

# EF Quick Strategy List

<b><i>Self-Regulation: Routines and scripts for trouble spots</i></b>	<b><i>Execution: Common Language, Templates, and Reflective Questioning</i></b>
<p><b><i>Response Inhibition</i></b></p> <ul style="list-style-type: none"> <li>● Create a routine for calling out answers in class (Zip Arounds, Random Numbers, etc)</li> <li>● Create routines for unstructured time (e.g., between classes, arriving in classroom)</li> </ul>	<p><b><i>Task Initiation</i></b></p> <ul style="list-style-type: none"> <li>● Use common templates/organizers for paragraphs, essays, or notes</li> <li>● Provide sentence starters for writing or verbal activities</li> <li>● Model the first step of an activity</li> <li>● Provide the steps of a multi-step task or activity to reduce guesswork</li> </ul>
<p><b><i>Emotional Control</i></b></p> <ul style="list-style-type: none"> <li>● Provide “brain breaks” out of the classroom (run an errand, get water)</li> <li>● Create a “Cool Down” space in your room where students can take a break</li> <li>● Create a self-talk script with student to help when emotions are heightened</li> </ul>	<p><b><i>Planning &amp; Prioritizing</i></b></p> <ul style="list-style-type: none"> <li>● Use reflective questioning: “What do you think the first step is? What should we do next? What materials do we need? What should we do first?” etc.</li> <li>● Work together to backwards plan an assignment, task, or activity (start at the finished product and work back step by step)</li> <li>● Ask students to visualize themselves finished with the assignment, task, or activity</li> <li>● Create / provide a checklist of steps to complete</li> <li>● Use “I Do/ We Do/ You do” lesson structure</li> <li>● Create a “homework routine” with students</li> </ul>
<p><b><i>Flexibility</i></b></p> <ul style="list-style-type: none"> <li>● Create daily routines that are as predictable as possible</li> <li>● Preview unusual schedules or events (fire drills, assemblies, field trips)</li> <li>● Assign defined roles in routines allowing student to know in advance what behavior is expected</li> <li>● Create a self-talk script for students to self-soothe</li> <li>● Use common language around unexpected events</li> </ul>	<p><b><i>Organization</i></b></p> <ul style="list-style-type: none"> <li>● Create a routine time each day or week to organize belongings (desk, binder, backpack, locker, Google Drive, Desktop)</li> <li>● Provide a consistent naming convention/routine for saving documents to computer and enforce it</li> <li>● Set up binders or work space with consistent organization / expectations</li> <li>● Allow time at the end of class to consolidate resources, materials, and summaries</li> <li>● Work together to fill out homework planners and check for accuracy</li> </ul>

<p><b>Attention</b></p> <ul style="list-style-type: none"> <li>● Have a “phone box” in your classroom</li> <li>● Use visual cues to let students know when it is appropriate to use technology or not</li> <li>● Provide alternative seating options</li> <li>● Provide preferential seating (away from specific peers, front of classroom, near teacher desk etc)</li> <li>● Monitor closely for patterns of attention breakdowns and using a routine cue to redirect attention (i.e., specific phrase, word, or gesture)</li> </ul>	<p><b>Time Management</b></p> <ul style="list-style-type: none"> <li>● Ask students to predict how long an assignment, task, activity, etc will take</li> <li>● Compare predictions to reality and complete a reflection activity</li> <li>● Use visual timers on your whiteboard to show students how much time has passed and how much they have left to work</li> <li>● Provide verbal cues to help students attend to upcoming transition times</li> <li>● Keep a daily schedule visible for students. Bonus if you have visual cues too for struggling readers!</li> </ul>
	<p><b>Goal-Directed Persistence</b></p> <ul style="list-style-type: none"> <li>● Provide a goal-bank for students to choose from for an activity</li> <li>● Use reflections to help students see connections between the now and the later</li> <li>● For older students, teach the language of SMART goals (Specific, Measurable, Attainable, Relevant, Time Based)</li> <li>● Explore goals by starting at the end point and then naming each preceding step</li> </ul> <p><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>● Provide reflection activities with consistent questioning</li> <li>● Ask students to reflect on strategies made them successful or to use in the future</li> <li>● Have students engage in reflection activities about behavior (e.g. Reflection Hall)</li> <li>● Provide consistent positive reinforcement that references the goal the student is working on</li> <li>● Reflect on success relative to goals, not feelings</li> </ul>