

<b>RESPONSE INHIBITION</b>		
<i>The capacity to think before you act and allowing time to evaluate a situation and how his or her behavior might impact it.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Waiting for a short period of time when instructed by an adult</li> <li>• Inhibit behaviors: grab a toy from another child, hit, bite, push</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting for a short period of time when instructed by an adult</li> <li>• Inhibit behaviors: don't touch a hot stove, run into the street, grab a toy from another child, hit, bite, push, etc.</li> <li>• Sharing toys</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Inhibit behaviors; follow safety rules, don't swear, raise hand before speaking in class, keep hands to self</li> <li>• Safety skills/awareness (Knowing what to do in an emergency: Fire drill, lockdown)</li> </ul>	<ul style="list-style-type: none"> <li>• Safety skills/awareness (Knowing what to do in an emergency)</li> <li>• Sharing toys and taking turns</li> <li>• Waiting for a short period of time when instructed by an adult</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Inhibit behaviors; follow safety rules, don't swear, raise hand before speaking in class, keep hands to self</li> <li>• Safety skills/awareness (Knowing what to do in an emergency: Fire drill, lockdown)</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow simple home rules</li> <li>• Can be in close proximity to another child without the need for physical contact</li> <li>• Can wait until parent gets off phone before telling him/her something (may need one reminder)</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Inhibit/self-regulate: behave when teacher is out of the classroom; refrain from rude comments, temper tantrums, bad manners</li> <li>• Doesn't overreact to losing a game or not being selected for an award</li> <li>• Follows school rules in the absence of an adult's immediate presence</li> </ul>	<ul style="list-style-type: none"> <li>• Inhibit/self-regulate: behave with a babysitter or another family member is in charge; refrain from rude comments, temper tantrums, bad manners</li> <li>• Follows home rules in the absence of adult's immediate presence</li> <li>• Can calm down or de-escalate quickly from an emotionally charged situation when prompted by an adult</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Navigate the school in a set passing time period</li> <li>• Walk away from confrontation or provocation by a peer</li> <li>• Can say no to a more engaging or enticing activity</li> <li>• Resist saying hurtful things when with a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>• Say no to a fun activity when other plans have already been or other commitments</li> <li>• Resist saying hurtful things with a group of friends</li> <li>• Walk away from confrontation or provocation by a peer</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Consider consequences of actions</li> <li>• Knowing what to do, where to go, and who to contact in an emergency</li> <li>• Respond appropriately to peer pressure</li> <li>• Resist urge to say or do things w/o evaluating consequences first</li> </ul>	<ul style="list-style-type: none"> <li>• (Knowing what to do, where to go, and who to contact in an emergency)</li> <li>• Resist urge to say or do things w/o evaluating consequences first</li> <li>• Managing money</li> <li>• Driving</li> <li>• Holding a job</li> <li>• Resist risky behavior</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Taking your time before making a decision</li> <li>• Carefully weighing options before making your choices</li> <li>• Think before you speak</li> <li>• Have all the facts before taking action</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Skills/ Awareness (Knowing what to do, where to go, and who to contact in an emergency)</li> <li>• Taking your time before making a decision.</li> <li>• Carefully weighing options before making your choices.</li> <li>• Think before you speak.</li> <li>• Have all the facts before taking action.</li> </ul>

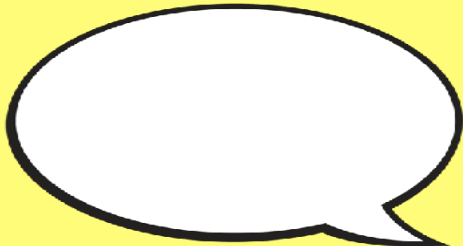
# Think It or Say It Sort

Instructions for use: Laminate the cards and cut them out. Sort the cards into two piles: things you think, and things you say. Can be used as a group game, one on one, or for independent work after skill mastery.

**Think It**



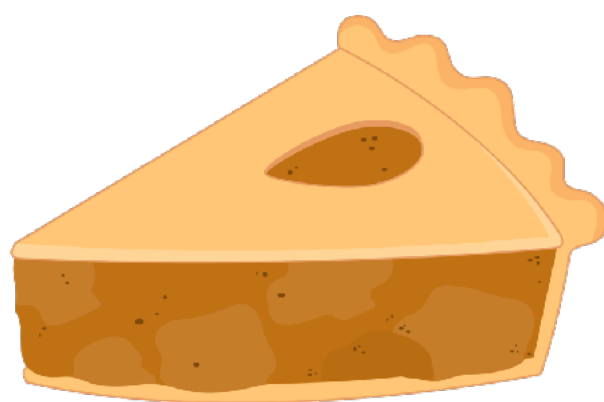
**Say It**



Your haircut  
looks horrible!



This isn't as good  
as my mom's pie.



I don't want him  
on my team.



I can't believe  
you don't know  
how to do this?  
It's so easy!



That picture is so different.  
I like how you only used two colors. It makes it interesting.

**Think It**



**Say It**



Thanks for the invite, but I am going to have a little alone time right now. Maybe we can hang out later.

**Think It**



**Say It**



Love your new shirt! It looks great on you.

**Think It**



**Say It**



You are a really fast runner. You did awesome at the race in gym today.

**Think It**



**Say It**



No, thank you, I don't want any green beans. They aren't for me. But I will take more salad. It's yummy.

**Think It**



**Say It**



Great choice on the game. This is one of my favorites to play.

**Think It**



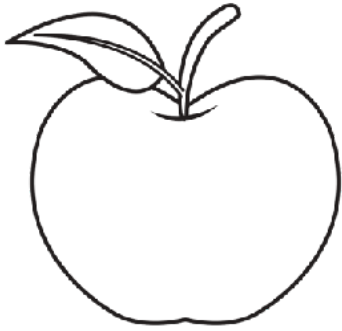
**Say It**



	<b>WORKING MEMORY</b>	
	<i>The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning experience to apply to the situation at hand or to project into the future.</i>	
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• follow 1 and 2- step routine direction with only one prompt per step</li> <li>• Runs simple errands within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• follow 1 and 2- step routine direction with only one prompt per step (ie: morning routine checklist)</li> <li>• Run simple errands within your home with prompts</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Follow 1-2 step routine directions</li> <li>• Runs simple errands</li> <li>• Remembers instructions that were just given</li> </ul>	<ul style="list-style-type: none"> <li>• Follow 2 and 3 step routine directions with only one prompt per step (ie: morning routine checklist)</li> <li>• Remembers instruction that were just given</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Follow 2-3 step routine and non-routine directions</li> <li>• Runs simple errands with two to three steps</li> <li>• Remembers instructions given a couple of minutes earlier</li> </ul>	<ul style="list-style-type: none"> <li>• Follow 2 steps of a routine with 1 prompt</li> <li>• Remembers instructions given a couple of minutes earlier</li> <li>• Runs simple errands with two to three steps</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Navigating the school building</li> <li>• Follow 1-2 step routine and non-routine directions</li> <li>• Brings books, papers, assignments to and from school</li> <li>• Keeps track of changing daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Remembering 2-3 step directions and routines</li> <li>• Remembers to follow a routine chore after school without reminders</li> <li>• Brings books, paper, assignments to and from school</li> <li>• Keeps track of changing daily schedule (e.g. Different activities after school).</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Remembers multistep directions, given sufficient time and practice</li> <li>• Remembers events or responsibilities that deviate from the norm (ex. special instructions for a field trip)</li> <li>• Is able to keep track of assignments and classroom rules of multiple teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers multistep directions, given sufficient time and practice</li> <li>• Remember responsibilities that deviate from the norm (ex. Remembering rules in different households)</li> <li>• Is able to keep track of long-term assignments with adult direction.</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Draw on past learning/ experiences and apply results to present or future situations</li> <li>• Utilize apps to assist with memory</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in mind the things needed to be accomplished at any given time</li> <li>• Utilize apps to assist with memory</li> <li>• Is able to keep track of long-term assignments</li> </ul>
<b>Grades 12</b>	<ul style="list-style-type: none"> <li>• Has a good memory for facts, dates and details</li> <li>• Very good at remembering the things he or she has committed to do</li> <li>• Seldom needs reminders to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good memory for facts, dates and details</li> <li>• Very good at remembering the things he or she has committed to do</li> <li>• Seldom needs reminders to complete tasks</li> </ul>

# Following Direction Task Cards - Level 2 Activities

Instructions for use: Option to laminate and use with dry-erase markers or print and use with colored pencils/ crayons. Read the directions to students or have them read the directions. To challenge working memory skills only read directions one time then cover the directions or fold so they are unseen.



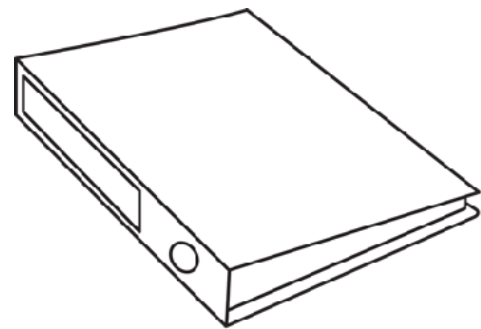
Color the apple red. Draw another apple next to it and make it green. Draw two circles around the red apple and one circle around the green one.



Draw two more clouds in the sky. Make a big yellow sun. Color the clouds grey. Add eight blue raindrops.



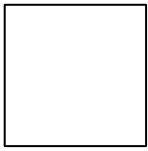
Add one scoop of chocolate ice cream to the cone. Draw white whipped cream on top. Add a red cherry. Color the cone tan or brown. Put two circled around the ice cream.



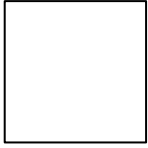
Color the binder blue. Draw three pencils next to the binder. Circle the pencils. Put a yellow circle around the binder.

<b>EMOTIONAL CONTROL</b>		
<i>The ability to manage emotions to achieve goals, complete tasks, and/or control and direct behavior.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>Recognize others feelings (happy, sad, mad)</li> <li>Is able to use nonphysical solutions when another child takes a toy away</li> </ul>	<ul style="list-style-type: none"> <li>Recognize others feelings (happy, sad, mad)</li> <li>Is able to use nonphysical solutions when another child takes a toy away</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>Recognizing and understand feelings</li> <li>Can be part of a small group without becoming overly excited</li> <li>Can recover quickly from a disappointment or change in plans</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and understanding feelings</li> <li>Can be part of a small playgroup without becoming overly excited</li> <li>Can recover quickly from a disappointment or change in plans</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>Recognizing and understand feelings</li> <li>Can deal with the perceived "unfairness" without undue upset</li> <li>Is able to adjust behavior quickly in new situation (e.g. Calming down after recess)</li> </ul>	<ul style="list-style-type: none"> <li>Can deal with perceived "unfairness" without undue upset</li> <li>Is able to adjust behavior quickly in a new situation</li> <li>Can tolerate criticism from an adult</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>Inhibit/self-regulate: behave when teacher is out of the classroom; refrain from rude comments, temper tantrums, bad manners</li> <li>Recover from disappointment in a short amount of time</li> <li>Acts with restraint in response to teasing</li> <li>Can accept not getting what he/she wants when working/ playing in a group</li> </ul>	<ul style="list-style-type: none"> <li>Inhibit/self-regulate: behave with a babysitter or another family member is in charge; refrain from rude comments, temper tantrums, bad manners</li> <li>Recover from disappointment in a short amount of time</li> <li>Doesn't overreact to losing a game or not being selected for an award</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>Thinking before you act and resisting the urge to do or say something</li> <li>Is able to "read" reactions from friends and adjust behavior accordingly</li> <li>Can accept not getting what he/she wants when working/ playing in a group</li> <li>Acts with restraint in response to teasing</li> </ul>	<ul style="list-style-type: none"> <li>Able to read reactions from friends and adjust accordingly</li> <li>Can accept not getting what he/she wants when working/ playing in a group</li> <li>Is able to "read" reactions from adults and friends and adjust behavior accordingly</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>Level of response equals level of event or frustration</li> <li>Handling a busy schedule</li> </ul>	<ul style="list-style-type: none"> <li>Process a disappointment</li> <li>Handling a busy schedule in conjunction with academic workload</li> <li>Holding a job</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>Emotions seldom get in the way when performing on the job</li> <li>Little things don't affect him or her emotionally or distract from the task at hand</li> <li>Remains calm when frustrated or angry</li> </ul>	<ul style="list-style-type: none"> <li>Emotions seldom get in the way when performing tasks</li> <li>Little things don't affect him or her emotionally or distract from the task at hand</li> <li>Remains calm when frustrated or angry</li> </ul>

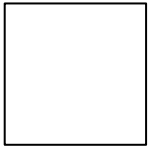
# I feel...



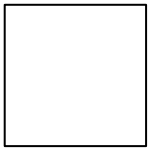
distracted, silly, hyper, unfocused



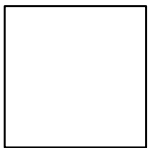
sad, disappointed, bored, tired, sick



angry, frustrated, upset, overwhelmed

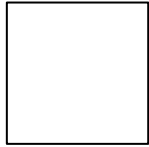


worried, anxious, stressed, unsafe



happy, good, calm, focused, safe

# I will...



stretch



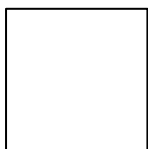
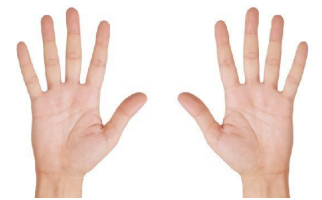
journal



talk a walk



count to ten



use a pop it



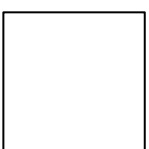
use putty



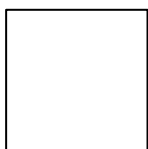
think positive thoughts



take a drink



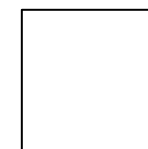
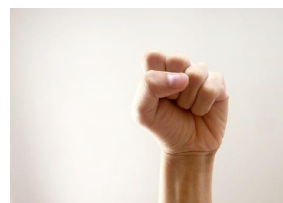
use a stress ball



5 finger breathing



make a fist



talk to a friend





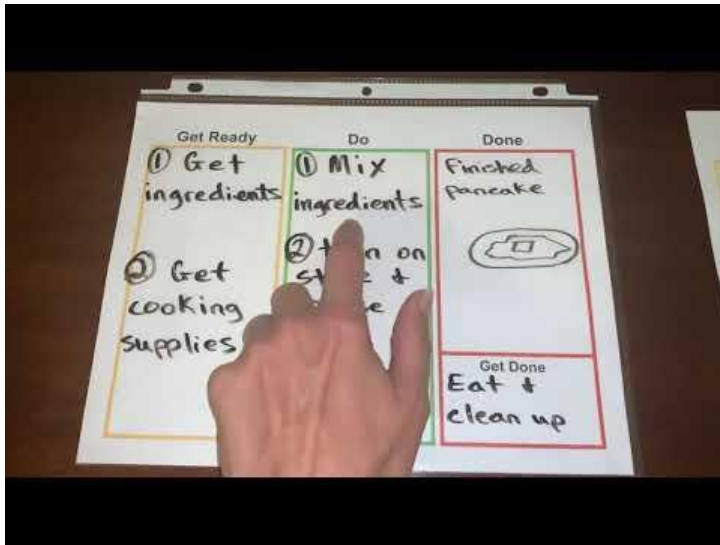
<b>SUSTAINED ATTENTION</b>		
<i>The capacity to keep paying attention to a situation or task in spite of distractibility, fatigue, or boredom..</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials with assistance</li> <li>• Sit and listen to one picture book at a sitting</li> <li>• Sit in circle time (10-15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple chores and self-help tasks with reminders (ex. brush teeth, get dressed)</li> <li>• Can listen to at least one picture book</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Can listen to two stories at a sitting</li> <li>• Sit in circle time (15-20 minutes)</li> <li>• Can clean up and put away materials</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework assignments (20-minute maximum)</li> <li>• Can complete a 5 minute chore (may be supervised)</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Can complete a task that takes 15 to 20 minutes</li> <li>• Can participate in mini lesson and whole group instruction for 15-20 minutes</li> <li>• Can work independently for 15-20 minutes with minimal teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete homework assignments (20 minute maximum)</li> <li>• Can sit through a meal of normal duration</li> <li>• Can complete a chore that takes 15- 20 minutes</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Can complete assignments that take 30-60 minutes</li> <li>• Participate in mini and whole group lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework assignments (1 hour maximum)</li> <li>• Is able to attend sports practice, church service, etc. 60-90 minutes</li> <li>• Can complete a chore that takes 30-60 minutes</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Pay attention to teacher's mini-lesson</li> <li>• Can work independently for 60-90 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete a chore(s) for up to 2 hours (with short breaks as needed)</li> <li>• Complete homework for 1-2 hours with short breaks</li> <li>• Can tolerate family commitments without complaining of boredom or getting into trouble</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• See assignments and classroom tasks through to completion</li> <li>• Sustains attention throughout lesson</li> </ul>	<ul style="list-style-type: none"> <li>• See tasks through to completion</li> <li>• Drive</li> <li>• Complete college applications</li> <li>• Complete chores with faded prompts</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Task completion with prompts with fading prompts from job coach</li> </ul>	<ul style="list-style-type: none"> <li>• Complete chores with faded prompts</li> <li>• Track stops on public transportation</li> <li>• See tasks through to completion</li> </ul>

<b>TASK INITIATION</b>		
<i>Ability to begin tasks without undue procrastination, in an efficient or timely fashion.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials with assistance</li> <li>• Perform classroom jobs, self-help with reminders</li> <li>• Will stop playing to follow an adult instruction with prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to start getting ready for bed at a set time with reminders</li> <li>• Will stop playing to follow an adult instruction when directed with prompts</li> <li>• Gather materials for play with adult prompting</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials with prompts as needed</li> <li>• Perform classroom jobs, self-help; may need reminders</li> <li>• Will stop playing to follow an adult instruction when directed</li> <li>• Will get materials for routine activities with adult prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to start getting ready for bed at a set time with one reminder</li> <li>• Will stop playing to follow an adult instruction when directed</li> <li>• Gather materials for play</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Perform classroom jobs, self-help; may need reminders</li> <li>• Can get right to work on a classroom assignment following a teacher instruction to begin</li> <li>• Can remember and follow one or two step classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to start getting ready for bed</li> <li>• Will start homework at established time (with one reminder)</li> <li>• Can remember and follow simple one-to-two step routines (such as brushing teeth and combing hair after breakfast)</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Can get right to work on classroom assignment following teacher instruction to begin.</li> <li>• Can complete three to four classroom assignments in a row.</li> <li>• Can follow and three and four step classroom routine that has been practiced</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow an established homework schedule (may need a reminder to get started).</li> <li>• Can remember and follow a three to four step routine (such as packing up backpack, packing a lunch)</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Can get right to work on classroom assignment following teacher instruction to begin.</li> <li>• Can begin a classroom routine that has been practiced</li> <li>• Can break down large assignments into smaller more manageable pieces</li> <li>• Checking in with teachers when absent (email or in person)</li> </ul>	<ul style="list-style-type: none"> <li>• Can make and follow a nightly homework schedule without procrastination</li> <li>• Can start chores at agreed upon time</li> <li>• Can remember and follow multi-step routines</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Access staff for support when confused about an assignment</li> <li>• Start scheduled projects on time</li> <li>• Initiate a classroom routine</li> <li>• Can break down large assignments into smaller more manageable pieces</li> <li>• Checking in with teachers when absent (email or in person)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin tasks, both easy and difficult, and begin promptly</li> <li>• Familiarize and complete college process continuum</li> <li>• Initiate on homework/responsibilities</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Self-advocate at job or in community</li> <li>• Start pre-learned job task w/o prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate daily living routines / activities</li> </ul>

# Executive Functioning Tip - Get Ready - Do - Done



## Region 10 - Low Incidence Projects



Sarah Ward Concept  
Social Thinking

Name \_\_\_\_\_  
Date \_\_\_\_\_

### Get Ready, Do and Done Planning

**Get Ready**

Start Time: \_\_\_\_\_

Activity chosen is: \_\_\_\_\_

What materials do I need for this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do I need to do to get my body ready?

\_\_\_\_\_

How long will it take me to Get Ready?

\_\_\_\_\_

**Do**

Sequence the task steps

Task steps	Time

At the halfway point - I should have completed:

\_\_\_\_\_

Halfway is this time? \_\_\_\_\_

**Done**

This activity/task is:

something new

similar to something I've done

What it look like when I am done?

\_\_\_\_\_

How long will this activity take?

\_\_\_\_\_

When I am done I will feel: \_\_\_\_\_

Now that I am done I feel: \_\_\_\_\_

Did I complete the activity?

yes no

End Time \_\_\_\_\_

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3. Get Ready: What do I need?

Get Ready

2. DO: What steps do I need to take to be done? How long will each step take?

Do

1. What will it look like when I am DONE? Future Sketch/Picture

Done

Get Ready	Do	Done
<p>What do I need?</p> <p><input type="checkbox"/> Pencil</p> <p><input type="checkbox"/> Paper</p> <p><input type="checkbox"/> Book</p> <p><input type="checkbox"/> Worksheet</p> <p><input type="checkbox"/> Journal</p> <p><input type="checkbox"/> Calculator</p> <p><input type="checkbox"/> Other: _____</p>	<p>List the steps and the time each step will take:</p> <p>Step: _____ Minute: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What will it look like? Sketch:</p> <p>_____</p> <p>_____</p>

### Helpful Resources for Topic Name Here:

- ❖ [Get Ready, Do, Done - Miss Francine's website 2020-21 \(francinemassue.weebly.com\)](http://francinemassue.weebly.com)
- ❖ [Cognitive Connections \(www.efpractice.com\)](http://www.efpractice.com)

<b>PLANNING/ PRIORITIZING</b>		
<i>Ability to prioritize and schedule assignments based on difficulty and due date. The ability to create a roadmap to reach a goal or complete a task. Ability to make decisions about what is important to focus on.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Make a choice of centers</li> <li>• Can plan play by identifying different roles needed, who will fill these roles to fit the interests of children playing</li> <li>• Is able to follow a brief routine or plan developed by someone else with adult support</li> <li>• Can complete a simple art project with more than one step</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete a simple art project with more than one step with support</li> <li>• Can plan play by identifying different roles needed, who will fill these roles to fit the interests of children playing</li> <li>• Can finish one task or activity before beginning another with adult prompts</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Bring papers to and from school</li> <li>• Can plan play by identifying different roles needed, who will fill these roles and consider changing roles (with adult facilitation) to fit the interests of children playing</li> <li>• Can finish one task or activity before beginning another</li> <li>• Is able to follow a brief routine or plan developed by someone else with a model or demo.</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete a simple art project with more than one step</li> <li>• Can finish one task or activity before beginning another with minimal adult prompting</li> <li>• Is able to follow a brief routine or plan developed by someone else with a model or demo.</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Bring papers to and from school</li> <li>• Can plan play by identifying different roles needed, who will fill these roles and consider changing roles to fit the interests of children playing</li> </ul>	<ul style="list-style-type: none"> <li>• Can figure out how to earn/save money for an inexpensive toy</li> <li>• Can carry out a two- to three-step project of own design (e.g. Arts and crafts, construction)</li> <li>• Can finish one task or activity before beginning another</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Bring books, papers, assignments home and take them back to school</li> <li>• Ability to develop a plan to resolve peer conflict</li> <li>• Can carry out long-term projects for school, with most steps broken down by someone else.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make plans to do something special with a friend (e.g. Go to movies).</li> <li>• Can figure out how to earn/save money for a more expensive purchase (ex. a video game)</li> <li>• Can carry out a long-term project for school with most steps broken down by someone else (teacher or parent)</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Bring books, papers, assignments home and take them back to school</li> <li>• Can carry out long-term project for school, with some support from adults</li> <li>• Set up extra help sessions with teachers.</li> <li>• Create organized list in logical order of assignments to complete</li> <li>• Ability to plan a multi paragraph essay with an introduction, body paragraphs and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Can research a topic for school or of personal interest.</li> <li>• Can figure out how to earn/save money for a more expensive purchase (ex. a video game)</li> <li>• Create an organized list in logical order of assignments to complete.</li> <li>• Follow a schedule of chores.</li> <li>• Make plans for extracurricular activities or plans with friends</li> </ul>

		<ul style="list-style-type: none"> <li>• Can carry out long-term project for school, with some support from adults</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Break long term assignments into parts</li> <li>• Complete schedule for and follow schedule for long term assignments</li> <li>• Establish and refine a long term goal and make plans for meeting that goal</li> <li>• Utilize apps to assist with scheduling/planning</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-step tasks, develop a plan to decide the order in which things need to be done</li> <li>• Break multi-step projects down into parts</li> <li>• Adhere to extra-curricular schedule</li> <li>• Arrange transportation/rides to extracurriculars</li> </ul>
		<ul style="list-style-type: none"> <li>• Prioritize efforts on important tasks</li> <li>• Find and hold a job</li> <li>• Can earn/save money for a more expensive purchase (ex. a video game)</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Determine route and mode of transportation to and from Job site</li> <li>• Create a schedule to complete job related/home responsibilities with support as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize public transportation</li> <li>• Can plan activities with friends</li> <li>• Can earn/save money for a more expensive purchase (ex. a video game) and necessities</li> </ul>

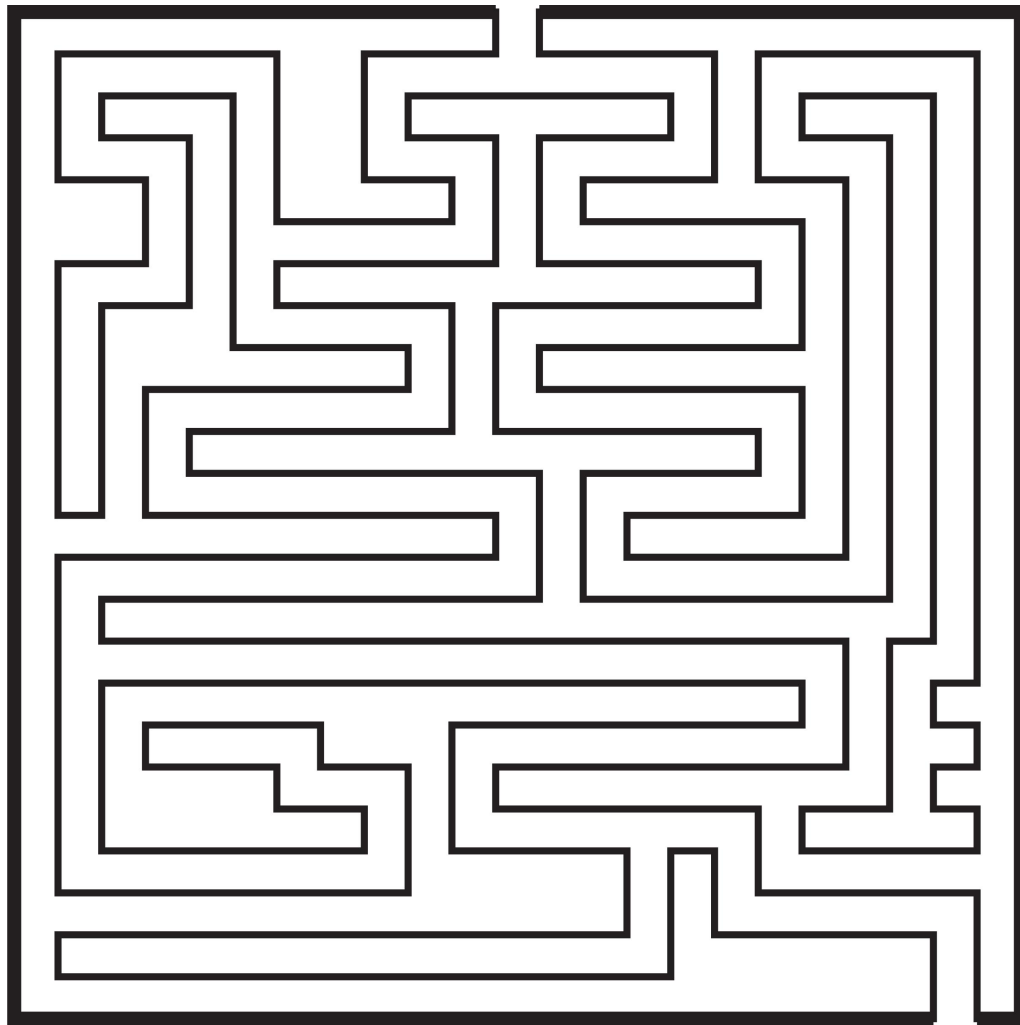
<b>ORGANIZATION</b>		
<i>Ability to create and maintain a system to keep track of information and materials.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials with assistance</li> <li>• Hang up coat and backpack in appropriate place with one reminder</li> </ul>	<ul style="list-style-type: none"> <li>• Put toys away in designated place with reminders</li> <li>• Tidy bedroom and/or playroom with assistance</li> <li>• Clears off place setting after eating with one reminder</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials with adult prompt</li> <li>• Hang up coat and backpack in appropriate place with one reminder</li> </ul>	<ul style="list-style-type: none"> <li>• Tidy playroom and/ or bedroom a prompt</li> <li>• Puts toys in proper locations (with reminders)</li> <li>• Clears off place setting after eating (may need one reminder)</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials</li> <li>• Keep track of permission slips, notices from school</li> </ul>	<ul style="list-style-type: none"> <li>• Tidy playroom and/ or bedroom</li> <li>• Has specific places in bedroom for belongings</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Clean up and put away materials in appropriate places</li> <li>• Keep track of belongings when away from home</li> <li>• Keeps track of homework assignments and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Can put belongings in appropriate places</li> <li>• Brings in toys from outdoors after use or at end of day (may need a reminder).</li> <li>• Keeps track of homework materials and assignments.</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Maintain notebooks, binders and locker as required</li> <li>• Setting up a clear work space</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps track of homework materials and assignments.</li> <li>• Can put belongings in appropriate places</li> <li>• Can set up a clear work space</li> <li>• Can maintain notebooks/ binders for school</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Develop and utilize planner/notebook/folder system</li> <li>• Maintain notebooks, binders and locker as required</li> <li>• Setting up a clear work space</li> </ul>	<ul style="list-style-type: none"> <li>• Keep room and belongings organized, clean up after self, avoid clutter</li> <li>• Keeps track of homework materials and assignments.</li> <li>• Can put belongings in appropriate places</li> <li>• Can set up a clear work space</li> <li>• Can maintain notebooks/ binders for school</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Develop and utilize a planner/ calendar (print or digital)</li> <li>• Keep a tidy, clear workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Can put belongings in appropriate places</li> <li>• Keep room and belongings organized, clean up after self, avoid clutter</li> <li>• Use functional apps (banking, timers, reminders, transportation, calendars, food delivery, Echo/Alexa, UBER)</li> </ul>

<b>TIME MANAGEMENT</b>		
<i>Capacity to estimate the amount of time to complete a task or assignment, how to allocate it and stay within the deadlines. It involves a sense that time is important.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Can complete daily routines without dawdling (with cues and reminders)</li> <li>• Can finish a small chore within time limits with reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete daily routines with some cues/ reminders</li> <li>• Can finish a small chore within time limits (ex. Make bed before turning on tv)</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Can complete daily routines with some cues/ reminders</li> <li>• Can finish a small chore within time limits with reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete daily routines with some cues/ reminders</li> <li>• Can finish a small chore within time limits (ex. Make bed before turning on tv)</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Can complete a short task within time limits set by an adult</li> <li>• Can complete arrival/dismissal routines within time limits (may need practice)</li> </ul>	<ul style="list-style-type: none"> <li>• Can complete a short task within time limits set by an adult</li> <li>• Can complete a morning/afternoon routines within time limits (may need practice)</li> <li>• Can build in appropriate amount of time to complete a chore before a deadline (may need assistance)</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Perform independent activities/tasks 15-30 minutes</li> <li>• Is able to start long-term projects enough in advance to reduce time crunch (may need help with this).</li> </ul>	<ul style="list-style-type: none"> <li>• Can adjust homework schedule to allow for other activities (e.g. Starting early if there s an evening Scout meeting).</li> <li>• Can complete daily routines within reasonable time limits without assistance.</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Navigate the school in a set passing time period</li> <li>• Keep track of assignments (ones given, completed, turned in)</li> <li>• Plan and carry out long term projects including tasks to be accomplished and reasonable timeline to follow; may require planning multiple large projects simultaneously</li> <li>• Perform independent activities/tasks 45-60 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Plan nightly activities/tasks that need to be done :check them off as completed &amp; include breaks</li> <li>• Can finish homework before bedtime</li> <li>• Can make good decisions about priorities when time is limited</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Develop and follow study schedule for tests and projects</li> <li>• Break long term assignments into parts and follow plan to complete</li> <li>• Manage daily school assignments effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate the correct amount of time to complete a given task</li> <li>• Get to job/activities on time</li> <li>• Handle a busy schedule</li> <li>• Wake up and get to school independently</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Plan for transportation to and from job site</li> <li>• Break down multi step/ long term tasks into more manageable parts</li> <li>• Manage daily work related tasks effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for transportation to arrive to and from the job site.</li> <li>• Break down household / activities of daily living</li> <li>• Manage household related tasks effectively</li> </ul>

<b>GOAL-DIRECTED PERSISTENCE</b>		
<i>Capacity to have a goal, follow through with it and not be distracted by other interests.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Will direct other children in play or pretend play activities (with adult support)</li> <li>• Will seek assistance in conflict resolution for a desired item with support.</li> <li>• Will try more than one solution to get to a simple goal</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple chores and self-help tasks with reminders (ex. brush teeth, get dressed)</li> <li>• Will complete a chore or task to earn a reward</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Will direct other children in play or pretend play activities</li> <li>• Will seek assistance in conflict resolution for a desired item with support.</li> <li>• Will try more than one solution to get to a simple goal</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple chores and self-help tasks with reminders (ex. brush teeth, get dressed)</li> <li>• Can complete a job to get to a preferred reward, task or activity</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Will stick with a challenging task to achieve the desired goal</li> <li>• Will work on a desired project for several hours or over several days</li> <li>• Will come back to a task later if interrupted</li> </ul>	<ul style="list-style-type: none"> <li>• Will stick with a challenging task to achieve a desired goal (eg. Building difficult /ego construct)</li> <li>• Will come back to a task later if interrupted</li> <li>• Will work on a desired project for several hours or over several days</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Plan simple school project such as book reports (select book, read book, write report)</li> <li>• Will come back to a task later if interrupted</li> </ul>	<ul style="list-style-type: none"> <li>• Can save allowance for 3-4 weeks to make a desired purchase.</li> <li>• Is able to follow a practice schedule to get better at a desired skill (sport, instrument) - may need reminder.</li> <li>• Willing to engage in effortful task (chore) in order to earn money</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Able to increase effort to improve performance (e.g. work harder to get a higher grade on a test or a report card)</li> <li>• Set and follow through on goals (naviance - my plan)</li> <li>• Willing to engage in an effortful task with a motivator</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to engage in effortful task (chore) in order to earn money</li> <li>• Willing to practice a skill in order to get better (sports, musical instrument)</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Complete and hand in long-term assignments on time</li> <li>• Able to increase effort to improve performance (e.g. work harder to get a higher grade on a test or a report card)</li> <li>• Set and follow through on goals</li> <li>• Willing to engage in an effortful task</li> </ul>	<ul style="list-style-type: none"> <li>• Follow through to the completion of a goal and not to be put off by other demands or competing interests.</li> <li>• Willing to practice without reminders</li> <li>• Increase effort to improve performance</li> <li>• Not engage in risky behaviors</li> <li>• Money management: save for desired item</li> </ul>
<b>Grades 12 +</b>	<ul style="list-style-type: none"> <li>• Able to increase effort to improve performance (e.g. work harder to perform better on annual review)</li> <li>• Willing to engage in effortful job tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Money management: budget for desired item / bills</li> <li>• Willing to engage in and complete effortful household tasks.</li> <li>• Initiate and persist peer engagements</li> </ul>

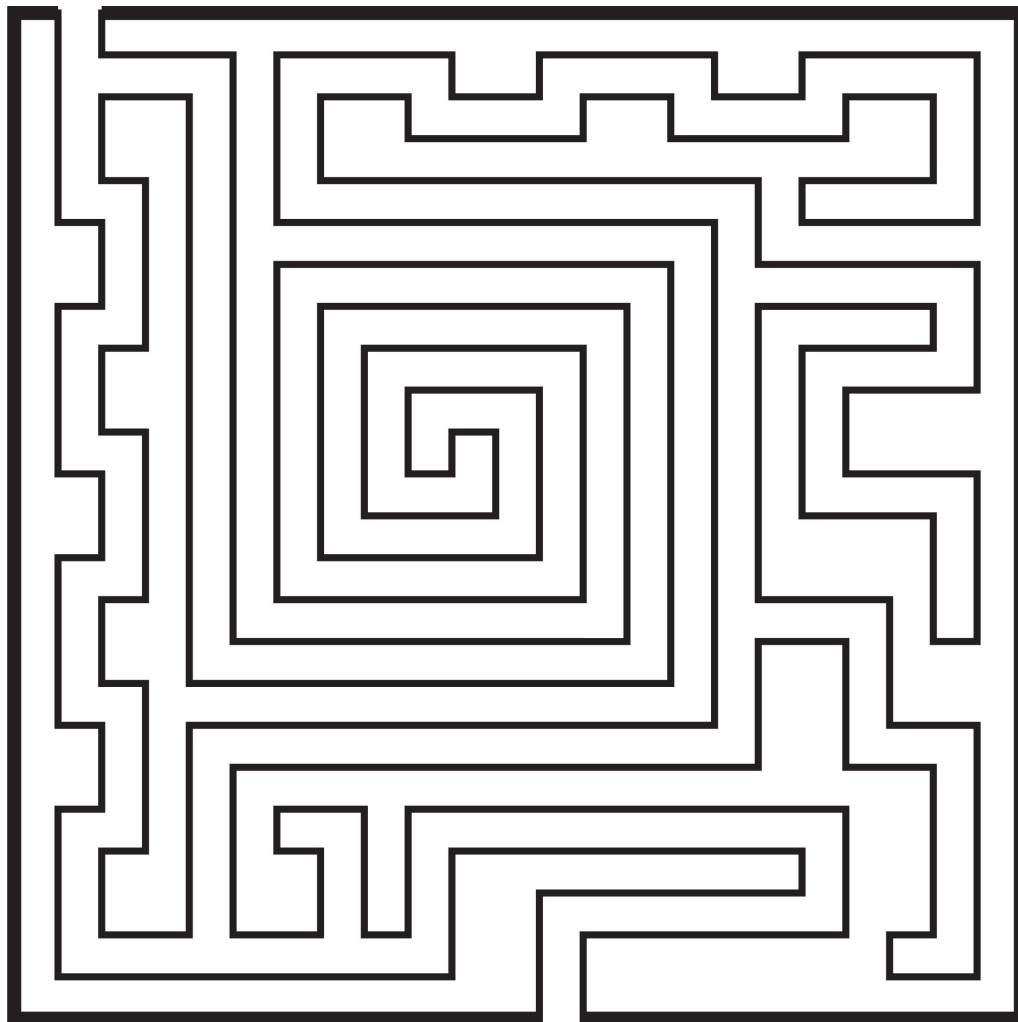


Complete the maze:



hard

Complete the maze:



hard

z	<b>FLEXIBILITY</b> <i>The ability to adapt to changes by assessing or adjusting efforts in the face of obstacles, setbacks or mistakes. It relates to adaptability to changing conditions</i>	
	<b>School</b>	<b>Home</b>
<b>Grades 3re-K</b>	<ul style="list-style-type: none"> <li>• Is able to adjust to change in plans or routines with adult warning</li> <li>• Recovers from minor disappointments</li> <li>• Is willing to share toys with others</li> </ul>	<ul style="list-style-type: none"> <li>• Can adjust to a change in pans or routines with adult warning</li> <li>• Recovers from minor disappointments</li> <li>• Is willing to share toys with others</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Is able to adjust to change in plans or routines (may need warning)</li> <li>• Recovers from not being allowed to engage in a certain activity</li> <li>• Is willing to share materials with others</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to adjust to change in plans or routines (may need warning)</li> <li>• Is willing to share toys with others</li> <li>• Recovers from minor disappointments</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Can adjust to a change in plans without major distress.</li> <li>• Interacts/ Engages with others (doesn't need to be in charge, can share, e tc.)</li> <li>• Is willing to share materials with others</li> </ul>	<ul style="list-style-type: none"> <li>• Plays well with others (doesn't need to be in charge, can share)</li> <li>• Tolerates redirection by adult when not following instructions</li> <li>• Adjusts easily to unplanned-for situations (e.g. Cancellation of plans)</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Keep track of changing daily schedules (ex. Different activities after school)</li> <li>• Can accept changes in routine or schedule</li> <li>• Doesn't "get stuck" on things (e.g. Disappointments, slights)</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't get stuck on things.</li> <li>• Can shift gears when plans have to change due to unforeseen circumstances.</li> <li>• Can do open-ended homework assignments but may need assistance.</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Is able to adjust adjust to different teachers, classroom rules and routines</li> <li>• Is willing to adjust in a group situation when a peer may be more inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to adjust or accept a younger family member's agenda.</li> <li>• Allowing another family to select a movie to watch as a family</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Is able to adjust adjust to different teachers, classroom rules and routines</li> <li>• Is willing to adjust in a group situation when a peer may be more inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to adjust changes in plans during evenings and weekends</li> </ul>
<b>Grades 12</b>	<ul style="list-style-type: none"> <li>• Is able to adjust to different job coaches, rules and routines</li> <li>• Is willing to adjust in a group situation when a peer may be more inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to accept changes in housemates / family / friends schedules and moods.</li> <li>• Accept and handle changes in daily routines</li> </ul>

# Flexibility Reflection

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

What was the change you were faced with?

What options did you have with that change? Which option did you pick?

How did the change make you feel?

What can you do differently in the future?

<b>METACOGNITION</b>		
<i>Ability to reflect and appropriately evaluate your own academic, social or extracurricular performance. Observe how you problem solve. Self-monitor and self-evaluate.</i>		
	<b>School</b>	<b>Home</b>
<b>Grades Pre-K</b>	<ul style="list-style-type: none"> <li>• Can make minor adjustments in a construction project or puzzle task when first attempt fails</li> <li>• Make suggestions to another child for how to fix something</li> </ul>	<ul style="list-style-type: none"> <li>• Can make minor adjustments in a construction project or puzzle task when first attempt fails</li> <li>• Make suggestions to another child for how to fix something</li> </ul>
<b>Grade K</b>	<ul style="list-style-type: none"> <li>• Recognize when making a mistake and sometimes adjust behavior to correct it.</li> <li>• Makes suggestions to another child for how to fix something</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize when making a mistake and sometimes adjust behavior to correct it.</li> <li>• Makes suggestions to another child for how to fix something</li> </ul>
<b>Grades 1-2</b>	<ul style="list-style-type: none"> <li>• Decide how to spend money (cafeteria allowance)</li> <li>• Recognize when making a mistake and sometimes adjust behavior to correct it.</li> </ul>	<ul style="list-style-type: none"> <li>• Can adjust behavior in response to feedback from parent</li> <li>• Can watch what happens to others and change behavior accordingly</li> <li>• Can verbalize more than one solution to a problem and make the best choice.</li> </ul>
<b>Grades 3-5</b>	<ul style="list-style-type: none"> <li>• Safety skills/awareness (Knowing what to do in an emergency: Who to call, where to go, what to do).</li> <li>• Can change behavior in response to feedback from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to anticipate consequences in advance.</li> <li>• Can articulate several solutions to problems and explain the best one.</li> <li>• Enjoys problem solving component of school assignments or video games.</li> </ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Can accurately evaluate his or her own performance (e.g. school assignment)</li> <li>• Can see the impact of his or her behavior on peers and make adjustments</li> <li>• Can perform tasks with more abstract reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Can accurately evaluate his or her own performance (e.g. in a sports event)</li> <li>• Can see the impact of his or her behavior on peers and make adjustments</li> </ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>• Reflect on social interactions and behavior</li> <li>• Self-evaluate academic performance</li> <li>• Complete tasks requiring more abstract reasoning.</li> <li>• Is able to see the impact of their behavior on others and self-adjust.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate with family members to divide tasks based on strengths</li> <li>• Recognize how their behavior impacts family and self-adjust as needed</li> </ul>