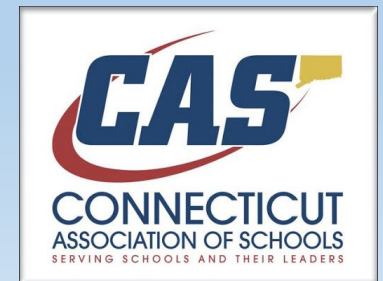


Early Childhood Administrator Responsive Support

Supporting Executive Functioning Through High-Quality Play-Based Learning Experiences

April 7, 2022

2021-2022 School Year



Today's Agenda

- Review of Core Executive Functioning Skills in Early Childhood
- Responsibilities for School Leaders
- Supporting Teachers with implementation of strategies for Executive Functioning Skills aligned with CT Early Learning and Development Standards
- Reflecting on Best Practices

Executive Function (n.)

a set of complex mental processes that support self-regulation and other cognitive skills required to effectively plan, prioritize, sustain attention and effort toward a long term goal.

Opportunities for Co-Regulation

Changing how teachers interact with students

Increasing children's involvement in decision making

Finding opportunities for adults to demonstrate executive functioning skills and modeling the “thinking and planning process” for students

Core Executive Functions

- **Inhibitory control of actions and attention**

- self-control or discipline
- selective or sustained attention

- **Working memory**

- holding information in mind & working with it

- **Cognitive flexibility**

- thinking “outside the box”
- adapt to different rules



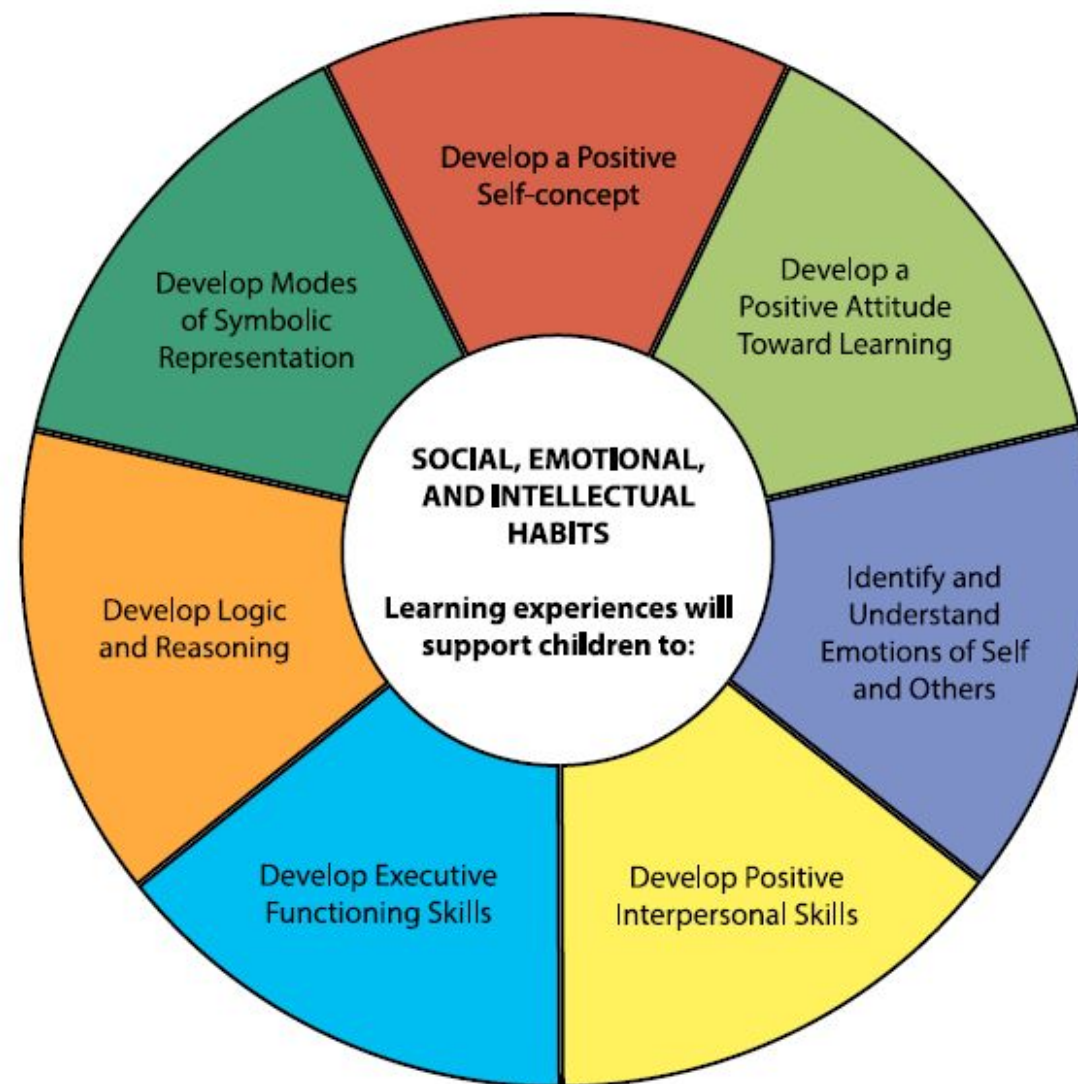
CT ELDS Executive Function Cognition Domain

Strand C: Early learning experiences will support children to strengthen executive function.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Choosing and Planning		C.12.8 Indicate preferences nonverbally	C.18.10 Indicate preferences by pointing and using one or two words	C.24.10 Indicate preferences using simple language	C.36.10 Make choices based on preferences	C.48.13 With adult assistance, choose activities and plan what to do	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan
Task Persistence	C.6.7 Repeat actions to obtain similar results	C.12.9 Practice an activity many times until successful	C.18.11 Complete simple activities	C.24.11 Complete simple activities despite frustration	C.36.11 Complete self-selected short-term activities many times to gain mastery	C.48.14 Continue working through moderately difficult activities, despite some frustration	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration
Cognitive Flexibility			C.18.12 Use objects in new and unexpected ways	C.24.12 Purposefully try multiple ways of using the same objects	C.36.12 Realize when something is not working and with adult assistance can try another approach	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	C.60.17 Generate or seek out multiple solutions to a problem
Working Memory				C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	C.36.13 Remember where recently used objects were placed	C.48.16 Engage in games that involve remembering (e.g., memory)	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")
Regulation of Attention and Impulses				C.24.14 Engage in interactions and self-selected activities for increasing length of time	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer
					C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)

**Components of Social, Emotional,
and Intellectual Habits:**
Kindergarten through Grade 3



CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION



Responsibilities of School Leaders

Develop a schoolwide vision that prioritizes academic, and social, emotional and intellectual habits that engages a range of stakeholders, including teachers, parents, and community members.

Ensure all staff members, including support staff, are aware of the vision for social, emotional and intellectual habits (i.e., creating an environment where students and staff collectively strive for academic achievement and social, emotional and intellectual growth).

Determine how social, emotional and intellectual habits will be integrated into curriculum and instruction, schoolwide practices and policies, and family and community partnerships.

Collaborate with parents, caregivers, and others from the community to support social, emotional and intellectual habits during and beyond the school day.

Break Out Room

As a program, how is the importance of each executive functioning skill reflected in your program's environment, planning and instruction?

Executive Functioning in Action

“Calm Down” Area



Frustrado



Avergonzado



Solitario



Triste



Enojado

**Hoy me
siento...**



Nervioso

Problem Solving & Cognitive Flexibility

Pyramid Model

challengingbehavior.org

Wait and take turns



Get a timer



Share



Play together



Say, "Please, stop."



Ask for help



Designing a Play Plan

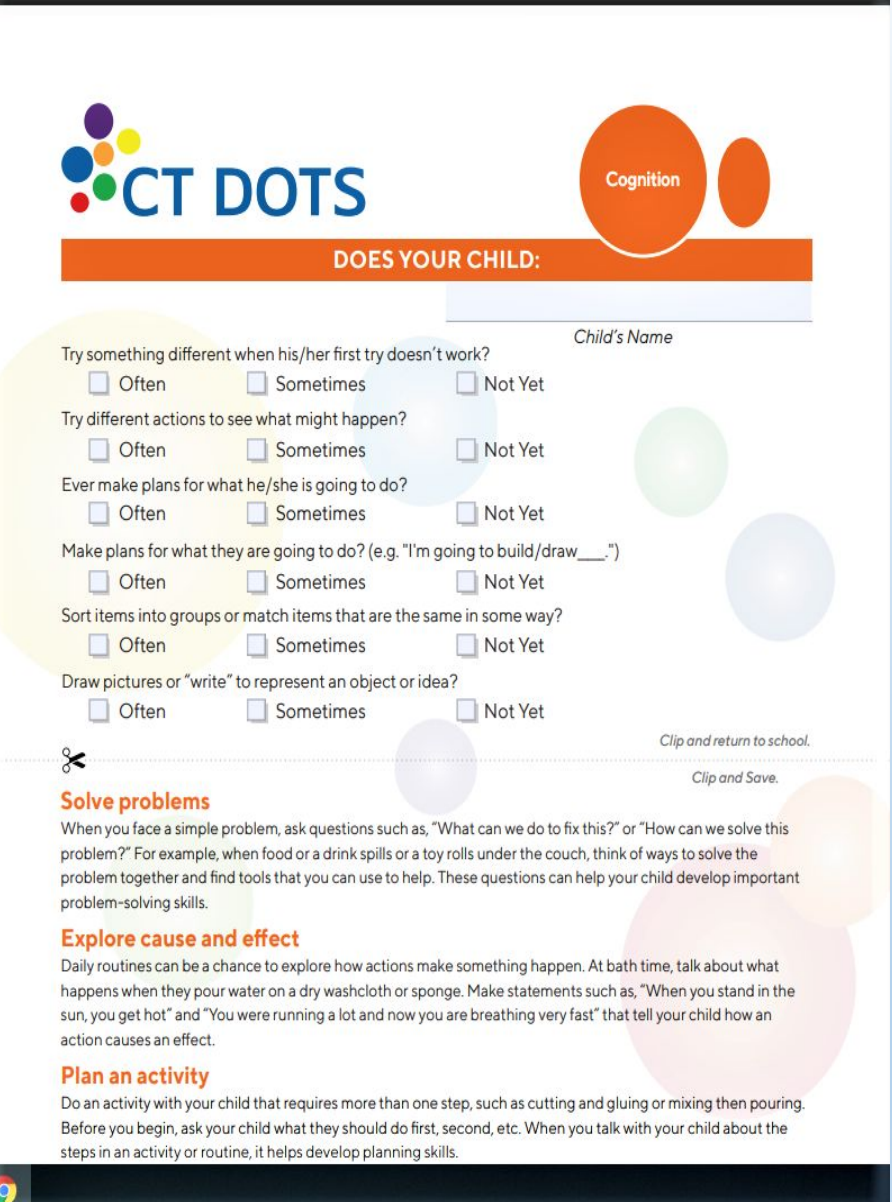


Applying Learning through Play



Partner with Families

- ❑ Knowledge family culture and priorities
- ❑ Engage and support families to build a strong, caring relationships
- ❑ Suggest to families the use of daily routines
- ❑ Invite families to use lots of language.. “I wonder.....”
- ❑ Suggest families to ask questions



The image shows a worksheet titled "CT DOTS" with a sub-header "Cognition". It contains a section titled "DOES YOUR CHILD:" followed by a line for "Child's Name". Below this are six questions, each with three checkboxes: "Often", "Sometimes", and "Not Yet". The questions are: "Try something different when his/her first try doesn't work?", "Try different actions to see what might happen?", "Ever make plans for what he/she is going to do?", "Make plans for what they are going to do? (e.g. 'I'm going to build/draw...')", "Sort items into groups or match items that are the same in some way?", and "Draw pictures or 'write' to represent an object or idea?". Below the questions is a dashed line with a scissors icon, indicating where to cut. To the right of the dashed line are the instructions "Clip and return to school." and "Clip and Save.". Below the dashed line are three sections: "Solve problems", "Explore cause and effect", and "Plan an activity", each with a brief description of the activity.

CT DOTS

Cognition

DOES YOUR CHILD:

Child's Name _____

Try something different when his/her first try doesn't work?
☐ Often ☐ Sometimes ☐ Not Yet

Try different actions to see what might happen?
☐ Often ☐ Sometimes ☐ Not Yet

Ever make plans for what he/she is going to do?
☐ Often ☐ Sometimes ☐ Not Yet

Make plans for what they are going to do? (e.g. "I'm going to build/draw...")
☐ Often ☐ Sometimes ☐ Not Yet

Sort items into groups or match items that are the same in some way?
☐ Often ☐ Sometimes ☐ Not Yet

Draw pictures or "write" to represent an object or idea?
☐ Often ☐ Sometimes ☐ Not Yet

✂

Clip and return to school.
Clip and Save.

Solve problems
When you face a simple problem, ask questions such as, "What can we do to fix this?" or "How can we solve this problem?" For example, when food or a drink spills or a toy rolls under the couch, think of ways to solve the problem together and find tools that you can use to help. These questions can help your child develop important problem-solving skills.

Explore cause and effect
Daily routines can be a chance to explore how actions make something happen. At bath time, talk about what happens when they pour water on a dry washcloth or sponge. Make statements such as, "When you stand in the sun, you get hot" and "You were running a lot and now you are breathing very fast" that tell your child how an action causes an effect.

Plan an activity
Do an activity with your child that requires more than one step, such as cutting and gluing or mixing then pouring. Before you begin, ask your child what they should do first, second, etc. When you talk with your child about the steps in an activity or routine, it helps develop planning skills.

Small Group Reflection

Reflect on where you are in this shift in practice and collaborate with colleagues.





Responsive Support - Administrators' Round Table

First Thursday of the month from 9:00 – 10:00 AM

May 5, 2022

June 2, 2022

Resources

Harvard University, Center for the Developing Child:

[A Guide to Executive Function: Resource Library](#)

Working Paper: [*Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function*](#)

[Pyramid Model Resources](#): Scripted Stories for Social Situations, Visuals for Teaching Social Emotional Skills, Problem Solving Kits, Resources for Home & Families

[Executive Function Activities for 3-5 year olds](#)

[Executive Function Activities for 5-7 year olds](#)

[Promoting Progress for Students with Disabilities: Cognitive and Metacognitive Strategies](#)

[The Components of Social Emotional and Intellectual Habits Kindergarten through Grade 3](#)

Books to Support Executive Function (https://docs.google.com/document/d/1_uSSlo581lpaCwNGIXb6SZXq1pbr5z-Z/edit)

[Video: Executive function skills are the roots of success](#)

NAESP "Principal: Aligned Early Learning" Journal, May 2022. Vol. 101, Issue 4

THANK YOU!

Next Steps Survey of Needs

