

# CBHS Executive Function Course Standards 2013-2014

Course standards focus our efforts to allow students to use their strengths within executive functioning to lessen the impact of weaker executive skills.

Learning Focus	Course Standard	Learning Targets	Self-assessment	Grade from Teacher
How I show what I've learned	1. Materials organization	I organize my work in a sequential way and use binders, folders and avoid piles of unfilled papers.		
	2. Adaptability	I can get myself "unstuck" when things change, and am OK when my work isn't perfect (what does that look like).		
	3. Time Management	I manage independent time in class, set aside time needed outside class, meet time deadlines, complete homework and arrive on time.		
	4. Writing	I know what I am writing about, outline or visually map before writing, self-edit before I hand it in and use teacher comments to rewrite as much as needed.		
	5. Goal setting	In my agenda I break short and long-term assignments into parts, make decisions about topics, and make plans with deadlines so I don't get lost or stop working.		
Why I stay focused on learning	6. Attention, Initiation & Self-Monitoring	I pay attention without redirection during independent work, group or whole class activities to start and complete accurate and quality written work.		
	7. Impulse and emotional control	I stop and think before I act, wait my turn in conversations, don't embarrass others, take my time when working, can sit still without fidgeting, making noises, or becoming easily angered.		
	8. Collaboration	I contribute to discussions, allow others to speak, ask teachers if my plan to complete work is accurate, and ask teachers specific questions about work.		