



cerebrate

Cerebrate Scope 9-12

Executive Function Curriculum

Self-Control

Lessons to Build Foundations

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

Lessons to Address Challenges

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| Warning Signals | Students will identify physical signals to recognize when it is time to stop their actions. |
| Stop Sign | Students will use a visual image to remind them to stop and consider consequences to recognize whether it is time to stop. |
| Plan to Stop | Students will create a plan for controlling their actions when it's time to stop. |
| Time to Stop | Students will demonstrate using physical strategies for gaining control of their actions. |
| How Does it Sound? | Students will consider situations and decide what they would like to hear, and what they would not like to hear from others. |
| Say Something Else | Students will identify positive thoughts to replace negative ones they shouldn't say aloud. |
| Wait My Turn | Students will relate how it feels to be interrupted when speaking. |

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| Hold That Thought | Students will choose a strategy to help them stop and resist the urge to interrupt others. |
| May I Speak? | Students will identify verbal and non-verbal signals that indicate when it is time to speak. |
| Square Breathing | Students will practice using a breathing technique to calm themselves when they feel restless. |
| Focus Breathing | Students will practice using a breathing exercise to calm themselves when they feel overactive or restless. |
| New Thoughts | Students will analyze how their thoughts affect their actions to help them think before they act. |
| Consider Actions | Students will determine the results of their actions to help think before acting. |
| Consequences | Students will think through possible consequences for a specific action. |
| Stop and Think | Students will consider the consequences of their actions in order to make more positive choices. |
| Getting Control | Students will identify a trigger and practice a new behavior to keep their cool. |
| Keeping My Cool | Students will select strategies to help them keep their cool during upsetting situations. |
| I- Statements | Students will write I-Statements to help them keep their cool when triggered. |

Self-Monitor

Lessons to Build Foundations

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

Lessons to Address Challenges

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| Quality Control | Students will review recent work to identify any areas that need to be monitored more closely for mistakes. |
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| Turn-It-In Checklist | Students will assess their work for mistakes before turning it in. |
| My Top Strengths | Students will identify five strengths and explore how they are beneficial. |
| Use Your Strengths | Students will explore how their personal strengths help them. |
| My Top Skills | Students will identify how three of their skills can help them reach future goals. |
| How Am I Doing? | Students will evaluate a completed project to understand areas for improvement with future assignments. |
| Improving Skills | Students will develop a plan to improve one skill they have. |
| Understanding GPA | Students will learn about their grade point averages and set a goal for improvement. |
| Grade Check | Students will evaluate their grades and identify missing or incomplete work. |
| Your Learning Style | Students will evaluate themselves to understand how they learn best. |
| Learning Styles | Students will review learning styles and strategies to help them learn more effectively. |
| Discussion Strategies | Students will evaluate strategies to communicate effectively during discussions. |
| Active Listening | Students will evaluate active listening traits and see how they contribute to positive communication. |
| Writing Emails | Students will explore how to use email as a tool to communicate effectively. |
| Say It Or Not | Students will compose alternate statements to help them understand how to filter thoughts before speaking. |
| Good Questions | Students will utilize characteristics of good questions to help filter their thoughts. |
| Weekly Review | Students will reflect on their week, evaluating their performance and goals. |
| Think About It | Students will ask questions before, during, and after they work on a task to help understand how to evaluate themselves. |
| Test Analysis | Students will review a returned test and analyze what affected their scores. |
| Test Evaluation | Students will evaluate how they prepared for and performed on a test and consider options for future tests. |

Flexibility

Lessons to Build Foundations

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

Lessons to Address Challenges

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| Levels of Change | Students will evaluate their comfort level with various situations that involve change. |
| Handling Change | Students will evaluate the positive outcomes from change to help them manage their emotions. |
| Now What? | Students will reflect on how a change in plans affected them and what can be done next time changes happen. |
| Plans Change | Students will follow three steps to adapt to a change in plans. |
| Thought Shift | Students will write related negative and positive thoughts as a strategy to shift their thinking. |
| First Thoughts | Students will interpret what is happening in a picture and then shift to a new thought. |
| Thoughts Change | Students will test their ability to think differently as they gain more information. |
| Another View | Students will utilize strategies to understand another perspective. |
| Flexible Perspectives | Students will interpret scenarios from different perspectives. |
| What If? | Students will create a plan to try something new by considering how they would handle the possible outcomes. |
| Something New | Students will examine their reactions to trying new things. |
| New Things | Students will try a new action of their choice and reflect on how it affected them. |
| Finding Solutions | Students will develop more than one solution for a problem by considering how others would solve it. |
| Multiple Solutions | Students will think through solutions and recognize the benefit of having more than one way to solve problems. |

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| My Transitions | Students will identify the easy and difficult transitions to help prepare to transition |
| Transition Tools | Students will determine how they can use various tools to prepare for transitions. |
| Transition Coping | Students will identify strategies to help them cope with transitions |
| Transition Plan | Students will plan out how to make difficult transitions by identifying what needs to happen in their bodies and minds. |
| Transition Check | Students will evaluate their feelings and success levels when they encounter specific transitions. |

Emotional Control

Lessons to Build Foundations

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

Lessons to Address Challenges

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| Problem Buckets | Students will categorize their problems as small, medium or large and consider whether the size of their reactions matched. |
| Matching Reactions | Students will compare the size of their problems to their associated reactions to determine if they react too strongly. |
| Am I Stressed? | Students will identify their reactions to stressful situations to determine their level of overwhelm. |
| Coping With Stress | Students will determine stressful times to use coping strategies to help them manage feelings of overwhelm. |
| Calm Myself | Students will select strategies that can help when they have trouble calming down. |
| Belly Breathing | Students will practice a breathing exercise to use when they have difficulty calming down. |
| Reframe My Worries | Students will gain perspective on their worries to help shift their thoughts and manage their feelings. |

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| Calm My Worries | Students will consider how they react when they are worried and will identify helpful solutions. |
| Conquer Test Anxiety | Students will choose mental and physical strategies to manage feelings of anxiety during tests. |
| Create a Card | Students will identify a text anxiety strategy to use, then list specific steps to follow during their next test. |
| Circle of Control | Students will identify what they can and cannot control to help manage emotions in situations with no control. |
| Control Your Breath | Students will practice controlling their breath to shift their focus from an upsetting situation they cannot control. |
| My Support System | Students will identify people they can go to when they need help understanding and managing their feelings. |
| My Anger | Students will analyze how anger presents itself in their mind, body, and actions. |
| My Triggers | Students will identify their angering triggers and make connections about their thoughts and reactions. |
| My Anger Plan | Students will select strategies to manage angering triggers. |
| The Thermometer | Students will evaluate what causes them to have strong feelings and reactions and brainstorm possible solutions. |
| Manage the Volume | Students will consider how they can calm their thoughts and feelings before reacting too strongly. |
| How I Feel | Students will recognize when they feel specific emotions. |
| Helpful Thoughts | Students will identify the thoughts that cause them to have certain feelings. |

Task Initiation

Lessons to Build Foundations

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

Lessons to Address Challenges

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| Get Going | Students will identify motivators to help them get started on their work. |
| Make a Plan | Students will record details about upcoming assignments so they know how to get started. |
| How Many Ideas? | Students will focus on quantity and 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. |
| Asking Questions | Students will practice asking and answering simple questions about their topic to help generate ideas. |
| Get Started | Students will create a plan to overcome procrastination and get started on their work. |
| Reminders | Students will evaluate why they forget to get started and create a reminder strategy. |
| Starting Cues | Students will write out the steps for a task to use as cues to get started on their work. |
| Breaking It Down | Students will break a large project into smaller, more manageable pieces, so they can get started. |
| Task Chunking | Students will brainstorm the tasks for an upcoming project and organize them into more manageable pieces to help them get started. |
| Project Planner | Students will break down the pieces of a project, so they know how to get started. |
| Another Solution | Students will develop solutions and evaluate when to use an alternate solution. |
| Getting Unstuck | Students will understand how to use multiple solutions for the problem of being stuck. |
| Get Focused | Students will think of solutions to their biggest distractions and create a plan to stay on track. |
| Routines | Students will create a routine for a time of decreased focus to help them learn to stay on track. |
| On Track Checklist | Students will create and utilize checklists to help them stay on track and get work finished. |
| Rewarding Yourself | Students will identify motivating rewards and create a plan to follow through on an upcoming task by using a reward. |
| Get it Done | Students will evaluate why they didn't follow through to complete a task and come up with a solution for the future. |

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| Study Materials | Students will identify which study materials will help them prepare for different types of tests. |
| Summary Study Guide | Students will create their own study guide to prepare for an upcoming test. |
| Quantitative Tests | Students will develop strategies to prepare for tests with quantitative questions. |
| Multiple Choice Tests | Students will use steps to prepare and strategies to succeed on multiple choice questions. |
| Essay Tests | Students will utilize strategies to prepare and succeed on essay tests. |
| Final Exam Plan | Students will learn how to prepare and set themselves up for success on final exams. |

..... Working Memory

Lessons to Build Foundations

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| What is Working Memory? | Students will gain a firm understanding of the meaning of working memory. |
| Working Memory and Me | Students will determine their own working memory strengths and areas for growth. |
| Why Working Memory? | Students will relate how they use working memory and how this skill can benefit their learning. |
| My Working Memory Goal | Students will set a goal and monitor their progress in improving their working memory skills. |

Lessons to Address Challenges

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| Mnemonic Devices | Students will identify when mnemonic devices will help them remember information. |
| Memory Strategies | Students will review and select strategies they would like to use for remembering information. |
| Attention Behaviors | Students will observe and describe behaviors associated with paying attention. |
| Pay Attention | Students will identify times when they struggle to pay attention and create a plan to overcome their distractions. |
| My Distractions | Students will evaluate themselves to determine their biggest distractions. |
| Distraction Solutions | Students will identify solutions for their most common distractions. |

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| Steps to Remember | Students will create a memory aid to help them remember multiple steps to complete a task. |
| Remember the Steps | Students will recall and perform multiple tasks in the correct order. |
| Am I On Task? | Students will determine what is happening when they get off task. |
| Stay On Task | Students will select strategies to use and create a plan to stay on task without being reminded. |
| On Task List | Students will create a list to stay on task without needing reminders from others. |
| My Thoughts | Students will explore their thoughts and the circumstances when they lose focus on what they are doing. |
| Directing Thoughts | Students will evaluate when strategies could help them stay focused on what they should be doing. |
| Holding Strategies | Students will practice using a specific strategy to strengthen their long-term memory. |
| Teach It | Students will practice remembering information long-term by teaching the concepts to others. |
| Flashcard Strategies | Students will discover how to use flashcards for memorizing necessary information. |
| Leitner Flashcard System | Students will follow instructions for using the Leitner system to study and memorize information. |
| Repeat It | Students will use repetition as a method of memorizing facts. |

..... Planning

Lessons to Build Foundations

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

Lessons to Address Challenges

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| Planner System | Students will create a system for using their planner by deciding how to use planner supplies. |
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| Using a Planner | Students will practice using planner strategies to help them remember due dates, homework, and assignments. |
| Assignment Tracker | Students will track their assignments to help them remember tasks and due dates. |
| Manage Your Time | Students will anticipate and plan to solve disruptions affecting their time-management plans. |
| After School Plan | Students will plan out their time so they can plan ahead and begin with enough time. |
| Time for Goals | Students will create short term goals to plan ahead and consider how much they will need. |
| Finished In Time | Students will identify why they struggle to finish on time and use strategies to create a solution. |
| Check the Plan | Students will practice listing the steps needed to follow through and finish tasks on time. |
| Long Term Goals | Students will learn how to set and follow through to meet long term goals. |
| SMART Goals | Students will practice writing specific, measurable, achievable, realistic, and timely goals to achieve long-term success. |
| Which Habit? | Students will select a behavior they wish to build into a habit and will identify why this change will be impactful. |
| My Habit Goal | Students will develop a desired habit to help them reach their long term goals. |
| Estimating Time | Students will compare the time they think it takes to the time it actually takes to finish tasks. |
| Time Estimation | Students will plan out, estimate, and track the time it takes to complete a task. |
| Study Time Analysis | Students will estimate how much time they spend on normal activities to evaluate whether they have enough time to study. |
| Plan My Week | Students will make a plan for their week to manage large amounts of work. |
| My Ideal Week | Students will evaluate where they spend their time in an ideal week, so they are less overwhelmed by their total amount of work. |
| Project Goals | Students will develop project goals and outline the steps and necessary supplies to meet them. |
| Project Calendar | Students will create a calendar to plan for multiple steps of completing a project. |
| Test Calendar | Students will follow steps to prepare a test preparation calendar. |

Test Planner

Students will create a plan to follow as they study for an upcoming test.

Organization

Lessons to Build Foundations

What is Organization?

Students will gain a firm understanding of the meaning of organization.

Organization and Me

Students will determine their own organization strengths and areas for growth.

Why Organization?

Students will relate how they use organization and how this skill can benefit their learning.

My Organization Goal

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

Lessons to Address Challenges

What You Need

Students will identify the materials necessary for an organized workspace.

My Workspace

Students will identify ways to improve the organization of their workspace.

Ideal Workspace

Students will reflect on their preferences to create their most productive workspace.

What's In Your Bag?

Students will assess the contents of their backpacks and relate how organized bags help with preparation.

Ready for School

Students will make sure they have all the materials they need for school.

Ready for Home

Students will create a checklist to make sure they have the materials and homework they need at home.

Binder System

Students will create a binder system for organization.

Binder Checks

Students will maintain an organized binder that holds their papers and homework.

Filing Systems

Students will set up organizational systems for paper and digital files.

Venn Diagram

Students will practice using a Venn diagram to organize their ideas for two topics.

Sequencing

Students will practice using sequencing to organize ideas with processes.

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| Cause and Effect | Students will practice organizing information by cause and effect. |
| Timelines | Students will use timelines to help organize thoughts associated with dates and times. |
| SQ3R | Students will review and practice an active reading technique. |
| Annotating | Students will learn to annotate reading to isolate and organize important concepts. |
| Concept Mapping | Students will use a visual mapping technique to help organize concepts from their reading. |
| Plot Diagram | Students will use a plot diagram to organize various aspects of fictional reading. |
| Notes Strategies | Students will explore helpful strategies for taking effective notes. |
| Cornell Notes | Students will use the Cornell method to organize concepts for notes. |
| Outlining Notes | Students will use an outline format to organize concepts for notes. |
| Charting Notes | Students will use the charting method to organize concepts for notes. |
| Boxing Notes | Students will use a visual boxing technique to organize concepts for notes. |
| Video Notes | Students will respond to specific prompts to organize their notes from a video. |
| Parts of a Project | Students will brainstorm the various parts of a project to help organize them. |
| Project Organizer | Students will organize the details of an assigned project. |
| Prioritize It | Students will order their tasks by importance to organize their priorities. |
| Priority Checklist | Students will use checklists to help manage their priorities. |