

Executive Functioning Skills



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

STOP, THINK, GO

Purpose	To help develop problem solving skills.
Division	All
Time Required	10 minute introduction then 2-5 minutes as part of the instructional day when the opportunity arises.
Materials	Prepare a large poster of a traffic light (may vary according to age group).
Instructions	<p>Discuss with the students:</p> <ul style="list-style-type: none">• Why do we have traffic lights?• What do we do when the lights are green, yellow and red?• What do the students think would happen if there were no lights? <p>The concept of traffic lights can be helpful when there is a problem that needs solving. Introduce the Stop and Think before you Go practice.</p> <p>Draw or use a visual of a stoplight. Walk the students through the process</p> <ol style="list-style-type: none">1. Red - Stop - What is the problem?2. Yellow - Think - Slow down, Proceed with caution, Brainstorm possible solutions. Think about what might happen for each of your possible solutions3. Green - Go - Try it out. <p>Post the visual as a class reminder and make use of the practice as often as opportunity arises.</p>

Executive Functioning Skills

Supplementary Resources	Story idea - Wemberly Worried (https://g.co/kgs/52KrJN); Wemberly Worried Read-Aloud on YouTube (https://youtu.be/qtcgR3vD1_c)
Adaptations	<p>Prior to accessing executive functioning skills, it is important to develop self-regulation and calming skills in order to increase the former's effectiveness.</p> <p>A sample sequence to guide a student through the process...</p> <ol style="list-style-type: none">1. Calm down - what are you feeling? What can you do now to feel calmer?2. What is the problem?3. What is a possible solution? <p>Try it!</p>
Evidence	Self-control and managing impulsivity are skills children develop gradually throughout their childhood and even small improvements in these skills have the potential for large impacts long term for both the student and society as a whole. Diamond & Lee (2011) identify that children, ages 3 to 11, with strong self-control, less impulsivity, and better attention tend to have better health, earn more, and commit less crimes than those who lack these skills.
References	Diamond, A., & Lee, K. (2011). Interventions shown to aid executive function development in children 4 to 12 years old. <i>Science</i> , 333(6045), 959-964.