

Early Childhood Executive Functions Series **Executive Functions Skills Guidebook for Babies, Toddlers and Tots**

The Rush NeuroBehavioral Center's (RNBC) Early Childhood Executive Functions Series (ECEF) offers curriculum and workshops with the goal of helping caregivers provide our youngest learners the executive function skills they need to succeed in school and life. The RNBC Educational Department has recently finished the newest edition to the ECEF Series - *The Babies, Toddlers and Tots Executive Function Guidebook*.

The Guidebook is designed for use by parents and child-care providers as well as infant and toddler drop-in play groups. The Guidebook provides easy-to-use resources to help caregivers with infants and toddlers learn ways to foster executive function skills (self-regulation, problem solving, planning, etc.) through activities that foster language/literacy, imaginative play, and movement.

To introduce the Guidebook RNBC will lead a three-part workshop Parent Series for parents, caretakers, and daycare providers on the executive functions topics. The Guidebook and materials for key lessons will be provided during the Parent Series.

AT W&G NOVEMBER 1 ORGANIZATION AND STRUCTURE



Just like adults, babies and toddlers do better and feel less stress and anxiety in an organized and clearly structured environment. Children need to learn how to organize their surroundings and belonging and keep their toys cleaned up. Children and caregivers will be given strategies and participate in activities to help better organize their toddlers' world.

AT W&G JANUARY 10 READING FOR COGNITIVE DEVELOPMENT



Caregivers and children will participate in an interactive storytime. Through reading and related activities, caregivers will gain a deeper understanding of how structure the read-a-loud experience with babies, toddlers and tots in ways that support the development of higher-order cognitive skills and promote life long-learning.

AT W&G DECEMBER 6 ROUTINES AND TIME MANAGEMENT



Much like organization and structure, young children thrive when they have established routines. Caretakers will participate in activities that delineate different ways to create routines throughout a child's day. Children will be introduced to strategies to help them begin to develop time management skills.

AT W&G JANUARY 10 PLAY AND PROBLEM SOLVING



Child psychologist Lev Vygotsky noted, "...in play a child stands taller than himself, above his age and ordinary behavior." (Gussin Palye, 2004). Through play, children learn self-regulation, language development, problem solving and social and emotional skills. Caregivers will participate in approaches that help students grow and develop problem-solving, self-regulation and social-emotional skills through planned play, free play and dramatic play.