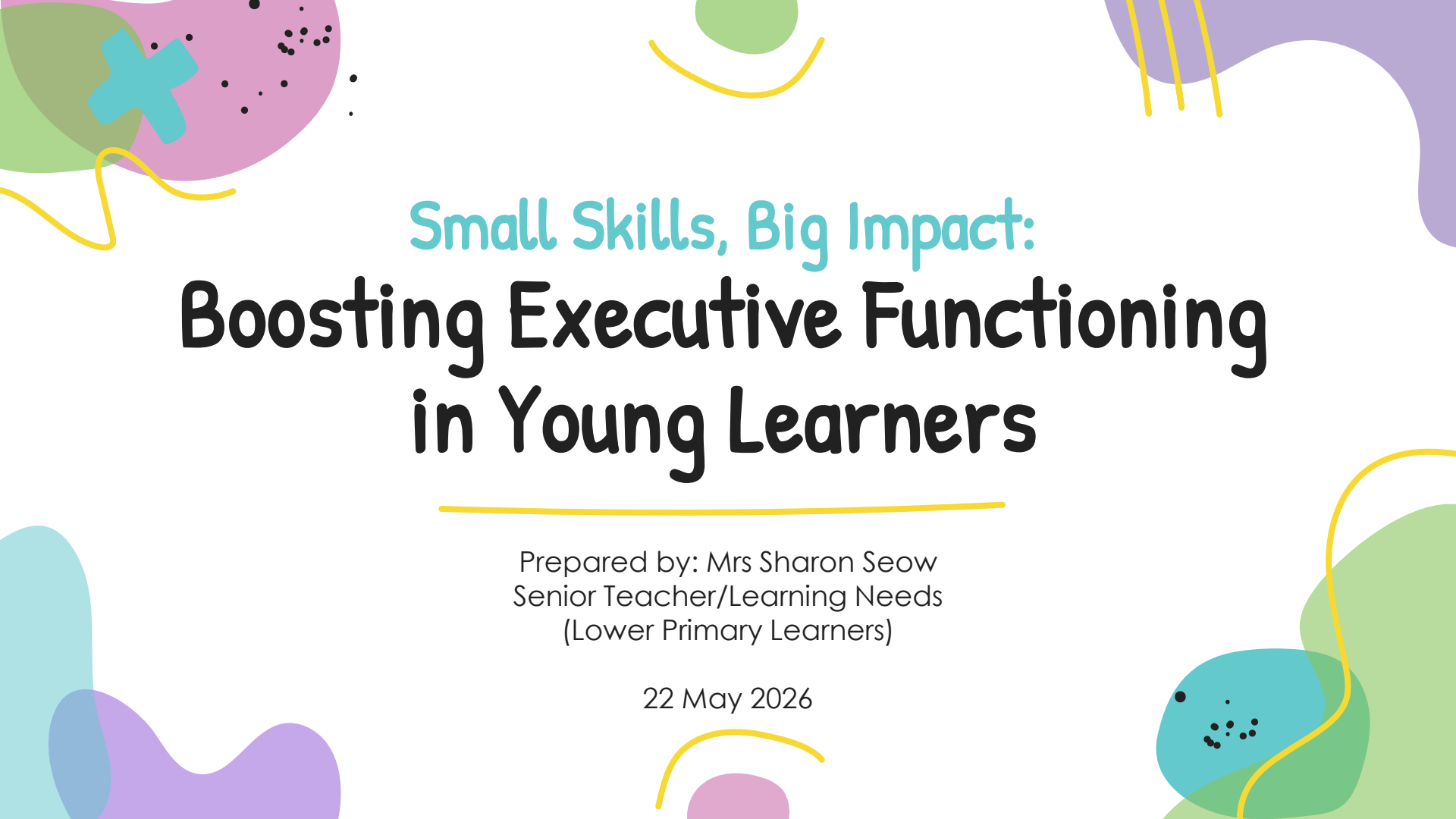


The background features several abstract, colorful shapes. In the top left, there's a pink circle with a blue cross and black dots. In the top center, a yellow smiley face is partially visible. In the top right, a purple shape with yellow lines is present. In the bottom left, there are blue and purple shapes. In the bottom right, a green shape with a blue circle containing black dots is visible. A yellow line curves across the bottom right.

Small Skills, Big Impact: Boosting Executive Functioning in Young Learners

Prepared by: Mrs Sharon Seow
Senior Teacher/Learning Needs
(Lower Primary Learners)

22 May 2026

Meet Child A

- Gets up in the morning
- Puts on his uniform
- Has packed his bag the night before
- Goes to school on time
- Follows his teacher's instructions
- Answer the teacher's questions



Meet Child B

- Gets up in the morning
- Could not find his school socks
- Could not find his homework that is due
- Goes to school late
- Chats with classmates during lessons
- Struggles to answer the teacher's questions



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The background features several abstract, colorful shapes and lines. In the top left, there is a purple shape with black dots and three yellow lines extending downwards. In the top center, there is a light green circle. In the top right, there is a pink and purple shape with a pink 'X' mark. In the bottom left, there are overlapping green and blue shapes with a yellow line curving around them. In the bottom right, there are overlapping green and blue shapes with a yellow line curving around them and a small cluster of black dots.

01

What is Executive Functioning?

What is Executive Functioning?

- Executive functioning skills are the part of the brain that helps us think, plan, and act in ways that support our learning, relationships and daily life.

The background features several abstract, colorful shapes: a purple circle with black dots and yellow lines in the top left; a light green circle in the top center; a pink and purple shape with a pink 'x' in the top right; and overlapping green and blue shapes with yellow lines in the bottom left and bottom right.

02

Executive Functioning Skills

Executive Functioning Skills



Example:

Children with inhibition can wait and queue to buy his food at the canteen. He will not cut the queue even though he is hungry.

Executive Functioning Skills



Example:

Children with working memory will remember to bring their homework to school. They can follow instructions during lessons.

Executive Functioning Skills



Example:

Children with planning and prioritizing skill will be proactive and start to prepare for his English spelling that takes place every Tuesday.

Executive Functioning Skills



Example:

Children with organization can put toys in a designated place at home. They can organize their homework file and locate the worksheets to submit to different teachers.

Executive Functioning Skills



Example:

Children with emotional regulation can recover from a disappointment in a short time. They can manage the anxiety of not being able to spell a word during spelling and move on.

Executive Functioning Skills



Example:

Children with initiation is able to start a task or an assignment right after instructions are given. They will not suddenly decide that they are hungry or need to drink water to begin a task.

Executive Functioning Skills



Example:

Children with flexibility can adjust to a change in plans without major distress. If they are planning to go to the playground during recess, and it begins to rain, they can go to the library instead.

Executive Functioning Skills



Example:

Children with time management can get dressed and be out of the house in the morning without running late. They can complete their homework or an assessment within a time limit.

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03

Building Executive Functioning Skills

Building Executive Functioning Skills



- Children are not expected to have completely mastered all the executive functioning skills at their age.
- We can help our children to build and improve these skills.

Building Executive Functioning Skills

- Children engage in **auditory learning** by being spoken to, which is the preferred method of many parents.
- Keep to **one- or two-step instructions**.

Example:

"Take a look at your timetable."

"Pack your bag now."

"Let's see what you have written in your Student Diary."

Building Executive Functioning Skills

- Children learn *visually*.



MORNING CHECKLIST

	M	T	W	Th	F
 MAKE BED					
 EAT BREAKFAST					
 BRUSH TEETH					
 WASH FACE					
 GET DRESSED					
 COMB HAIR					
 PUT ON SHOES					

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Building Executive Functioning Skills

- Children learn **visually**.

Weekly Planner

NOTES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		EL Spelling		MT Spelling			

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Building Executive Functioning Skills

- Children learn visually.



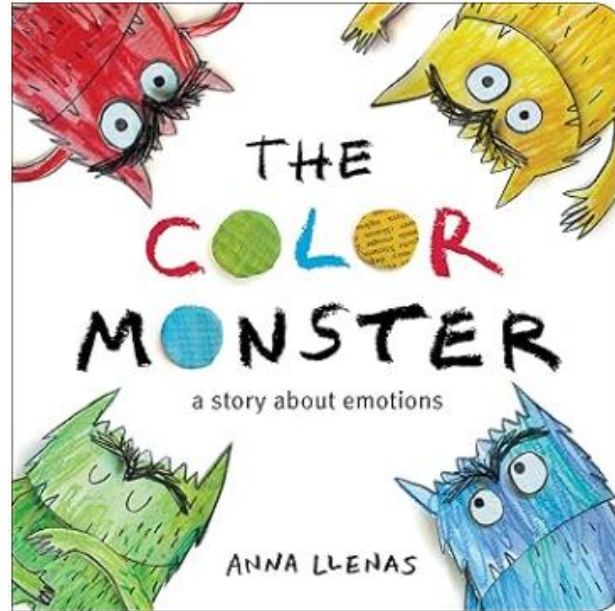
Building Executive Functioning Skills

- Children learn visually.



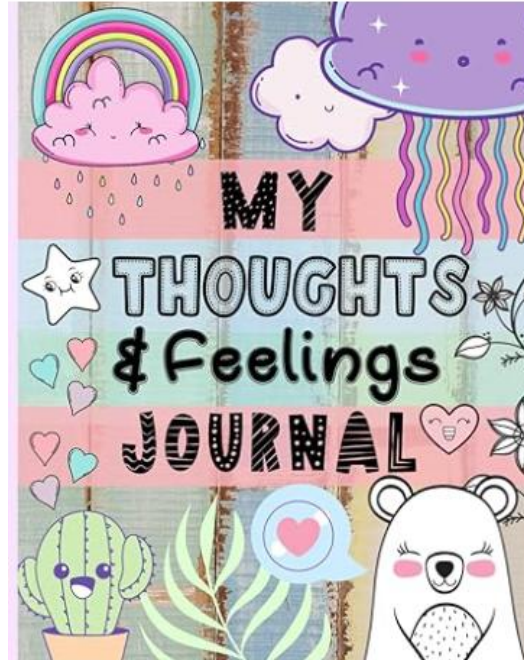
Building Executive Functioning Skills

- Children learn through reading and writing.



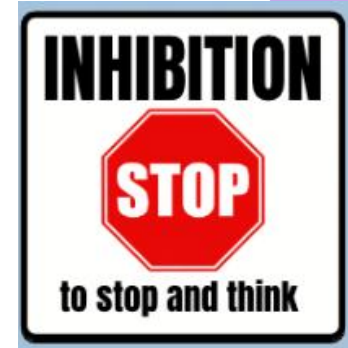
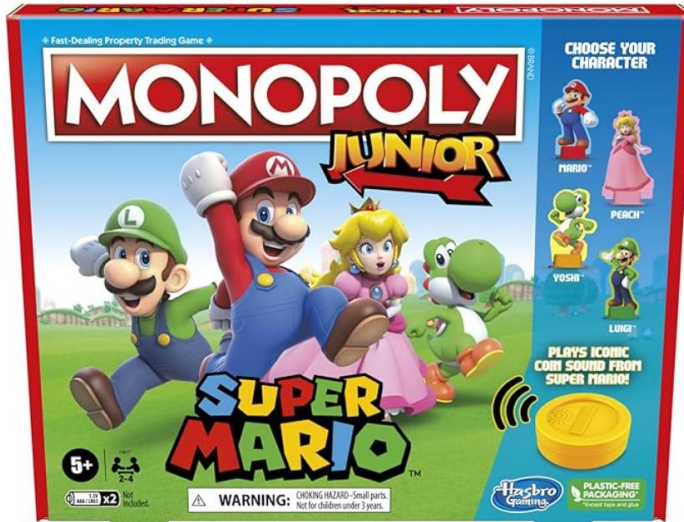
Building Executive Functioning Skills

- Children learn through **reading and writing**.



Building Executive Functioning Skills

- Children learn through hands-on participation.



Building Executive Functioning Skills

- Children learn through hands-on participation.



Building Executive Functioning Skills

- Children learn even better when they have the **motivation** to do so.





04

Positive Parenting

Positive Parenting Tips

- Positive parenting theory is based on the idea that there are no bad children, just good behaviours and bad behaviours.
- Positive parenting starts with the assumption that children have the desire to do the right thing.
- Children would want to be praised and not labelled as disorganized, forgetful or lazy.

Positive Parenting Tips

- Parenting is most effective when you **model the behaviours you want from your children.**
- **Model kindness and respect.** Be aware that being kind is not the same as being permissive.
- **Engage in gentle but firm discipline,** such as time-outs and removal of privileges, when necessary.
- **Manage your expectations.** Misbehaviours are expected in children of different ages and treat **every misbehaviour as a learning occasion.**

Thanks!



Do you have any questions?
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