

# Executive Function Classroom Checklist

## Practical Supports to Strengthen EF Skills in Students

### 1. Classroom Environment & Routines

- ☐ Clear, consistent daily routines are posted and referred to regularly
- ☐ Visual schedules or agendas are displayed and updated each day
- ☐ Timer, clock, or time-tracking tools are visible and used for transitions
- ☐ Classroom rules are simple, positively framed, and reinforced regularly
- ☐ Calming zone or regulation corner is available for self-regulation breaks

### 2. Planning & Organization Supports

- ☐ Students have access to planners, checklists, or digital task tools
- ☐ Assignments are chunked into smaller steps with checkpoints
- ☐ Graphic organizers are used for writing, projects, and planning
- ☐ Students are given time weekly to organize desks, folders, and materials
- ☐ Labeling systems are in place for classroom supplies and papers

### 3. Working Memory Aids

- ☐ Directions are given both verbally and visually (written on board or slide)
- ☐ Students are encouraged to repeat instructions back or write them down
- ☐ Key concepts and vocabulary are posted and referred to during lessons
- ☐ Multi-step directions are broken down with visual or numbered steps

### 4. Impulse Control & Emotional Regulation

- ☐ Classroom norms for emotional expression and conflict resolution are established
- ☐ Mindfulness, breathing, or grounding strategies are taught and practiced
- ☐ Students are allowed to take short movement or sensory breaks
- ☐ Emotional check-ins or regulation charts are used regularly

### 5. Task Initiation & Completion

- ☐ Transitions into tasks include clear, motivating language (“Let’s get started by...”)
- ☐ Students are given a model or example before independent work begins
- ☐ A “first step” prompt is offered for challenging or open-ended assignments
- ☐ Support systems like “Ask 3 Before Me” or peer helpers are in place

### 6. Cognitive Flexibility & Problem-Solving

- ☐ Flexible thinking is modeled with “think-alouds” during problem-solving
- ☐ Students are encouraged to brainstorm more than one solution or approach
- ☐ Mistakes are framed as learning opportunities (“What can we try next?”)
- ☐ Language like “Let’s try a new way” is common during redirection

## **7. Reflection & Self-Monitoring**

- ☐ Students are prompted to rate their effort, focus, or emotions at regular intervals
- ☐ End-of-day or end-of-week reflection is built into the class routine
- ☐ Teachers model self-monitoring (“I noticed I got distracted, so I took a breath...”)
- ☐ Students are invited to track goals or behavior with adult guidance