

Supporting EF and Positive Behavior

	Classroom Organization (physical and temporal environments)	Instructional Support (how I teach)	Emotional Support (social environment and emotional support)
Dramatic Play	<p>Plenty of time/ rich props for dramatic social play.</p> <p>Reduce distractions.</p> <p>Provide choices for activities selection.</p>	<p>Teach/support how to plan out dramatic play.</p> <p>Model—pretend an everyday item is something else; change your voice for different roles.</p> <p>Extend—scaffold longer or more complex play schemes</p> <p>Promote “self-talk”—telling oneself out loud what one should do.</p>	<p>Follow children’s interests in play themes.</p> <p>Demonstrate how to solve a problem.</p>
Early Childhood Games (group games, card games, board games, music/movement games)	<p>Pre-Correction: In a minute we’re going to....(set up behavioral expectations)</p> <p>Play games that require following directions, adapting to increasing demands, controlling impulses— Stop & Go games, “Freeze” games, attribute games</p>	<p>Game rules: give clear directions, provide examples and non-examples.</p> <p>Role play expected game behaviors before you begin the game.</p>	<p>Name emotions/ visual support for emotion words.</p> <p>Provide encouragement.</p> <p>Supply strategies for waiting.</p>

<p style="text-align: center;">Daily Routines</p>	<p>Consistent, visualized routines (make changes to routines concrete)</p> <p>Reduce distractions.</p> <p>Allow enough time to complete activities to child’s satisfaction.</p> <p>Cue appropriate behavior—posters of expected, routine behaviors.</p>	<p>Support children to make learning plans/ set goals for learning</p> <p>Break down bigger tasks into smaller chunks.</p> <p>Use visual prompts—set timers.</p> <p>Develop concepts and provide quality feedback.</p>	<p>Model planning behaviors—shopping list for classroom supplies, writing events on a calendar, writing yourself or a parent a note</p> <p>Study buddy—peers check each other’s learning plans</p> <p>Provide opportunities to develop independence—jobs, accessing materials.</p>
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