

EXECUTIVE FUNCTIONING

The term “executive functioning” refers to the set of mental processes that facilitate goal-oriented action. In short, “*how we do what we do*”. Located in the prefrontal cortex, executive functions include mental flexibility, self-control, and working memory. As the brain develops and matures, so does the capacity to perform these skills.

MENTAL FLEXIBILITY

A flexible thinker develops methods for pausing and rethinking a better solution or response, approaches new encounters with an open mind, is willing to risk mistakes, and will consider multiple ways to solve a problem.

STRATEGIES:

- set small, manageable goals
- anticipate obstacles ∴ troubleshoot
- checklists
- expect communication w/ coaches ∴ peers
- how to properly communicate

SELF-CONTROL

The ability to inhibit or control our actions and choose to react with appropriate responses through redirecting attention and reasoning. Self-control helps one avoid procrastination, avoid distractions, and initiate tasks. Demonstrating self-control allows us to manage, regulate, and control emotions well enough to appropriately adapt to our environment.

STRATEGIES:

- weekly check in
 - dependable
- "course correction"
 - what does work for you?
- organization apps
 - Forest (time management)
 - StudyBlue Flashcards & Quizzes
 - Evernote

WORKING MEMORY

Working memory is the ability to hold information and use it to complete a task. We refer to this as “working with our memory” instead of saying an individual has “strong” or “weak” working memory.

STRATEGIES:

- "Homebase"
 - dependable place → launchpad
- Guided steps
 - smaller goals to build confidence (feel successful)
- Question Log

TETON BEHAVIOR THERAPY

10 S. Main St. Crossroads Building, Victor, Idaho
1490 Gregory Ln Suite 4, Jackson, Wyoming
307.734.6040 tetonbehaviortherapy.com



PRODUCTIVITY

BUILDING EFFICIENCY

TOPIC :

CURRENT CHALLENGES

PRODUCTIVE ALTERNATIVES

WHAT TO TRY NEXT TIME



date

Goal

ACADEMIC

PERSONAL

tonight	
---------	--

tomorrow	
----------	--

this week	
-----------	--

this month	
------------	--

Top priority



Re-shuffle

Reset & Refocus

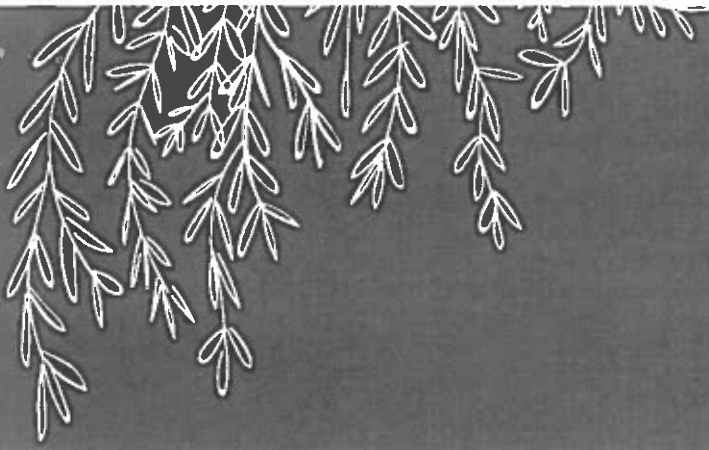
- Clean out backpack
- Put loose papers in proper place
- Assess organization strategy

Communication

Are there any teachers you need to touch base with?

- Upcoming travel dates for sports
- Miss assignments
- Clarification on projects or topics

Additional notes...



Question log

SUBJECT:

DATE:

Keep a detailed list of questions that come up during homework sessions, material review, and/or during class. The more specific your questions are, the more efficient your time will be. For quick reference, be sure to record the page number, problem set, theme, or specific terms that you are struggling with or would like more clarification on. Bring your list of questions to your teacher to get detailed help and support. Your time is valuable!

Blank lined area for writing questions.

IMPORTANCE →

Prioritization

Do first

Urgent and important ①

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Schedule

Less urgent, but important ②

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Delegate

Urgent, but less important ③

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Don't do / Delete

Neither urgent nor important ④

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Get the right things done.

EISENHOWER

More on www.eisenhower.me

→

URGENCY

→

