

# Student Planner

*Student Planner* 1-10

|                | Monday                                                | Tuesday                                              | Wednesday          | Thursday        | Friday | Saturday<br>•<br>Sunday |
|----------------|-------------------------------------------------------|------------------------------------------------------|--------------------|-----------------|--------|-------------------------|
| English        | ∅                                                     | <input checked="" type="checkbox"/> Read Chap. 2     | PREP GRAPHIC       | GRAPHIC DUE     |        |                         |
| Math           | <input checked="" type="checkbox"/> Pg. 47 # 1-10 odd | Bring eg. of an equation<br>Study                    | Study              | Study           | TEST   |                         |
| Science        | Bring a cup of dirt!                                  | ∅                                                    |                    |                 |        |                         |
| Social Studies | <input checked="" type="checkbox"/> Read article      | <input checked="" type="checkbox"/> Journal response |                    |                 |        |                         |
|                |                                                       |                                                      | Grandma's birthday | * THURSDAY NOTE |        |                         |

(Cooper-Kahn and Foster, 2013, p. 83.)

# Building internal schemas: Previewing

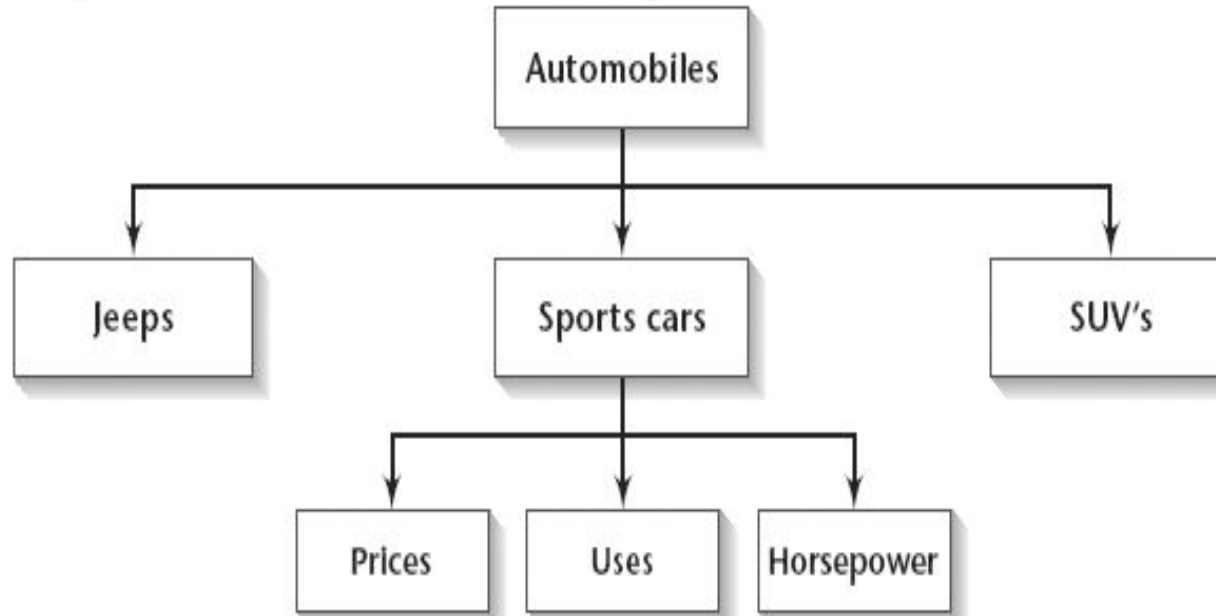
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How can you create a framework for the details?

- Make an outline before reading the chapter
- Use the comprehension questions as a reading guide
- Discuss the goal of the lesson

# Organizing software and apps

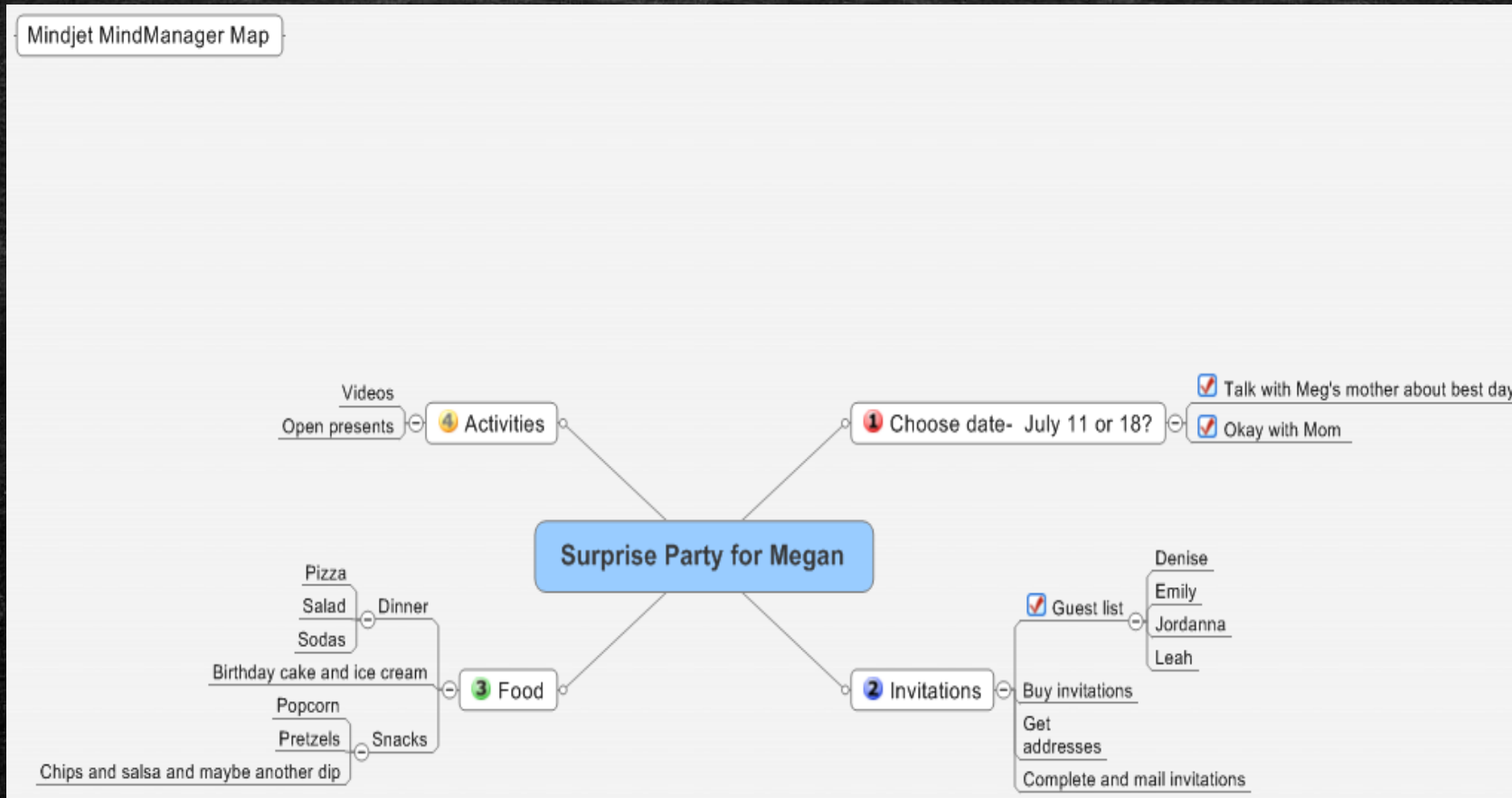
**Figure 4.3** Graphic Organizer Created with Inspiration Software



(Cooper-Kahn and Foster, 2013, p.103.)

Use visual maps for brainstorming, planning and organizing. These can be done by hand or with computer software (Inspiration©, Kidspiration©, MindJet MindManager©). Expect to prompt the student to use the technology until it becomes habitual.

# Sample Visual Organizer



What is the message that you want the child to take away?

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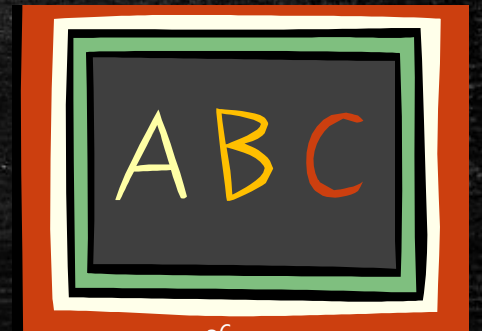
- Simplify your language
- Highlight the most important points



# To compensate for weak working memory

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1. Start the lesson (or home task) with a warm-up
2. Offer templates for repetitive procedures (e.g. chores, morning routine, long division, science labs) can be summarized in a template.



# More tips to reduce the burden on working memory

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1. Teach kids to create an external “scratch pad.”
2. Accommodate difficulties with note-taking. (e.g. Offer an outline with space for bullet points; encourage the use of apps that allow note-taking on screen.)
3. Take advantage of technology to automatically transfer information (Google docs, iCloud, etc.)



# Helping kids who procrastinate

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Initiation



# Why do people procrastinate?

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- Overwhelmed by the task due to inability to plan & organize
- Avoidance
- Over-focus on mood and mood repair
- Poor ability to connect current behavior with future outcome
- Slow processing speed

# General Principles for Intervention to Help With Initiation

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- Address faulty thinking
- Address the faulty ignition system

# Strategies to Help with Initiation Problems

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1. Develop a designated work time to avoid power struggles and mood-based decisions.
2. Use very specific timeframes. (What is the deadline time for completion of chores or school work?)
3. Alarms, timers, and other external aids can help cue the "start" function.
4. Provide external structure by cueing and prompting, as needed.

# Strategies to Help with Initiation Problems

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5. Start the task with the child (e.g. topic sentence, chores).
6. Target initiation as a goal by timing the interval between directions and starting and offering a reward for improving the time.
7. Create an easy first step (brief time or easy task)
8. Teach "time travel"

# Remember the whole child

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Everybody needs a reason to get up in the morning. What makes your child's heart sing? Are there opportunities to develop and show off her strengths?



# References and Resources

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- Cooper-Kahn, J. and Dietzel, L. (2008) *Late, Lost and Unprepared: A Parent's Guide to Helping Children with Executive Functioning*. Bethesda, MD: Woodbine House.
- Cooper-Kahn, J. and Foster, M. (2013) *Boosting Executive Skills in the Classroom: A Practical Guide for Educators*. San Francisco, CA: Jossey Bass.
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## References and Resources (continued)

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- Hutchins, P.F. (2012) *The Clark Kent Chronicles: A Mother's Tale of Life with her ADHD and Asperger's Son*. Houston, TX: Skipjack Publishing.
- Kaplan, S., and Berman, M.G. "Directed Attention as a Common Resource for Executive Functioning and Self-Regulation." *Perspectives on Psychological Science*, 2010, 5 (1), 43-57.
- Packer, L.E. & Pruitt, S.K. (2010) *Challenging Kids, Challenged Teachers: Teaching Students with Tourette's, Bipolar Disorder, Executive Dysfunction, OCD, ADHD, and More*. Bethesda, MD: Woodbine House.