


---

---

---

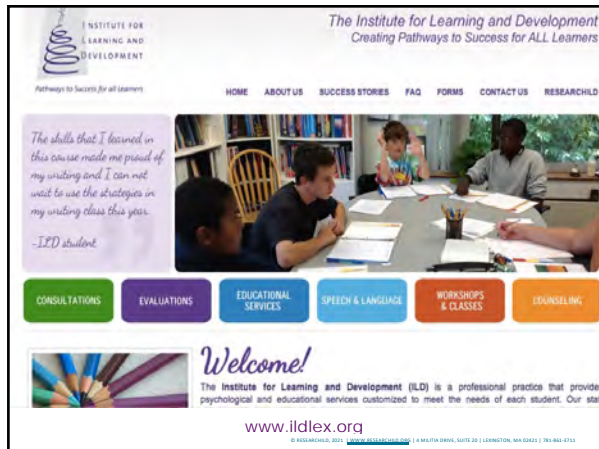
---

---

---

---

---




---

---

---

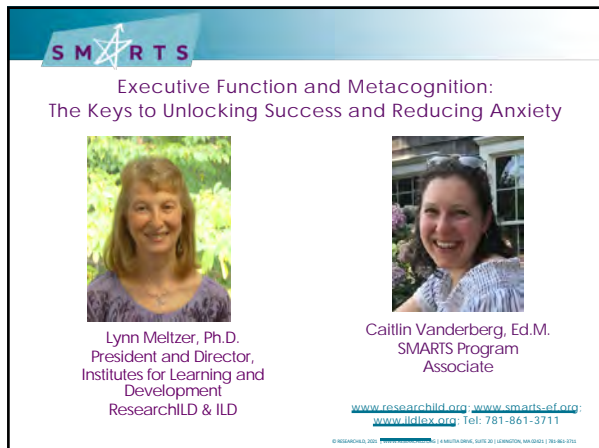
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

SMARTS...EF Strategy Instruction

STRATEGIES

MOTIVATION

AWARENESS

RESILIENCE

TALENTS

SUCCESS

- Research-based.
- Targets EF strategies in the context of the academic curriculum.
- Focused on elementary, middle, & H.S. students

© RESEARCHILD, 2021 | www.researchild.org | 14 WALTON DRIVE, SUITE 201 | CONNORVILLE, IN 46031 | 765-862-0752

---

---

---

---

---

---

---

---

[ABOUT](#)
[FAQS](#)
[BLOG](#)
[EVENTS](#)
[CURRICULUM](#)
[TOOLS](#)
[CONTACT](#)

SMARTS ONLINE EXECUTIVE FUNCTION CURRICULUM

Now more than ever,  
students need to learn  
HOW to learn.

(SMARTS can help.)

Helping students develop Executive Function (EF) strategies – goal setting, cognitive flexibility, organizing and prioritizing, memorizing, self-checking and monitoring – can be the difference between success and failure, particularly in the current environment. With learning now taking place across multiple settings (in person, hybrid, and remote), never has it been more important to help students apply EF.

WATCH : Introduction to SMARTS Online

© RESEARCHILD, 2021 | www.researchild.org | 14 WALTON DRIVE, SUITE 201 | CONNORVILLE, IN 46031 | 765-862-0752

---

---

---

---

---

---

---

---

SMARTS Across the U.S.A

SMARTS is being used by educators in 44 states

© RESEARCHILD, 2021 | www.researchild.org | 14 WALTON DRIVE, SUITE 201 | CONNORVILLE, IN 46031 | 765-862-0752

---

---

---

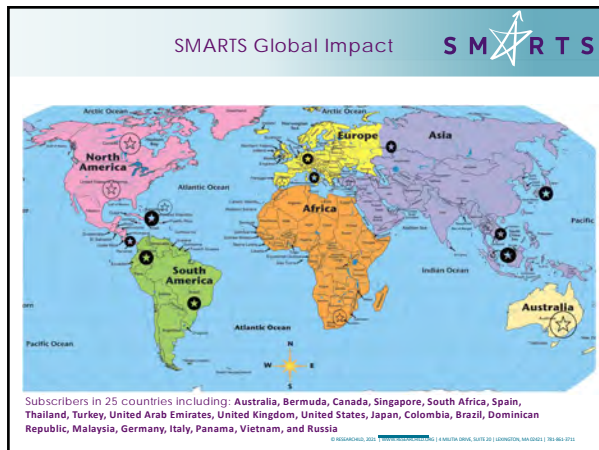
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

SMARTS

How do you feel when you are on overload?

• Overwhelmed	YES	NO
• Frustrated	YES	NO
• Unable to begin a task	YES	NO
• Unable to solve a problem	YES	NO
• Stuck	YES	NO
• Unable to connect with others	YES	NO

© RESEARCHILD, 2021. [www.researchild.org](http://www.researchild.org) | 1 HEALTH DRIVE, SUITE 301 | LEBANON, NH 03055 | 781-461-0712

---

---

---

---

---

---

---

---

---

---

SMARTS

My brain feels clogged

I don't know where to begin

I feel stuck

I'm so frustrated

I can't figure out what to focus on

This is too much for me-I'm giving up

© RESEARCHILD, 2021. [www.researchild.org](http://www.researchild.org) | 1 HEALTH DRIVE, SUITE 301 | LEBANON, NH 03055 | 781-461-0712

---

---

---

---

---

---

---

---

---

---

SMARTS

Overview

- WHAT is Executive Function?
- WHY are EF strategies critically important for in-class as well as remote learning and teaching?
- WHAT is Metacognitive Awareness?
- HOW do we foster Metacognitive Awareness to promote self-understanding in students so they learn HOW to learn?
- WHAT classroom-based survey system can help students and teachers easily understand students' EF profiles?
- HOW do we teach EF strategies to promote metacognitive awareness and to create strategic classrooms which promote success?
- WHAT SMARTS strategies can we teach in order to promote metacognitive awareness?

© RESEARCHILD, 2021. [www.researchild.org](http://www.researchild.org) | 1 HEALTH DRIVE, SUITE 301 | LEBANON, NH 03055 | 781-461-0712

---

---

---

---

---

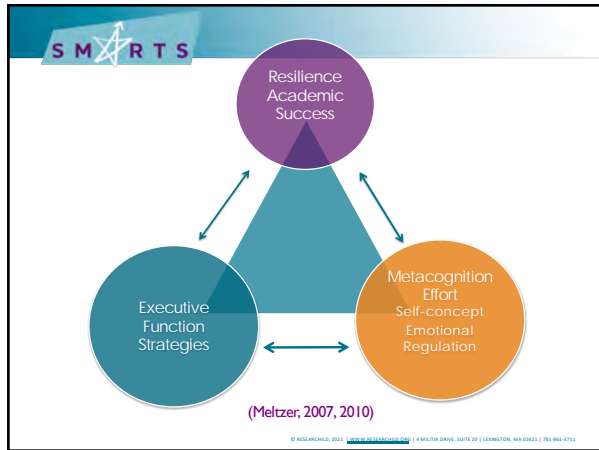
---

---

---

---

---




---

---

---

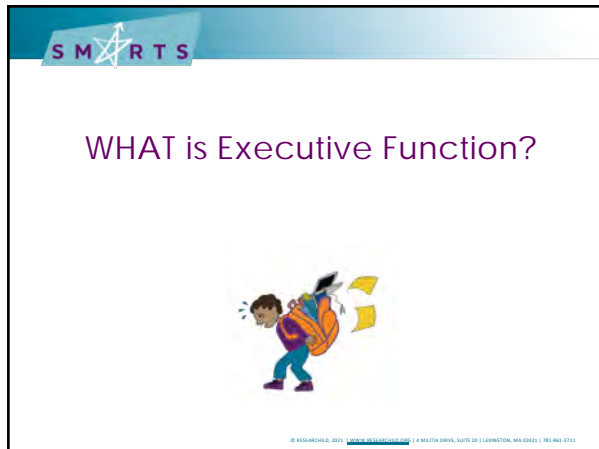
---

---

---

---

---




---

---

---

---

---

---

---

---

The slide features the SMARTS logo at the top. The title 'WHAT is Executive Function?' is in purple. On the left is an illustration of a boy holding a large purple umbrella. To the right of the illustration is the text: 'An umbrella term for all the complex cognitive processes that control:' followed by two bullet points:
 

- Flexible, goal-directed behavior.
- The coordination and synthesis of multiple processes and subskills.

---

---

---

---

---

---

---

---

SMARTS

WHAT is Executive Function?

Goal Setting

Organizing & Prioritizing

Shifting Flexibly

Self-Monitoring

Memorizing/Working Memory

© RESEARCHCHILD, 2021 | [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNOR, WA 99001 | 206-860-0700

---

---

---

---

---

---

---

---

SMARTS

Lesson 12: Reflecting on Executive Functions

1. What is your favorite area of executive function?

Organizing

2. Draw a picture of what executive function looks like for you.

© RESEARCHCHILD, 2021 | [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNOR, WA 99001 | 206-860-0700

---

---

---

---

---

---

---

---

SMARTS

WHY are EF strategies critically important for in-class as well as remote learning and teaching?

© RESEARCHCHILD, 2021 | [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNOR, WA 99001 | 206-860-0700

---

---

---

---

---

---

---

---



**SMARTS** EF Strategies are critical for learning

Structure the minutes and hours each day

Estimate time for schoolwork, sports, activities, friends

Learn independently

Schedule & pace learning & reading

Google  
Facebook  
Twitter

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTON DRIVE, SUITE 301 | LEBANON, NH 03601 | 781-861-8751

---

---

---

---

---

---

---

---

**SMARTS** WHAT is the impact of EF processes on learning

- Goal Setting
- Cognitive Flexibility/ Thinking Flexibly
- Organizing & Prioritizing
- Remembering/Accessing Working Memory
- Self-Monitoring & Checking

Executive Function Paradigm  
(Meltzer, 2007, 2010)

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTON DRIVE, SUITE 301 | LEBANON, NH 03601 | 781-861-8751

---

---

---

---

---

---

---

---

**SMARTS** Clogged Funnel... Anxiety

"I get so frustrated. I have all these ideas in my mind but I can't figure out how to start writing... I just get stuck and I give up."

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTON DRIVE, SUITE 301 | LEBANON, NH 03601 | 781-861-8751

---

---

---

---

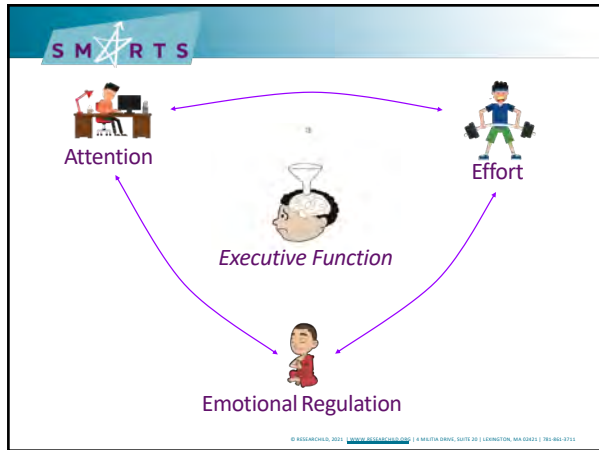
---

---

---

---





---

---

---

---

---

---

---

---

**SMARTS** Executive Function and Emotion

"When I got a big assignment that I didn't understand, I got so angry because I just spent an hour staring at a blank word document and couldn't figure out how to start....it was really tough and incredibly stressful." (Ben, 7<sup>th</sup> grade)

---

---

---

---

---

---

---

---

**SMARTS**

WHAT is Metacognitive Awareness?

The illustration shows a person from behind, carrying a large, full backpack. Several papers are flying out of the backpack, suggesting a heavy load or a lack of organization.

---

---

---

---

---

---

---

---

SMARTS

Metacognitive Awareness

Self-understanding:

- HOW do I think?
- HOW do I learn?
- HOW do my strengths and weaknesses affect my learning?
- WHAT strategies work best for me?

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0752

---

---

---

---

---

---

---

---

SMARTS

Thinking about my Thinking

I'm not sure what this is about...

How do I figure out the main idea...

How do I get started with my writing...

What do I know about this topic...

Where did I get stuck on this math problem...

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0752

---

---

---

---

---

---

---

---

SMARTS

MET Survey

Rate your approach to your work as a teacher, a professional or as a parent on this 1-5 scale. Try not to answer with a 3, if at all possible.

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0752

---

---

---

---

---

---

---

---

**SMARTS**

### MET Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Age: \_\_\_\_\_ Number of years teaching: \_\_\_\_\_  
 Gender: Male Female

Rate your approach to your personal or professional activities on this 1-5 scale. Try not to answer with a 3 unless no other choice fits.

1) Please judge how well you do in these areas.

	Poor	Below Average	Average	Above Average	Strong
a) Organizing my time and belongings.	1	2	3	4	5
b) Checking before beginning other activities.	1	2	3	4	5
c) Figuring out what's at the top of my to-do list each day.	1	2	3	4	5
d) Using strategies to memorize details.	1	2	3	4	5
e) Trying new ways to solve problems when I'm stuck.	1	2	3	4	5
f) Setting goals.	1	2	3	4	5

© RESEARCHCHILD, 2021. [www.researchchild.org](http://www.researchchild.org) | 1 WALTON AVENUE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0712

---

---

---

---

---

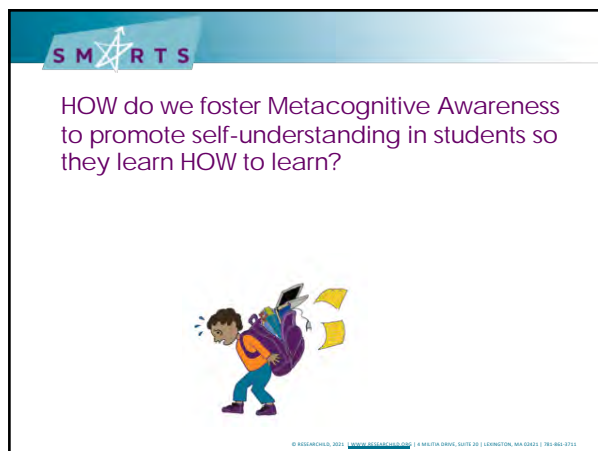
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---


**SMARTS**

### Metacognition and Executive Function: Keeping the Funnel Unclogged

**Goal-Setting:**  
How do I set doable goals?

**Organization:**  
How do I organize my time and my ideas?

**Prioritizing:**  
How do I figure out what's most important for my reading & writing?



**Cognitive Flexibility:**  
What is another way that I can solve this math problem?

**Working memory:**  
How do I remember all these details for my quizzes and tests?

**Self-monitoring:**  
How do I find my mistakes when I check my work.

© RESEARCHCHILD, 2021. [www.researchchild.org](http://www.researchchild.org) | 1 WALTON AVENUE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0712

---

---

---

---

---

---

---

---

---

---




---

---

---

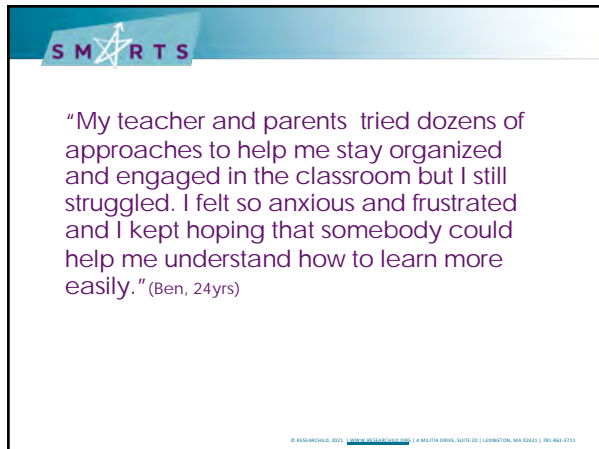
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

**SMARTS**

Write your own definition of metacognition in the space below:

*Metacognition is thinking about yourself and having self-awareness. Self-awareness is being aware of about yourself and thinking about your weakness and strengths.*

Draw a picture of what you think metacognition looks like:

1. Think of my strengths & weaknesses in Math  
2. Practice the problems  
3. Improve my math skills.  
4. Have self awareness.

© RESEARCHILD, 2021 | www.researchild.org | 1 WALTON DRIVE, SUITE 301 | CONNORVILLE, WA 99001 | 781-860-0710

---

---

---

---

---

---

---

---

---

---

**SMARTS** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**KNOW YOURSELF VENN DIAGRAM**

Use the list below to create your profile of learning strengths and challenges. You may add others if you wish.

Understanding what I read	Art	Note taking from a lecture
Spelling	Science	Paying attention in class
Math	History	Learning new strategies
Writing	Music	Getting homework done
Remembering things for tests	Working hard	Studying for tests
Organizing my time	Checking my work	Athletics/Sports
Organizing my belongings	Note taking from what I read	Technology (computers)

1. Choose one of your strengths: \_\_\_\_\_

2. Why do you think this is a strength? \_\_\_\_\_

3. What things do you do in your daily life that make it a strength? \_\_\_\_\_

Lesson 1.1 | © ResearchILD, 2021 | www.researchild.org | 1 WALTON DRIVE, SUITE 301 | CONNORVILLE, WA 99001 | 781-860-0710

---

---

---

---

---

---

---

---

---

---

**SMARTS** HOW to Foster Metacognitive Awareness: Know Yourself Venn Diagram

**LESSON 1.1: KNOW YOURSELF!**

Use the list below to create your profile of learning strengths and weaknesses. You may add others if you wish.

Understanding what I read	Working hard
Spelling	Checking my work
Math	Note taking from what I read
Writing	Note taking from a lecture
Remembering things for tests	Paying attention in class
Organizing my time	Learning new strategies
Organizing my belongings	Getting homework done
Art	Studying for tests
Science	Athletics/Sports
History	Technology (computers)
Music	

1. Choose one of your strengths: \_\_\_\_\_

2. Why do you think this is a strength? *I think it one of my strengths because I can get it done fast and get them Extra Math problems every night.*

3. What things do you do in your daily life that make it a strength? *I always do Extra Math problems every night.*

© RESEARCHILD, 2021 | www.researchild.org | 1 WALTON DRIVE, SUITE 301 | CONNORVILLE, WA 99001 | 781-860-0710

---

---

---

---

---

---

---

---

---

---

SMARTS

Metacognitive Awareness:  
Know Yourself Activity

My Strengths

My Weaknesses

1. Understanding what you read  
2. Science  
3. history  
4. Technology concepts  
5. Learning new stuff

1. Remember things  
2. pay attention  
3. Attention spans  
4. speaking in my own words  
5. Organizing my time

1. Choose one of your strengths: understanding what I read  
2. Why do you think this is a strength? I can re-phrase things and paraphrase them  
3. What things do you do in your daily life that make it a strength? read, study

© ResearchILD, 2014 | www.researchild.org | Lexington, MA | 781-661-3711

© RESEARCHILD, 2021 | www.researchild.org | 1 WALTON DRIVE, SUITE 301 | LEXINGTON, MA 02421 | 781-661-3711

---

---

---

---

---

---

---

---

---

---

SMARTS

HOW to Foster Metacognitive Awareness:  
Ben's Know Yourself Venn Diagram

My Strengths:

My Challenges:

1. Working hard.  
2. Remembering things for tests.  
3. Understanding what I read.  
4. Learning new strategies.  
5. Solving math problems.

1. Paying attention.  
2. Organizing my things.  
3. Organizing my time.  
5. Taking notes on what I read.  
6. Checking my work.

© RESEARCHILD, 2021 | www.researchild.org | 1 WALTON DRIVE, SUITE 301 | LEXINGTON, MA 02421 | 781-661-3711

---

---

---

---

---

---

---

---

---

---

SMARTS

HOW to Foster Metacognitive Awareness



- 'Know Yourself' Venn Diagrams.
- MetaCOG Surveys
- Strategy Reflection Sheets
- Strategy Boards using social media (e.g. Pinterest)

© RESEARCHILD, 2021 | www.researchild.org | 1 WALTON DRIVE, SUITE 301 | LEXINGTON, MA 02421 | 781-661-3711

---

---

---

---

---

---

---

---

---

---

## Foster Metacognitive Awareness: MetaCOG Surveys

- MERS (Motivation, Effort, and Resilience Survey)
- STRATUS-R (Strategy Use Survey)
- TPSE-R (Teacher Perceptions of Students' Effort Survey-R)

ResearchILD, 2004, 2014

---

---

---

---

---

---

---

---

## Foster Metacognitive Awareness

### MetaCOG: Ben's STRATUS

Rate yourself on a scale from 1-5:

- I have trouble breaking down my homework into smaller, manageable parts. 2
- When I am learning something new, I connect it to something that I already know. 4
- I have trouble organizing my thoughts before I write. 2
- On many days, I forget to hand in my homework. 2

STRATUS: ResearchILD, 2004, 2014

---

---

---

---

---

---

---

---

## Metacognition: MetaCOG

Items:	Ben's MERS:	Teacher's TPSE	Difference
1. In general, I am a hard worker.	5	3	2
2. Doing well in school is important to me.	4	2	2
3. I spend as much time as needed to get my work done.	5	3	2
4. I keep working, even when the work is difficult.	4	2	2

---

---

---

---

---




---

---

---



12) As a student, I think I am \_\_\_\_.

Poor    Below average    Average    Above average    Strong

13) How would you describe yourself as a student? I work hard but sometimes I don't succeed in what I do.

14) How do you think your teachers would describe you as a student? Hard worker to understand concepts.

15) How do you think your parents would describe you as a student? Hard worker but I can get distracted really easily.

Other comments: I get distracted by anything that catches my eye and it makes me pull away from my work.

Teacher's Comments:  
Ben works hard when the task is structured. However, he has no self-confidence and his concentration is erratic. His grades are poor and I'm not sure how to help him.

© RESEARCHCHILD, 2001. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTON DRIVE, SUITE 201 | LEANINGTON, MA 02045 | 781-461-0712

---

---

---

---

---

---

---

---

---

---

**SMARTS** Foster Metacognitive Awareness

How would you describe yourself as a student?

- Hard working, scared to fail a test.
- I don't think I work as hard as I should.
- I work as hard as I can but still don't get the best grades.
- A slacker.

How do you think your teachers would describe you as a student?

- Poor effort, disruptive, too talkative.
- Poor effort-may fail for the year.
- Poor use of being smart and never does work.
- Great at bouncing back.

© RESEARCHCHILD, 2001. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTON DRIVE, SUITE 201 | LEANINGTON, MA 02045 | 781-461-0712

---

---

---

---

---

---

---

---

---

---

**SMARTS** Foster Metacognitive Awareness

How do you think your parents would describe you as a student?

- An annoying student, stubborn, talkative, peanut gallery.
- Horrible if I get anything below an A.
- Alright, but a B is UNACCEPTABLE!
- He is smart but his grades are lower then they should be.
- Average, they don't believe it ever when I tell them I'm trying.
- Hard working but easily stressed.

© RESEARCHCHILD, 2001. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTON DRIVE, SUITE 201 | LEANINGTON, MA 02045 | 781-461-0712

---

---

---

---

---

---

---

---

---


---

SMARTS

HOW to Foster Metacognitive Awareness

Summary:

- ✓ 'Know Yourself' Venn Diagrams.
- ✓ MetaCOG Surveys: Help students understand HOW they learn.
- Strategy Reflection Sheets & Strategy Boards.



© RESEARCHILD, 2021. [WWW.RESEARCHILD.ORG](http://WWW.RESEARCHILD.ORG) | 1 WALTON DRIVE, SUITE 301 | CONNOR, WA 92021 | 760-460-0752

---

---

---

---

---

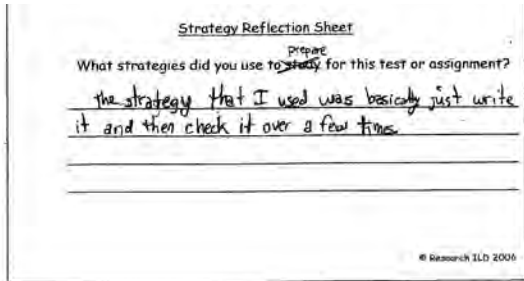
---

---

---

SMARTS

Foster Metacognitive Awareness:  
Strategy Reflection Sheets



Strategy boards or walls for Ben and other students to share their strategies.

© RESEARCHILD, 2021. [WWW.RESEARCHILD.ORG](http://WWW.RESEARCHILD.ORG) | 1 WALTON DRIVE, SUITE 301 | CONNOR, WA 92021 | 760-460-0752

---

---

---

---

---

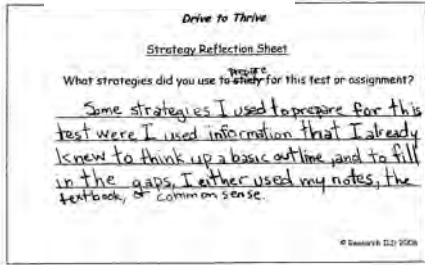
---

---

---

SMARTS

Foster Metacognitive Awareness:  
Strategy Reflection Sheets



© RESEARCHILD, 2021. [WWW.RESEARCHILD.ORG](http://WWW.RESEARCHILD.ORG) | 1 WALTON DRIVE, SUITE 301 | CONNOR, WA 92021 | 760-460-0752

---

---

---

---

---

---

---

---

Foster Metacognitive Awareness

“When you know what your strengths and weaknesses are, it gives you a different understanding of the work you have to do. It helps you re-evaluate what you’re doing. If I know I have a paper to write, I’ll spend more time planning it out and figuring out how to attack it differently. I will also feel calmer and not so stressed out about my homework.”

(Ben, 16 yrs)

© RESEARCHCHILD, 2021 | [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTER DRIVE, SUITE 301 | LEBANON, NH 03055 | 781-482-5752

---

---

---

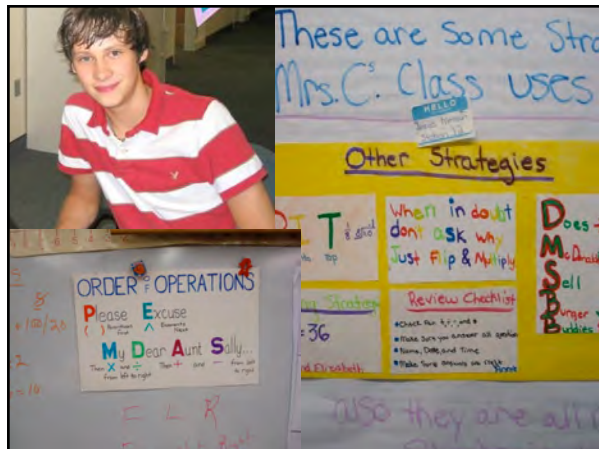
---

---

---

---

---




---

---

---

---

---

---

---

---

### Strategy Reflection Share

- What strategy did you use?
- How did you use the strategy?
- Was the strategy helpful?
- How did you know that it was helpful?

Lesson 2.2

© RESEARCHCHILD, 2021 | [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WALTER DRIVE, SUITE 301 | LEBANON, NH 03055 | 781-482-5752

---

---

---

---

---

---

---

---

SMARTS

STRATEGIES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

STRATEGY REFLECTION SHEET

Teacher: \_\_\_\_\_

1. What strategy did you learn about? \_\_\_\_\_  
2. What could you use this strategy for? \_\_\_\_\_

<input type="checkbox"/> Framework	<input type="checkbox"/> Tools	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input type="checkbox"/> Maps	<input type="checkbox"/> Recounting on my own	<input type="checkbox"/> At home	<input type="checkbox"/> Other

3. Do you think this strategy will be helpful for you?

<input type="checkbox"/> I like it a lot	<input type="checkbox"/> I like it	<input type="checkbox"/> I don't care	<input type="checkbox"/> I don't like it	<input type="checkbox"/> I really don't like it
--	------------------------------------	---------------------------------------	--	---

4. Why?

<input type="checkbox"/> It will save me time	<input type="checkbox"/> It will take extra time	<input type="checkbox"/> I will get a better grade	<input type="checkbox"/> I will get a worse grade
<input type="checkbox"/> Makes my work easier	<input type="checkbox"/> Makes my work harder	<input type="checkbox"/> It fits my learning style	<input type="checkbox"/> It doesn't fit my learning style

☐ Other: \_\_\_\_\_

© Research Child, 2021. www.researchchild.org | 14 WILTON DRIVE, SUITE 301 | LYNNSTON, MA 01902 | 781-461-0710

---

---

---

---

---

---

---

---

SMARTS

STRATEGIES

- Pick a task:
- Doing your taxes
- Cleaning out the garage
- Planning a trip
- Cooking a large meal
- Buying a car
- Other

© Research Child, 2021. www.researchchild.org | 14 WILTON DRIVE, SUITE 301 | LYNNSTON, MA 01902 | 781-461-0710

---

---

---

---

---

---

---

---

SMARTS

STRATEGIES

What strategy did you use to complete the task?

Was this an effective strategy? Why or why not?

What will you do differently next time you do this task?

© Research Child, 2021. www.researchchild.org | 14 WILTON DRIVE, SUITE 301 | LYNNSTON, MA 01902 | 781-461-0710

---

---

---

---

---

---

---

---

SMARTS

Ben/Billy and Chace

LD Con 2020 Billy clip

<https://youtu.be/zoGBXZebvMU>

LD Con 2020 Chace clip

<https://youtu.be/zUXeS5WsUJ8>

---

---

---

---


---

---

---

SMARTS

WHAT classroom-based survey system  
can help students and teachers easily  
understand students' EF profiles?



---

---

---

---

---

---


---

SMARTS

MetaCOG Online

Promote self-understanding  
in every student using a  
developmental model:

- HOW do I learn?
- HOW do I think?
- HOW do my strengths and  
weaknesses affect my  
learning?
- WHAT strategies work  
best for me?



---

---

---

---

---

---

---

MetaCOG: Student, Teacher, and Parent Survey System

Student Surveys

- MERS (Motivation, Effort, & Resilience Survey): R= .91
- STRATUS (Strategy Use Survey): R= .945
- MAQ (Metacognitive Awareness Questionnaire)

Teacher Surveys

- TPSE Teacher Perceptions of Students' Effort: R= .98
- TIQ (Teacher Information Questionnaire)

Note: R=reliability (alpha values)

© RESEARCHCHILD, 2021 | 1000 DEXTER AVE. | SUITE 200 | LEXINGTON, MA 02420 | TEL: 978-572-0722

---

---

---

---

---

---

---

---

---

---

MetaCOG Online: SAMPLE QUESTIONS

4. When I read or write, I get caught up in the details, and have trouble finding the main idea.

☐ A. Never  
☐ B. Rarely  
☐ C. Sometimes  
☐ D. Usually  
☐ E. Always

Previous Next

© RESEARCHCHILD, 2021 | 1000 DEXTER AVE. | SUITE 200 | LEXINGTON, MA 02420 | TEL: 978-572-0722

---

---

---

---

---

---

---

---

---

---

SAMPLE QUESTIONS

7. The goals I set for myself are difficult to reach.

☐ A. Never  
☐ B. Rarely  
☐ C. Sometimes  
☒ D. Usually  
☐ E. Always

Previous Next

© RESEARCHCHILD, 2021 | 1000 DEXTER AVE. | SUITE 200 | LEXINGTON, MA 02420 | TEL: 978-572-0722

---

---

---

---

---

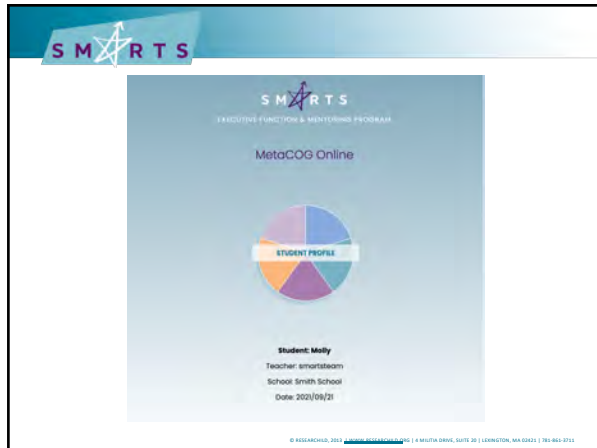
---

---

---

---

---




---

---

---

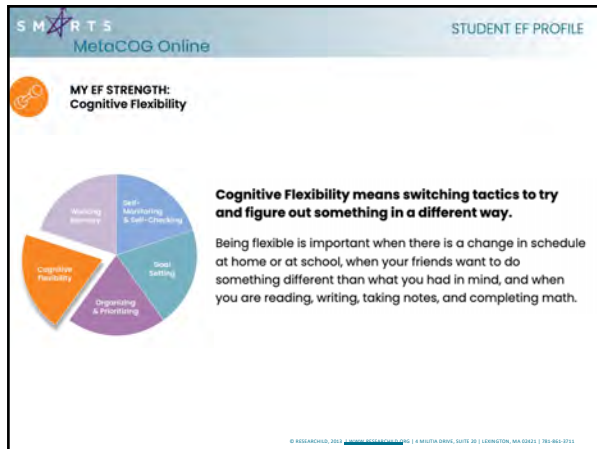
---

---

---

---

---




---

---

---

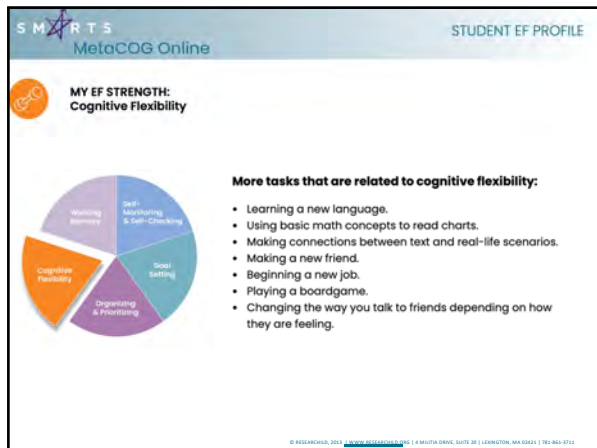
---

---

---

---

---




---

---

---

---

---

---

---

---



SMARTS

MetaCOG Online

STUDENT EF PROFILE

MY EF STRENGTH:

Cognitive Flexibility

**Suggested ways you can build on your strengths:**

- Find and use a word that has more than one meaning (e.g. bank could mean a city's bank, the bank, or chocolate covered bank).
- Make up some riddles you can tell your friends or family (e.g. I think my dog is, but I know dogs, I have no bones, but I have a spine. You can enter, but you can never leave. What am I? Answer: A soapbox).
- Create a joke or riddle that will get your friends to think outside of the box.

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WILSON DRIVE, SUITE 301 | LYNNSTON, MA 01902 | TEL: 978-575-0724

---

---

---

---

---

---

---

---

SMARTS

MetaCOG Online

STUDENT EF PROFILE

MY EF CHALLENGE:

Self-Monitoring and Self-Checking

**Self-monitoring and Self-checking mean finding and fixing one's own mistakes.**

We struggle with self-monitoring when we don't check what we are doing and we have trouble setting goals for ourselves. Sometimes we can be easily distracted or unfocused in what we are doing, and we need help redirecting our attention. Strategies that improve self-awareness always strengthen our ability to self-monitor and refocus.

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WILSON DRIVE, SUITE 301 | LYNNSTON, MA 01902 | TEL: 978-575-0724

---

---

---

---

---

---

---

---

SMARTS

MetaCOG Online

STUDENT EF PROFILE

MY EF CHALLENGE:

Self-Monitoring and Self-Checking

**Tasks that are related to self-monitoring and self-checking:**

- Checking and correcting classroom/work assignments.
- Checking homework for mistakes and correcting them.
- Proofreading a paper and making changes to improve it.
- Learning a dance sequence.
- Applying for a job.
- Changing the way you talk or relate to a friend, parent, or teacher.

© RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 1 WILSON DRIVE, SUITE 301 | LYNNSTON, MA 01902 | TEL: 978-575-0724

---

---

---

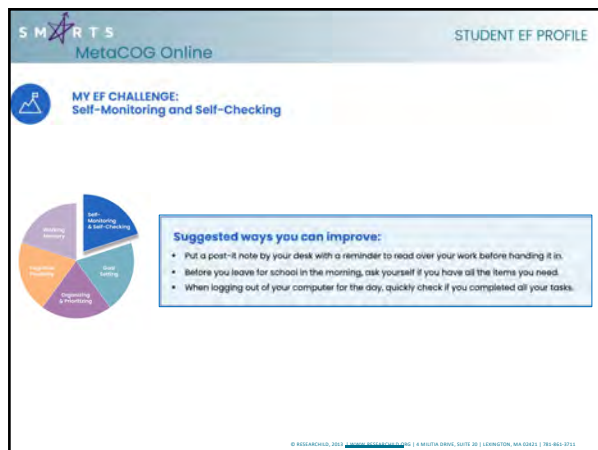
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

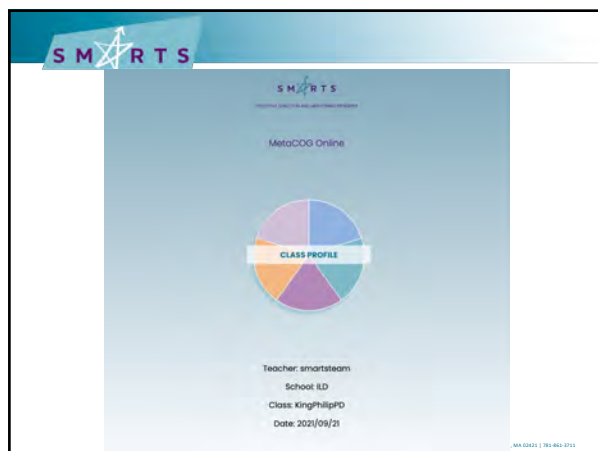
---

---

---

---

---




---

---

---

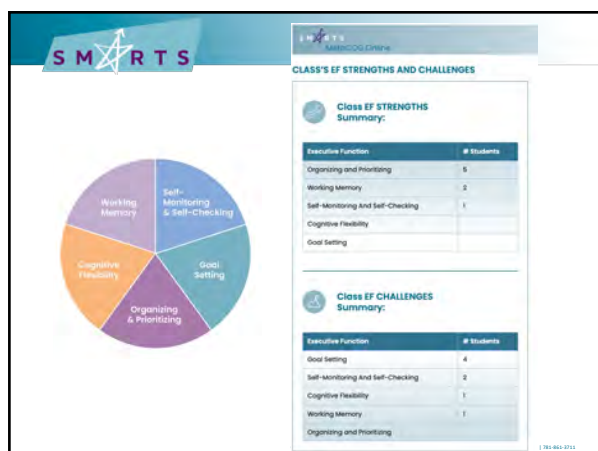
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

**STUDENT EF PROFILE**

**STUDENTS' EF STRENGTHS AND CHALLENGES**

Student	EF Strength	EF Challenge
Evan	Organizing and Prioritizing	Goal Setting
Dafara	Working Memory	Self-Monitoring And Self-Checking
Ashley	Organizing and Prioritizing	Goal Setting
Kathy	Organizing and Prioritizing	Self-Monitoring And Self-Checking
Paige	Self-Monitoring And Self-Checking	Cognitive Flexibility
Jennifer	Organizing and Prioritizing	Working Memory
Jessica	Working Memory	Goal Setting
Kathy	Organizing and Prioritizing	Goal Setting

---

---

---

---

---

---

---

---

---

---

**SUGGESTED LESSONS**

Lessons from different areas of EF focus provide you with many approaches to build on your class's strengths and help them organize areas of challenge.

The following list of lessons is suggested based on your class's primary deficit and represents the interconnectedness of all EF areas. This list is intended as a starting point, and we recommend that you adjust your lesson according to your students' needs, the time of year, and the amount of time you have available. This list of suggested lessons offers many options and approaches to help build on your students' strengths and improve their challenges.

**CLASS: SUGGESTED LESSONS ARRANGED BY PRIORITY**

#	Goal	Lesson Title
1	4.2	Planning Time
2	6.1	Why working memory is important
3	6.2	Step-by-step: help about obstacles
4	6.2	Interpreting an understanding of time
5	5.2	Tracking through each game
6	7.1	Tracking and categorizing using RITC
7	5.3	Water testing from a research feature
8	5.5	Studying with the RITC strategy
9	5.4	Playful highlighting
10	5.1	Learning RITC goals

**GENERATE PDF**

---

---

---

---

---

---

---

---

---

---

SMARTS

SMARTS

EXECUTIVE FUNCTION & MENTORING PROGRAM

MetaCOG Online:

Student Data Summary

Date: June 24, 2021

---

---

---

---

---

---

---

---

MetaCOG Online

SMARTS

EASE OF USE

92% of students reported that taking the MetaCOG was an easy process.

How easy was it to do the MetaCOG survey?

Response	Percentage
Very Easy	30
Easy	65
Hard	5
Very Hard	0

---

---

---

---

---

---

---

---

MetaCOG Online

SMARTS

STRATEGIES FOR IMPROVING

79% of students reported that they would use the SMARTS strategies in the future.

Are the "next steps" things you could see yourself doing?

Response	Percentage
Definitely	25
Somewhat	55
Not Really	20
Definitely Not	0

---

---

---

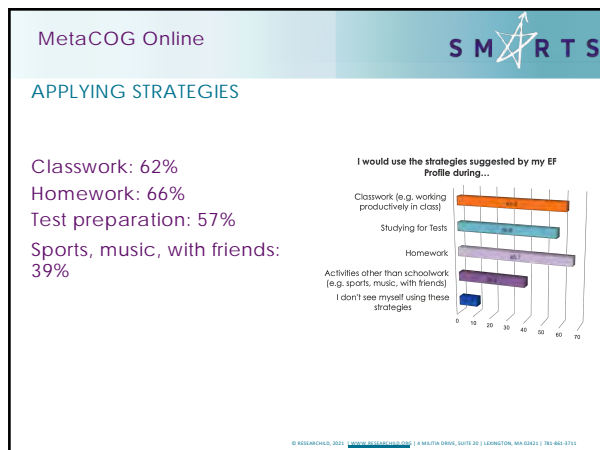
---

---

---

---

---




---

---

---

---

---

---

---

---

- MetaCOG Online
- STUDENT TAKEAWAYS
- After reviewing their EF Profiles, students reported one thing they learned:
- I need to strengthen my ability to set goals. -6<sup>th</sup> grader
  - I can get smarter. -6<sup>th</sup> grader
  - I need to work on my memory for assignments to help me get better grades and not miss assignments. -6<sup>th</sup> grader
  - I would like to say thank you for helping me fix my challenges. -6<sup>th</sup> grader
  - To make goals for the future on things I have to improve on. -8<sup>th</sup> grader
  - I have the capacity to revise and reform what I do to become a better learner! -10<sup>th</sup> grader
- © RESEARCHCHILD, 2021. [WWW.RESEARCHCHILD.ORG](http://WWW.RESEARCHCHILD.ORG) | 10 WALTON DRIVE, SUITE 301 | CONNOR, WA 98031 | 781-460-0712

---

---

---

---

---

---

---

---




---

---

---

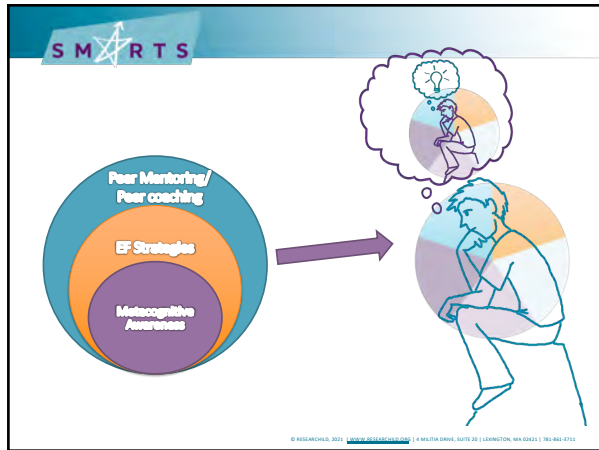
---

---

---

---

---




---

---

---

---

---

---

---

---

**SMARTS** Teach EF Strategies Explicitly

Executive Function Paradigm  
(Meltzer 2007, 2010)

- Goal Setting
- Cognitive Flexibility/  
Thinking Flexibly
- Organizing & Prioritizing
- Remembering/Accessing  
Working Memory
- Self-Monitoring & Checking

© RESEARCHCHILD, 2021. [www.researchchild.org](http://www.researchchild.org) | 10 WALTON DRIVE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0752

---

---

---

---

---

---

---

---

**SMARTS** Teach EF Strategies Explicitly

Use metacognitive prompts for teaching all strategies:

- WHAT is the strategy?
- WHEN is the strategy most helpful?
- HOW should the strategy be used?

© RESEARCHCHILD, 2021. [www.researchchild.org](http://www.researchchild.org) | 10 WALTON DRIVE, SUITE 301 | CONNORVILLE, IN 46031 | 765-860-0752

---

---

---

---

---

---

---

---



WHAT SMARTS strategies can we teach in order to promote metacognitive awareness?



© RESEARCHCHILD, 2021 | www.researchchild.org | A QUALITY AWARD, AUSTIN, TX | LEXINGTON, MA 01846 | 781-462-0722

---

---

---

---

---

---

---

---



SMARTS Online EF Curriculum

ABOUT CURRICULUM TESTIMONIALS CONTACT JOIN

**SMARTS**  
WHAT IS SMARTS?  
EXECUTIVE FUNCTION CURRICULUM  
PRACTICE/TEACHING/CLINICAL USE

Get an entire FREE unit!

OUR RECENT PUBLICATIONS

**Executive Function Curriculum**

A comprehensive curriculum spanning nine months and teaching students critical executive function strategies that promote academic success.

This curriculum provides explicit instruction in the 5 key executive function processes (goal setting, thinking flexibly, organizing and prioritizing, accessing working memory, and self-checking). Each executive function strategy is first modeled, students practice the strategy using fun activities, and then apply these strategies to schoolwork.

**Unit 1:** Introduction to Executive Function Strategies: Building a Community of Metacognitive Learners

**Unit 2:** Goal Setting: Understand the Big Picture and to make it Closer

Download Unit 1 for FREE

[www.smarts-ef.org](http://www.smarts-ef.org)

© RESEARCHCHILD, 2021 | www.researchchild.org | A QUALITY AWARD, AUSTIN, TX | LEXINGTON, MA 01846 | 781-462-0722

---

---

---

---

---

---

---

---

STRATEGIES FOR SUCCESS!



STRATEGIES, MOTIVATION, AWARENESS, RESILIENCE, TALENTS, SUCCESS

---

---

---

---

---

---

---

---





**S** SMARTS Goal-setting

### CANDO Goals

**C**= Clear  
**A**=Appropriate  
**N**=Numerical  
**D**=Doable  
**O**=Obstacles considered



© RESEARCHCHILD, 2011. A MILDRED BRADY, SUITE 301 | LEXINGTON, MA 02420 | 781-461-0710

---

---

---

---

---

---

---

---

**S M A R T S** Identifying CANDO Goals

Long-term goal:  
*I want to earn a B+ in math this year.*

Short-term goals:  
 1.) Study for 30 minutes a day

Lesson 2.1

© RESEARCHCHILD, 2011. A MILDRED BRADY, SUITE 301 | LEXINGTON, MA 02420 | 781-461-0710

---

---

---

---

---

---

---

---

**S M A R T S** Identifying CANDO Goals

**CANDO** Goals  
 Help make your goal doable by listing 3 steps needed to achieve it.

*"I want to improve my score on the next math test by 10 points."*

Steps for reaching the goal:

Lesson 2.1

© RESEARCHCHILD, 2011. A MILDRED BRADY, SUITE 301 | LEXINGTON, MA 02420 | 781-461-0710

---

---

---

---

---

---

---

---

SMARTS

Identifying CANDO Goals

This goal is doable because there are 3 steps listed to help achieve it.

Lesson 2.1

© RESEARCHCHILD, 2019. A RESEARCHCHILD PRO. | 1000 NORTH DRIVE, SUITE 301 | LEBANON, NH 03601 | 781-861-0710

---

---

---

---

---

---

---

---

SMARTS

Identifying CANDO Goals

What are some obstacles that might get in the way of reaching the goal?

Lesson 2.1

© RESEARCHCHILD, 2019. A RESEARCHCHILD PRO. | 1000 NORTH DRIVE, SUITE 301 | LEBANON, NH 03601 | 781-861-0710

---

---

---

---

---

---

---

---

SMARTS

Identifying CANDO Goals

What are some ways to overcome obstacles ?

I forgot my notes at school.

- Spend extra time studying the next night.
- Study during a free block.

I didn't understand the lesson and couldn't do my HW.

- Talk to the teacher the next day.
- Ask a friend or parent for help.

I was too busy with other work.

- Make up studying time on the weekends, in the morning before school, or during a free block.

Lesson 2.1

© RESEARCHCHILD, 2019. A RESEARCHCHILD PRO. | 1000 NORTH DRIVE, SUITE 301 | LEBANON, NH 03601 | 781-861-0710

---

---

---

---

---


---

---

---

SMARTS

# Organizing and Prioritizing Time



---

---

---

---

---

---

---


---

SMARTS

Prioritizing Time

# Tug of War

"Have-to's" vs. "Want-to's"



---

---

---

---

---

---

---

---

SMARTS

Prioritizing Time

# Fred's Have-to's and Want-to's



Start Book Report

Read 20 minutes

Play Fortnite

Go to karate

Ride Bike

Practice Piano

---

---

---

---

---

---

---

---

SMARTS

Prioritizing Time

Fred's Daily Planner

Have-To's	Want-To's
start book report	play Fortnite
read for 20 minutes	ride bike
practice piano	go to karate

Start Book Report

Read 20 minutes

Play Fortnite

Go to karate

Ride Bike

Practice Piano

Lesson 4A.4

---

---

---

---

---

---

---

---

SMARTS

Prioritizing Time

Fred's Daily Planner

7:30 - 8:00	Read for 20 minutes
8:00 - 3:00	SCHOOL
3:00 - 3:30	
3:30 - 4:00	
4:00 - 4:30	
4:30 - 5:00	
5:00 - 5:30	Start book report
5:30 - 6:00	
6:00 - 6:30	DINNER
6:30 - 7:00	Practice piano
7:00 - 7:30	
7:30 - 8:00	

Lesson 4A.4

Place the "Have to's" FIRST

---

---

---

---

---

---

---

---

SMARTS

Resilience Survey

Rate yourself on these items on a 1-5 scale. Try not to answer with a 3, if at all possible.

- I'm good at bouncing back if I have a problem.
- I don't let problems stop me from reaching my goals.
- When I have a setback, I remain optimistic that I can figure it out.
- When I'm in a challenging situation, I'm determined to find a way to get around it.

---

---

---

---

---

---

---

---

