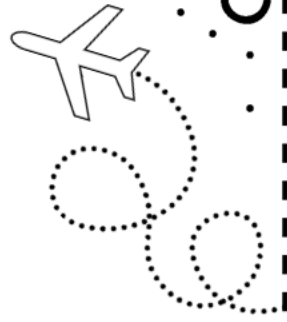
TRAVEL ITINERARY

FOR EXECUTIVE FUNCTIONING





PLANNING



MEANS: Figuring out how to complete a task or goal, and deciding what is most important to get done first.

WAYS TO IMPROVE:

Visualize the reward you will get from achieving a goal.

Use positive self-statements to encourage yourself to complete a goal.

Reward yourself for small steps made towards the larger goal.

Write homework and important dates down in your agenda.

Make a list of important things you need to get done. Check them off as you complete them.

EXAMPLES:

Think about the proud feeling you will have when you get a good grade and can show your parents.

Tell yourself "I can do this"

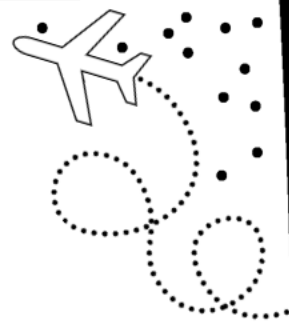
Allow yourself 15 minutes of extra video game time if you finish all your homework.

Check your agenda daily for all important dates and reminders.

Checklist for studying for spelling test: 1. Get spelling word list out. 2. Make flash cards. 3. Practice flash cards with Dad.



PLANNING



ONE WAY I AM GOING TO IMPROVE MY PLANNING IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY PLANNING IS:

How will this help me?

What do I need?

Who can help me?

COLOR THE ONES YOU WOULD USE

I can do it.

I am strong.

I have a lot to be proud of.

I have the courage to try.

I am confident in my abilities.

I can achieve anything I set my mind to.

I am smart.

I am in control of my choices.

I am moving towards my goals.

Mistakes help me become better.

I am determined.

POSITIVE
SELF-
STATEMENTS



ORGANIZATION



MEANS: Maintaining order in your work space by keeping track and taking care of your belongings.

WAYS TO IMPROVE:

Keep a checklist of all needed materials and go through it before you leave school or home.

Use color coded folders, one for each subject. Keep the same color for that subject all year.

Clean out my backpack and desk every week.

Use pictures or written labels of where things should go.

Create a designated space for important items to always go.

EXAMPLES:

➔ Checklist should include items frequently left behind like lunch box, coat, textbooks.

➔ Use a blue folder for math, use a blue book cover for your math textbook.

➔ Take everything out of the desk/backpack, and neatly place everything where it needs to go.

➔ Picture of pencil and pencil label on the outside of your pencil box.

➔ Backpack front zipper pouch is for all supplies, the front flap is for the HW folder.



ORGANIZATION



ONE WAY I AM GOING TO IMPROVE MY ORGANIZATION IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY ORGANIZATION IS:

How will this help me?

What do I need?

Who can help me?

Backpack Luggage Tag Reminders

Think of your top 4 most frequently forgotten items and write them on this luggage tag. Place luggage tag on your backpack where you cannot miss it. Check it every day before you come and go from school. Laminate it to last longer.

CHECK FOR THESE ITEMS IN BACKPACK:









CHECK FOR THESE ITEMS IN BACKPACK:











TIME MANAGEMENT



MEANS: Using your time effectively to complete a task.

WAYS TO IMPROVE:

Write down reminders of due dates in your agenda.

Set realistic deadlines to reach in a specific amount of time.

Use a timer/alarm to keep track of how long you are doing something.

Take frequent breaks and chunk the work into smaller segments.

Use a calendar to plan your time.

EXAMPLES:

Write down Science project due in one week, then write it again under each day to prevent procrastination.

Your big Social Studies project will take a week to complete, write down a goal to complete daily to make the deadline.

Time your free/fun time and your homework time to keep aware of time passing.

Give yourself a short break after a certain amount you have finished as a reward.

A visual reminder like a calendar can help balance important tasks and fun tasks.



TIME MANAGEMENT



ONE WAY I AM GOING TO IMPROVE MY TIME MANAGEMENT IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY TIME MANAGEMENT IS:

How will this help me?

What do I need?

Who can help me?

My weekly goal:

A blue rectangular box with a white border and a small white shadow, intended for writing a weekly goal.

My monthly goal:

A yellow rectangular box with a white border and a small white shadow, intended for writing a monthly goal.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



WORKING MEMORY



MEANS: Being able to hold information in your mind long enough to use it.

WAYS TO IMPROVE:

Write it down, make information visible.

Repeat back instructions to check that you understand the task.

Say it over and over in your head.

Use Mnemonics to recall facts.

Create a picture in your mind of what you need to remember.

EXAMPLES:

Place post-its in places that they cannot be missed as reminders. Take notes and use flash cards when studying.

Say "I want to check that I have this right, first I need to...then I need to..."

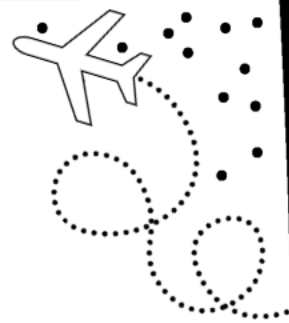
Say to yourself "turn in math homework" 3 times.

A silly Mnemonic to remember end of day procedure, HAC= Homework, Agenda, Clean up.

A visual reminder like a calendar can help balance important tasks and fun tasks.



WORKING MEMORY



ONE WAY I AM GOING TO IMPROVE MY WORKING MEMORY IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY WORKING MEMORY IS:

How will this help me?

What do I need?

Who can help me?

MY REMINDERS:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

MY REMINDERS:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

MY REMINDERS:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

MY REMINDERS:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

MY REMINDERS:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

MY REMINDERS:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



SELF MONITORING



MEANS: Looking at your own behavior and making changes to improve.

WAYS TO IMPROVE:

Check in with an adult to make sure I understand.

Revisit my goals to make sure I am on the right track.

Take breaks when reading and ask yourself if you understand what you read.

Look at things from multiple perspectives.

Use a reflective journal.

EXAMPLES:

➤ Talk to a teacher or parent about your goal and progress towards it.

➤ Looking at your big goals and the smaller ones needed to get there and monitoring your own progress.

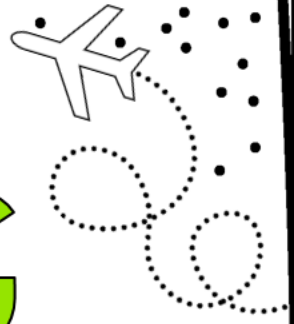
➤ Monitor your learning by really thinking about what you read and what it means.

➤ Instead of thinking "Math makes me frustrated", think "What about math makes me frustrated?"

➤ What did not work so well that I should not do next time or that I should change?"



SELF MONITORING



ONE WAY I AM GOING TO IMPROVE MY SELF-MONITORING IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY SELF-MONITORING IS:

How will this help me?

What do I need?

Who can help me?

REFLECTIVE JOURNAL

I am working towards...

What worked well?

What did not work well?

What can I change to improve?

What is most important here?

I want to remember...



SELF CONTROL



MEANS: Managing your feelings and thinking about what you are going to do before you do it.

WAYS TO IMPROVE:

Describe how you are feeling using your words.

Anticipate the demands of the task.

Recognize warning signs when you are frustrated, irritated, or overly excited.

Use coping skills to calm down.

Check your work for careless mistakes.

EXAMPLES:

➤ I am really frustrated that it did not go my way.

➤ Making more time to study is going to take time away from playing with my friends.

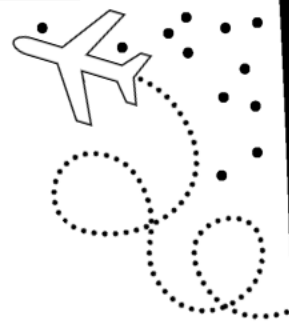
➤ I clench my fists when I am irritated.

➤ Take a break, slow your breathing, count to 10, talk to someone.

➤ After you finish an assignment, check for mistakes and that you read every possible answer.



SELF CONTROL



ONE WAY I AM GOING TO IMPROVE MY SELF-CONTROL IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY SELF-CONTROL IS:

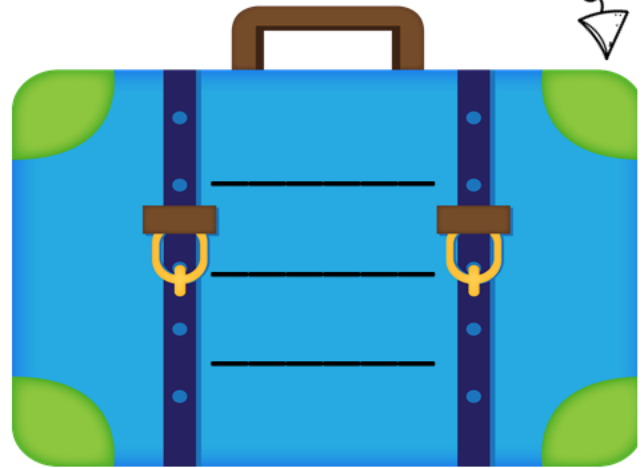
How will this help me?

What do I need?

Who can help me?

The "emotional" baggage we carry

These two things usually cause me to lose my control



This is what will help me calm down:

Circle the calming strategies you would use.

I can slow my breathing and count to ten.

I can listen to calming music.

I can talk to a trusted adult.

I can go for a walk or exercise.

I can squeeze a stress ball or stuffed animal.

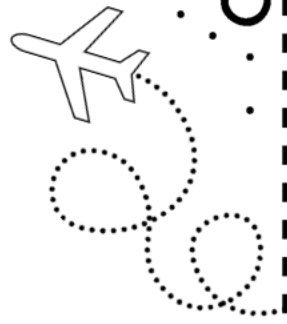
I can write about it in my journal.

I can take a break and refocus my thoughts on what is important.

(Think of your own) I can:



FOCUS



MEANS: Keeping your attention on what you are supposed to be doing long enough to complete a task.

WAYS TO IMPROVE:

Identify and reduce distractions.

Self-monitor your own thoughts.

Get an accountability partner.

Take frequent breaks and chunk the work into smaller segments.

Prepare your brain before starting a task.

EXAMPLES:

Remove things you know will distract you like TV, music, cell phone, other people, toys.

Stop and think, Am I giving my full attention to this task right now?

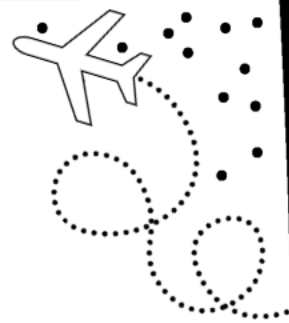
Mom will check in with me every 15 minutes to ask if I am still focused.

Give yourself a short break after a certain amount you have finished as a reward.

Think about what you need to do and how you are going to do it, remind yourself the rewards for completing the task.



FOCUS



ONE WAY I AM GOING TO IMPROVE MY FOCUSING IS:

How will this help me?

What do I need?

Who can help me?



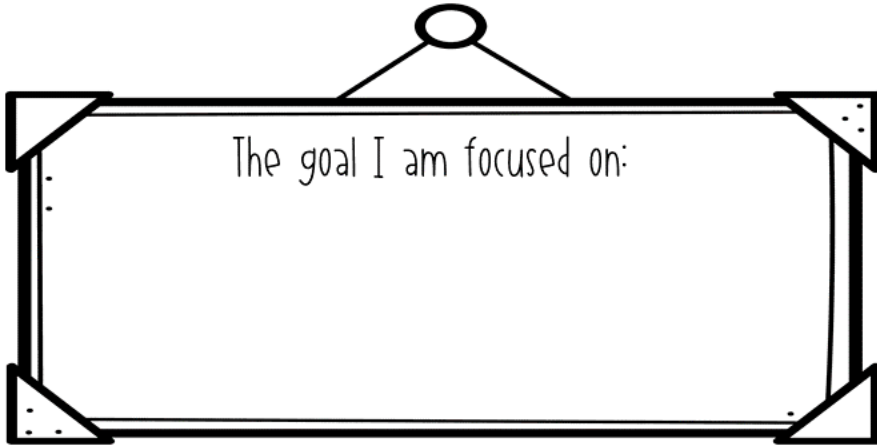
ANOTHER WAY I AM GOING TO IMPROVE MY FOCUSING IS:

How will this help me?

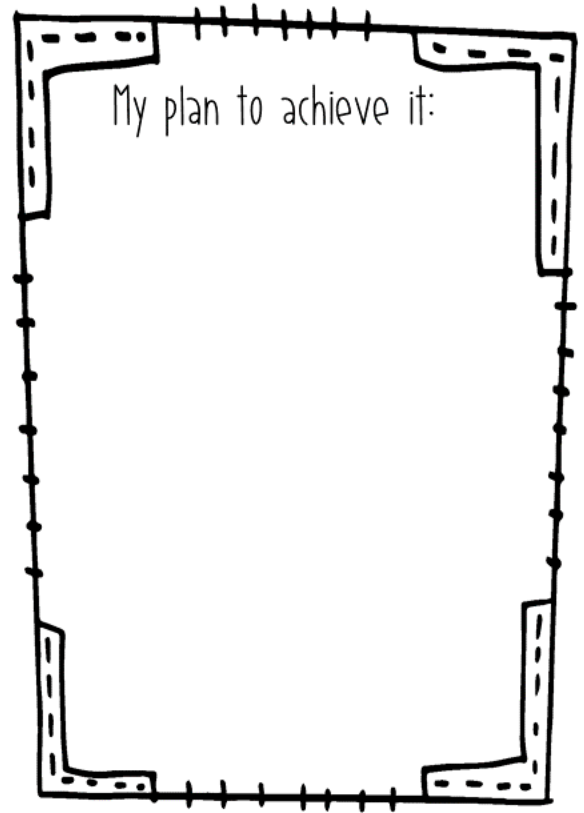
What do I need?

Who can help me?

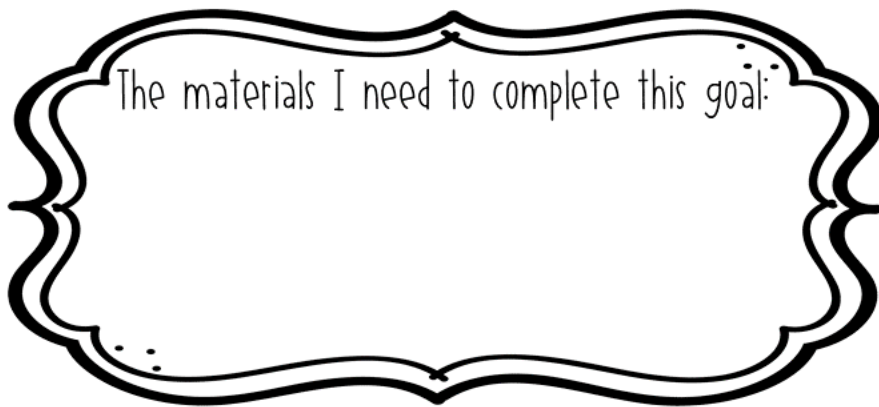
FOCUS SHEET



The goal I am focused on:



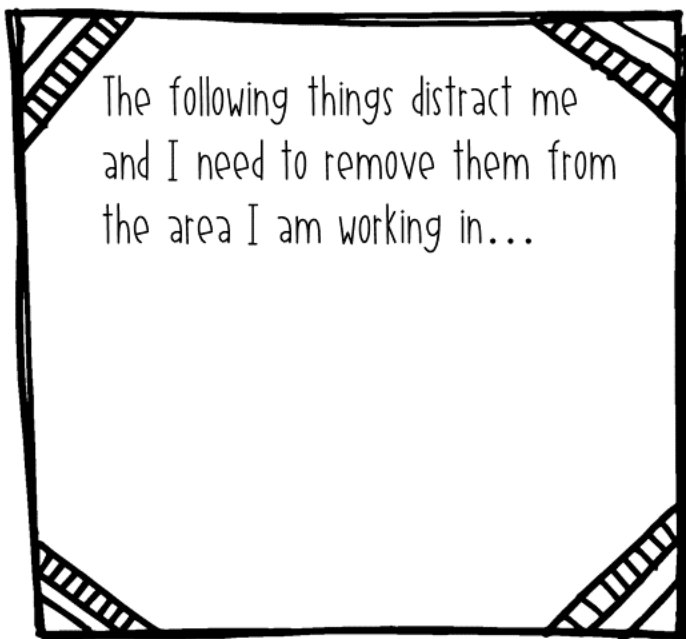
My plan to achieve it:



The materials I need to complete this goal:



My motivation for completing this task:



The following things distract me and I need to remove them from the area I am working in...



When I get distracted from my goal I will remember....



STARTING TASKS



MEANS: Getting started on a task right away and without being prompted by others.

WAYS TO IMPROVE:

Rephrase negative statements to be positive.

Think of a reward to give yourself for completing the task. Use first-then statements.

Make a routine to get important things done.

Think about what will distract you and put it in a different room.

Use a timer to end preferred tasks and start an un-preferred one.

Think about what will happen if you do not start the task.

EXAMPLES:

This essay may be long, but I can start on the intro paragraph.

First I will get my homework done, then I can watch my favorite show.

Right when I get home from school, I do my homework, then I have a snack, then I get to play outside.

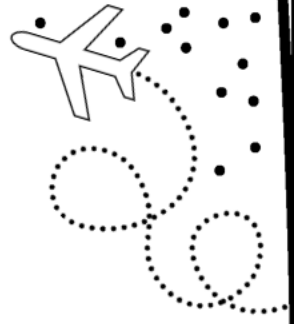
I leave my cell phone in the kitchen when I am studying in my room.

When I get home, I will eat my snack for 5 minutes then I will start on my project.

If I put off studying till tomorrow, I may not have time tomorrow to watch the football game.



STARTING TASKS



ONE WAY I AM GOING TO IMPROVE AT STARTING TASKS IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE AT STARTING TASKS IS:

How will this help me?

What do I need?

Who can help me?

What's my Motivation?

Examples of things that can be used to motivate people to complete goals:



Extra time to do preferred activity



Toys/things I want



Good Grades



Feeling proud of myself



Making my teacher and parents proud



Certificates/Trophies

Small goal:

My motivation to complete this goal:

Small goal:

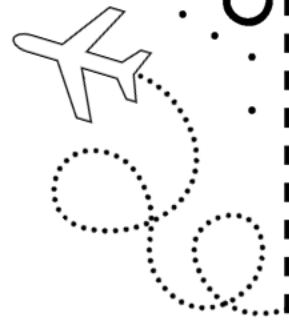
My motivation to complete this goal:

Small goal:

My motivation to complete this goal:



FLEXIBLE THINKING



MEANS: Adjusting your plans when unexpected things come up.

WAYS TO IMPROVE:

View change as a challenge, not a problem.

Use calming strategies when a problem comes up.

Use sometimes instead of should.

Use positive self-talk to encourage yourself through it.

Take a break.

EXAMPLES:

➤ There can be more than one way to solve a math problem, become an investigator to find more ways.

➤ Listen to calming music, count to 10, slow your breathing and focus on it, meditate, use a stress ball.

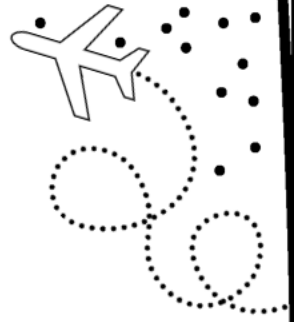
➤ Instead of saying "it should be like this" say "sometimes it's like that and sometimes it's not"

➤ Tell yourself "I can cope with changes, I have before, and it will be okay."

➤ I recognize that I am getting frustrated so I will take a short break to gather my thoughts.



FLEXIBLE THINKING



ONE WAY I AM GOING TO IMPROVE MY FLEXIBLE THINKING IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY FLEXIBLE THINKING IS:

How will this help me?

What do I need?

Who can help me?

THINK SHEET

THERE IS MORE THAN ONE WAY TO GET WHERE YOU NEED TO GO.

The problem I am having is:



Possible solution:



Possible solution:



Possible solution:



Possible solution:



Possible solution:



Possible solution:



PERSEVERANCE



MEANS: When things get hard, continuing to work towards a goal and not giving up.

WAYS TO IMPROVE:

Ask for help from someone who can provide it.

Change the way you think about your abilities.

Stay positive and optimistic.

Be aware of your strengths and weaknesses.

Reward yourself for effort and hard work, not perfection.

EXAMPLES:

I have been working on this one math problem and cannot figure it out, I will ask my mom for help.

Instead of saying "I am terrible at math" say "I am working hard at improving my math skills."

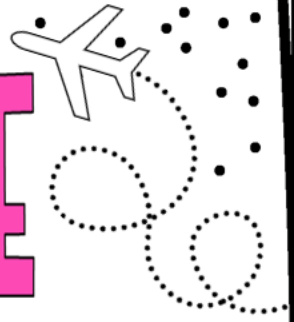
This is a tough set back, but I can make it work and I will keep trying.

I know I struggle in Math, so I will plan more time to study in that area than in Science which is my strength.

I did not get an A on the test like I wanted, but I did improve my grade from the last test.



PERSEVERANCE



ONE WAY I AM GOING TO IMPROVE MY PERSEVERANCE IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY PERSEVERANCE IS:

How will this help me?

What do I need?

Who can help me?

Fill out this postcard to yourself as a reminder
that you can do hard things.

PERSEVERANCE **POST CARD**

Things I am awesome at:

Things I am working at improving:

A reminder of a time when I did something that I
initially thought was too hard:



Name:

When something is hard and I feel like giving up
I will take out this postcard and remind myself
that I can persevere!

- 🌀 Keep it somewhere safe and get it out when you need a pep talk.
- 🌀 Have a parent or teacher fill one out about you too.

PLANNING

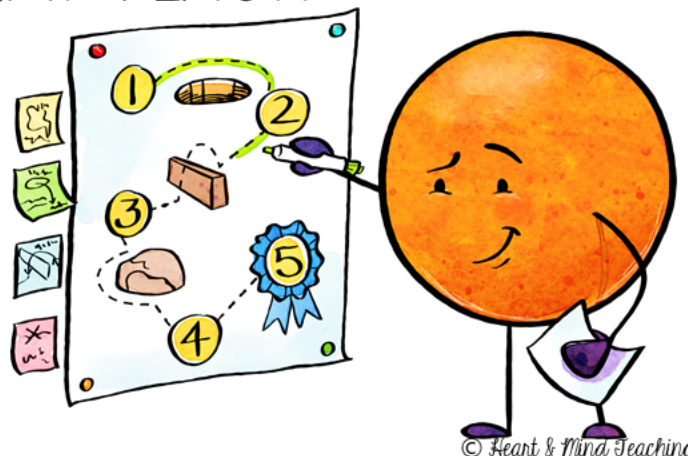
Figuring out how to complete a task or goal, and deciding what is most important to get done first.

✓ I WRITE HOMEWORK IN MY AGENDA

✓ I THINK ABOUT THE STEPS AND MATERIALS NEEDED TO COMPLETE A TASK.

✓ I DECIDE WHAT IS MOST IMPORTANT AND WORK ON THAT FIRST.

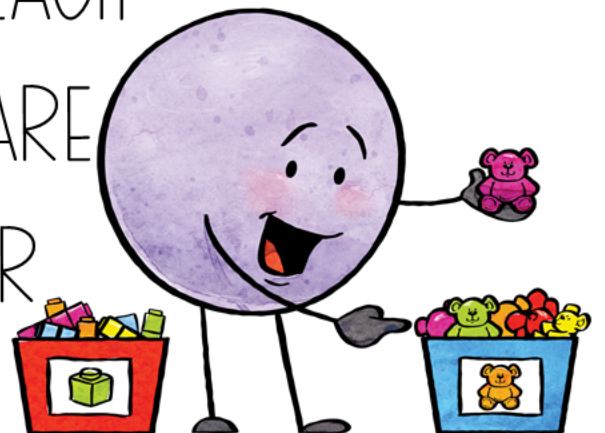
✓ I USE CHECKLISTS.



ORGANIZATION

Maintaining order in your work space by keeping track and taking care of your belongings.

- ✓ I RARELY LOSE MY ITEMS.
- ✓ I KEEP MY WORK AREA CLEAN.
- ✓ I COME PREPARED TO CLASS WITH ALL MY MATERIALS AND ASSIGNMENTS.
- ✓ I HAVE A FOLDER FOR EACH SUBJECT AND PAPERS ARE NEATLY PLACED IN THEIR PROPER FOLDER.



TIME MANAGEMENT

Using your time effectively to complete a task.

- ✓ I PLAN GOOD USE OF MY TIME.
- ✓ I DO NOT NEED MANY REMINDERS.
- ✓ I FINISH TASKS AND ASSIGNMENTS ON TIME.
- ✓ I SET REALISTIC GOALS FOR HOW MUCH I CAN GET DONE IN A CERTAIN AMOUNT OF TIME.



WORKING MEMORY

Holding information in your mind long enough to use it.

✓ I CAN FOLLOW MULTI-STEP DIRECTIONS.

✓ I CAN DO MORE THAN ONE TASK AT A TIME.

✓ I CAN REMEMBER SOMETHING WITHOUT WRITING IT DOWN.

✓ I DO NOT OFTEN HAVE TO RE-READ SOMETHING TO UNDERSTAND WHAT I JUST READ.



SELF MONITORING

Looking at your own behavior and making changes to improve.

- ✓ I NOTICE MY OWN MISTAKES.
- ✓ I SET GOALS FOR MYSELF.
- ✓ I KNOW MY STRENGTHS AND WEAKNESSES.
- ✓ I CAN RECOGNIZE WHEN I DO NOT UNDERSTAND SOMETHING THAT WAS TAUGHT.



SELF CONTROL

Managing your feelings and thinking about what you are going to do before you do it.



I CAN CONTROL MY OWN MOOD.



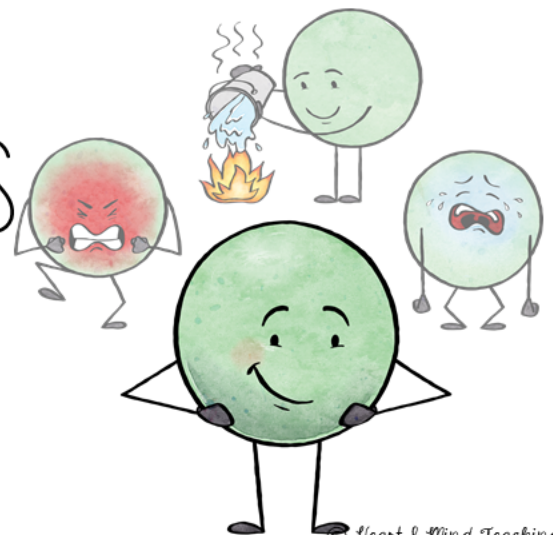
I CAN CALM MYSELF DOWN.



I THINK BEFORE I ACT.



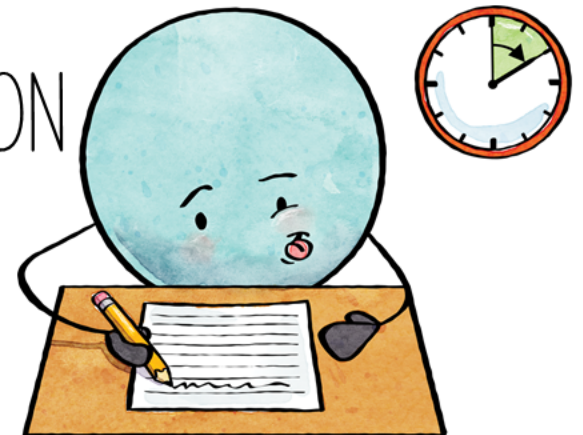
I CAN RECOGNIZE
HOW MY BODY FEELS
WHEN I AM UPSET.



FOCUS

Keeping your attention on what you are supposed to be doing long enough to complete a task.

- ✓ I CAN STAY ON TASK FOR A LONG PERIOD OF TIME.
- ✓ I CAN IGNORE BACKGROUND NOISE AND DISTRACTIONS.
- ✓ I STAY ON TOPIC WHEN TALKING.
- ✓ I CAN CONCENTRATE ON TASKS THAT ARE NOT APPEALING TO ME.



STARTING TASKS

Getting started on a task right away and without being prompted by others.

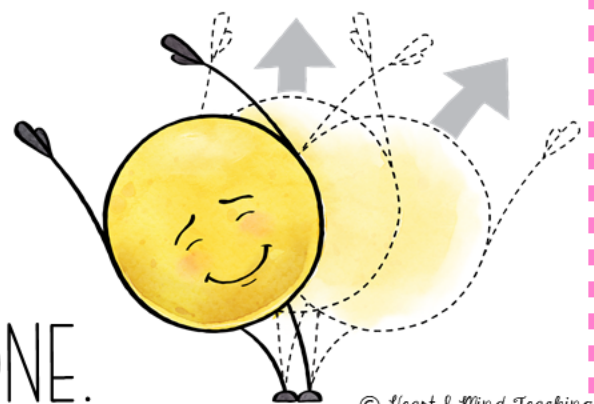
- ✓ I START TASKS WITHOUT BEING TOLD TO MULTIPLE TIMES.
- ✓ I KNOW WHERE TO START TO ACCOMPLISH A TASK.
- ✓ I DO NOT PUT OFF IMPORTANT TASKS.
- ✓ I CAN EASILY STOP A PREFERRED ACTIVITY AND START A NON-PREFERRED ONE.



FLEXIBLE THINKING

Adjusting your plans when unexpected things come up.

- ✓ I CAN ADJUST TO CHANGE WELL.
- ✓ I DO NOT OFTEN GET STUCK ON PROBLEMS I CANNOT SOLVE.
- ✓ I CAN HANDLE MY EMOTIONS WHEN A SITUATION DOES NOT GO AS PLANNED.
- ✓ I CAN SEE MULTIPLE WAYS TO SOLVE A PROBLEM, NOT JUST ONE.



PERSEVERANCE

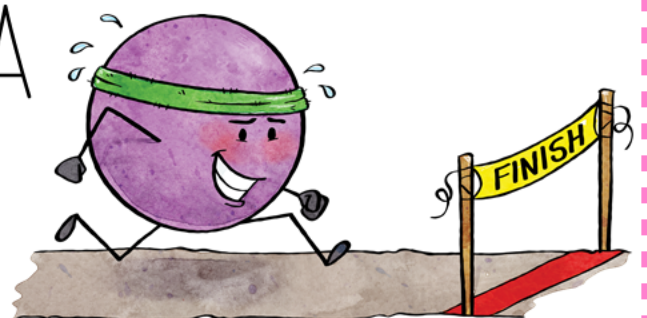
When things get hard, continuing to work towards a goal and not giving up.

✓ I ALWAYS TRY MY HARDEST.

✓ I NEVER GIVE UP.

✓ WHEN I GET STUCK, I TRY A DIFFERENT WAY.

✓ I KNOW HOW TO GET HELP WHEN I AM STUCK ON A TASK.



GOOGLE CLASSROOM

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [Passport to Executive Funct.](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click "Assign" in the top right corner if you're ready to post!

This product is meant to be used in "edit" mode (not "presentation" mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

ABOUT THE AUTHOR



Hi, I'm **Ashley**
SCHOOL COUNSELOR
Blogger & Creator

I have a B.A. in Psychology and an M.A. in School Counseling. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning. I am a wife, and mother to 2 young boys.

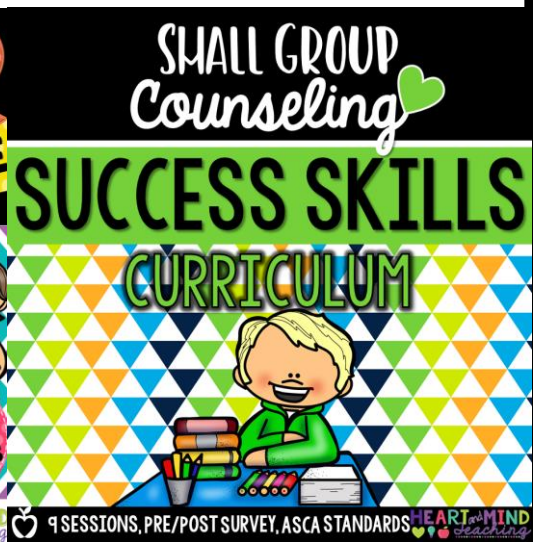
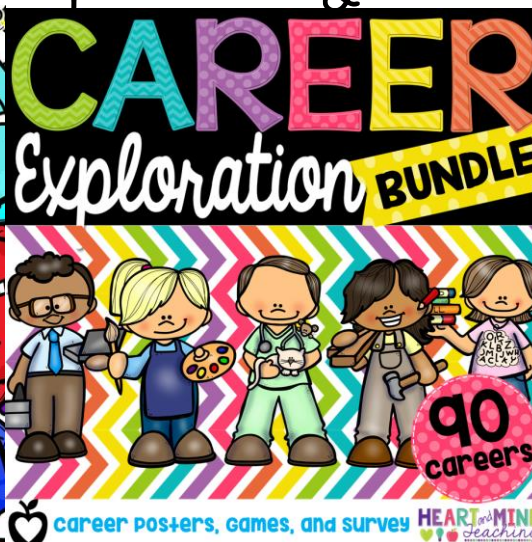
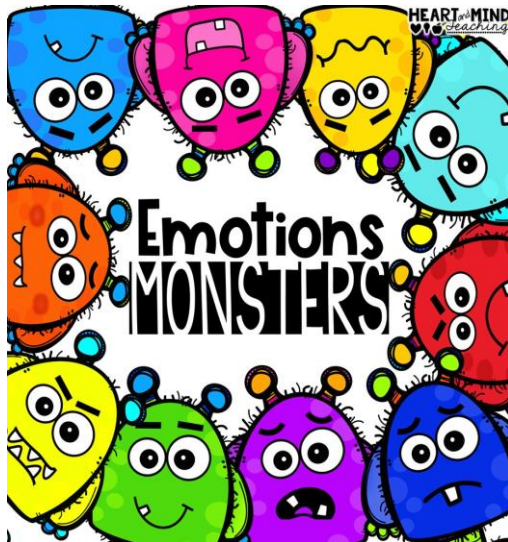
Click the icons to connect with me Thank you for supporting my little shop.



Access
my
Freebie
Library

RECOMMENDED RESOURCES

Click the pictures to get a closer look.



TERMS OF USE

© Heart and Mind Teaching, 2020. All rights reserved. Purchase of this item entitles the purchaser the right to reproduce for classroom, personal, and google classroom use only. Use in multiple classrooms, requires the purchase of additional licenses. Redistribution or duplication of this product is strictly forbidden without the written permission of the publisher. Copying any part of this product and placing it on a publicly accessible website is strictly forbidden and is a violation of the Digital Millennium Copyright Act (DMCA). You may post this for single-classroom use on a password protected student site such as google classroom. **You may NOT post my products on any public, for-profit, or commercial websites or entities such as Outschool.** Please do not sell or distribute any part of this as your own. Thank you for abiding by universally accepted codes of professional ethics while using this product.

Please feel free to contact me if you have any questions or feedback about this resource at:

heartandmindteaching@gmail.com



CREDITS



kimberly
geswein
fonts



[Gayle McGlaulin](#)