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

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

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Shepard Resource Teacher

January 18th 2018
Definition of Executive Functioning Skills

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

- Sarah Ward
So what does that REALLY mean?

1. **Help us use thinking skills**
   - picture of a goal
   - path to a goal
   - resources needed

2. **Guide our behavior as we move toward our goals**
   - face a new challenge
   - resolve to pursue a goal

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

- early childhood
- age 11 or 12
Ages and Stages

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

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

Know your own strengths and weaknesses!

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

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

* Let’s Get Real
  NO magic wand
* External Intervention
  Teach, Verbal Scaffolding, Games (Handout)
* CHILD input and involvement
  Humor, Choice, Partnership
Time management
Prerequisite skills - tell time, make and follow a schedule, estimate how long it takes to do something
## Development of Time Horizon

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Time Horizon</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Years Old</td>
<td>NOW</td>
</tr>
<tr>
<td>3-5 Years Old</td>
<td>5-20 Minutes</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Several Hours</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>8-12 Hours</td>
</tr>
<tr>
<td>12-16 Years Old</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>17-23 Years Old</td>
<td>2-3 Weeks</td>
</tr>
<tr>
<td>23-35 Years Old</td>
<td>3-5 Weeks</td>
</tr>
</tbody>
</table>
See and Sense the passage of time

Time Timer
● Doesn’t match the clock
● No starting point

Countdown Timer
● Stress

Digital
● Doesn’t allow for visualization of passage of time
Make Time Visible

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

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

CONTROLLING INTERNET DISTRACTION:

- **Windows:** [ifocusonwork.com](http://ifocusonwork.com)
- **Mac:** [SelfControl](http://visitsteve.com/made/selfcontrol/)
- **Mac:** [Macfreedom.com](http://macfreedom.com)
Other Time Tools

360 Thinking
Time Tracker App

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

http://tinyurl.com/wondertimeclock
Planning or Getting Ready

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

Plan my work then work my plan.

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

3. Get Ready: What do I need?

Get Ready

Chromebook
Orange Homework Folder
Five Star

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

Do

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

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

Done
Get Ready, Do, Done - In Action!
Done - Match the Picture

Backpack Packed Up

1- Orange Folder
2- Assignment Notebook
3- Lunch Bag
Done: Match the picture: Block and Box

Are you ready for school?

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

Are you ready for softball?

- Headband
- Jersey
- Bag
- Bat
- Cleats
Get Ready: Is your bag packed?

Use a luggage tag - attach to the bag

equipment

Make Backpack Tags!
clothing
Organized Materials - Do you have what you need for class?

Have students create a “Get Ready” album in their devices.
Plan for the week:
Apps to use for Match the Picture

Strip Design  Skitch  First-Then  Doodle Buddy
Do: Steps to create the list

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

8. IF A REPEATED TASK: Make multiple copies.
Choices and Jobs

Provide Choices!

Increases ownership and control over a task
- location
- order
- tool
- job

Job Talk!

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

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

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

1- Add reinforcer for completing the process on time or with minimal reminders, or give points

2- Set a timer for each step, make it a challenge

3- Adjust, can some be done the night before?

4- Instead of checklist, use index cards and hand them the card or a flip ring

5- Keep supports and supervision in place until the child achieves mastery or success

6- Modify tasks to match your child's capacity to exert effort

7- Don't attempt on Monday Morning!
HOCUS-POCUS, ABRACADABRA!

I COMMAND MY HOMEWORK TO DO ITSELF!
HOMEWORK, BE DONE!

FLIP FLIP FLIP

RATS.
1. Solve each problem

a. Grace started her own landscaping business. She charges $12 an hour for mowing lawns and $11 per hour for pulling weeds. In September she worked 30 hours and pulled weeds for 15 hours. How much money did she earn in September?

Answer: $495

b. Harvey wants to buy a gift for his father that costs $35.93 and a gift for his sister that costs $25.08. He has saved $14.28. How much more does he need to save in order to buy the gifts?

Answer: $66.73

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

Answer: 3.4 inches of snow

d. Faith had $100. She went to the grocery store and bought three gallons of ice cream for $7.29 each. Then she went to the farmer's market and bought two dozen eggs at $1 each. How much money did Faith have left?

Answer: $73.90
Estimating Time in the DO (handout)

### Solve

<table>
<thead>
<tr>
<th>Questions?</th>
<th>Pages?</th>
<th>Tasks?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Difficulty**

1-2-3

---

\[
\text{Difficulty} \times \text{Estimated Time in Minutes} = \text{Estimated Time in Minutes}
\]

---

\[
\sim 15
\]

---

\[
\sim \text{Estimated Time in Minutes}
\]
Overcoming the Planning Fallacy

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

- Easy: 1 minute
- Kind of Hard: 2 minutes
- Hard: 3 minutes

- Round up/Down to 5 minute intervals
<table>
<thead>
<tr>
<th>To Do</th>
<th>Materials</th>
<th>Date Due/Time?</th>
<th>Time Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Books</td>
<td>Fri</td>
<td></td>
</tr>
<tr>
<td>Science Lab</td>
<td>Binder Handout Notes Technology</td>
<td></td>
<td>30min</td>
</tr>
<tr>
<td>Class</td>
<td>Books</td>
<td>Fri</td>
<td></td>
</tr>
<tr>
<td>Hist: DBQ</td>
<td>Binder Handout Notes Technology</td>
<td></td>
<td>30min</td>
</tr>
<tr>
<td>Class</td>
<td>Books</td>
<td>Fri</td>
<td></td>
</tr>
<tr>
<td>Latin: MakeFlashcards</td>
<td>Binder Handout Notes Technology</td>
<td></td>
<td>20min</td>
</tr>
<tr>
<td>Class</td>
<td>Books</td>
<td>Mon</td>
<td></td>
</tr>
<tr>
<td>Math: Problem Set</td>
<td>Binder Handout Notes Technology</td>
<td></td>
<td>45min</td>
</tr>
</tbody>
</table>
Daily Planner with Time (handout):

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

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

Eternity Lite App

MyHomework

Review & edit logs in table and calendar-like modes
Folder System

The HW Folder – 4 Pocket Folder

Label Each Folder Pocket:
- Grade Work
- To Do Tonight
- To Hand In Tomorrow
- Due Later
Jogger Sheet - In the Folder

Homework Jogger List

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

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

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

Science:
- Journal entry
- Worksheet (single sided/double sided)
- Study for Quiz or test
- Vocabulary
- Project
- Something signed by mom

Computer:
- Projects
- Quizzes

Social Studies:
- Study for quiz or test
- Workbook
- Text book (read/bring home/take back to school)
- Vocabulary
- Project
- Something signed by mom

Gym:
- Quiz

Other
- Community Service Club
  - choose/ sign up for projects

Band:
- Practice
- Bell kit back and forth from home and school

Lunch/ Snacks
Long Term Planning - Projects

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

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**Family Tree Poster Checklist**

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

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

- Family Tree
- Report
- Oral Presentation
- Poster
- Artifacts
- Foods
- Pictures
- Decorations
- Country
- Christmas
- Holiday
- My Family
- My Great Grandma
- Name
- My Costumes
- My Culture
- My Story
- My Life
- My Family
- My Traditions
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
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<tbody>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Pictures</td>
<td>Title</td>
<td>Family Tree</td>
<td>Country of Origin</td>
<td></td>
<td>Our Customs</td>
</tr>
<tr>
<td></td>
<td>Intro.</td>
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<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<tr>
<td></td>
<td></td>
<td>Family Story</td>
<td>Foods</td>
<td>Artifacts</td>
<td></td>
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<td>31</td>
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</tbody>
</table>
Cognitive Connections Academic Planner

$36.13
cognitiveconnectionstherapy.com
Studying for Tests (handout)

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

Tips: Use several strategies, set a timer
Tools for Studying

A. Menu of Study Strategies

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

B. Study Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Which strategies will I use? (write #)</th>
<th>How much time for each strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 days before test</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>4 days before test</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>4 days before test</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>3 days before test</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>3 days before test</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3 days before test</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>2 days before test</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2 days before test</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td>2 days before test</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>1 day before test</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>1 day before test</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>1 day before test</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

C. Posttest Evaluation

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

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

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Books for Further Information

SMART but SCATTERED

Over 200,000 in Print!
The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential

Boost Any Child’s Ability to:
✓ Get Organized
✓ Resist Impulses
✓ Stay Focused
✓ Use Time Wisely
✓ Plan Ahead
✓ Follow Through on Tasks
✓ Learn from Mistakes
✓ Stay in Control of Emotions
✓ Solve Problems Independently
✓ Be Resourceful

Peg Dawson, EdD, and Richard Guare, PhD

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The “Executive Skills” Program for Helping Teens Reach Their Potential
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Boost Any Teen’s Ability to:
✓ Resolve conflict
✓ Assess risks
✓ Control emotions
✓ Work independently
✓ Pay attention
✓ Get organized
✓ Resist peer pressure
✓ Follow through
✓ Manage a schedule
✓ Plan ahead

Richard Guare, PhD, Peg Dawson, EdD, and Collin Guare
References


Questions?