Supporting Children’s Executive Functioning and Self-Regulation (Kindergarten – Grade 3)

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Participants in this session shared strategies for fostering children’s attention control, working memory, inhibition, and emotion regulation. The photos below show their work.

![Image of a note with hand-written strategies for attention](image-url)
Attention

Changing activity and then come back to it

Movement break

- engaging activities
- minimize distractions

- individualized expectations
- chunking tasks
- timer
Attention

- "1, 2, 3 eyes on me"
- Counting down
- "Class, class" "yes, yes"
- Positive Specific praise
  - Hands on "Put listening ears on"
  - Rhythm call & response
- Focus scopes (2nd step)
- Whole body listening
- Voice cues
- Model me, repeat my beat (hand clapping)
- Social detective
- "If you can hear me clap your hands"
- 3-2-1, we are done
Attention

- Visual clue - large body
- Flash lights in room
- Brain breaks
- Warning for transitions
  - Attention getters
  - Whispering, Inflection
  - Kinesthetic movements
- Dividing day - demanding, less demanding
- Puppets
- Physical proximity to what needs attention
Working Memory

- Picture cards as directions
- I statements
- Energizers (brain break - breathing, go noodles)
- Child as teacher
- Physical actions
  - Taking notes / drawing picture
- Repeat directions
- Concentration game / routines
- Songs
Working Memory

* visuals / checklists

Chunk tasks / directions

Self-check rubric

* make it fun, a game
* going for a walk, change in environment
* motivators (include relationships)
* directions as symbols

Positive Reinforcement
Working Memory

Job charts

Memory games
flash card
Concentration
visuals, cue cards, sentence strips
Working Memory

Singing reminders
changing vocal tone (to make fun)
Using senses to appeal to memory
relating to real life experiences

Encourage to think out loud
Talk through steps

Anchor charts
Visual gestures
Checklists

Practice procedures/expectations
Books with picture reminders

Songs of interest
Routines (practice)
Inhibition

• alternative choices
• positive peers
• Modeling/preteaching of how to handle inappropriate behavior

• How does your body feel when____?
  • awareness

• Learn to pause

• Simon says type games
Inhibition

- Visual (stop sign)
- Redirect
- Verbal cues
- Hand signal
- Gross motor activity

Coupling statements

Proximity

- Reality statements
- Giving choices

Sentence Starters/Access to Vocab
Inhibition

Timers

Signal for transition

first - then

Star Chart - complete x4 of tasks - choose last

visual schedule

gestures

Counting to 5 to think & reflect on next task

Small Reminders
Inhibition

Songs - line up, clean up,
Fingerplays
counting before reacting
Questioning/ Prompting

NOT a weighted vest!
* Giving more Options

Identify Antecedents
Emotion Regulation

- Comfort zone (assisting in the moment)
- "Take Five"
- Feeling Chart followed by "why"
- "Solution Kit"
- Access to nature
- Sensory item
- Yoga
- Safe seat
- Listening to soft music
- Getting up & moving when sitting a while
- Label & teaching understanding emotions
- Books
- Social stories
Emotion Regulation

Taking Breaks
- Talk about emotions, one managed
  - Figure 8 breathing, count to age
  - Strategies
  - Tools
- Modeling emotions
  - Mindfulness curriculum
- Zones of regulation
Emotion Regualtions

* calming corner + quiet core
* body / feelings connection + expression
* I feel chart
* Teach words to match feeling cards

Buddy Room
Emotion Regulation

- 5 pt scale
- big deal/little deal
- contracts
- calm down area w/tools, fidgets, glitter
- teach emotions + identify
- emotion colors/zones of regulation
- greetings
- friend support helper
- love rituals (CB)
- emotion modeling

* teach breathing
* social stories
* validate & redirect
* dramatic play modeling
* emotional regulation
* zones of regulation
* self-evaluate in the morning
* quiet time at beginning
* music