

INSTRUCTIONS - PLANNER PAGE

PLAN MY DAY: Monday, August 20, 2012

Block Schedule Day: _____

CHILL *Fun / Entertainment / Errands*

What time is it at? How long will it last?

A	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO		
	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO		

OBLIGATED *Appointments / Practices / Etc...*

What time is it at? How long will it last?

B	_____		

PRODUCTIVE *Homework / Things To Do*

Materials Due Date How long will it last?

	CLASS	Materials	Due Date	How long will it last?
C	_____	Books Binder Handouts Notes	D	E F
	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO			
	_____	Books Binder Handouts Notes		
	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO			
	_____	Books Binder Handouts Notes		
	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO			
	_____	Books Binder Handouts Notes		
	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO			
	_____	Books Binder Handouts Notes		
	_____ IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO			

G TO DO: DON'T FORGET

TO THINK ABOUT

COMING UP

G	H
----------	----------

Tests / Quizzes Today:

I

7:00
7:15
7:30
7:45
8:00
8:15
8:30
8:45
9:00
9:15
9:30
9:45
10:00
10:15
10:30
10:45
11:00
11:15
11:30
11:45
12:00
12:15
12:30
12:45
1:00
1:15
1:30
1:45
2:00
2:15
2:30
2:45
3:00
3:15
3:30
3:45
4:00
4:15
4:30
4:45
5:00
5:15
5:30
5:45
6:00
6:15
6:30
6:45
7:00
7:15
7:30
7:45
8:00
8:15
8:30
8:45
9:00
9:15
9:30
9:45
10:00
10:15
10:30
10:45

J

- A** Ask students to list the fun activities they want to participate in. Help them to plan around entertainment that might start at a certain time. The student should circle and identify if an errand is an important goal that needs to be accomplished today or is merely a fun task. It is rewarding and relieving for students to see what they have time for, and with appropriate scheduling, can engage in the activities that are important to them.
- B** Students may record their commitments, such as sports practices, a tutor, medical appointment, etc. This supports students in estimating how long activities will take and planning their time around their obligations.
- C** Students have space to record their assignments and check them off as they are completed. The choices of Important Goal, Must Do, Should Do and Want to Do encourage prioritizing skills. Once all Homework is recorded the student can quickly scan to see which assignments should be started first.
- D** Students can quickly identify and circle the materials they need to bring home with each class assignment. Then, as they are leaving for the day, they can scan the whole day to compare that the number and types of materials they recorded match those same materials in their bag.
- E** Recording the date assignments are due encourages students to focus on when they need to return materials and it supports them in prioritizing which assignments should be completed first. When due dates are listed in this column, the student may quickly scan and then gain a “big picture” sense of both the night’s assigned work as well as the materials they will be turning in the next day or on future dates.
- F** Estimating how long tasks take supports students in planning their time, thinking ahead as to what the task involves and estimating how long the assignment might take. Pre-recording the estimated time also encourages a student to reflect back and consider planned vs actual time.
- G** To Do: This space can be used flexibly as it provides students with the space to record quick reminders for the day that may not require scheduling, for example, remembering to pack a library book or items for activities of the day, communication reminders for friends, parents or teachers, make a phone call to a friend or classmate, etc. These are sometimes the small reminders that can distract students while accomplishing other scheduled activities and this space provides them with a place to record the reminder so they can return to their activity and increase their focus.
- H** To Think About & Coming Up: Students with strong executive function skills are focused on the “now” but can manage new thoughts and ideas without losing focus, as well as keep in mind any upcoming activities or events in the following days or week. These spaces provide students with an allocated place to record reflections as well as ideas and information related to upcoming event throughout the day. Students can return to the information written in these spaces during planning times.
- I** Tests / Quizzes: When a student is assigned a test or quiz, then it is recorded on the day of the test or quiz will take place. During planning time, the student ought to “work backwards” by writing the steps for studying in the Productive Time sections. The steps could be written in the Productive Time section of one day, or many days, depending on how frequently the student needs to study.
- J** Traditional student planners provide a space for students to record a list of assignments or “To-Do’s”. However, this planner includes the necessary visual organizational cues to help students decide how they will use their time. The long-term outcome with consistent use is improved time awareness, attention and organization skills.

This planner encourages students to use a consistent way to reflect upon and plan the “kinds of time” they need to organize for a balanced day. They learn to become their own “Time **C.O.P.**” Students use the time column of the academic planner page to block their **C**hill Time, **O**bligated Time and **P**roductive Time. The use of colored highlighters for each zone of time is encouraged so the student can see and manage a balance of time blocks in their day.

Chill Time includes the blocks of time used for entertainment at a specific time (ex: a TV show that starts at 8pm), or an activity that the student must coordinate with a peer or adult (ex: a play date). Students can also look for open blocks of time where “down time” would be appropriate and available. In the sample page provided the student has highlighted this time as **light blue** in the time column.

Obligated Time includes the blocks of time when the student’s participation is required: being in school, attending extracurricular activities, driving to and from activities, and managing morning routines for showering and dressing, going to bed, etc. In the sample page provided, the student has highlighted required school, appointment and practice times as **light gray** in the time column. The obligated times for driving to and from activities are highlighted in **dark gray**, which is one important step in developing “bigger picture” planning and communication skills around activities.

Productive Time includes the blocks of time when the student must “produce” or accomplish an assignment or a task, such as homework, read time, chores, etc. In the sample page provided, the student can see the hours that are unscheduled and “open”. The tasks listed in the “Homework/Things to Do” are reviewed for Predicted Times. Predicted times of tasks and open times in the schedule are compared. The student writes specific tasks in the time column. These times can also be highlighted. Some students enjoy highlighting the tasks just prior to working on them as a transition step to initiating tasks. In the sample these have been highlighted in **dark blue** to represent open times in the schedule to be productive on homework.

PLAN MY DAY: Monday, August 20, 2012

Block Schedule Day: _____

CHILL Fun / Entertainment / Errands

	What time is it at?	How long will it last?
American Idol <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	8:00	60m
Buy new shin guards <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	?	

OBLIGATED Appointments / Practices / Etc...

	What time is it at?	How long will it last?
Tutor	3	60m
Soccer Practice	5	60m

PRODUCTIVE Homework / Things To Do

	Materials	Due Date	How long will it last?
CLASS English: read of Mice an Men Chap 6 Do novel notes <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	Books Binder Handouts Notes	Thur	60m
CLASS Math: chap 14, pg 62, do probs. 1-7 <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	Books Binder Handouts Notes	Thur	25m
CLASS History: Read chap 4 Answer summary questions <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	Books Binder Handouts Notes	Fri	45m
CLASS Spanish: Make flash cards from study guide <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	Books Binder Handouts Notes	Thur	15m
CLASS <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	Books Binder Handouts Notes		
CLASS <small>IMPORTANT GOAL • MUST DO • SHOULD DO • WANT TO DO</small>	Books Binder Handouts Notes		

TO DO: DON'T FORGET Take notes/note cards for history paper	TO THINK ABOUT	COMING UP Spanish Quiz Fri
---	-----------------------	--------------------------------------

Tests / Quizzes Today:

7:00	
7:15	
7:30	
7:45	School
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	
11:15	
11:30	
11:45	
12:00	
12:15	
12:30	
12:45	
1:00	
1:15	
1:30	
1:45	
2:00	
2:15	
2:30	
2:45	
3:00	Tutor
3:15	Help w/ English
3:30	
3:45	
4:00	
4:15	Buy Shin Guards
4:30	
4:45	
5:00	Soccer
5:15	
5:30	
5:45	
6:00	
6:15	
6:30	
6:45	
7:00	Math
7:15	
7:30	
7:45	
8:00	Idol
8:15	
8:30	
8:45	
9:00	Spanish
9:15	History
9:30	
9:45	
10:00	Bed!
10:15	
10:30	
10:45	

© Copyright 2012 • Sarah Ward, M.S., CCC/SLP and Kristen Jacobsen, M.S., CCC/SLP

PROJECT PLANNING

Complete this plan when assigned a project with more than 1 step, due date or days to complete.

Write the times into your time planner to track your project.

Project: _____ Due: _____

Question Answered with This Project:

A

How to: _____

So: _____

Sketch a Picture of the Project. What will the final version look like?

B

C

Look at the grading rubric. What features are being graded?

Add these features into the future picture sketch above.

D

Look Back: How are past projects/assignments similar?

From my prior experiences is there anything I would add to or change in my future sketch for this project?
Any time robbers I experienced?

A**Determining the “How, So” Question**

What is the aim of an assignment or project? What does the student need to know they are demonstrating with the project? How does the process of completing this project compare with previous projects?

Formulating the answer to the “How, So” question is a necessary first step in planning a project so that the students begin with the purpose in mind. The purpose of the task is written at the top of the plan and referenced to ensure the students “stay on task”.

As students formulate the “How, So” Question to be answered by the project, they consider what the “readers or viewers need to think or understand” from their project. Students with a history of executive function weaknesses for other tasks requiring gestalt thinking, such as writing thesis sentences for essays, often benefit from support during this necessary step of project planning.

When students learn to formulate the task Question, they improve their gestalt-based understanding of the task’s purpose, related background experiences, the resources needed to carry out steps, and the criteria of a task completed well. It increases their understanding of, and focus on, the essential parts of the project. Related steps are sequenced and prioritized to answer the question. Students then reflect on the questions when making intelligent judgments about the inclusion of particular content. When project planning includes the Question, students submit assignments with confidence, a better ability to predict teacher feedback and a readiness to use that feedback when planning future projects.

The “How, So” Question supports students in understanding the process and content that will be included in projects to meet the expectations with increased independence.

B**The Future Sketch:**

This is a visual sketch that represents the end product of a project. Some students with executive function difficulties have limited “mental sketch pads”. This planning tool provides students with a space to sketch their final project, as well as samples that can help them to develop schematas for future projects.

When students are assigned a new project, often it can be quite overwhelming. The process of “sketching” allows students to consider the parts and organization, or “lay out”, of the project. Our experiences have found that students who “see” the schemata of a project are better able to plan steps, materials and time, as well as prevent glitches and problem solve when glitches do arise. The sketches are the visual frameworks that guide action steps. The process enhances students’ initiation to begin, taking steps as well as the motivation to complete, projects. Overall, the combined use of the Question and the Sketch sections minimizes the sense of “getting lost in the details”, and decreases anxiety associated with large projects. Plus, it is fun and the student experiences immediate success!

Prompt your student to refer to their sketch in order to:

Refocus the students when the need arises e.g. if the student’s performance is feeling sluggish or a student is distracted by a favorite computer outlet; the imagery of what the final product will look like can help get things back on track.

See success where the students mentally envision themselves performing a smaller step to achieve the desired outcome that has been sketched out.

Set the stage for task completion, which encourages a complete mental rehearsal through key elements of the process. Students benefit from anticipating positive feelings with the completion of a project, which enhances their ability to generate efficient steps to complete the project.

C**Grading Rubrics**

Grading rubrics usually describe the features for which the student is being held accountable, for example, purpose, organization, details, creativity, etc., or examples of work that constitute A-range work, B-range work, C-range work, etc. (or other equivalent measures). When rubrics are incorporated into the planning stage of projects, students are better able to demonstrate skills that are more highly valued for the task. Students with executive function challenges can experience difficulties considering and integrating multiple skills that are delineated in rubrics. A common mistake occurs when student review the rubric at the end of the project, but they don't have the time to make necessary changes or edits. In this section of the Project Planner, students are given the opportunity to create a visual sketch with a prompt to "translate" highly valued skills from the rubric into the sketch at the beginning of the project. This provides students with an effective strategy to carry out projects with the rubrics in mind and ultimately earn better teacher feedback on their projects.

During this stage of the plan, students read over the rubric and spot check their future sketch of the project to identify additional components of the project they can incorporate.

Ultimately, by considering the Rubric prior to working on the project, students can consider teachers' expectations, set goals and assume responsibility for their learning. They know what comprises an optimal performance and can strive to achieve it using an effective organizational strategy.

D**Compare and Contrast**

Students are provided with a specific space to reflect on how they completed a project. This fosters critical thinking as students consider the positive consequences of their prior planning that they would repeat in future projects, as well as actions that they would change or create new strategies in order to problem solve. This active thinking creates motivated and independent learners. Students can also use their prior experiences by associating a novel task with similar projects they have completed. As they review this section of previous plans when given a new assignment, they can make new projects feel less novel and unfamiliar, and use their own feedback to plan more efficiently. . Typical project elements to consider include how students used their time, resources and strategies. Which of these strategies worked? Which did not work? What actions would they repeat to successfully complete an upcoming project? Which actions would they do differently to achieve a better outcome?

These sections are often reviewed when planning new projects. Strategies can be written in the SMARTs section of the Steps section for new projects. Activating their prior knowledge of how they used their time, strategies and resources to complete a project can increase gestalt thinking and independence when completing projects.

E**Ordering the Steps**

When the student has identified all of the steps of the project, it is time to put the steps in the most logical order to successfully complete the project. This gives the student the flexibility to brainstorm the steps first and then order them afterwards.

F**The Steps**

This section of the planner provides students with the organized space to generate, sequence and prioritize the necessary actions to complete a project. Many project planners begin with the steps, however this planner provides students with the understanding and outcome of tasks so that students become more independent with this skill of planning the steps.

Helps students to consider the smaller less obvious substeps to complete a project successfully, such as errands to purchase materials, saving/emailing/printing a document or cutting out materials.

Highlight the various parts of the assignment in different colors to serve as a way to distinguish subsets of steps. For example:

highlight "Prepare Materials" steps in yellow to remind students to slow down and get ready;

highlight "Action or Do" steps in green; and

highlight "Review and Clean Up" steps in red to remind students to allocate time and materials needed to prepare the project for transport.

G

Materials

For each step of the project, the student is given space to list the materials they need. This space is also helpful for listing any strategies, technologies, or resources they can use to complete any specific actions of the project.

Students are encouraged to use their SMARTs when determining what they need to do for each step of a project.

SMARTs Examples:

Strategies: A graphic organizer, A story summary,

Materials: Pens, Class Notes, Scissors

Actions: Cut out pictures

Resources: Check in with the teacher

Technology: Inspiration Software, Save to Flash Drive

H

Predicted Time

The opportunity to predict the time for each smaller step of a project in this planner helps students to gain a more realistic sense of time. This also encourages students to think flexibly about when to complete parts of a project rather than trying to allocate one long time period. Case studies indicate that students who see the amount of time needed for each step reduces procrastination because students gain a better time awareness. This step also facilitates the development of the following:

- Prioritize activities and time more accurately
- Better ability to predict and plan time
- Stronger locus of control over tasks and assignments
- More frequent use of strategies and resources
- Increased awareness of "hidden tasks" (ex. gathering materials)
- Less distracted by off task activities

I

Total Time

This space provides students with the opportunity to shift their focus on the total time required to complete a project rather than focusing on the total time available until a project is due. Our experience has shown that the latter can lead to procrastination while the former facilitates the initiation of a task. Often students look at mini due dates in a calendar and perceive the due dates as being "far off" in the future. Students can more readily translate the due dates into actions if they document the total time needed, such as 5 hours, to complete the project and plan individual times, for example the 1 hour per day for 5 days, that will be necessary to work on the project until completed.