

Get Ready

Organize my space?

Materials/resources/ strategies?

Plan my time ?

Obstacles?

Plan for handling Obstacles: If....then....

Time Robbers
Time Savers

Do

What do I need to do to accomplish this task?

How much time will it take?

What is my time available?

Done

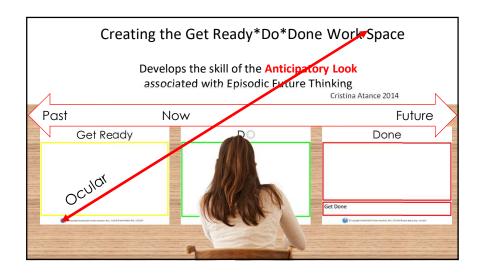
What do I need to do to get Done?

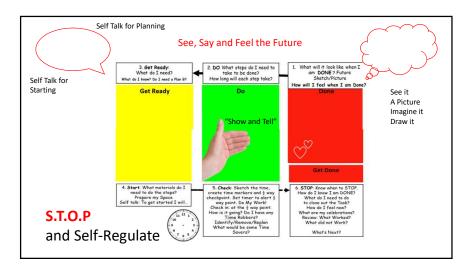
What will it look like?

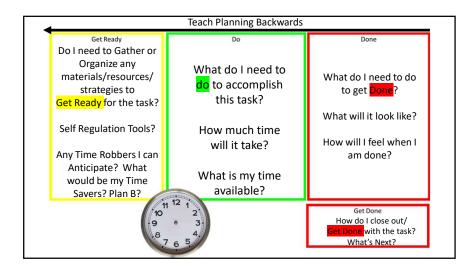
When is it due so I know my priorities?
How will I feel when I am done?

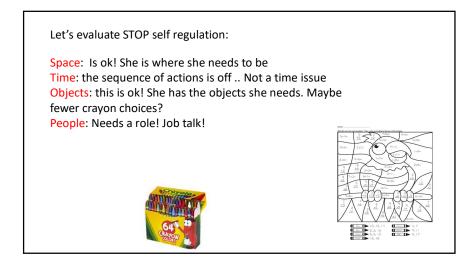
Get Done

How do I close out/ Get Done with the task? Now that I am done – how do I feel?

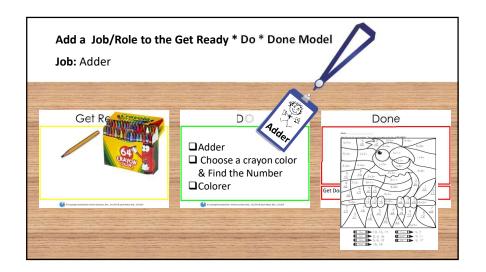








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This student does not have a pencil or crayons. Hops up and runs around to get these. Stares at peers in the other area. Once starts needs a lot of cueing and reminder of how to add numbers. He starts playing with the crayons, taking them all out of the box, lining them up and peeling some of the wrappers.

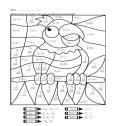
Let's evaluate STOP self regulation:

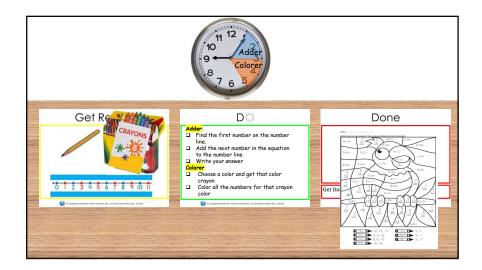
Space: Does not know where he needs to be or to go to get materials.

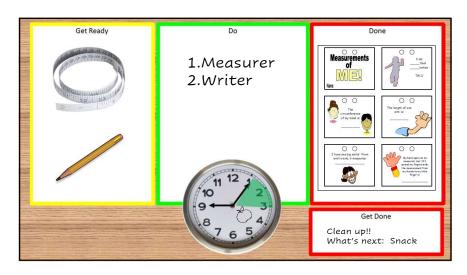
Time: no awareness of how much time

he has to work.

Objects: no crayons or pencil or a number line. Too many crayons! People: needs a role! Job talk!

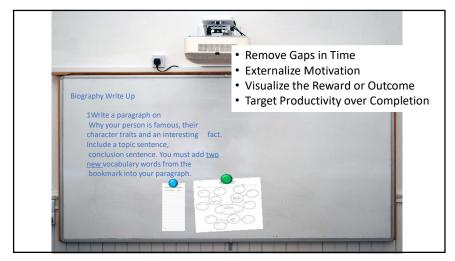


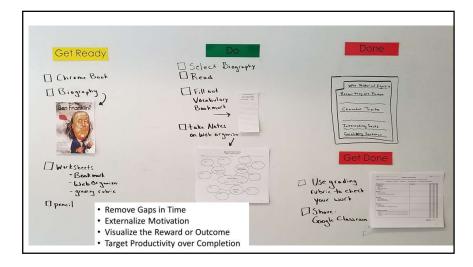


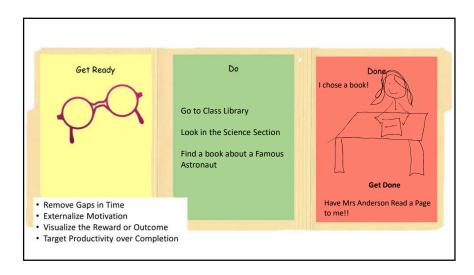


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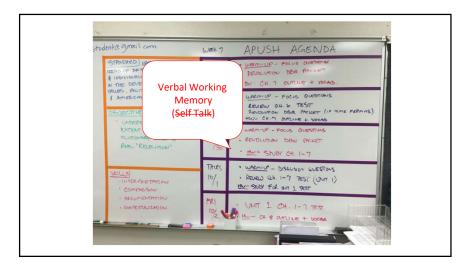


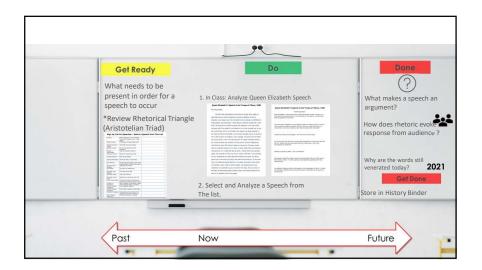


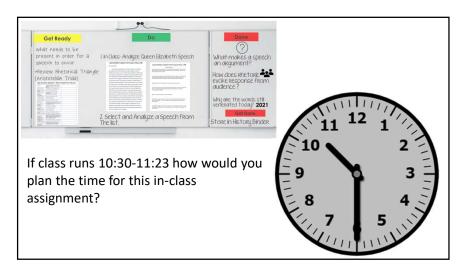


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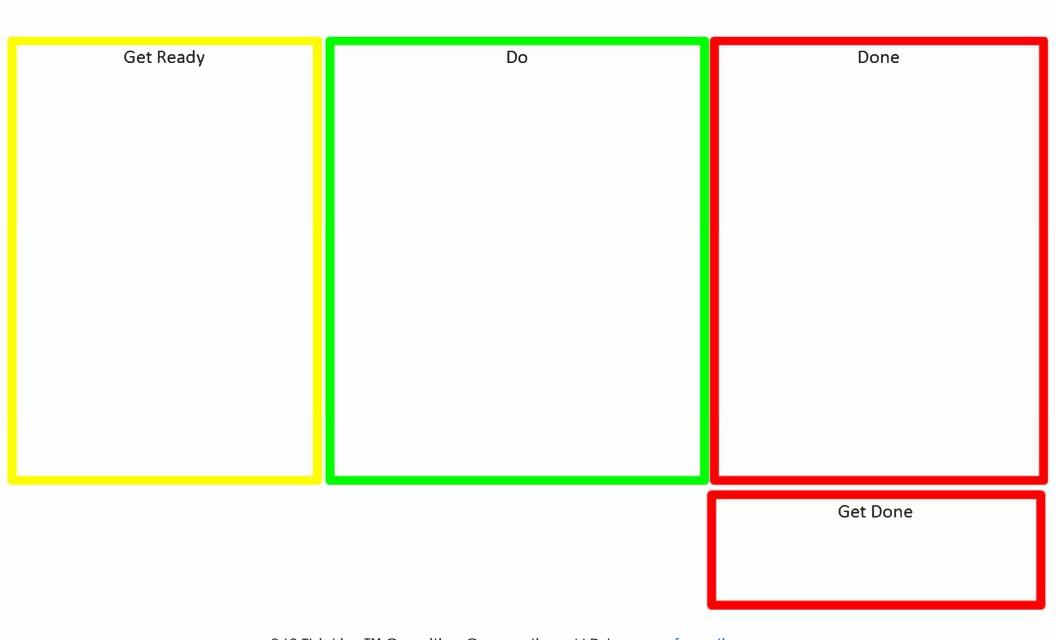








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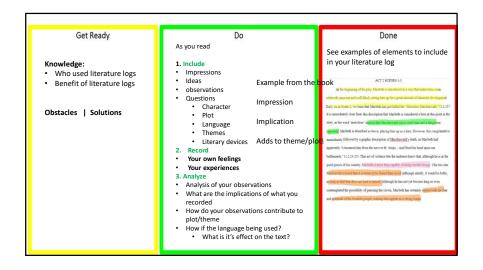


Future Self Talk

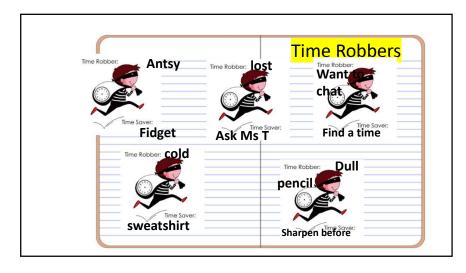
Plan A: As I See it Plan B: But.....

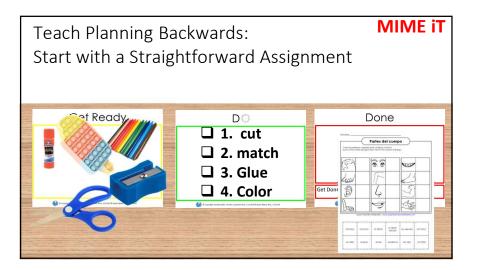
I Will
I am Going to
When
I can

Might/ Maybe
Could
Should
Probably
In case
If...then

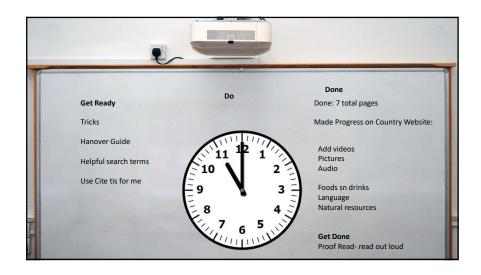


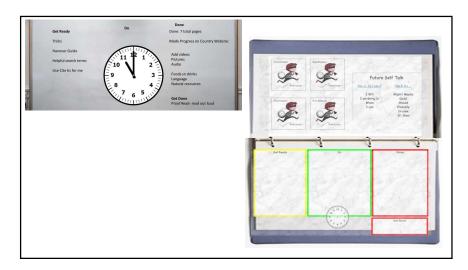


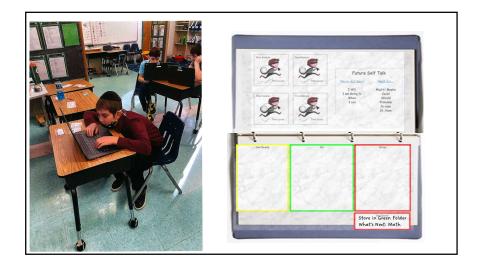


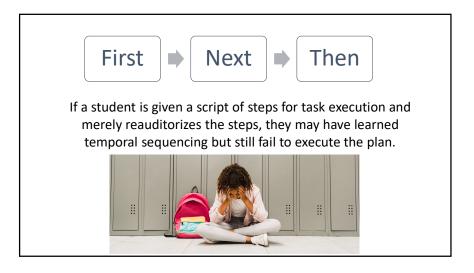


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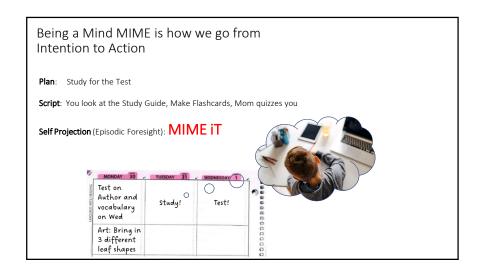


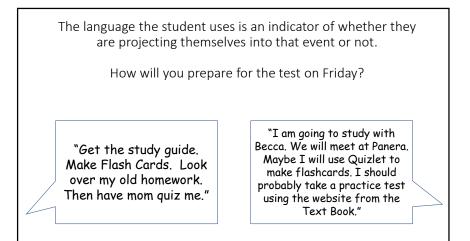


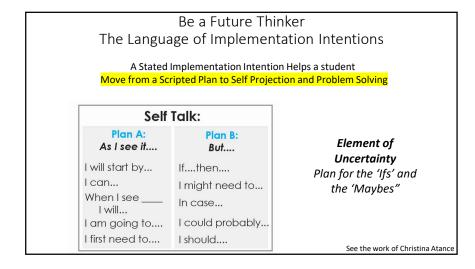




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Self Talk:

Plan A:

As I see it

I will start by...

I can...

When I see ____

I will...

I am going to....

I first need to....

Plan B:

But....

If....then....

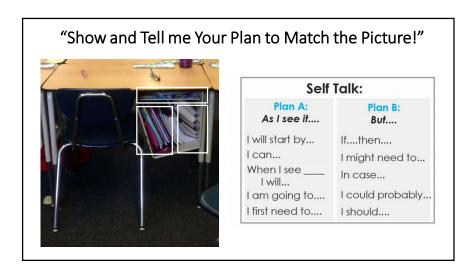
I might need to...

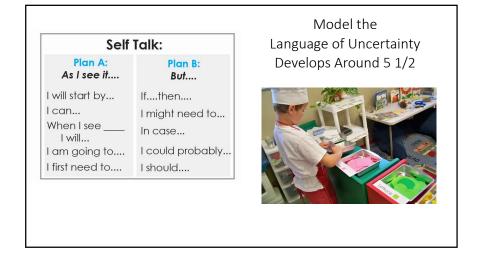
In case...

I could probably...

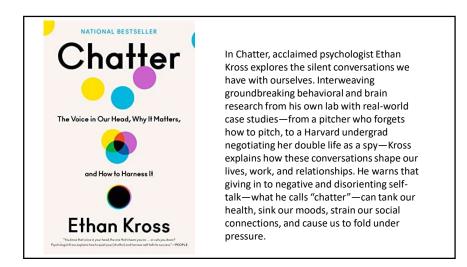
I should....

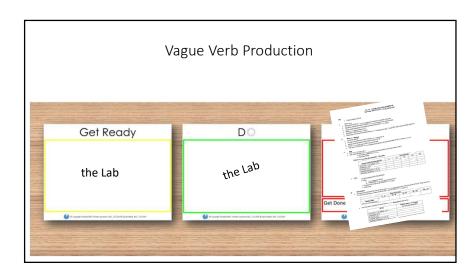


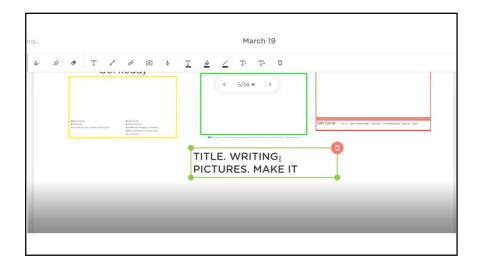


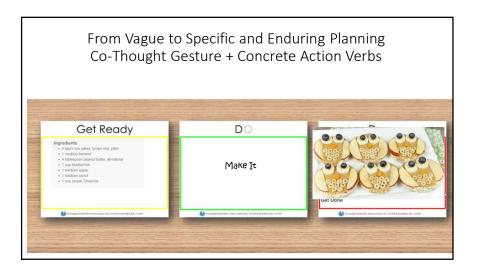












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Get Ready

Gather Materials

Estimate Time

Time: Mark start, stop, mid way and end points

Review the Plan

Emotion now vs in the End

Add Resources, Strategies and Materials

Determine Obstacles, Distractions and

Time Savers You can do this!







Done



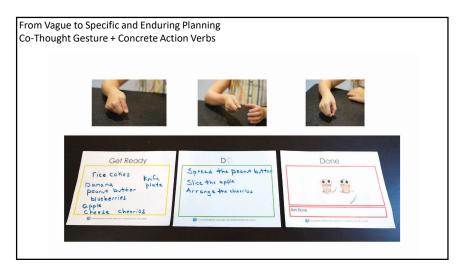
Get Done: Turn in? Store in Binder/Folder? Backpack? Put Materials Away? Clean up? Other?

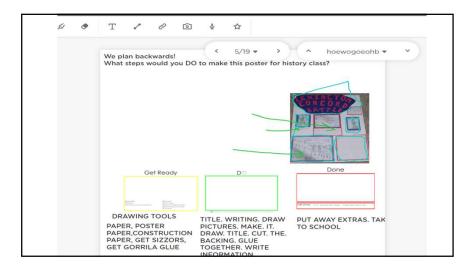


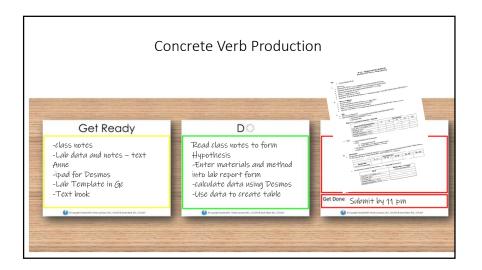
3. GET READY: Materials Resources Create Time Plan Anticipate Obstacles Mindset	2. DO : What are the steps? How long will each step take?	DONE: What will it Look Like When I am Done? Future Sketch/or Create a Template
Get Ready	Do	Done
		Get Done Turn in Share Store Backpack Clean up Other

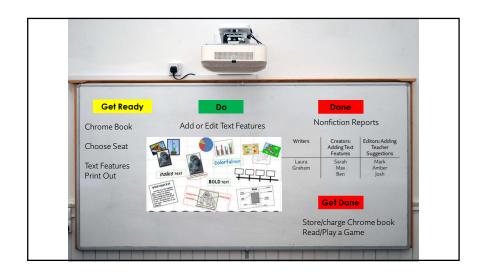


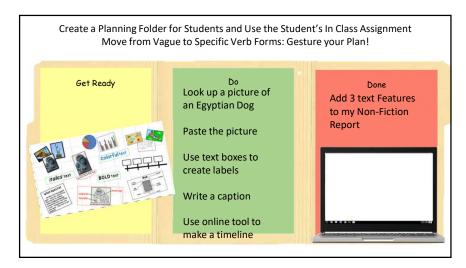




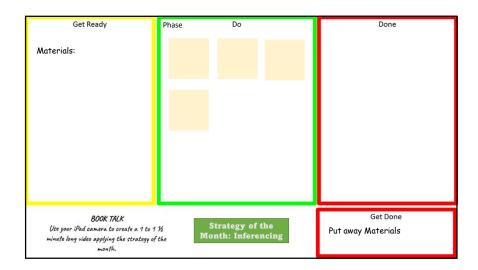




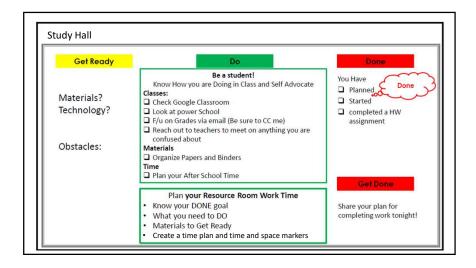


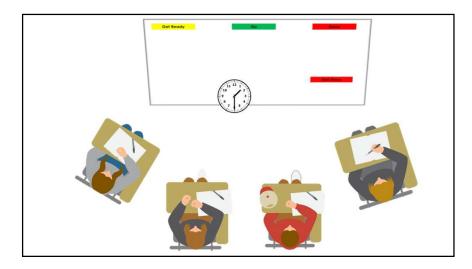


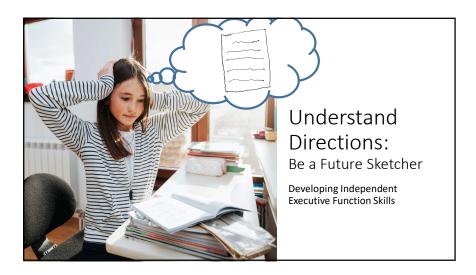


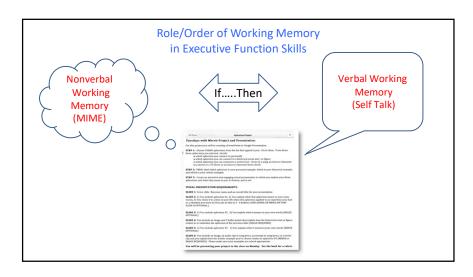


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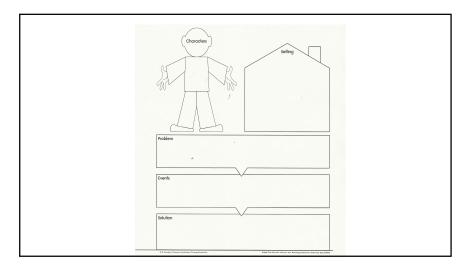
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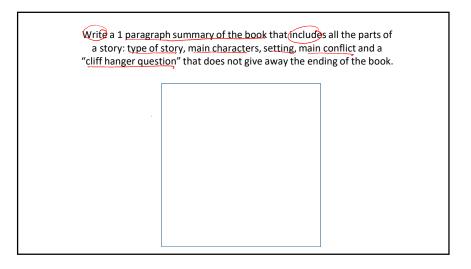
Breaking Down Writing Prompts:
Circle the Action Word and Underline the Key Ideas for Each Action
(Double underline location information if it appears in the direction)

Everyone has done something that he or she will always remember. Think about a time you did something special that you will always remember. Write a story about what you did and tell why it was so memorable. Be sure to include how you felt before and after the event.

See EMPOWER Writing Program, Bonnie Singer, Architects for Learning

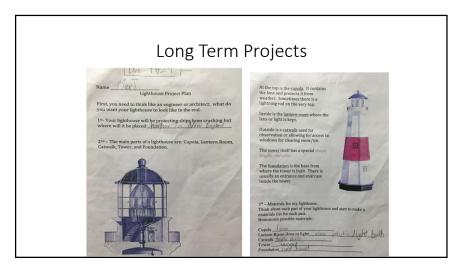
Write a 1 paragraph summary of the book that includes all the parts of a story: type of story, main characters, setting, main conflict and a "cliff hanger question" that does not give away the ending of the book

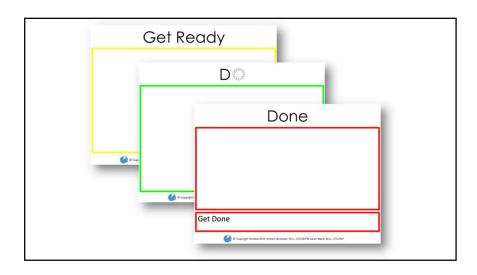


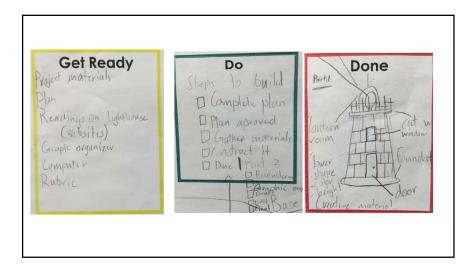


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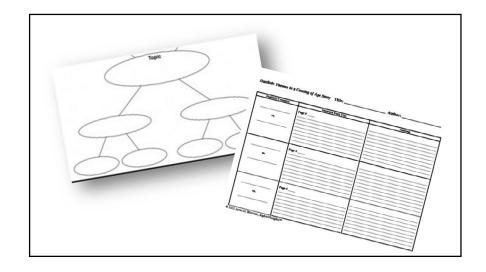






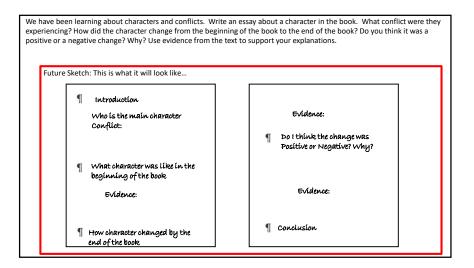
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We have been learning about characters and conflicts. Write an essay about a character in the book. What conflict were they experiencing? How did the character change from the beginning of the book to the end of the book? Do you think it was a positive or a negative change? Why? Use evidence from the text to support your explanations.



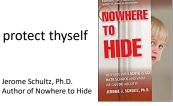
Pre-Imagine the Space
Before You Execute a Task

What will my Paper/Essay Look Like
When I am DONE?

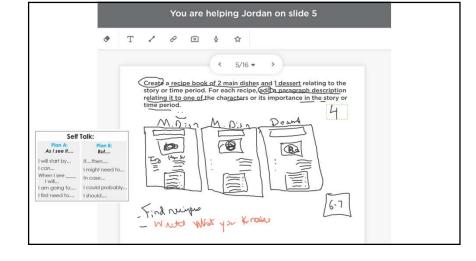


Motivation

- Rate the difficulty
- · Rate my ability
- Access a previous successful experience
- Benefit of getting started
- Anticipate obstacles
- Tame the Fight or Flight reaction to protect thyself



Jerome Schultz, Ph.D.







Have the Student Sketch Their Plan





Being the Agent of the Action!

Be a Future Sketcher!

I thought you might appreciate some proof that future sketching

This is the picture Sylvie drew to show her "ready to go the bus."

The speech bubble says "I am excited." The face is smiling. Note the double lines around hands and feet to show gloves and snow boots. Totally

This is a picture of this 7 yo ready to head out the door 5 Minutes Early!!! Unbelievable!



Get Ready * Do * Done for Homework

Set up the Space

Get Ready*Do*Done/Get Done

Clock/Timer

Have Brain Boosters:

Water

Food

Music? Fidget Ring? Theraband?

Jail your Time Robbers: Put your Time Savers/Distraction minimizers in place:

Manage Tech Time Robbers: Use Mac self control, Readability, etc.

Cell phone: Airplane Mode

Get Ready *Do*Done for Homework – Plan Backwards to Move Forwards

Done: What will the assignment look like when you are done?

Do - Prioritize the steps to complete the work. Any strategies?/distraction minimizers for given assignment

Estimate Time Calculate a Temporal Window

Get Ready Gather materials

Shade on the Clock and Time and Space Markers

Self Monitor and Check Time. Any time Robbers?

Get Done: Plan for Turning in Homework and Clean Up Work Space





Telephone: 978-369-5200





If you share our ideas please make attribution to Sarah Ward and Kristen Jacobsen. Please reach out to us! We love to hear from you!

Sarah Ward, M.S., CCC/SLP

Speech and Language Pathologist sward@efpractice.com

Kristen Jacobsen, M.S., CCC/SLP Speech and Language Pathologist kjacobsen@efpractice.com



Do a Future Sketch: What will it look like when I am DONE?

You have a social studies project due in one week. The assignment is to research another country. You have to draw a map of the country and write a well written paragraph about the people who live there (think about their culture, traditions, clothing, etc.) You also have to cook something people in that country would eat and bring it to class to share on our 'Country Tours' day. ______ is the country you've been assigned.

3. **GET READY**: Materials | Resources | Create Time Plan Anticipate Obstacles | Mindset

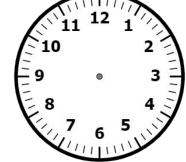
2. **DO**: What are the steps? How long will each step take?

1. **DONE**: What will it Look Like When I am Done? Future Sketch/or Create a Template

Get Ready

Do

Done



Get Done

Turn in | Share | Store | Backpack | Clean up | Other



