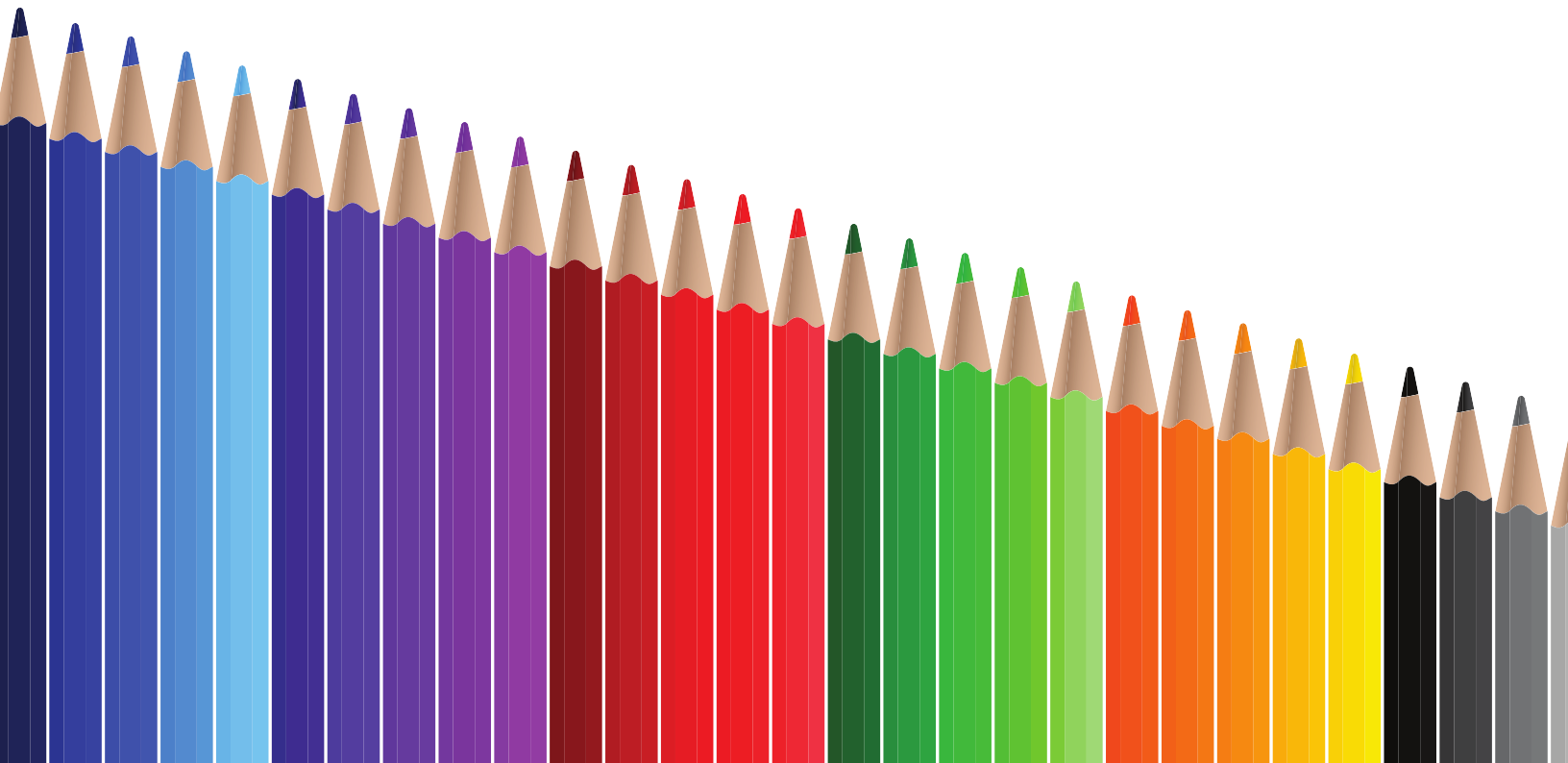


# Back-to-School with Boys Town Training & Press

## Executive Function Skills



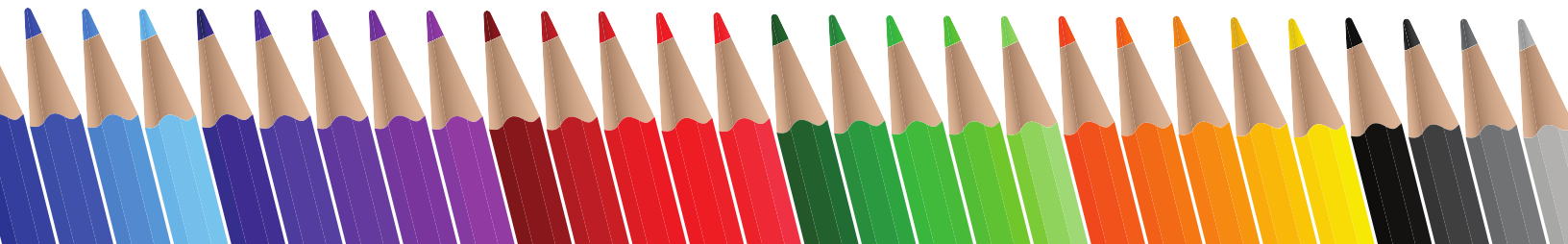
# Executive Function Skills

Executive function skills allow us to plan, focus, recall and follow instructions, and manage multiple tasks. The brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

\*<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

## Why are executive function skills so important?

These skills allow you to make healthy, smart decisions for you and those around you. These skills will help you to complete your homework assignments on time, keep track of your belongings, and be able to work through tough situations.



# Skills to Review with Students

## Using Structured Problem Solving (SODAS)

1. Define the problem **S**ituation.
2. Generate two or more **O**ptions.
3. Look at each option's potential **D**isadvantages.
4. Look at each option's potential **A**dvantages.
5. Decide on the best **S**olution.

## Managing Time

1. List all tasks for a particular day or week.
2. Estimate the time needed to complete each task.
3. Plan for delays, setbacks, and problems.
4. Implement a daily schedule that includes planned tasks.
5. Evaluate your time-management plan for effectiveness.

## Organizing Tasks and Activities

1. List all tasks you are required to do.
2. Prioritize tasks based on importance and your abilities and time.
3. Complete tasks in order of priority.
4. Manage your time well and avoid putting off tasks until the last minute.

# Skills to Review with Students

## Analyzing Tasks to Be Completed

1. Clarify what task or assignment has been given to you.
2. List every step you need to do in order to complete the task.
3. Identify which step needs to be done first, second, third, etc.
4. Begin completing the steps in order.

## Staying on Task

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on your task.
4. Stop working on your task only with permission from the nearby adult who gave you the task.
5. Ignore distractions and interruptions by others.

## Completing Tasks

1. Listen carefully to instructions or directions for tasks.
2. Assemble the necessary tools or materials needed for the task.
3. Begin working carefully and neatly.
4. Remain focused on the task until it is completed.
5. Examine the product of your work to make sure it is complete.
6. Check back with the person who assigned the task.

# Self-Monitoring Activity

**Directions:** Write down tasks you do frequently. Use the checklist to make sure you're completing the tasks correctly and completely.

| Task | Due By | Read/Listened to Directions | Double Checked |
|------|--------|-----------------------------|----------------|
|      |        |                             |                |
|      |        |                             |                |
|      |        |                             |                |
|      |        |                             |                |
|      |        |                             |                |
|      |        |                             |                |
|      |        |                             |                |

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# Time to Get Started

**Directions:** Use the prompts to create your own plan for beating procrastination and staying on task.

What do I need to get done?

1. \_\_\_\_\_ ☐
2. \_\_\_\_\_ ☐
3. \_\_\_\_\_ ☐

What do I need to be able to get those tasks done?

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Is there anything I'll need an adult to help me with?

|       |
|-------|
| _____ |
| _____ |

My motivation:

When I'll be done:

:

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# Of Course It's a Big Deal!

**Directions:** Read the prompt and mark the level of how big of a deal it is to you. Then, write why you feel that way and what an appropriate reaction might be.

|                                                        | HUGE | BIG | SMALL | TINY |
|--------------------------------------------------------|------|-----|-------|------|
| My sleepover was cancelled because my friend got sick. |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
| My pencil broke.                                       |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
| An earthquake happened in our city. My family is safe. |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
| We ran out of my favorite snack.                       |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
| I studied hard and only got a B on the test.           |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |
|                                                        |      |     |       |      |

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# Solving Problems with SODAS

**Directions:** Use the worksheet below to practice SODAS. Identify a problem situation you've had recently, or one that you may run into in the future. Work through each step until you've found a solution that works for you.



Identify the Problem **S**ituation



Consider the **O**ptions for the Situation

**Option 1**

**Option 2**

**Option 3**

# Solving Problems with SODAS



List the **D**isadvantages of Each Option

**Disadvantages of Option 1**

**Disadvantages of Option 2**

**Disadvantages of Option 3**



List the **A**dvantages of Each Option

**Advantages of Option 1**

**Advantages of Option 2**

**Advantages of Option 3**



Choose a **S**olution and Follow Through

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# The Boys Town Education Model

Empowering Learning Communities | Transforming Social Climates

## ARE YOU IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

If so, be sure to take advantage of all the resources we have to help you!

- FREE on-demand webinars you can watch anytime
- Low-cost on-demand training to help you practice the teaching interactions, increase your fluency and confidence and learn more about helping children learn skills and develop their social and emotional competencies.
- Free Social Skills Lesson Plans
- Check out the Boys Town Press for additional resources and books that are designed to support behavior change and skill teaching.

We have many options to meet your needs! The first step is to just have a conversation to talk about your goals and needs. We help you develop a plan that can range from attending an on-campus national workshop to having Boys Town Trainers come to you to train staff, trainers, and consultants. Just like behavior interventions and supports it is not one size fits all.

If you want to learn more about our Model and tools, be sure to visit our website. We have webinars, articles and resources with information on how our model can help you build social and emotional competencies in all students to improve school culture and build positive relationships.

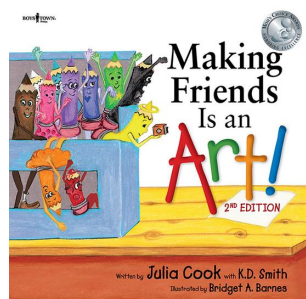


800.545.5771  
[training@boystown.org](mailto:training@boystown.org)  
[boystowntraining.org](http://boystowntraining.org)

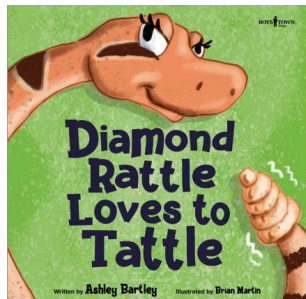
# Boys Town Press

IMPROVING CHILDREN'S BEHAVIOR THROUGH ENTERTAINING STORIES

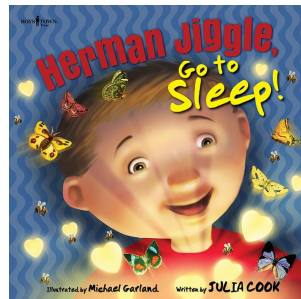
## NEW TITLES FALL 2020



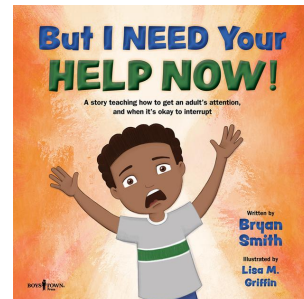
*Celebrate the many talents of others*



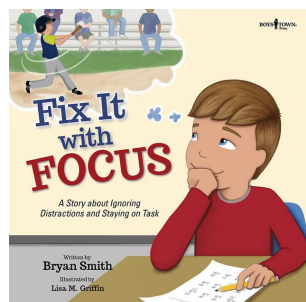
*Learn the difference between reporting & tattling*



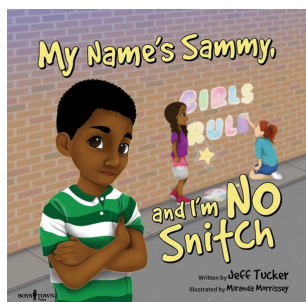
*Help your child with their bedtime routine*



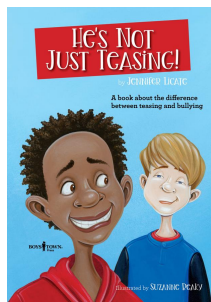
*Teach children how & when to get an adult's attention*



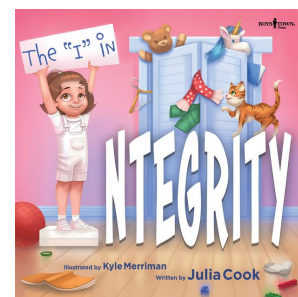
*Learn to ignore distractions & stay on task*



*Teach children the difference between snitching & reporting*



*Learn the difference between teasing & bullying*



*Learn about using integrity & doing the right thing*

## WHAT WE DO

Our publications are based on the proven techniques used in our Boys Town Programs. When you purchase from Boys Town Press, you help support our mission of strengthening children, families and communities through our life-changing care.

## OUR PRODUCTS...

give practical, real-world skills you can use to manage behavior, build strong relationships, and teach social skills to children.

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