



Kim Hale – Grade 3 General Education Teacher

About half way through the school year, I observed that my third graders as a class were having difficulty starting their work as quickly as they had before. I informed them of a Self-Check Card Strategy that they might find helpful. The students agreed that they would like to try this strategy. I provided instruction on the strategy including modeling my use of the strategy. I then told the students that they would make their Self-Check Cards. The materials and written instructions were distributed, I explained and modeled making the card and then directed students to make theirs. Once the cards were made, I explained to the students that self-checking accurately is harder than it sounds. I had them identify different examples including not working at all, starting my work, doing my work with no problem, and finishing my work. I explained to them that I would be rating them periodically to determine whether my ratings were the same as theirs. The students starting using the strategy in class and I called out, “Self-Check” when I felt that some of them needed to focus on their work. The students as a whole used this strategy daily for about a month and then they were given a choice as to whether they needed to continue using it. A few students chose to discontinue and the others continued until they felt they no longer needed the card.

Taken from: Strosnider, R. and Sharpe, V. (2019). *The executive function guidebook: Strategies to help all students achieve success*. Thousand Oaks, CA: Corwin, p. 156.