



ate, and Unprep

HELPING GIFTED LEARNERS WITH PLANNING, ORGANIZATION, AND TIME MANAGEMENT

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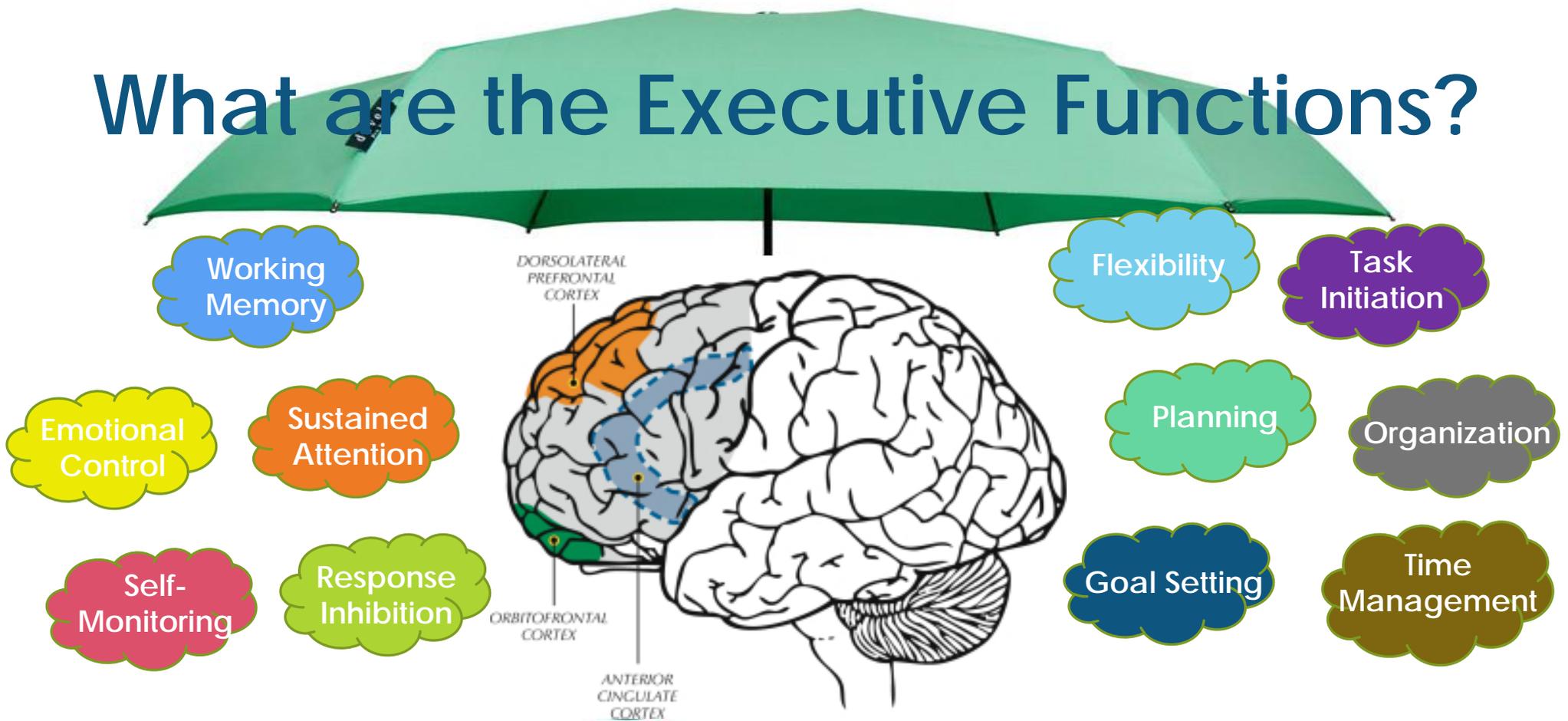
- Executive Functioning

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AGENDA



What are the Executive Functions?



The executive functions are a set of **cognitive processes** that help us to manage ourselves and our resources in order to achieve our goals.

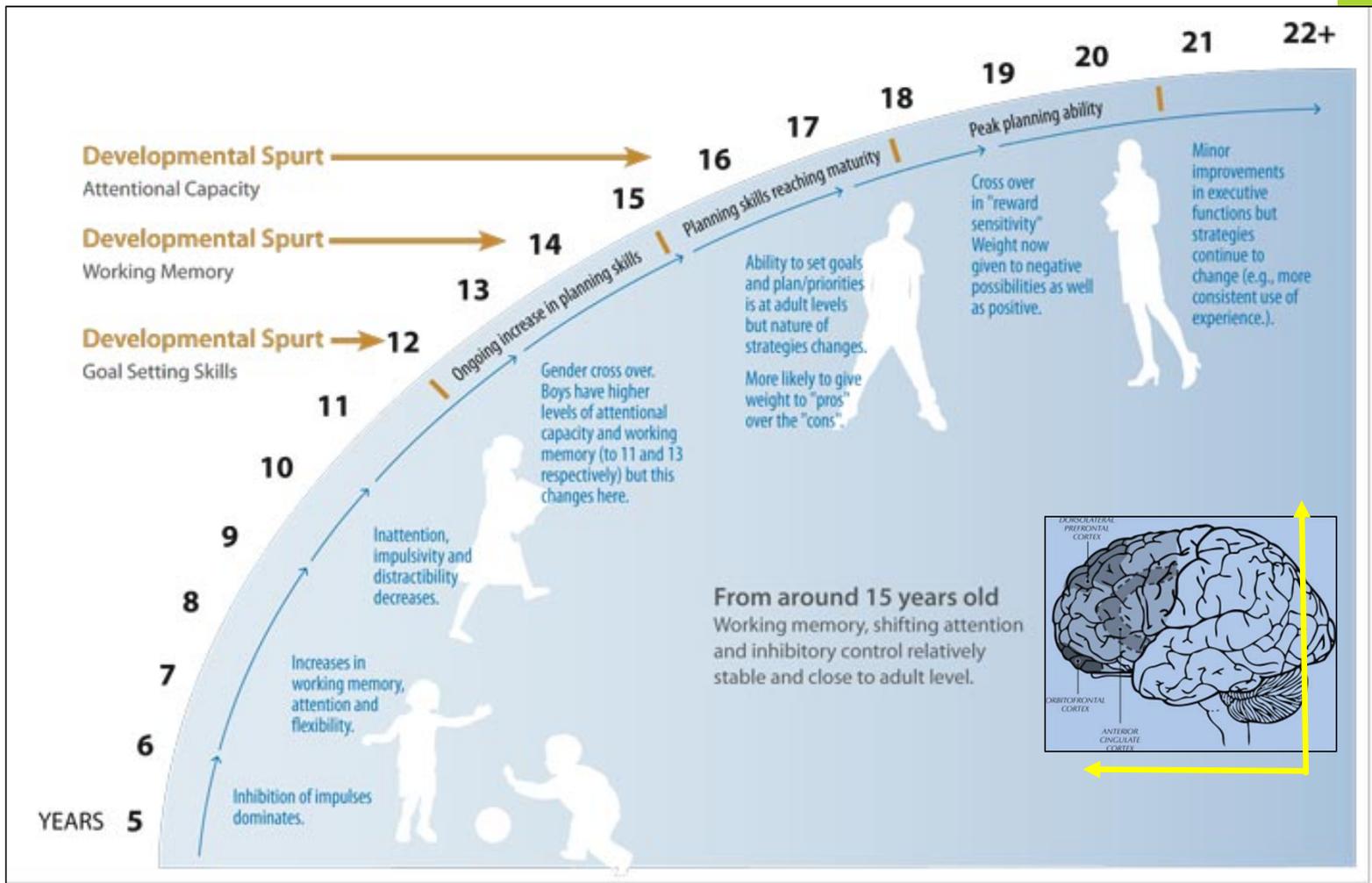
All of the skills we need to function well in life and in school...

| Executive Skills Required for Common Tasks of Daily Living for Teenagers | | | | |
|--|--------------------|---------------------------------|--------------------------|------------------|
| Executive skill | School performance | Completing college applications | Handling a busy schedule | Money management |
| Response inhibition | | | | x |
| Working memory | x | | | |
| Emotional control | | | x | |
| Flexibility | | | | |
| Sustained attention | x | x | | |
| Task initiation | x | x | | |
| Planning | | x | x | |
| Organization | | x | | |
| Time management | x | | x | |
| Goal-directed persistence | x | x | | x |
| Metacognition | x | | | |

| Executive skill | Driving | Finding a job | Holding a job | Not engaging in risky behavior |
|---------------------------|---------|---------------|---------------|--------------------------------|
| Response inhibition | x | | x | x |
| Working memory | | | | |
| Emotional control | | | x | |
| Flexibility | | | x | |
| Sustained attention | x | | | |
| Task initiation | | x | | |
| Planning | | x | x | |
| Organization | | | | |
| Time management | | | x | |
| Goal-directed persistence | | x | | x |
| Metacognition | | | | |

Source: (Cooper-Kahn and Dietzel 2008)





Source: Rainbow Rehabilitation Centers (2018).

Middle School: "The Perfect Storm"

Increased academic demands

Awareness of their inadequacies

Social pressure to conform

Boredom



Hormonal changes/Mood Swings

Self-doubt



Helping Your Tween/Teen
with their Executive
Functioning



Principles for Helping your Teen's Improve their EF Skills

1. Don't assume your teen has them and isn't using them.
2. Recognize you will need to teach your teen how to acquire these skills.
3. Have patience. Success will not happen over night.
4. Recognize and capitalize on your teen's growing need for independence.
5. Provide just enough support for your teen to be successful.
6. When you do reduce support, release it gradually.

Source: Guare & Dawson (2014).

Identifying Areas of Strength and Weakness...



Executive Skills Questionnaire—Parent Version

Rate each item below based on how well it describes your teen, using this rating scale to choose the appropriate score. Then add the three scores in each section. Use the key on the next page to determine your teen's executive skills strengths (two to three lowest scores) and weaknesses (two to three highest scores).

1 Strongly disagree 2 Disagree 3 Tend to disagree 4 Neutral 5 Tend to agree 6 Agree 7 Strongly agree

| Item | Score |
|--|-------|
| 1. Acts on impulse. | _____ |
| 2. Gets in trouble for talking too much in class. | _____ |
| 3. Says things without thinking. | _____ |
| TOTAL SCORE: _____ | |
| 4. Says "I'll do it later" and then forgets about it. | _____ |
| 5. Forgets homework assignments or forgets to bring home needed materials. | _____ |
| 6. Loses or misplaces belongings such as coats, mittens, sports equipment, etc. | _____ |
| TOTAL SCORE: _____ | |
| 7. Gets annoyed when homework is too hard or confusing or takes too long to finish. | _____ |
| 8. Has a short fuse—easily frustrated. | _____ |
| 9. Is easily upset when things don't go as planned. | _____ |
| TOTAL SCORE: _____ | |
| 10. Has trouble thinking of a different solution to a problem if the first one doesn't work. | _____ |
| 11. Resists changes in plans or routines. | _____ |
| 12. Has problems with open-ended homework assignments (e.g., doesn't know what to write about when given a creative writing assignment). | _____ |
| TOTAL SCORE: _____ | |
| 13. Has difficulty paying attention—easily distracted. | _____ |
| 14. Runs out of steam before finishing homework or other tasks. | _____ |
| 15. Has problems sticking with schoolwork or chores until they are done. | _____ |
| TOTAL SCORE: _____ | |
| 16. Puts off homework or chores until the last minute. | _____ |
| 17. Has difficulty setting aside fun activities to start homework. | _____ |
| 18. Needs many reminders to start chores. | _____ |
| TOTAL SCORE: _____ | |

Executive Skills Questionnaire—Parent Version (cont.)

| | |
|---|-------|
| 19. Has trouble planning for big assignments (knowing what to do first, second, etc.). | _____ |
| 20. Has difficulty setting priorities when he/she has a lot of things to do. | _____ |
| 21. Becomes overwhelmed by long-term projects or big assignments. | _____ |
| TOTAL SCORE: _____ | |
| 22. Has disorganized backpack and notebooks. | _____ |
| 23. Leaves desk or workspace at home or school messy. | _____ |
| 24. Has trouble keeping bedroom or locker tidy. | _____ |
| TOTAL SCORE: _____ | |
| 25. Has a hard time estimating how long it takes to do something (such as homework). | _____ |
| 26. Often doesn't finish homework at night; rushes to get it done in school before class. | _____ |
| 27. Is slow getting ready for things (e.g., appointments, school, changing classes). | _____ |
| TOTAL SCORE: _____ | |
| 28. Can't seem to save up money for a desired object—problems delaying gratification. | _____ |
| 29. Doesn't see the value in earning good grades to achieve a long-term goal. | _____ |
| 30. Seems to live in the present. | _____ |
| TOTAL SCORE: _____ | |
| 31. Lacks effective study strategies. | _____ |
| 32. Doesn't check work for mistakes even when the stakes are high. | _____ |
| 33. Doesn't evaluate performance and change tactics to increase success. | _____ |
| TOTAL SCORE: _____ | |

| KEY | | | | | |
|-------|---------------------|-------|-----------------------|-------|---------------------------|
| Items | Executive skill | Items | Executive skill | Items | Executive skill |
| 1-3 | Response inhibition | 13-15 | Sustained attention | 25-27 | Time management |
| 4-6 | Working memory | 16-18 | Task initiation | 28-30 | Goal-directed persistence |
| 7-9 | Emotional control | 19-21 | Planning/prioritizing | 31-33 | Metacognition |
| 10-12 | Flexibility | 22-24 | Organization | | |

| | |
|--|--|
| Your teen's executive skills strengths (lowest score) | Your teen's executive skills weaknesses (highest score) |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

The "Executive Skills" Program for Helping
Teens Reach Their Potential

Over 100,000 in Print!

SMART *but* SCATTERED TEENS

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 Colin Guare

Executive Skills Questionnaire—Teen Version

Rate each item below based on how well it describes you, using this rating scale to choose the appropriate score. Then add the three scores in each section. Use the key on the next page to determine your executive skills strengths (two to three lowest scores) and weaknesses (two to three highest scores).

| | | | | | | |
|----------------------|----------|---------------------|---------|------------------|-------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly disagree | Disagree | Tend to disagree | Neutral | Tend to agree | Agree | Strongly agree |

| Item | Score |
|---|-------|
| 1. I act on impulse. | _____ |
| 2. I get in trouble for talking too much in class. | _____ |
| 3. I say things without thinking. | _____ |
| TOTAL SCORE: | _____ |
| 4. I say, "I'll do it later" and then forget about it. | _____ |
| 5. I forget homework assignments or forget to take home needed materials. | _____ |
| 6. I lose or misplace belongings such as coats, gloves, sports equipment, etc. | _____ |
| TOTAL SCORE: | _____ |
| 7. I get annoyed when homework is too hard or confusing or takes too long to finish. | _____ |
| 8. I have a short fuse—am easily frustrated. | _____ |
| 9. I get upset when things don't go as planned. | _____ |
| TOTAL SCORE: | _____ |
| 10. If the first solution to a problem doesn't work, I have trouble thinking of a different one. | _____ |
| 11. I get upset when I have to change plans or routines. | _____ |
| 12. I have problems with open-ended homework assignments (e.g., deciding what to write about when given a creative writing assignment). | _____ |
| TOTAL SCORE: | _____ |
| 13. I have difficulty paying attention and am easily distracted. | _____ |
| 14. I run out of steam before finishing homework or other tasks. | _____ |
| 15. I have problems sticking with schoolwork or chores until they are done. | _____ |
| TOTAL SCORE: | _____ |
| 16. I put off homework or chores until the last minute. | _____ |
| 17. I have difficulty setting aside fun activities in order to start homework. | _____ |
| 18. I need to be reminded to start chores or homework. | _____ |
| TOTAL SCORE: | _____ |

Executive Skills Questionnaire—Teen Version (cont.)

| | |
|--|-------|
| 19. I have trouble planning for big assignments (knowing what to do first, second, etc.). | _____ |
| 20. I have difficulty setting priorities when I have a lot of things to do. | _____ |
| 21. I become overwhelmed by long-term projects or big assignments. | _____ |
| TOTAL SCORE: | _____ |
| 22. My backpack and notebooks aren't organized. | _____ |
| 23. My desk or workspace at home or school is a mess. | _____ |
| 24. I have trouble keeping my bedroom or locker tidy. | _____ |
| TOTAL SCORE: | _____ |
| 25. I have a hard time estimating how long it takes to do something (such as homework). | _____ |
| 26. I often don't finish homework at night and may rush to get it done in school before class. | _____ |
| 27. I need a lot of time to get ready for things (e.g., appointments, school, changing classes). | _____ |
| TOTAL SCORE: | _____ |
| 28. I can't seem to save up money for a desired object—problems delaying gratification. | _____ |
| 29. I don't see the point of earning good grades to achieve a long-term goal. | _____ |
| 30. I prefer to live in the present. | _____ |
| TOTAL SCORE: | _____ |
| 31. I don't have very effective study strategies. | _____ |
| 32. I tend not to check my work for mistakes even when the stakes are high. | _____ |
| 33. I don't evaluate my performance and change tactics to increase success. | _____ |
| TOTAL SCORE: | _____ |

| KEY | | | | | |
|-------|---------------------|-------|-----------------------|-------|---------------------------|
| Items | Executive skill | Items | Executive skill | Items | Executive skill |
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| 10-12 | Flexibility | 22-24 | Organization | | |

Your executive skills strengths
(lowest score)

Your executive skills weaknesses
(highest score)

Source: Guare & Dawson (2014).

What to do with the Results...

- ▶ Compare your assessment with your teen's.
- ▶ Talk about similarities and differences.
- ▶ Work through disagreements tactfully.
- ▶ Develop a plan for addressing areas of weakness.



Five Steps of Problem Solving

1. Naming/identifying the problem;
2. Brainstorming solutions;
3. Evaluating possible solutions;
4. Trying out a solution;
5. Modifying that solution, if necessary.

Source: Browder, et al. (2014)

Identifying the Problem

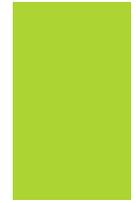
*“Turning in homework is a **process** that requires bringing the assignment home, completing it, putting the assignment in a backpack, and bringing it to school and to class and turning it in. Because of this, parents and teens need to pinpoint **exactly where** in the behavioral process a student is having difficulty (forgetting to pack his/her backpack the night before or with remembering to grab the right materials for class, etc.)”*

--Cooper-Kahn and Dietzel 2008.

What if...



Modifying the solution...



Signing a daily planner

| due date | Teacher's initials | check not | check if complete | |
|---|--------------------|-------------------------------------|--------------------------|--------|
| Oct. 6 | G.B. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Math Pg. 47 #1-21 odd Bring in signed permission slip | | | | |
| EIA 30/20 | | | | |
| Oct. 6 | B.C. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| History Read "I Have a Dream." Identify 3 metaphors and write down one important quotation | | | | |
| EIA 30/20 | | | | |
| Oct. 9 | BDN | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Science Complete Bibliography for science fair project due Friday | | | | |
| EIA 30/25 | | | | |
| NOTES Don't forget to bring in permission slip for Romeo and Juliet! | | | | |
| ASSIGNMENT FOR: Tuesday, October 5 Oct. 6 Choose a Van Gogh painting. Make 3 observations about color, texture, and content. | | | | |
| Band Math quiz Science Science Fair Bibliography Fair Bibliography | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |

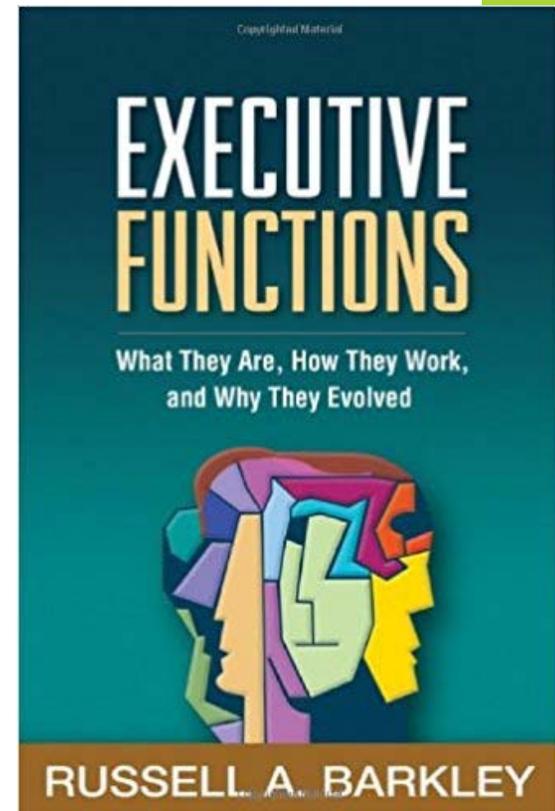
There is no Magic Bullet

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Strategies for Building Executive Function

“Teens need to repeatedly practice self-monitoring, self-stopping, seeing the future, saying the future, feeling the future, and playing the future, so as to effectively plan and go toward that future.”
(Barkley, 2012)



Mimetic-Ideational Information Processing (MIME)

- ▶ Mind Mime-ing (visualizing) our desired end/future goal and working backwards from there.
- ▶ Mental dress rehearsal:
 1. What will my end/future goal look like? (Visualization)
 2. What materials will I need to achieve my goal?
 3. What steps will I need to achieve my goal?
 4. How well did my plan work? (Metacognition)



MIME turning in homework...



- Where do you turn it in?
- How do you feel when you turn it in on-time?
- What materials will I need to turn it in successfully (completed assignment, binder)?
- What steps will I need to take (complete assignment, label it, put in folder, take it out of folder, turn it in)?

The slide features a dark blue background with a teal gradient. It is decorated with several white geometric shapes: a large semi-circle on the left, a smaller circle at the top right, and a large circle on the right side. A vertical lime green bar is positioned in the top right corner. The text "Teaching Time Management" is centered in a white, sans-serif font.

Teaching Time Management

Use a Clock to Create Time Markers for Assignment

- Identify (mark) start time.
- Estimate stop time.
- Modify, if necessary.

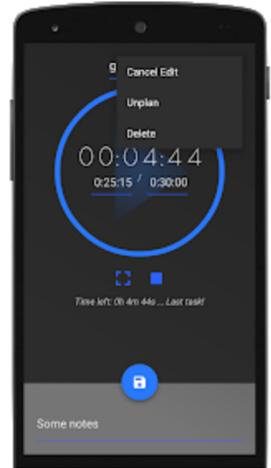
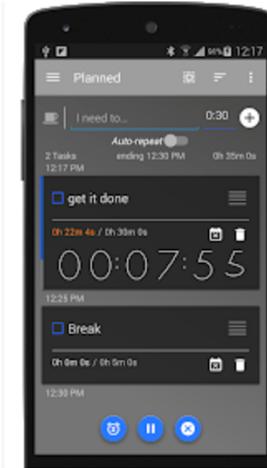
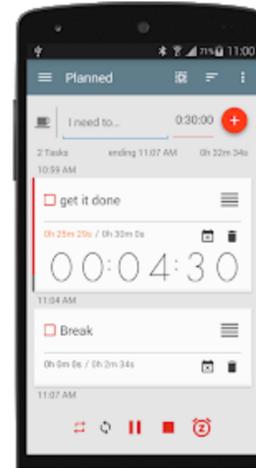
Helps with time estimation...
Learning through sensory perception





30/30 app (iPhone)

- Enter tasks (e.g. homework, chores, practice).
- Estimate the time it will take to complete each task.
- Prioritize tasks.
- Keep track of time. Modify, if necessary.



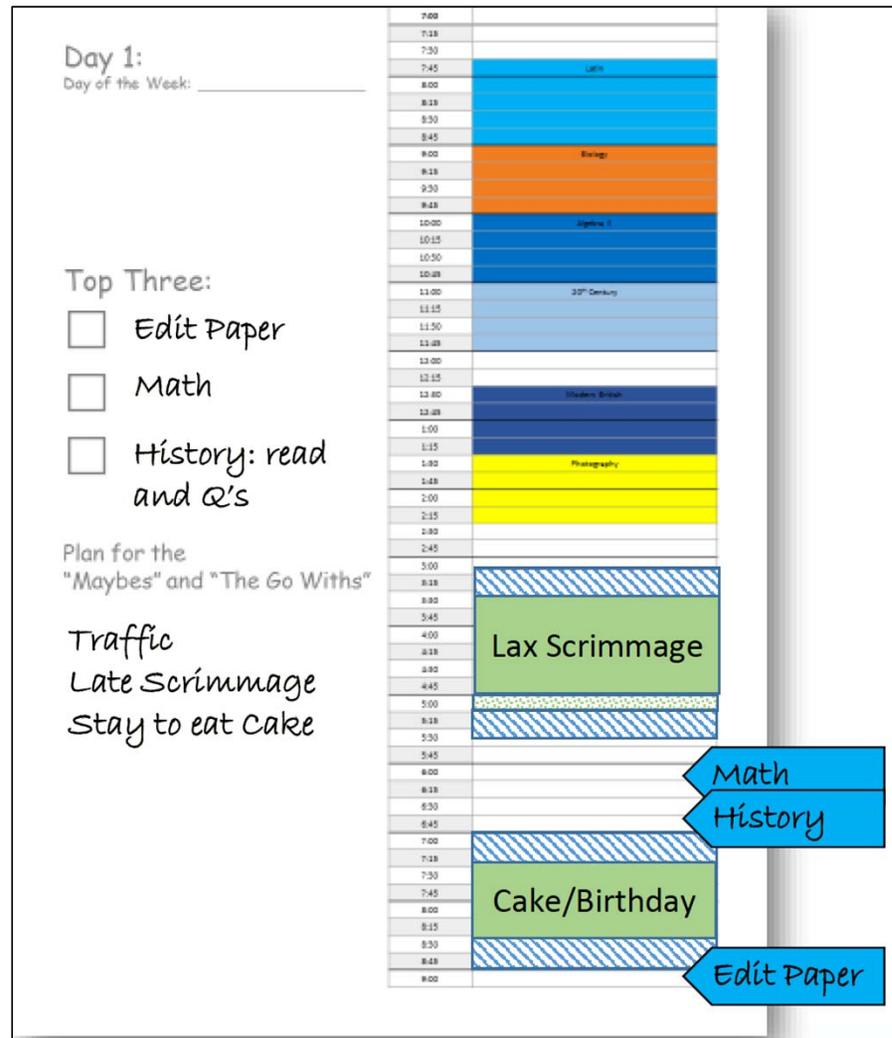
Do Now app (Android)



Teaching Planning Organizational Skills

Use daily planners to help students “see” the how much time they actually have.

- Plan a typical day.
- Add in the “Go Withs” and “Maybes”
- Use sticky flags to “plug in” when they can complete their HW.



Weekly Planners

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------------|--------------|--------------|--------------|--------------|----------|
| 7 | 7 | 7 | 7 | 7 New Year's | 7 |
| 8 Drive | 8 |
| 9 School | 9 |
| 10 | 10 | 10 | 10 | 10 | 10 |
| 11 | 11 Write | 11 | 11 | 11 | 11 |
| 12 | 12 | 12 | 12 | 12 | 12 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 Drive | 4 |
| 5 Drive | 5 Drive | 5 Theatre | 5 Drive | 5 Drive | 5 |
| 6 Baseball | 6 Piano | 6 Drive | 6 Baseball | 6 | 6 |
| 7 | 7 Drive | 7 | 7 Drive | 7 | 7 |
| 8 Hist. | 8 Study Hall | 8 Study Hall | 8 Study Hall | 8 | 8 |
| 9 Math. Sci. | 9 | 9 | 9 | 9 | 9 |





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

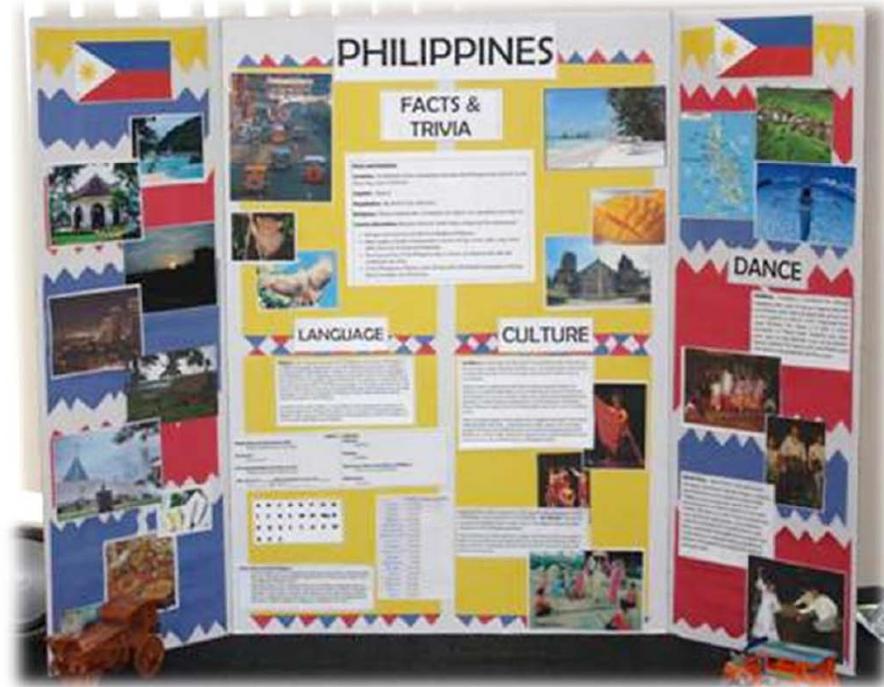
Time to gather and pack up materials and/or get started.

Combine Time Estimation/Marking with Planning

Long Term Social Studies Project

In this long-term project students will be asked to interview members of their families to learn about their ethnic heritage. Students will

- construct a family tree,
- compose a report,
- craft a poster board,
- make a n oral presentation to the class.



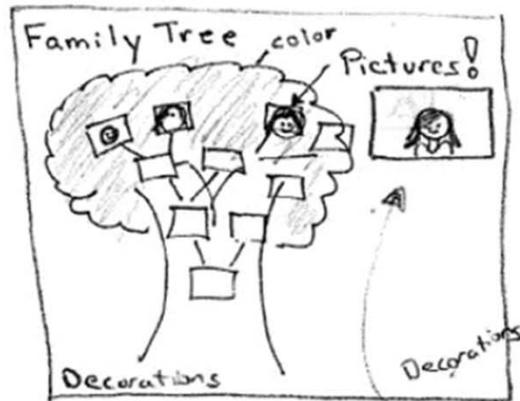
Creating a Visual Image of Time for Long Term Projects

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--------------------------------------|--------------------------------------|--------------------------------|---|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 Work on Family Tree: Draw | 6 Write one paragraph | 7 | 8 Find pictures for posters | 9 Write paragraph on why family came to IL | 10 |
| 11 | 12 Decorate family tree and glue pictures | 13 Print more pictures for Poster | 14 Paste pictures and fancy it up | 15 Practice Speech | 16 Project Due | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |



Long Term Project Example

Visualize the completed parts of the presentation...



Report



Poster



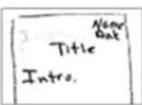
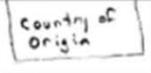
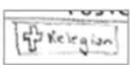
Oral Presentation:



Breaking Large Projects into Manageable Pieces



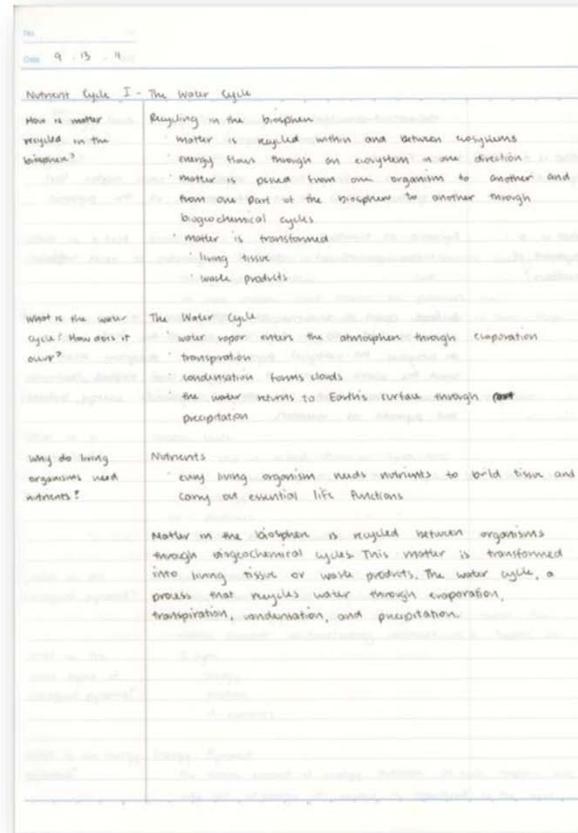
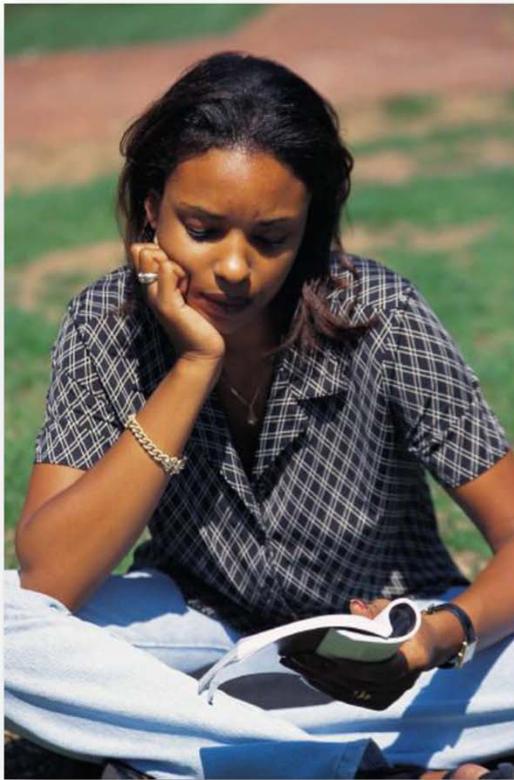


| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|----|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| | 5  | 6  | 7  | 8  | 9  | 10  |
| | 12  | 13  | 14  | 15  | 16  | 17 |
| | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |



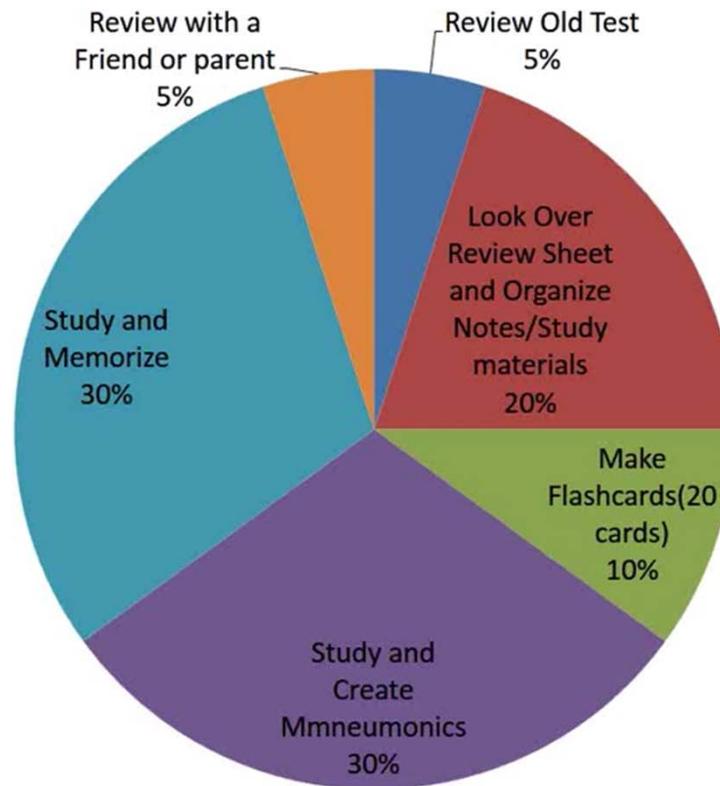
“I’ve Already *Looked* at My Notes....”

Studying (Planning) for Exams

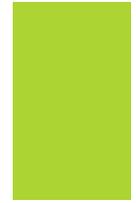


Studying is a process that involves...

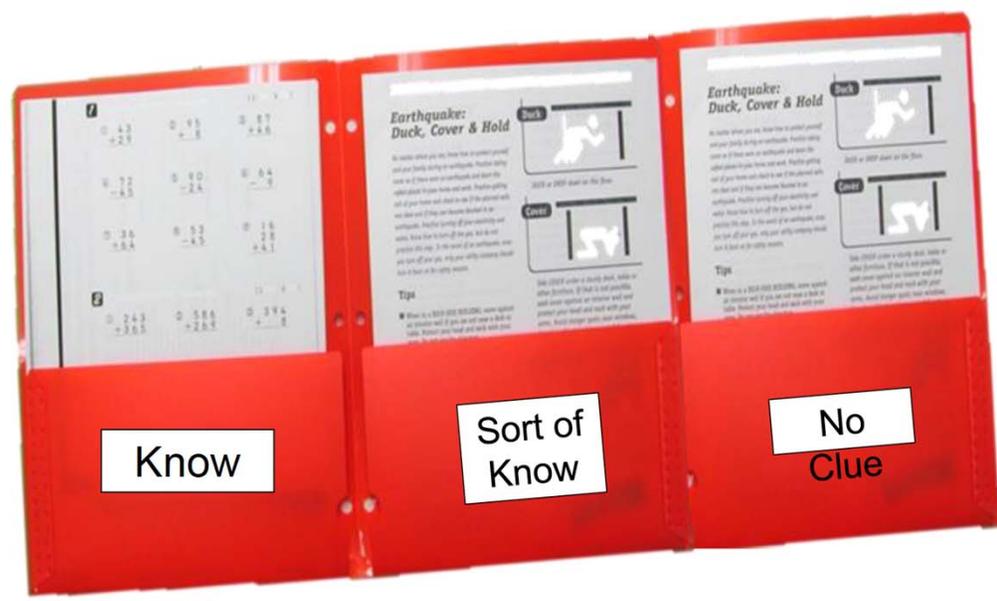
1. Reviewing old tests and organizing notes.
2. Preparing study tools. (e.g., flashcards, mnemonics).
3. Study and memorize.



Source: Ward and Jacobson, 2017



First identify...



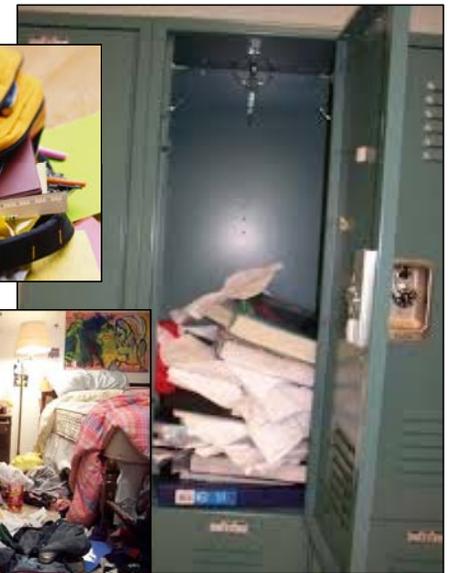
Plan My Study Time

Then back map...

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|------------------------------------|--|--------------------------|-----------------|
| Organize Notes | Determine What I know - Prioritize | Make Flash Cards/Crazy Phrases/Study Tools | Memorize/ Practice Terms | Test!!!! |

Organizational Strategies

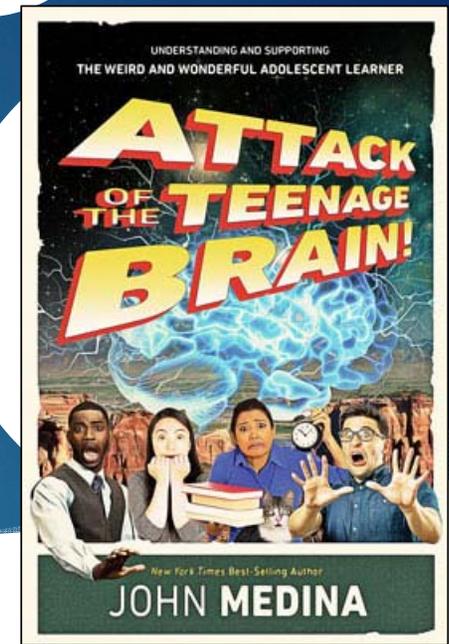
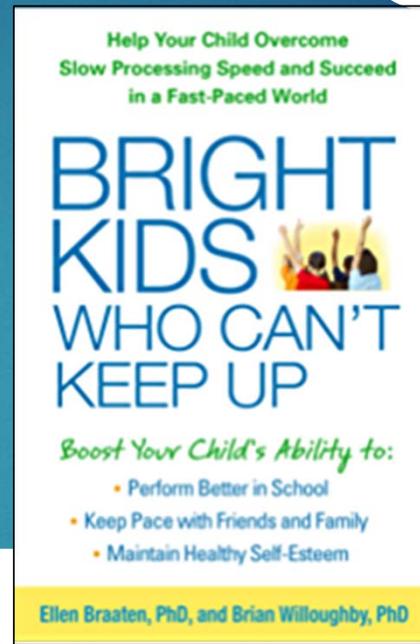
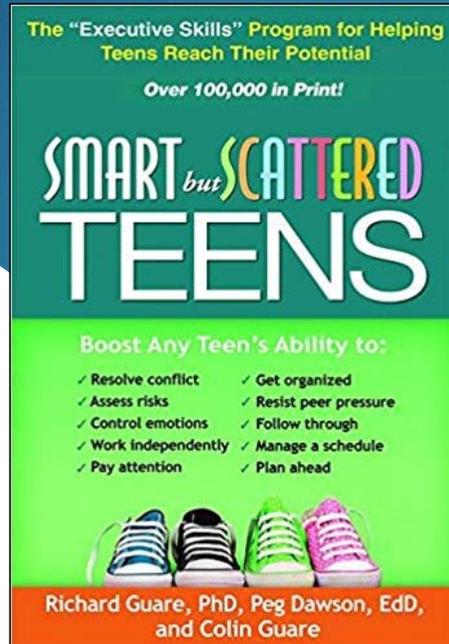
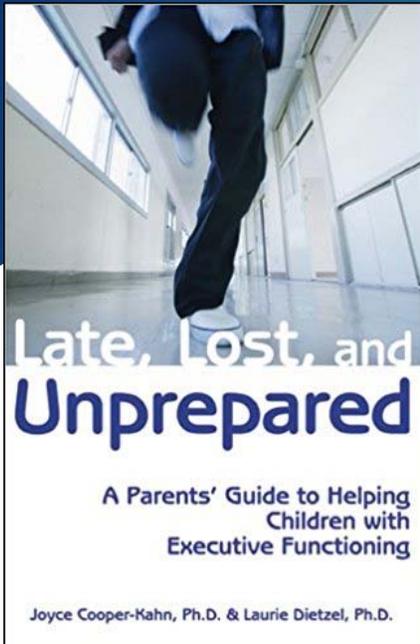
- ▶ Define what the organized space should look like (where everything goes, etc.) If you need to, use pictures of what an ideal space looks like.
- ▶ Work together to set up a personalized system of organization.
- ▶ Talk about how to keep the space clean ("Right after you take off you clothes, you put them in the hamper.")
- ▶ Conduct daily, weekly, monthly check-ups.





Using Everyday Activities to Teach Planning and Organization

- ▶ Money management (budgeting (own/family), comparison shopping purchases).
- ▶ Scheduling appointments (dentist, orthodontist, etc.)
- ▶ Chores (washing clothes, vacuuming, cleaning up room, shopping for groceries).
- ▶ Planning family trips/vacations.
- ▶ Driving (making arrangements for driver's ed, getting license, car shopping).



Additional Resources

