

Running Record		
Student name(s):		
Age:		
Location:		
Date and Time:		
Observer:		
Type of Development Observed:		
Event	Time	Notes or Comments
Significant Points	Next Steps	

**FIGURE 4.2.** A blank running record.

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You will discuss two EF skills, one that you feel is a strength and one that is a challenge.

1. My biggest EF strength is \_\_\_\_\_ . I show it when I

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

2. I showed this during the year when I \_\_\_\_\_ .

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

3. Next year I will (set a goal for yourself) \_\_\_\_\_ .

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

4. My biggest EF challenge is \_\_\_\_\_ . I show it when I

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

5. I showed this during the year when I \_\_\_\_\_ .

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

Next year I will (set a goal for yourself) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

**FIGURE 6.4.** Worksheet for reflection on EF skills. Created by Julie Hough at Woodville Elementary School in Woodville, Ontario, Canada. Used with permission.

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<b>Feedback for My Teacher</b>	<i>How much does my teacher help my executive functions?</i> (a <b>T</b> on, a <b>L</b> ittle, <b>R</b> arely, almost <b>N</b> ever)
<b>Response Inhibition</b>	
My teacher gives instructions slowly, so I can keep up.	T L R N
My teacher helps the class calmly and patiently.	T L R N
My teacher finds time to talk with me about personal things of interest.	T L R N
<b>Working Memory</b>	
My teacher makes charts, posters, and other strategies that help me remember things.	T L R N
My teacher gives her instructions out loud and with some kind of visual.	T L R N
My teacher believes me when I tell her that I forgot.	T L R N
My teacher helps me connect new learning to things we already know.	T L R N
<b>Sustained Attention</b>	
My teacher lets me eat a healthy snack or take a walk when I need it.	T L R N
My teacher tries to eliminate distractions.	T L R N
My teacher makes sure I know what to do before asking me to start my work.	T L R N
My teacher reminds me to get back to work if I become distracted, but she doesn't make me feel bad about it.	T L R N
My teacher posts the daily agenda, so I know what to expect.	T L R N
My teacher tries to make classes interesting and meaningful.	T L R N
<b>Emotional Control</b>	
My teacher talks to us about emotions (both ours and others') and how to handle them.	T L R N
My teacher lets me have a break or go to a "safe, quiet spot" if I'm frustrated.	T L R N
My teacher lets me know when she's worried about me.	T L R N
My teacher has given me strategies that help me to calm down.	T L R N
<b>Flexible Thinking</b>	
My teacher tells us when something unusual is going to happen—just gives us a quick "heads up."	T L R N
My teacher explains new situations and lets me ask questions if I'm unsure.	T L R N
When my teacher gives me a "next step," she also reminds me of the things I do well.	T L R N

(continued)

**FIGURE 6.6.** “Feedback for My Teacher” assessment tool. Created by Stacey Falconer at Lakeshore Public School in Burlington, Ontario, Canada, in cooperation with Laurie Faith. Used with permission.

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<b>Organization</b>	
My teacher helps me to make systems to stay organized, like online binders, folders with colors, bins, etc.	T L R N
My teacher has a place for the things I need.	T L R N
My teacher helps us keep an organized classroom.	T L R N
<b>Prioritizing and Planning</b>	
My teacher checks in on my independent work to make sure I'm not falling behind.	T L R N
My teacher helps me to break jobs into chunks, so I know what parts need to be done.	T L R N
My teacher makes checklists and success criteria with me, so I know what I should be learning.	T L R N
<b>Time Management</b>	
My teacher gives me the "2-minute" warning before we finish.	T L R N
My teacher helps me to remind my parents of upcoming things.	T L R N
My teacher lets me have input into how I finish tasks.	T L R N
<b>Task Initiation</b>	
My teacher is clear about what I should be doing.	T L R N
My teacher makes the work "just right for me."	T L R N
My teacher makes me believe in myself by letting me know <i>she</i> believes in me.	T L R N
<b>Perseverance</b>	
My teacher lets me learn with and from other students.	T L R N
My teacher gives me ideas or examples to help me keep trying.	T L R N
My teacher lets me have choices in some of the things I do.	T L R N
My teacher checks in with me to see how I'm doing.	T L R N
My teacher makes things easier, so I can do well.	T L R N
<b>Metacognition (thinking about my thinking)</b>	
My teacher goes over finished work with me, so I know where I went wrong and what I did well.	T L R N
My teacher develops next steps with me.	T L R N
My teacher doesn't just give marks; I get to help decide on my marks by thinking about what I understand.	T L R N

**FIGURE 6.6.** *(continued)*

Definition

Drawing

Write name of EF here

Examples

Strategies