

****Please fill in the Executive Functioning Survey in your handout.****

“Where’s My Backpack?” & Other Homework Woes

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Definition of Executive Functioning Skills

Executive Function is the ability to
integrate a present **awareness**
with future **anticipation** and past **experiences**
to develop a reasonable **goal & plan**
for the present **action**
(while still accounting for and flexibly managing the **space,**
time, and **people** around you)

- Sarah Ward

So what does that REALLY mean?

1. Help us use **thinking skills**

- picture of a goal
- path to a goal
- resources needed

2. Guide our **behavior** as we move toward our goals

- face a new challenge
- resolve to pursue a goal

There are 2 periods of significant growth in gray matter followed by periods of consolidation:

- early childhood
- age 11 or 12

Ages and Stages

(Handout developmental list)

The EF system takes **3 decades** to reach full maturity
(23-26 years of age)

- Shift from **External** to **Internal** events
- Shift from the Temporal **Now** to the Hypothetical **Future**
- Shift from **Immediate** Gratification to Valuing the **Delayed** Consequences
- Shift from Being **Controlled** by Others to **Self-Regulation**

Executive Skills Survey

Know your own strengths and weaknesses!

- Mismatch between skill patterns = high potential for conflict, difficulty helping student build deficient skills
- Similar weaknesses = conflict potential, easier to recognize in others than self

With a clear understanding of EF skills in general and your own processing style specifically, it is easier to understand your students and to identify intervention strategies that are a good match for student strengths

How can I teach Executive Functioning Skills?

- * Let's Get Real

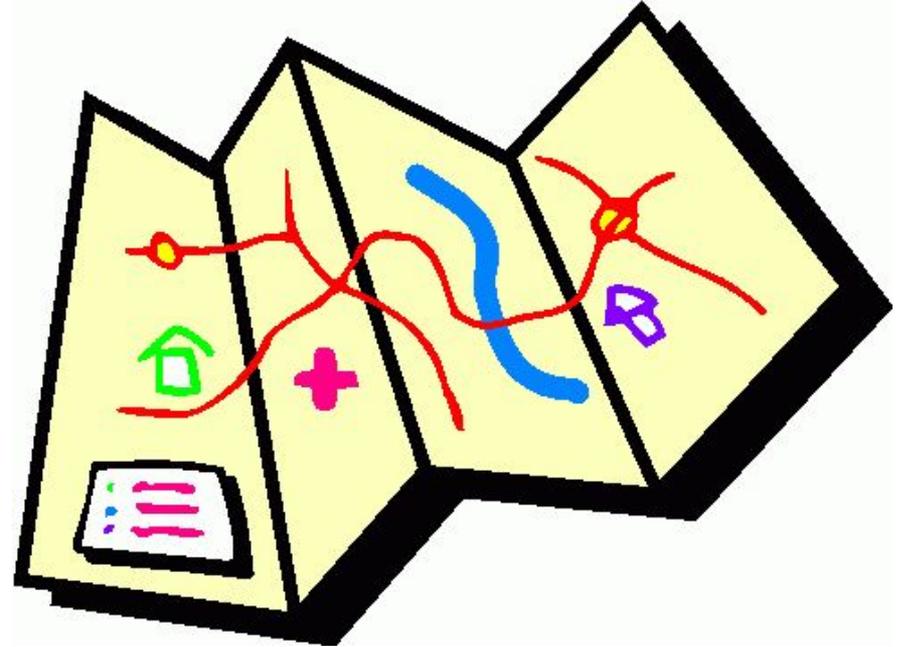
NO magic wand

- * External Intervention

Teach, Verbal Scaffolding, Games
(Handout)

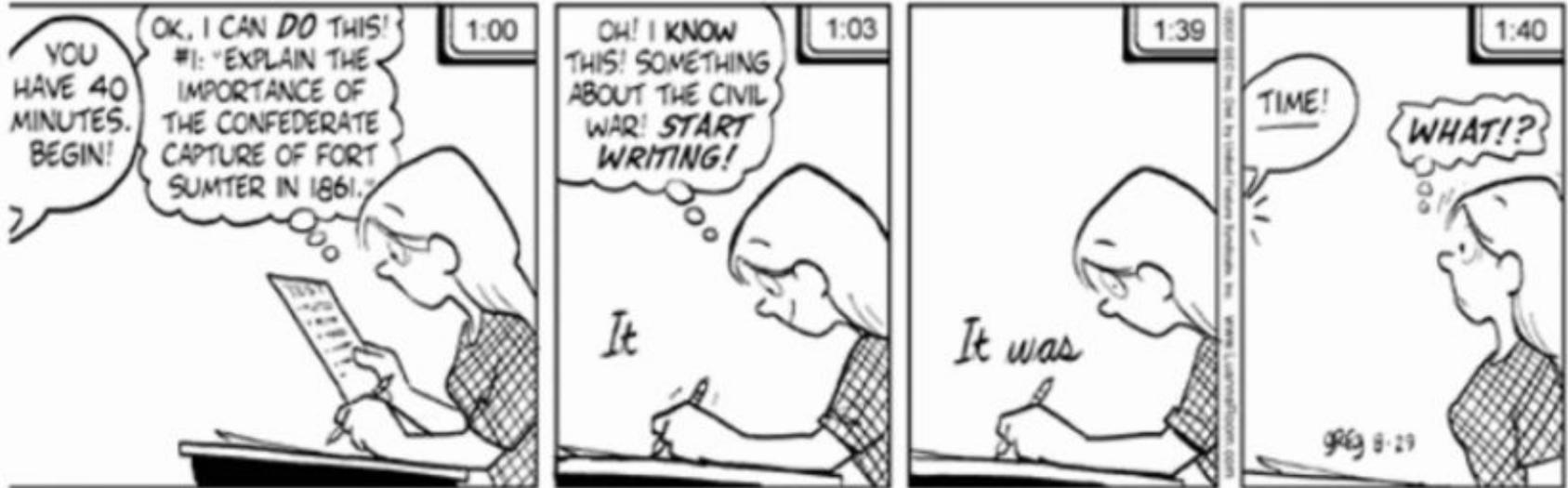
- * CHILD input and involvement

Humor, Choice, Partnership



Time management

Prerequisite skills - tell time, make and follow a schedule, estimate how long it takes to do something



Development of Time Horizon

2 Years Old	NOW
3-5 Years Old	5-20 Minutes
1st Grade	Several Hours
3rd Grade	8-12 Hours
12-16 Years Old	2-3 Days
17-23 Years Old	2-3 Weeks
23-35 Years Old	3-5 Weeks

See and Sense the passage of time

Time Timer

- Doesn't match the clock
- No starting point



Countdown Timer

- Stress

Digital

- Doesn't allow for visualization of passage of time



Make Time Visible

1. Get Ready
2. Create Time Markers
3. Identify When to Stop
4. Create a Checkpoint
5. Self-Monitor



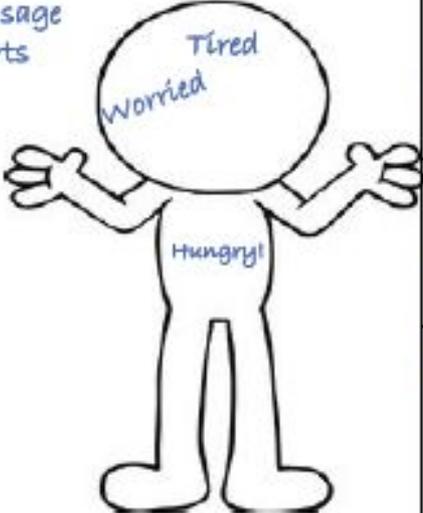


Internal and External Time Robbers

My Internal and External Time Robbers

Identify → Remove → Replan

Text Message Alerts



Time Robbers	Cause/s	Time Savers
Tired	Long Day of Classes	Quick run up and Down the Stairs, Drink Water
Hungry	4 hours since lunch	Have a snack out before I start my work
Text Message Alerts	My phone is on the table there are texts from friends	Put phone in other room. Focus for 15 min then look and respond for 5

External Distractions - Help from the environment

CONTROLLING INTERNET DISTRACTION:

- **Windows:** ifocusonwork.com
- **Mac: SelfControl:**
<http://visitsteve.com/made/selfcontrol/>
- **Mac:** Macfreedom.com

Other Time Tools

360 Thinking Time Tracker App



Wondertime Clock

- PreK-3rd grade
- If not reading a clock



<http://tinyurl.com/wondertimeclock>

Planning or Getting Ready

Prerequisite skills - ability to create a roadmap, decide what is important, maintain systems for organization



Get Ready, Do, Done

Plan my work then work my plan.

The Get Ready *Do *DONE Model Plan Backwards to Move Forwards Stage 1: Task Planning

3. **Get Ready:**
What do I need?

Get Ready

Chromebook

Orange Homework
Folder

Five Star

2. **DO** What steps do I need to
take to be done?
How long will each step take?

Do

- 1- Take HOME folder out of backpack and put on floor
- 2- Take Five Star out of backpack and put on floor
- 3- Take Chromebook out of backpack and put on floor
- 4- Hang up backpack
- 5- Pick up Home folder, Five Star, and Chromebook
- 6- Lock locker

1. What will it look like when I
am **DONE**? Future
Sketch/Picture

Done



Get Ready, Do, Done - In Action!



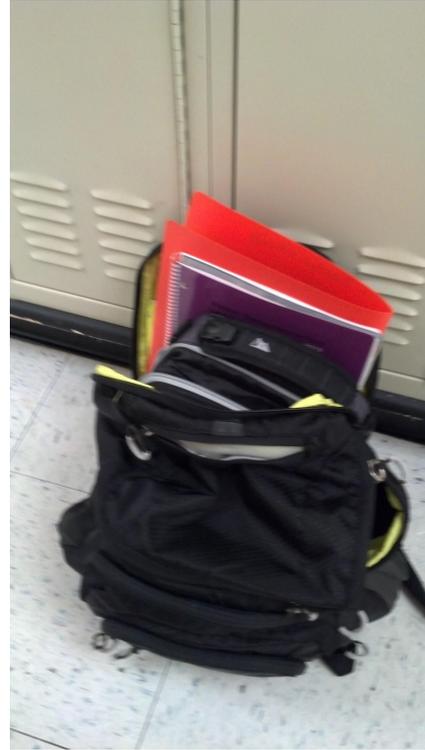
Done - Match the Picture

Backpack Packed Up

1- Orange Folder

2- Assignment Notebook

3- Lunch Bag



Done: Match the picture : Block and Box

Are you ready for school?



Body

clothing

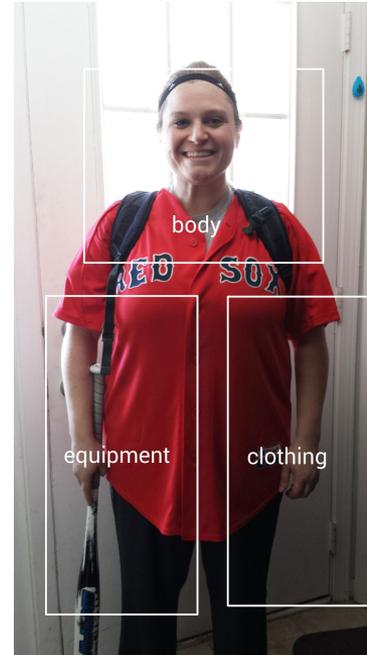
equipment

Boots

Head to Toe!

- Hat
- Coat
- Backpack
- Lunch bag
- Water bottle
- Chromebook
- Boots

Are you ready for softball?



body

equipment

clothing

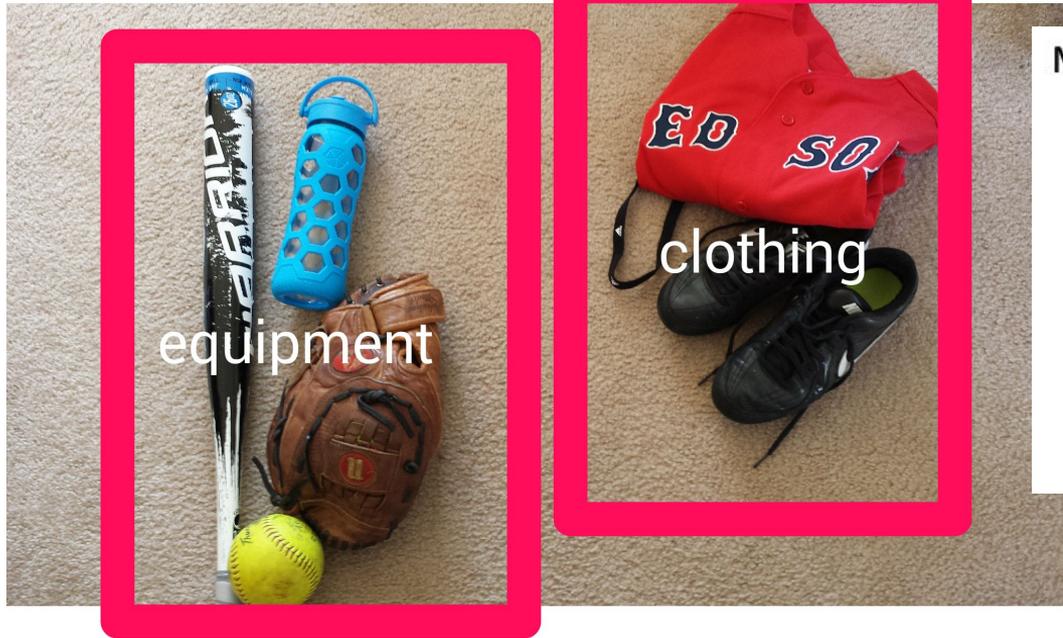
Cleats

Head to Toe!

- Headband
- Jersey
- Bag
- Bat
- Cleats

Get Ready: Is your bag packed?

Use a luggage tag - attach to the bag



Make Backpack Tags!



Organized Materials - Do you have what you need for class?

Have students create a “Get Ready” album in their devices



Plan for the week:



Apps to use for Match the Picture



Strip Design



Skitch



First-Then



Doodle Buddy

Do: Steps to create the list

1. Make a list of all the things that need to be done.
2. Decide the order the task should be done.
3. Turn the list into a checklist.
4. Talk with child about how process will work.
5. Identify what time the whole routine needs to be finished.
6. Put system to work - cued at each step
7. Fade supervision.

8. IF A REPEATED TASK: Make multiple copies.

Choices and Jobs

Provide Choices!

Increases ownership and control over a task

- location
- order
- tool
- job



Job Talk!

Trick: turn the task into a “job” and name for the child their “job title”

Washer, Holder, Dumper, Wiper, Loader, Sprayer, Wiper, Talker, Writer...

- Creates immediate structure for the student
- Accesses procedural memory
- Limits emotional responses

Keys to success

- 1- Add reinforcer for completing the process on time or with minimal reminders, or give points
- 2- Set a timer for each step, make it a challenge
- 3- Adjust, can some be done the night before?
- 4- Instead of checklist, use index cards and hand them the card or a flip ring
- 5- Keep supports and supervision in place until the child achieves mastery or success
- 6- Modify tasks to match your child's capacity to exert effort
- 7- Don't attempt on Monday Morning!

Homework



The Get Ready *Do *DONE Model

Plan Backwards to Move Forwards

Stage 1: Task Planning

3. **Get Ready:**
What do I need?

Get Ready

Worksheet
Pencil

2. **DO** What steps do I need to take to be done?
How long will each step take?

Do

1. Solve each problem

1. What will it look like when I am **DONE**? Future

Multiple-Step Math Questions

a. Grace started her own landscaping business. She charges \$6 an hour for mowing lawns and \$11 per hour for pulling weeds. In September she mowed lawns for 63 hours and pulled weeds for 9 hours. How much money did she earn in September?

show your work.

answer: **\$477**

b. Harvey wants to buy a gift for his father that costs \$35.92 and a gift for his sister that costs \$52.08. He has saved \$14.28. How much more does he need to save in order to buy the gifts?

show your work.

answer: **\$71.72**

c. On Monday, there was no snow on the ground in Buffalo, New York. On Tuesday, three inches of snow fell. On Wednesday, a half an inch of snow melted. On Thursday, two and a half more inches fell. On Friday, another inch and a half melted. How much snow was left on the ground Friday night?

show your work and label your answer.

answer: **3.5 inches of snow**

d. Faith had \$100. She went to the grocery store and bought three gallons of ice cream for \$7.29 each. Then she went to the farmer's market and bought two dozen ears of corn for \$5/dozen. How much money did Faith have left?

show your work.

answer: **\$48.13**



Estimating Time in the DO (handout)

Parts?	Solve	Parts?	
Questions? Pages? Tasks?	4	Questions? Pages? Tasks?	
Difficulty 1-2-3		Difficulty 1-2-3	
$4 \times 3 = 12$		$\square \times \square = \square$	
<small># of Pages/Q's/tasks</small>	<small>Difficulty 1-2-3</small>	<small>Estimated Time in Minutes</small>	
\sim		\sim	
<small>Do you need to Round Up or Down by 15 minutes?</small>	15	<small>Estimated Time in Minutes</small>	



The image shows a handout for estimating time in the DO. It is divided into two columns. The left column is titled 'Solve' and contains a calculation: 4 (number of pages/questions/tasks) multiplied by 3 (difficulty level) equals 12 (estimated time in minutes). Below this, a tilde symbol (~) indicates a rounding step, leading to a final estimated time of 15 minutes. A note asks if the user needs to round up or down by 15 minutes. The right column is a template for another calculation, with empty boxes for the input values and the final estimated time. At the bottom center, there is an analog clock with a red scribble over it.

Overcoming the Planning Fallacy

- How many sections/tasks?
- How many parts/questions in each section?
- Assign 1 minute per part to get a basic idea of time
- Then rate the difficulty of the Part/Question: 1-2-3

- Easy: 1 minute
 - Kind of Hard: 2 minutes
 - Hard: 3 minutes
-
- Round up/Down to 5 minute intervals

Parts?

Questions? Pages? Tasks?

Difficulty 1-2-3

X =

of Pages/Questions Difficulty 1, 2, 3 Estimated Time in Minutes

Estimated Total in Minutes

Homework Plan (handout)

To Do	Materials	Date Due/Time?	Time Needed
Class Science Lab	Books Binder Handout Notes Technology	Frí	30min
Class Hist: DBQ	Books Binder Handout Notes Technology	Frí	30min
Class Latin: Make Flashcards	Books Binder Handout Notes Technology	Frí	20min
Class Math: Problem Set	Books Binder Handout Notes Technology	Mon	45min



Daily Planner with Time (handout):

Helps student visualize their week
see how it can be the same but
different.

- 1- Shade in typical week
- 2- Put in sheet protectors
- 3- Dry erase marker
Top Three
Maybe's and Go Withs
- 4- Sticky post-it for Top Three

Day 1:

Day of the Week: _____

Top Three:

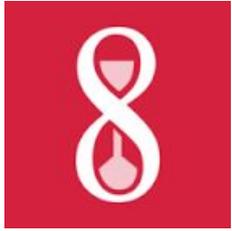
- Edit Paper
- Math
- History: read
and Q's

Plan for the
"Maybes" and "The Go Withs"

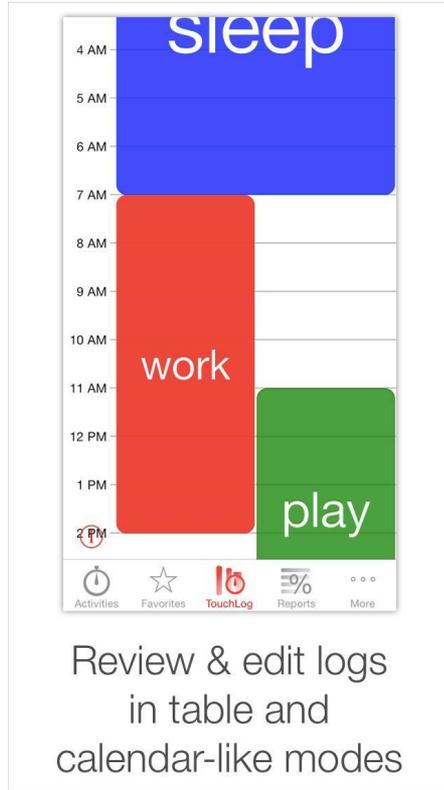
Traffic
Late Scrimmage
Stay to eat cake



Apps for Time Management and Homework

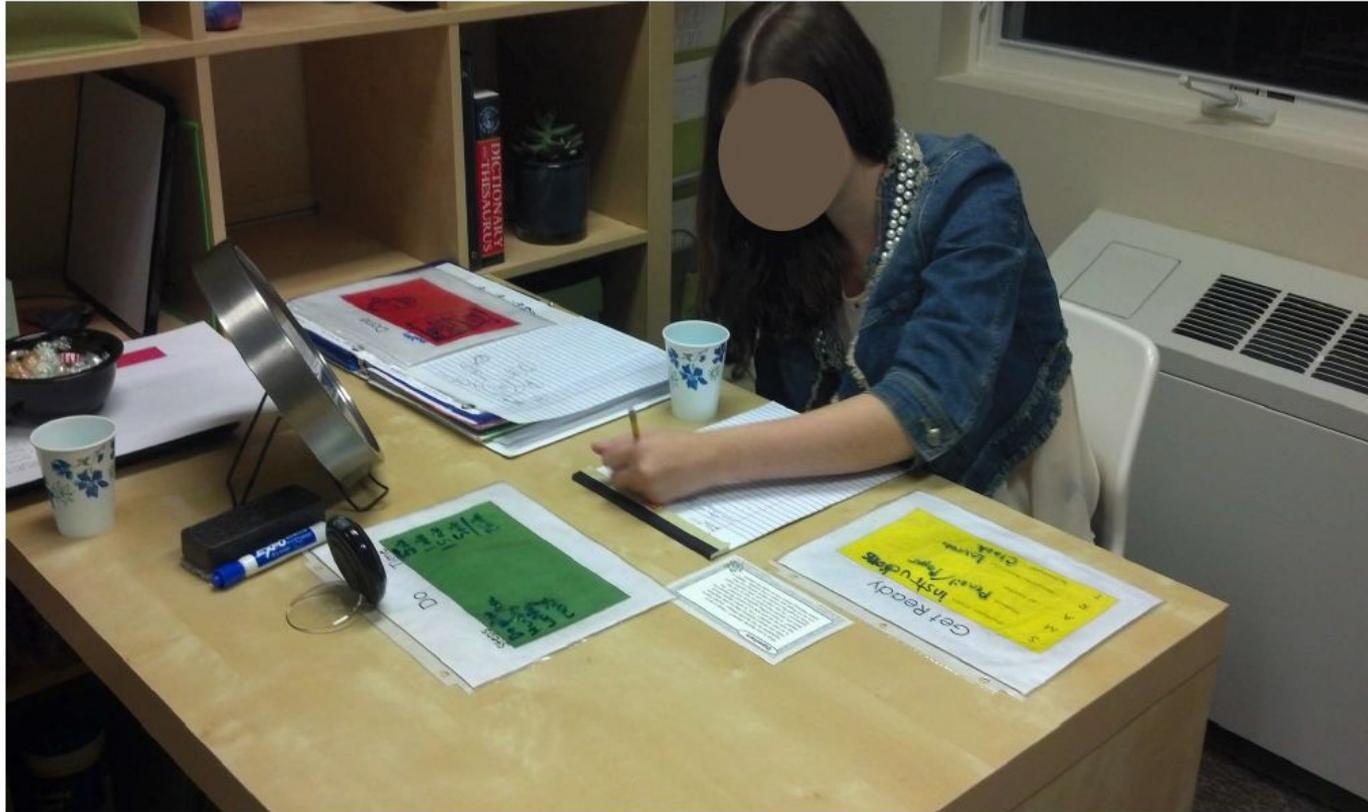


Eternity Lite App



MyHomework

Homework Office





Get Ready

Choose Your SMARTs!

WEEKLY PLANNER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Do

3 Way Check Point

Check Point

- 1. Check Point
- 2. Check Point
- 3. Check Point



Done



Folder System

The HW Folder – 4 Pocket Folder



Label Each Folder Pocket:

- Grade Work
- To Do Tonight
- To Hand In Tomorrow
- Due Later

Jogger Sheet - In the Folder

Homework Jogger List

Language Arts:

- Wordly Wise
 - Work Chapter
 - Sentences
- Double Sided Worksheets
- Writing
- Study for Test
- Have Something signed by mom

Language Arts:

- Wordly Wise
 - Work chapter
 - sentences
- Double Sided Worksheets
- Writing
- Study for Test
- Have something signed by mom

Math:

- Study for quiz or test
- Lesson page
- Quiz Signed
-

Reading:

- Bring in silent reading book
- Study for Quiz
- Other:

Science:

- Journal entry
- Worksheet (single sided? double sided?)
- Study for Quiz or test
- Vocabulary
- Project
- something signed by Mom

Computer:

- Projects
- Quizzes

Social Studies:

- Study for quiz or test
- Workbook
- Text book (read/bring home/take back to school)
- vocabulary
- project
- something signed by mom

Gym:

- quiz

Other:

Community Service Club:

- choose/ sign up for projects

Band:

- practice
- Bell kit back and forth from home and school

Lunch/Snacks:

Long Term Planning - Projects

1. Talk about the goal
2. List all topics or highlight Must haves related to assignment
3. Draw out the project
4. List materials and resources including where the child will get them and when
5. List steps in order
6. Cut out drawing place on calendar
7. If needed, mini steps for each larger step

Name: _____

Due Date: _____

Family Tree Project – Step 3

Family Tree Poster Checklist

Directions: Think about the examples we saw in class. Use the checklist below to make sure you have all the parts. This checklist is very similar to the rubric that will be used to grade your poster.

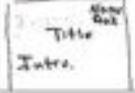
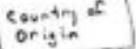
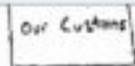
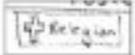
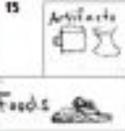
Check here when complete ✓	Criteria
	My poster includes <u>names, birth dates, and birthplaces.</u> *As many as possible – a clear effort was made.
	My poster has relationships that are <u>connected/organized</u> correctly.
	I have shown both my <u>mother's side and my father's side</u> on the same poster.
	I <u>included myself</u> on my family tree. *Including brothers/sisters is optional.
	My poster goes back at least <u>three generations</u> (to my great-grandparents).
	My poster shows <u>creativity.</u>
	My poster is <u>neat.</u>
	I can tell I worked hard on my poster.
	I turned my poster in <u>on time.</u>

1. Talk about the goal
2. List all topics or highlight Must have's related to assignment
3. Draw out the project
4. List materials and resources including where the child will get them and when
5. List steps in order
6. Cut out drawing place on calendar
7. If needed, mini steps for each larger step

Breaking Large Projects into Manageable Pieces





	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
	5 	6 	7 	8 	9 	10 
	12 	13 	14 	15 	16 	17
	19	20	21	22	23	24
25	26	27	28	29	30	31

Cognitive Connections Academic Planner

\$36.13
 cognitiveconnectionstherapy.com

PLAN MY DAY: Monday, August 20, 2012
 Block Schedule Day: _____

CHILL	Fun / Entertainment / Errands	What time is it at?	How long will it last?
American Idol		8:00	60m
Buy new shin guards		?	

OBLIGATED	Appointments / Practices / Etc.	What time is it at?	How long will it last?
Tutor		3	60m
Soccer Practice		5	60m

PRODUCTIVE	Homework / Things To Do	Materials	Due Date	How long will it last?
CLASS	English: read of Mice and Men Chap 6 Do novel notes	Books Binder Handouts Notes	Thurs	60m
CLASS	Math: chap 14 pg 62, do probs. 1-7	Books Binder Handouts Notes	Thurs	25m
CLASS	History: Read chap 4 Answer summary questions	Books Binder Handouts Notes	Fri	45m
CLASS	Spanish: Make flash cards from study guide	Books Binder Handouts Notes	Thurs	15m
CLASS		Books Binder Handouts Notes		
CLASS		Books Binder Handouts Notes		

TO DO / REMEMBER!	TO THINK ABOUT!	TO REMEMBER!
Take notes / note cards for history paper		Spanish Quiz Fri

Tests / Quizzes To Prep
7:00
7:15
7:30
7:45 School
8:00
8:15
8:30
8:45
9:00
9:15
9:30
9:45
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2:30
2:45
3:00 Tutor
3:15
3:30
3:45
4:00
4:15 Buy Shin Guards
4:30
4:45
5:00 Soccer
5:15
5:30
5:45
6:00
6:15
6:30
6:45
7:00
7:15
7:30
7:45
8:00
8:15
8:30
8:45
9:00 Spanish
9:15
9:30
9:45
10:00
10:15
10:30
10:45

Studying for Tests (handout)

- Many children don't know how to study
- Keep monthly calendar with upcoming tests
- From 5 days before test, create plan
- Discuss strategies
- Self-evaluation

Tips: Use several strategies, set a timer

Tools for Studying

A. Menu of Study Strategies

Check off the ones you will use.

- | | | |
|---|--|---|
| <input type="checkbox"/> 1. Reread text | <input type="checkbox"/> 8. Make concept maps | <input type="checkbox"/> 15. Create a "cheat sheet" |
| <input type="checkbox"/> 2. Reread/organize notes | <input type="checkbox"/> 9. Make lists/organize | <input type="checkbox"/> 16. Study with friend |
| <input type="checkbox"/> 3. Read/recite main points | <input type="checkbox"/> 10. Take practice test | <input type="checkbox"/> 17. Study with study group |
| <input type="checkbox"/> 4. Outline text | <input type="checkbox"/> 11. Quiz myself | <input type="checkbox"/> 18. Study session with teacher |
| <input type="checkbox"/> 5. Highlight text | <input type="checkbox"/> 12. Have someone else quiz me | <input type="checkbox"/> 19. Study with a parent |
| <input type="checkbox"/> 6. Highlight notes | <input type="checkbox"/> 13. Study flash cards | <input type="checkbox"/> 20. Ask for help |
| <input type="checkbox"/> 7. Use study guide | <input type="checkbox"/> 14. Memorize/rehearse | <input type="checkbox"/> 21. OTHER: _____ |

B. Study Plan

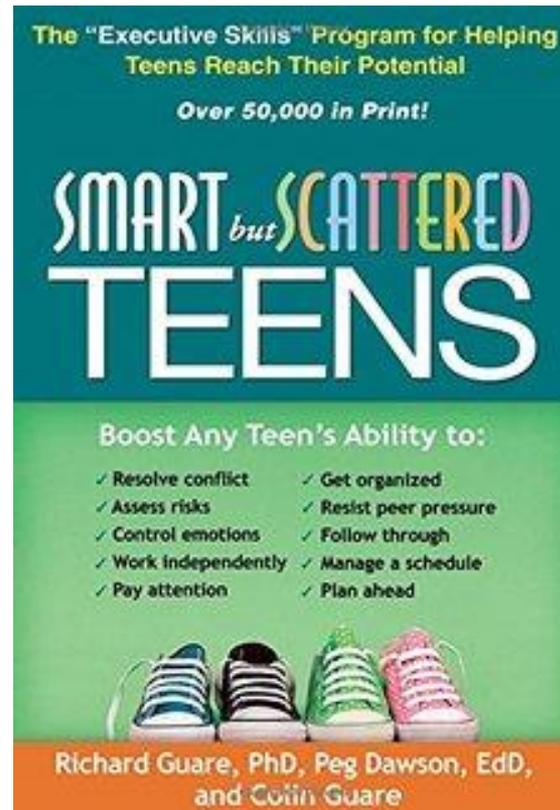
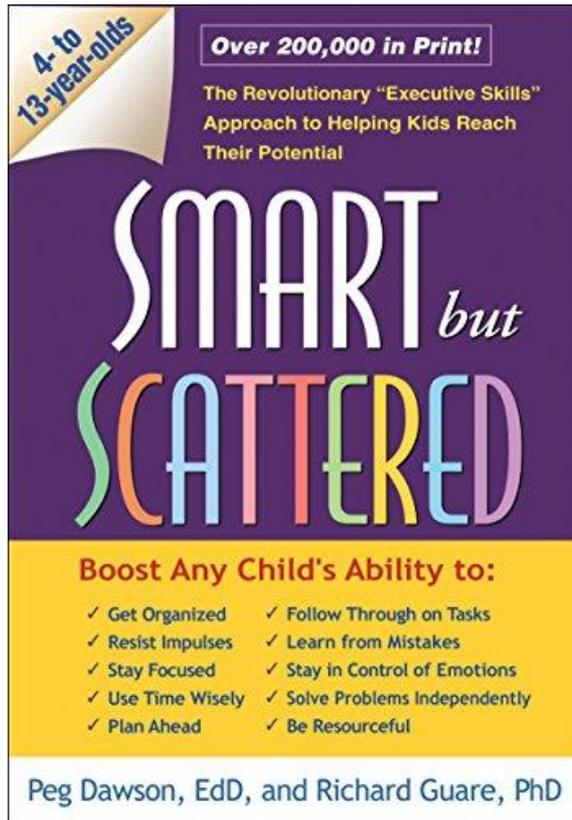
Date	Day	Which strategies will I use? (write #)	How much time for each strategy?
	4 days before test	1. 2. 3.	1. 2. 3.
	3 days before test	1. 2. 3.	1. 2. 3.
	2 days before test	1. 2. 3.	1. 2. 3.
	1 day before test	1. 2. 3.	1. 2. 3.

C. Posttest Evaluation

How did your studying work out? Answer the following questions:

1. What strategies worked best?
2. What strategies were not so helpful?
3. Did you spend enough time studying? Yes No
4. If no, what more should you have done?
5. What will you do differently the next time?

Books for Further Information



References

Dawson, P. and Guare, R. (2009). *Smart but scattered: The revolutionary “executive skills” approach to helping kids reach their potential*. New York, NY: The Guilford Press.

Dawson, P. and Guare, R. (2010). *Executive skills in children and adolescents (2nd ed.): A practical guide to assessment and intervention*. New York, NY: The Guilford Press.

Ward, S. (2011, 2015, 2016). *Fostering executive function skills*. (PowerPoint slides).

Questions?

