



Resources

Quest for QUALITY

PODCAST

Episode 15 | SEL Building Blocks, Part 4

Gift of Purpose & Positive Intent

DJ Batiste is back, sharing his passion for reaching out to children. Check out his unique outlook on how to interact and connect with students.



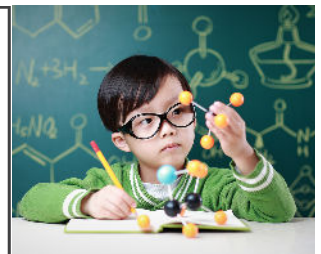
Skills Can Be Taught

DJ Batiste is joined by the teacher that changed his life, Ms. Donna Porter. Dive into how their judgement free relationship redirected Batiste's original path of complete destruction.



Executive Skills Governed by the Prefrontal Lobes

Review the executive skills and their lending library in the attached document.



Executive Skills



Executive Skills Governed by the Prefrontal Lobes

Attention: The ability to sustain attention in spite of distractibility, boredom or fatigue.

Time Management: The capacity to estimate how much time one has, how to allocate it and how to stay within time limits and deadlines. A sense that time is important.

Organization: The ability to create and maintain systems to keep track of information or materials.

Prioritization: The ability to see what is most important and make a plan to accomplish it.

Working Memory: The ability to hold information in memory while performing complex tasks and the ability to draw on past learning or experiences to apply to a situation at hand or project into the future.

Impulse Control: The capacity to think before you act, allowing you to evaluate a situation and how your behavior might impact it.

Flexibility: The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. Adapting to changing conditions.

Empathy and Emotional Control: The ability to manage emotions to achieve goals, complete tasks and direct behavior, and to see from another's point of view.

Metacognition: The ability to step back and take a bird's eye view of yourself in a situation, to observe yourself (reflect and witness), self-monitor and self-evaluate.

Goal Achievement: The capacity to have a goal and follow through to completion.

Task Initiation: The ability to begin projects without undue procrastination, in an efficient and timely fashion.

Emotional Control: The ability to manage emotions.



The Executive Skill Lending Library

Attention

- Notice not judge
- Attention signals
- Visual depiction of time
- Use music movement and rhythm
- Make tasks fun and interesting
- Fidget toys
- **Teens:** Identify personal, societal or global relevance

Time Management

- Predictable routine
- Discuss how long it takes to do things
- Picture calendars and schedules
- Picture routine books
- Role-play and practice transitions
- Create patterns
- Auditory signals
- **Teens:** Daily agenda or calendar

Organization

- Play matching games
- Adults model thinking aloud
- Guide and prompt children
- Visual reminders
- Picture books
- Checklist
- **Teens:** Make planning and reflection notes

Prioritization

- Give directions in steps
- Visuals with steps involved
- First/then books
- Give simple one or two step commands
- Role-play and add contrast
- **Teens:** Break projects down into smaller parts

Working Memory

- Make eye contact before giving instructions
- Play memory games
- Minimize distractions
- Visual reminders of what to do
- Have child repeat back instructions
- Daily agenda
- Sing or chant information
- **Teens:** Refer to daily agenda or calendar

Impulse Control / Emotional Regulation

- Teach routines
- Teach stress reduction strategies
- Teach script for problem-solving
- Regulate the environment
- Download calm often
- Start and stop games
- Face-to-face games (I Love You Rituals)
- Composure lap
- **Teens:** Teach the Conscious Discipline Brain State Model

Flexibility

- Give visual cues before transitions
- Give script for handling anxiety
- Break down tasks
- Give choices
- Create social stories
- Role-play anxiety situations
- Reduce novelty
- **Teens:** Same as above

Empathy

- Notice, describe and label instead of judge
- Notice body, reflect feelings and reflect desires (DNA Process)
- Implement games to identify facial expressions and feelings
- Discuss feelings of characters in literature
- Learn to help Feeling Buddies
- **Teens:** Same as above

Metacognition

- Ask child how he/she feels about their effort and accomplishments
- Ask children to reflect on their work/play
- Have pictures of what clean, finished, etc., look like
- Teach children questions to ask themselves "Do I have space?" "What will help me pay attention better?"
- **Teens:** Provide class time for reflections

Goal Persistence / Achievement

- Make class commitments
- Encourage steps toward a goal
- Provide positive feedback
- Start with small goals and move to bigger goals
- Make visual charts to show progress
- Celebrate goals
- **Teens:** Same as above

Task Initiation

- Help child choose options
- Verbalize the beginning of a project to build awareness
- Prompt the child if needed or offer choices
- Use phrases like "You did it" and "Good for you" following a successful start
- **Teens:** Ask, "What might be your first step?"



The Executive Skill Lending Library for Infants & Toddlers

Attention (6-12 Months)

- Attention songs at the start of Baby Doll Circle Time
- Change tone and use sounds
- Nonverbal and verbal cues
- Minimize distractions
- Notice children and actions
- Provide pauses
- Use a slow pace
- Make tasks fun and interesting

Self-Regulation (6-12 Months)

- Hold child and breathe deeply
- Teach stress reduction strategies (S.T.A.R, etc.)
- Model holding baby dolls and breathing deeply
- Regulate the environment
- Start and stop games
- Face-to-face games (I Love You Rituals)
- Composure lap

Working Memory (6-12 Months)

- Verbally recall past activities
- Perform familiar activities during one-on-one times
- Do Baby Doll Circle Time at predictable times in routine
- Notice children when they react to familiar songs/lessons
- Minimize distractions
- Visual reminders of choices

Empathy (6-12 Months)

- Notice, describe and label instead of judge
- Notice body, reflect feelings and reflect desires (D.N.A.)
- Tell children, "I will keep you safe."
- Use empathetic tone
- Encourage children by saying, "You can do it" or "You can handle this."
- Add language to baby doll's pretend internal experiences

Prioritization (6-12 Months)

- Offer choices of activities
- Encourage children to request familiar games
- Break down tasks to one step at a time
- Visuals with steps involved
- First/then books
- Give simple one or two step commands

Flexibility (12-24 Months)

- Give warnings
- Incorporate family social games and rituals
- Change pace and speed and observe how children manage
- Give choices, "How should we move our babies, fast or slow?"
- Create social stories
- Role-play anxiety situations
- Reduce novelty

Organization (12-24 Months)

- Encourage children to take baby dolls out and put them back in basket
- Follow predictable sequence of Steps 1-5 in Baby Doll Circle Time
- Meet at the same location each time you do Baby Doll Circle Time
- Guide and prompt children
- Visual reminders
- Picture books

