**(“Nap-time” Webinar #8)**

**Supporting Children's Development of Executive Function**

[**https://www.youtube.com/watch?v=VTsjaoHBsyo**](https://www.youtube.com/watch?v=VTsjaoHBsyo)

The Webinar, "Supporting Children's Development of Executive Function with The Creative Curriculum System for Preschool," defines executive function and describes executive function skills. The webinar explains how the Creative Curriculum system for preschool supports the development of executive function and how the Teaching Strategies GOLD assessment system can be used to assess these skills.

**Instructions:**

1. “Click” on the link for the webinar entitled, **“Supporting Children’s Development of Executive Function”** and enjoy listening to and watching the webinar.
2. Read the article entitled, *Executive Function: Skills for Life and Learning.*
3. Complete the Assignment.
4. Mail or email your assignment and the Registration Form to:

Child Connect for Family Success

861 E. Sibley

Howell, MI 48843

Attn: Jo Ann Cook

cook.jo7@gmail.com

After your assignment is reviewed, you will receive a Completion Certificate for two (2) hours of professional development.

**Webinar:**

**Supporting Children's Development of Executive Function**

[**https://www.youtube.com/watch?v=VTsjaoHBsyo**](https://www.youtube.com/watch?v=VTsjaoHBsyo)

**Two Hour Training Registration Form**

**Name (First) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Middle Init.) \_\_\_\_\_\_\_\_\_\_\_ (Last) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Street Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zip Code \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**County \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of Provider (Check one): Family Group Center Relative/Day Care Aide Other**

**Worksite Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**License/Registration Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Upon successful completion, you’ll earn 2 hrs. of training. (Training is tax deductible as a business expense.)**

**Assignment**

Evaluate the following statements as **TRUE** or **FALSE**.

1. Executive functioning can be defined as: a set of mental processes that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, problem solving, and managing time and space.

□ TRUE □ FALSE

2. Self-regulation is not a part of executive function.

□ TRUE □ FALSE

3. Managing emotions is part of executive function.

□ TRUE □ FALSE

4. Executive functioning is a strong predictor of school success (even stronger than IQ).

□ TRUE □ FALSE

5. The environment in a preschool classroom is not important to children’s development of executive function.

□ TRUE □ FALSE

6. Planning time, choice time, and recall promote the development of executive function.

□ TRUE □ FALSE

7. In the block area, children plan and build; problem solve, and role play which develops executive function.

□ TRUE □ FALSE

8. The dramatic play area is not an important area for the development of executive functioning skills.

□ TRUE □ FALSE

9. Symbolic thinking is an important part of executive function.

□ TRUE □ FALSE

10. In the toys and games area, children learn cooperative play and impulse control.

□ TRUE □ FALSE

**MULTIPLE CHOICE: Choose the BEST answer.**

11. Executive function and self-regulation relies on three types of brain function:

 a. working memory, recall, and labeling emotions

 b. working memory, mental flexibility, and self-control

 c. synaptic connections, planning, and recall

 d. none of the above.

12. Executive function helps children develop the following skills:

 a. teamwork

 b. adaptability

 c. decision-making

 d. all the above

13. The critical factors in developing a strong foundation for executive functioning skills are:

 a. Relationships, active learning, safe and secure environments

 b. Socio-economic privilege, materials, exploration

 c. Exposure to technology at an early age, active learning, nutrition

 d. none of the above

14. The development of executive functioning skills can be delayed or impaired …

a. When children do not get what they need from their relationships with adults and the conditions in their environments – or if they experience toxic stress

b. When children are raised in low income settings

c. When children do not attend a preschool program

d. Both (b) and (c)

15. When children have had opportunities to develop executive function and self-regulation skills successfully …

 a. they are more likely to experience academic success

 b. they are more likely to experience positive behaviors

 c. they are more likely to experience good health

 d. all the above

16. Teachers promote the development of executive functioning skills when they

a. Weave skills naturally into everyday activities in school and at home in playful and fun ways!

b. Teach impulse control throughout the daily routine, indoors and outdoors

c. Encourage children to plan and recall

d. All the above.

17. Teachers support the development of executive functioning skills when they

 a. Provision the environment with open-ended materials

 b. Routinely place children in time-out

 c. Ask open-ended questions

 d. Both (a) and (c).

18. Teachers can be better equipped to teaching children to encourage the development of executive functioning when they

a. Participate in on-going professional development to learn teaching strategies, relationship building, and quality adult-child interactions.

b. Choose to use a curriculum that is research based with objectives for development and learning and ongoing observation and assessment tools designed to help them to get to know the children and individualize teaching

c. Model executive functioning skills

d. All the above

19. Executive Function includes:

* 1. **Paying Attention or Focus, working memory, cognitive flexibility and inhibitory control**
	2. **Working Memory and cognitive flexibility**
	3. **Cognitive Flexibility**
	4. **Inhibitory Control**

20. What is the most important piece of information you learned from the webinar?

21. What strategies will you use to teach executive functioning skills to the children in your care?

**Congratulations! You have completed Naptime Webinar #8!**