

Skills for Active Learning (Sulla, 2018)

- Attending to a person or activity
- Focusing
- Concentrating
- Thinking before acting
- Initiating a task
- Persisting in a task
- Maintaining social appropriateness
- Storing and manipulating visual and verbal information
- Identifying same and different
- Remembering details
- Holding on to information while considering other information
- Identifying cause-and-effect relationships
- Categorizing information
- Shifting focus from one event to another
- Changing perspective
- Seeing multiple sides of a situation
- Being open to others' points of view
- Being creative
- Catching and correcting errors
- Thinking about multiple concepts simultaneously
- Setting goals
- Managing time
- Working toward a goal
- Organizing thoughts and actions (and materials)
- Considering future consequences in light of current action
- Making hypotheses, deductions, and inferences
- Applying former approaches to new situations
- Defining a problem
- Analyzing
- Generating possible solutions
- Anticipating
- Predicting outcomes
- Evaluating
- Self-assessment
- Overcoming temptation
- Monitoring performance
- Reflecting on goals
- Managing conflicting thoughts

(Jones, Bailey, Barnes, & Partee, 2016)

- Delay of gratification
- Emotion regulation
- Willpower
- Grit
- Resilience
- Coping

(Zelazo, Blair, & Willoughby, 2016)

- Planning
- Conscientiousness
- Openness

Miscellaneous:

- Ability to pick out salient information from extraneous information
- Critical thinking
- Sequencing
- Motivation
- Understanding learning style
- Handling stress
- Test taking skills
- Note taking skills
- Communication skills/Active listening

Miscellaneous:

- Narrative skills (personal)
- Using memory strategies
- Using resources (i.e., book, planner, teacher)
- Self-advocacy/Self-determination
- Prioritizing
- Reading comprehension strategies

Bibliography

- Jones, S. M., Bailey, R., Barnes, S. P., & Partee, A. (2016). *Executive Function Mapping Project: Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood*. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Service.
- Sulla, N. (2018). *Building Executive Function: The Missing Link to Student Achievement*. New York: Routledge.
- Zelazo, P. D., Blair, C. B., & Willoughby, M. T. (2016). *Executive Function: Implications for Education*. Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.