EAST SAN GABRIEL VALLEY SELPA

ESGV SELPA
Community Advisory Committee

ANNOUNCEMENTS

EXECUTIVE FUNCTIONING

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FUNCIONAMIENTO EJECUTIVO

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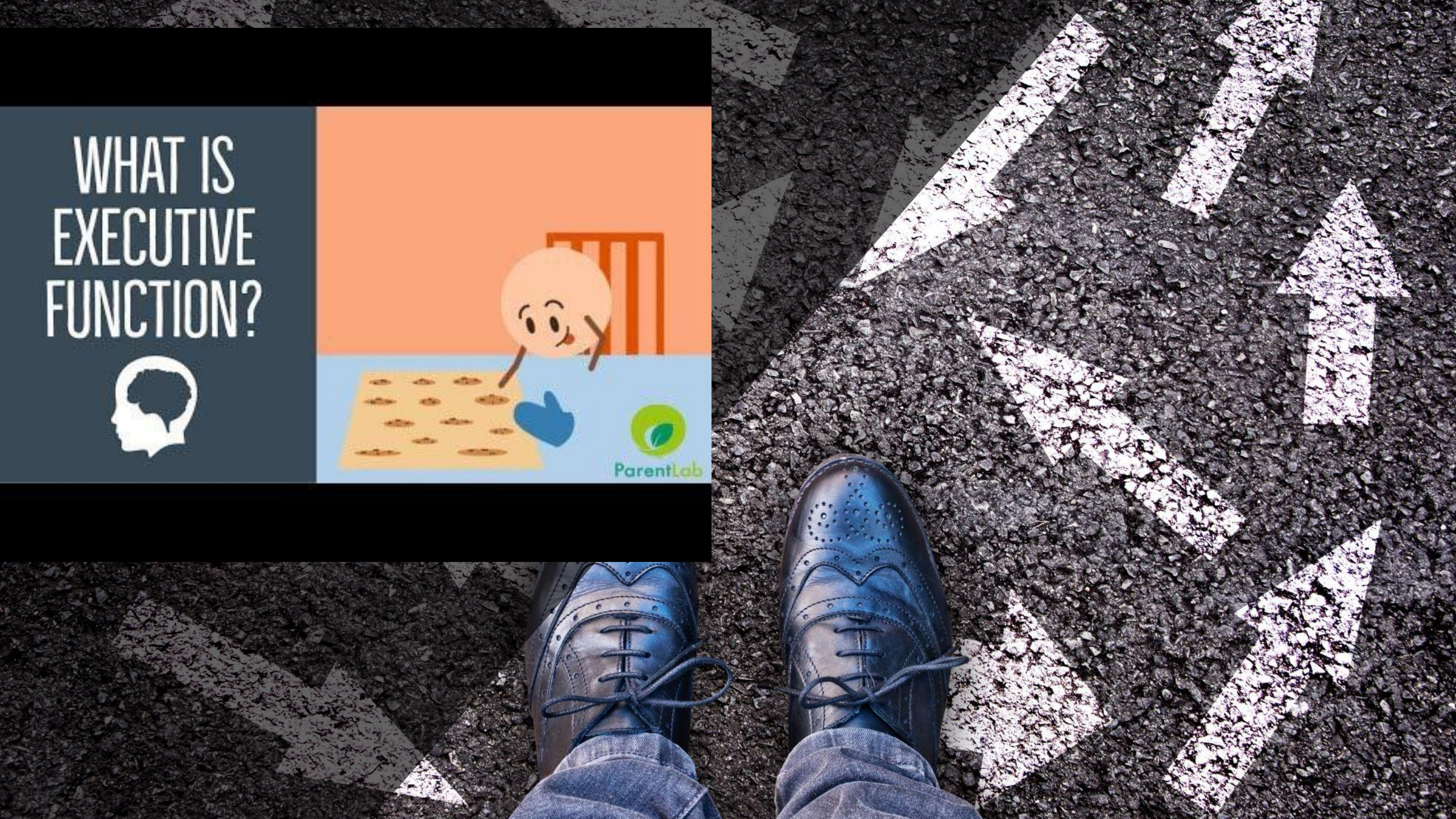

WHAT IS
EXECUTIVE
FUNCTION?
ParentLab

EXECUTIVE FUNCTIONING...WHAT IS IT?

Defined differently by many different experts - **3 Key Components**

- **Working Memory**
  - Keeping information learned in the mind & being able to manipulate & use it to apply it later
- **Cognitive Flexibility (aka Flexible Thinking)**
  - Thinking about a concept in more than one way
  - Making relationships between information & concepts
- **Inhibitory Control**
  - Ability to regulate emotions & behavior
  - Ignore temptations & resist distraction

Orchestra Example - https://youtu.be/W0oyWj2F5WM

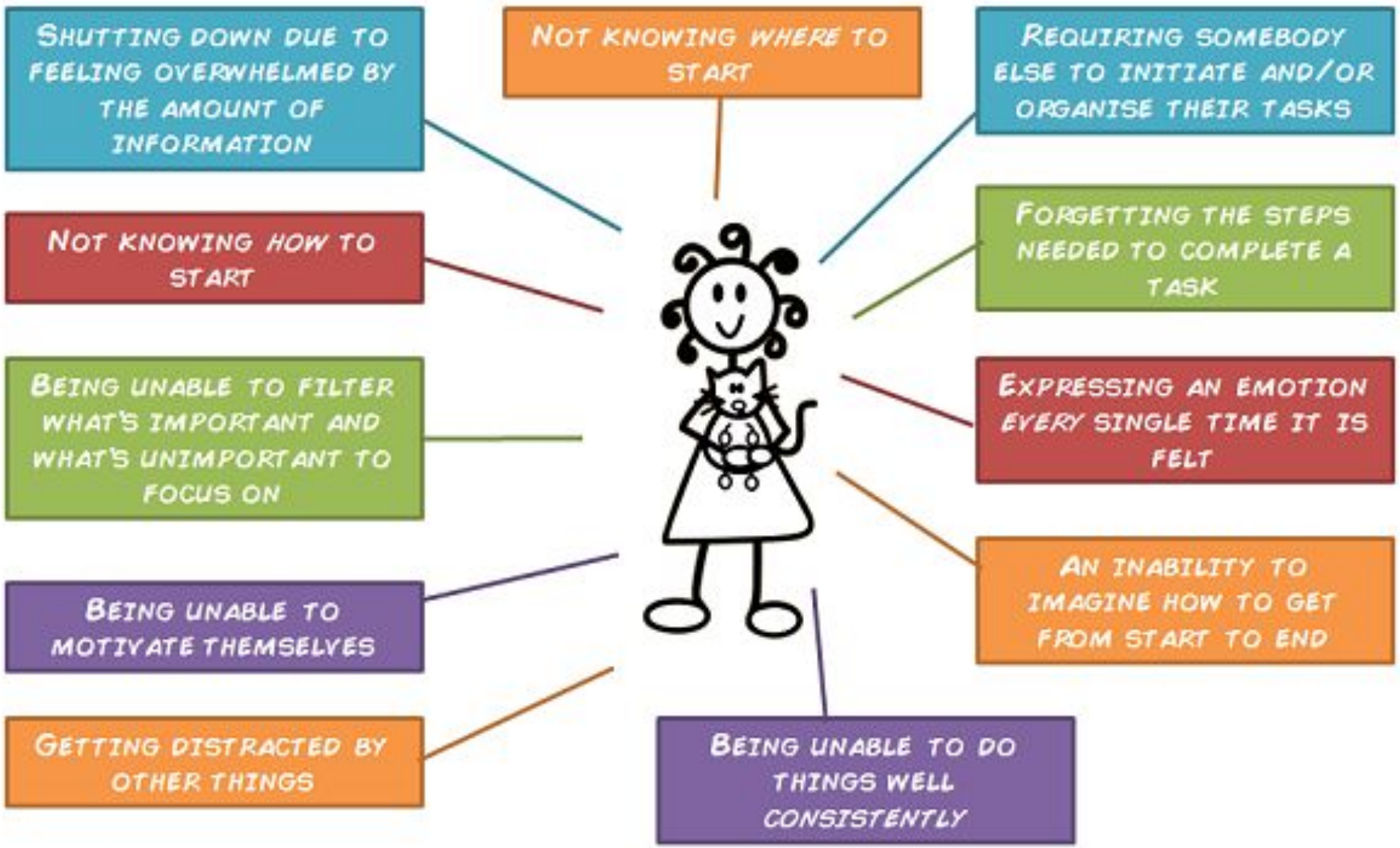
Que es el FUNCIONAMIENTO EJECUTIVO?

3 Componentes Esenciales - (Definidos por varios expertos)

- **Memoria de Trabajo**
  - Mantener en la mente la información que se aprende, y ser capaz de manipularla para usarla y aplicarla después
- **Flexibilidad Cognitiva (pensamiento flexible)**
  - Pensar en un concepto de diferentes maneras
  - Estableciendo relaciones entre información y conceptos
- **Control Impulsivo**
  - Habilidad para regular las emociones y el comportamiento
  - Ignorar tentaciones y evitar distracciones

Orchestra Example - https://youtu.be/W0oyWj2F5WM

How might poor 'executive functioning' present?



Executive Functioning STRUGGLES:

THE *PROCESS*
VS.
PRODUCT…

SOME EXAMPLES:

Note Taking

Need to finish the task; inability to manipulate the info & write it on the paper; needs to look like what the teacher presents.

Transitions

Unknown expectations; need to finish the task. Issue with time management-when am I done? What's next?

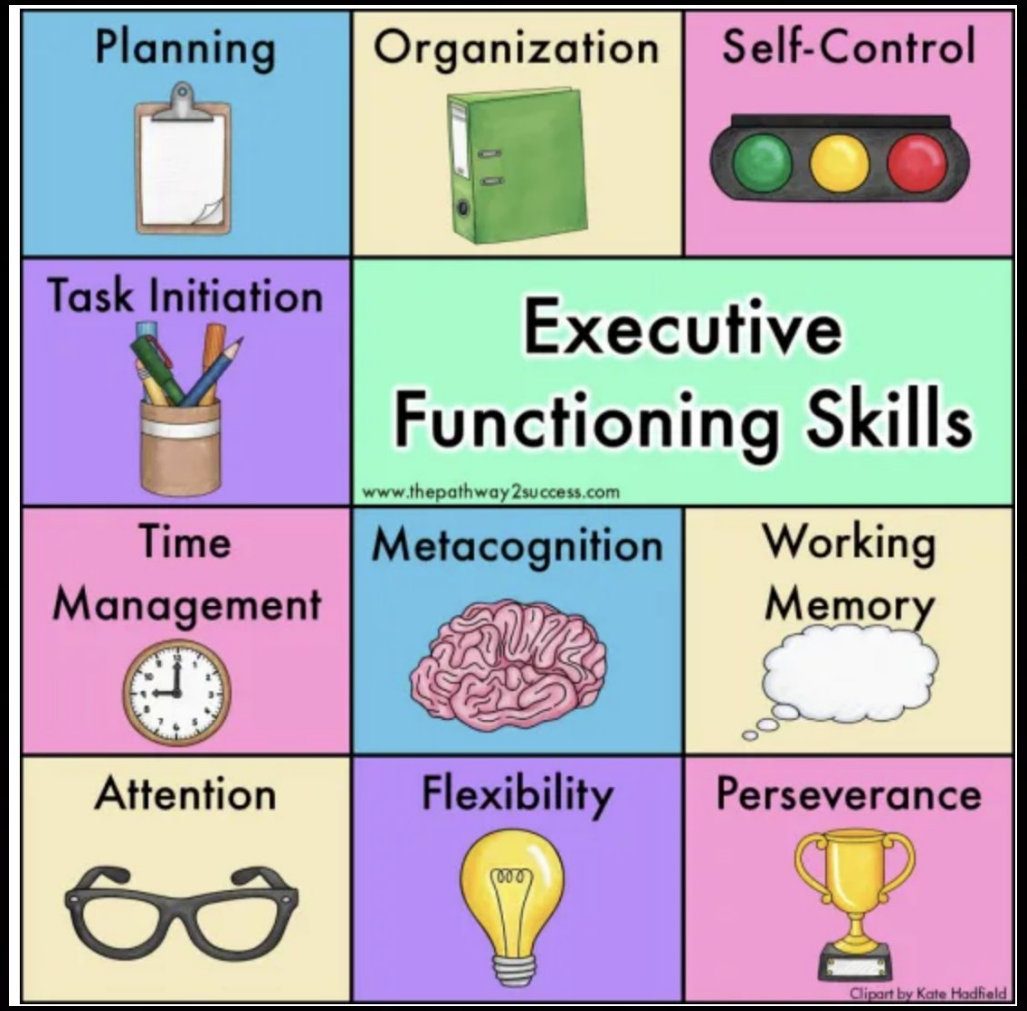
Self Control/ Attention

What do I focus on? Sitting? Writing? Looking at the teacher?

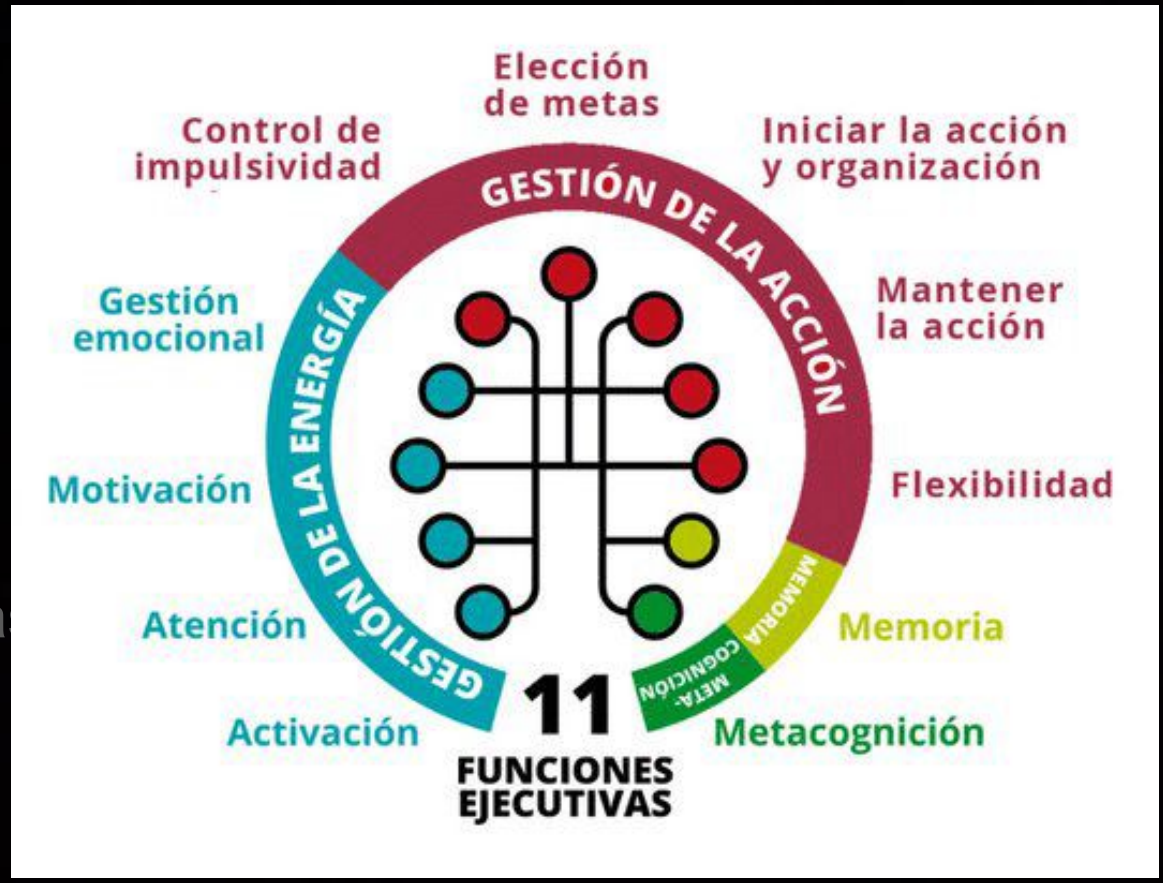
Perseverance

Give up easily due to frustration with task, inability to comprehend material due to working memory issues, etc.

- Response inhibition
- Working memory
- Emotional control
- Sustained attention
- Task initiation
- Planning/prioritizing
- Organization
- Time management
- Goal-directed persistence
- Flexibility
- Metacognition



- Control de impulsividad
- Memoria de Trabajo
- Control Emocional
- Mantener la Atención
- Iniciar la acción
- Planeamiento y Priorización
- Organización
- Control del tiempo
- Elección y persistencia de meta
- Flexibilidad
- Metacognición

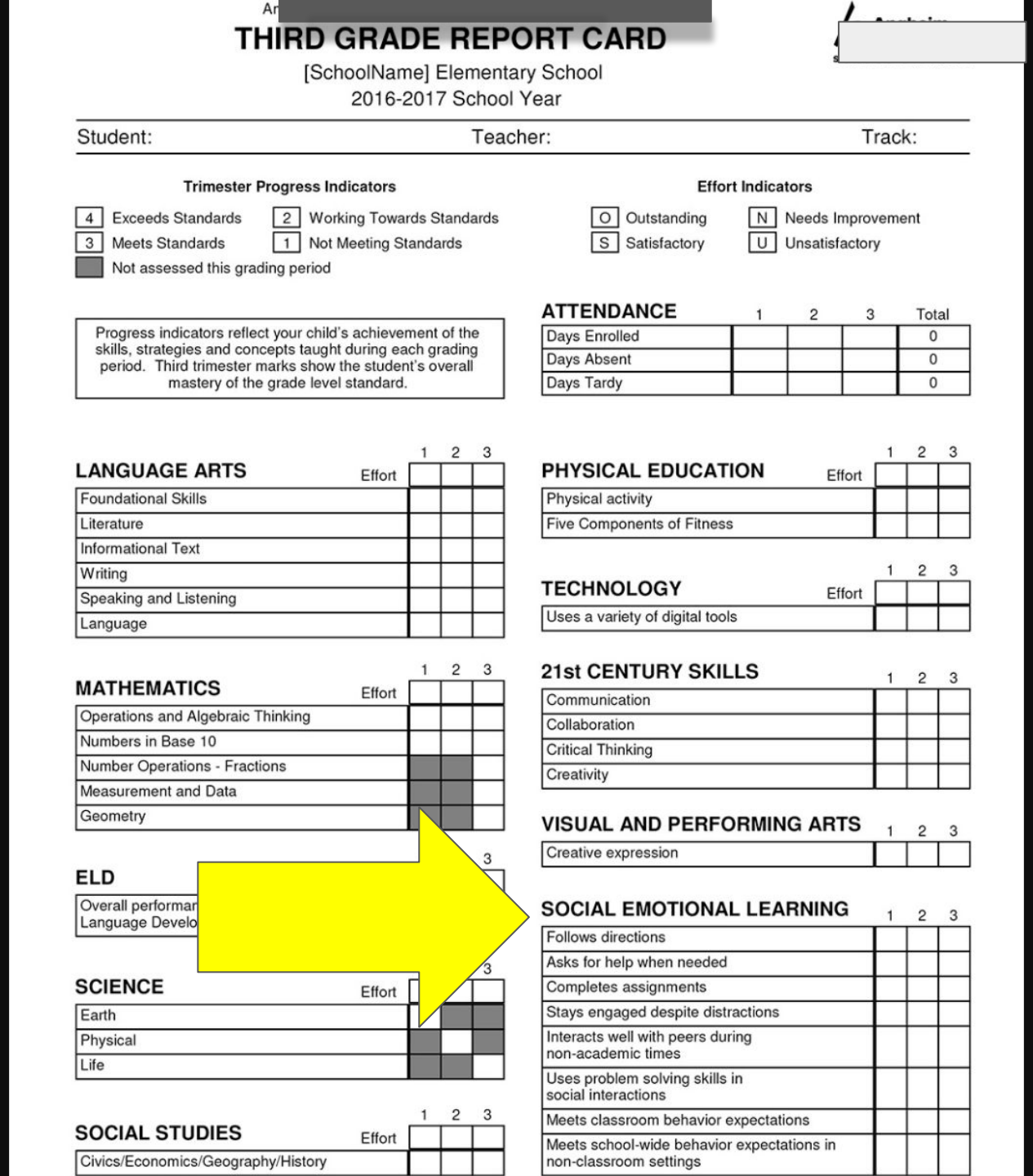


Executive Functioning – Why is it Important?

These skills are often common expectations in being successful in school and in work.

- Not often taught directly but often assumed to be necessary to be successful in the classroom or workplace

- Focused on in elementary school, then fade off as students get older because they are assumed to have been skills that are mastered by a certain age



THIRD GRADE REPORT CARD

[SchoolName] Elementary School
2016-2017 School Year

Student: Teacher: Track:

Trimester Progress Indicators

4 Exceeds Standards
3 Meets Standards
2 Working Towards Standards
1 Not Meeting Standards
Not assessed this grading period

Effort Indicators

O Outstanding
S Satisfactory
N Needs Improvement
U Unsatisfactory

Progress indicators reflect your child's achievement of the skills, strategies and concepts taught during each grading period. Third trimester marks show the student's overall mastery of the grade level standard.

ATTENDANCE

	1	2	3	Total
Days Enrolled				0
Days Absent				0
Days Tardy				0

LANGUAGE ARTS

	Effort	1	2	3
Foundational Skills				
Literature				
Informational Text				
Writing				
Speaking and Listening				
Language				

MATHEMATICS

	Effort	1	2	3
Operations and Algebraic Thinking				
Numbers in Base 10				
Number Operations - Fractions				
Measurement and Data				
Geometry				

ELD

	3
Overall performar Language Develo	

SCIENCE

	Effort	3
Earth		
Physical		
Life		

SOCIAL STUDIES

	Effort	1	2	3
Civics/Economics/Geography/History				

PHYSICAL EDUCATION

	Effort	1	2	3
Physical activity				
Five Components of Fitness				

TECHNOLOGY

	Effort	1	2	3
Uses a variety of digital tools				

21st CENTURY SKILLS

	1	2	3
Communication			
Collaboration			
Critical Thinking			
Creativity			

VISUAL AND PERFORMING ARTS

	1	2	3
Creative expression			

SOCIAL EMOTIONAL LEARNING

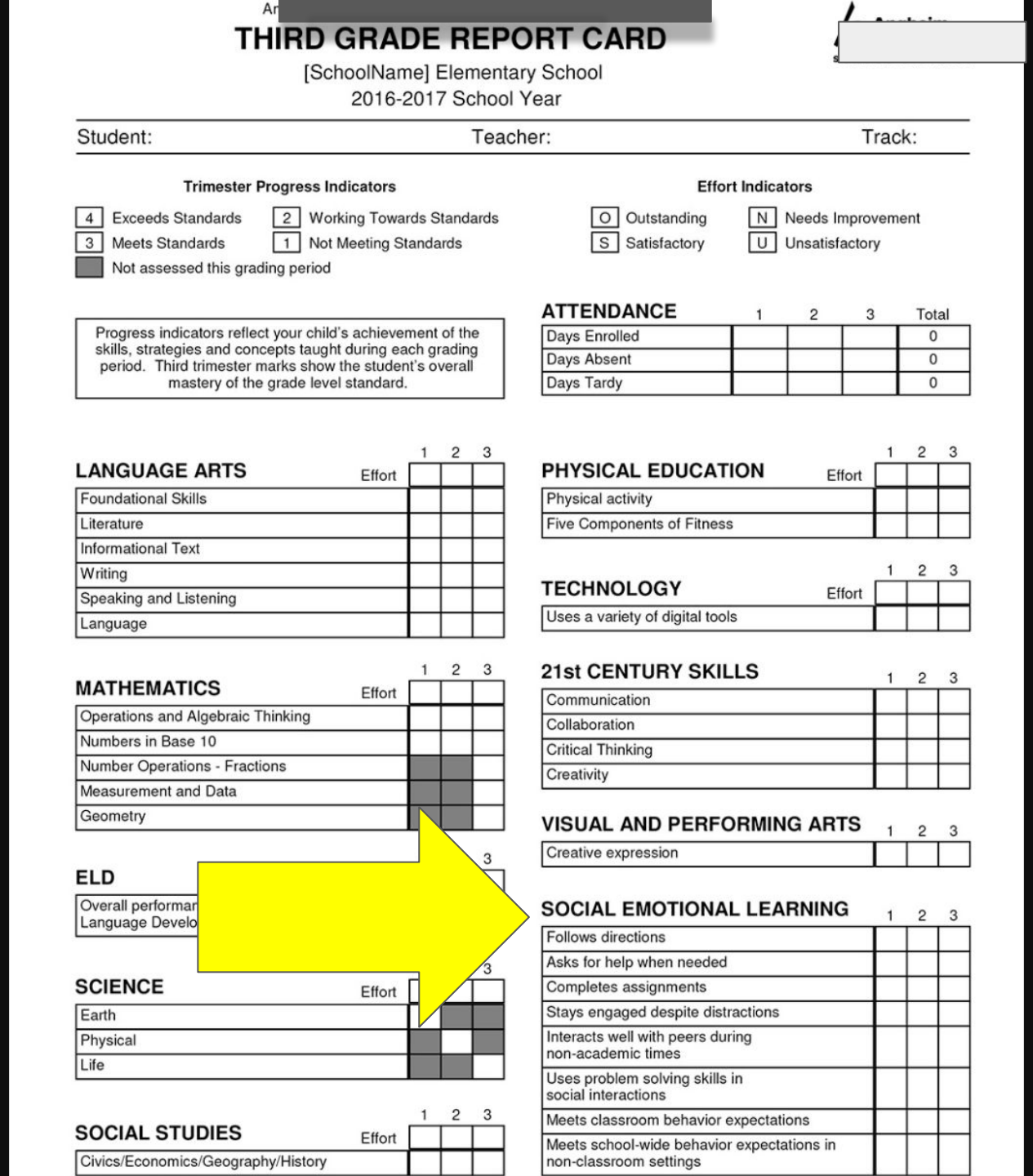
	1	2	3
Follows directions			
Asks for help when needed			
Completes assignments			
Stays engaged despite distractions			
Interacts well with peers during non-academic times			
Uses problem solving skills in social interactions			
Meets classroom behavior expectations			
Meets school-wide behavior expectations in non-classroom settings			

Porque es Importante – El Funcionamiento Ejecutivo?

- Las habilidades del Funcionamiento Ejecutivo son aceptadas comúnmente para tener éxito en la escuela y en el trabajo.

- [illegible] directamente, frecuentemente se acepta que son necesarias para tener éxito en el salón de clases y en el lugar de trabajo.

- Estas habilidades se aprenden en la escuela elemental, pero se van perdiendo cuando los estudiantes crecen porque se asume que estas habilidades se perfeccionan en cierta edad.



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Creativity			

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Student Who Chose Work

Travis Thoughts

ORGANIZATION & PLANNING

What it might look like:

- Has trouble keeping backpack and school materials in correct place
- Doesn’t turn in homework because they left it at home or can’t find it in their backpack
- Gets “lost” in the process of completing a task (morning routines, self help skills, etc)
- Loses sports equipment/electronics
- Leaves belongings all over the house
- Has trouble keeping room/desk clean, free of clutter
- Has trouble carrying out a long-term or multiple step project or activity

Photo Credit: hijos.ru

Como se presentan:

- Tener problemas para mantener la mochila y los materiales de la escuela en el lugar correcto.
- No entregar la tarea porque se dejó en casa o porque no la encuentra en la mochila.
- “Distraerse” en el proceso de completar una tarea (las rutinas de la mañana, habilidades de auto-ayuda, etc.))
- Perder equipo deportivo o electrónico.
- Dejar pertenencias por toda la casa.
- No mantener el cuarto y escritorio limpio, libre de desorden.
- Problemas para realizar un proyecto o actividad a largo plazo o con varios pasos.

Photo Credit: hijos.ru

Organization & Planning: How We Support at School

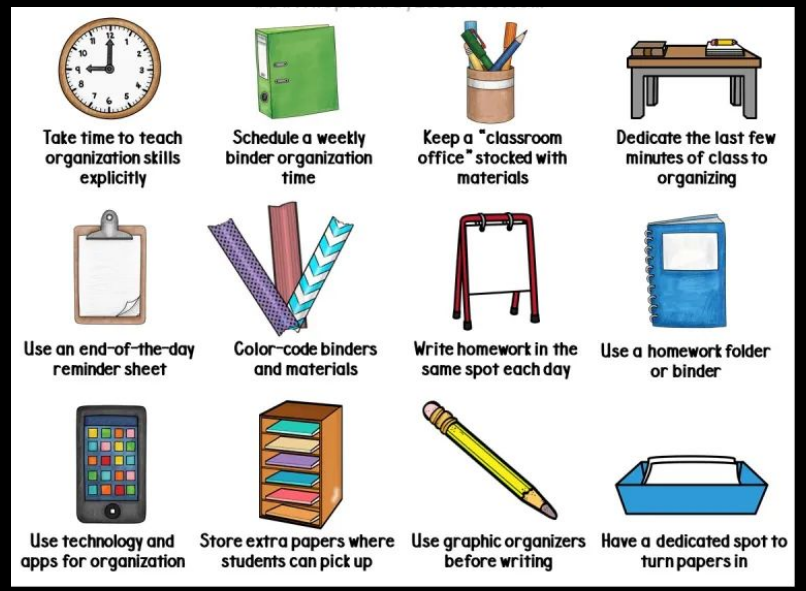


photo credit: thepathway2success.com

- Lots of visuals and graphic organizers!
- A planner or agenda is used to keep track of homework materials and assignments
- Daily schedule is posted or an individualized schedule is provided for students
- Create a designated work system for students: binder system, folder system, etc.- something that works for their individual needs
- Dedicated places for paperwork; cubby/mailbox
- Weekly binder checks or frequent backpack ‘cleaning day’ along with grade checks
- Support sessions with staff to help prioritize tasks, task analysis to break-down projects, and stay organized
- Explicitly teach organization and planning skills

Organización y Planeamiento: Cómo los apoyamos en la escuela

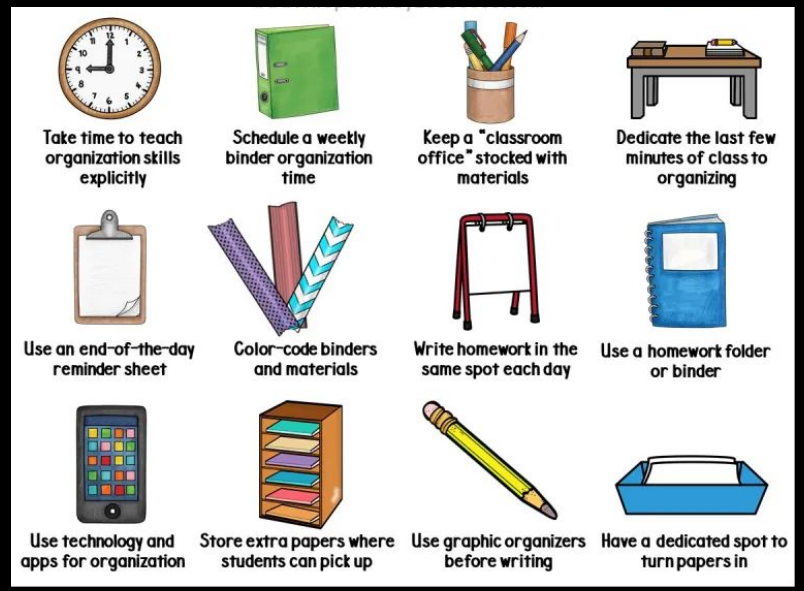
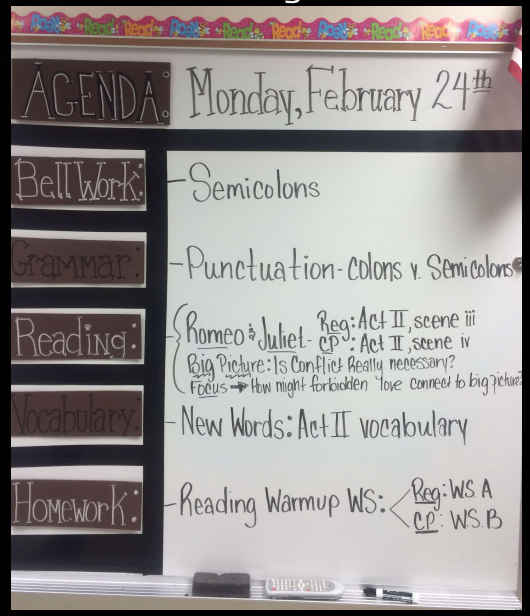


photo credit: thepathway2success.com

- Usamos muchos organizadores visuales y gráficos!
- Se usa una agenda para mantener control de los materiales y las tareas.
- Se publica el horario diario o se les da un horario individualizado a los estudiantes.
- Se crea un sistema designado de trabajo para los estudiantes: sistema de archivo, sistema de carpetas, etc.- algo que trabaje para sus necesidades individuales.
- Lugares dedicados para el papeleo; compartimiento/buzón.
- Chequeo semanal de archivos o frecuentes “dia de limpieza” de la mochila junto a comprobación de calificaciones.
- Sesiones frecuentes de soporte con el personal docente para ayudar a priorizar tareas, análisis de tareas para desglosar proyectos y estar organizados.
- Enseñar explícitamente habilidades de organización y planeamiento.

Class agenda on board (blank in picture); dedicated space for class supplies and labeled paper station (to turn in and collect); labeled mailbox system for student supplies

Visual Agenda



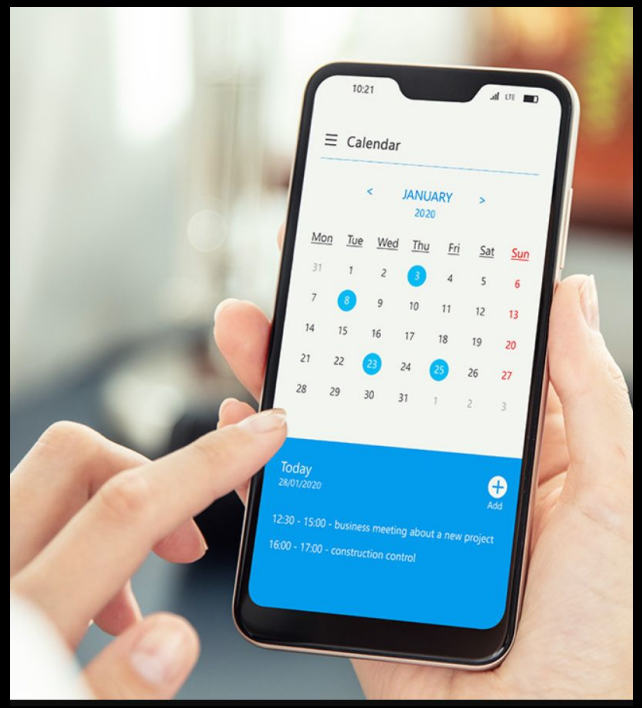
Student systems: folders, accordion folder, or traditional binder

Binder Check Date: _____ **Dates:** _____

Criteria	Points Possible	Points Earned
Shake Test/Pockets	3	
Infinite Campus Grade Sheet	10	
Grades at least "C"	10	
AR Report	5	
% of AR Goal Met	5	
Agenda	10	
Daily Notes/Learning Logs		
-Language Arts	5	
-Math	5	
-Science	5	
-Social Studies	5	
Organization	5	
Total	**75**	

Binder Check

Organization & Planning at Home



- Start Small
- Identify what is most important to work on (start with 1 at a time):

    - maintaining notebooks required for school

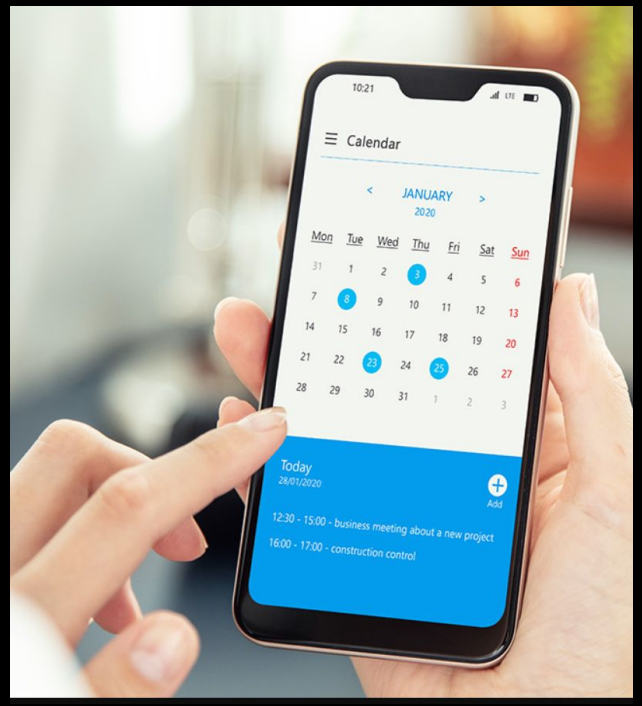
    - keeping a clean room

    - organizing sports equipment or electronics

    - keep study area at home clean and organized

- Put a system in place - give them choices for an organizational system and have them chose/modify one
- Structure the environment to promote organization
- Provide planning tools (calendar, calendar app, agenda)

Organización y Planeamiento en Casa



- Empezar poco a poco
- Identifique qué es lo más importante para trabajar (empieze con 1 a la vez):

    - mantenimiento de los cuadernos requeridos para la escuela

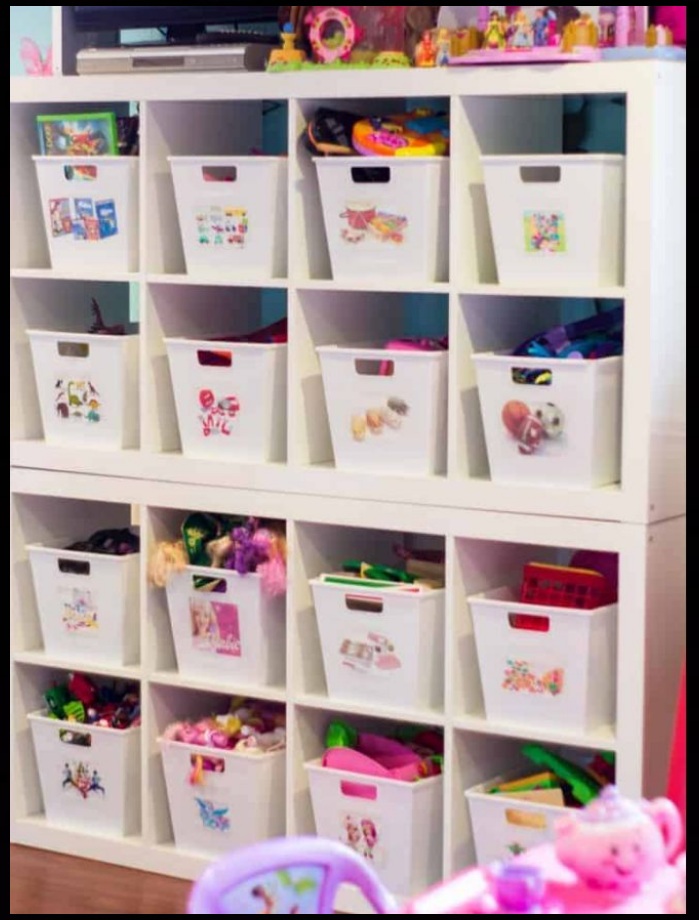
    - mantener el cuarto limpio

    - organizar el equipo de deportes o los electrónicos

    - mantener limpia y organizada el área de estudio en casa

- Establezca un sistema - ofrezca opciones para un sistema organizacional y haga que ellos escojan o modifiquen uno
- Estructure el ambiente para promover la organización
- Provea material de organización (calendario, aplicación de calendario, agenda)

Cleats &
Sandals



Underpants
T-SHIRTS
LONG SLEEVES
PANTS
Pajamas
Shorts

Is it "mom" clean?

- [ ] MAKE BED
- [ ] PUT AWAY CLEAN CLOTHES
- [ ] PUT AWAY SHOES AND SOCKS
- [ ] CLEAN OFF DRESSER/DESK
- [ ] PICK UP ALL TOYS
- [ ] PICK UP BOOKS
- [ ] THROW AWAY ANY GARBAGE
- [ ] PUT DIRTY CLOTHES IN LAUNDRY
- [ ] CHECK UNDER YOUR BED

Clean Your Room

Checklist

- [ ] Make your bed.
- [ ] Pick up toys.
- [ ] Put shoes away.
- [ ] Throw away garbage.
- [ ] Put books on shelf.
- [ ] Place dirty clothes in hamper.

TEST
FRIDAY!
GO
YOUR
OWN
WAY

Maintaining a Notebook/Homework Management System

Task	Monday	Tuesday	Wednesday	Thursday	Friday
Clean out "graded papers" folder and determine which to keep and which to throw away	✓				
Go through notebooks and books for other lose papers and file them	✓				
Do Homework	✓				
Place all assignments both finished and unfinished in appropriate places	✓				

Student Who Chose College

Angel Thoughts

TIME MANAGEMENT

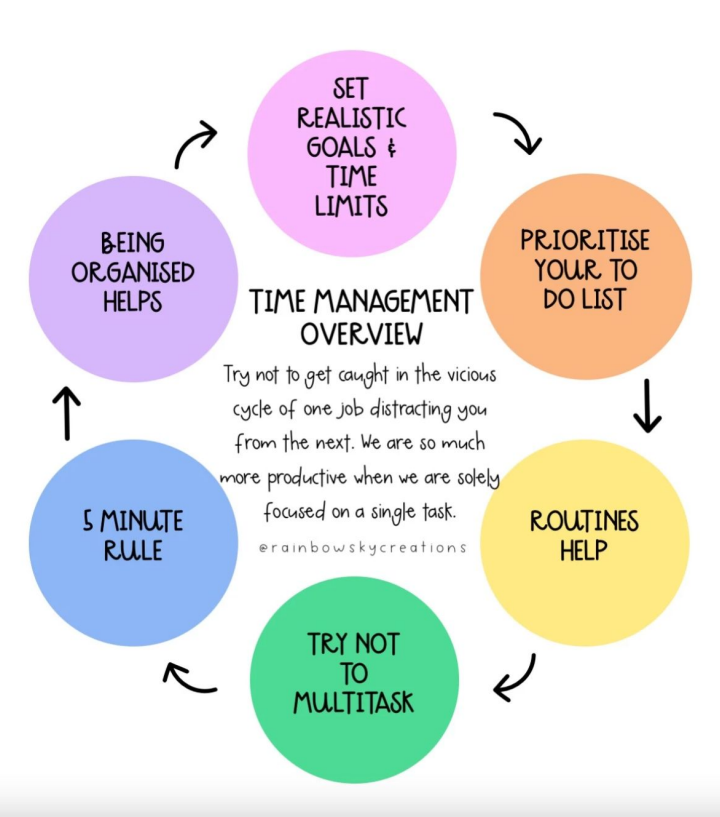
What it might look like:

- Chronically late
- Has no idea how long it will take to complete a task
- Runs out of time for things they need to get done
- Difficulty getting everything done they set out to do for the day
- Concept of time isn't understood or developed
- Work at one speed no matter how long they have to complete the task (doesn't adjust speed based on time)
- Doesn't spread out long term projects over several days
- Doesn't prioritize more important activities over preferred activities (spends more time playing video games than studying for math test tomorrow)

Como se presentan:

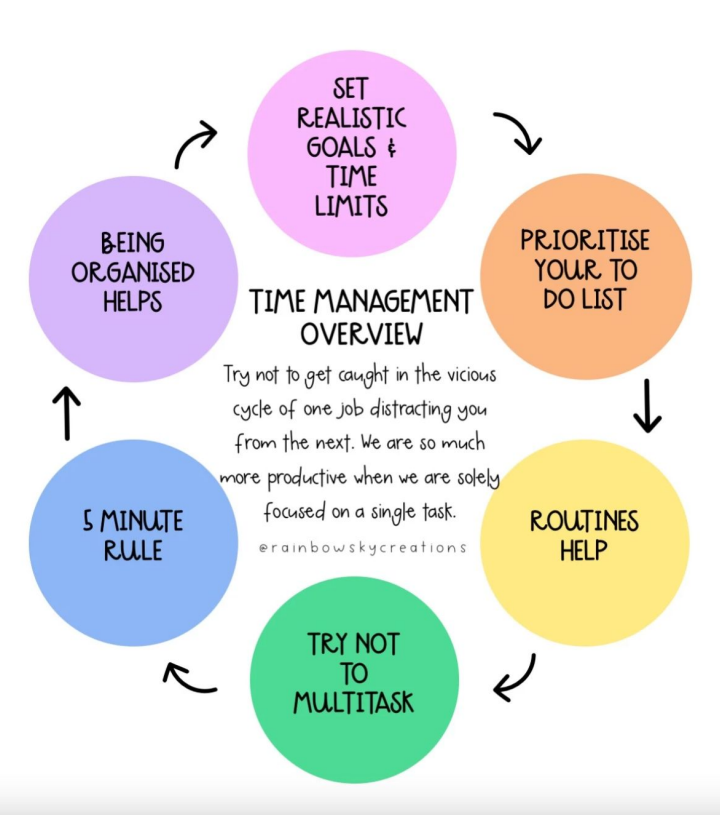
- Crónicamente (siempre) tarde
- No tiene idea cuánto le tomará completar una tarea
- Se queda corto de tiempo para terminar tareas
- Dificultad para realizar todo lo que se propone hacer en el dia
- El concepto de tiempo no se entiende o no está desarrollado
- Trabajar a la misma velocidad sin importar cuánto tiempo tiene para completar la tarea (no ajusta la velocidad de trabajo basada en el tiempo)
- No distribuye proyectos a largo plazo sobre varios dias
- No da prioridad a actividades más importantes sobre actividades preferidas (dedica más tiempo a juegos de video que estudiar matemáticas para el examen de mañana)

Time Management at School



- Explicitly teach time management skills
- Daily routine and clear expectations
- Visual agenda and/or to-do list
- Timers for small tasks, specific steps provided for larger tasks
- Task Analysis breakdown
- Organized tasks with short transition breaks
- Countdown chart
- Frequent check-ins
- Goal setting activities/lessons
- Student agenda or planner used to keep track of assignments and due dates

Manejo del Tiempo en la escuela



- Enseñar explícitamente habilidades sobre el manejo del tiempo
- Crear Rutinas diarias con expectativas claras
- Agenda Visual y/o listas de cosas por hacer
- Cronómetro para tareas pequeñas, proveer pasos específicos para tareas más grandes
- Desglosar el análisis de tareas
- Organizar tareas con descansos cortos de transición
- Gráfica de cuenta regresiva
- Chequeos frecuentes
- Definir objetivos de actividades y lecciones
- Agenda o planificador del estudiante para mantener control de las tareas y las fechas de entrega

Strategies to support at home or school

Interventions for Students who Struggle with Time Management

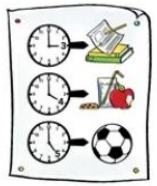
Clipart by Kate Hadfield & Sarah Pecorino

www.thepathway2success.com

Pathway 2 SUCCESS

Practice estimating time to complete tasks

Make checklists and prioritize tasks



Keep a daily schedule posted

Use a visual timer during working sessions

Practice what it means to "pace yourself"

Give time warnings before transitions

Teach, practice, and discuss routines

Teach how to reflect during work sessions

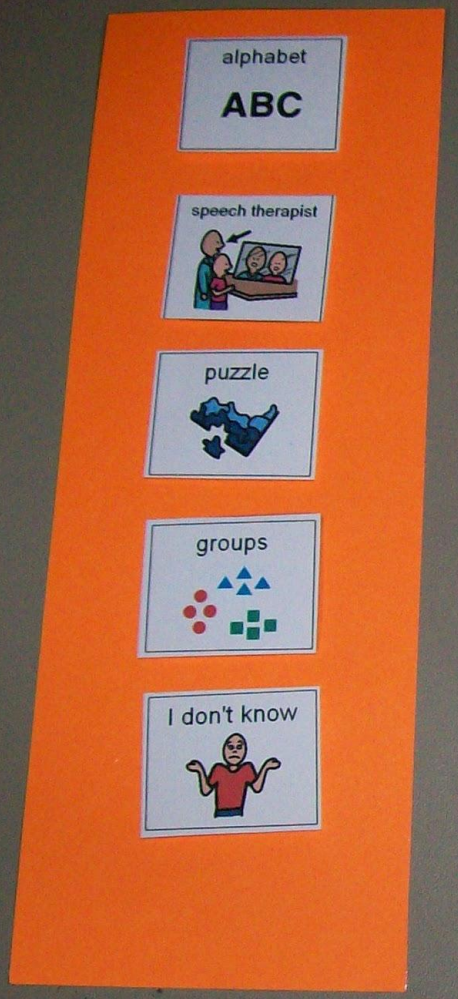
Identify and reduce distractions

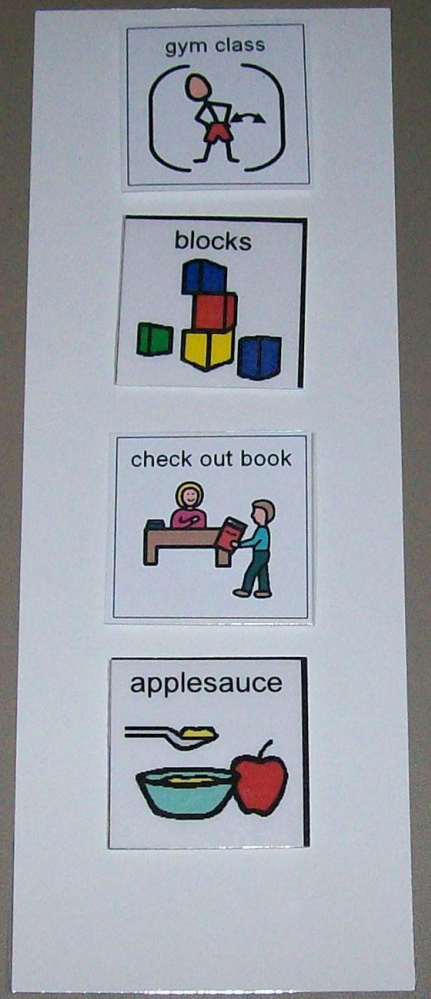
Practice strategies for moving on when stuck

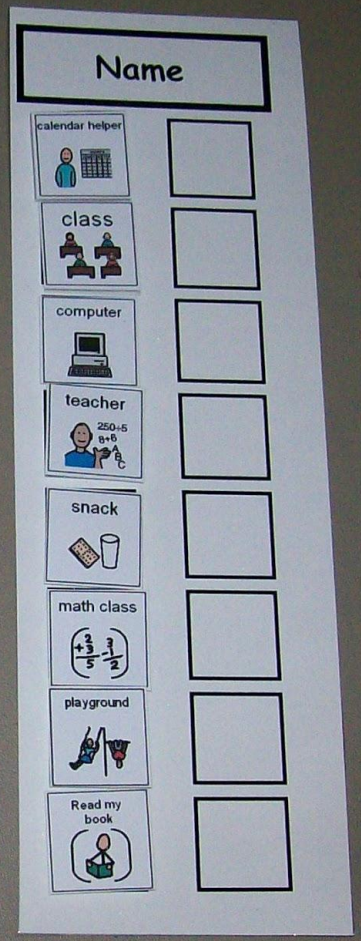
Teach how to maximize downtime

Teach skills for staying organized and tidy

Monday		
★ Get my homework packet. Gather my papers and supplies for today. ☐_____ ☐_____ ☐_____ ☐_____	On-Task: ✓ × ✓ × ✓ × ✓ ×	Following Expectations: Yes ☐ No ☐ Warnings: ☐ ☐ ☐ more than 3
Tuesday		
★ Get my homework packet. Gather my papers and supplies for today. ☐_____ ☐_____ ☐_____ ☐_____	On-Task: ✓ × ✓ × ✓ × ✓ ×	Following Expectations: Yes ☐ No ☐ Warnings: ☐ ☐ ☐ more than 3





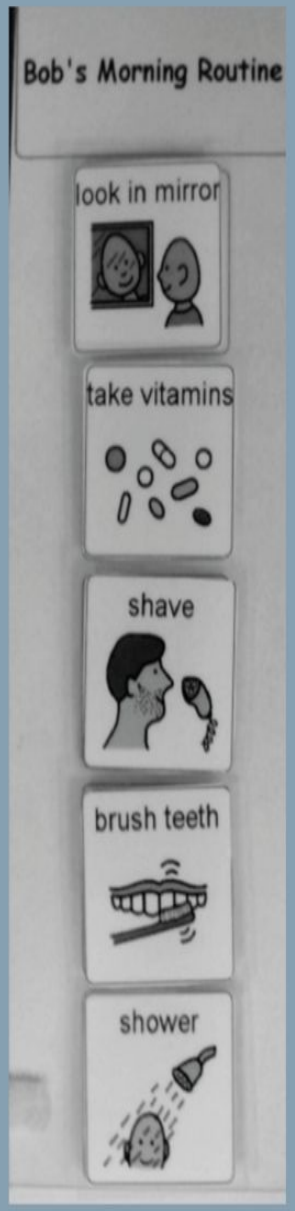


SCHEDULE

Bank of America

Ralphs

McDonald's



Time Management at Home

- Without going overboard, maintain a predictable daily routine in your family
- Talk to them about how long it takes to do things (such as chores, cleaning room, homework, etc.) - pair similarly timed activities and discuss the correlation
- If they have trouble estimating how long it takes to do do chores, get ready etc. write down their estimate and then use a timer to see how long it actually takes
- Plan an activity for a day that involves several steps (how long will it take to get to your destination, have lunch, go to park or the beach, get back)
- Use calendars and schedules for yourself and encourage them to do the same
- Develop checklist/schedule to follow with your child and make to “check in” with them at the beginning to make sure they are following through
- Offer incentives/reinforcers to support following through

Manejo del Tiempo en Casa

- Sin exagerar, mantenga una rutina predecible diaria en su familia
- Hable con ellos sobre cuánto tiempo tomará realizar cosas (como quehaceres, limpiar el cuarto, hacer tareas, etc.) - combine actividades con tiempos de realización semejantes y discuta su correlación
- Si ellos tienen problemas para estimar cuánto tiempo toma realizar quehaceres, (estar listos, etc.) escriba sus estimados y luego use un cronómetro para ver cuánto tiempo tomó realmente hacerlo
- Planee una actividad por dia que tome varios pasos (cuánto tiempo tomará llegar a su destino, almorzar, ir al parque o a la playa y regresar a casa)
- Use calendarios y horarios para usted que los motive a ellos a hacer lo mismo
- Desarrolle un horario de verificación a seguir con sus hijos y “verifique” con ellos al principio para asegurarse que lo hagan bien
- Ofrezca incentivos/refuerzos para asegurarse que se está haciendo todo lo planeado

free printable
DAILY ROUTINE
FOR KIDS
Morning
Go Potty
Make Bed
Get Dressed
Brush Hair
Eat Breakfast
Brush Teeth
School
Bedtime
Clean up Toys
Take Bath
Pajamas
Brush Teeth
Go Potty
Read a Book
Hugs and Kisses
littlemagerhouse.com

MY MORNING ROUTINE
GET DRESSED
EAT BREAKFAST
MAKE BED
BRUSH TEETH
COMB HAIR
PUT ON SHOES + COAT
GRAB BACKPACK + LUNCH
GO TO SCHOOL!

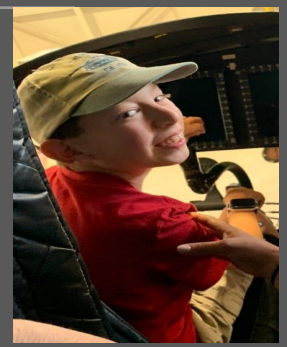
my morning routine checklist
bedroom
open the curtains
make my bed
get dressed
put my pjs in the hamper
bathroom
wash my hands with soap
brush my teeth
comb my hair
put on deodorant
wipe down the sink
kitchen
make & eat my breakfast
clear my dishes
pack my lunch
clean up any mess
school stuff
pack any special items
check your supplies
pack glasses if needed
fill up my water bottle
put my lunch in my bag
weather check
do I need my umbrella?
do I need my coat or hat?
show kindness
say goodbye to my family
thank my bus driver
greet my crossing guard
familyeducation

Sample script: Dentist Appointment

- “Hello My name is Sam Smith and I need to make an appointment for a teeth cleaning.”
- (wait for a response and answer their questions if they have any)
- “I have been there before. My insurance is Delta Dental”
- “The days that work for me are Monday - Thursday after 4:00 p.m. I cannot do The 27th or the 28th of this month.”

Currently in School

Chris Thoughts



Task Initiation & Perseverance

What it might look like:

- Puts off chores as long as possible
- Doesn’t set aside a fun activity when he or she remembers a promised obligation
- Waits until the last minute to start homework
- Has trouble completing 3 - 4 homework/classwork assignments in a row
- Isn’t likely to be asked by others to do things because they don’t follow through
- Has trouble applying to college or applying to jobs
- Can’t complete chores that take longer than 2 hours
- Can’t tolerate family commitments without complaining of boredom

Como se presentan:

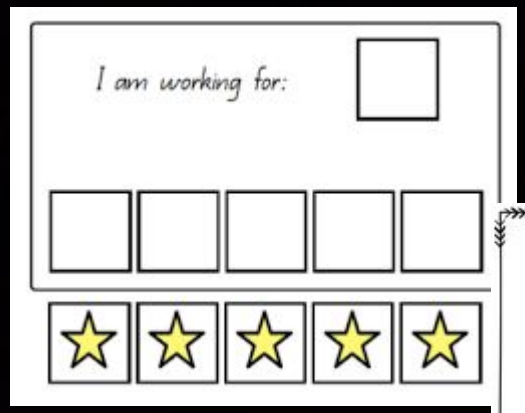
- Posponer los quehaceres de casa tanto como sea posible
- No dejar de lado una actividad divertida cuando él o ella se recuerda de una obligación que ha prometido hacer
- Esperar hasta el último minuto para empezar a hacer la tarea
- Tiene problemas para completar de 3 a 4 tareas o asignaciones de clase una tras otra
- No es probable que otros le pidan hacer cosas porque no las completa
- Tiene problemas aplicando para la Universidad o para trabajos
- No completa quehaceres que tomen más de 2 horas
- No tolera compromisos familiares sin quejarse de aburrimiento

Task Initiation at School

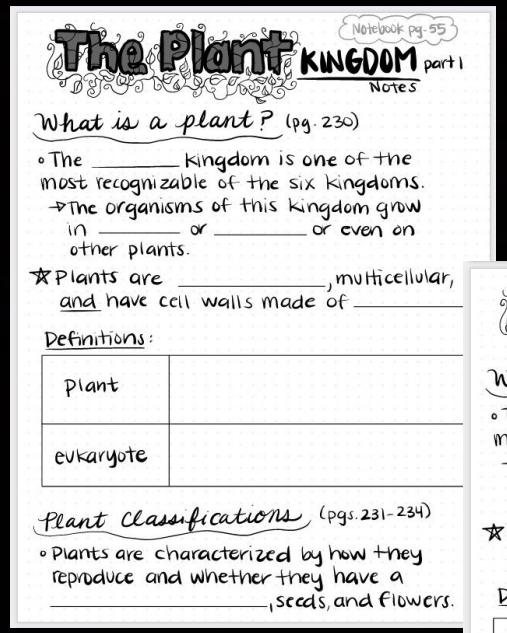
- Explicitly teach task initiation skills
- Token economy or incentive based learning
- Timers can be set to help students track independent work
- Task breakdowns to help make assignments more manageable
- Provide ‘choices’ that lead to desired outcomes
- Embedded breaks to encourage production
- Provide modified assignment or accommodation to help students who are having difficulty
- Clear directions stated or visual provided, teacher-guided group activity, visual model or example provided, peer mentor/buddy, etc.

Inicio de Tareas en la escuela

- Enseñar explícitamente habilidades para iniciar tareas
- Economía de tokens ó incentivos basados en aprender
- Se pueden establecer cronómetros para ayudar a los estudiantes a llevar control independiente de sus trabajos
- Desglose de tareas para ayudar a hacer los asignaciones más manejables
- Proveer ‘opciones’ que lleven a un resultado deseado
- Incluir descansos para animar con las tareas
- Proveer asignaciones modificadas o acomodarlas para ayudar a los estudiantes que están teniendo problemas
- Proveer direcciones habladas o visuales claras, actividades de grupo guiadas por el maestro, modelos visuales o ejemplos, compañero/amigo mentor, etc.

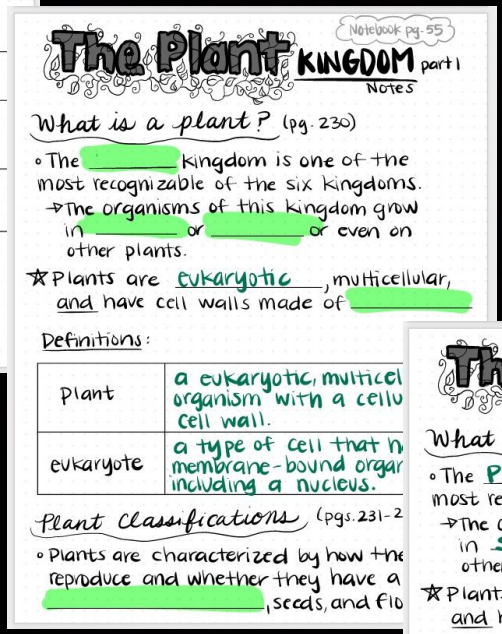


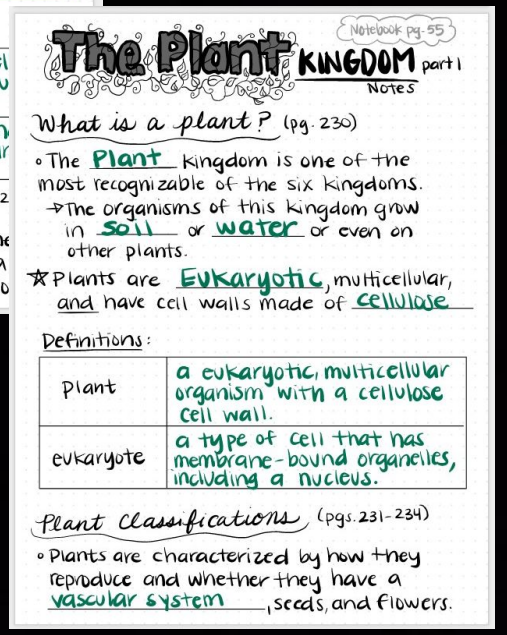
Token Economy and Class Store



Timers
-for independent tracking
- breaks

Tiered Accommodations
(based on student needs)





Save

Interventions for Students who Struggle with Task Initiation

Clipart by Kate Hadfield & Sarah Pecorino

Pathway 2 SUCCESS

www.thepathway2success.com

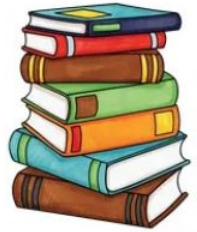
Teach task initiation skills explicitly

Use a countdown timer

Incorporate areas of student interest

Provide directions orally & visually

Practice the "rocket ship countdown"



Reduce most challenging work

Train peer mentors to provide support

Use brain breaks between tasks

Make it a race to get started on work

Take turns writing to get started

Develop a work contract with rewards

Give more student choice

Task Initiation at Home

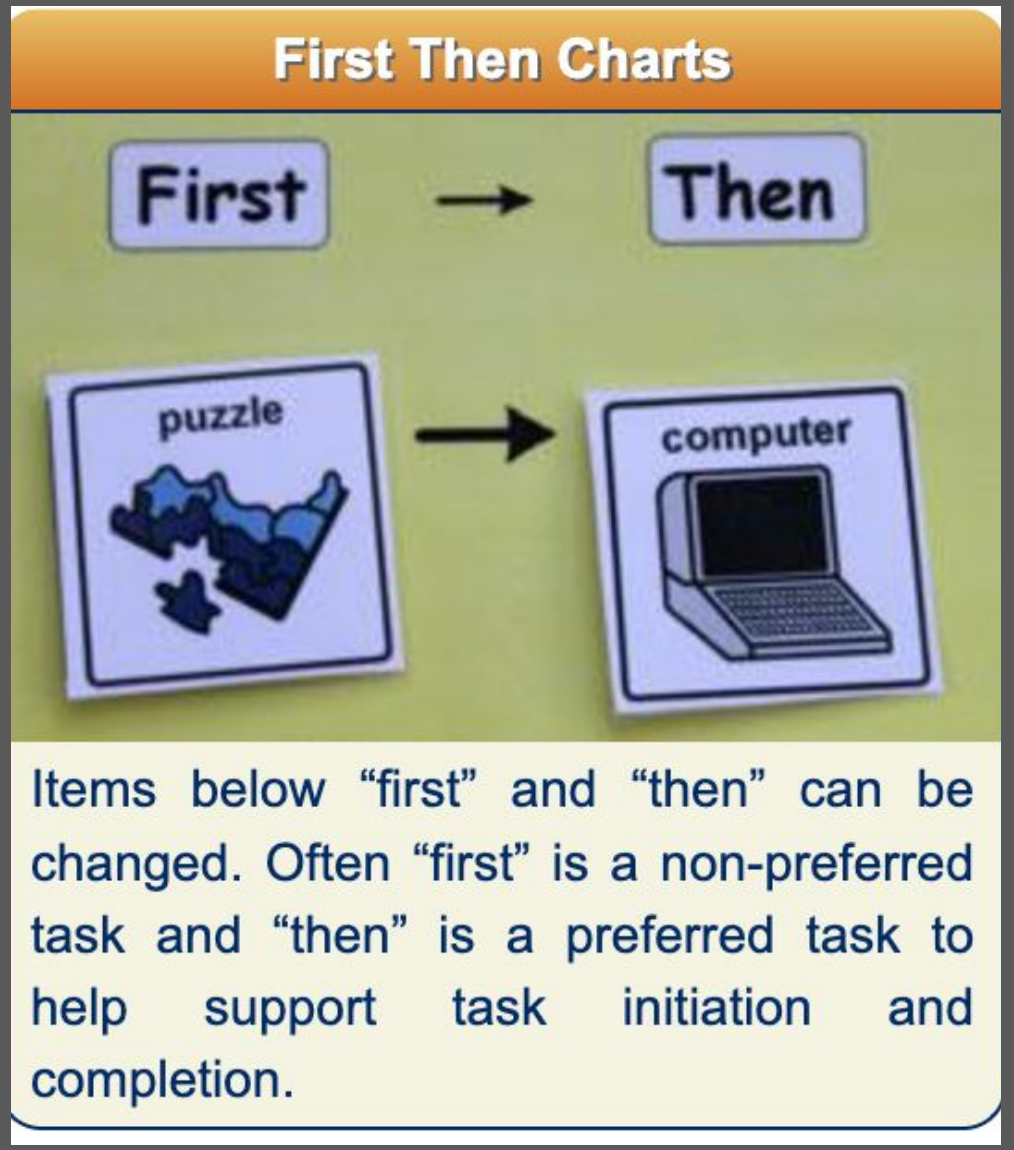
- Use a goal that they already have set to encourage task initiation (earning money for a new video game, learning to drive, etc.)
- If a task is overwhelming encourage them or help them to break down the task into smaller more manageable steps, with specific deadlines for each step
- Have students ask a teacher for breaking down large assignments into smaller short term objectives (use a mini-script to practice if this seems hard for them)
- Focus on getting over the first hurdle
- Keep the ball rolling, once they start working on something keep them going as long as they can tolerate
- Limit choices for research, jobs, colleges (too many options may seem overwhelming, start with less options and go from there)

Inicio de Tareas en casa

- Use una meta que ellos hayan elegido para motivarlos a empezar la tarea (ganar dinero para un juego nuevo de video, aprender a conducir, etc.)
- Si una tarea es abrumadora motívelos o áyudelos a dividir la tarea en partes pequeñas más manejables, con tiempos específicos para terminar cada parte
- Haga que los estudiantes le pidan al maestro que les divida asignaciones grandes en partes más pequeñas con objetivos a corto plazo (use un mini-guión para que practiquen si les resulta difícil hablar con el maestro)
- Enfóquese en sobrepasar el primer obstáculo
- Mantenga el ritmo, una vez que empiecen a trabajar en algo mantengalos en ello tanto tiempo como ellos puedan tolerarlo
- Limite las opciones para investigar trabajos, Universidades (demasiadas opciones pueden resultar abrumadoras, empiece con menos opciones y parta de ahí)

First/Then

can be used at school or home



TASK INITIATION

I can get myself started on a task, whether I'm interested or not.

Eat the Frog

Do the worst thing first!

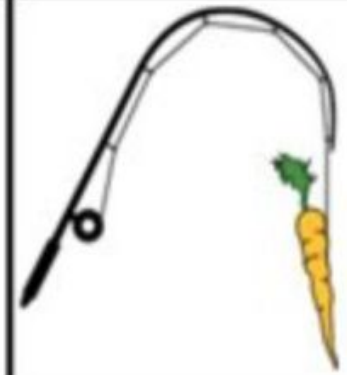
Spoonful of Sugar

Find a way to
"sweeten the deal!"

Climb the Ladder

Start with simplest/easiest task.
Work your way up
to the most challenging.

Dangle the Carrot



Reward yourself with
something motivating
when you get the task done.

ADVICE
TIPS

REGULATION
OF BEHAVIOR
-impulse control
-flexibility

What it might look like:

- Gets upset/annoyed when homework is hard, confusing or takes long to finish
- Gets easily frustrated with little things
- Behaviors rise in new and/or high sensory environments
- Gets stressed out is something doesn’t go exactly as planned
- Gets aggravated if someone offers criticism
- Screams or ”loses it” when they are upset
- is not able to walk away from confrontation/provocation from a peer/sibling

Como se presentan:

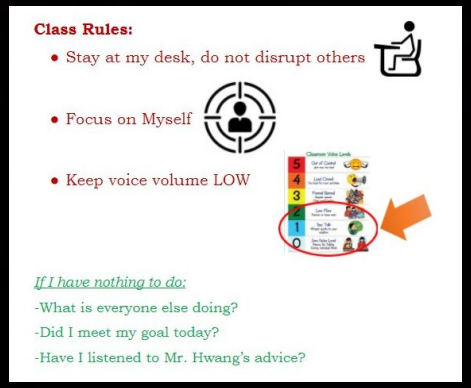
- Se disgusta o molesta cuando la tarea es difícil, confusa o toma mucho tiempo para terminarla
- Se siente frustrado fácilmente con pequeñas cosas
- El comportamiento cambia con entornos nuevos o altamente audiovisuales
- Se estresa si algo no sale como fue planeado
- Se siente agraviado si alguien le critica
- Gritan o se “descontrolan” cuando están molestos
- No es capaz de retraerse de una confrontación o provocación de un compañero o hermano

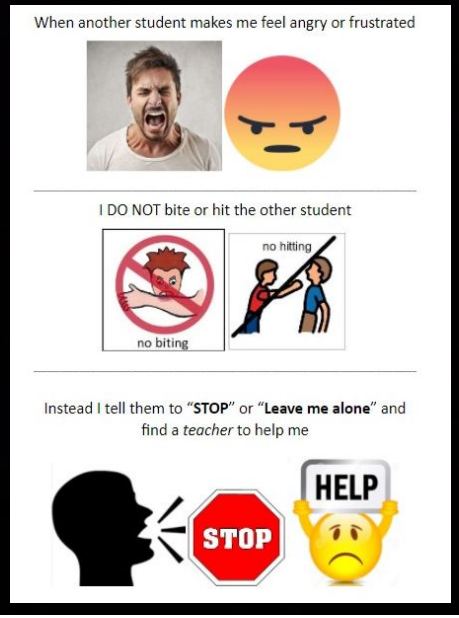
Regulating Behavior at School

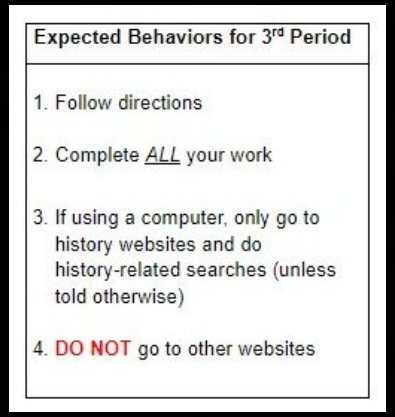
- Explicitly teach self-regulation skills
- Visual supports, either for the whole class or individual student supports based on student needs
- Provide quiet area or environment to de-escalate
- Create ‘safe spaces’ or contacts/people on campus’ where students can go if case carrier is unavailable
- Social scripts, video modeling examples, role-playing activities
- Zones of regulation
- Front Load information; prepare students for big changes if possible
- Teacher-student consult sessions to review behavior
- Individual student reflection meetings (after an unexpected behavior incident)

Regulación del comportamiento en la escuela

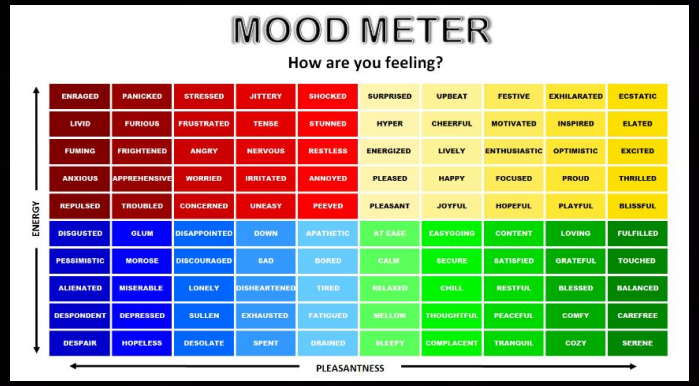
- Enseñar explícitamente habilidades de auto-regulación de comportamiento
- Soportes visuales, ya sea para toda la clase o soporte individual del estudiante basado en las necesidades del estudiante
- Proveer una área o ambiente tranquilo para reducir situaciones de tensión
- Crear ‘espacios seguros’ o personas de contacto en la escuela a donde el estudiante puede acudir cuando el encargado del caso no está disponible
- Guiones sociales, ejemplos sociales en video, actividades de juegos de roles
- Zonas de regulación
- Presentar información anticipadamente; si es posible preparar a los estudiantes para grandes cambios
- Sesiones para revisar el comportamiento entre Maestro y estudiante
- Reuniones de reflexión individuales con el estudiante (después de un incidente de comportamiento inesperado)



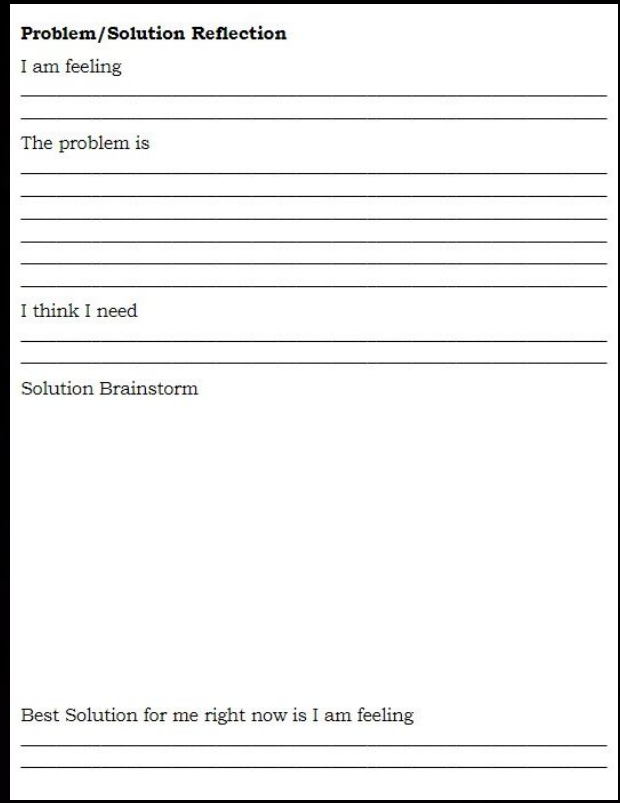




Break Area



Feelings Chart/Check-In



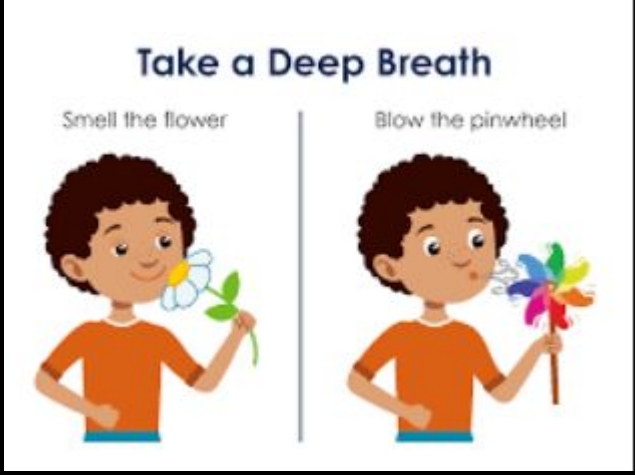
Self-Reflection or
Teacher-Student Sheet

Sample Scripts

- "Hi Mr. Smith, I need some help breaking down my history project into smaller tasks. Can you help me?"
- (wait for answer)
- When would be a good day and time? (write it down so you don't forget)

"Mrs. Little, what is the weather like outside? Do I need a sweater?"

Regulating Behavior at Home



- Be clear and specific about rules and review them before a specific situation
- Try to maintain schedules and routines and whenever possible provide advance notice for what's coming next
- When discussing something with them use active listening, negotiate whenever possible, save non-negotiables for situations that are important
- Give them a script for handling a situation, particularly if it is a new one
- Practice regulating behavior by role-playing difficult situations
- Help them come up with strategies to deal with their feelings:

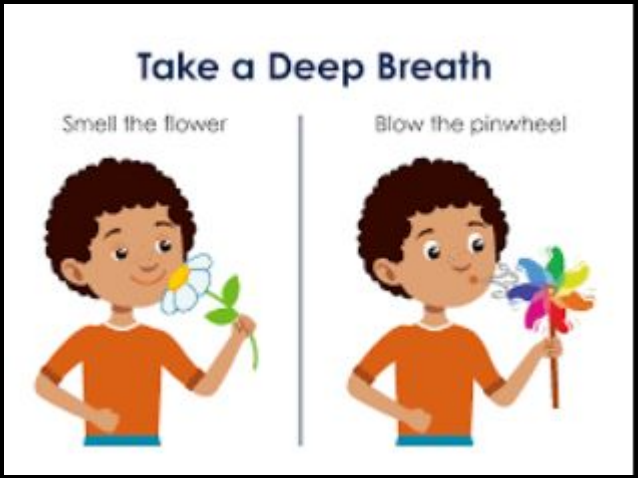
    - deep breathing

    - stepping outside to cool down

    - counting to 50 before responding

    - asking for help

Regulación del comportamiento en casa



- Sea claro y específico sobre reglas de comportamiento y revíselas antes de una situación específica
- Trate de mantener horarios y rutinas y provea noticias adelantadas para lo que siga después
- Cuando discuta algo con ellos escuche atentamente, negocie siempre que sea posible, guarde el no negociar para situaciones que sean importantes
- Deles a ellos un guión para resolver una situación, especialmente si es una situación nueva
- Practique usted mismo regulación del comportamiento aplicado a situaciones difíciles
- Ayude a ellos a desarrollar estrategias para controlar sus sentimientos:

    - respiración profunda

    - salir afuera para calmarse

    - contar hasta 50 antes de contestar

    - pedir ayuda

Practicing Self-Control

Practicing Self-Control

Feelings Chart

	How I feel	What I can do
5	I need some help!	❑ Ask to go visit Mrs. Holland ❑ Ask to take a break/use theraputty ❑ Hold on to Luke Skywalker [if he is here] ❑ Take 4 or 5 deep breaths
4	I'm really upset.	❑ Ask to go visit Mrs. Holland ❑ Ask to take a break/use theraputty ❑ Hold on to Luke Skywalker [if he is here] ❑ Take 4 or 5 deep breaths
3	I've got a problem.	❑ Let a teacher know that you have a problem and need some help ❑ Play with your squishy thing ❑ Hold on to Luke Skywalker [if he is here] ❑ Take 4 or 5 deep breaths
2	Things are pretty good.	❑ Play with my squishy thing ❑ Think of my favorite things ❑ Say "I'm going to be O.K." to yourself ❑ Take 3 or 4 deep breaths
1	Feeling Great!	❑ Enjoy the feeling! ❑ Have fun

Zones Tools
I'm in the Green Zone
I'm in the Blue Zone
I'm in the Yellow Zone
I'm in the Red Zone
Deep Breaths
Tearing Paper

Never GIVE up
Super Improvers
Living Legend
Genius
Super star
Pro
Expert
Whiz Kid
Rising Star
Leader
Learner
Beginner
Zones Tools
Choice
SELLERS ELEMENTARY SCHOOL
NOVEMBER

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CAPTAIN C.L.I.C. Website:
https://sites.google.com/glendora.k12.ca.us/captainclic/home

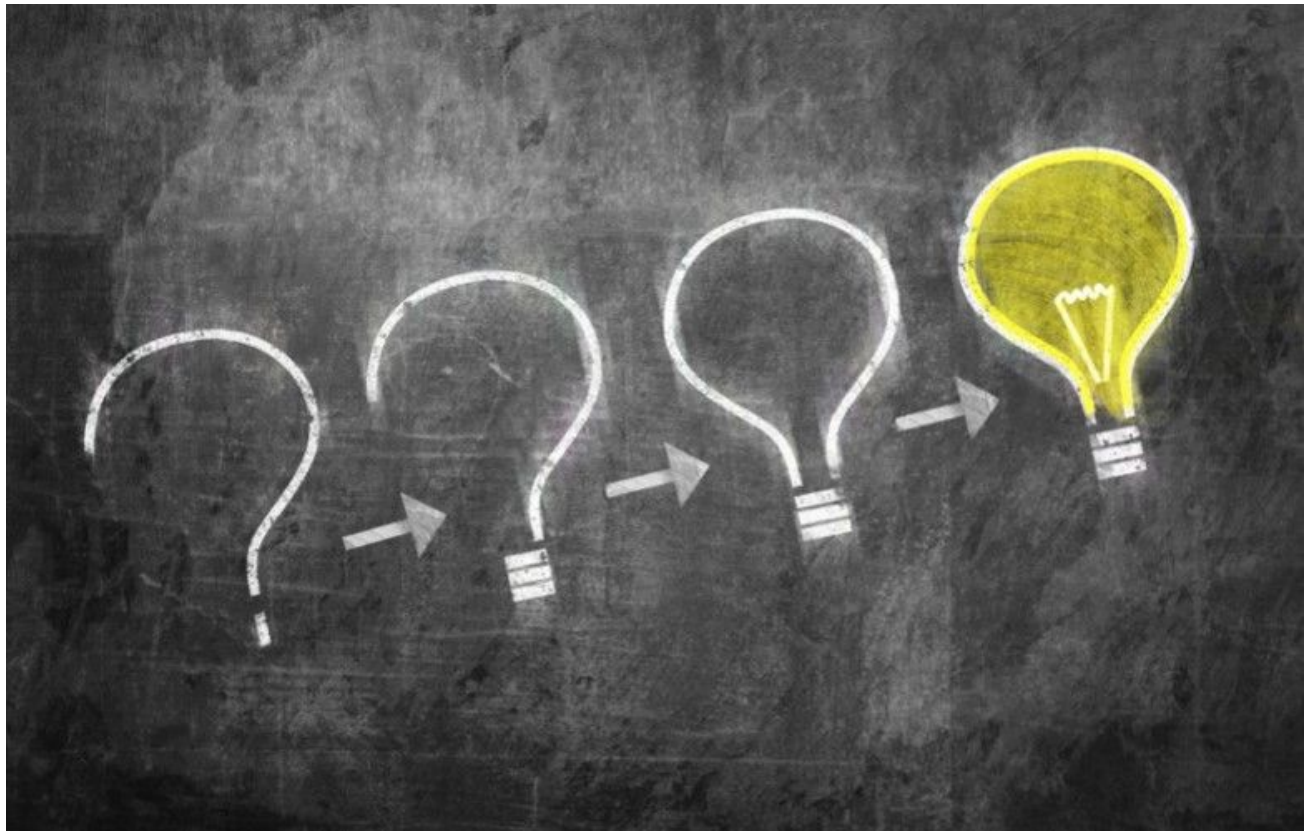
CAPTAIN Family Page: https://www.captain.ca.gov/families.html

CAPTAIN C.L.I.C. Instagram:
https://www.instagram.com/captain_ebps_clic/

ESGV SELPA CAC LinkTr.ee: https://linktr.ee/ESGVSELPACAC15

Parent's Place Family Resource and Empowerment Center:
http://www.parentsplacefrc.com

Questions?



References

Dawson, P., & Guare, R. (2008). *Smart but scattered*. Guilford Publications.

Dawson, P., & Guare, R. (2009). *Smart but scattered: The revolutionary "executive skills" approach to helping kids reach their potential*.

thepathway2success.com

zonesofregulation.com