Practical Strategies to Facilitate Independent Executive Function Skills

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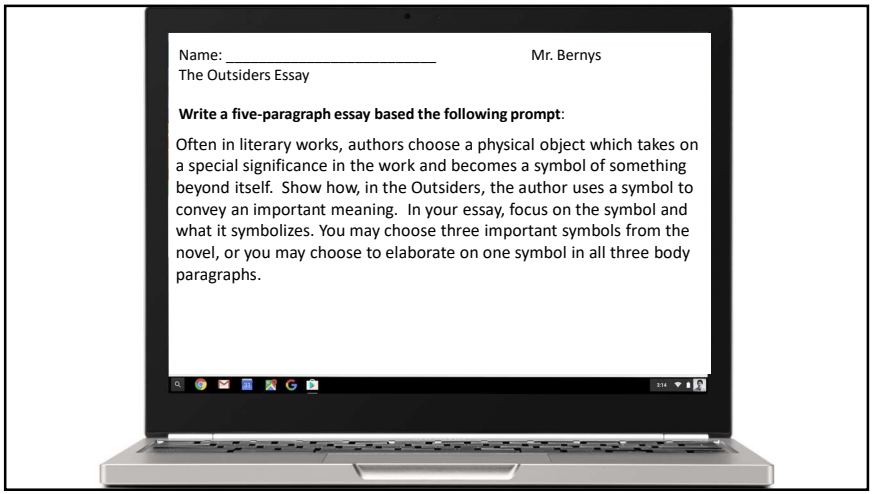
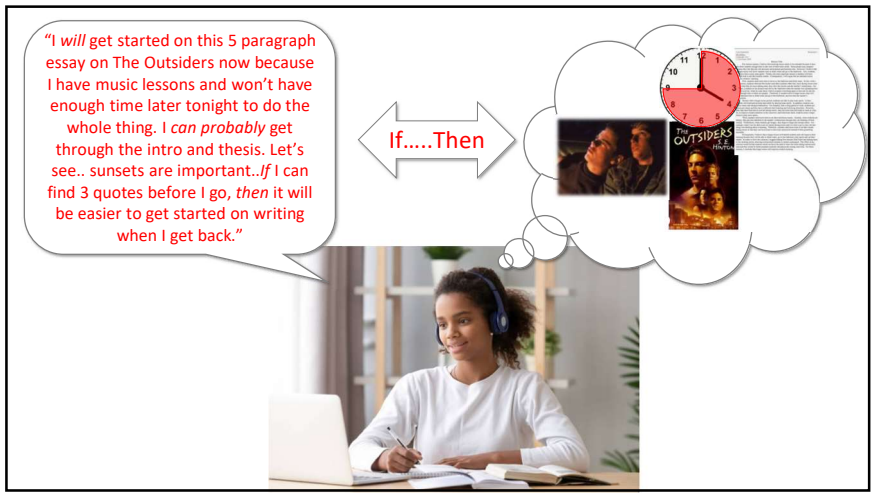
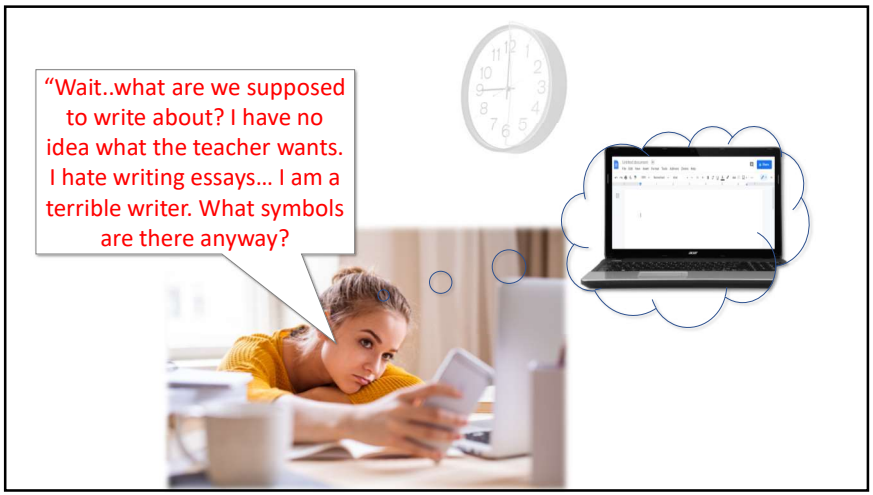
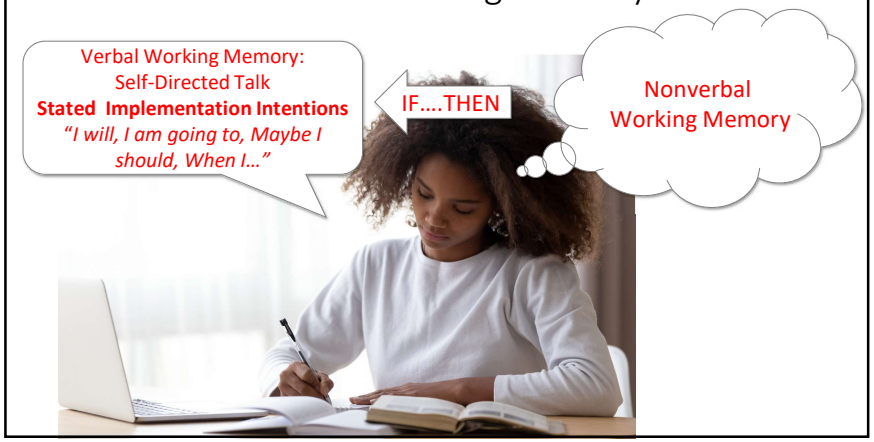






Order of Working Memory



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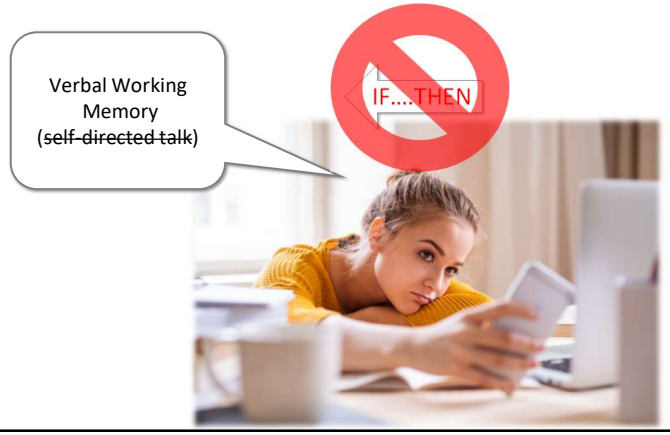


Nonverbal Working Memory and Self Regulation

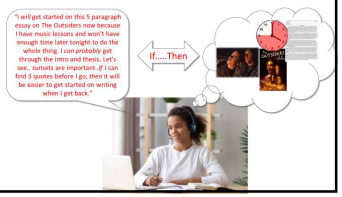
Working Memory: Holding information in your mind while mentally working with it or updating it

- Critical for anything that unfolds over time

Inhibitory/Self Control: Resisting the strong inclination to do one thing and instead do what is most appropriate

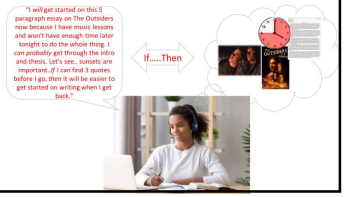
- Attention – resist distractions
- Emotion - resist giving up
- Behavior – resist impulse to do an action that is inappropriate

Planning: Use of cause and effect & means to an end reasoning needed: "if…..then….." thinking.



Situational Awareness/Intelligence: STOP and Read the Room

Space	Time	Objects	People
Navigate the Room	**Get on the Timeline**	**Organization/Objects**	**Read the Person: Self and Others ROLE**
❑ Kind of space? ❑ What's going on? ❑ Is it Expected or Unexpected? ❑ Pathways used to Navigate to different areas within the space? ❑ Is there a shift between wide angle lens of the space(Whole), the zones (parts) and the details?	❑ Time of day ❑ Kind of time? ❑ **What is happening at this Moment** in Time ❑ Sequence of actions ❑ Pace ❑ What is coming up? ➢Predictable?	❑ Organization of The Space: Whole-Parts ❑ How is that part organized? ❑ Location of objects: In sight? Out of sight? ❑ Purpose/Priority of objects? ❑ Necessity & Relevancy	❑ Mood ❑ Pace ❑ Body Language ❑ Appearance



Situational Awareness/Intelligence:
STOP and Read the Room

Space

Navigate the Room

- ❑ Kind of space?
- ❑ What's going on?
- ❑ Is it Expected or Unexpected?
- ❑ Pathways used to Navigate to different areas within the space?
- ❑ Is there a shift between wide angle lens of the space(Whole), the zones (parts) and the details?

Time

Get on the Timeline

- ❑ Time of day
- ❑ Kind of time?
- ❑ **What is happening at this Moment in Time**
- ❑ Sequence of actions
- ❑ Pace
- ❑ What is coming up?
  - ➢ Predictable?

Objects

Organization/Objects

- ❑ Organization of The Space: Whole-Parts
- ❑ How is that part organized?
- ❑ **Location of objects**: In sight? Out of sight?
- ❑ Purpose/Priority of objects?
- ❑ Necessity & Relevancy

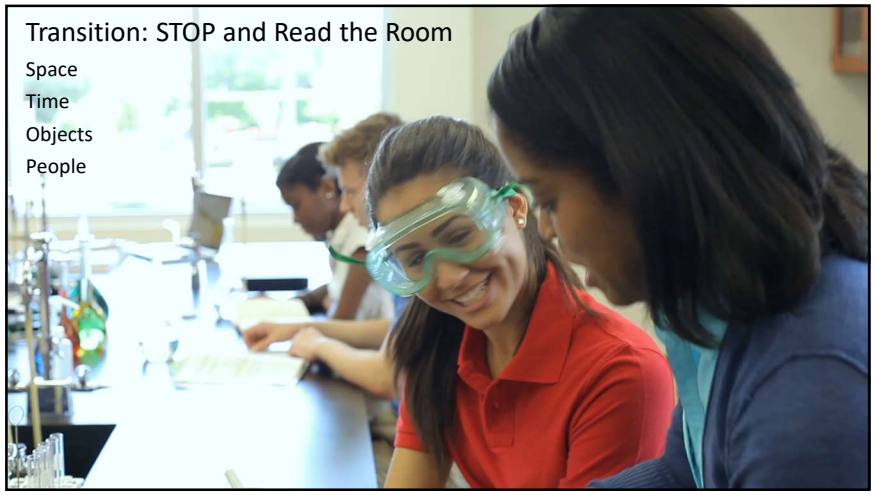
People

Read the Person: ROLE

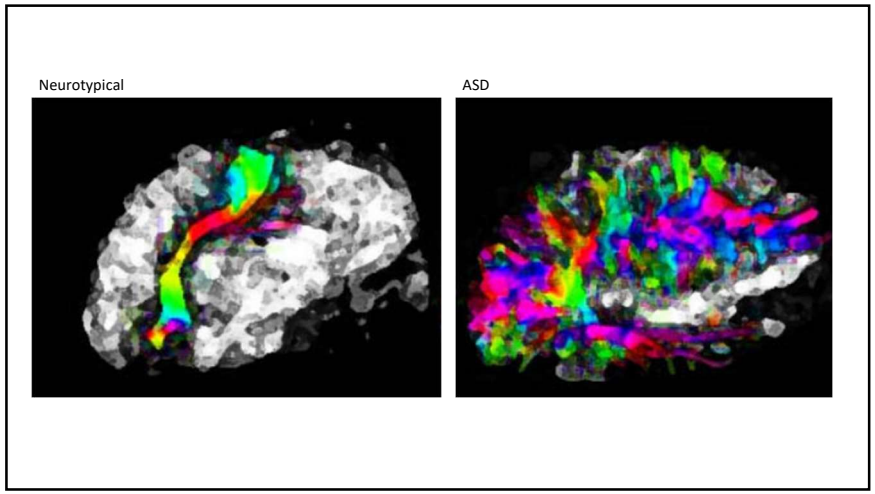
- ❑ Face
- ❑ Body
- ❑ Appearance
- ❑ Mood
- ❑ Pace
- ❑ Saying-Tone

Any action that allows students to STOP and direct themselves

Over Time



Organized Thinking and Speed of Information Processing

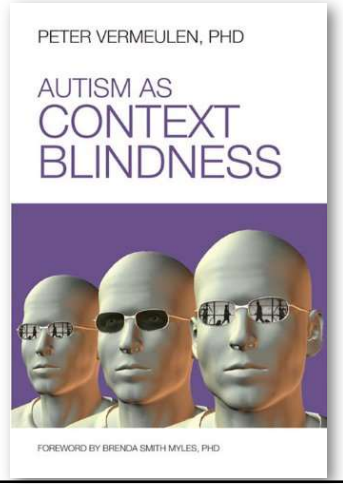


Situational Intelligence Operates in Stealth Mode
We Read the Room in the Blink Of An Eye!

"In the blink of an eye, we see the essence of a scene (the context) by a very fast, subconscious transfer of information to the higher areas in the brain."

"This process happens quickly. How fast? Well, we recognize most scenes or categories of objects within 100 to 200 milliseconds. To understand that level of speed, know that it takes twice as long to blink your eyes (between 300 and 400 milliseconds). Saying that we make an evaluation of context in a blink of an eye is an underestimation of the speed of our brain: We do it twice as fast!"

Vermeulen Ph.D., Peter. Autism as Context Blindness

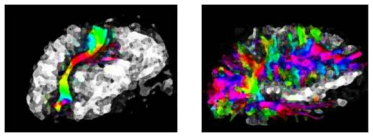


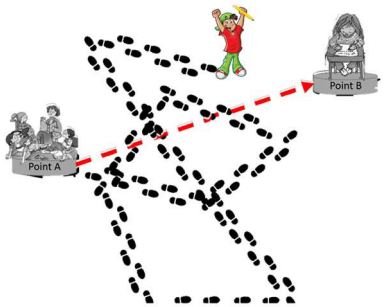
Contextual Processing

What is a nice birthday present for a good friend?

What do you do when the bell rings?

What do you put in your suitcase when you go traveling?





Situational Intelligence

- An early aspect of executive function skills is situational intelligence (reading the room) –
- This is recognizing zones in the room – space, time, objects, people – in a self directed way.
- It is self-directed, because the student is answering
  - What do I need to do?
  - What is expected of me in this setting?
- It involves self-directed observation
  - What's happening now?
  - What matters now?
- It is "IF … then" thinking.
  - **if** this is what it looks like, **then** what do I need to do?

The Situational Intelligence Shifts from Now to Next = Self Regulation

Specific Type of Regulation called:
Locomotion Regulatory Mode – Locomotors

- Movement from state to state without distraction
- is a significant predictor of academic success
- Lower in individuals who are easily 'bored'

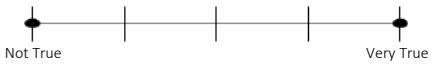
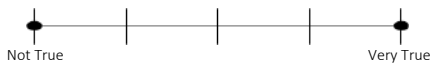
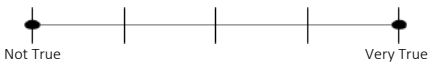
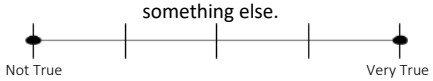
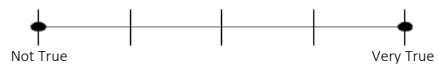
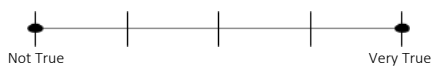
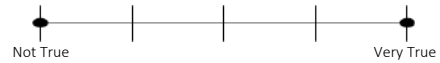
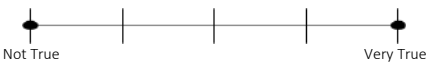
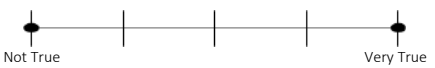
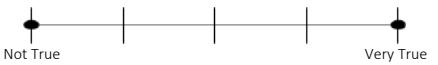
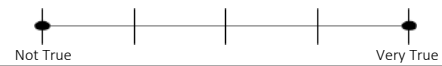
Executive Function Situational Awareness Observation Tool

1- Present; 0 – Not Present; NA – Not Observed | Applicable

Space	Time	Objects	People
❑ **Observes:** ❑ Observes the function and organization of the space for the situation ❑ Observes from a 'wide' to a 'narrow' angle	❑ **Observes:** Observes/Aware of the kind of time available	❑ **Observes:** ❑ Observes/aware of required materials ❑ Observes organization of materials within the space	❑ **Observes:** Observes/aware of role for the given situation ❑ Own ❑ Other's Roles
❑ **Orients | Decides** ❑ Reads the Room – Knows what is going on	❑ **Orients | Decides** ❑ Knows the Time ❑ Uses if-then thinking to envision future time, ❑ Understands expected activity in specific time ❑ Creates time markers	❑ **Orients | Decides** ❑ Uses if-then thinking to infer objects needed	❑ **Orients | Decides** ❑ Recognizes the key purpose of action and communication exchanges
❑ **Acts** ❑ Navigates the space efficiently ❑ Is where they need to be	❑ **Acts** ❑ Has a sequence of actions ❑ Initiates Independently ❑ Appropriate Pace ❑ Attends to and responds to time markers	❑ **Acts** ❑ Gathers all the expected materials/ objects (both in sight and out of sight)for the given situations	❑ **Acts** Regulates actions based on awareness of role ❑ To verbal prompts ❑ To nonverbal prompts
❑ **Flexibility** ❑ Can shift and transition between spaces	❑ **Flexibility:** ❑ Can shift actions in response to time markers ❑ Can Shift Pace when required ❑ Anticipates what is coming up	❑ **Flexibility** ❑ If objects are unavailable problem solves a 'same but different' substitution ❑ Can shift and transition between spaces with required objects	❑ **Flexibility** ❑ Makes inferences about communication and responds accordingly based on communication from others
Comments:	**Comments:**	**Comments:**	**Comments:**

360 Thinking: Questionnaire for Executive Function Skills

For each of the situational awareness skills below, rate how true the experience feels for you on the scales provided. Do you notice if there are more 'true' items in one or more skill area? If so, it might be helpful to create a goal to improve that area. Try using this planner to record steps in working towards that goal.

Space	Time	Objects	People
I have difficulties finding anything I need in my back pack, desk or locker. 	I have a hard time getting started on assignments and projects. 	I leave materials I need at home or school and need to go back to get them. 	I like to do group projects on my own or let other students lead the project. 
Keeping my locker neat is not a priority or something I have time for. 	I hand in assignments after the due date. 	I don't remember the materials or things I need to for classes or activities. 	I can get frustrated or angry with school or home work and its hard to focus and get it done. 
I feel like I have to go "all over" the house to get things I need before leaving for school or activities/sports. 	I realize once I get started on an assignment that it's going to take more time than I thought. 	I have difficulties organizing and finding papers I need for studying. 	I can have difficulties "over focusing" on a preferred task and shifting my attention to another priority. Sometimes I do not notice that my peers/teacher/parent have moved on to something else. 
I am overwhelmed or unmotivated to clean my room. Its hard to know where to start. 	My parents or teachers have to give me lots of reminders to get things done on time. 	I have a hard time tracking my stuff and I lose my things like sweatshirts, jackets, lunch containers, notebooks, etc. 	I don't think I have to be organized or more organized, but my parents and teachers think I do. 
When I clean up, I just take piles of stuff and put them in random places. 	I don't realize how much time has passed when I'm focused on a task like reading or playing video games. 	It is hard to organize my materials and keep things neat. 	I avoid talking to my teachers if I am having difficulties with an assignment. 
Sometimes when I am looking for something it is "in front of my face" but I do not easily see it. 	I am late or almost late for the bus, my ride or school . 	I lose points for careless mistakes or sloppy work on my school work. 	I am easily distracted by friends or social media when doing work. 
I don't like putting things away because it can be harder to find what I need later. 	I often run out of time when I am trying to finish a long term project. 	I get distracted by other items around me when I'm trying to get tasks or assignments done. 	I can feel surprised by grades I receive or I'm not sure what the teacher wanted. 

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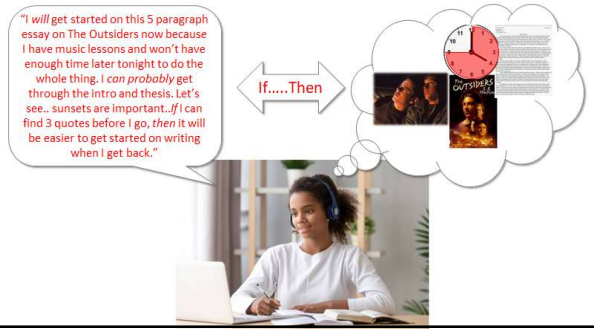
Acts Navigates the space efficiently Is where they need to be	**Acts** Has a sequence of actions Initiates Independently Appropriate Pace Attends to and responds to time markers	**Acts** Gathers all the expected materials/ objects (both in sight and out of sight)for the given situations Delayed	**Acts** Regulates actions based on awareness of role To verbal prompts To nonverbal prompts
Flexibility Can shift and transition between spaces	**Flexibility:** Can shift actions in response to time markers Can Shift Pace when required Anticipates what is coming up	**Flexibility** NA If objects are unavailable problem solves a 'same but different' substitution Can shift and transition between spaces with required objects	**Flexibility** Makes inferences about communication and responds accordingly based on communication from others
Comments: *Zig zagger*	**Comments:** *No awareness of time, expectations within time*	**Comments** *Has work, ?finishes, Does not know what to do when done*	**Comments:** *Ignores social cues from peers- More Role vs social thinking?*

Situational Awareness + Nonverbal Working Memory

Mimetic-Ideational Information Processing

(mental trial and error simulation)



Mimetic Ideational Information Processing

- Being a "Mind Mime"- Mime the Idea in Your Head
- Mental Pre-Simulation of How the Future Will Play Out
- It is a Mental Dress Rehearsal…
- A Mental Trial and Error without the Risk of Error
- You can try it out and Pre- Experience the Emotion of a Situation
- Without Risk You can Run Plan A and Plan B and Pre-Experience How Those Feel

Be a Future Thinker: "Mind MIME iT'

M Future Space and Object Thinking: **M**ake an Image: **STOP** What will it look like?

I Episodic Future Thinking: What do **I** Look like? Self Projection into the Future

M Mental Time Travel (Temporal - Spatial): How am I **M**oving to achieve this?

E The Future **E**motion/**E**nergy: How will I fEEl? Emotional and Physiological State

i If …..then

T Self **T**alk

It is 'experiencing the self in time' and talking yourself through that experience so you are efficient and successful

MIMETIC processing is Episodic Forethought

The ability to *imagine oneself* at a particular *time* in a future *situation*

Important for

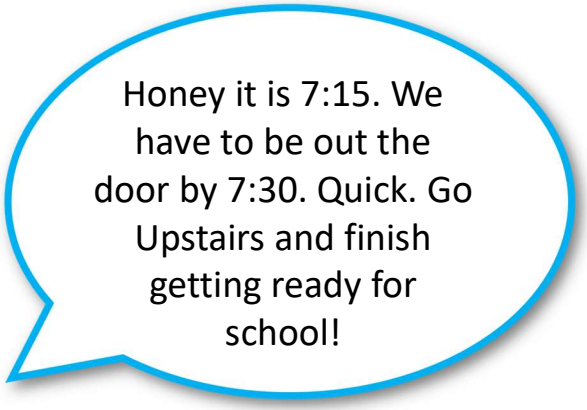
"Intention" to set goals and implementation intentions;

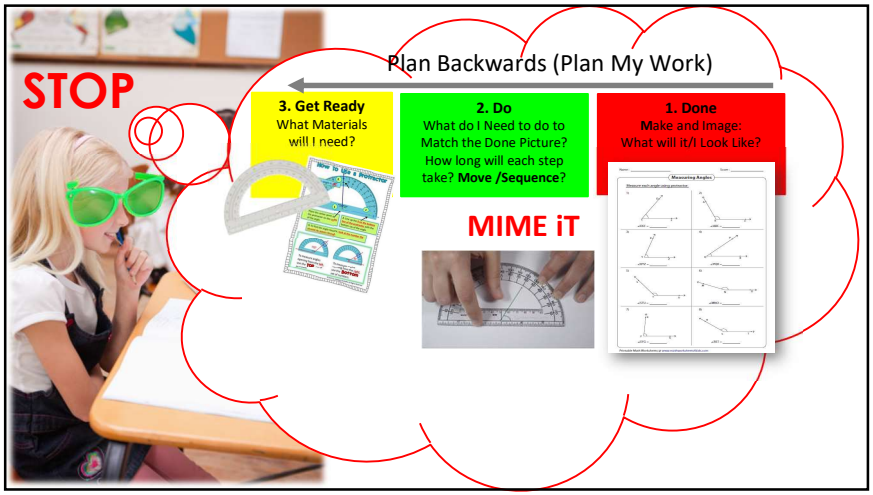
"Simulation" of a future event;

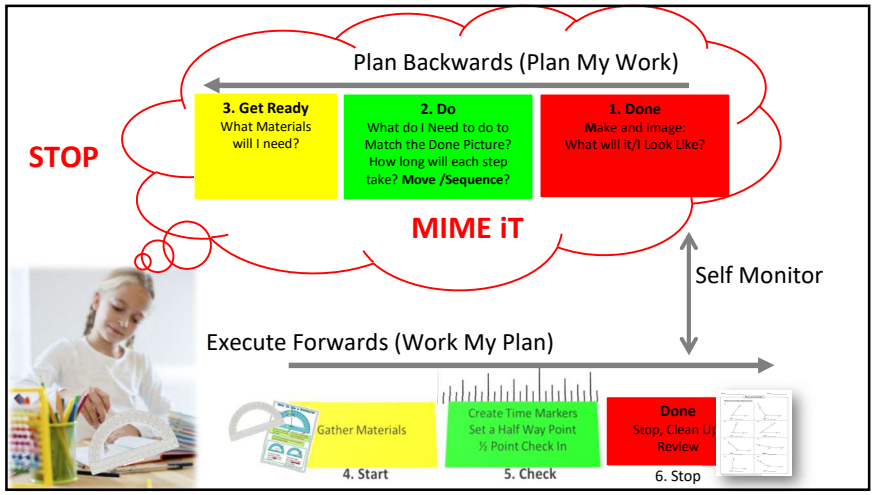
"Planning" to identify, organize, and prioritize the steps of a future task

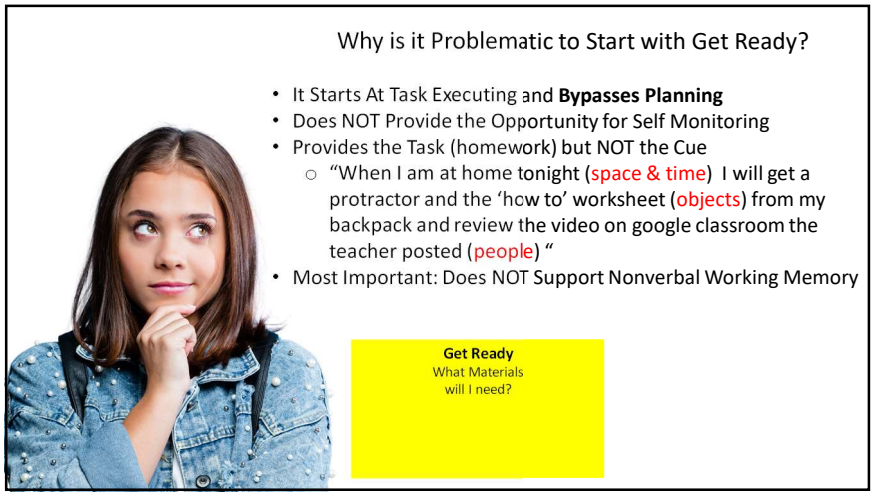
"Predicting" to forecast affective states (e.g., how one will feel when one attains a goal; how one will feel if one encounters an obstacle along the way, and how one can "feel better" by imagining a Plan B to avoid that obstacle);

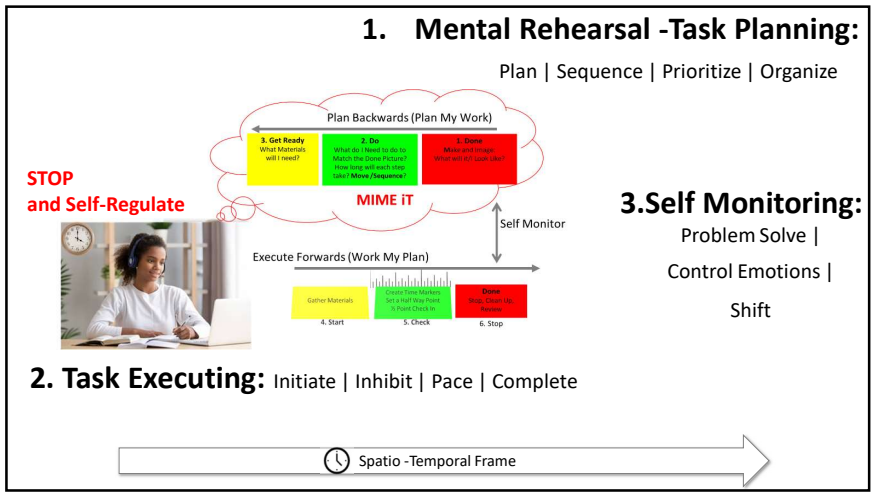
"Prospective Memory" to remember a future intention.

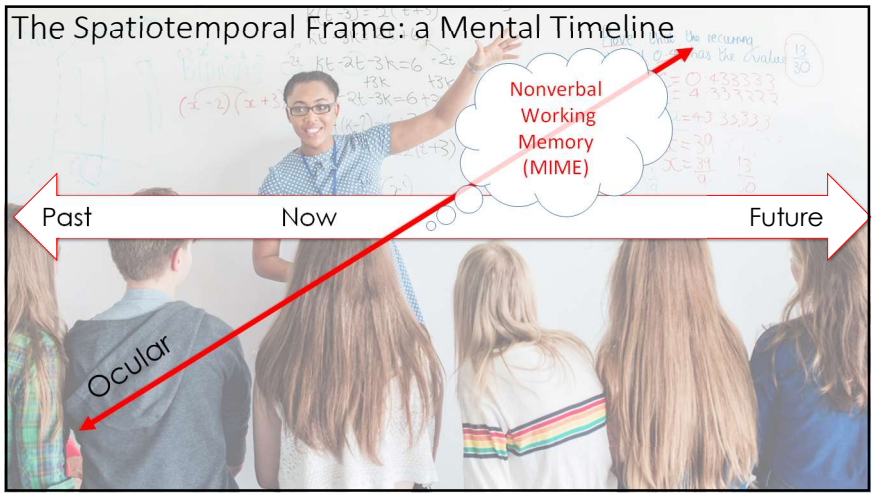












The Spatiotemporal Frame

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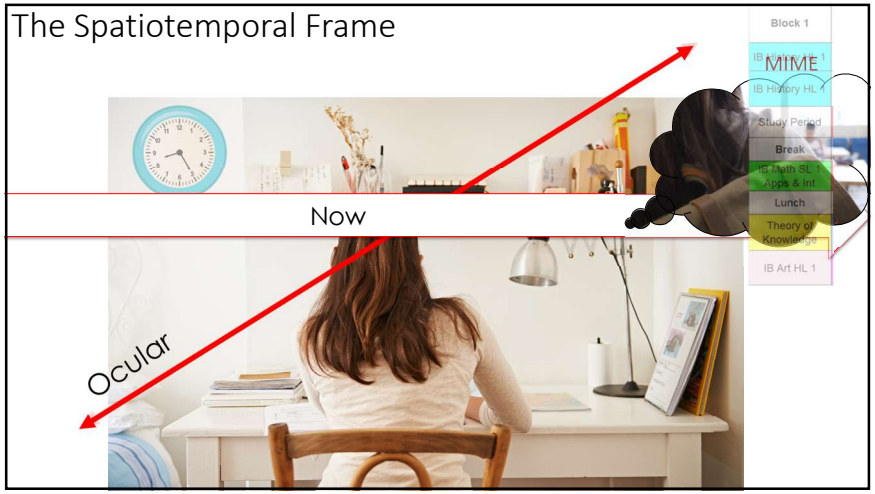
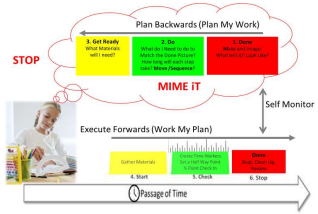


360 Thinking Methodology

Facilitating Independent Executive Function Skills

Developing Strong EF Skills



Repeatedly practice:
Self-monitoring, self-**STOP**ping, **see**ing the future, **say**ing the future, **feel**ing the future, and **play**ing with the future so as to effectively "plan and go" toward that future. (Barkley 2012)

Barkley, Russell A. Executive Functions: What They Are, How They Work, and Why They Evolved. New York: Guilford, 2012.

Executive Function Skills Checklist

Cleaning

Tidy a space (reading corner, playroom) (5-7years old)

Clean a Room (8-11years old)

Develop and maintain a system of organization/cleaning (12-14years old)

Manage Laundry, Keep Dorm/Apartment clean, deep clean at reasonable intervals

EF Age:

Errands

Simple: get your shoes from the bathroom (3-4 years)

2-3 step direction put the placement on the table and then get the napkins (5-7 years)

With a time delay – to and from school w/out reminders (8-11years)

Follow complex school schedule & multiple transitions with teachers and classrooms (12-14 years)

Independently plan and follow school/work and leisure activities, drive own car

EF Age:

Self-regulation

Inhibit unsafe or inappropriate behaviors (3-4 years)

Inhibit behaviors; follow safety rules, use appropriate language (e.g. not swearing or using bathroom language when not appropriate), raise hand before speaking in class, and keep hands to self (5-7 years)

Inhibit/self-regulate behaviors; maintain composure when teacher is out of the classroom; inhibit temper tantrums and bad manners(8-11 years)

Inhibit rule breaking in the absence of visible authority (12-14 years)

Avoid reckless or risky behaviors (e.g. use of illegal substances, sexual acting out, shoplifting, or vandalism) (high school on)

EF Age:

*Adapted From: Dawson, P. and Guar, R. Executive Skills in Children and Adolescents. New York: The Guilford, 2004

Executive Function Skills Checklist

Time

Understand sequence, past/present/future tense, causality (3-7 years)

Independently remember changes in daily schedule including different after school activities (8-11 years)

Follow complex school schedule involving multiple transitions with teachers and classrooms (12-14 years)

Plan time effectively, including after school activities, homework, family responsibilities (12-14 years)

Establish and refine a long-term goal and make plans for meeting that goal; collegiate or other vocational goals. Independently organize leisure time activities, including obtaining employment or pursuing recreational activities during the summer (high school)

EF Age:

Projects/Exams

Plan simple projects: e.g. book report: select book, read book, write report (8-11 years)

Plan and carry out long-term projects, including tasks to be accomplished and a reasonable timeline to follow (12-14 years)

Create, plan and follow timelines for long-term projects, tests, after school activities, family responsibilities

Study for tests, create and maintain learned material for midterms/finals (high school)

EF Age:

Papers

Bring papers to and from school (5-7 years)

Bring papers, books and assignments to and from school (8-11 years)

Track belongings when away from home

Appropriately use a system for organizing schoolwork (12-14 years and beyond)

EF Age:

*Adapted From: Dawson, P. and Guar, R. Executive Skills in Children and Adolescents. New York: The Guilford, 2004

Executive Function Skills Checklist

Homework

Complete -20 min max (5-7 years)

Complete – 1 hour max without assistance (8-11 years)

Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time – 2 hours (middle through high school)

Establish and refine a long-term goal and make plans for meeting that goal; collegiate or other vocational goals (high school)

EF Age: ☐

Work

Simple chore – self care-brush teeth (3-4 years)

Simple chore/self help – make bed, make a bowl of cereal (5-7 years)

Chores 10-30 min in duration; set the table, vacuuming (8-11 years)

Help out with chores around the home, including both daily responsibilities and occasional tasks that may take 60-90 minutes to complete; emptying dishwasher, raking leaves, shoveling snow etc. (12-14 years)

Safely babysit younger siblings (12-14 years)

Part time work: house sit, dog walk, mow lawns Independently obtain employment and or work during the summer (late middle and high school)

EF Age: ☐

Money

How to spend (5-7 years)

Save money for desired objects and plan how to earn money (8-11 years)

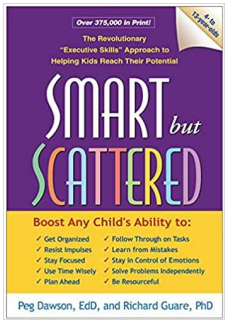
Save money to meet a financial obligation (college savings/spending money, car payment/insurance, etc.) (middle and high school)

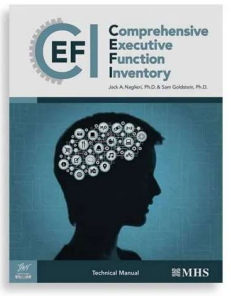
EF Age: ☐

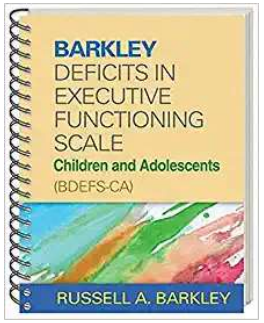
Chronological Age ☐ Average EF Age: ☐

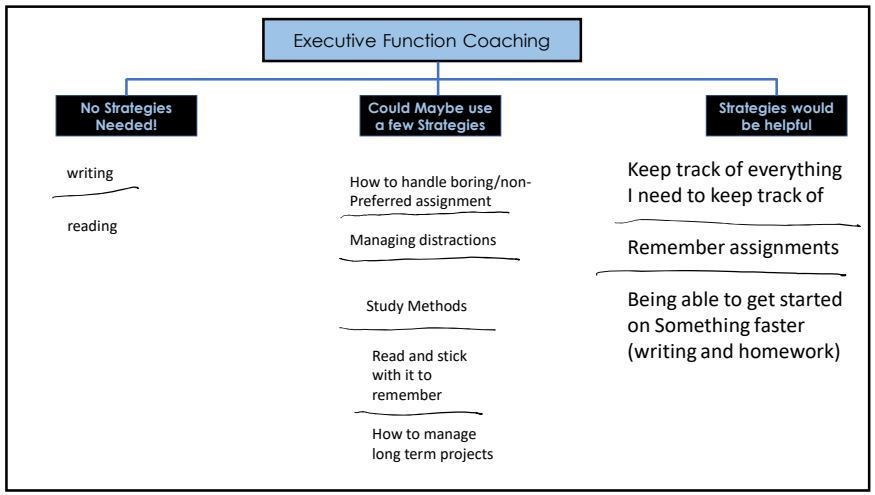
*Adapted From: Dawson, P. and Guar, R. Executive Skills in Children and Adolescents. New York: The Guilford, 2004

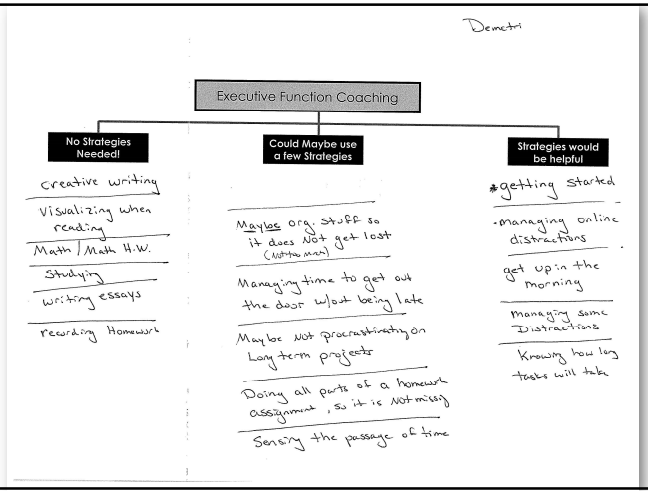
Self Assessment Tools





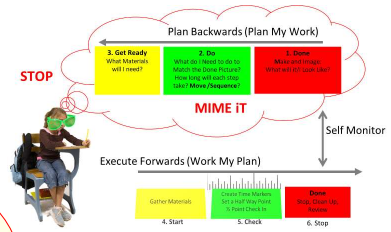






Rate yourself on a scale of 0 to 5. 0 means you never do it. 5 means you do it all the time.				
Use a Calendar	Use an Academic Planner	Plan My Week	Plan Out: Long Term Assignments: Studying for Tests:	Have a plan for when I have blocked time to Study:
Visualize Time Digital: Analog:	Estimate Time Accurately	Reference Clock when Studying	Use Digital Timer to Alert me to midpoint or time checkpoint	Have a plan for Managing Distractions/Time Robbers
Sleep Enough	Nutrition to Fuel	Exercise for Mental Clarity and Mood	Drink Water	Organize: Room: Desk: Study Space: Notebooks:
Get started Right Away:	Procrastinate	Study	Take Notes in Class	Stress Management

Intervention:
HOW to Develop Independent EF Skills



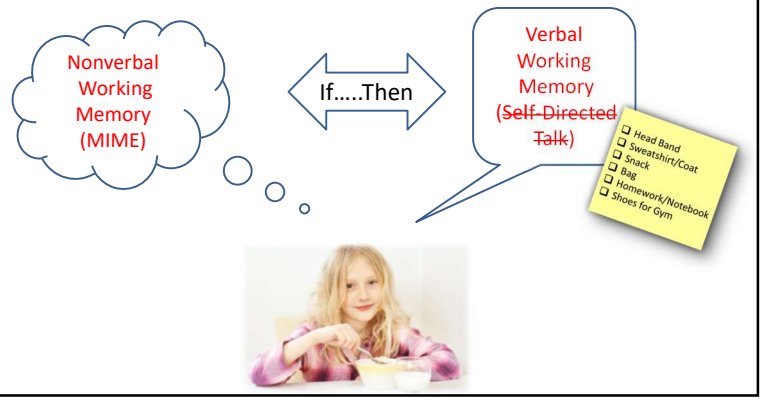
Repeatedly practice:
Self-monitoring, self-**STOP**ping, **see**ing the future, **say**ing the future, **fEEl**ing the future, and **play**ing with the future so as to effectively "**plan and go**" toward that future. (Barkley 2012)

Spatio -Temporal Frame

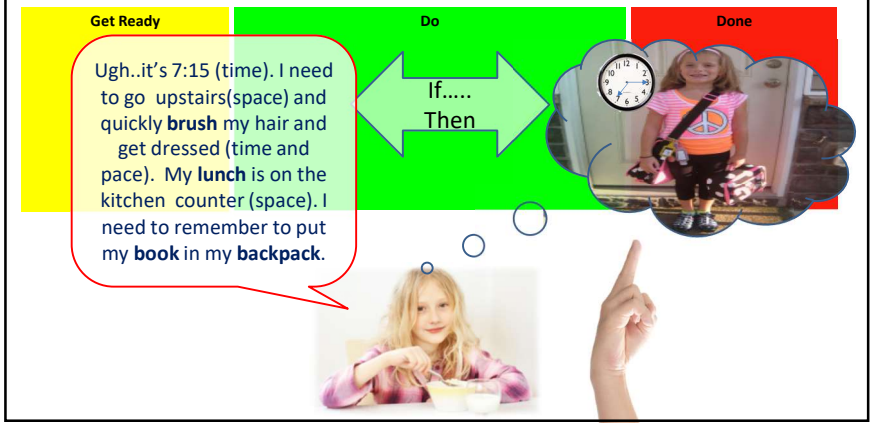
Start with the Done

Developing Independent Executive Function Skills

Role/Order of Working Memory in Executive Function Skills



Role/Order of Working Memory in Executive Function Skills



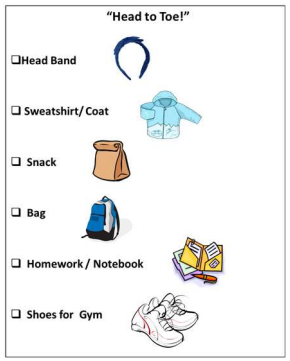
Representational Co-thought Gesture

We Gesture to Pre- Experience Mental Spatial Time Travel

- Co thought gestures are really just an outgrowth of how we mentally simulate planning (performing actions to go from the first to the final step)
- Gestures give life to our mental scratch pads, allowing us to perform actions with our hands before we have to do them in real life or before we have even thought these activities all the way through to put them into words
- Gesture helps infuse planning with an emotional charge to make the memory for it more enduring

"Get Ready for School!
Show and Tell Me Your Plan!"

Creating Future Mind MIME skill
vs Rote Reading of the Required Objects



Use Photographs to Develop NonVerbal Working Memory for Goal Directed Future Thinking

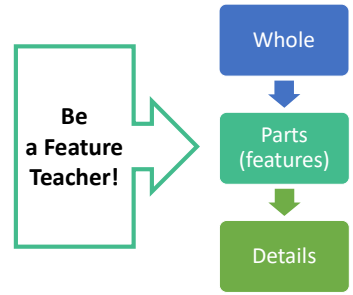
Start with the Done to:

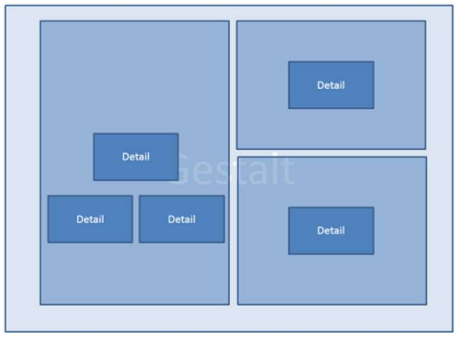
- Teach "Thinking in Pictures" to Increase Working Memory
- Develop Whole to Part to Details Thinking Teach Flexible Thinking
- Develops Gesture for Mental Spatial Time Travel
- Develops Stated Intentions: I will, I am going to, Maybe, I could
- Sensitivity to delay: decreases impulsiveness

"Get Ready for School! *Show and Tell Me* Your Plan!"

To Improve Organization Use Feature Blocking: **Add "Block and Box" to "What will it Look Like"**

Be a Feature Teacher!

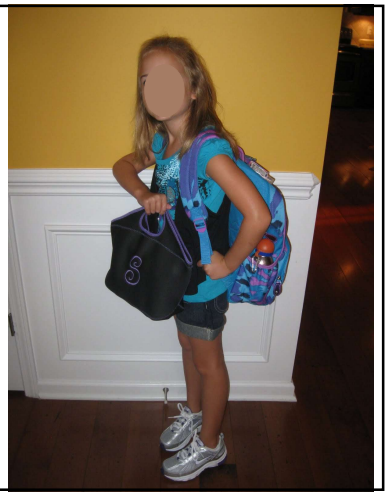




Make an Image - What will I look Like?
"SHOW and TELL me your Plan
to Match the Picture!"

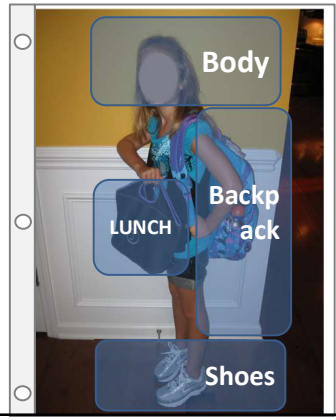
To Increase Processing Speed:
Feature Block then Laminate or
Put in a Plastic Sleeve Protector
to Keep it Dynamic!

Think About the Future Context to Develop Cognitive Flexibility:
How will I look the Same but Different?!



Feature Block to Teach "Same but Different"
Develops Cognitive Flexibility & Generalize the Routine

"We have to go!
Are you ready for _____?"



Same but Different

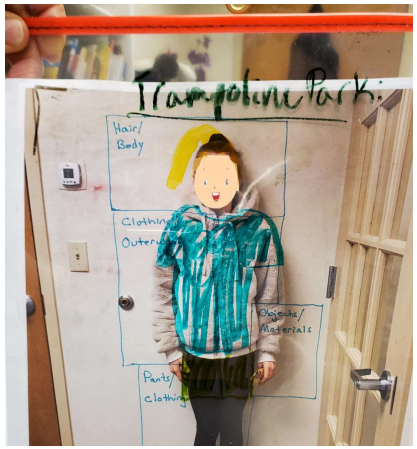
- Cold Day
- Recess
- Bedtime
- Basketball

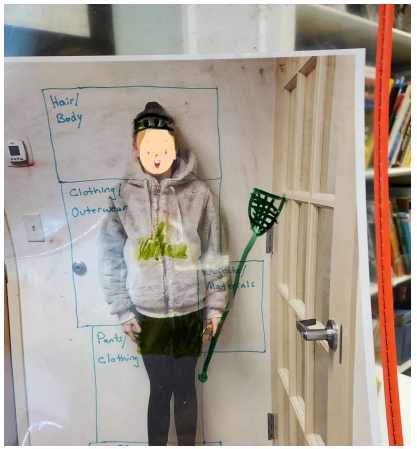
Meeting with My Boss

Going out with Friends into Boston

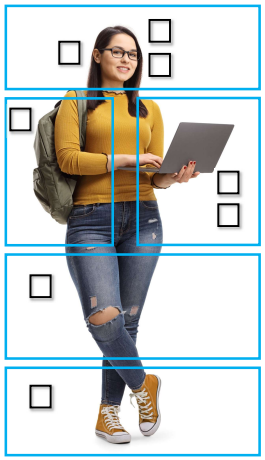
Dinner with my In Laws

Taking my daughter to a play date



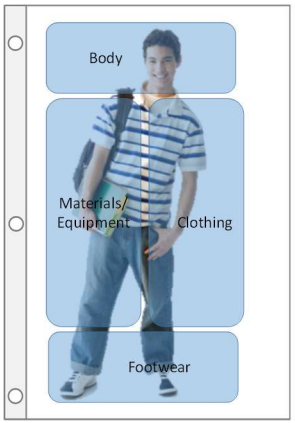


Today:



Teach the Process of
How to Make a Checklist

- Science Class
- Baseball practice
- AP History Class
- Baseball Game
- Drivers Ed Class

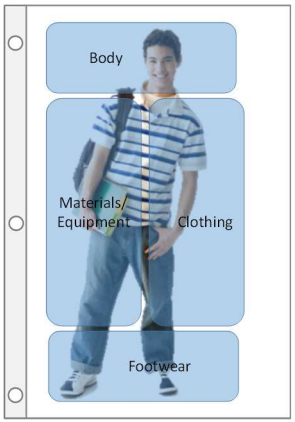


First teach using Enactment:

- ☐ Bring Googles
- ☐ Use Deodorant
- ☐ Print Class Request Form
- ☐ Put RMV Form In my wallet

Teach the Process of
How to Make a Checklist

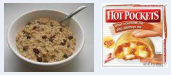
- Science Class
- Baseball practice
- AP History Class
- Baseball Game
- Drivers Ed Class



Then write the 'To-Do'

- ☐ Lab NB
- ☐ Gatorade
- ☐ DBQ print out

Breakthrough Menu

Fast Morning – No Prep	A Little Time Morning – Small Amount of Prep	Slow Morning – Cooking Required
• Breakfast Bar 	• Cereal 	• Pancakes 
• Cereal in a cup 	• Oatmeal or Hot Pocket 	•Eggs 
• Breakfast Drink 	• Fruit 	•Quesadilla 

MANAGING MATERIALS:

START WITH THE END IN MIND WHAT WILL IT LOOK LIKE?

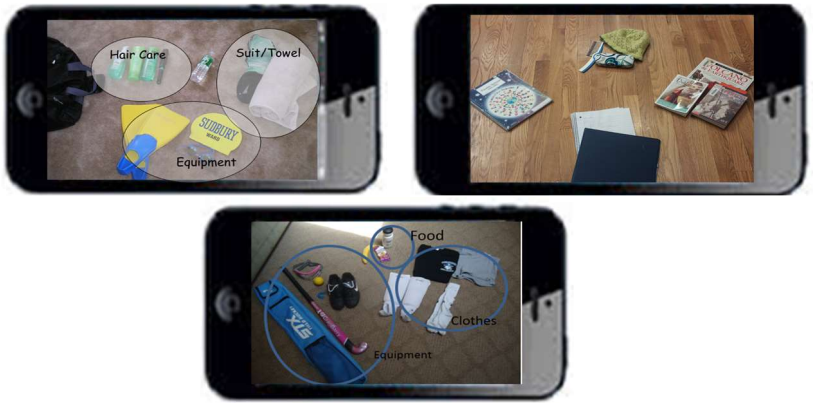
- Ask students to take the essential items of their back pack out and lay them on the floor
- Then have the student group like items together
- Have families take a photo of the items and print/email you the picture
- Laminate and create 'backpack' tags for students so they can 'match the picture' when it is time to go home!

Create Backpack Tags for Students

MANAGING MATERIALS:

START WITH THE END IN MIND WHAT WILL IT LOOK LIKE?

Managing Materials: Have Students Use Devices to Create an Album of Materials



Middle School:
What does Ready Look Like?

Teens:
Direct Capture and
Snapchat Stories

Kristen Jacobsen, M.S., CCC/SLP
and the Glen Urquhart School

Try:

SuperNote Notes Recorder&Photo
Notes+Voice Recorder+.

Give the Student Future Glasses!

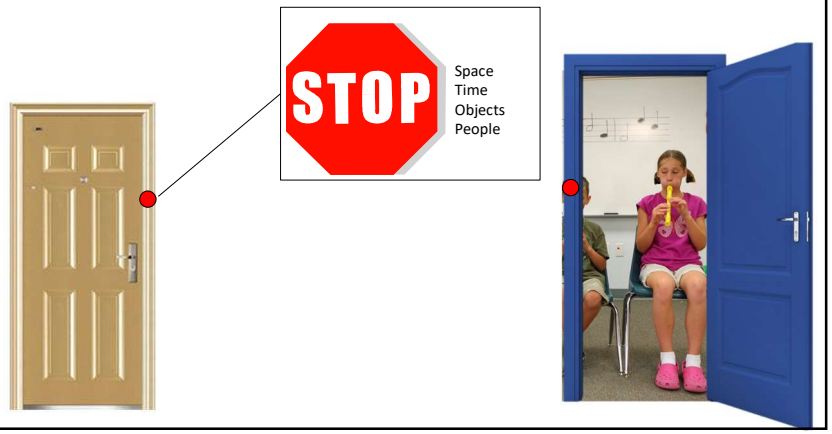
Be an Executive Coach: Use declarative language and be sure to include a visual word:

Look Like, See, Imagine, Picture, Visualize, Envision

Forethought and Transitions

360 Thinking Developing Independent Executive Function Skills

At the Door: Create STOP Dots



Learn to STOP and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If…….then…….

Learn to STOP and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If…….then…….

Learn to STOP and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If…….then…….

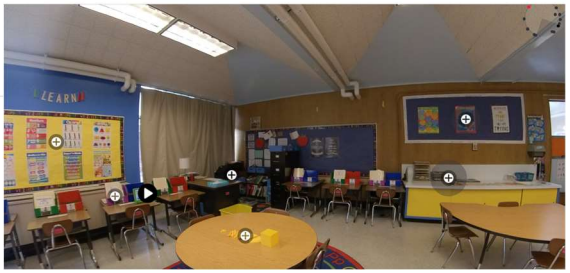
MIME : Downstairs - Task Planning Happens in a Different Space than Where you Execute the Plan

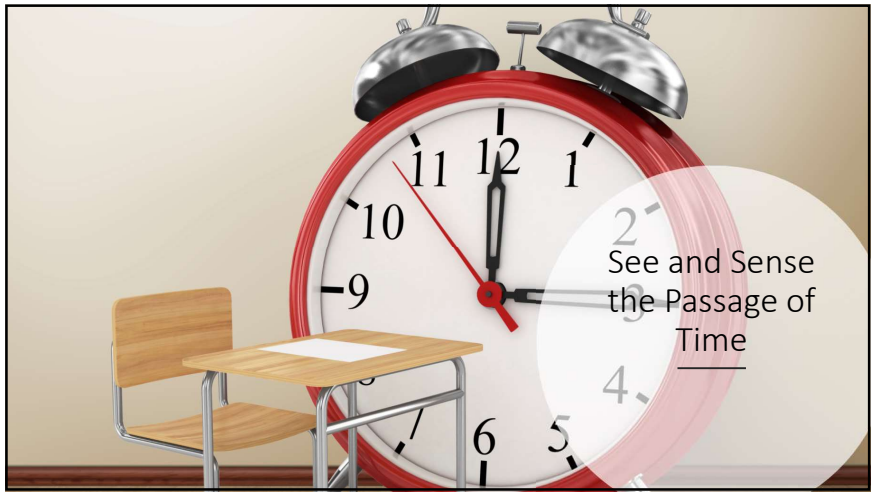
Teach Students to MIME:
Have a Notebook of Photos of Spaces the Student Goes to

MIME iT

ThingLink 12+
Interactive Image, Video & 360
Thinglink

GREAT for Mimeing and to Be A Beat Ahead and Point out/Show Your Plan





"It is a about 10 past 1. We are going to leave at a quarter after to go to your friend's house…."

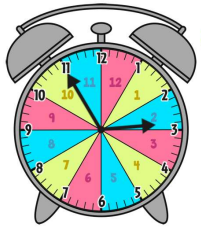
The **Wall** Clock

- Have Analog Clocks in the Room (Make sure they are not Roman Numeral!)
- Try to not only have digital clocks (alarm clock, cable box, microwave, etc.)

A common mistake is to say the time is 2:55, not 1:55. It makes sense to the student when he or she thinks back to when they learned time to the hour. The short hand is the closest to the 2, so of course that's the hour!

How to prevent misunderstanding the hour hand?

Teach that each hour has a room. When the hour hand is inside the room, that is the hour!



"The hour is 2."

How do you know?

"Because the short hand is inside 2's room."

By teaching the idea of the hour owning a space, kids learn from the very beginning that the hour hand is different from the minute hand.

www.ainsleelabs.com

Self Talk – Stated Intentions
"I will.....
I am going to...

Element of Uncertainty
Maybe....
I could....."

If....then

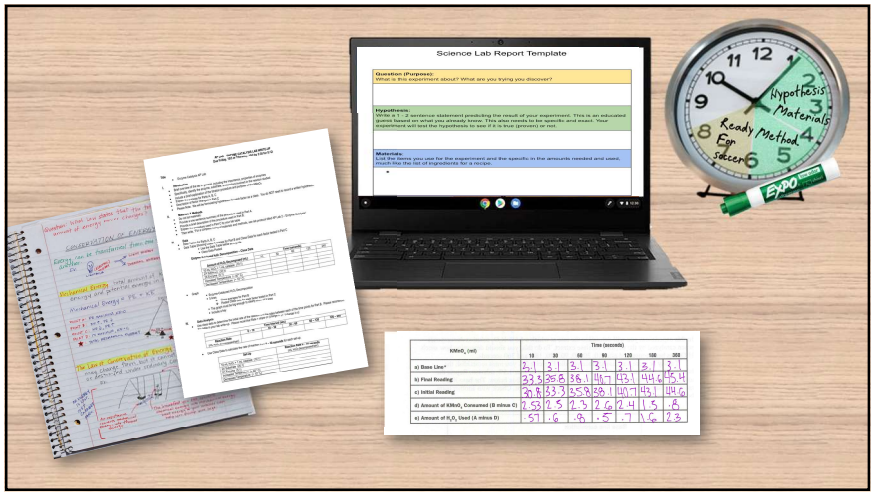
MIME

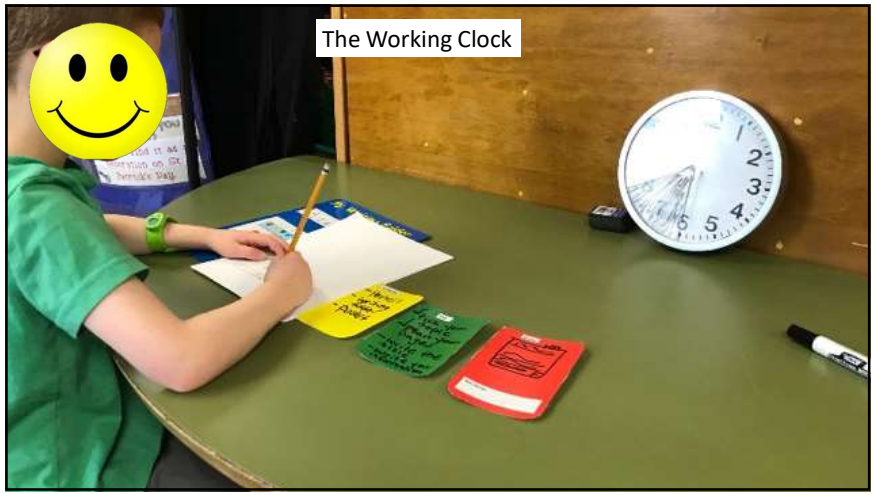
See Time
Plan Time
Check Time
MIME Time

See Time
Plan Time
Check Time
MIME Time

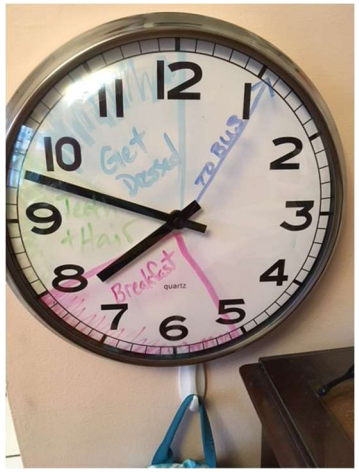
"It is 10:05.You have until 10:30 to work on the Science Lab. You need to write the hypothesis, the list of materials and methodology. "

The **WORKING** Clock

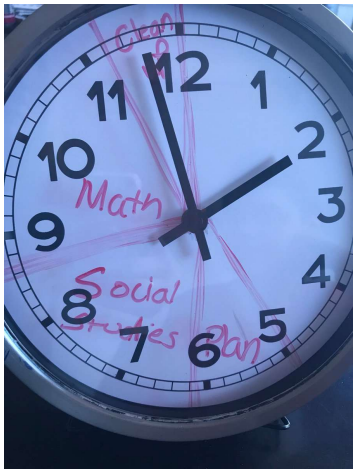




See Time
Plan Time
Check Time
MIME Time



See Time
Plan Time
Check Time
MIME Time



Have students' model how to see and feel time.

"Start in the middle.

Draw out the minute hand.

Then count by 5's until we get to ____minutes.

This is how much time we have to _____"

Time check:

- ❑ Is there a 'Wall Clock' in the learning space?
- ❑ Can the student read an analog clock? In the room:

  _____
- ❑ Does the student know the language of time?

Practice:

See Time
Plan Time
Check Time
MIME Time

"We have 20 minutes to read: _____"

See Time
Plan Time
Check Time
MIME Time

"We will need about 5 minutes to set up the experiment, 20 minutes to complete the experiment and that will give us 15 minutes to draw our observations: _____"

MIME iT

People Think in Time Markers

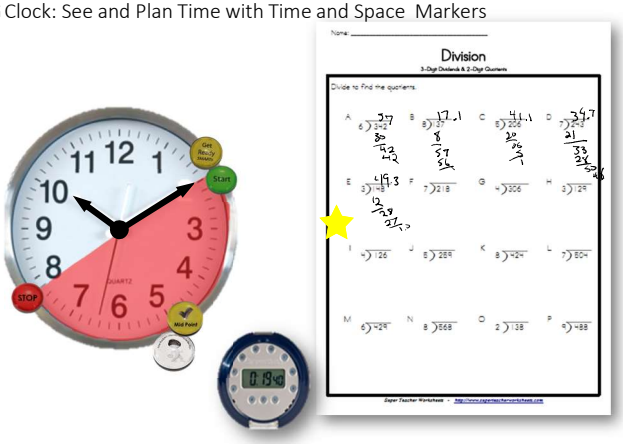
The 360 Thinking Time Tracker Program
www.efpractice.com or Amazon

TRACKNETS:
Individual magnets with prompts for tracking start, check and stop times for up to 3 different tasks or parts of task in one hour. A Time Robber magnet to identify and remove distractions that might be "stealing" one's time from a task.

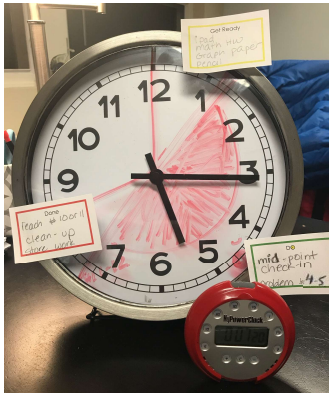
My Power Clock:
An easy set count down timer. Can be set on music or vibrate modes to reduce sensory overload.

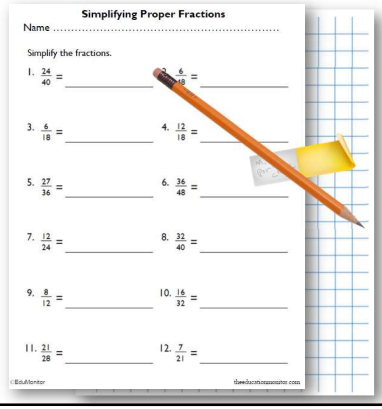
The Analog Clock:
A magnetized, non –ticking analog clock to plan and self-monitor time to complete tasks

The **WORKING** Clock: See and Plan Time with Time and Space Markers



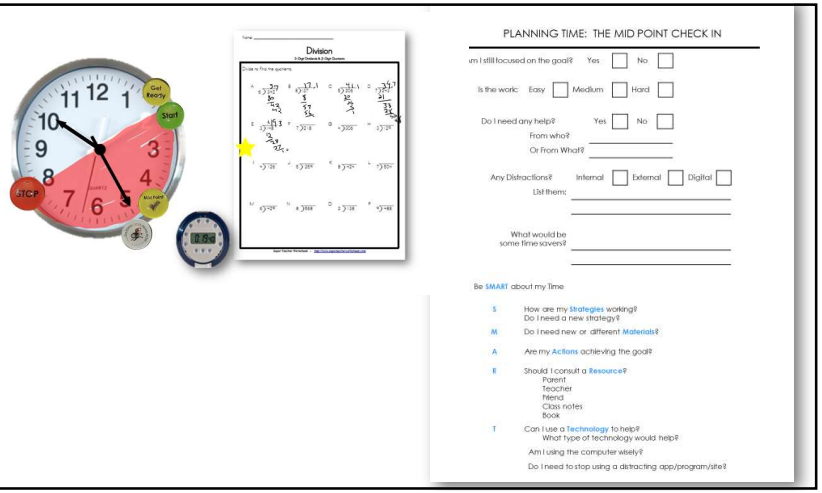
Create Time Markers and Corresponding Space Markers





The Mid Point Check In

- How am I doing at this Mid Point time Marker?
  - Am I still focused on the goal?
  - Is the work easier or harder than I thought?
  - Do I need any help? From who?
  - or what resource/strategy could I use?
- What is distracting me?
  - Identify
  - Remove
  - Re-Plan
- What are my Time Savers?
- Do I need to change my pace?

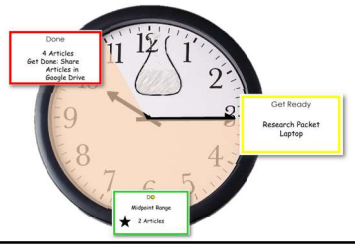


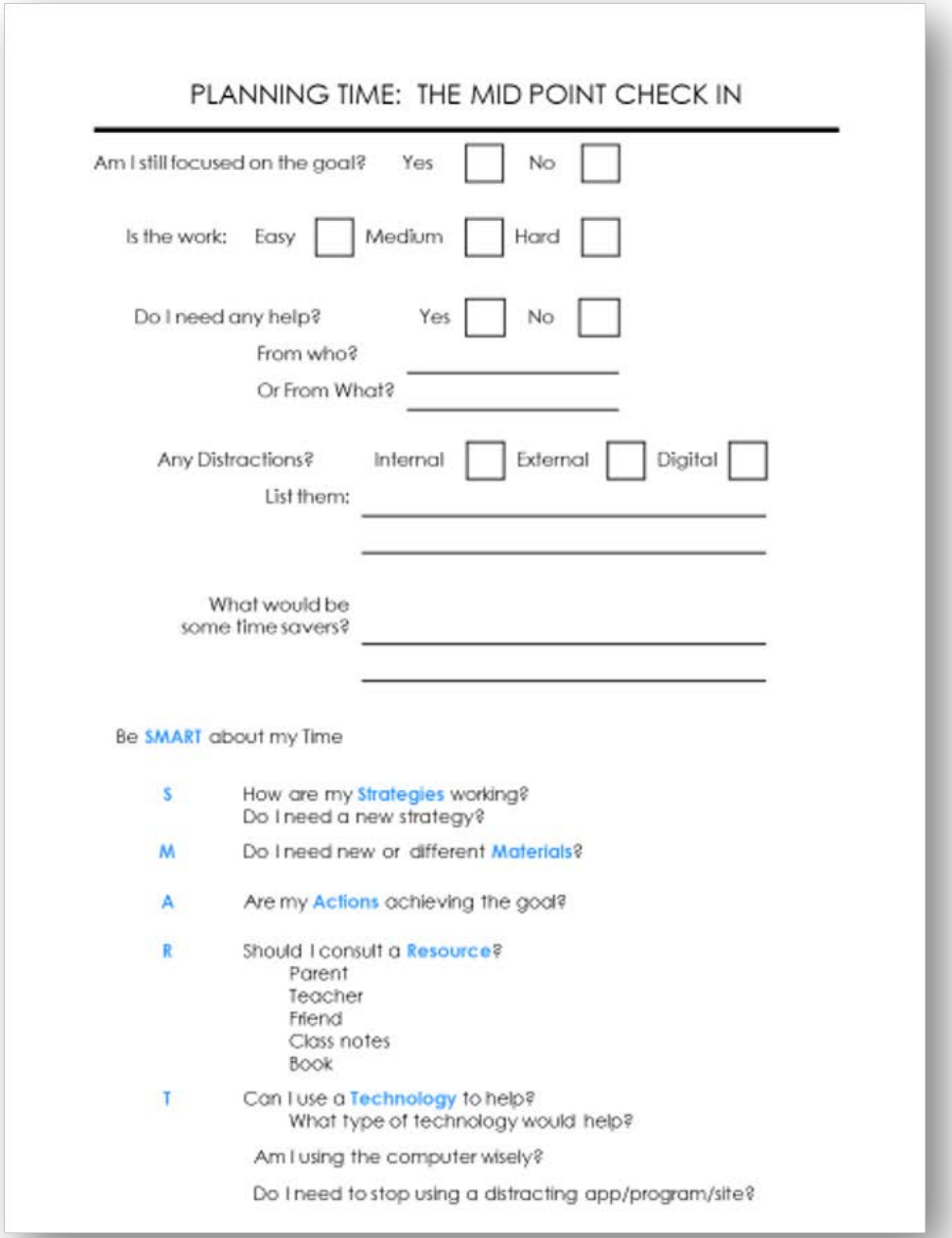
It is 10:15 am

- Alexa need to leave for her next class by 10:55
- She is working on an essay about Title IX.
- She needs to look through and read the online and primary sources she has about Women in Sports and Title IX
- Before she leaves the library, she should have at least:
  - ✈ 2 facts about the proponents for Title IX
  - ✈ 2 facts about opponents to Title IX

Shade| Mark| Check

- ❑ Shade the available time
- ❑ Fixed or Flexible Time?
- ❑ What's Next
- ❑ Create Time Markers
  - ❑ (start, stop, midpoint)
- ❑ What would her midpoint goal be?
- ❑ Gesture Time





PLANNING TIME: THE MID POINT CHECK IN

Am I still focused on the goal? Yes ☐ No ☐

Is the work: Easy ☐ Medium ☐ Hard ☐

Do I need any help? Yes ☐ No ☐

From who? _____

Or From What? _____

Any Distractions? Internal ☐ External ☐ Digital ☐

List them: _____

_____

What would be some time savers? _____

_____

Be **SMART** about my Time

S How are my **Strategies** working?
Do I need a new strategy?

M Do I need new or different **Materials**?

A Are my **Actions** achieving the goal?

R Should I consult a **Resource**?
- Parent
- Teacher
- Friend
- Class notes
- Book

T Can I use a **Technology** to help?
What type of technology would help?

Am I using the computer wisely?

Do I need to stop using a distracting app/program/site?

What are my Time Robbers?

Physical Needs 	Anxious	◯
	Sleepy	◯
	Hungry/Thirsty	◯
	Antsy	◯
Organization 	I can't find my assignments, papers, links, etc.	◯
	My papers/binders are messy.	◯
	I'm looking for materials: pens, pencils, ruler, etc.	◯
	I do not have a plan for how to do this.	◯
Scope 	I don't know how to start.	◯
	I can't decide what to do. I 'm not clear what the goal is.	◯
	I am trying to do too much.	◯
	I'm trying to make it perfect.	◯
Focus 	I'm distracted by technology or other objects.	◯
	I'm socializing.	◯
	I am going from task to task.	◯
	I forgot what the assignment was asking me to do. I have gone in a different direction.	◯
Other		◯
		◯
		◯

Executive Function Skills – Time Manag4ement

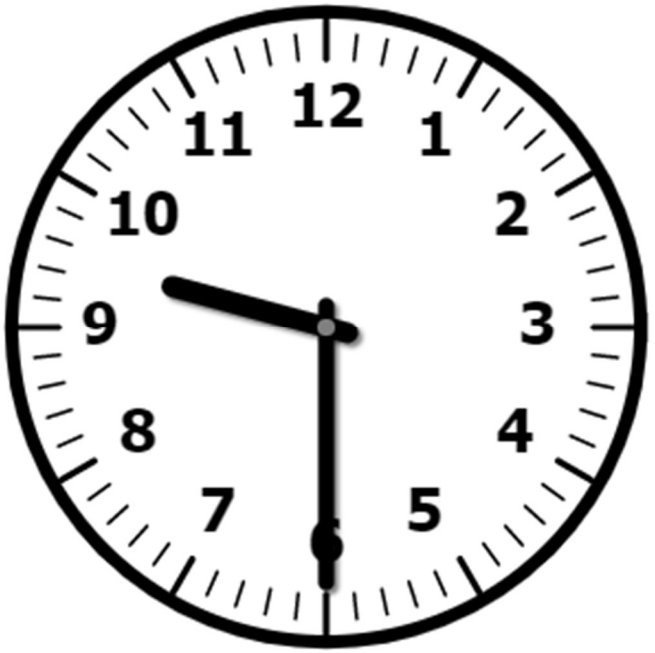
See Time
Plan Time
Check Time
MIME Time

It is 11:30am. The student needs to Read Chapter 6 (4 pages) and then Fill out a Worksheet Assessing comprehension (4 questions). The class period ends at 12:20pm.

Apply It!

- Draw How Much Time The Student Has: Fixed vs. Flexible
  - Start in the middle & draw out the minute hand.
  - Draw clockwise to the end time
- Identify/Sketch The "Future Picture Image"
- Factor in time to 'Get Ready' and 'Get Done'
- Create Time Markers and **Label**:
  - Start Time
  - Stop Time
  - Mid Point
- Write in the amount of time you would set the timer for, for the student to do a mid point check in

Caitlyn is reading for English class. It is 9:30. She wants watch YouTube Videos on the computer afterwards. The chapter she is reading is 12 pages long and she needs to answer 2 questions.



Shade| Mark| Check

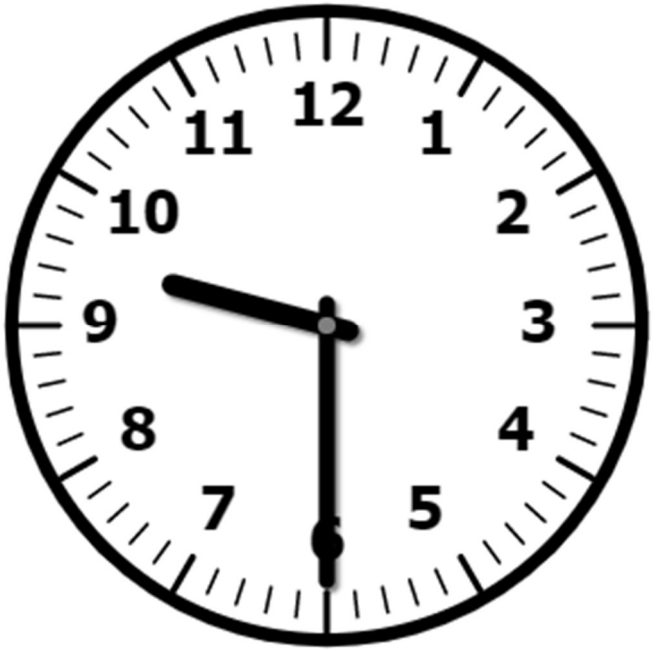
- ❑ Shade the available time
- ❑ Fixed or Flexible Time?
- ❑ What's Next
- ❑ Create Time Markers (start, stop, midpoint)
- ❑ What would her midpoint goal be?
- ❑ Gesture Time

It is 7:00 PM. Zoey has about 45 minutes left to work on her research paper. Due in class tomorrow, there are printed copies of 2 articles she has found on the internet. She needs to complete a study guide for Science when she is done.

Shade| Mark| Check

- ❑ Shade the available time
- ❑ Fixed or Flexible Time?
- ❑ What's Next
- ❑ Create Time Markers (start, stop, midpoint)
- ❑ What would her midpoint goal be?
- ❑ Gesture Time

Aaron needs to read 10 pages in his American history textbook and take notes on the note taking worksheet provided by the teacher. He has given himself 50 minutes of this freeblock to do homework. Then he is heading to Math.



Shade| Mark| Check

- ❑ Shade the available time
- ❑ Fixed or Flexible Time?
- ❑ What's Next
- ❑ Create Time Markers (start, stop, midpoint)
- ❑ What would her midpoint goal be?
- ❑ Gesture Time

Algebra 2 Unit 5 **Name:** _____

Exponential & Logarithmic Functions Quiz Review Guide

I. Simplify each exponential expression:

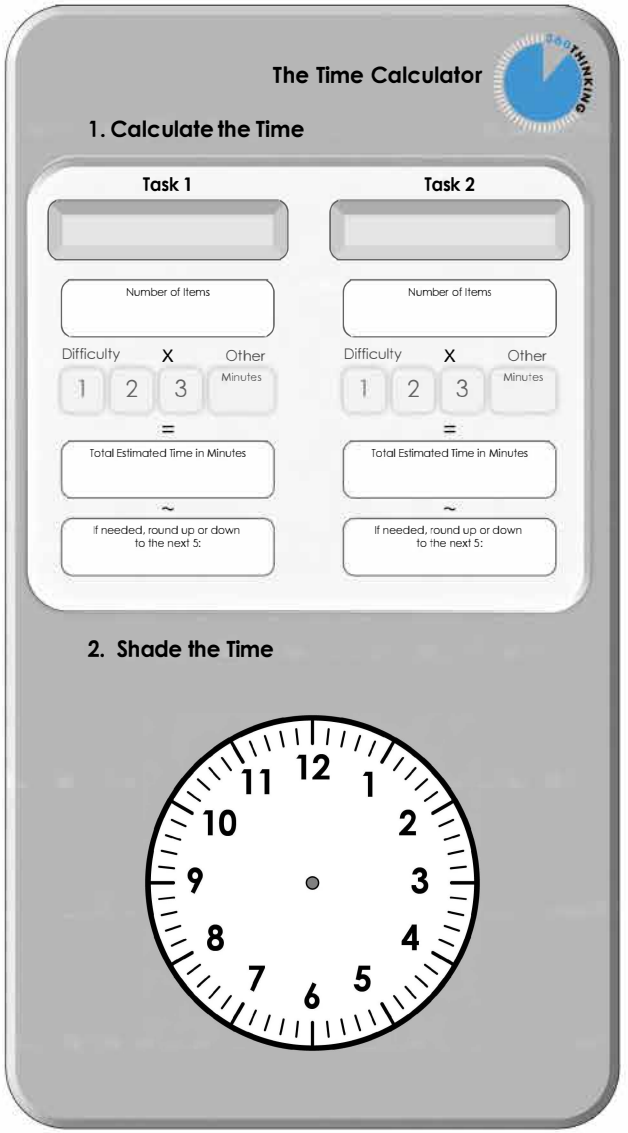
- Remember the laws of exponents.

1. $(b^6)^{4x-2}$
2. $5^{x-3} \bullet 5^{2x+1}$
3. $9^{a+4b} \bullet 3^{2a+b}$
4. $(7b^{2x})^3$
5. $(4^2)^{3x-5} \bullet 4^{7x+8}$
6. $(m^{2x+5})^{3x}$

II. Solve each equation:

- Common bases needed to make exponents equal each other.
- Calculator Method: Y1 = Left Side and Y2 = Right Side → Find intersection

7. $7^{2x+3} = 7^{6x-1}$
8. $(2^3)^{7-2x} = 8^{2x-9}$
9. $(3^2)^{3x+1} = (3^3)^{x+4}$
10. $4^{2x+3} = 16^{x-1}$
11. $3^{5-x} = 27^{2x}$
12. $5^{3x+1} = 25^{x+4}$



LESSON

Words With Suffixes (*-an/-ian, -er/-or, -ee, -ist*) 12

Use Words in Context

African	aviator	janitor	mathematician	pedestrian
announcer	civilian	jurist	naturalist	spectator
artisan	employee	laborer	nominee	veterinarian

Directions Write a sentence to answer each of the questions below.

1. Which gift would you give to a **pedestrian**—a world map or a good pair of walking shoes? Explain why.

2. Which gift would you give to a **naturalist**—a photograph of a skyscraper or a painting of a lake and mountains? Explain why.

3. Which gift would you give to an **aviator**—a model plane or a model train? Explain why.

4. Which gift would you give to an **announcer**—voice lessons or dancing lessons? Explain why.

5. Which gift would you give to a **mathematician**—a calculator or a sewing machine? Explain why.

6. Which gift would you give to a **jurist**—a book of famous sayings about teenagers or a book about famous court cases? Explain why.

7. Which gift would you give to a **veterinarian**—a book about caring for the elderly or a book about caring for cats and dogs?

8. Which gift would be made by an **artisan**—a factory-produced quilt or a handmade quilt? Explain why.

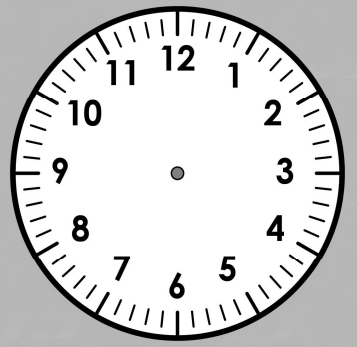
Interview an Artisan Work with a partner and decide what kind of artisan you'd like to interview. Then brainstorm some questions that you might want to ask an artisan, such as: What kind of artisan are you? Do you like what you do? Where did you learn how to do this? Take turns interviewing each other, with one partner playing the role of the artisan you've chosen.

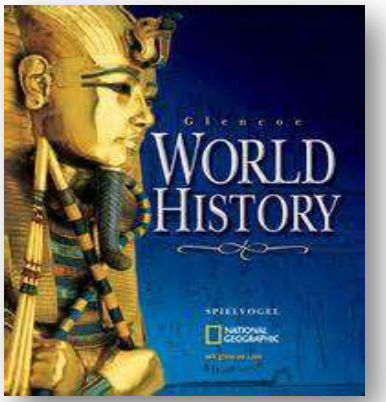
The Time Calculator

1. Calculate the Time

Task 1	Task 2
Number of Items	Number of Items
Difficulty X Other: 1 2 3 Minutes	Difficulty X Other: 1 2 3 Minutes
=	=
Total Estimated Time in Minutes	Total Estimated Time in Minutes
~	~
If needed, round up or down to the next 5:	If needed, round up or down to the next 5:

2. Shade the Time





Read Chapter 19 – The End of an Era (Pages 114-118)

Provide at least 3 bullet point details per main idea

World and American History
Ms. Priovolos
Summer 2011

Ch. 19.5 - The End of an Era

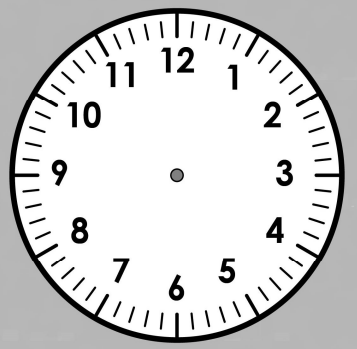
Main Idea	Details
Challenges to Napoleon's Empire	
Challenges to Napoleon's Empire: Impact of Nationalism	
Challenges to Napoleon's Empire: Resistance in Spain	
Challenges to Napoleon's Empire: War with Austria	

The Time Calculator

1. Calculate the Time

Task 1	Task 2
Number of Items	Number of Items
Difficulty X Other: 1 2 3 Minutes	Difficulty X Other: 1 2 3 Minutes
=	=
Total Estimated Time in Minutes	Total Estimated Time in Minutes
~	~
If needed, round up or down to the next 5:	If needed, round up or down to the next 5:

2. Shade the Time



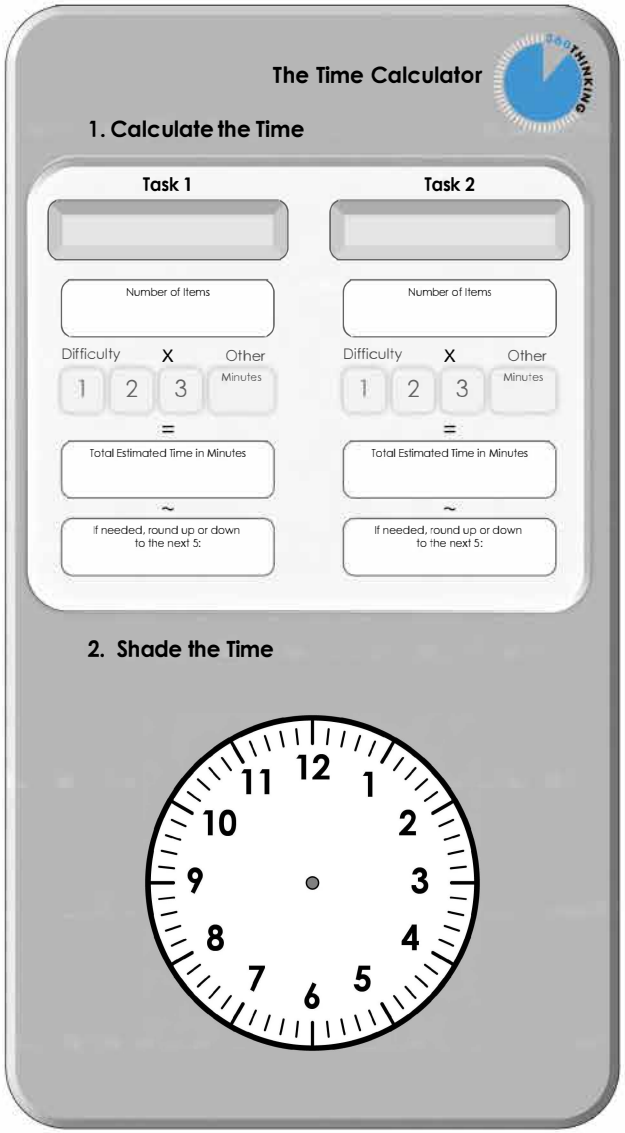
You have been reading about a famous historical figure who exhibited many different character traits.

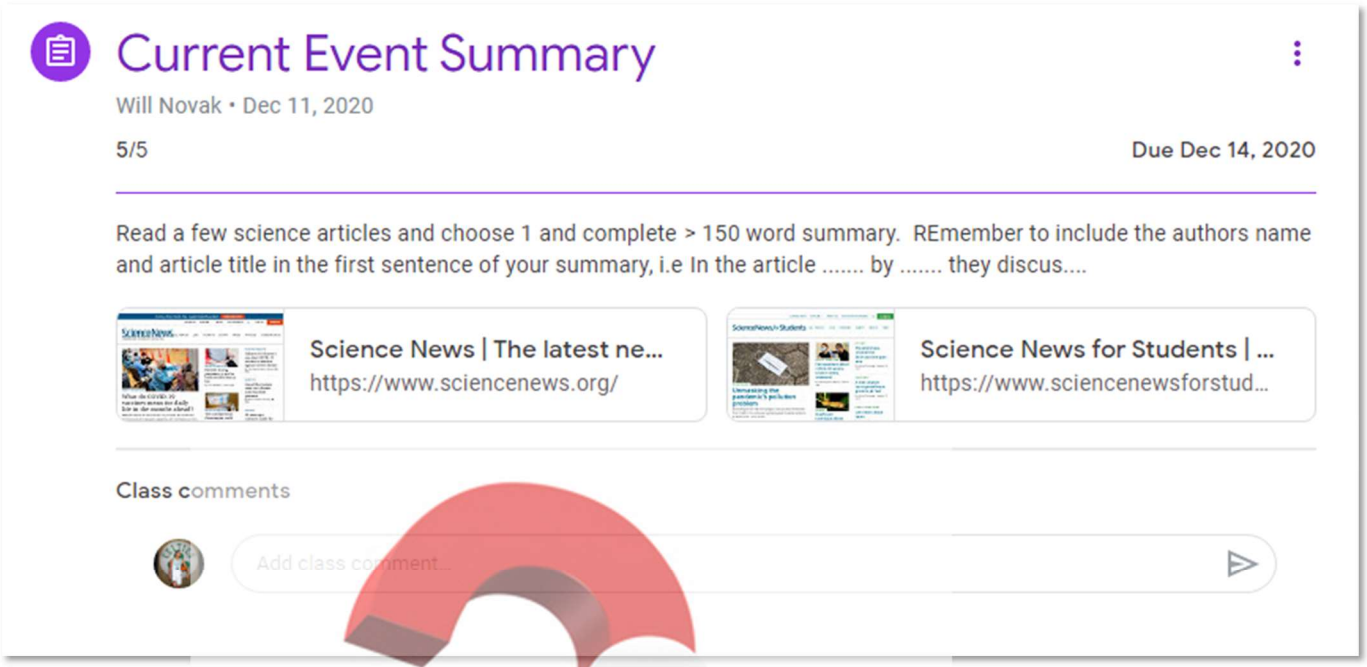
- Choose two character traits from the list that best describe this figure.

For each character trait you chose, find at least two examples from the text to support your answer.

- Did you answer the question completely?
- Did you support your answer with details from the text?
- Did you remember to use capitals and end marks correctly?
- Is your work neat enough for anyone to read and understand?

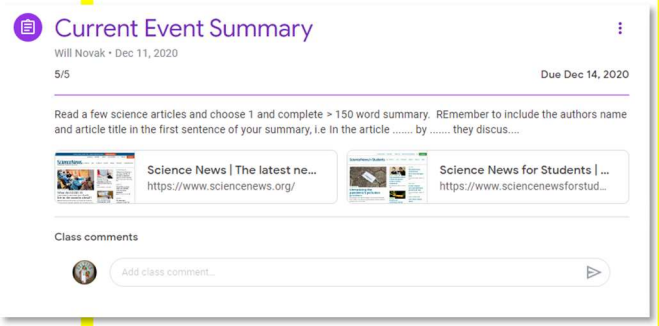
26





Assignment: Current Events Summary

Get Ready



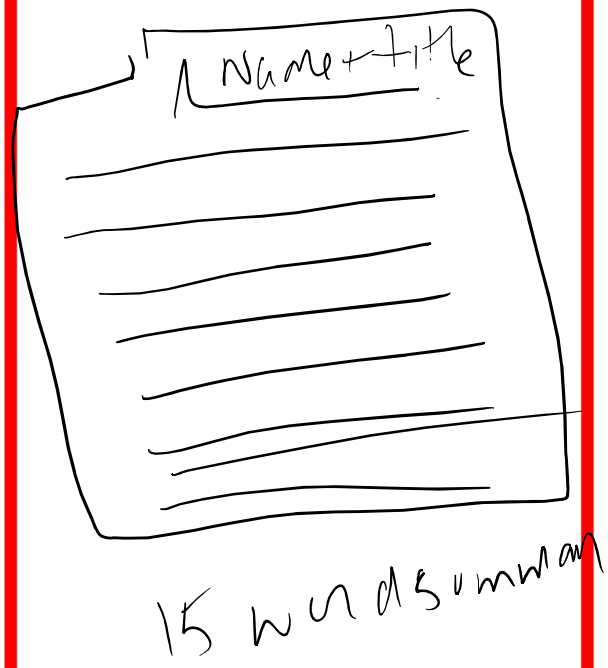
Do

Read 2 articles- 3 pages each

Underline key points

Draft and edit 10 sentence paragraph

Done



Current Event Summary

Will Novak • Dec 11, 2020

5/5

Due Dec 14, 2020

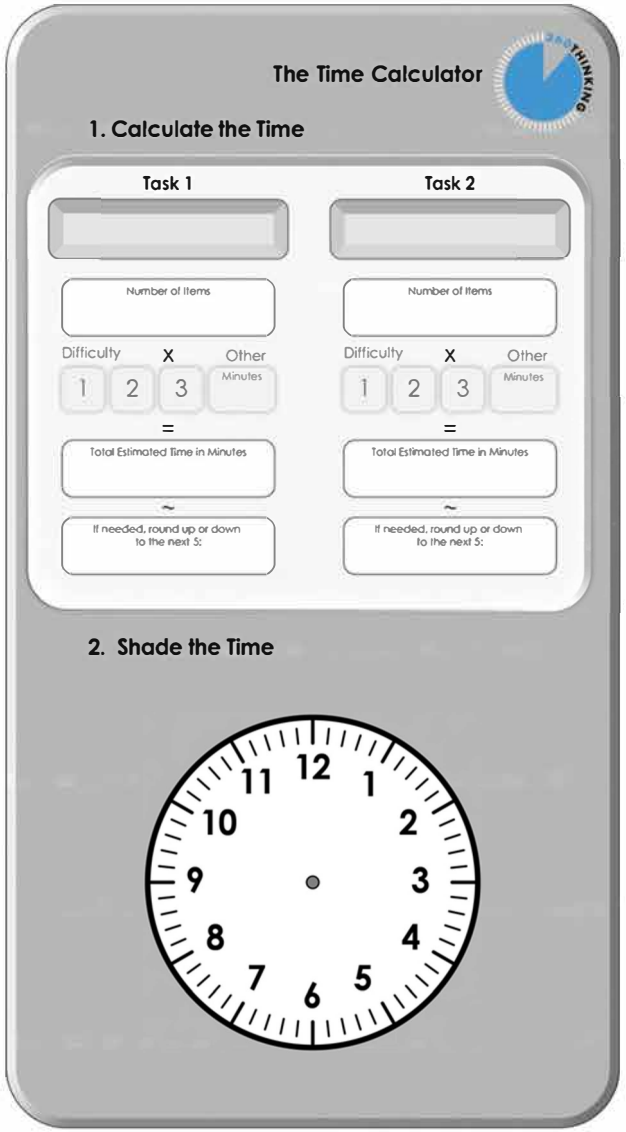
Read a few science articles and choose 1 and complete > 150 word summary. REmember to include the authors name and article title in the first sentence of your summary, i.e In the article ..... by ..... they discus....

Science News | The latest ne...
https://www.sciencenews.org/

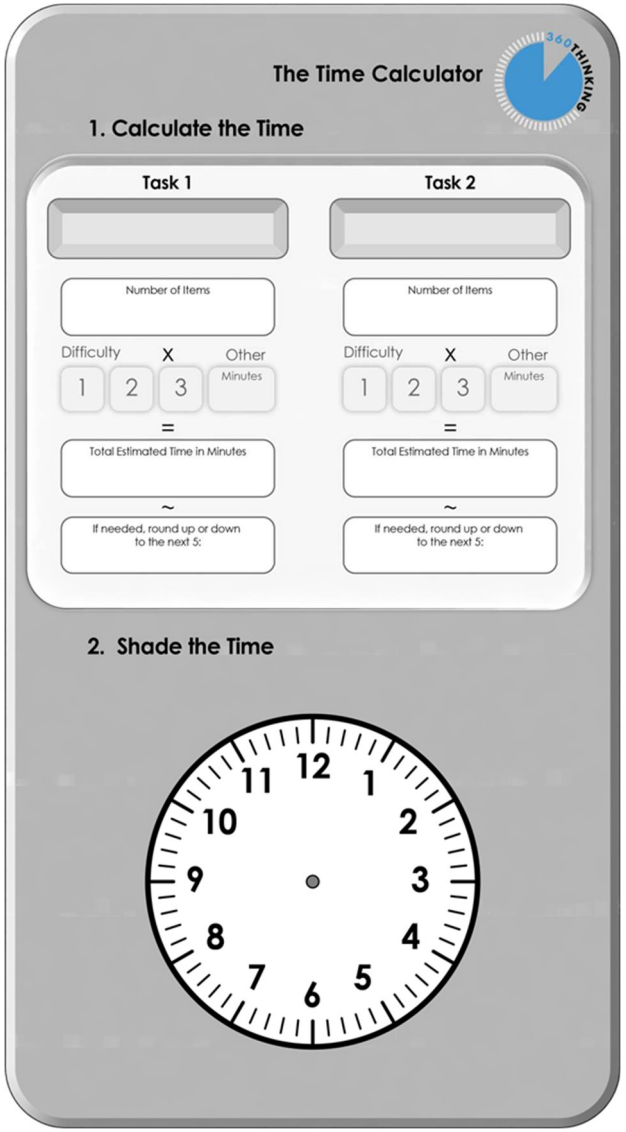
Science News for Students | ...
https://www.sciencenewsforstud...

Class comments

Add class comment...

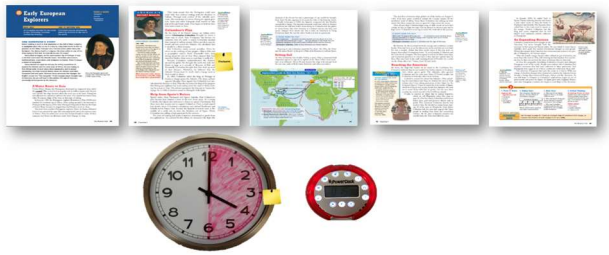


Calculus: Read Section 2.1
(6 pages) and
Do Problem Set: 1, 4, and 5



Use a Timer and Set it to the Half Way Point of the Duration of Time Blocked to Work

At the "Mid Point Check In" the Student Can Self Monitor to See That They are Still on Track and If They are Not, Determine if They Have Any Time Robbers and How to Change their actions to Stay on Track

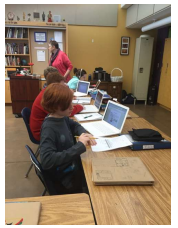


Students can mark checkpoints on their work that match their midway checkpoints on the clock. For example, this student shades in the 30 minutes on the clock that she plans to spend reading 5 pages in her text book. A post it note is placed on page 3 of the assignment to mark her mid point goal. She places a corresponding post it note at the 15-minute checkpoint on the clock. When the timer sounds at the 15-minute checkpoint, she can compare her mid point plan with her actual performance to self monitor her pace.

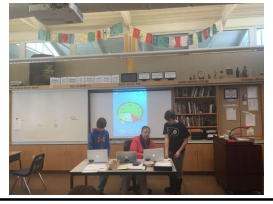
Be a Future Thinker:
"Mind **MIME iT**"

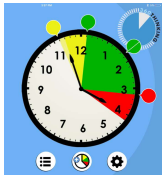
See Time
Plan Time
Check Time
MIME Time

It is 'experiencing the self in time' and talking yourself through that experience so you are efficient and successful



360 Thinking Time Tracker App





Be a Future Thinker:
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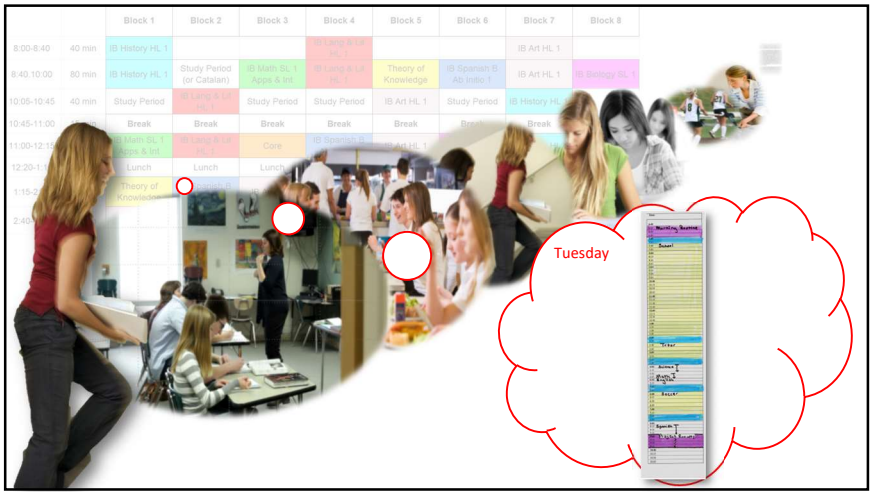
See Time
Plan Time
Check Time
MIME Time

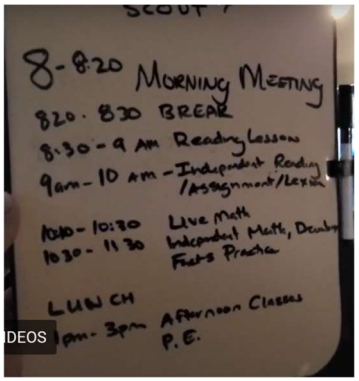
It is 'experiencing the self in time' and talking yourself through that experience so you are efficient and successful

MIMEtic Processing for Daily Time

Verbal Working Memory
(~~Self Talk~~)

		Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
8:00-8:40	40 min	IB History HL 1			IB Lang & Lit HL 1			IB Art HL 1	
8:40-10:00	80 min	IB History HL 1	Study Period (or Catalan)	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1	Theory of Knowledge	IB Spanish B Ab Initio 1	IB Art HL 1	IB Biology SL 1
10:05-10:45	40 min	Study Period	IB Lang & Lit HL 1	Study Period	Study Period	IB Art HL 1	Study Period	IB History HL 1	Study Period
10:45-11:00	15 min	**Break**	**Break**	**Break**	**Break**	**Break**	**Break**	**Break**	**Break**
11:00-12:15	75 min	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1	Core	IB Spanish B Ab Initio 1	IB Art HL 1	IB Biology SL 1	IB History HL 1	Study Period
12:20-1:10	50 min	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:35	80 min	Theory of Knowledge	IB Spanish B Ab Initio 1	IB Art HL 1	IB Biology SL 1	IB History HL 1	Study Period (or Catalan)	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1
2:40-4:00	80 min	IB Art HL 1	IB Biology SL 1	IB History HL 1	Study Period (or Catalan)	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1	Core	IB Spanish B Ab Initio 1





It's a NO

Written Schedules and
Lists with verbal time estimates
access Verbal Working Memory
and not Nonverbal Working Memory –

Make Time Visible

Seeing Daily Time
Make Time Visible by 15 min Increments

		Block 1
8:00-8:40	40 min	IB History HL 1
8:40.10:00	80 min	IB History HL 1
10:05-10:45	40 min	Study Period
10:45-11:00	15 min	Break
11:00-12:15	75 min	IB Math SL 1 Apps & Int
12:20-1:10	50 min	Lunch
1:15-2:35	80 min	Theory of Knowledge
2:40-4:00	80 min	IB Art HL 1

ACE your Time

Activities at a
Certain Time
Assign a Time
Chill Time
Extra Time

ACE Your Time!

Appointments and **A**ctivities **A**t a specific time: Commitments you need to be on time for: school, practices, appointments, meetings, etc.

Assign a time for: Homework | Projects | Studying | To DO | Chores | Physical Activity | Exercise

CHILL Time/ **C**REATIVE : to rest, relax, rejuvenate and create

EXTRAs: Block time for the activities that require some "extra" time:

- ❑ To "shift gears" and transition from one task to the next
- ❑ Drive time/transportation to and from commitments
- ❑ *Anticipate the "Goes With" and the "Maybe's"*
- ❑ Morning routines, bedtime routines, Time to Get Ready etc.

Anticipate Extra Time Factors when Calculating Daily Windows of Time

Plan for the "Goes Withs" and the "Maybes"

Identify the "Hidden" but
"Anticipated or Expected" Extra Time associated with Tasks.

Maybe.....

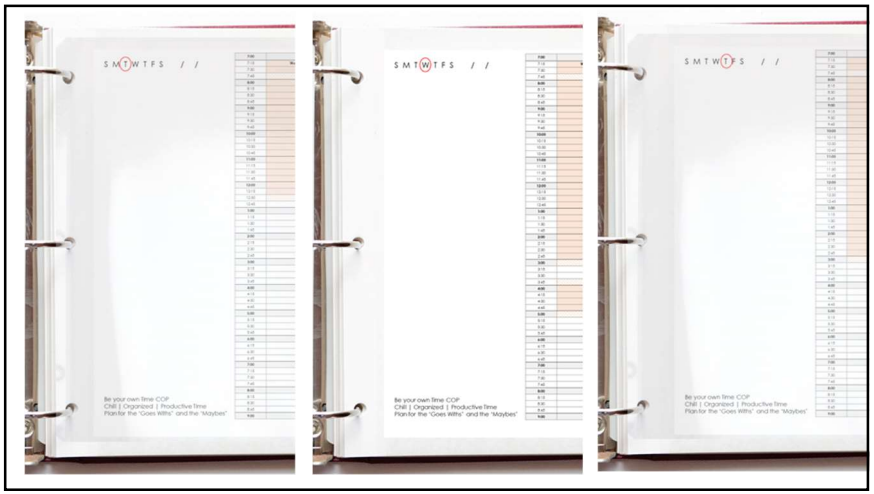
- there will be traffic
- we will go and get ice cream afterwards
- Soccer practice will run late
- we will have to wait for a table to eat dinner

The 'Goes Withs'.....

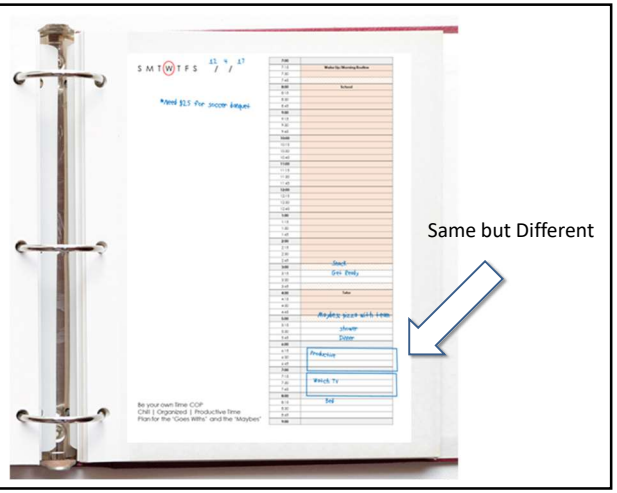
- Traffic goes with travelling during rush hour
- Waiting goes with eating dinner at 7 pm on a Saturday
- Having time to find seats and buy food goes with the movies
- Having time to put your gear on goes with football practice

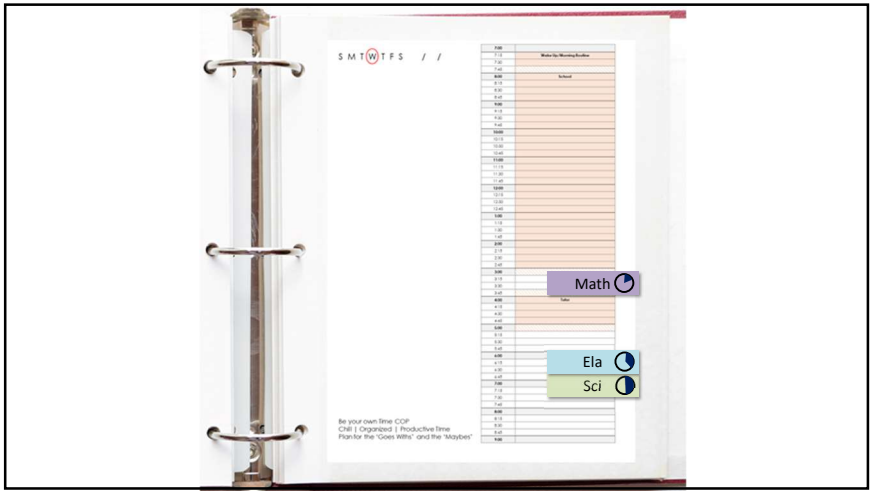
Teaching Planning Skills: Schedules are the 'Same but Different'
Sketch Daily Time

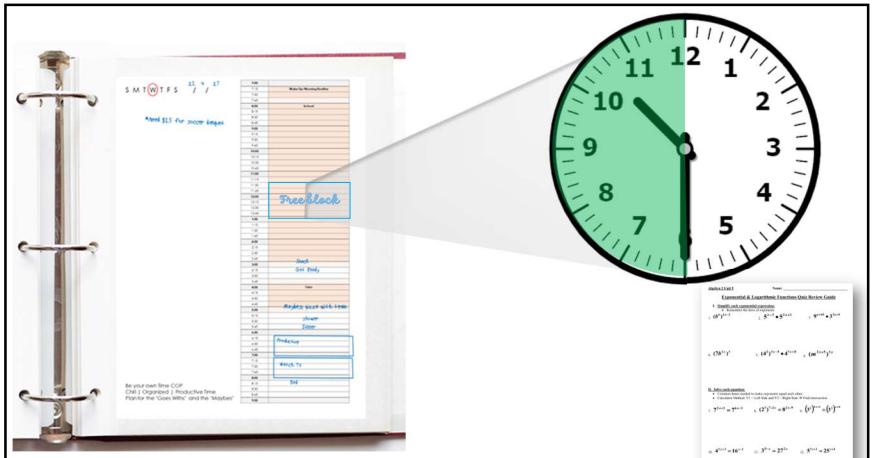
- Create a "Standard Week" of the student's routine daily schedule
- For students with Rotating Schedules create a Page for an 'A Day', a 'B Day', a 'C Day', etc.
- This reduces the effort of planning their day out everyday and creates a visual of time for the student
- Place Schedules in Clear Plastic Sleeve Protectors or Make a Copy of the Week
- Visualize how today is the "same" but "different" than the usual "day of the week"



Remember:
A Planner is a Prompt for MIMEing!







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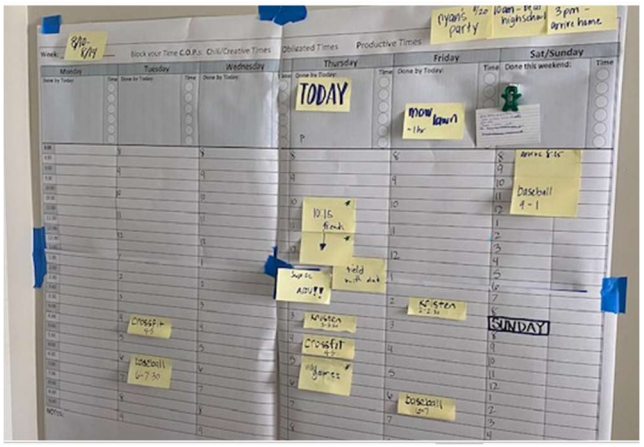
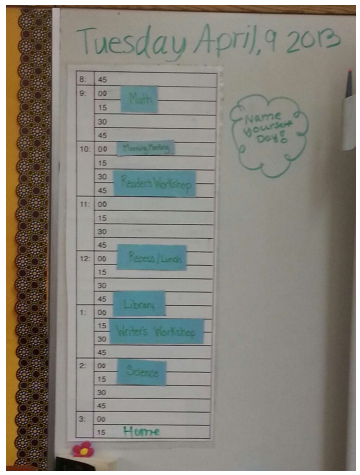
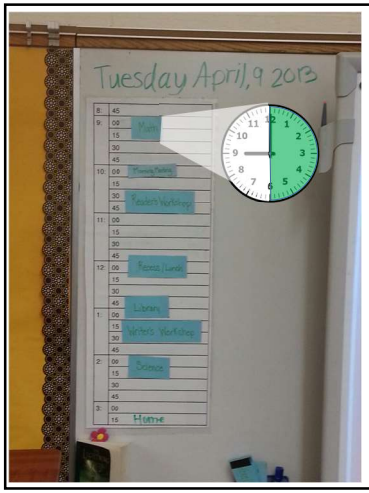


Seeing Time as a Unit

Vs.





- Take a photo of the Daily Agenda
- Print and Provide a copy to the student
- Ask the student to highlight tasks as they are completed.

Remember: a schedule is just a prompt for Miming!

Day: _____

- ❑ Appointments/activities
- ❑ Assign a Time for HW, Chores, Exercise
- ❑ Chill/creative
- ❑ Extras (shift gears, drive time, goes with/maybe)

Physical Activity: _____

Homework:

7:00	
7:15	
7:30	
7:45	
8:00	
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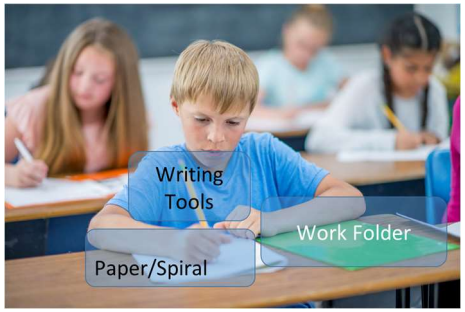
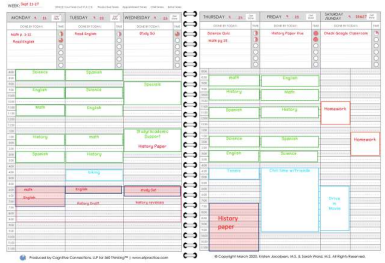
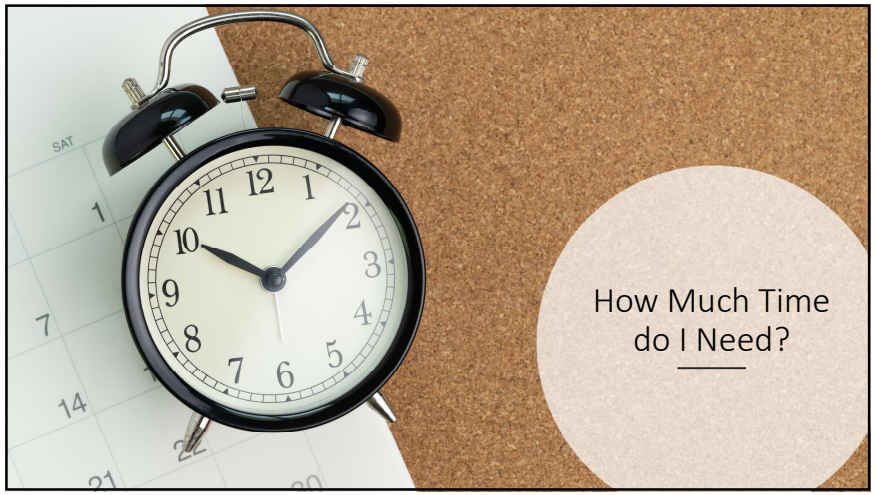
9:00	
9:30	

		SPACE	Objects
8:30	Davening	Meeting Zone	
8:45			
9:00	Morning Meeting	Meeting Zone	
9:15			
9:30	Phonics	Mrs. A's Zone	
9:45			
10:00	Recess		
10:15			
10:30	Language	Ms. Fink's Zone	
10:45			
11:00	Math	Mrs. Smith's Zone	
11:15			
11:30	Reading	Mrs. A's Zone	
11:45			
12:00	Lunch		
12:15			
12:30			

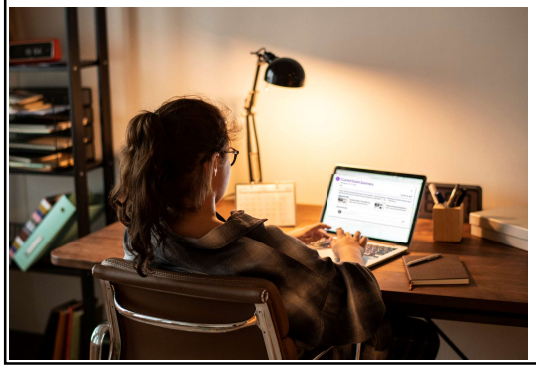


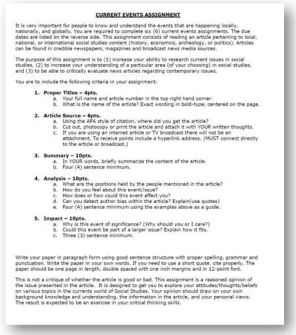
The first play practice is Thursday at 3:30pm. You need to bring $20.00 cash or check for the script and an old T-shirt that can get dirty.
The locker room is open early at 7:30 Monday to Thursday to pick up uniforms and drop off your health form. If the form is not received by Thursday, you can't practice on Friday.
The science fair is Friday. Students can come to the cafeteria after 2:30pm on Thursday to set up their display. Be sure to fill out the competitor form online and submit or print before checking in.
The locker room will be closed Thursday through Sunday for installation of new equipment. Temporary gym passes for the community rec center can be picked up Mon-Wed in PE office.





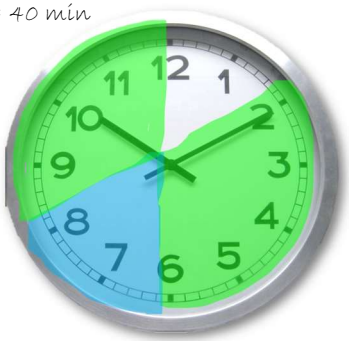
Most Students Guess how Long Something Will Take Based upon Emotion



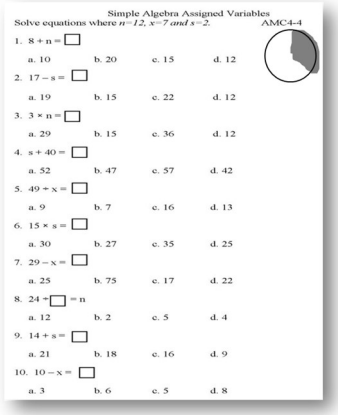


If the student has calculated the time they will need they can then plan the total time with time for breaks.

Temporal Window = 40 min
20 Minutes Work
10 Minute Break
20 Minutes Work



Students: 20/10
Adults: 52/17



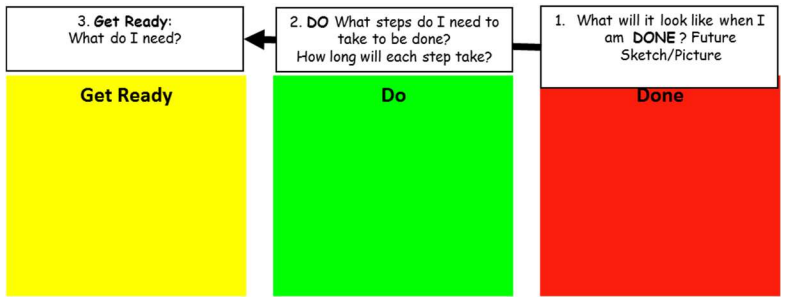
Simple Algebra Assigned Variables
Solve equations where $n=12$, $x=7$ and $s=2$. AMC4-4

1. $8 + n = \square$
   a. 10 b. 20 c. 15 d. 12
2. $17 - s = \square$
   a. 19 b. 15 c. 22 d. 12
3. $3 \times n = \square$
   a. 29 b. 15 c. 36 d. 12
4. $s + 40 = \square$
   a. 52 b. 47 c. 57 d. 42
5. $49 \div x = \square$
   a. 9 b. 7 c. 16 d. 13
6. $15 \times s = \square$
   a. 30 b. 27 c. 35 d. 25
7. $29 - x = \square$
   a. 25 b. 75 c. 17 d. 22
8. $24 \div \square = n$
   a. 12 b. 2 c. 5 d. 4
9. $14 + s = \square$
   a. 21 b. 18 c. 16 d. 9
10. $10 - x = \square$
    a. 3 b. 6 c. 5 d. 8

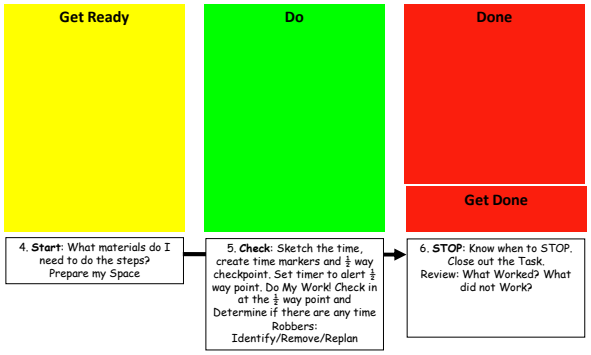
Planning

The Get Ready * Do * Done Method

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



The Get Ready *Do *DONE Method
Stage 2: Task Execution



Just as We **'Get Ready'** for a task we also **'Get Done'** with a Task!!

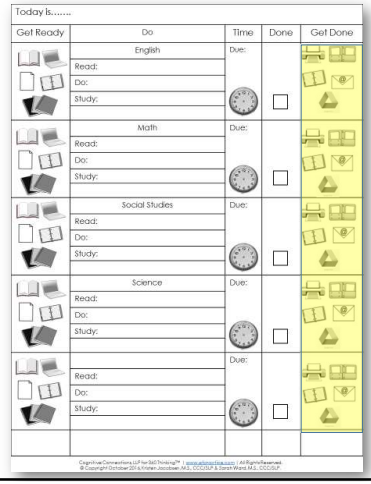
Get Done

Clean Up Turn In/Submit Work Throw out Trash

Check Off as Complete in Planner Review/Share what Learned

Charge Computer/Headphones/iPad

- Bookmark Teacher Websites for Easy Access
- Create a Homework Recording Sheet for Web Based Homework Postings



Work I need to do complete:	Get Ready Materials	Do/ Due Date	How long will it take?	Get Done	Connect
Class Assigned Today * Working On * Due Tomorrow	Books Handouts Notes Binder Paper Technology		◯	Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting
Class Assigned Today * Working On * Due Tomorrow	Books Handouts Notes Binder Paper Technology		◯	Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting
Class Assigned Today * Working On * Due Tomorrow	Books Handouts Notes Binder Paper Technology		◯	Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting
Class Assigned Today * Working On * Due Tomorrow	Books Handouts Notes Binder Paper Technology		◯	Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting

ToDo	Materials	Due Date	Time
Class	Books Binder Handout Notes Technology		
		Turn in Store Print Email Share	
Class	Books Binder Handout Notes Technology		
		Turn in Store Print Email Share	
Class	Books Binder Handout Notes Technology		
		Turn in Store Print Email Share	
Class	Books Binder Handout Notes Technology		
		Turn in Store Print Email Share	

Time Plan

4:00	
4:15	
4:30	
4:45	
5:00	
5:15	
5:30	
5:45	
6:00	
6:15	
6:30	
6:45	
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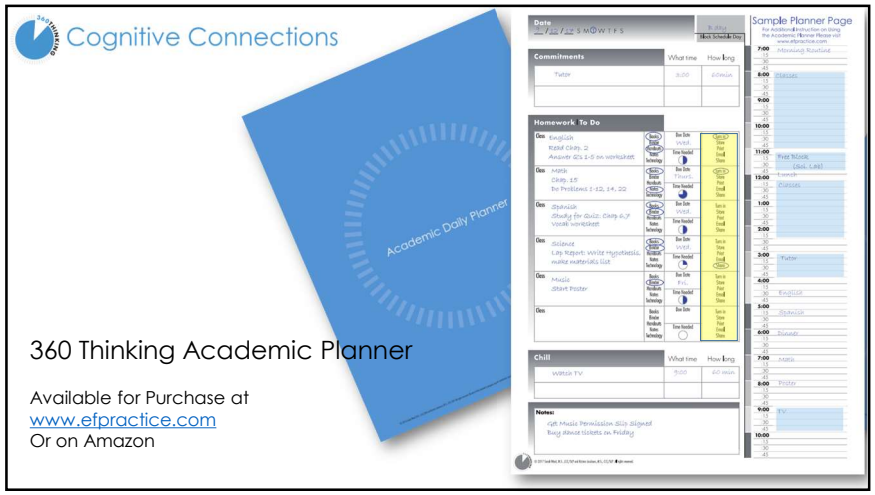
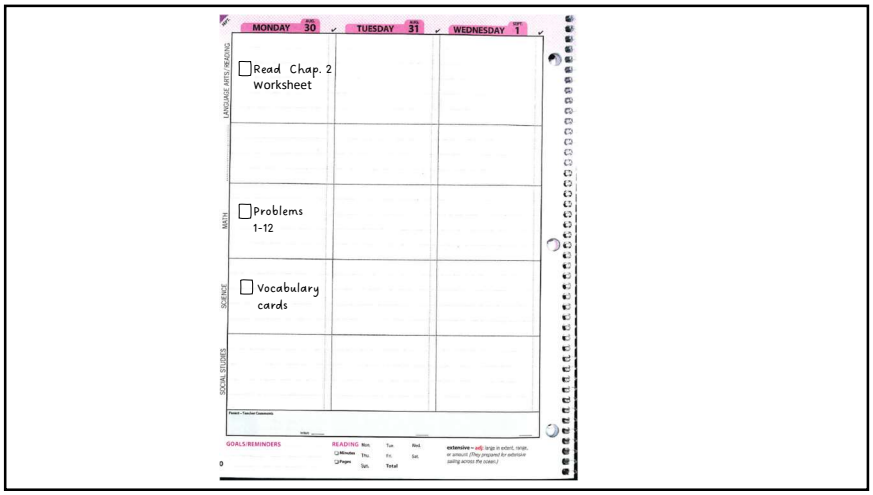
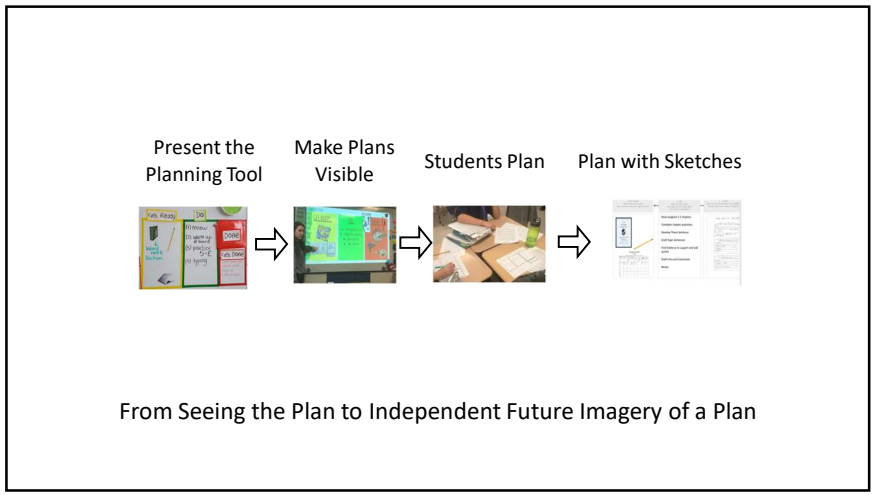
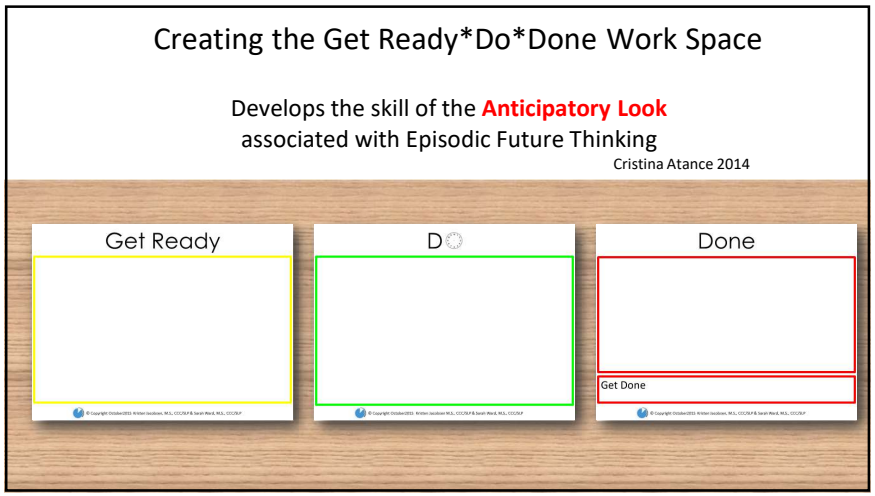








Get Ready

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 **Y**ou can do this!

D 

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?

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

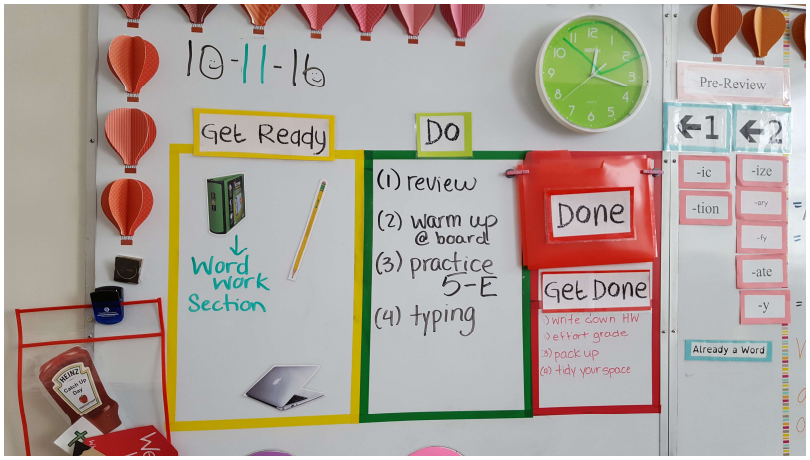
Get Ready

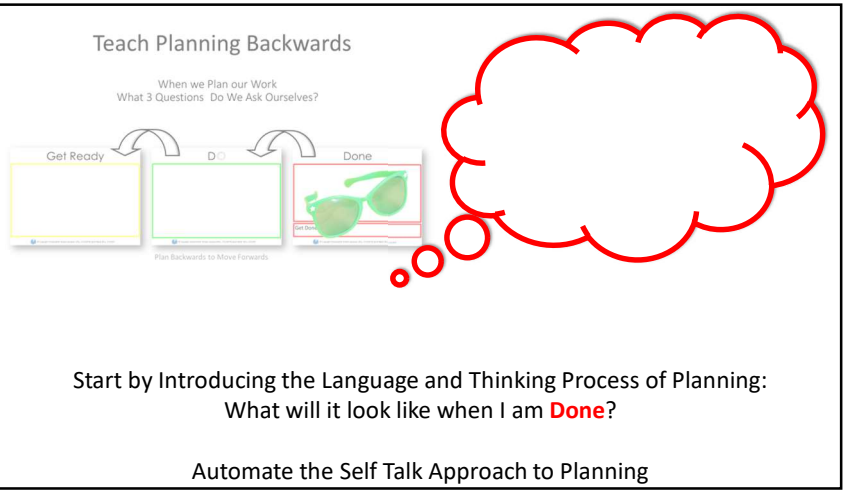
Do

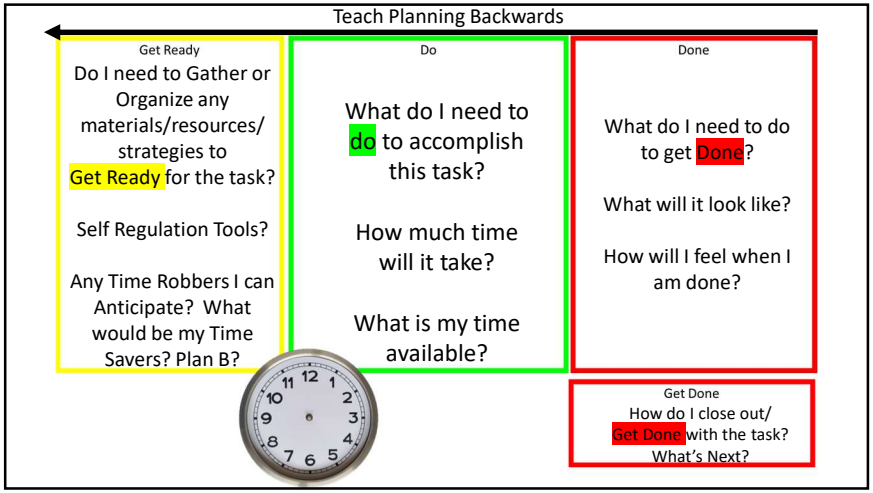
Done

Get Done

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







Get Ready

Organize my space?

Materials/resources/
strategies?

Plan my time ?

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

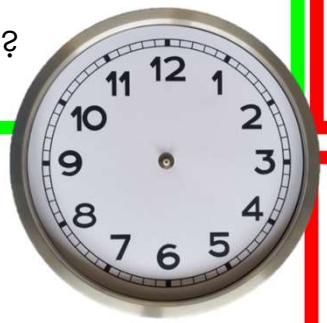
Time Robbers
Time Savers

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

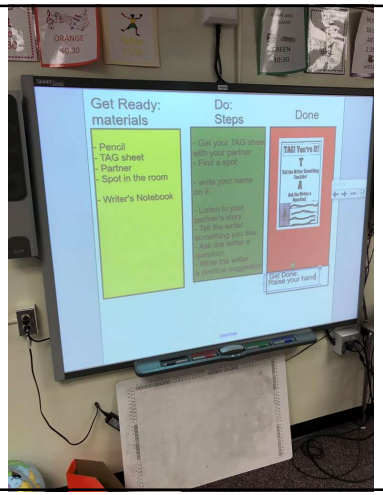
How do I close out/ Get Done with the task? Now that
I am done – how do I feel?

Get Ready

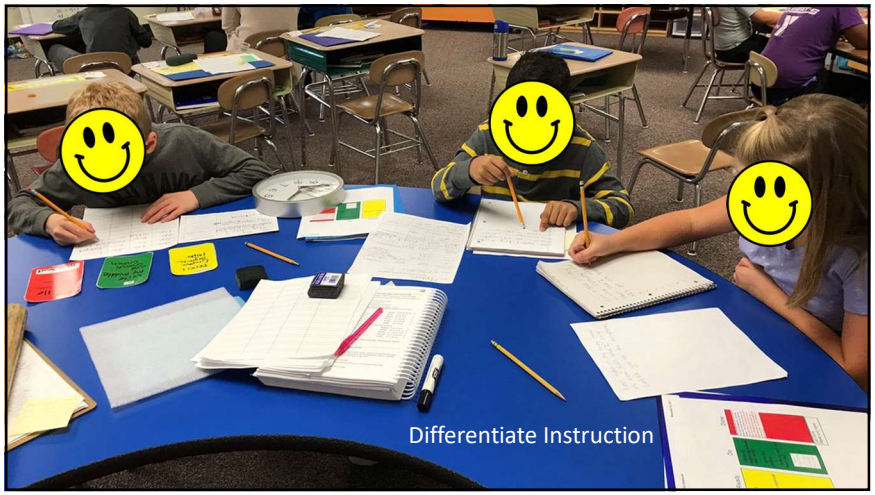
Do

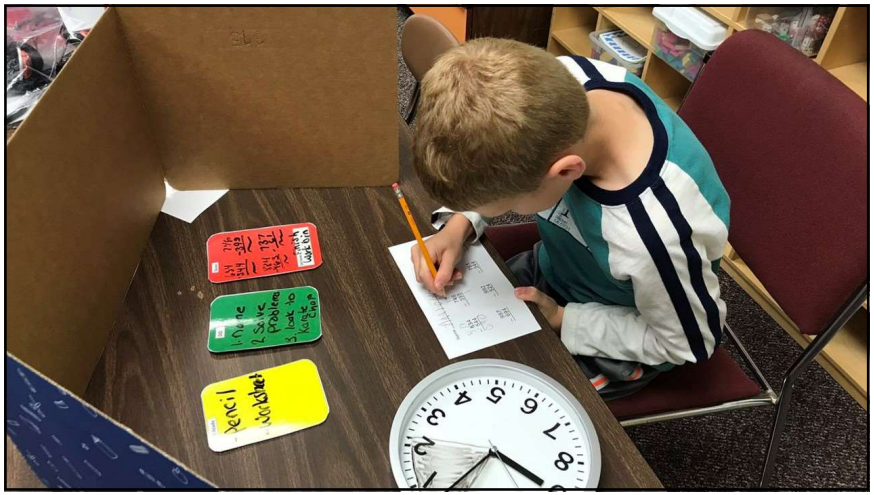
Done

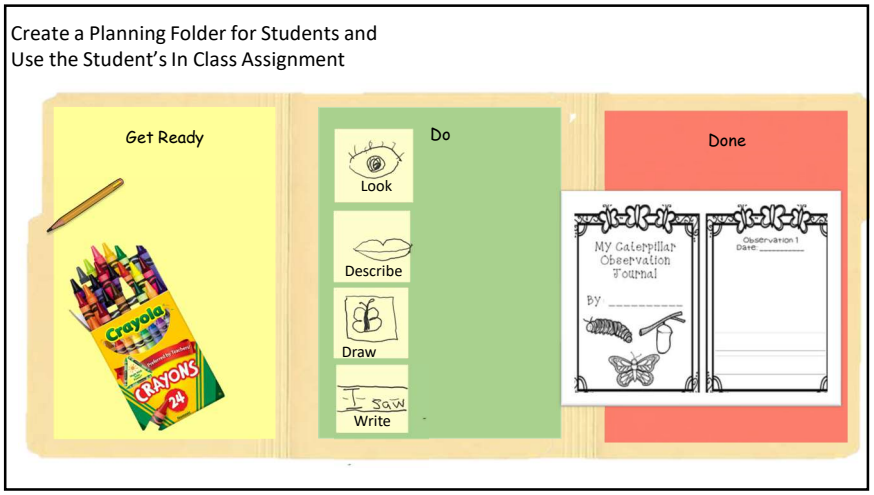
Get Done

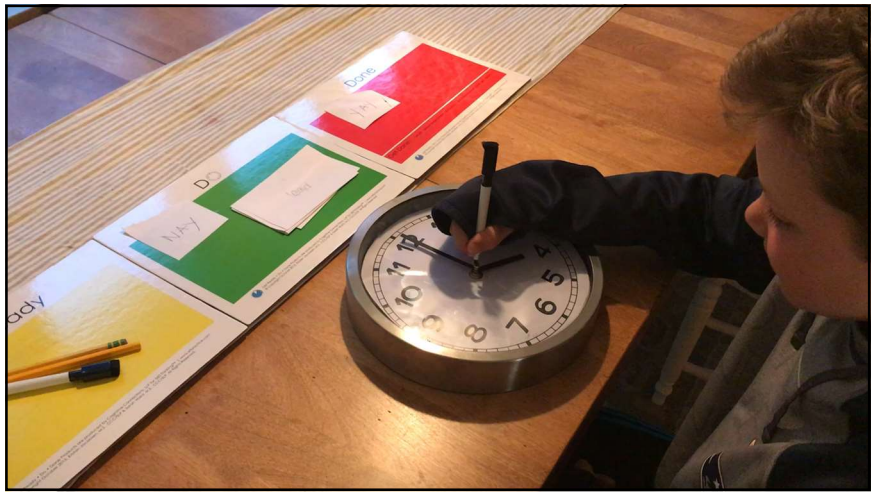


Laura Reynolds









Get Ready

Materials: what do I need?

Mindset:

Obstacles?
Time Savers for
Time Robbers?

Do

Directions/Steps::

Time: How long will it take?
Check In Points?

Done

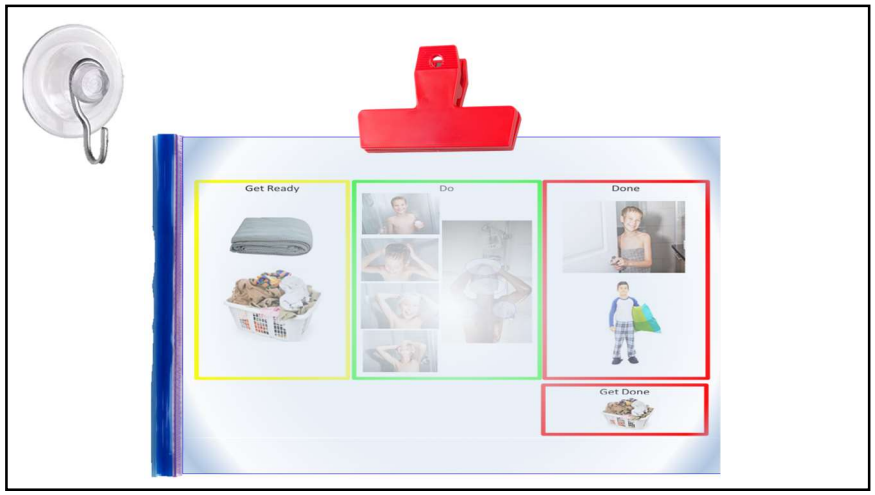
What is Due?

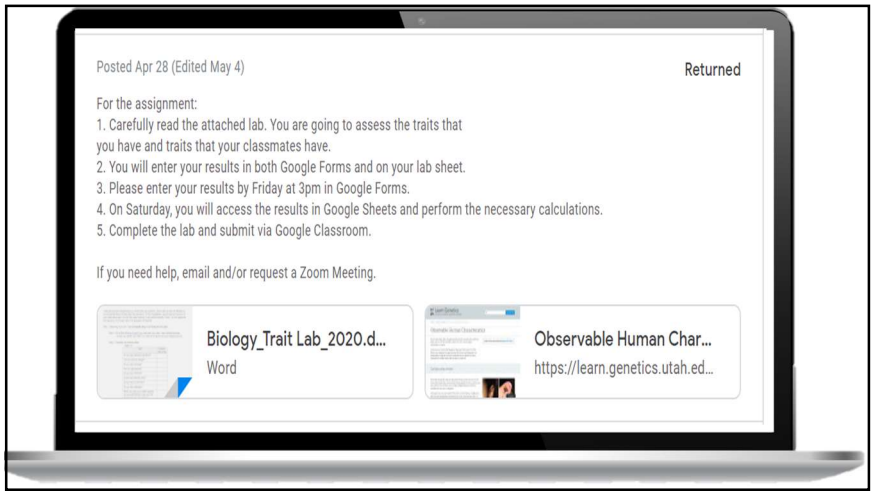
When is it Due?:

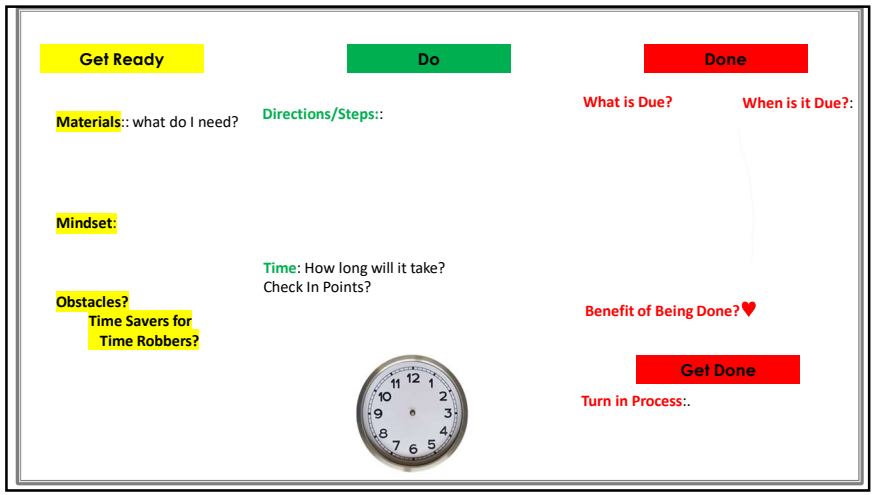
Benefit of Being Done? ♥

Get Done

Turn in Process:







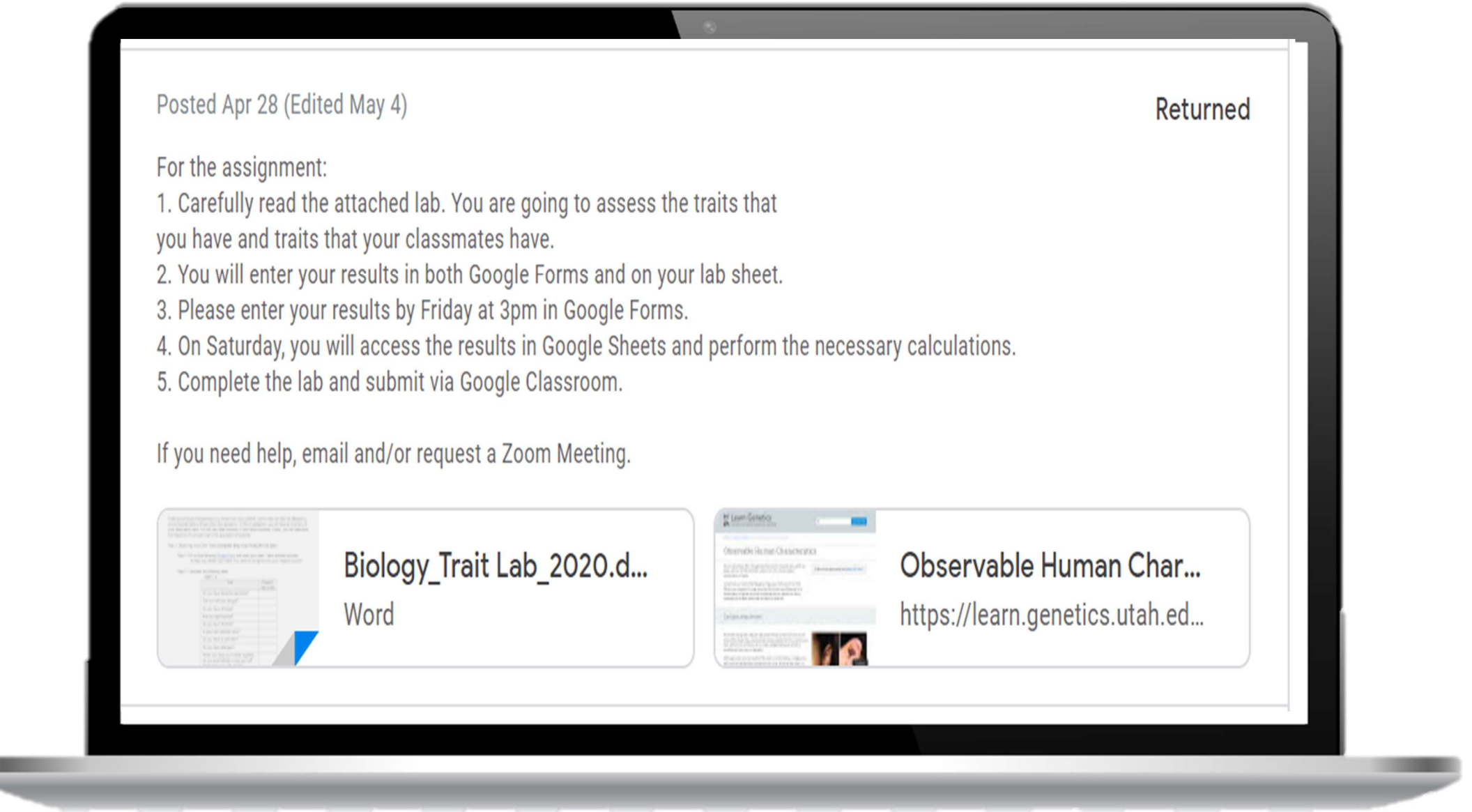
How it Changes the Classroom …

Task Introduction
Teacher A …

- You are going to build a poster
- Here's is what I need you to do
  - Gather your materials at the back of the room
  - In your group decide who is going to do what
  - Your poster needs 3 ideas and 3 pictures

Task Introduction
Teacher B …

- Puts on a pair of future glasses
- You are going to build a poster
- Here is an example of what it might **Look Like(Done)**. What parts/features do you notice in this poster?
- How do you imagine your poster will look the same but different?
- What steps will need to **DO** to complete the task?
- What will you need to **Get Ready** to complete the task?


Posted Apr 28 (Edited May 4)
Returned
For the assignment:
1. Carefully read the attached lab. You are going to assess the traits that
you have and traits that your classmates have.
2. You will enter your results in both Google Forms and on your lab sheet.
3. Please enter your results by Friday at 3pm in Google Forms.
4. On Saturday, you will access the results in Google Sheets and perform the necessary calculations.
5. Complete the lab and submit via Google Classroom.
If you need help, email and/or request a Zoom Meeting.
Biology_Trait Lab_2020.d...
Word
Observable Human Char...
https://learn.genetics.utah.ed...

Get Ready

Materials:: what do I need?

Mindset:

Obstacles?

Time Savers for

Time Robbers?

Do

Directions/Steps::

Time: How long will it take?
Check In Points?

Done

What is Due?

When is it Due?:

Benefit of Being Done? ♥

Get Done

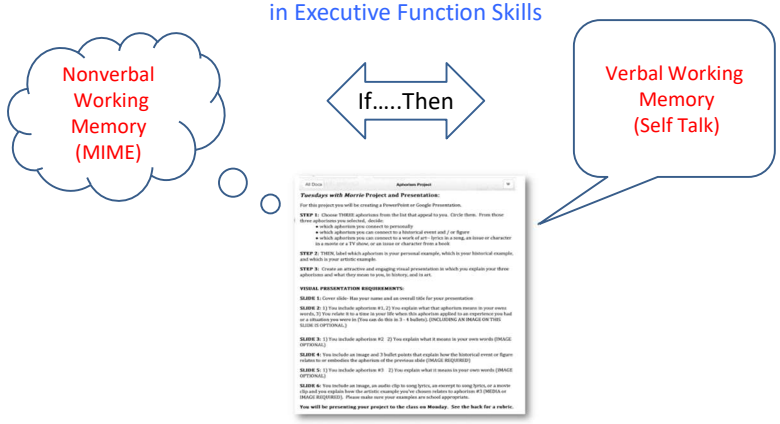
Turn in Process:.

Should I use the GDD? Yes or No? **YES** When the Student Needs to Learn/Do the Steps to Complete a Task with a Clear Done Outcome

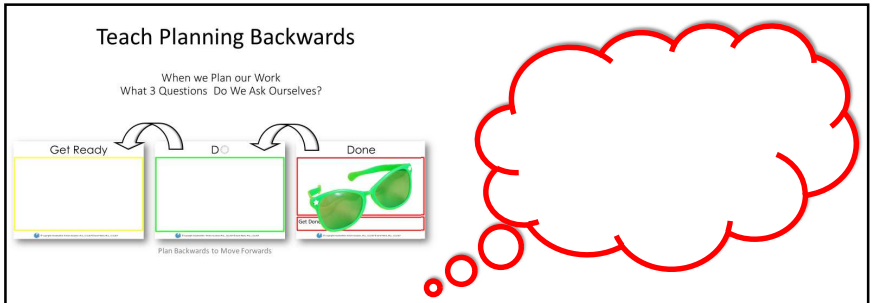
- Review last nights' homework [NO]
- Introducing what clinchers are [NO]
- Teaching what a chemical reaction is [NO]
- Teacher student **how to fill out** index cards for a research project [YES]
- Have students **do research** and make 6 notecards [YES]
- **Write** a clincher paragraphs [YES]
- **Practice** reading and highlighting topic sentences [YES]
- How to use dialogue for hook sentences [NO]
- You and your partner need to **write** a hook together [YES]
- What to **do** while waiting for me to 'teacher conference' with you [YES]

Does the student need to envision their action and outcome?
Yes? Use the GDD Model

Role/Order of Working Memory in Executive Function Skills

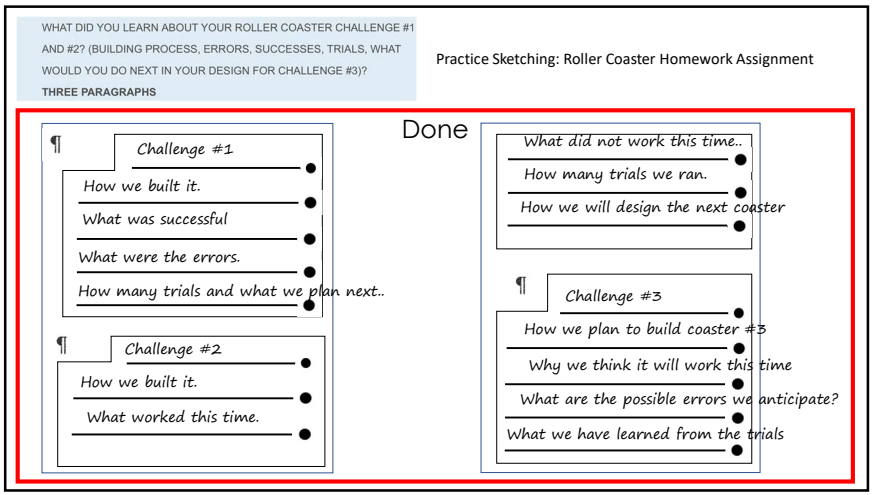


Teach Planning Backwards



Next Introduce the Visualizing Process of Planning:
How can I **picture** what it will look like when I am **Done**?

Be a Future Sketcher!



Developing a Sense of Space, Working Memory and Forethought and Young Writers

Scaffolded Writing:
by Elena Bodrova,
The Tools of the Mind Curriculum

Say It
Draw It Out!
Tap it Out !
Write it Out!

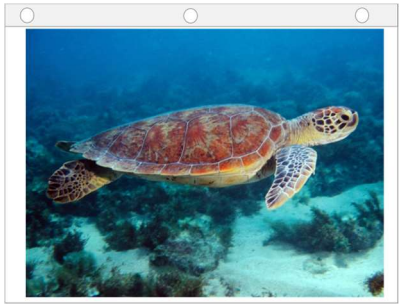
To remember a great sentence.

- Say It
- Draw It
- Tap It
- Write it

The crab will bite a human if they feel threatened.

Scaffolded Writing:
by Elena Bodrova,
The Tools of the Mind Curriculum

Developing a Sense of Space, Working Memory and Forethought and Young Writers



Say It
Draw It!
Tap it !
Write it!

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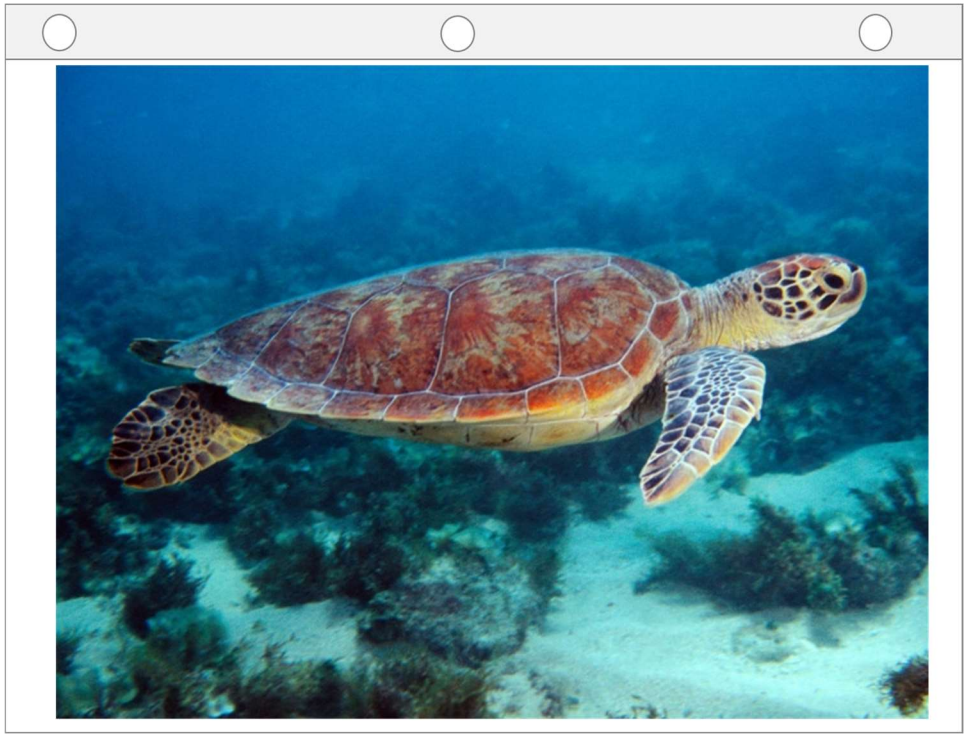


Say It

Draw It!

Tap it !

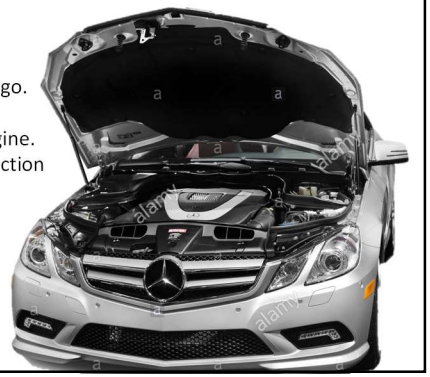
Write it!

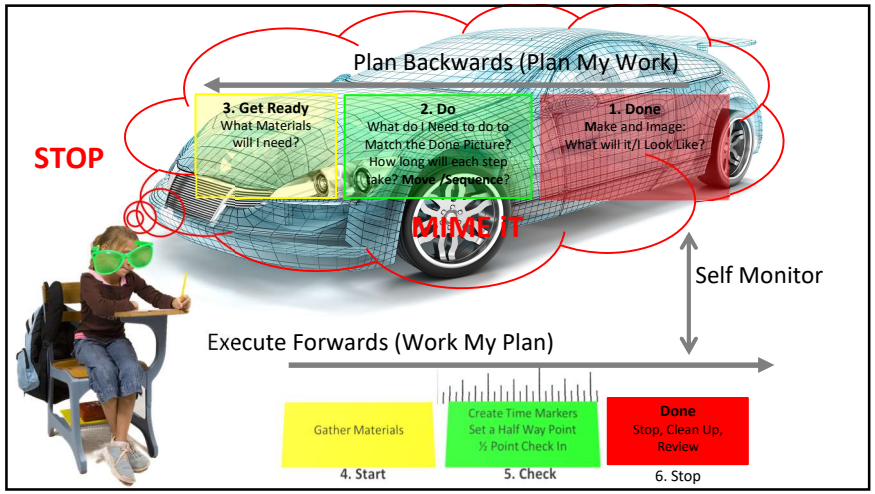
Processing Speed and Executive Function

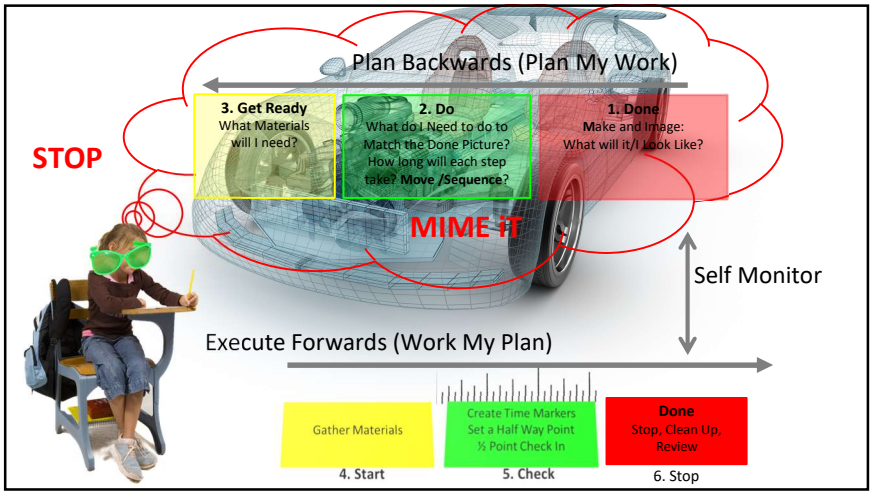
"If EF is the car PS is the engine, the more powerful the engine the faster the car can go.

Good EF depends on the quality of the engine. More efficient engines allow the car to function at a higher level of efficiency."

Ellen Braaten, PhD

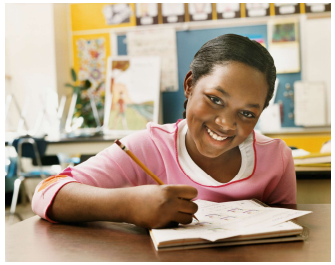






Research shows PS was significantly impaired in 80% of students diagnosed with high to above average IQ and ADHD (Brown, 2011).

In a study evaluating the correlates of learning profiles and PS, all students with language based LD, dyslexia, nonverbal learning disability and autism spectrum exhibit PS deficits and 77% of were receiving IEP services (Braaten 2017).



Speed of Information Processing

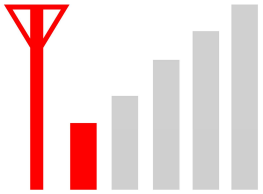
How quickly students can react to incoming information, understand it, and think about the information, formulate a response, and execute that response.

Speed of information processing is not the same as intelligence.

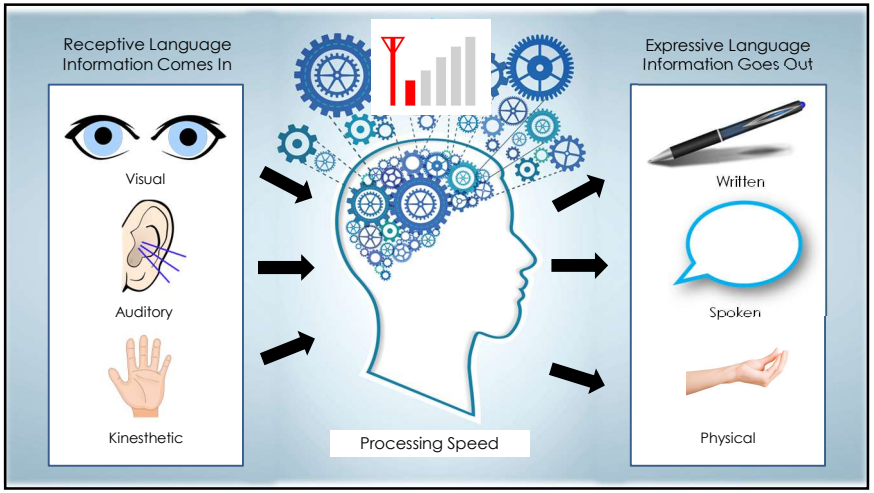
It is possible to be very bright, yet process information slowly.

Similarly, speed of information processing is not the same as physical quickness.

Speed of Information Processing



Inspection time:
Speed of intake of
a perceptual (stimulus)



Processing Speed Tests are Like Doctor's Tools

An abnormal reading requires further testing to identify the nature of the problem.

Processing Speed is related to the efficient use of other cognitive abilities.

A weakness in simple visual scanning and tracking may leave a patient less time and mental energy for the complex task of understanding new material.

Process Simple Or Routine Information Without Making Errors

Many learning tasks involve information processing that is both:

Routine

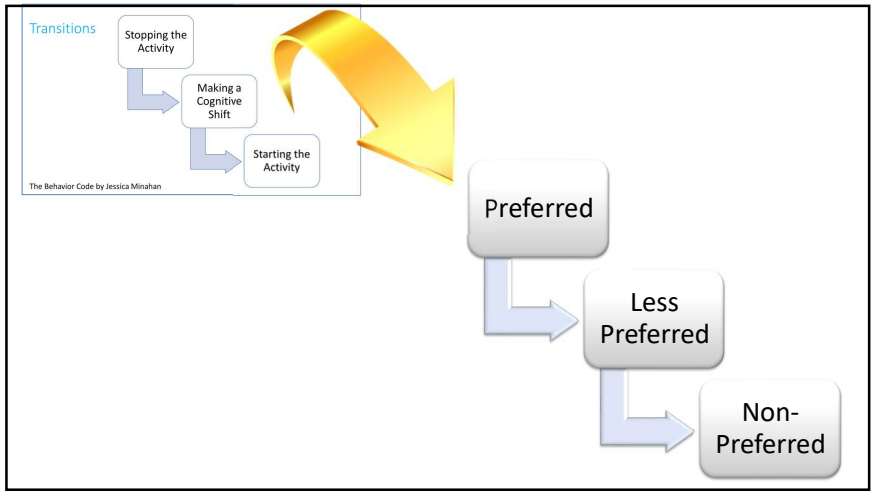
- Follow the basics of a morning routine
- Read a text book
- Write an Essay

Complex

- Determine the impact of the weather on choice of outfit
- In school determine what information is critical and likely to be on the test
- Is it a comparative or persuasive essay

Processing Speed

Routine		Complex Decision
Getting Dressed	Shirt, underwear, pants Deodorant, shoes	Weather like? Where am I going (school vs practice)
Time Management	Routine Day	Unique to today's plans
Pack Backpack	What goes where	Today's homework, Book for Science, Money for Spanish Class
Navigate Google Classroom	How GC is organized	Today's assignment and submission box



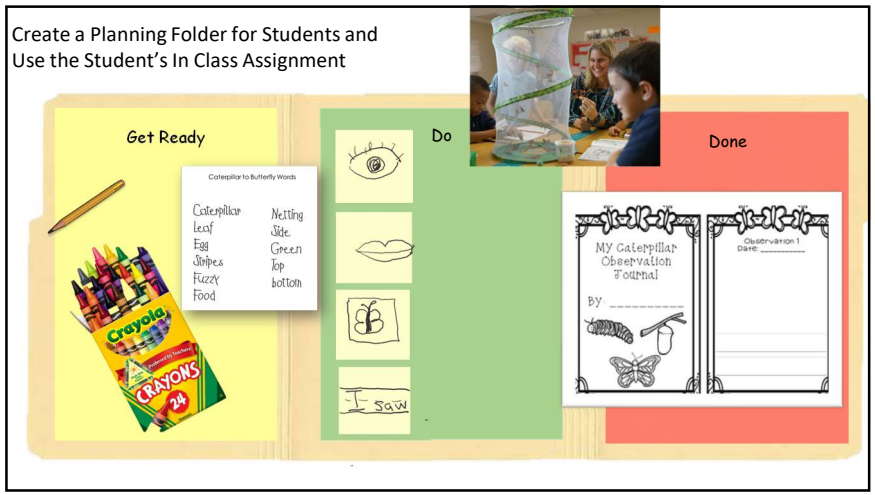
Self Generated Work Bank

Caterpillar to Butterfly Words

Caterpillar
Leaf
Egg
Stripes
Fuzzy
Food

Netting
Side
Green
Top
bottom

Create a Planning Folder for Students and
Use the Student's In Class Assignment

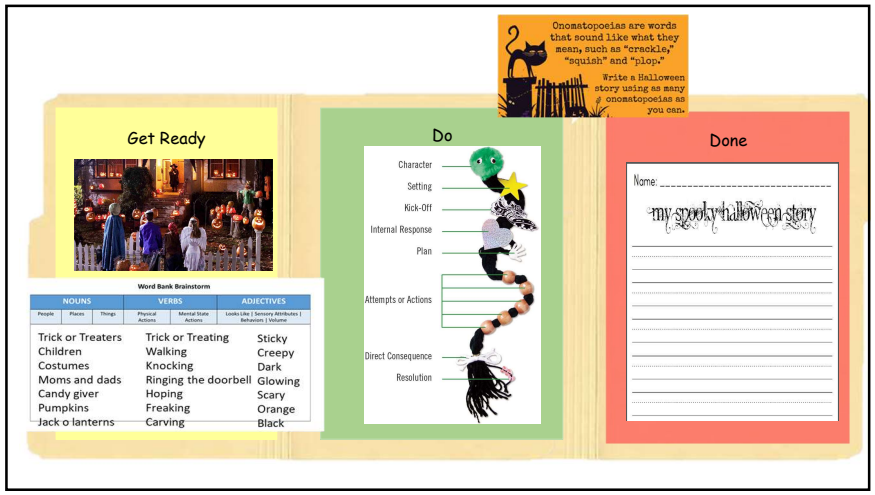


Word Bank Brainstorm

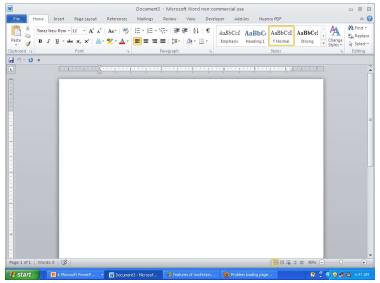
NOUNS			VERBS		ADJECTIVES
People	Places	Things	Physical Actions	Mental State Actions	Looks Like | Sensory Attributes | Behaviors | Volume
Trick or Treaters			Trick or Treating		Sticky
Children			Walking		Creepy
Costumes			Knocking		Dark
Moms and dads			Ringing the doorbell		Glowing
Candy giver			Hoping		Scary
Pumpkins			Freaking		Orange
Jack o lanterns			Carving		Black
Bats			Making costumes		Yellow
Spiders			Bobbing for apples		Colorful
Webs			Wishing		Spooky
Decorations			Sleeping		Howling
Haunted houses			Throwing up		
Witches			scream		
Candles					
Candy					

Word Bank Brainstorm _____

NOUNS			VERBS		ADJECTIVES
People	Places	Things	Physical Actions	Mental State Actions	 

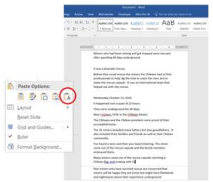


Tables to Text Writing Tool
When staring at a blank screen is hard and Processing Speed is Slow



Table

Paste



Paragraph

"Table to Text" Writing

Questions to be answered in the Essay	Answers in Full and Complete Sentences
Topic: What character trait did the main character Adam present with?	
What evidence do I have from the text that shows this character trait of determined?	
How does this information from the book show determination?	

Use:
- Schemas
- Self Generated Questions
- Teacher directed Paragraph Elements (topic sentence, evidence, analysis, etc.)

Tables to Text: Set up the Table

- Insert a 2 column, multi row table
- Generate the questions to be answered in the paragraph/assignment in the rows in the left hand column.
- Answer the questions an in **full and complete sentences** in the right hand column.

Summarize a Current Event

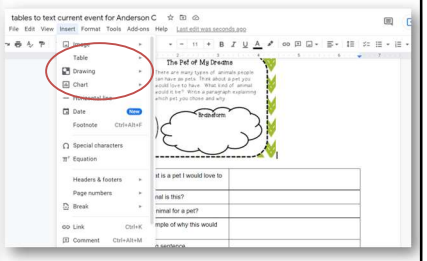
What is the event?	Miners who had been mining and got trapped were rescued after spending 69 days underground.
What KIND of Event is this?	It was a dramatic rescue.
What happened before the rescue so that they could get the men out?	Before they could rescue the miners the Chileans had to find professionals to help dig the hole to reach the men and to make the rescue capsule. It was an international team that helped out with the rescue.
WHEN is/was this event?	Wednesday October 13, 2010 It happened over a span of 22 hours. They were underground for 69 days.
Where will/did this event take place?	Near Copiapo, Chile in the CHilean Desert.
WHO hosts the event?	**The Chileans and the Chilean president were proud of their accomplishments.**
WHO participates in this event?	The 33 miners included many fathers but also grandfathers. It also included their families and friends as well as their Chilean community.
Any Challenges at the event?	Past miners who have survived rescue are concerned that miners will be happy they are home but might have flashbacks and nightmares about their experience underground.
What was the OUTCOME of the event?	It brought the world together as everyone had their eyes glued to the tv watching the rescue. The family's emptions showed what was going on even if you did not speak Spanish. Reporters praised Chile because their media focused on the positive that the miners were safe and not on what could have gone wrong or what somebody did not do to help.

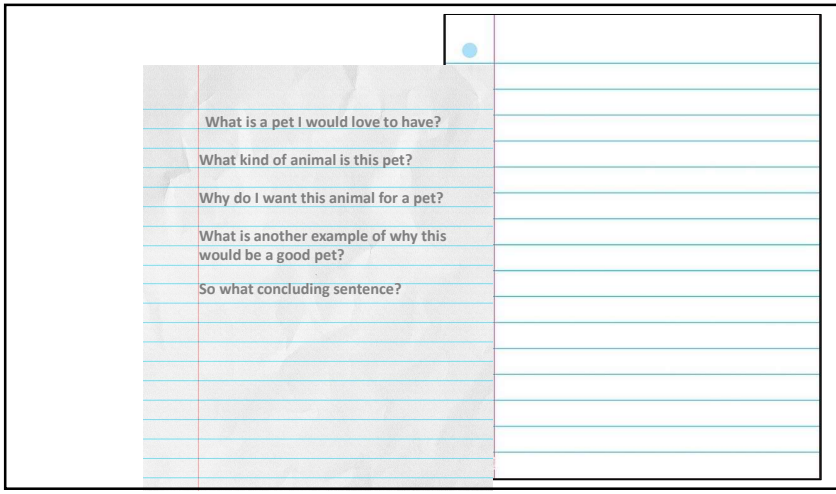
Tables to Text: Create the Paragraph

- Select All of the Written Text
- Choose Paste Special
- Choose to paste as "unformatted text"
- In Windows or Chrome: ctrl + Shift + V
- In Google Docs: Format -> Table -> Merge Cells, then select, copy and paste the te
- On the 'Home Tab' under 'Paragraph' click the ¶ symbol
- Delete all ¶ symbols in the text
- Click ¶ again to view the document in a normal format

On Wednesday October 13, 2010 near Copiapo, Chile in the Chilean Desert, miners who had been mining and got trapped were rescued after spending 69 days underground. It happened over a span of 22 hours. It was a dramatic rescue. Before they could rescue the miners the Chileans had to find professionals to help dig the hole to reach the men and to make the rescue capsule. It was an international team that helped out with the rescue. The 33 miners included many fathers but also grandfathers. It also included their families and friends as well as their Chilean community. You heard a siren and then you heard cheering. The miner came out of the rescue capsule and the family members embraced them. Many miners came out of the capsule clutching a Chilean flag and praying with it. Past miners who have survived rescues are concerned that miners will be happy they are home but might have flashbacks and nightmares about their experience underground. The event brought the world together as everyone had their eyes glued to the TV watching the rescue. The family's emotions showed what was going on even if you did not speak Spanish. Reporters praised Chile because their media focused on the positive that the miners were safe and not on what could have gone wrong or what somebody did not do to help. The Chileans and the Chilean president were proud of their accomplishments.

Tables to Text for Writing in Google Docs





Plan	Know How I am Doing in School	Break down my assignments!
Look at School Website?	Check my Grades/ Assignments	Plan for and manage obstacles and distractions
Make a Visual Plan for WHEN I See myself doing the work	Everything submitted? Anything Missing?	Make and follow my: **Get Ready | Do | Done Plan**
Anything I need to do that is not posted online? -English? Spanish II? -Chemistry? World Religion? -WWHistory? -Alg II? **Projects/ Quizzes**	Self Advocate: Do I need to email any teachers or go to office hours? Check in..am I on the right track?	Plan my time!
Organize my Work: What is my number one priority?	Organize Backpack/Papers: Visualize when and where I will turn work in Transfer to storage notebook?	What distractions do I need to eliminate? What time savers do I need to implement?
When I am done – remember to GET DONE (clean up | turn in | submit | pack up | Charge Devices)	Organize my homework/learning space - sort – store – trash - tidy	What's stressing me out? What/who would help?

The Ultimate Goal?

Give the Child Future Glasses
Develop Episodic Future Thinking!

1. Develop The ability to STOP and MIME
   - What will it look like? **M**ake an Image DONE
   - What will **I** look Like? Episodic!
   - How will I **M**ove: Mental Spatial Time Travel
   - How will I feel: Pre –experience **E**motion

   Do

   Get Ready
2. I might imagine that Plan in a Different Space than Where I Actually Execute the Plan. I am a beat ahead!
3. I execute my Plan by Sensing the Passage of Time and Comparing my Current Performance against my Imagined Future

Center on the Developing Child
HARVARD UNIVERSITY

Step 1: Executive Function 101

If you just need a quick introduction to the basics about executive function and self-regulation, start here:

Executive Function & Self-Regulation

Get the facts about executive function and self-regulation skills—what they are, what they help us do, how they develop, and why ensuring that children learn and practice them benefits everyone.

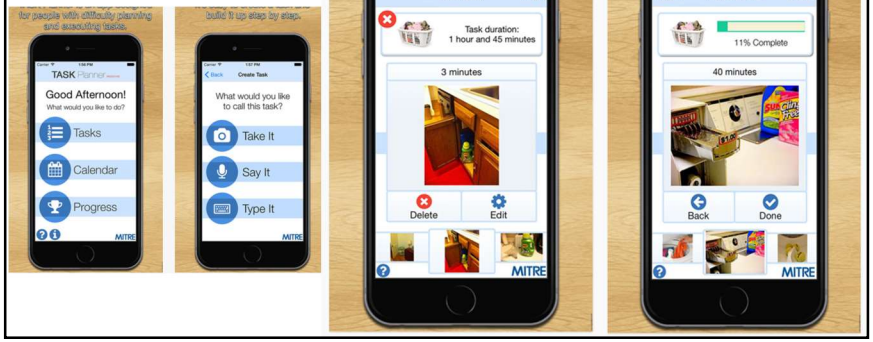
InBrief: Executive Function: Skills for Life and Learning

This five-minute video shows how children use executive function skills and provides scientific insight into how those skills develop and grow, as well as what can disrupt their development.

Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence

https://developingchild.harvard.edu/guide/a-guide-to-executive-function/

Check out the App:
BrainKit: Task Planner
for ipad by MITRE



360 THINKING

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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!

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Plan	Know How I am Doing in School	Break Down My Assignments!
❑ Look at School Website?	❑ Check my Grades/ Assignments	❑ Plan for and manage obstacles and distractions
❑ Make a Visual Plan for WHEN I See myself doing the work	❑ Everything submitted? ❑ Anything Missing? _____	❑ Make and follow my: ❑ **Get Ready | Do | Done Plan**
❑ Anything I need to do that is not posted online? ❑ English? ❑ Science? ❑ History? ❑ Math? ❑ Specials? ❑ **Projects Coming up?** ❑ **Quiz/Test Coming up?** ❑ _____	❑ Self Advocate: ❑ Do I need to email any teachers or go to office hours? Check in..am I on the right track?	❑ Plan my time! 
❑ Organize my Work: ❑ What is my number one priority? _____	❑ Organize Backpack/Papers: Visualize/MIME when and where I will turn work in _____ _ ❑ Transfer to storage notebook?	❑ What distractions do I need to eliminate? _____ ❑ What time savers do I need to implement? _____
❑ When I am done – remember to GET DONE ❑ clean up ❑ turn in | submit | pack up ❑ Charge Devices	❑ Organize my homework/learning space ❑ Sort ❑ Prioritize ❑ Assign a home ❑ Containerize ❑ Evaluate	❑ What's stressing me out? _____ ❑ What/who would help? _____

IEP Goals for Executive Function Skills

1. S.T.O.P. and Read the Room or Situational Awareness Skills

The student will organize, identify and recall the space, time, objects and people from contextual situations presented in visual pictures, videos and daily situations with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will make appropriate inferences about a contextual situations presented in visual pictures, videos and daily situations with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will identify informational cues and draw a conclusion about emotions, thoughts, actions or information as they are occurring with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will state an "if….then……therefore" statement to anticipate actions with a gradual release from the concrete to independent imagery at 90% accuracy. Example, when The student is told it is "11:30" (a time feature) she can use situational awareness to state "If it is 11:30 then I have history in 5 minutes therefore I need to think about getting to my locker to get my text book."

The student will STOP and observe other students in classroom situations and then synchronize his/her/their actions with the other students with a gradual release from the concrete to independent imagery at 90%accuracy.

The student will increase his/her/their ability to refer to and use external mediator cues (lists, signs, reminders, calendars, etc.) to guide and prioritize actions and tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will stop and read the room at transition points (entering a room, changing classes, moving from a desk space to a class floor space, etc.) and label what is happening in the space, what time it is and what event is happening next, the objects he observes are being used for a task and state what the adult/teacher/ and or peers are doing as evidenced from an increase over his/her/their baseline with a gradual release from the concrete to independent imagery at 90% accuracy.

2. Future Narratives for Planning Skills:

The student will predict future outcomes of pictured situations by selecting what will happen next with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will predict future outcomes of familiar and less familiar situations by selecting what will happen next with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will generate a narrative for a future experience with detailed situational features(space, time, objects, people) with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will demonstrate forethought for upcoming tasks and state 2 to 4 actions that will take place in the next activity, task or situation with a gradual release from the concrete to independent imagery at 90% accuracy.

3. Self-Regulation and Task Planning

The student will demonstrate attentive listening to instructions, then restate and gesture the direction/their plan prior toreceiving/collecting materials to complete tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will state the intent and the first two steps of their plan prior to initiating efforts for academic and personal tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will demonstrate independent use of compensatory strategies for impulsivity in functional task completion. Examples of self-talk to accomplish this goal include the following “What is my plan?”, “What does my Done picture look like?” or “What is my future picture?” with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will identify the temporal-sequence set of steps to carry out the ‘Done’ picture or image of a plan with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will decrease the use of vague verbs (make it, just write up, etc.) and increase their verb vocabulary to contain specific, concrete action words (glue, cut, list, order, wrap, measure, etc.) from the current level of (baseline) to using at least 3 concrete action words when identifying the steps to carry out the ‘done’ picture or image of a plan using the Get Ready * Do * Done Model.

The student will increase the use of co-thought gestures to increase the generation of specific verbs from the current level of no gesture to using gesture on 4 out of 5 tasks initially with modeled support by the teacher and by the end of the marking period independently as observed by the teacher and an unfamiliar adult.

The student will produce accurate representational iconic gestures for foods, objects, and actions from the current level of minimal to gross/exaggerated/excessive non representational gesture as initially with modeled support by the teacher and by the end of the marking period independently as observed by the teacher and an unfamiliar adult.

The student will identify and demonstrate use of compensatory strategies (Get Ready * Do* Done Model) to improve task completion with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will state his/her/their plan for completing the task by completing the phrase "If I need to [goal orassignment), then ……." with as initial step or action plan in 4/5 targeted opportunities with a gradual release from the concrete to independent imagery at 90% accuracy.

Student will develop an internal source of motivation for wanting to improve_____by finding ways to realize the connection between their desire and the activities that will help to achieve that goal with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will increase the use of implementation intentions/temporal adverbs to visualize and use self-talk for Plan A course of action for a 'Done' picture or image of a plan and to anticipate and self talk a possible Plan B course of action from the current level of no self talk to generating 2 stated intention using the 'Future Self Talk Card'.

The student will increase the accuracy and frequency with which they close out a task (turn in assignments, store materials, clean up work space, etc.) from current average of once for every 8 tasks to 7/8 tasks using the "Get Done" prompt of the Get Ready * Do * Done model.

4 Organization

Homework

The student will submit 90% of their assignment work to the teacher using strategies with a gradual release from the concrete to independent imagery at 90% accuracy..

Given homework assignments within his academic capabilities, the student will continue to complete and submit each assignment at a level judged as complete by his teacher with a gradual release from the concrete to independent imagery at 90% accuracy.

Given an organized framework for recording homework information, the student will independently start and accurately record all details of a homework assignment and required materials in his agenda book in 4 out of 5 opportunities. Currently the student's planner reflects he does this------ %of the time. Benchmark is he can do this 90% of the time as evidenced by his independently knowing exactly what he needs to do for assignments and the requisite materials.

The student will complete all tasks at the end of the day which include; ensuring he has turned in all homework due that day, has completely filled out his homework agenda book, putting materials in necessary places, packing his belongings.

The student will on a nightly basis compare what he had written in the agenda book with the assignments posted on (teacher websites/Google Classroom/Canvas) with a gradual release from the concrete to independentimagery at 90% accuracy.

The student will verbally compare his understanding of assignment demands with an adult and then break assignments down into clear and explicit smaller/manageable steps with a gradual release from the concrete to independent imagery at 90% accuracy using the Get Ready * Do * Done model.

The student will increase their ability to independently break down the steps of an assignment from the current level of knowing what is due (a poster, an essay, etc.) but unable to state the action steps for completion to identifying all steps by first using a 'future sketch' strategy to sketch out and visualize what the project will look like when it is 'Done' and then planning backwards to determine the steps for each part of the envisioned task.

The student will increase self regulation and emotional regulation as evidenced by the use of cognitive flexibility and problem solving from the current level of only envisioning a single solution/outcome of a task to generating a Plan B solution/outcome using future sketches, the Get Ready*Do*Done Model, and or stated implementation intentions.

The student will plan and integrate interim "due by" steps into all his academic projects with more than two-day deadlines with a gradual release from the concrete to independent imagery at 90% accuracy.

Routines and Transitions

The student will learn his/her basic schedule and classroom routines and exhibit forethought for these occurrences by stating what is the upcoming task/s in the sequence of the routine and then will state his plan for completing the task by completing the phrase "If it is time for____then I need to [goal or assignment), " with an initial step or action plan in 4/5 targeted opportunities with a gradual release from the concrete to independent imagery at 90% accuracy.

Will improve organizational skills for classroom work and homework through specific, repetitive modeled instruction, and use of: (visual pictures, written cues/checklists, text/phone reminders, agenda book/homework app, etc.) with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will increase their ability to transition with 1 or less prompts from the current baseline of requiring on average 3 prompts to initiate the transition by prior to transitions by using representational co-thought gesture to point out their plan to (gather materials/get ready/pack up, etc.).

The student will increase forethought and mental spatial time travel by using cothought gesture and stated intentions to plan their action steps outside the space where they will execute the plan for 4/5 targeted opportunities with a gradual release from the concrete to independent imagery and as measured by accurate completion of the envisioned steps.

Projects

On 3 out of 4 opportunities within 3 days of receiving a large/long term project/assignment, the student will independently formulate and record his topic, thesis and goals, and check in with her teacher to establish a timeline with at least three check-in dates in order to meet the established due date with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will research a topic and write a research paper on the given topic. This will include the selection and narrowing of a topic, successfully obtaining appropriate resources from the library and the internet, organizing large amounts of information, constructing a bibliography, producing first and second drafts, and an edited final copy.

Time

Given pictures of clock faces with the short hand pointing to an hour, will state the hour and also demonstrate that she can count to 60 by 5s with a gradual release from the concrete to independent imagery at 90% accuracy.

Given pictures of clock faces with the long hand pointing to the half hour, will state the time by saying the hour and the word thirty (e.g., seven-thirty) and demonstrate, by showing the direction on the clock, the rule that the clock hands always move in a “clockwise” direction with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will draw on a clock and show a “pie” of time demonstrating comprehension of the sweep and volume of time with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will read an analog clock and be able to for a given task with a gradual release from the concrete to independent imagery at 90% accuracy:

a. show the sweep of allotted time

b. mark the 1/2 way point of the allotted time

c. at the 1/2 way point identify if he needs to: increase his pace to be able to reach his goal, or decrease his pace(either from rushing or for omitting steps of the task) to carefully complete a task, if he needs a new or different strategy to complete the task more effectively or if he needs a resource (a teacher, a form of technology, etc.)

The student will acquire a sense of time and estimate the features of time associated with a task: How long will it take? What can I reasonably accomplish in that amount of time? How long did it take last time? What is coming up? How much time do I need to build in for material management? These skills will improve as documented by the increase in accuracy of time management from current level of being timely to goal of 90% with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will develop self time guidelines for how long activities take (writing, math, research, etc.) by comparing the planned with the actual passage of time with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will anticipate the passage of time by accurately (using the time calculation too;) to estimate a minimum, likely and maximum time for how long tasks are likely to take. The student will compare planned vs actual time to determine the increase in accuracy for estimating time. By the end of the IEP marking period the student will accurately estimate the required time for 8 of 10 documented tasks witha gradual release from the concrete to independent imagery at 90% accuracy.

The student will set time limits for specific activities and use time related prompts(working clock, auditory alert, time markers, post its on a clock etc.) to maintain awareness of the passage of time from the current level of using no external representation of time to using a time tool for 4/5 tasks.

The student will improve his awareness of the passage of time by: estimating how long tasks will take to complete , recalling schedules, predicting NEXT events, marking analog clocks to track time while completing tasks to monitor time and using check points at half-way marks to begin monitoring his use of time and his overall performance with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will demonstrate the ability to recognize time robbers and apply strategies to maintain and return attention to task in face of distractions with a gradual release from the concrete to independent imagery at 90% accuracy.

Executive Function Groups

1. What do I look like? Take photographs of each student when they are ready for school and or ready to go home.
    a. Block and box the features of being ready.
    b. Put in a plastic sleeve protector
        i. Have the students practice sketching how they would look 'Same but Different'
2. Have students work together to create photographs of their morning and end of day routines.
3. Have students make Self Talk – Stated Intention notecards.
4. Have students clean and then photograph their desk, locker, cubby, backpack, room etc. Have students use their photos and "stated intentions" cards to gesture and self talk the steps to carry out to maintain a clean space.
5. Manage Materials: Have students take the materials out of their backpack.
    a. Lay the items on the floor and then group the items that go together
    b. Take a photograph of the items
    c. Use an app (try Skitch!) or print the photo and then Block and Box the features of the packed bag
    d. Create a luggage tag, create an Album in the students Phone/Device, or print the phots and place in a plastic sleeve protector in a notebook.
        i. Practice sketching how their bag would look the 'same but different' for given situations:
            1. Bringing in a school project
            2. Needing to have a signed permission slip
            3. Going on a field trip and needing a bagged lunch and water bottle
            4. Having class outside and needing a change of clothes, a warm coat, and waterproof shoes
            5. Having study materials (flash cards, notebooks, etc.) for an upcoming exam
            6. Needing money for a book fair | school sale | school dance tickets, etc.

6. Practice the process of "How to Make a Checklist"
    a. Use a Get Ready * Do * Done Template
        i. Place a photo of the completed "To Do" in the Done space
        ii. Have the student identify the locations of where they will go to do the task
        iii. Have the student create a checklist from the Visual
            1. First create the list using action words: Pack Backpack; Make Lunch; Wear Sneakers; Bring Project, etc.
            2. Next create the list using the noun label: Backpack, Lunch, Sneakers, Project

7. Increase transitions
    a. Have students create “future-self” sticks and use them to ‘pre imagine’ their plan
    b. Have students place STOP Dots on Doors and Practice Reading the Room
        i. Space | Time | Objects | People
    c. Create a STOP and read the room bulletin Board or Poster
    d. Practice Pointing Out a Plan when Standing Outside of a Space
    e. Take photos of Spaces where actions take place and put in plastic sleeve protectors in a Notebook
        i. School: Classrooms, Library, Cafeteria, Recess, Bathroom, Skills Center, etc.
        ii. Home: Mudroom, Kitchen, Bedroom, Bathroom, Living Room, Garage, etc.
        iii. Community: Pool, Dunkin Donuts, Park, Athletic Field, Restaurant, etc.
            1. Have a student sketch themselves and their plan in the space
            2. Have the student gesture their actions in the given space
                a. Try the DMD Panorama App!
    f. Map it Out, Walk it Out, Tap it Out!
        i. Have students work together to create a sidewalk chalk map of their classroom. or Have students do the Mapping the Classroom Activity: Look at the National Geographic Classroom Cutouts: http://www.nationalgeographic.org/activity/mapping-classroom/
            1. Re-create the map on a 8 x 11 piece of paper
                a. Laminate or place in a plastic sleeve protector
                    i. Have the student tap or draw out their plan of action to move through a space.
        ii. For students who struggle with making maps
            1. Check out the Me on the Map Book
            2. Use blocks to make the space, photograph the blocks, put the photo in a plastic sleeve protector and/or use tracing paper and trace the map from the blocks
8. Get Ready * Do* Done Model
    a. Create the GDD workspace: set out your mats
    b. Practice all Tasks Have 3 phases
        i. Which phase does the photo represent
            1. Change the position? How do the Get Ready * Do *Done phases change?
    c. Start with the Done!
        i. Plan backwards from a picture of a known task
        ii. Plan backwards
            1. using a simple assignment
            2. with a Craft Project
            3. for a treatment activity or learning tool

4. for everyday tasks: cleaning a room, organizing notebooks, cleaning locker, packing a lunch, etc.

d. Visual: Be a Future Sketcher
    i. From Verbal Directives Sketch out what Assignments will look like
e. Complex:
    i. Sketch out Multistep Assignments, Prioritize the Order of the Steps
        1. Spread out the Visual Steps on the Calendar to Increase the Time Horizon
f. Abstract
    i. Find an image of a known Outcome
    ii. Block and Box the Features of what is Known
    iii. Use the Features to abstract details for a novel task.
g. Independence
    i. Remove the planning mats
    ii. Working backwards, have students gesture their Done goal and the steps to achieve the goal

Time

1. Practice reading analog clocks and converting digital to analog time
2. Practice shading volumes of time (5 min, 10 min, 20 min, etc.)
    a. Start in the middle of the clock
    b. Draw out the minute hand
    c. Shade in a clockwise direction, counting by 5's
    d. Draw back to the middle of the clock to create a 'slice' of time
    e. Shade in the time in the direction time will fill up
3. Practice shading time for given scenarios
    a. It is 4:00pm and Sarah has 20 minutes to read her book.
    b. It is 7:15 pm and Sarah has 45 minutes to work on her project before starting her bedtime routine.
4. Practice Shade | Mark | Check
    a. Have students practice setting time markers and marking time on a corresponding activity
        i. I like to practice this with easy worksheets such as word searches, easy math problems, crosswords, coloring tasks, a short story, making flashcards, etc.
            1. Practice doing the work while monitoring time
    b. Have students use the Time Calculation Tool to calculate the volume of time they will need for given tasks
        i. Then have the student use the Shade | Mark | Check strategy to create time markers for the given task
5. Manage Time Robbers

a. As a group make lists of internal and external Time Robbers
b. Create a list of Time Savers
    i. Before a task starts have students practice predicting time robbers
        1. Then Jail their time robbers
        2. Implement Time Savers