

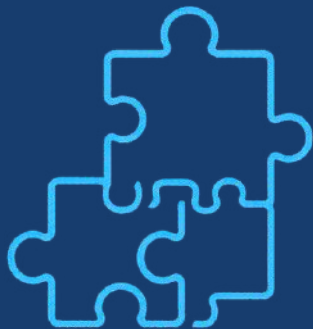
ADAC

EXECUTIVE FUNCTIONS

STRATEGY CARDS



Practical strategies
to help students plan,
focus, and succeed.





Chunk the Task

*Support working memory
and reduce overwhelm*



WHAT TO DO

Break larger assignments and instruction into smaller, manageable steps.



IN PRACTICE

Divide a writing task into brainstorm → outline → draft, checking in after each component

Give one direction at a time



WHY IT WORKS

Supports working memory and reduces overwhelm.



EXAMPLE:

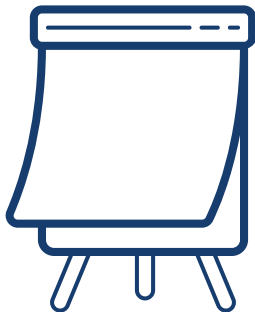
A classroom teacher leads a math assignment on a displayed screen/board using the following approach:

Students complete problems 1–3 only (remainder are covered)

Answers are reviewed and checked

Students then complete problems 4–6

Answers are reviewed and students turn in work



Use Visual Supports

*Retain information
and work independently*



WHAT TO DO

Provide visuals to anchor directions, expectations, and to explain content.



IN PRACTICE

Co-create checklists and/or anchor charts

Use icons or color coding to separate ideas



WHY IT WORKS

Helps students retain information and work independently.



EXAMPLE:

A teacher has taught the writing process to students, and now they'll engage it in on their own. They co-create the following checklist with visuals:

1. **Brainstorm ideas**
2. **Write your draft**
3. **Check capitals and punctuation**
4. **Turn in your work**



Build Routines

*Reduce cognitive load
and build independence*



WHAT TO DO

Establish consistent classroom routines students can rely on.



IN PRACTICE

Use a predictable warm-up structure
End class with a consistent closure
Teach a regular process for students to reflect on their own learning



WHY IT WORKS

Reduces cognitive load and builds independence.



EXAMPLE:

A 6th grade teacher has a regular routine for when students enter the classroom. They have been taught to unpack supplies and begin working right away on a "Do-Now" item, which is always posted in the same place.



Model Thinking

*Develop student metacognition
and problem-solving*



WHAT TO DO

Verbalize your thinking process during instruction.



IN PRACTICE

"First, I'm going to..."

"This part is important because..."

"I messed up on this before, so I am going to be careful to..."



WHY IT WORKS

Develops student metacognition and problem-solving.



EXAMPLE:

A teacher models solving a math problem by thinking aloud: "First, I'm going to read the problem carefully.

This part is important because it tells me what operation to use. Last time, I just looked at the numbers and didn't stop to think about what I was being asked to do so I am going to slow down and read carefully."



Use Wait Time

*Increase participation
and depth of thinking*



WHAT TO DO

Pause after asking questions to allow processing time.



IN PRACTICE

Count silently before calling on students

Let students jot ideas before sharing



WHY IT WORKS

Increases participation and depth of thinking.



EXAMPLE:

During an ELA lesson, a teacher states: "I want you to take about 30 seconds to think about your response to the following question. I am not taking any responses or raised hands until 30 seconds is up... what do you think could have caused the reaction that we just read about?"



Check for Learning

Provide immediate feedback to guide instruction



WHAT TO DO

Use quick, informal checks during instruction.



IN PRACTICE

Thumbs up/down
One-question exit ticket



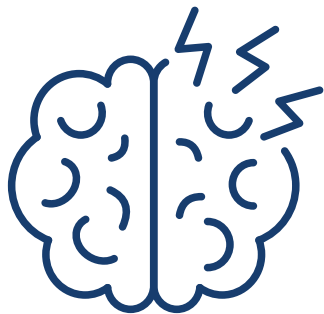
WHY IT WORKS

Provides immediate feedback to guide instruction.



EXAMPLE:

After a lesson on equivalent fractions, students complete a 2 question exit ticket independently. The teacher checks their work immediately by separating the tickets into piles so that she can pull students in small groups the next day.



Reduce Overload

Focus and process information effectively



WHAT TO DO

Simplify directions
and eliminate
unnecessary
distractions.



IN PRACTICE

Limit multi-step verbal
instructions

Keep slides and
materials uncluttered



WHY IT WORKS

Helps students
focus and process
information
effectively.



EXAMPLE:

A teacher gives one clear direction at a time: "Open your notebook." Once students are ready, they add the next step: "Write today's date," avoiding multiple directions all at once and including a visual on the displayed slides.



Encourage Self-Talk

*Build independence and
self-regulation*



WHAT TO DO

Teach students to guide themselves through tasks.



IN PRACTICE

Use sentence frames:
"First I..., then I..."

Encourage quiet rehearsal



WHY IT WORKS

Builds independence and self-regulation.



EXAMPLE:

During a writing task, a teacher reminds students to whisper to themselves, "First I write my sentence, then I check my punctuation and capitalization," to help them stay focused and complete each step.



Make Time Visible

*Support planning
and task completion*



WHAT TO DO

Help students understand and manage time.



IN PRACTICE

Use timers during work periods

Give time warnings before transitions



WHY IT WORKS

Supports planning and task completion.



EXAMPLE:

A teacher sets a 10-minute timer for independent work and gives a 2-minute warning before time is up, helping students pace themselves and wrap up their work.



Promote Goal Setting

*Build ownership
and motivation*



WHAT TO DO

Encourage students to set and reflect on goals.



IN PRACTICE

"Today I will..."
statements

Quick end-of-class
reflection



WHY IT WORKS

Builds ownership
and motivation.



EXAMPLE:

At the start of class, a teacher asks students to write, "Today I will complete my math problems with accuracy," and at the end they briefly reflect on whether they met their goal.