



# ate, and Unprep

HELPING GIFTED LEARNERS WITH PLANNING, ORGANIZATION, AND TIME  
MANAGEMENT

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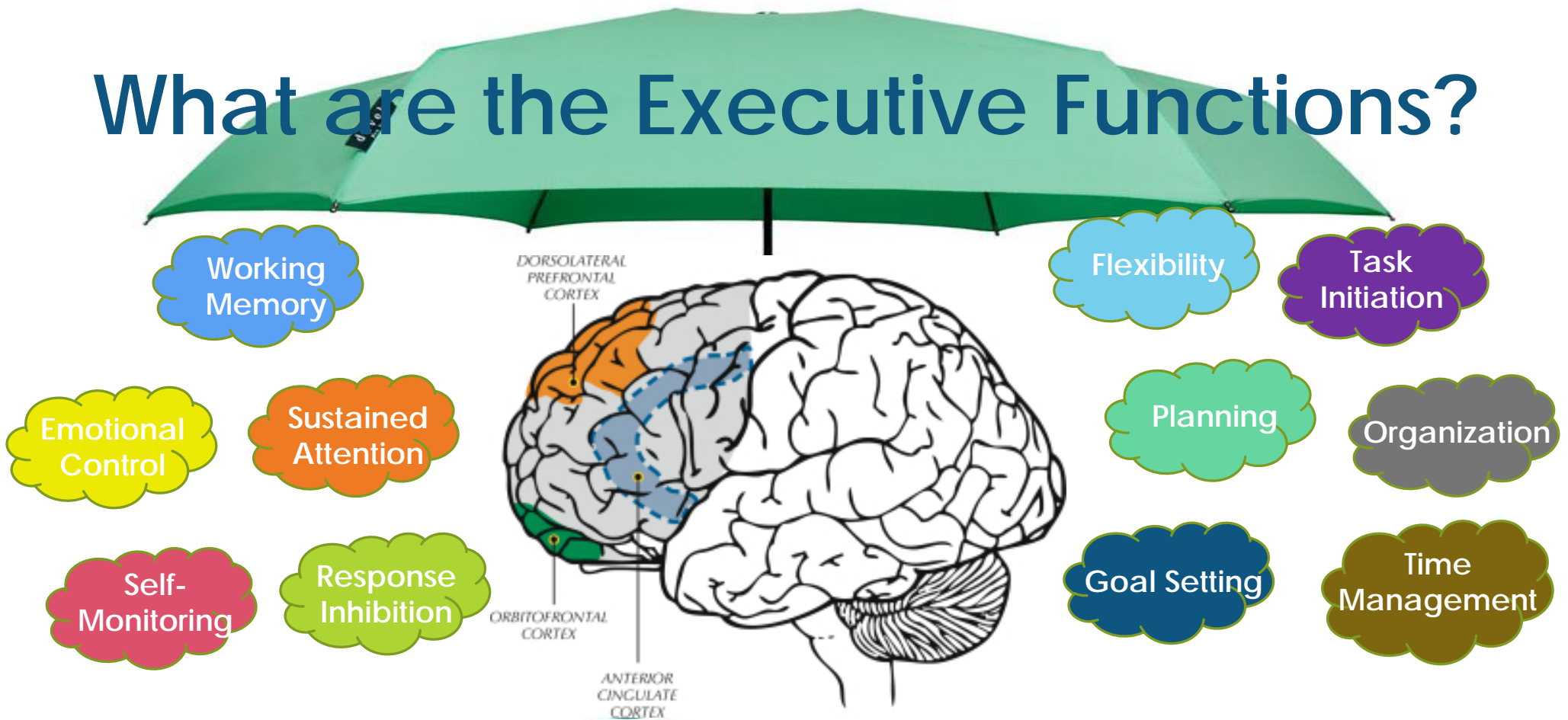
- Executive Functioning

with your  
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## AGENDA



# What are the Executive Functions?

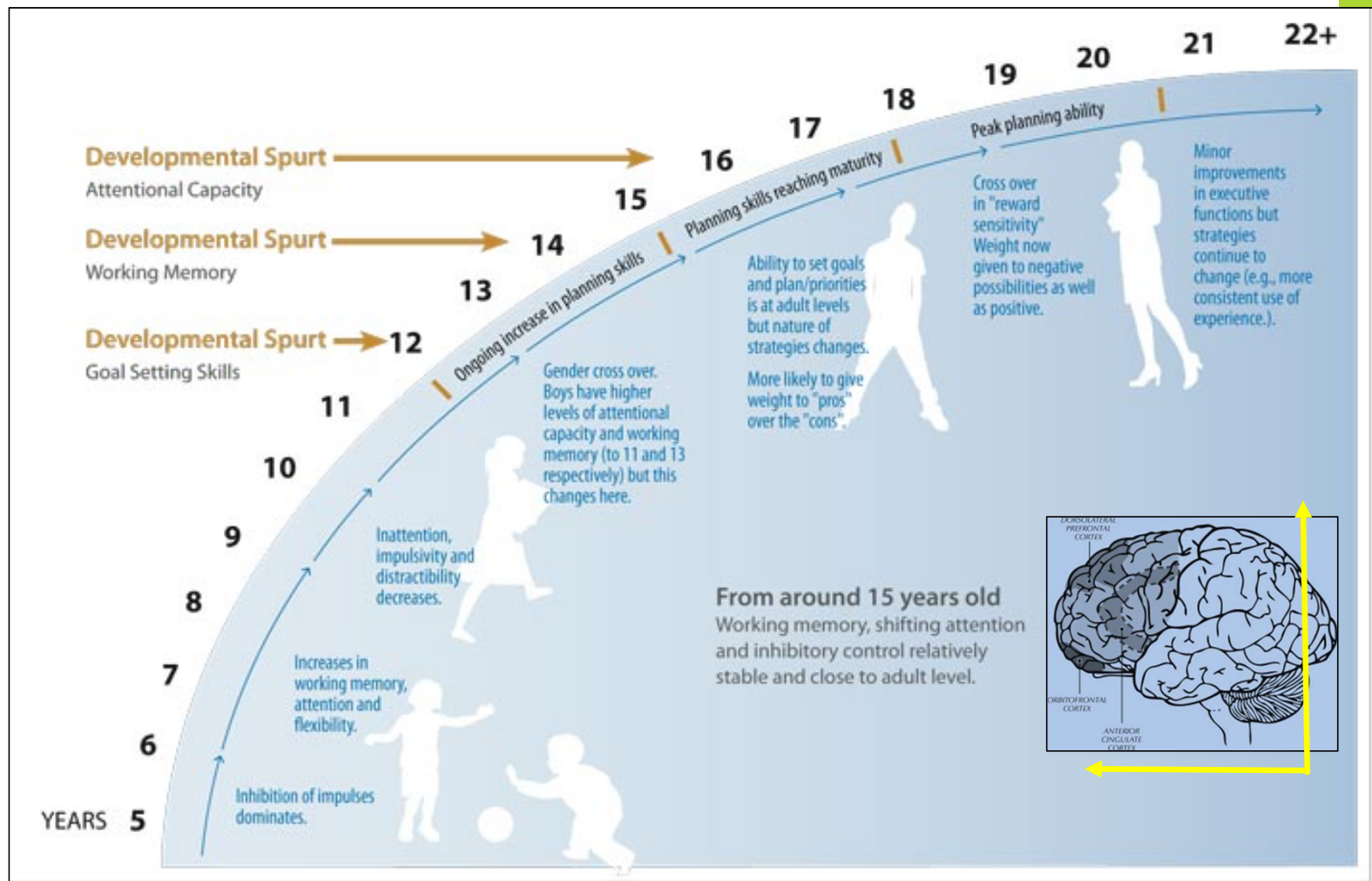


The executive functions are a set of **cognitive processes** that help us to manage ourselves and our resources in order to achieve our goals.

*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      ✓ Get organized
- ✓ Assess risks          ✓ Resist peer pressure
- ✓ Control emotions      ✓ Follow through
- ✓ Work independently    ✓ Manage a schedule
- ✓ Pay attention          ✓ 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.	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____
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).	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____

## 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.	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____
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).	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____
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.	_____
<b>TOTAL SCORE:</b>	_____

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 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

**Math**

due date	Teacher's initials	check not	check if complete
Oct. 6	G.B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pg. 47 #1-21 odd  
Bring in signed permission slip

**History**

due date	Teacher's initials	check not	check if complete
Oct. 6	B.C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Read "I Have a Dream." Identify 3 metaphors and write down one important quotation

**Science**

due date	Teacher's initials	check not	check if complete
Oct. 9	B.D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Complete Bibliography for science fair project due Friday

**Art**

ASSIGNMENT FOR: Tuesday, October 5

due date	Teacher's initials	check not	check if complete
Oct. 6	G.B.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Choose a Van Gogh painting. Make 3 observations about color, texture, and content.

**NOTES**

Don't forget to bring in permission slip for Romeo and Juliet!

**Weekly Overview:**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			Band practice	Math quiz
				Science
				Fair Bibliography
				due

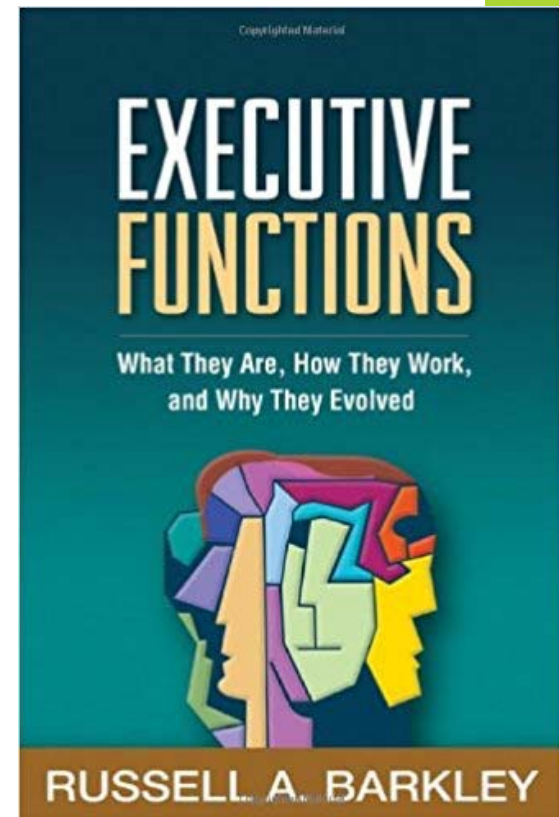
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There is no Magic Bullet



# 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 graphic features a dark blue rectangular background with a teal gradient. It is decorated with several white geometric shapes: a large circle on the left, a smaller circle at the top right, and a large circle on the right side. A small lime green rectangle is positioned at the top right corner. The text "Teaching Time Management" is centered in white.

# Teaching Time Management

# Use a Clock to Create Time Markers for Assignment

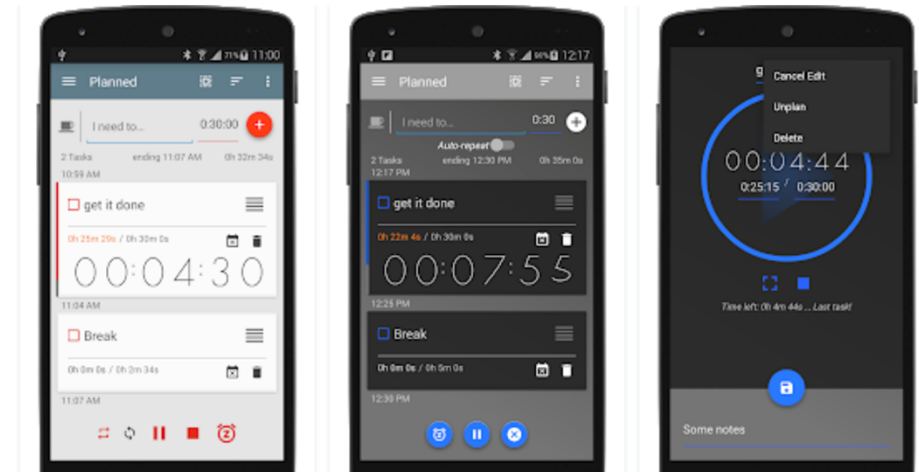
- Identify (mark) start time.
- Estimate stop time.
- Modify, if necessary.

Helps with time estimation...  
Learning through sensory perception





30/30 app (iPhone)



Do Now app (Android)

- 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.

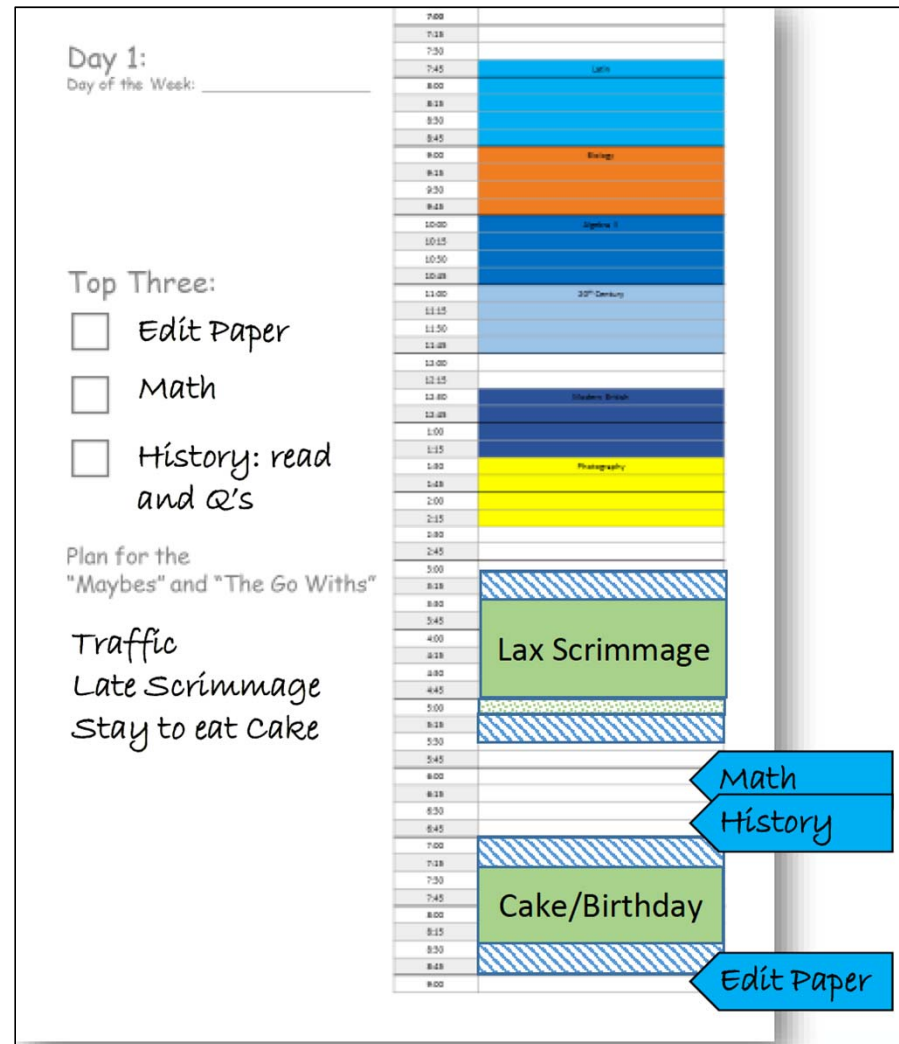


# Teaching Planning/ Organizational Skills



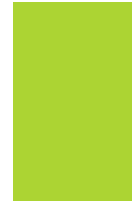
Use daily planners to help students "see" the how much time they actually have.

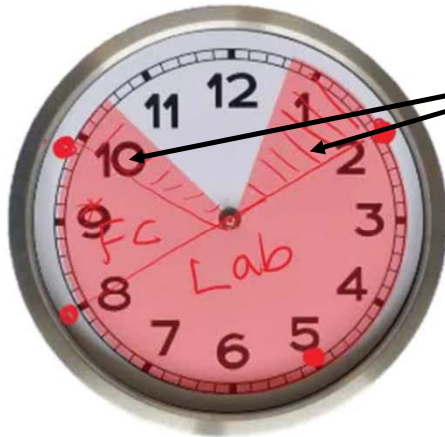
- Plan a typical day.
- Add in the "Go Withs" and "Maybes"
- Use sticky flags to "plug in" when they can complete their HW.



## Weekly Planners

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7 15 30 45	7 15 30 45	7 15 30 45	7 15 30 45	7 15 30 45	7 15 30 45
8 15 30 45	8 15 30 45	8 15 30 45	8 15 30 45	8 15 30 45	8 15 30 45
Drive	Drive	Drive	Drive	Drive	Drive
School	School	School	School	School	School
9 15 30 45	9 15 30 45	9 15 30 45	9 15 30 45	9 15 30 45	9 15 30 45
10 15 30 45	10 15 30 45	10 15 30 45	10 15 30 45	10 15 30 45	10 15 30 45
11 15 30 45	11 15 30 45	11 15 30 45	11 15 30 45	11 15 30 45	11 15 30 45
	Write				
12 15 30 45	12 15 30 45	12 15 30 45	12 15 30 45	12 15 30 45	12 15 30 45
1 15 30 45	1 15 30 45	1 15 30 45	1 15 30 45	1 15 30 45	1 15 30 45
2 15 30 45	2 15 30 45	2 15 30 45	2 15 30 45	2 15 30 45	2 15 30 45
3 15 30 45	3 15 30 45	3 15 30 45	3 15 30 45	3 15 30 45	3 15 30 45
Drive	Drive	Drive	Drive	Drive	Drive
4 15 30 45	4 15 30 45	4 15 30 45	4 15 30 45	4 15 30 45	4 15 30 45
Drive	Drive	Theatre	Drive	Drive	Drive
5 15 30 45	5 15 30 45	5 15 30 45	5 15 30 45	5 15 30 45	5 15 30 45
Baseball	Piano	Drive	Baseball		
6 15 30 45	6 15 30 45	6 15 30 45	6 15 30 45	6 15 30 45	6 15 30 45
	Drive				
7 15 30 45	7 15 30 45	7 15 30 45	7 15 30 45	7 15 30 45	7 15 30 45
Hist.			Drive		
8 15 30 45	8 15 30 45	8 15 30 45	8 15 30 45	8 15 30 45	8 15 30 45
Math. Sci	Study Hall	Study Hall	Study Hall		



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	

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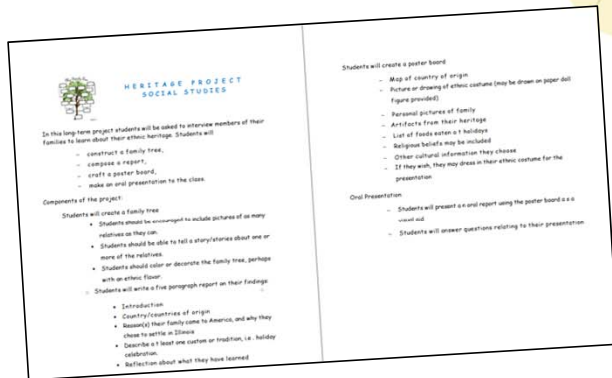
Combine Time Estimation/Marking with Planning

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

## 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.

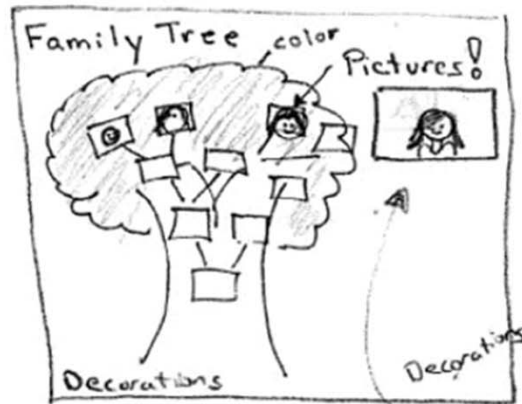


# Creating a Visual Image of Time for Long Term Projects

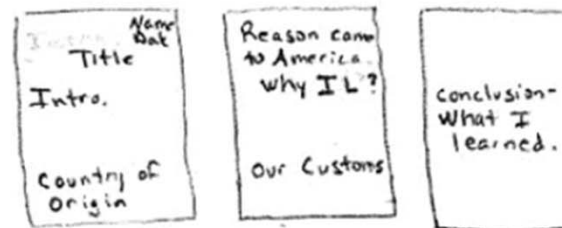
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Work on Family Tree: Draw	6 Write one paragraph	7	8 Find pictures for posters	9 Write paragraph on why family came to IL	10
11	12 Decorate family tree and glue pictures	13 Print more pictures for Poster	14 Paste pictures and fancy 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:


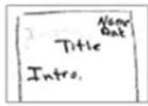

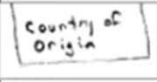

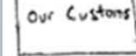
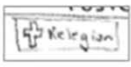









# Breaking Large Projects into Manageable Pieces



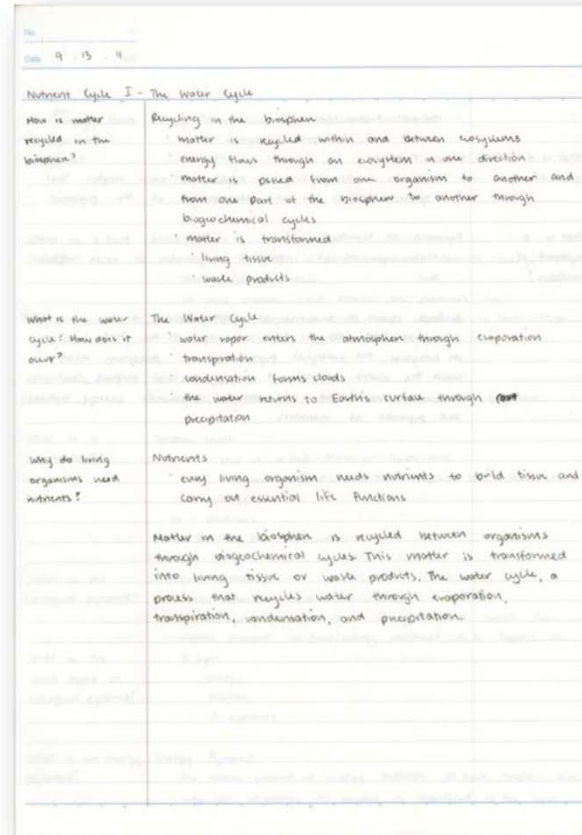
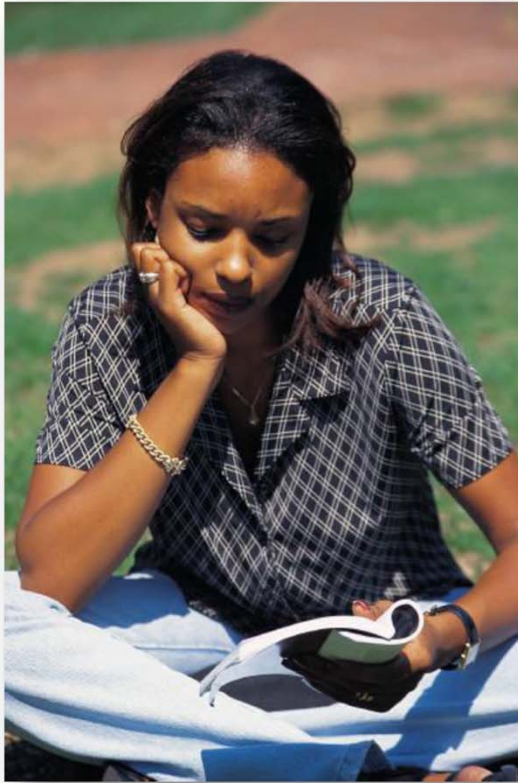


	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
	5 	6 	7 	8 	9 	10 
	12 	13 	14 	15  	16 	17
	19	20	21	22	23	24
25	26	27	28	29	30	31



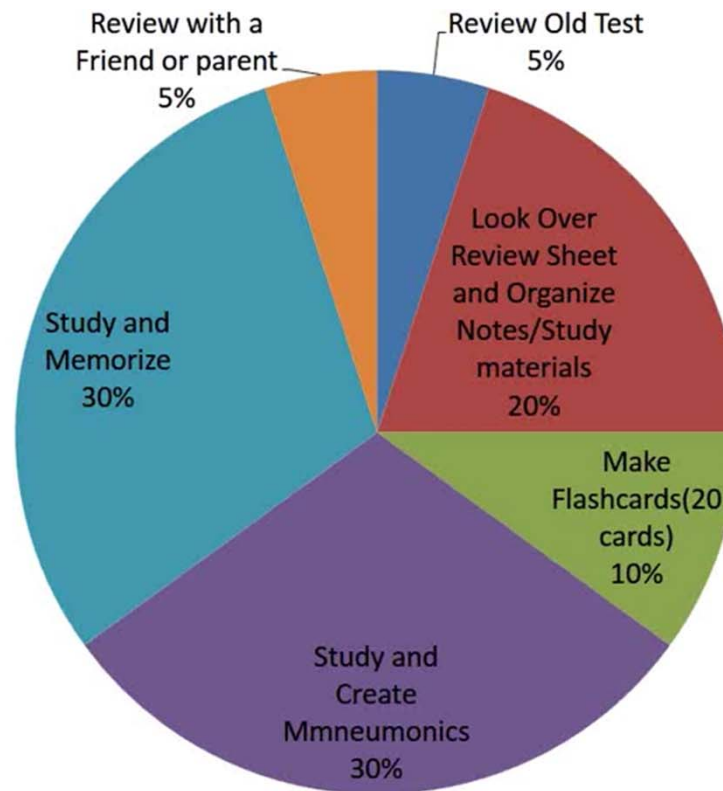
“I’ve Already *Looked* at My Notes....”

Studying  
(Planning)  
for Exams



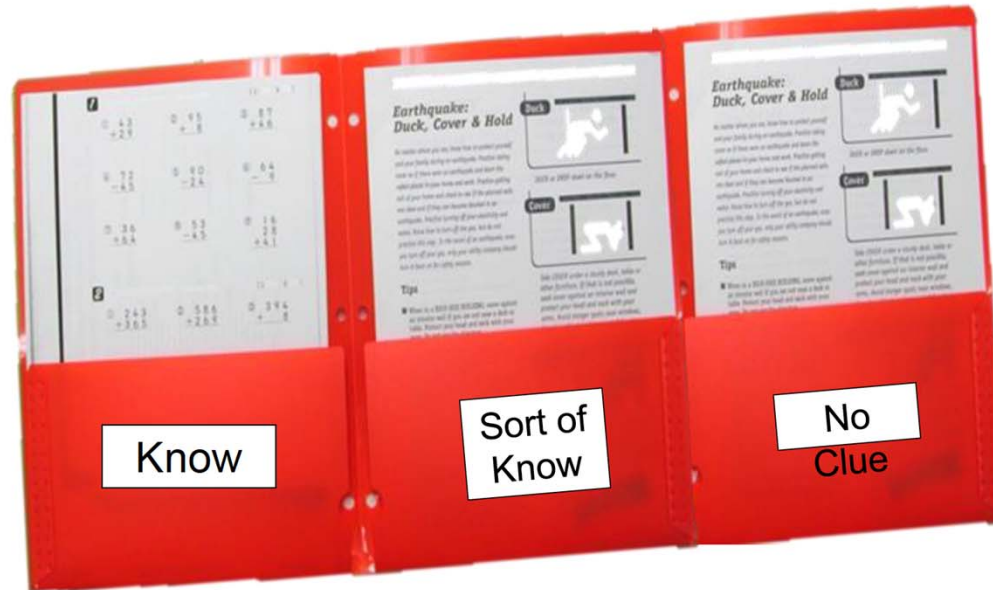
*Studying is a process that involves...*

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...



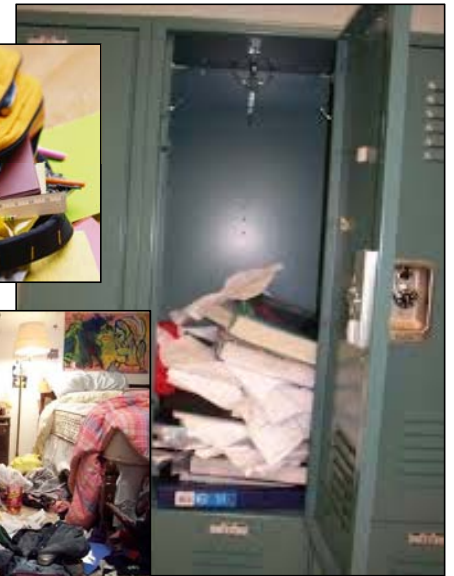
## Plan My Study Time

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.

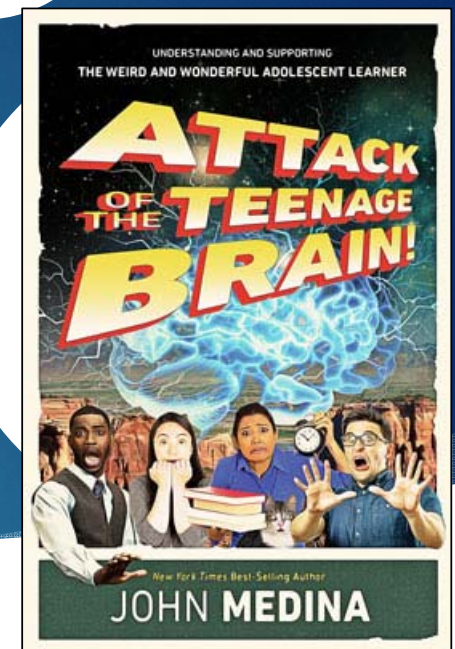
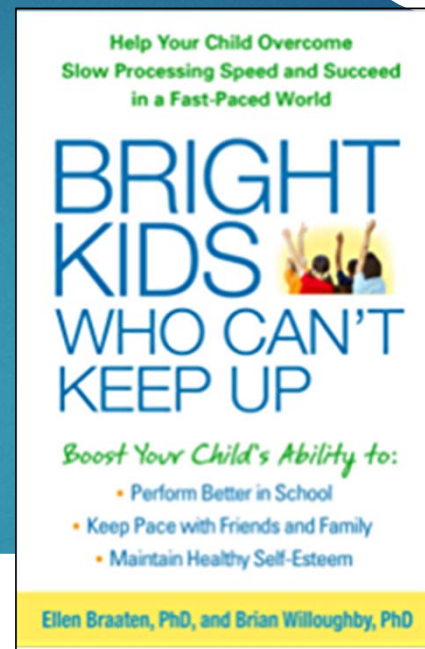
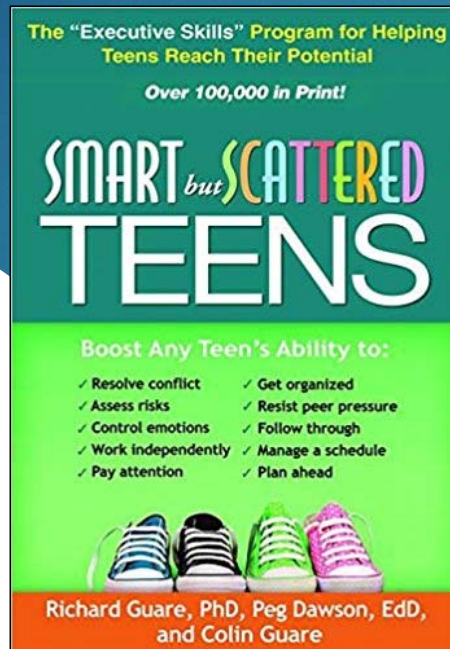
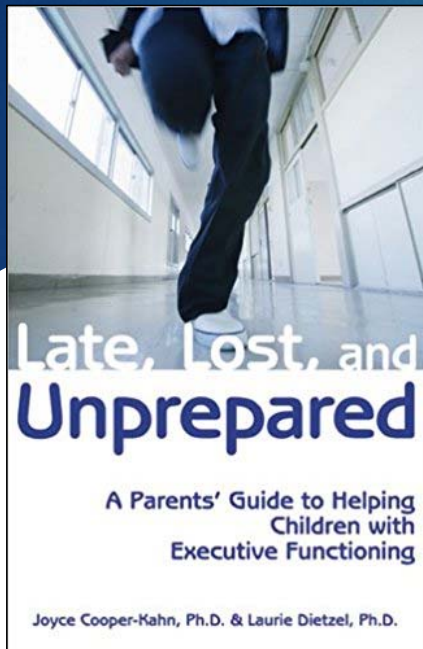






## Using Everyday Activities to Teach Planning and Organization

- ▶ 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

