

Guided Questioning in Action Collaborative Problem Solving*

Executive
Function

RESOURCES

Here are a list of prompts to help you better guide your child (and students) to be more reflective, better able to manage time, problem solve, and be more independent.

1 > Planning & Anticipation (Visualizing the steps before starting)

- "How do we make mornings easier?"
- "How do you decide what to do first when you have a lot to complete?"
- "How do you want to start this assignment?"
- "How can we break this big task into smaller steps?"
- "How will you know when you've done enough to feel prepared?"
- "What do you think success will look like? How can you get there?"
- "Can you picture the finished project? How does that make you feel?"
- "If you could draw a map or picture of your plan, what would it look like?"

2 > Self-Talk (Internal Speech) (Strengthening inner dialogue for problem-solving)

- "What do you tell yourself when you feel frustrated? Can you rephrase it?"
- "What is the first thing you need to say to yourself before starting?"
- "What would a role model say to you right now? Can you use that as your guide?"
- "How do you feel when you take a risk and try something new?"
- "How can you remind yourself to stay on track?"

3 > Emotional Control (Managing emotions when faced with challenges)

- "How are you feeling right now? What's making you feel that way?"
- "How can we handle it if things don't go as planned?"
- "What might help you calm down or feel better?"
- "Can you name one small thing you can do when frustration sets in?"
- "How will you know when it's time to take a break?"

4 > Reflection (Looking back on successes & setbacks)

- "How did you feel about the process? Is there anything you would change?"
- "What was the hardest part? How can we approach it differently next time?"
- "How did you handle that stressful moment? What worked well?"
- "How can you respond differently next time if you feel the same way?"
- "How do you feel after pushing through that hard thing?"

5 > Inhibition (Pausing to consider actions & consequences)

- "How do you think someone else would feel if you [specific action]?"
- "What are your choices in this situation?"
- "What might happen if you do [option A]? What about [option B]?"
- "How do you know when you're focused? What helps you stay that way?"
- "What is your goal right now, and how can you stay focused on it?"

*Greene, R. W. (1998). *The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children*. HarperCollins.