

## Tips for Caregivers and Parents on Schooling at Home: What Role Do Executive Skills Play?

Our kids are at home, with the expectation that they will continue to learn while schools are closed due to the coronavirus pandemic. If this causes chest pains, shortness of breath, or full-blown panic as you figure out how to navigate your kids' schooling while you're doing all the other things you have to do to keep your lives stitched together during this challenging time, you are not alone.

First, some words of reassurance:

- This is uncharted waters for everyone—teachers, parents, and kids, alike, and it will take time for us all to adjust to “the new normal.” There’s no prescribed framework or template to work from because we’ve never been here before. It’s a work-in-progress for all of us, and none of us will get it perfect in the first pass. So, cut yourself some slack, use some positive self-talk (“We *will* survive,” “Perfect is not the goal here”), and as you fall into bed at night, pat yourself on the back for getting through the day.
- Your job is to be a parent, not a teacher. If you provide a place for your children to work and some structure to help them spend some time productively, then you are doing your job.
- Even if you are able to give kids the place and structure they need to get work done, it will take a few days for kids to adjust to a new way of schooling. At the end of the day, if you can, take a few minutes to debrief with your kid. What worked well today? What didn’t work? What should we do differently tomorrow?
- Keep in mind that stress shortens fuses, increases irritability, and undermines our ability to access skills and strengths that under normal circumstances we may have in some abundance. On top of that, kids pick up on the stress level of the adults around them even when those adults are trying to hide that stress. If everyone in your house seems to be “out of sorts,” this is a normal response to an abnormal situation.
- Some things are more important than school. If you feel like things are coming apart at the seams, give yourself permission to let some things slide. If you have in your head an image of the “perfect parent” and you don’t fit that description (and NO ONE DOES), then set it aside. Doing what you can to keep your family intact is way more important than making sure your kids fit in their 120 minutes of daily lessons (or whatever your child’s school is recommending).

Secondly, some words of advice. Rather than reinvent the wheel, we found some pointers from a home-schooling mom written to provide some useful guidance. Here’s the link:

<https://www.parentingnh.com/thoughts-on-learning-at-home-from-a-homeschool-mom/>

Thirdly, if you’re not familiar with the term “executive skills,” now is a good time to understand what these skills are and how they impact learning and productivity. Here’s what they are: Executive skills

refer to the cognitive processes required to plan, organize, and execute activities. A concise description of what executive skills are: they are the skills that make goal-directed behavior possible. Here’s another short description: they are the skills required to *execute tasks*. Or, as translated by an elementary school teacher to match the language of the second graders she taught, these are the skills you need to *get things done*.

Executive skills are frontal lobe functions that begin to emerge shortly after birth but take 25 years or longer to fully mature. It’s helpful to think about them in two groups: Foundational Skills that develop earlier and more Advanced Skills, that develop later (and that often incorporate the earlier developing Foundational Skills).

Foundational Executive Skills	Advanced Executive Skills
<ul style="list-style-type: none"> <li>• <b>Response Inhibition or Impulse Control</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organization</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Working memory</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning/prioritization</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Emotional Control</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time management</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Flexibility</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Goal-directed persistence</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Sustained Attention</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Metacognition (problem-solving, self-monitoring, self-evaluation)</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Task Initiation</b></li> </ul>	

Appendix 1 at the end of this handout provides definitions of each skill. But let’s connect these skills to school. Teachers provide structure and support, which makes it easier for children with immature executive skills to function successfully in the classroom. They give kids a schedule and provide lessons and activities that give children the structure to help them learn to initiate tasks and sustain attention. They alternate between desk-work and activity-based learning, they give kids the chance to collaborate with peers and problem solve at a developmentally appropriate level. When young kids aren’t ready to use skills independently (such as all the advanced skills listed above), teachers do the planning and prioritizing for kids, they monitor and help them manage time, and they give them organizational structures, such as building in time to help them clean out their desks or instructing them on how to keep notebooks or planners.

No parent provides the amount of structure that the typical teacher does—in part because no parent is trying to manage 20-30 kids at the same time! So when schooling suddenly starts taking place at home rather than at school, parents are understandably unprepared to provide the kind of support that children with just-developing executive skills need. The good news is that with a few small steps, parents can do a lot to help kids practice these skills—skills that will serve them well once they return to school and go back to the lives they used to know.

Building from the sage advice of the home-schooling mom in the blogpost referenced above, here’s our advice to parents. These are strategies that will help make the days at home more manageable,

but more than that, they are strategies that will help children exercise and practice a set of skills that are not only critical to school success, but that help adults manage their jobs, their homes and their relationships.

### **Supporting Executive Skills in Children of All Ages**

- Put in place daily routines. This should include at a minimum 1) what time kids are expected to get up in the morning; 2) what time the work of the day will begin; and 3) some expectation about how much time will be spent on schoolwork or how much work will be done over the course of the day. This will differ for kids of different ages. We know that the sleep patterns of teens shift and that school start times are often not well-suited to the teen’s biology and circadian rhythms. So for teens, it may make sense to start the day later than for younger children, who tend to be more alert early in the morning.
- Schedule frequent work breaks. With elementary aged children, lessons or activities should take no more than 15-20 minutes, with a 10-minute break between activities. While this can be seen as a general recommendation for children and pre-teens, your child may need an adjustment—especially if your child has any kind of learning or attention problem, since for these kids, learning requires more effort and energy.

Building variety into the breaks helps. Some might involve movement. For instance, [www.gonoodle.com](http://www.gonoodle.com) provides short, fun videos featuring different kinds of exercises that are appealing to elementary aged children. Others might involve educational games. Writing fun activities on slips of paper and having children draw one at random introduces an element of surprise that children like. Many schools provide parents with an abundance of on-line resources they can draw on, not only for lessons but also for “down-time” activities. Appendix 2 provides links to a number of these resources.

Although middle and high school students often sit in classes that last anywhere from 45-90 minutes, parents should not expect them to engage that long in school work. Even in those grade levels, teachers typically don’t spend more than 25 minutes on a single task before switching to something else. And the classroom offers more opportunity for collaboration and social engagement than home schooling does. If your child’s middle or high school is not offering on-line classes in real time, then parents can ask kids of that age to create a realistic schedule for how they will spend their time.

- Create a daily schedule for kids to follow—or, with older students—ask them to create a schedule (with guidelines or parameters). Parents and kids respond to varying levels of

structure when it comes to schedules, so in Appendix 3, we've created a graduated series of schedules that offer varying degrees of specificity. Look at these and select the level that you're most comfortable with.

- Use the opportunity to find non-school ways to support executive skills. This might mean working on planning by having kids plan how they will spend their time once the school work for the day is behind them, or working on organization by having kids design and maintain their workspace. They can work on time management by learning to estimate how long it takes to complete tasks and perhaps keeping a log. [www.toggl.com](http://www.toggl.com) offers a free on-line timer where students can log the task or activity they're working on, start the timer when they begin the activity and turn it off when they're done. The website maintains the log, so they can track how much time they're spending on a variety of tasks.

Finally, you may want to identify your child's executive skill strengths and weaknesses and help them think about ways they can use their strengths more effectively or strategies they can use to build their weaker skills. Informal surveys for doing this can be found in books by Dawson & Guare (e.g., *Smart but Scattered*), but parents may be able to do this simply by reading through the definitions in Appendix 1 and deciding which ones represent strengths for their kids and which ones might be challenges (keeping in mind, of course, that none of these skills are fully operational until age 25 or later).

In Appendix 4, we've given you some suggestions for ways you can use the home-schooling experience to help kids practice executive skills. We recommend selecting one skill and 1-2 activities to focus on to start with. For children at the elementary level, we generally recommend that parents select one of the first six foundational skills to focus on. At the middle/high school levels, the advanced skills may be reasonable targets. However, if your child has significant executive skill challenges, especially if they are receiving special education services or are struggling with poor grades in school due to weak executive skills, we generally recommend focusing on the foundational skills even if the child is a teenager.

*These suggestions were compiled by Peg Dawson with contributions from:*

- *Rebecca Bagatz, Liz Casey, Cheryl Clark, Bethany Fleming, Peggy Howard-Solari, Erin Preston, Lori Jabar, Rachael Ramsey, Kate Salvati, Katie Scheffer, Mary Ellen Spain, Felicia Sperry—all members of the Study Group on Executive Skills sponsored by the New Hampshire Association of School Psychologists.*
- *Marisa Marraccini and Meagan Padro, University of North Carolina, Chapel Hill*

**Appendix 1**  
**Executive Skill Definitions**

<b>Executive Skill</b>	<b>Definition</b>	<b>Description</b>
Response Inhibition	The capacity to think before you act – this is the ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.	In the young child, waiting for a short period without being disruptive is an example of response inhibition while in the adolescent it would be demonstrated by accepting a referee’s call without an argument.
Working Memory	The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.	A young child, for example can hold in mind and follow 1-2 step directions while the middle school child can remember the expectations of multiple teachers.
Emotional Control	The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior	A young child with this skill is able to recover from a disappointment in a short time. A teenager is able to manage the anxiety of a game or test and still perform.
Flexibility	The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.	A young child can adjust to a change in plans without major distress. A high school student can accept an alternative such as a different job when the first choice is not available.
Sustained Attention	The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.	Completing a 5-minute chore with occasional supervision is an example of sustained attention in the younger child. The teenager is able to attend to homework, with short breaks, for one to two hours.
Task Initiation	The ability to begin projects without undue procrastination, in an efficient or timely fashion.	A young child is able to start a chore or assignment right after instructions are given. A high school student does not wait until the last minute to begin a project.
Planning/Prioritizing	The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what’s important to focus on and what’s not important.	A young child, with coaching, can think of options to settle a peer conflict. A teenager can formulate a plan to get a job.
Organization	The ability to create and maintain systems to keep track of information or materials.	A young child can, with a reminder, put toys in a designated place. An adolescent can organize and locate sports equipment.
Time Management	The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.	A young child can complete a short job within a time limit set by an adult. A high school student can establish a schedule to meet task deadlines.

<b>Executive Skill</b>	<b>Definition</b>	<b>Description</b>
Goal-Directed Persistence	The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests.	A first grader can complete a job in order to get to recess. A teenager can earn and save money over time to buy something of importance.
Metacognition	The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, "How am I doing? or How did I do?").	A young child can change behavior in response to feedback from an adult. A teenager can monitor and critique her performance and improve it by observing others who are more skilled.

## Appendix 2

### Resources for Parents to Support Schooling at Home

<https://sites.google.com/dpi.nc.gov/remote-learning-resources/home>

<https://docs.google.com/spreadsheets/d/1t3r618pd8MAi6V87dG2D66PtikoHdHusBpjPKXgm36w/htmlview?fbclid=IwAR0rRGIWcZ8gIJB90jY7IipVNzJL7zEv6XkixZ7ZugHvRNxjSDL6x5hQ-gl&sle=true#gid=0>

<https://ed.unc.edu/2020/03/15/schooling-at-home-resources-for-parents-and-students/>

[https://www.dropbox.com/s/1vmfxjq5e971a0o/Helpful%20Resources%20for%20Students%20and%20Families\\_.docx?dl=0](https://www.dropbox.com/s/1vmfxjq5e971a0o/Helpful%20Resources%20for%20Students%20and%20Families_.docx?dl=0)

<https://www.scholastic.com/teachers/lessons-and-ideas/>

<https://www.jesselewischooselove.org> This website is great for all age groups. They currently are running daily classes with great activities for younger children. This is a free social emotional learning program k-12 that ties in well with EF skills: Self awareness, Self Management, Social Awareness, Relationship skills and Decision making.

Another suggestion: build in longer breaks to allow for physical movement and creativity. 45 minutes recesses twice a day and alternating art/music/language throughout the week may help keep your child engaged. There are also a lot of artists, dance studios, etc., providing free online sessions for kids right now (lunch doodles with Mo Willems (<https://www.youtube.com/watch?v=RmzjCPQv3y8>), "How to Draw a Cat" with E.B. Goodale (<http://www.ebgoodale.com/videos>), young acro class (<https://www.youtube.com/watch?v= QW5wv3aNDI>))

**Appendix 3**  
**Sample Daily Schedules**

NOTE: We have organized these based on degree of specificity. Some parents are grateful for detail and others are overwhelmed by it. Please look at the options below and see what fits your needs best.

OPTION 1

Task	Order (what will you do 1 <sup>st</sup> , 2 <sup>nd</sup> , etc.)	How much time will it take?	Done √

OPTION 2

**STUDY PLAN**

**Date:** \_\_\_\_\_

Task	How long will it take?	When will you start?	Where will you work?	Actual start/stop times		Done (√)

OPTION 3

## Kids' Schedule – Week of March 16<sup>th</sup>

<b>6:00-8:00 am</b>	<b>Get up and get ready</b>	Eat breakfast, get dressed, brush teeth/hair We'll *TRY*: Pick one 30-min show each on TV If extra time: free play time
<b>8:00-8:30 am</b>	<b>Violin</b>	Each practice with mommy or daddy
<b>8:30-9:00 am</b>	<b>Morning walk</b>	Family walk with dog If raining: Family yoga
<b>9:00-11:00 am</b>	<b>Academic time + snack</b>	Use a timer: 4 learning blocks of 20-min each, with 10-min brain breaks in between Use the schedule you got – check each thing off when done
<b>11:00-11:45</b>	<b>Specials</b>	A different type of creative activity each day: Art, Legos, projects, writing, cooking, etc.
<b>11:45-12:15</b>	<b>Lunch</b>	Make and eat lunch
<b>12:15-1:00</b>	<b>Recess</b>	Play outside (if raining: XXXXXXXXXXXXX)
<b>1:00-3:00</b>	<b>Academic time</b>	Use a timer: 4 learning blocks of 20-min each, with 10-min brain breaks in between Use the schedule you got – check each thing off when done
<b>3:00-4:00</b>	<b>Quiet time + snack</b>	Reading, puzzles, Legos, art, quiet projects
<b>4:00-5:00</b>	<b>Afternoon Recess</b>	Gardening, yard work - <i>Week 1 Goal: Get the garden ready and planted for spring</i> Yard sports
<b>5:00-6:00</b>	<b>Dinner</b>	Help make dinner
<b>6:00-7:30</b>	<b>Free time</b>	TV/Switch/family board games
<b>7:30-8:00</b>	<b>Get ready for bed</b>	

OPTION 4

**WEEK 1 – 1st grade**

Use a **timer** for each block (20 and 10 minutes)

	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	9:00-9:20	Reading: Picture	Reading: Picture	Reading: Chapter	Reading: Picture	Reading : Chapter
	9:20-9:30	BRAIN BREAK				
2	9:30-9:50	Reading Log	Reading Log	Reading Log	Reading Log	Reading Log
	9:50-10:00	BRAIN BREAK				
3	10:00-10:20	Math worksheet	Math game	Math worksheet	Math game	Math worksheet
	10:20-10:30	BRAIN BREAK				
4	10:30-10:50	Phonics worksheet	Phonics game	Phonics worksheet	Phonics game	Phonics worksheet
	10:50-11:00	BRAIN BREAK				
	11:00-11:45	MUSIC	PE	SPANISH	MEDIA	ART
	11:45-12:15	Lunch				
	12:15-1:00	Recess				
	1:00-1:30	Learning aps on iPad (put younger child to nap)				
5	1:30-1:50	Mixed Media Project: Brainstorm	Mixed Media Project: Design	Mixed Media Project: Design	Mixed Media Project: Model	Mixed Media Project: Model
	1:50-2:00	BRAIN BREAK				
6	2:00-2:20	Readworks	Readworks	Readworks	Readworks	Readworks
	2:20-2:30	BRAIN BREAK				
7	2:30-2:50	Writing (opinion): Which insect do you like better? Why?	Writing (opinion): The best season is...	Writing (opinion): The best fruit to eat is a...	Writing (opinion): The best outdoor activity is..	Writing (opinion): What would you like to take to the pool?
	2:50-3:00	BRAIN BREAK				

8	3:00-3:20	Catch-up time: What didn't you finish? <i>[If all done: Congrats! You can choose a learning game]</i>	Catch-up time: What didn't you finish? <i>[If all done: Congrats! You can choose a learning game]</i>	Catch-up time: What didn't you finish? <i>[If all done: Congrats! You can choose a learning game]</i>	Catch-up time: What didn't you finish? <i>[If all done: Congrats! You can choose a learning game]</i>	Catch-up time: What didn't you finish? <i>[If all done: Congrats! You can choose a learning game]</i>
	3:20-4:00	FREE PLAY				

### WEEK 1 – preschool

	Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	9:00-9:20	Story/Play	Story/Play	Story/Play	Story/Play	Story/Play
	9:20-9:30	BRAIN BREAK				
2	9:30-9:50	Writing/Drawing	Writing/Drawing	Writing/Drawing	Writing/Drawing	Writing/Drawing
	9:50-10:00	BRAIN BREAK				
3	10:00-10:20	Sensory/Counting	Sensory/Counting	Sensory/Counting	Sensory/Counting	Sensory/Counting
	10:20-10:30	BRAIN BREAK				
4	10:30-10:50	Free/Pretend Play	Free/Pretend Play	Free/Pretend Play	Free/Pretend Play	Free/Pretend Play
	10:50-11:00	BRAIN BREAK				
	11:00-11:45	MUSIC	PE	SPANISH	MEDIA	ART
	11:45-12:15	Lunch				
	12:15-1:00	Recess				
	1:00-1:30	Put down for a nap (older child plays learning aps on iPad)				
5	1:30-1:50					
	1:50-2:00					
6	2:00-2:20					
	2:20-2:30	<b>Zzzzzzz</b>				
7	2:30-2:50					
	2:50-3:00					
8	3:00-3:20					
	3:20-4:00	FREE PLAY				

OPTION 5  
VISUAL SCHEDULES

<https://specialneedsresourceblog.com/2018/09/25/visual-schedule-resources/>

This website has great resources! It has links to learn about different types of visual schedules, how to pick out the right type and specificity level based on the needs of the child, guides on how to implement the schedules purposefully and effectively, templates and free pre-made schedules, free printables, craft ideas for physically making the schedules (velcro, pinned to a string, etc.):

## Appendix 4

### Ways to Use Schooling at Home to Help Students Practice and Strengthen Executive Skills

Executive Skill	Ideas for Using Schooling at Home to Help Children Develop These Skills
Response Inhibition	<ul style="list-style-type: none"> <li>• We recommend teaching response inhibition by teaching children to “wait” and “stop.” Build in “wait time” during the day, and alternating between work and play or preferred and non-preferred activities can help build this skill. Games like “Simon Says” and “Red Light Green Light,” for younger children, are fun ways to practice response inhibition.</li> </ul>
Working Memory	<ul style="list-style-type: none"> <li>• Use flash cards (or electronic versions such as iFlash for Macs) to practice math facts, spelling words or sight words. If working memory is particularly weak, don’t go overboard with this, but you may want to try a format such as “incremental rehearsal.” Here’s a YouTube video that explains this approach: <a href="https://www.youtube.com/watch?v=vUeNVlf7p-8">https://www.youtube.com/watch?v=vUeNVlf7p-8</a></li> <li>• Encourage kids with weak working memory to come up with “work-arounds” to help them remember important things—checklists and post-it reminders are common examples. With older kids, prompt them to think about how they can use their smart phones to help them remember (reminders, alarms, taking pictures, etc.).</li> </ul>
Emotional Control	<ul style="list-style-type: none"> <li>• Help kids identify the “triggers” (what sets them off) and help them find replacement behaviors (e.g., leave the room when they realize a sibling is pushing their buttons). Praise/reinforce the child for using the replacement behavior.</li> <li>• For kids with significant problems with emotional control, be prepared for the upsets to be more frequent or more severe in the early days of adjusting to being at home instead of at school. With these kids, easing into a home school schedule and not expecting too much too fast, may be important.</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Kids who are inflexible tend to do better with structure and routine and they handle closed-ended tasks (i.e., 1 right answer) better than open-ended tasks. Flexibility can be “stretched” by giving kids assignments that involve creativity, but if this is hard for your child, you do the task for them and model your thought process as you do it. Games like “Apples to Apples” encourage flexible thinking.</li> <li>• You can also encourage flexibility by having kids think about ways to mix it up with their daily schedule so that they’re not doing the same thing every day at the same time.</li> </ul>

Sustained Attention	<ul style="list-style-type: none"> <li>• Ask kids to decide how long they can go on a work task before they need a break. Keep track of the time and see if they can stretch their work sessions after a while.</li> <li>• Ask kids to become aware of when they start "drifting" when they're working, which may be a signal that they need to take a break. Keep the breaks relatively short and, when possible, build movement or exercise into the breaks.</li> </ul>
Task Initiation	<ul style="list-style-type: none"> <li>• Have kids identify start times for tasks and help them stick to the agreed upon schedule. If this is particularly hard, keep the tasks short and easy, with the understanding that the real goal is to practice the skill of task initiation.</li> </ul>
Planning/Prioritizing	<ul style="list-style-type: none"> <li>• Model planning for younger children so they hear what planning sounds like. With older kids, encourage them to make their own plans for the day and to run them by you for discussion or negotiation. Help kids identify fun activities (when the school work is over for the day) that require planning and help them think through the steps in the plan.</li> <li>• Post the schedule for the day in a prominent place so that everyone can refer to it throughout the day (see Appendix 3 for sample schedules)</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Give kids leeway in designing their own workspace. You could call it a "home office," and talk about what office supplies are needed. When the space is organized, take a picture of it, and take 5-10 minutes at the end of the "school day" to make sure the space is tidy and ready for the next day.</li> </ul>
Time Management	<ul style="list-style-type: none"> <li>• When kids are making plans for the day, have them estimate how long they think work tasks will take.</li> <li>• As with Planning/Prioritizing, time management is facilitated by following a daily schedule, so post the schedule in a prominent place for easy reference.</li> <li>• Ask kids to think about how they want to use their down time. Parents should encourage their children to engage in a variety of leisure activities (movement, outdoors, educational games, computer games, reading for pleasure, television viewing, social engagement (e.g., through Face Time or online games that include communication options)).</li> </ul>
Goal-Directed Persistence and Metacognition	<ul style="list-style-type: none"> <li>• Have kids set daily goals and have them reflect at the end of the day how the day went. See the "Exit Ticket" example below.</li> <li>• Help kids use self-monitoring strategies to encourage self-awareness and to improve executive skills in general (see resources below)</li> </ul>

EXIT TICKET

DATE:

What is my goal for the day?

How much of my plan did I accomplish?

0 None	1 Less than 25%	2 26-50%	3 51-75%	4 76-99%	5 All of it!
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What worked well today?

What didn't work so well?

What will I try tomorrow?

## Additional Resources for Executive Skills

### Books

Dawson, P. & Guare, R. (2009). *Smart but Scattered: The revolutionary “executive skills approach to helping kids reach their potential*. New York: Guilford Press.

Delman, M. (2018). *Your Kid’s Gonna Be Okay*. Boston: Beyond Book Smart.

Guare, R., Dawson, P., & Guare, C. (2013). *Smart but scattered teens: The revolutionary “executive skills” approach to helping teens reach their potential*. New York: Guilford Press.

Kenworthy, L., Anthony, L.G., Alexander, K. C., Werner, M. A., Cannon, L., & Greenman, L. (2014). *Solving executive function challenges*. Baltimore: Paul H. Brookes.

### Web Resources

[www.smartbutscatteredkids.com](http://www.smartbutscatteredkids.com) This website has a number of resources (e.g., a *Homework Survival Guide* and videos for parents) that provide more information about executive skills and how to help kids strengthen their skills.

<https://learningworksforkids.com/executive-functions/> This website offers a wide variety of resources connected to executive skills, including

<https://www.dropbox.com/s/br9tvqloucjlxy/Elementary%20level%20executive%20skill%20resources.pdf?dl=0> This is a link to a document that includes books, games, and video links geared toward lower elementary aged students to introduce executive skills using fun activities.

<https://developingchild.harvard.edu> This website is devoted to executive skills, particularly focusing on at-risk populations, such as children living in poverty or environments characterized by “toxic stress.” It offers helpful videos as well as pdf documents with suggestions for parents with children of different ages.

### Links to Self-Monitoring Checklists

<https://www.teacherspayteachers.com/Product/Students-Daily-Behavior-Chart-372520>

<https://www.scholastic.com/teachers/blog-posts/genia-connell/behavior-contracts-and-checklists-work/>

<https://goalbookapp.com/toolkit/v/strategy/self-monitoring##preview-b3ebd9c4-7709-4f55-47cd-9449002077e0-1>

<https://www.teacherspayteachers.com/Product/Self-Monitoring-Checklists-for-Independent-Classwork-Homework-4209733>

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For additional ideas for self-monitoring and for executive skills, check out Pinterest and type those terms into the site's search engine.