

Strategy	Executive Function Skill	Related Competencies, Facets, and I Statements Communication = C , Thinking = T , Personal and Social = PS
<p>Zones of Regulation</p> <p>Zones of Regulation is an evidence-based framework created by Leah Kuypers, Occupational Therapist, to support self-regulation and emotional control. This program is suitable for all students and written in a teacher-friendly format.</p> <p>The Zones of Regulation (Leah Kuypers, MA Ed., OTR/L)</p>	<p>Emotional Control</p> <p>Inhibition</p> <p>Flexibility/Shift</p> <p>Task Initiation</p> <p>Task Monitoring</p>	<p>C – Connect and Engage with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am an active listener; I support and encourage the person speaking. <p>T – Generating Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful so that I can be more creative.) <p>PS - Personal Strengths & Abilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify my individual characteristics. <p>PS - Self-Regulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can sometimes recognize emotions. <input type="checkbox"/> I can use strategies that help me manage my feelings and emotions. <input type="checkbox"/> I can persevere with challenging tasks. <p>PS - Well-Being</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate in activities that support my well-being and tell/show how they help me. <input type="checkbox"/> I can take some responsibility for my physical and emotional well-being. <input type="checkbox"/> I can use strategies to find peace in stressful times. <input type="checkbox"/> I can sustain a healthy and balanced lifestyle. <p>PS - Contributing to Community & Caring for the Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> With some support, I can be part of a group.

		<ul style="list-style-type: none"> <input type="checkbox"/> I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. <p>PS - Valuing Diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> With some direction, I can demonstrate respectful and inclusive behaviours. <p>PS - Building Relationships</p> <ul style="list-style-type: none"> <input type="checkbox"/> With some support, I can be part of a group. <input type="checkbox"/> I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.
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<p style="text-align: center;">Mindfulness Strategies</p> <p>Evidence tells us that mindfulness strategies help us with emotional control and overall well-being. Various programs support mindfulness practice. Examples include MindUP, Inner Explorer, and Calm.</p> <p>MindUp (Goldie Hawn Foundation)</p> <p>Changing the World, One Student at a Time (InnerExplorer)</p>	<p style="text-align: center;">Emotional Control</p> <p style="text-align: center;">Inhibition</p> <p style="text-align: center;">Flexibility/Shift</p> <p style="text-align: center;">Working Memory</p>	<p>T – Generating Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful so that I can be more creative.) <p>PS – Self-Regulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use strategies that help me manage my feelings and emotions. <p>PS – Well-Being</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate in activities that support my well-being and tell/who how they help me. <input type="checkbox"/> I can use strategies to find peace in stressful times. <input type="checkbox"/> I can sustain a healthy and balanced lifestyle.

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<p>Cognitive Behavioural Strategies</p> <p>Cognitive behavioural strategies are the most solidly researched and supported method of helping students managing anxiety and depression. Teachers can support students' thinking, but cognitive behavioural therapy needs to be delivered by a trained therapist. A variety of programs can support students at school. These include Friends for Life and Second Step.</p> <p>Anxiety Canada (formerly Anxiety BC)</p> <p>Learn Friends Resilience Skills Through Games (Friends Resilience)</p>	<p>Emotional Control</p> <p>Inhibition</p> <p>Flexibility/Shift</p> <p>Working Memory</p>	<p>T – Generating Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful so that I can be more creative.) <p>PS – Self-Regulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use strategies that help me manage my feelings and emotions. <input type="checkbox"/> I can persevere with challenging tasks <p>PS – Well-Being</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate in activities that support my well-being and tell/who how they help me. <input type="checkbox"/> I can use strategies to find peace in stressful times. <input type="checkbox"/> I can sustain a healthy and balanced lifestyle. <p>PS – Solving Problems in Peaceful Ways</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can solve problems myself and can identify when to ask for help. <input type="checkbox"/> I can identify problems and compare potential problem-solving strategies. <input type="checkbox"/> I can clarify problems, consider alternatives, and evaluate strategies. <input type="checkbox"/> I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.

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<p>Metacognition Strategies</p> <p>Metacognition encourages students to develop self-awareness and understand how they process thoughts and feelings. This understanding helps them identify learning supports and advocate for their learning needs.</p> <p>Metacognition: How Thinking About Thinking Can Help Kids (Child Mind Institute)</p>	<p>Emotional Control</p> <p>Flexibility/Shift</p> <p>Planning</p> <p>Organization</p> <p>Task Initiation</p> <p>Task Monitoring</p>	<p>C – Connect and Engage with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> I recognize that there are different points-of-view and I can disagree respectfully. <p>C – Explain/Recount and Reflect on Experiences & Accomplishments</p> <ul style="list-style-type: none"> <input type="checkbox"/> I give, receive, and act on feedback. <input type="checkbox"/> I can recount simple experiences and activities and tell something I learned. <p>T – Analyze and Critique</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can reflect on and evaluate my thinking, products, and actions. <p>PS – Relationships & Cultural Contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand that my identity is made up of many interconnected aspects. <input type="checkbox"/> I understand that learning is continuous and my concept of self-identity will continue to evolve. <p>PS – Personal Values & Choices</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell what is important to me. <input type="checkbox"/> I can explain what my values are and how they affect choices I make. <input type="checkbox"/> I can tell how some important aspects of my life have influenced my values. <input type="checkbox"/> I understand how my values shape my choices. <p>PS – Personal Strengths & Abilities</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> I can identify my individual characteristics. <input type="checkbox"/> I can describe my attributes, characteristics, and skills. <input type="checkbox"/> I understand I will continue to develop new abilities and strengths to help me meet new challenges. <p>PS – Self-Regulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can take ownership of my goals, learning, and behaviour.
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<p>Future Thinking</p> <p><i>Future Thinking</i> is a term coined by Sarah Ward, Speech-Language Pathologist. When we visualize ourselves in a future situation and see/feel ourselves meeting our goals. This enables us to plan ahead, assemble the materials we need, anticipate barriers, get started, stay focused, and self-reflect. Future thinking increases student independence in the classroom.</p>	<p>Planning</p> <p>Organization</p> <p>Flexibility/Shift</p> <p>Task Initiation</p> <p>Task Monitoring</p> <p>Working Memory</p>	<p>C – Acquire, Interpret, and Present Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can understand and share information about a topic that is important to me. <input type="checkbox"/> I present information clearly and in an organized way. <input type="checkbox"/> I can present information and ideas to an audience I may not know. <p>C – Collaborate to Plan, Carry Out, and Review Constructions and Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can work with others to achieve a common goal; I do my share. <input type="checkbox"/> I can take on roles and responsibilities in a group. <p>C – Explain/Recount and Reflect on Experiences & Accomplishments</p> <ul style="list-style-type: none"> <input type="checkbox"/> I give, receive, and act on feedback. <input type="checkbox"/> I can represent my learning and tell how it connects to my experiences and efforts.

<p>The Get Ready, Do, Done approach is a framework to support future thinking.</p> <p>Cognitive Connections-360 Thinking (Cognitive Connections: Executive Function Practice)</p>		<p>T – Novelty and Value</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can develop a body of creative work over time in an area I’m interested in or passionate about. <p>T – Developing Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I make my ideas work or change what I’m doing. <input type="checkbox"/> I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them. <input type="checkbox"/> I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries. <input type="checkbox"/> I use my experience with various steps and attempts to direct my future work. <input type="checkbox"/> I can persevere over years if necessary, to develop my ideas. <input type="checkbox"/> I expect ambiguity, failure, and setbacks and use them to advance my thinking. <p>T – Analyze and Critique</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can reflect on and evaluate my thinking, products, and actions. <p>T – Questions and Investigate</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore materials and actions. <input type="checkbox"/> I can consider more than one way to proceed in an investigation. <p>T – Develop and Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can experiment with different ways of doing things. <input type="checkbox"/> I can monitor my progress and adjust my actions to make sure I achieve what I want. <p>PS – Self-Regulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can implement, monitor, adjust a plan, and assess the results. <input type="checkbox"/> I can take ownership of my goals, learning, and behaviour. <p>PS – Solving Problems in Peaceful Ways</p>
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		<ul style="list-style-type: none"> <input type="checkbox"/> I can solve problems myself and can identify when to ask for help. <input type="checkbox"/> I can identify problems and compare potential problem-solving strategies. <input type="checkbox"/> I can clarify problems, consider alternatives, and evaluate strategies. <input type="checkbox"/> I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.
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<p style="text-align: center;">Schedules and Time Management</p> <p>Using frameworks such as schedules and calendars to support time management allows students to plan and get things done.</p> <p>Cognitive Connections-360 Thinking (Cognitive Connections: Executive Function Practice)</p>	<p style="text-align: center;">Planning</p> <p style="text-align: center;">Organization</p> <p style="text-align: center;">Flexibility/Shift</p> <p style="text-align: center;">Inhibition</p> <p style="text-align: center;">Task Initiation</p>	<p>C – Collaborate to Plan, Carry Out, and Review Constructions & Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can work with others to achieve a common goal, I do my share. <p>T – Novelty and Value</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can develop a body of creative work over time in an area I’m interested in or passionate about. <p>T – Generating Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I get ideas when I use my senses to explore. <input type="checkbox"/> I have interests and passions that I pursue over time. <p>T – Developing Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I make my ideas work or change what I’m doing. <input type="checkbox"/> I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them. <input type="checkbox"/> I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.

	<p>Task Monitoring</p> <p>Working Memory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I use my experiences with various steps and attempts to direct my future work. <input type="checkbox"/> I can persevere over years if necessary to develop my ideas. <input type="checkbox"/> I expect ambiguity, failure, and setbacks and use them to advance my thinking. <p>T – Questions and Investigate</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore materials and actions. <p>T – Develop and Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can experiment with different ways of doing things. <input type="checkbox"/> I can monitor my progress and adjust my actions to make sure I achieve what I want. <p>PS – Self-Regulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can implement, monitor, adjust a plan, and assess the results. <input type="checkbox"/> I can take ownership of my goals, learning, and behaviour.
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