



Elite Academy's Executive Functioning Standards of Excellence Ages 3-5

Building strong executive functioning skills is more than just a classroom exercise—it's a pathway to a better life. By focusing on decision-making and planning, we equip our children to rise above their circumstances. These skills empower them to make informed choices about their education, careers, and finances, breaking free from the cycle of poverty.

Self-Advocacy

Self-advocacy is speaking up for oneself and communicating needs, preferences, and concerns effectively.

- I can use words or gestures to tell others what I need or want.
- I can ask for help when I need it from a grown-up or a friend.
- I can tell others how I feel, like if I'm happy, sad, or angry.
- I can say what I like or choose between things I prefer.
- I can know when someone is too close and ask for my space.
- I can ask simple questions to learn more about things.

Working Memory

Working memory helps in remembering and using information to complete tasks.

1. I can remember and follow two-step instructions.
2. I can repeat a series of three objects or numbers in order.
3. I can remember and recall the names of my friends.
4. I can remember and repeat a short sequence of movements (e.g., clapping, jumping, turning).
5. I can remember and recite a short nursery rhyme or song.
6. I can remember and follow a simple game rule.

Impulse Control

Impulse control is the ability to stop and think before acting.

1. I can wait my turn during a game or activity.
2. I can stop myself from grabbing toys that aren't mine.
3. I can listen without interrupting when someone is speaking.
4. I can stay seated during circle time without getting up.
5. I can think before acting when I'm feeling upset.

Planning and Organization

Planning and organization involve arranging tasks and setting goals to reach them efficiently.



1. I can clean up my toys and put them in their designated places.
2. I can follow a simple routine for daily activities (e.g., dressing, eating).
3. I can keep my personal belongings organized.
4. I can use visual cues, like a picture schedule, to follow a daily routine.
5. I can match and sort objects by specific attributes.

Self-Regulation

Self-regulation is managing one's own thoughts, emotions, and behaviors effectively.

1. I can take deep breaths to calm down when feeling upset.
2. I can identify and express my emotions in appropriate ways.
3. I can use words to communicate my needs and feelings instead of acting out.
4. I can use strategies like counting or squeezing a stress ball to manage frustration.
5. I can wait patiently for my turn without getting upset.

Attention and Focus

Attention and focus is the capacity to concentrate on a task without distraction.

1. I can pay attention to a short story or activity without getting distracted.
2. I can stay focused on a task for a few minutes at a time.
3. I can ignore minor distractions while working on a task.
4. I can follow along during group activities or instructions.
5. I can shift my attention between different objects or activities.

Flexibility and Adaptability

Flexibility and adaptability involve adjusting to change and new situations with ease.

1. I can adapt my play based on the preferences and ideas of my friends.
2. I can switch between different activities or toys without getting upset.
3. I can accept changes in routine or schedule without becoming anxious.
4. I can think of alternative solutions when faced with a problem or obstacle.
5. I can try new foods, experiences, or games with an open mind.

Cognitive Flexibility

Cognitive flexibility allows thinking creatively and considering different perspectives.

1. I can switch between different types of play activities (e.g., imaginative play to building blocks).
2. I can understand and accept different interpretations or ideas.
3. I can adjust my thinking based on new information or feedback.
4. I can problem-solve in various ways using different approaches.
5. I can accept and learn from my mistakes.



Elite Academy's Executive Functioning Standards of Excellence Ages 6-8

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Self-Advocacy

Self-advocacy is speaking up for oneself and communicating needs, preferences, and concerns effectively.

1. I can clearly say what I need and explain why to teachers or adults.
2. I can start conversations and ask questions to understand things better.
3. I can talk about my feelings in a way that doesn't upset others.
4. I can share my ideas and thoughts during discussions or projects.
5. I can listen to others and respect what they think, even if it's different from my thoughts.
6. I can decide what I want to achieve and tell others about my goals.

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8. Working Memory

Working memory helps in remembering and using information to complete tasks.

1. I can remember and follow multi-step instructions accurately.
2. I can recall and organize important information for a project or assignment.
3. I can remember and recite a sequence of events from a story or movie.
4. I can remember and repeat a series of numbers or words in reverse order.
5. I can remember and follow a set of directions on a map.
6. I can remember and use strategies to recall information learned earlier in the day.

Impulse Control

Impulse control is the ability to stop and think before acting.

1. I can control impulses and think before responding in social situations.
2. I can resist distractions and stay focused on my tasks.
3. I can think before making choices and consider the consequences.
4. I can follow rules and demonstrate good sportsmanship during games.
5. I can control my emotional reactions and respond appropriately.

Planning and Organization

Planning and organization involve arranging tasks and setting goals to reach them efficiently.

1. I can independently organize my school supplies and materials.
2. I can create and follow a simple checklist to complete tasks.



3. I can plan my time and break down bigger tasks into smaller steps.
4. I can manage and prioritize my assignments and projects.
5. I can use calendars and planners to keep track of important events and deadlines.

Self-Regulation

Self-regulation is managing one's own thoughts, emotions, and behaviors effectively.

1. I can use self-talk to stay motivated and focused on my tasks.
2. I can identify triggers that make me feel frustrated or angry and use coping strategies to calm down.
3. I can recognize when I need a break and ask for one.
4. I can use positive affirmations to boost my self-confidence.
5. I can adapt my behavior to different social situations.

Attention and Focus

Attention and focus is the capacity to concentrate on a task without distraction.

1. I can sustain my attention on a task for an extended period of time.
2. I can use strategies (e.g., breaking tasks into smaller chunks, using timers) to help me stay focused.
3. I can resist the urge to engage in unrelated activities or daydream.
4. I can maintain focus even when there are distractions in my environment.
5. I can shift my attention between different tasks or subjects.

Flexibility and Adaptability

Flexibility and adaptability involve adjusting to change and new situations with ease.

1. I can adjust my behavior and thinking to fit different social situations.
2. I can accept and adapt to changes in routines or plans without resistance.
3. I can consider different perspectives and opinions during discussions or conflicts.
4. I can be open to feedback and make changes based on constructive criticism.
5. I can handle unexpected challenges or new tasks with flexibility and resilience.

Cognitive Flexibility

Cognitive flexibility allows thinking creatively and considering different perspectives.

1. I can consider multiple solutions to a problem before choosing the best one.
2. I can think creatively and generate different ideas or possibilities.
3. I can adapt my thinking when faced with new or unexpected information.
4. I can switch between different subjects or projects without difficulty.
5. I can understand and appreciate different perspectives or opinions.



Elite Academy's Executive Functioning Standards of Excellence Ages 9-11

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Self-Advocacy

Self-advocacy is speaking up for oneself and communicating needs, preferences, and concerns effectively.

1. I can clearly explain what I need and suggest ways to make things better.
2. I can talk about what I think and explain it well to different people.
3. I can speak up for what's fair and stand against things that aren't fair.
4. I can solve problems and disagreements by talking calmly and finding solutions.
5. I can ask adults or older people for advice and help when I need it.
6. I can talk about changes or new things that are going to happen and share how I feel about them.

Working Memory

Working memory helps in remembering and using information to complete tasks.

1. I can remember and effectively use multiple sources of information to solve a problem.
2. I can recall and explain important details from a passage or text.
3. I can remember and accurately use formulas, equations, or procedures.
4. I can remember and execute a multi-step procedure accurately and efficiently.
5. I can remember and follow complex game rules independently.
6. I can remember and apply strategies learned to enhance my memory and learning.

Impulse Control

Impulse control is the ability to stop and think before acting.

1. I can resist peer pressure and make independent decisions.
2. I can stay organized and focused on multiple tasks without getting off track.
3. I can evaluate potential risks and make responsible choices.
4. I can manage frustration and maintain a calm attitude during challenging situations.
5. I can demonstrate self-control and resist temptations to achieve my long-term goals.

Planning and Organization

Planning and organization involve arranging tasks and setting goals to reach them efficiently.

1. I can create and follow a detailed study schedule to manage my time effectively.



2. I can develop and use strategies to organize information and resources for a project.
3. I can prioritize my tasks based on their importance and deadlines.
4. I can independently plan and execute long-term assignments and projects.
5. I can use technology tools and apps to help with planning and organization.

Self-Regulation

Self-regulation is managing one's own thoughts, emotions, and behaviors effectively.

1. I can manage my own emotions and practice self-calming techniques effectively.
2. I can use problem-solving techniques to resolve conflicts peacefully.
3. I can demonstrate resilience and bounce back from setbacks or failures.
4. I can set personal boundaries and advocate for my needs.
5. I can reflect on my own behavior and adjust when necessary.

Attention and Focus

Attention and focus is the capacity to concentrate on a task without distraction.

1. I can maintain focused attention on complex or lengthy tasks.
2. I can utilize strategies (e.g., creating an organized workspace, self-monitoring) to enhance my focus.
3. I can prioritize tasks and allocate my attention accordingly.
4. I can filter out irrelevant stimuli and maintain concentration.
5. I can refocus my attention quickly after being distracted.

Flexibility and Adaptability

Flexibility and adaptability involve adjusting to change and new situations with ease.

1. I can embrace and navigate through changes in my environment or circumstances.
2. I can adapt my strategies and approaches when facing obstacles or difficulties.
3. I can consider multiple viewpoints and adjust my own opinion accordingly.
4. I can effectively manage transitions between different tasks or activities.
5. I can remain open-minded and receptive to new ideas and experiences.

Cognitive Flexibility

Cognitive flexibility allows thinking creatively and considering different perspectives.

1. I can think critically and evaluate the pros and cons of various options.
2. I can consider alternative solutions and their potential outcomes.
3. I can adapt my thinking based on changing circumstances or new information.
4. I can effectively switch between different cognitive tasks or strategies.
5. I can demonstrate open-mindedness and willingness to consider diverse perspectives.