



# cerebrate

## Cerebrate Scope 1-4

# Executive Function Curriculum

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## Self-Control

### Lessons to Build Foundations

What is Self-Control?	Students will gain a firm understanding of what self-control includes.
Self-Control and Me	Students will determine their own self-control strengths and areas for growth.
Why Self-Control?	Students will relate how self-control can benefit their learning and how they use this skill.
My Self-Control Goal	Students will set a goal and monitor their progress in improving their self-control skills.

### Lessons to Address Challenges

Warning Signals	Students will review physical signals to recognize when they need to stop and think before acting.
Stop Sign	Students will use a visual image to remind themselves to stop and consider solutions before they act or speak.
Get Physical	Students will demonstrate using physical exercises for gaining control of their actions when they feel overactive or restless.
Self-Control Check	Students will create a plan for controlling their actions when they feel negative emotions.
Wait My Turn	Students will relate how it feels to be interrupted by someone else when speaking.
Blurt Alert	Students will measure their ability to stop and think before speaking.
Interruption Solutions	Students will identify solutions that can help them stop and resist the urge to interrupt others.

Interrupting Contract	Students will commit to using specific actions before interrupting others.
Racetrack Breathing	Students will practice using a breathing technique to remember when they feel overactive or restless.
Breathing in Pictures	Students will practice using a breathing and visualization exercise to gain control when they are overactive or restless.
Do Something Else	Students will analyze their actions and consider ways to improve thinking before acting.
Think About It	Students will decide when it is most helpful to monitor specific actions.
Stop and Think	Students will consider the consequences of their actions in order to make more positive choices.
My Best Way	Students will analyze scenarios to identify possible consequences.
Solving Problems	Students will consider solutions and consequences to improve their ability to think before acting.
Keeping My Cool	Students will review strategies to stop and resist the urge to say or do something and keep their cool.
I-Statements	Students will understand how using I-Statements can help them keep their cool and communicate respectfully.
Getting Control	Students will identify a trigger and practice controlling their associated reactions.

## Self-Monitor

### Lessons to Build Foundations

What is Self-Monitor?	Students will gain a firm understanding of what self-monitor includes.
Self-Monitor and Me	Students will determine their own self-monitor strengths and areas for growth.
Why Self-Monitor?	Students will relate how self-monitoring can benefit their learning and how they use this skill.
My Self-Monitor Goal	Students will set a goal and monitor their progress in improving their self-monitor skills.

### Lessons to Address Challenges

How Am I Doing?	Students will evaluate a completed assignment for mistakes and plan for improvement.
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Quality Control	Students will rate recent assignments, identifying which could be improved upon.
My Mistakes	Students will track their mistakes while working too fast and be prompted to work more carefully.
Week in Review	Students will inspect their work to see what they did carefully and what errors were made from rushing.
My Finished Work	Students will assess their work and make sure they finished it completely.
Turn It In Checklist	Students will assess their work before turning it in.
Say It Or Not	Students will appraise how a comment might affect others and determine if it should be shared or not.
Say Something Else	Students will identify positive statements to replace negative ones that could be hurtful to others.
My Top Strengths	Students will review a list of strengths and choose any they feel apply to them personally.
Learning Styles	Students will evaluate themselves to understand how they learn best.
Skills I Have	Students will identify skills they have and those they can work to improve to be successful.
Improving Skills	Students will develop a plan to improve a skill that they have.
Thinking On My Work	Students will appraise how they did with various aspects of their day.
Try Again	Students will analyze bothersome scenarios and develop ways to act differently.
Are You Annoyed?	Students will relate what causes people to get annoyed.
Are You Upset?	Students will relate what causes people to become upset.
Feelings Chart	Students will develop an understanding of what makes people feel various emotions.
Are You Happy?	Students will identify what causes happiness.
Are You Sad?	Students will identify what causes sadness.

# Flexibility

## Lessons to Build Foundations

What is Flexibility?	Students will gain a firm understanding of what flexibility includes.
Flexibility and Me	Students will determine their own flexibility strengths and areas for growth.
Why Flexibility?	Students will relate how flexibility can benefit their learning and how they use this skill.
My Flexibility Goal	Students will set a goal and monitor their progress in improving their flexibility skills.

## Lessons to Address Challenges

Levels of Change	Students will evaluate their comfort level with various situations that involve change.
Feelings About Change	Students will consider a change they have experienced and identify their emotions associated with that change.
Plans Change	Students will consider options for adapting when there is a change of plans.
My Changing Plans	Students will record activities involving change and how changes affect them.
Thought Coach	Students will identify positive thoughts to remember if they get stuck on negative thoughts.
Shifting Focus	Students will identify a fixated thought and work through steps to focus on a new idea.
First Thoughts	Students will interpret what is happening in a picture and then think of additional perspectives.
Flexible Perspectives	Students will interpret scenarios from different perspectives.
Another Use?	Students will develop and utilize a new use for common items.
Something New	Students will examine their reactions to new circumstances.
Finding Solutions	Students will develop more than one solution for given problems.
Problem Solving	Students will think through solutions and recognize the benefit of having more than one way to solve problems.
Make a Checklist	Students will list things they have to do, so they can anticipate and manage their transitions well.
Using a Timer	Students will use a timer to make successful transitions to new activities.

My Transition Plan	Students will plan out how they can make difficult transitions and not feel upset.
Frustration Coping	Students will identify strategies to help them cope with transitions and change.
Transition Check	Students will evaluate how they felt and did when they encountered specific transitions.

## Emotional Control

### Lessons to Build Foundations

What is Emotional Control?	Students will gain a firm understanding of what emotional control includes.
Emotional Control and Me	Students will determine their own emotional control strengths and areas for growth.
Why Emotional Control?	Students will relate how emotional control can benefit their learning and how they use this skill.
My Emotional Control Goal	Students will set a goal and monitor their progress in improving their emotional control skills.

### Lessons to Address Challenges

Problem Buckets	Students will realistically categorize their problems as small, medium, or major.
Matching Reactions	Students will compare the size of a problem to their associated reaction(s).
How I Feel	Students will recognize when they feel specific positive and negative emotions.
Try Empathy	Students will interpret emotions by identifying how various scenarios would make people feel.
Helpful Thoughts	Students will consider positive thoughts to replace negative ones when they are overwhelmed.
Am I Overwhelmed?	Students will identify helpful coping options to use when they are overwhelmed.
Overwhelm Coping	Students will identify coping methods for commonly overwhelming situations.
Calm Coping	Students will select strategies that can help when they have trouble calming down.
Calm Coping Skills	Students will evaluate their reactions when they have needed to calm down but had difficulty coping.

How Much Control?	Students will evaluate how much control they have over situations that may cause worry.
My Worries	Students will consider how they react when they are worried and will identify helpful solutions.
Calm My Worries	Students will express healthy strategies they can use to reduce their worries.
Balloon Breathing	Students will practice a breathing exercise to use when they are tearful or upset.
My Circle of Control	Students will clarify what they can/cannot control to assist them when they need to keep their cool.
My Support System	Students will identify people they can go to when they need help understanding their feelings.
My Anger	Students will analyze how they react when they are angry and will identify helpful solutions.
My Triggers	Students will identify times when they get angry, specifically noting what sets them off.
The Thermometer	Students will evaluate how strongly they react in a range of circumstances.
Turn It Down	Students will consider how they can calm their thoughts and feelings before reacting too strongly.

## Task Initiation

### Lessons to Build Foundations

What is Task Initiation?	Students will gain a firm understanding of what task initiation includes.
Task Initiation and Me	Students will determine their own task initiation strengths and areas for growth.
Why Task Initiation?	Students will relate how task initiation can benefit their learning and how they use this skill.
My Task Initiation Goal	Students will set a goal and monitor their progress in improving their task initiation skills.

### Lessons to Address Challenges

Make a Plan	Students will record the steps needed to start and complete a task or project.
Brainstorming	Students will use a visual technique to help them come up with ideas.

Mind Map	Students will use a mind map to help generate and organize ideas.
Listing Ideas	Students will list unfiltered thoughts regarding a specific topic to help generate ideas.
Writing For Ideas	Students will complete a writing activity to help them come up with ideas for a specific topic
Get Started	Students will select strategies they can use to overcome procrastination and get started on their work.
Routines	Students will learn how creating a routine can help them stay on track.
Breaking It Down	Students will break a large project into smaller, more manageable pieces, so they can get started.
Project Planner	Students will break down the pieces of a project, so they can get started on the first task and follow through from there.
More Problem Solving	Students will develop solutions and recognize the benefit of having more than one way to solve problems.
Getting Unstuck	Students will select a variety of strategies for solving problems.
Cues on Cards	Students will create a reminder checklist to help them begin new tasks for a goal.
Reminders and Cues	Students will use reminders to cue them to get started on tasks.
Daily Checklists	Students will use checklists to help them stay on track and get things done.
Keep Focused	Students will consider solutions for common distractions and will use these solutions to get started on homework or chores.
Rewarding Yourself	Students will identify rewards that motivate them to follow through and finish their tasks.
Get It Done!	Students will practice various strategies to use when they need to get started on a task.

## Working Memory

### Lessons to Build Foundations

What is Working Memory?	Students will gain a firm understanding of what working memory includes.
Working Memory and Me	Students will determine their own working memory strengths and areas for growth.
Why Working Memory?	Students will relate how working memory can benefit their learning and how they use this skill.

## My Working Memory Goal

Students will set a goal and monitor their progress in improving their working memory skills.

### Lessons to Address Challenges

#### Mnemonic Devices

Students will practice strategies to help them remember information.

#### Memory Strategies

Students will review memory strategies and plan their use.

#### Stop and Remember

Students will connect the most effective memory strategies with various situations.

#### Pay Attention

Students will describe what it looks like when they are paying attention.

#### Attention Behaviors

Students will observe and describe what they see when others are paying attention or not.

#### My Distractions

Students will determine their most common distractions.

#### Handling Distractions

Students will identify solutions for their most common distractions.

#### Remember the Steps

Students will recall and perform more than one task in the order they hear them.

#### Steps To Remember

Students will use memory aids to help them remember the steps needed to complete a multi-step task.

#### Stay on Task

Students will select strategies they want to use to stay on task without being reminded.

#### Making Lists

Students will use a list of things they need to do, so they do not need to be reminded by others.

#### My Thoughts

Students will document any thoughts that are distracting them, so they can return to what they should be doing with focus.

#### Attention Strategies

Students will make a plan to use strategies that can help them remember what they should be focused on.

#### Remember This

Students will practice using a specific strategy to strengthen their long-term memory.

#### Teach It

Students will strengthen their long-term memory by teaching a topic of information to others.

#### Repeat It

Students will use repetition as a method of memorizing facts.



# Planning

## Lessons to Build Foundations

What is Planning?	Students will gain a firm understanding of what planning includes.
Planning and Me	Students will determine their own planning strengths and areas for growth.
Why Planning?	Students will relate how planning can benefit their learning and how they use this skill.
My Planning Goal	Students will set a goal and monitor their progress in improving their planning skills.

## Lessons to Address Challenges

How to Use a Planner	Students will understand the steps needed for using a planner to help remember homework and materials.
Weekly Homework	Students will track their weekly homework assignments.
Daily Homework	Students will track their daily homework assignments.
How Important?	Students will plan ahead and order their tasks by importance.
Managing Your Time	Students will think through their time and how to maintain focus on a specific assignment or task.
Short Term Goals	Students will create a plan for achieving a short-term goal.
Goal Mapping	Students will plan out how they will accomplish a goal in a week.
Finished On Time	Students will plan out how they can finish a task by its due date.
Check The Plan	Students will practice listing the steps needed to follow through and finish tasks on time.
Long Term Goals	Students will look at the big picture to set a long-term goal.
SMART Goals	Students will consider details to create a SMART goal for the big picture.
Estimating Time	Students will consider the time it takes to finish common tasks.
How Much Time?	Students will develop a more accurate sense of how long it takes to finish various tasks.
Time For Goals	Students will plan ahead realistically and consider how much time it will take to reach short-term goals.
Plan My Week	Students will plan out their work for a week to alleviate feeling overwhelmed.

Using a Planner	Students will apply specific strategies to organize their priorities in a planner.
Project Planner	Students will create a plan for a large assignment or project to alleviate feeling overwhelmed.
Monthly Big Picture	Students will use a monthly calendar to keep track of important dates and see the big picture.

## ..... Organization .....

### Lessons to Build Foundations

What is Organization?	Students will gain a firm understanding of what organization includes.
Organization and Me	Students will determine their own organization strengths and areas for growth.
Why Organization?	Students will relate how organization can benefit their learning and how they use this skill.
My Organization Goal	Students will set a goal and monitor their progress in improving their organizational skills.

### Lessons to Address Challenges

What Do You Need?	Students will identify the materials needed in their workspace.
Organize Your Space	Students will identify ways to improve the organization of their workspace.
Ready for School?	Students will make sure they have all the materials they need for school and classes.
Ready for Home?	Students will make sure they have the materials and homework they need before heading home from school.
What's In Your Binder?	Students will organize their papers and homework in a binder.
Weekly Check	Students will maintain an organized binder that holds their papers and homework.
What's In Your Bag?	Students will organize their school bag/backpack to keep track of necessary materials and homework.
What's In Your Desk?	Students will identify and place the materials they need in their desk.
Venn Diagram	Students will practice using a Venn diagram to organize their ideas for two related concepts.

Sequencing	Students will practice using sequencing to properly order facts and processes.
Cause and Effect	Students will practice organizing information by cause and effect.
Timelines	Students will use timelines to help organize events and facts they need to remember.
Story Mapping	Students will identify and organize the details of a story.
Story Pictures	Students will use illustrations to make predictions about the text.
Parts of a Project	Students will develop an organizational plan for completing a project.
Project Organizer	Students will organize the details of an assigned project.
Done in Time	Students will create plans for following through on tasks.
Daily Checklists	Students will use checklists to help manage their priorities.