



## Executive Functioning Skills: Learner Checklists

Promote self-reflection among learners and make a significant impact on their learning by using this all-inclusive checklist. Providing clear expectations allows learners to shine and positive behaviors to flourish. Our executive functioning checklist is easily used with any PCS Edventure program. We developed a checklist for three grade bands — K-3, 3-8 and 8-12 — ensuring all levels of learners are supported.

This comprehensive resource is designed to foster learners' executive functioning skills during STEAM lessons. They self-reflect on achievable goals before, during and after activities. This assists with developing working memory, mental flexibility and self-control. Included in the checklist are eight realistic goals designed to support learners and ensure that lessons run smoothly.



### HANDS-ON STEM EDUCATION

For over 30 years, PCS Edventures has inspired students to develop a passion for Science, Technology, Engineering and Mathematics (STEM), focusing our efforts on making learning and discovery a fun and interactive process for grades K-12.

- CLASSROOM
- AFTER-SCHOOL
- HOME LEARNING

## Background Information

Checklists are invaluable. We have them for weekly tasks, shopping lists, chore charts — anything we want to keep organized and achievable! When we break down our main goal into smaller, doable goals, it helps us stay focused and maintain a positive attitude.

Educational settings are no different. Checklists support learners academically, socially and behaviorally. They help children feel that goals in these areas are achievable. This is extremely important when helping learners develop their executive functioning skills.

The term executive functioning describes neurological processes that occur in the brain's frontal lobe. These processes allow us to control and regulate important behaviors (DiTullio, 2018). The three core components of executive functioning are working memory, mental flexibility and self-control. Often, these components are broken down into the following skills: flexible thinking, self-monitoring, impulse and emotional control, working memory, time management, goal setting, and organization. Providing checklists targeting these areas allow learners to track their progress within a skill and see that growth is achievable!

Discover how PCS Edventures' interactive programs strengthen eight important skills in learners by reading our blog post: [Enhance Executive Functioning with STEAM](#).

### Materials

- Executive Functioning Checklist (one per learner)

## How to Use the Checklist

Checklists can be used with any PCS Edventures' program! When first introducing the resource to learners, we recommend the following steps:

### 1 Before the lesson:

- a. Review the checklist as a group. Read through the skills one at a time and have partners discuss:
  - Why is this skill important?
  - What can students do to show this skill during lessons?
- b. Explain to learners that they will self-reflect and complete this checklist at the end of the lesson. Their goal is to be honest — this helps keep track of mastered skills and which need improvement.

### 2 During the lesson:

- a. Check in with individuals, partners, or groups. Using language from the checklist, prompt them to think about how they're doing thus far.
  - Ask guiding questions and provide suggestions. Example: "Is there a skill you're finding easy/difficult? Why? Maybe you can try this..."

- b. Celebrate student successes with the class. Share out positive behavior you are seeing! This encourages other learners to emulate the desired behavior.

### 3 After the lesson:

- a. Each individual completes a “Self-Reflection: Executive Functioning Checklist.” Remind them to be honest. The objective is to develop individual goals, keep track of improvements and be proud of hard work.
- b. Optional: Collect the checklists and record significant data. For example, they can be used for potential groupings during the next lesson, you can provide students with resources based on executive functioning needs, or you can notice individual trends.

After the initial introduction of checklists, continue to use them to support your learner’s executive functioning. Simply print again!

## Discussion Questions

- Which executive functioning skill did you do well with during today’s lesson?
- What is your goal for next time?
- How do executive functioning skills help you as a learner?

## Extensions

- Each learner selects one skill to focus on for the next lesson. They write their goal on a notecard and illustrate how they will achieve it.
- Challenge: Learners select one skill they felt they did exceptionally well with and provide evidence supporting their thinking.

## References

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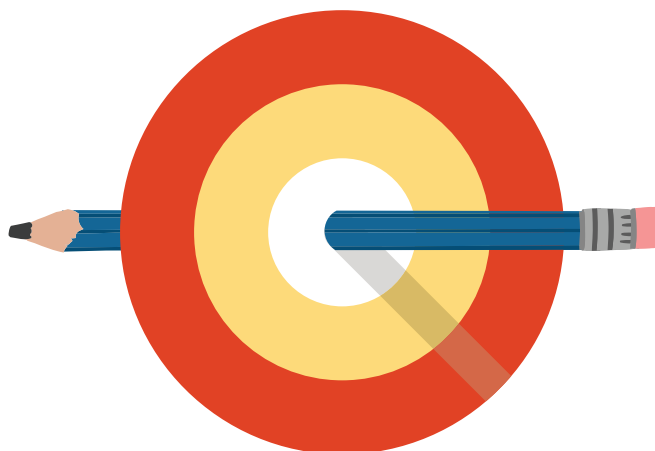
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## My Self-Reflection

Executive Functioning Checklist  
Grades: K - 3

As you work, try your best to meet the goals on this checklist.  
After the lesson, think about each goal. How did you do today?  
Circle the face that matches your work!

	Still Working On It	Most of the Time	I've Got It!
I made <b>good choices</b> .	😐	😊	😄
I controlled my <b>feelings</b> .	😐	😊	😄
I <b>changed</b> my thinking.	😐	😊	😄
I remembered <b>important information</b> .	😐	😊	😄
I <b>thought</b> about my <b>behavior</b> .	😐	😊	😄
I tried my <b>best</b> .	😐	😊	😄
I stayed <b>focused</b> .	😐	😊	😄
I was <b>organized</b> .	😐	😊	😄



## My Self-Reflection

Executive Functioning Checklist

Grades: 3 - 8

As you work, try your best to accomplish your executive functioning goals. Look back at this checklist to make sure you are on track. After the lesson, reflect on each skill. Did you accomplish that today? Check the box that best matches your work!

	Still Working On It	Most of the Time	I've Got It!
I <b>thought before acting</b> in order to make good choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I <b>managed</b> my <b>feelings</b> and <b>adjusted</b> them to complete tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I <b>changed my thinking</b> based on an unexpected event or new information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I <b>remembered important information</b> to complete my task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I <b>reflected</b> on how I was doing and <b>changed</b> my actions or <b>kept</b> them the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set reasonable <b>goals</b> and tried my best to <b>achieve them</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I began my work <b>right away</b> and stayed <b>on task</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was <b>prepared</b> and <b>kept track</b> of my <b>materials</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflect on today's work and use your completed checklist to answer the following questions. Try your best to be descriptive!

1. Think of your accomplishments from today. Which one makes you the most proud? Why?
2. What was something you struggled with today? How will you improve it for next time?

## My Self-Reflection

### Executive Functioning Checklist Grades: 8-12

As you complete today's lesson, try your best to accomplish your executive functioning goals. Refer back to this checklist to make sure you are on track in each area. If needed, make positive changes to your behavior. After the lesson, you will reflect on each skill as a whole. Did you accomplish that skill today to the best of your ability? Check the box that best matches your work!

	Still Working On It	Most of the Time	I've Got It!
Impulse Control — I <b>thought before acting</b> in order to make productive, responsible choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Control — I <b>managed</b> my <b>feelings</b> and <b>adjusted</b> them to complete tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible Thinking — I <b>changed my thinking</b> based on an unexpected event or new information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Memory — I <b>remembered key information</b> to correctly complete my task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Monitoring — I <b>reflected</b> on my behaviors and either <b>changed</b> my actions or <b>kept</b> them the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Prioritizing — I set reasonable <b>goals</b> and tried my best to <b>achieve them</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Initiation — I began my work <b>promptly</b> and remained <b>on task</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization — I was fully <b>prepared</b> and <b>kept track</b> of my materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflect on today's work and use your completed checklist to answer the following questions. Try your best to be descriptive!

1. Think of your accomplishments from today. Which one makes you the most proud? Why?
2. What was something you struggled with today? How will you improve it for next time?

## Featured Product

Do you want to continue supporting executive functioning skills in your educational setting? Check out BrickLAB Core where learners investigate Science, Math, Social Studies and Literacy through hands-on activities requiring them to collaborate, problem-solve and think creatively.



Visit our website at [edventures.com](http://edventures.com) and discover a myriad of STEAM programs that'll support executive functioning skills.

For more information, visit [edventures.com/collections](http://edventures.com/collections) or contact a STEM Program Specialist at (800) 429-3110

