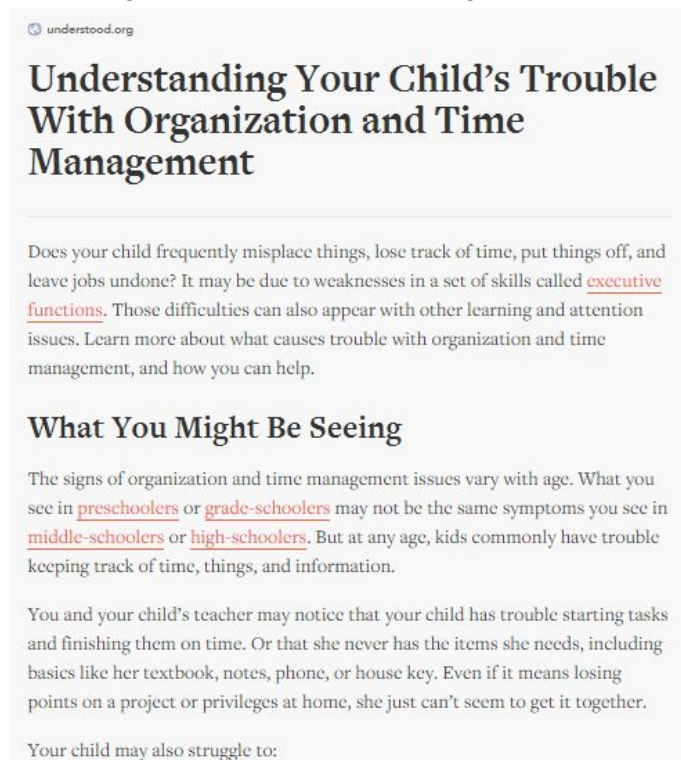


Visual Strategies for Improving Organization and Planning ***Match the Picture, Block and Box, Same But Different***

Organization is a key element of both learning skills and executive functioning skills. There are two main types of organization that are important for student success, both in school, and in their lives outside of school: cognitive (thought organization) and physical (organization of person, materials and space). When students demonstrate lagging skills in the area of organization, there can be a widespread impact. This is what you might see when organizational skills are lagging:
(<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/organization-issues/understanding-your-childs-trouble-with-organization-and-time-management>)



Fortunately, there are some effective strategies that can be used to address poor organization, planning, and problem-solving in our students. This module will focus on 3 strategies (Match the Picture, Match the Picture + Block and Box, Same but Different) for getting organized, staying organized, initiating tasks, following through, and managing time, as well as how to transfer learning from one situation to another. The importance of gradually transferring responsibility from adult to child or student will also be highlighted. The strategies presented here are based on the work of Sarah Ward and Kristen Jacobsen of Cognitive Connections Therapy.

STRATEGY A: MATCH THE PICTURE

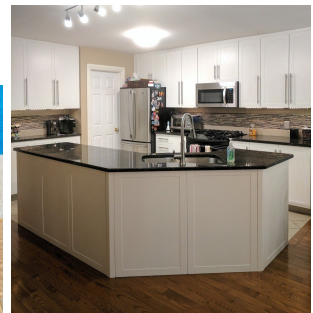
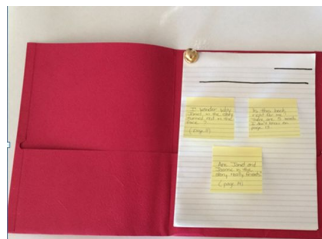
- ME in the picture → facilitates future picture thinking and mental rehearsal; makes it concrete and personally relevant
- Use for organization of space, materials and body
- Reduces demand on auditory and working memory. Encourages the development of “thinking in pictures” to reduce the load on verbal memory and processing.

- Some students may be able to start with mental imagery; others may require a concrete picture and work toward mental imagery (see sample pictures below)

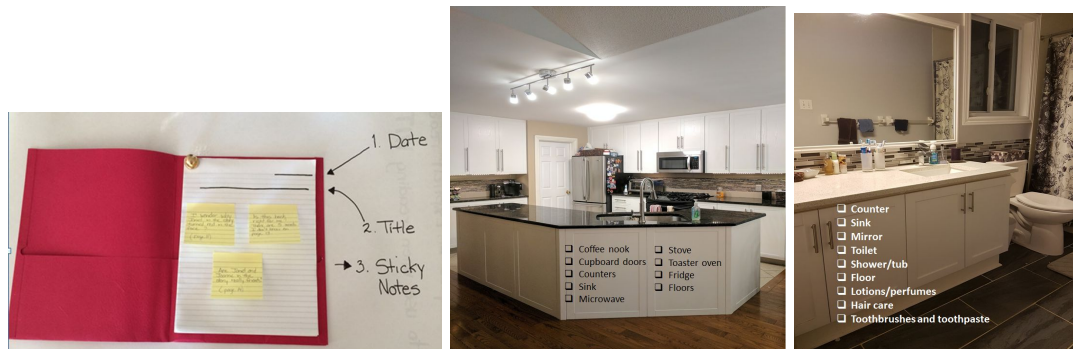
Possible Organizing Body and Materials Examples -- Match the Picture Strategy



Possible Organizing Space and Materials Examples -- Match the Picture Strategy



Possible Organizing Task Example with Checklist Generated from Picture



Note; Child / student actively participates in the creation of the checklist from the picture.

SAMPLE CONSOLIDATION ACTIVITY

To consolidate learning about the strategy, consider doing an activity like the following: Using a familiar example of a Match the Picture visual, work with students to develop an annotated/ info-graphic that explains the purpose of **Match the Picture**, and **Match the Picture with Checklist**, and **how to use it**.

Possible Examples of Student Generated Annotated Graphics



Match the Picture

1. I look at the picture so I know what should be on my desk.
2. I put everything else out of sight.



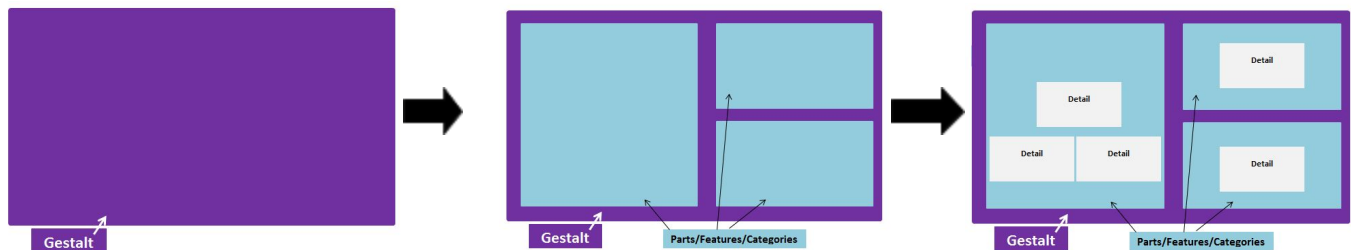
Match the Picture + Checklist for GEOMETRY (Math)

- ☐ Math binder with graph paper
- ☐ Pencil case in Math binder with;
 - ☐ Pencils
 - ☐ Ruler
 - ☐ Eraser
 - ☐ Ruler
 - ☐ Protractor
 - ☐ Compass
- ☐ Calculator

1. I use the picture to make sure I have everything I need for Geometry in my pencil case.
2. I use the picture to create a list of the things I need for Geometry.
3. I keep the picture and list on the Geometry divider in my binder.
4. I also keep my Math Pencil Case in my Math binder.

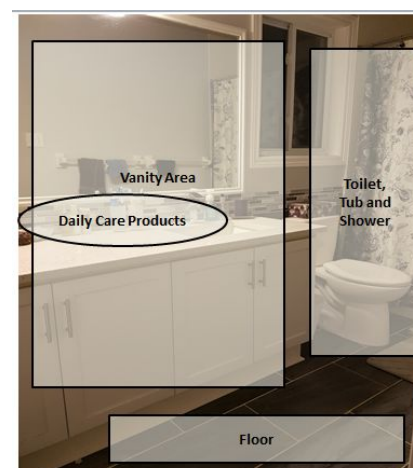
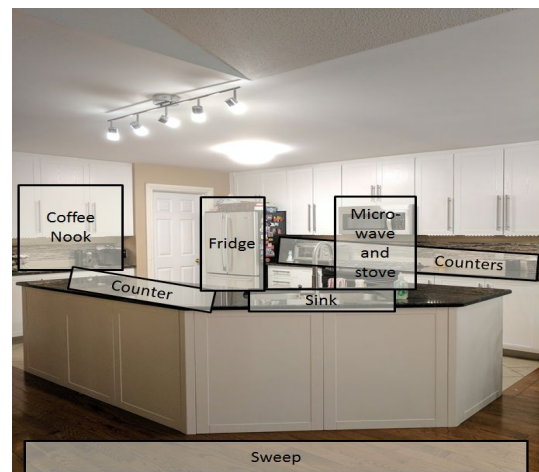
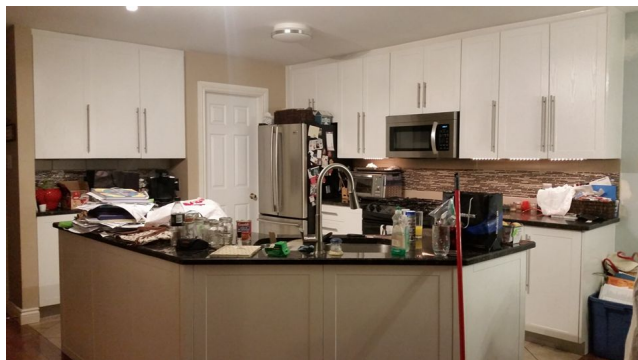
STRATEGY B: MATCH THE PICTURE + BLOCK AND BOX → allows student to see features of the space as well as details within the features in order to organize thoughts and materials

- What is it? Superimposing an organizer over a picture to identify main topic/big picture → features → details in the picture.
 - Use for organization of space, materials and body
- Why should you use this strategy?
 - Some individuals pay attention to minor details, but fail to see how these details fit into a bigger picture. This strategy teaches students to view space and tasks from a big picture/gestalt point of view before focusing on categories and details → this improves speed of processing by employing top-down processing
 - Reduces working memory load by grouping by feature/category



- The goal is to work toward forming a mental picture in place of using a physical picture

Possible Organizing Space Example of Match the Picture with Block and Box Added



SAMPLE CONSOLIDATION ACTIVITY

To consolidate learning about the strategy, consider doing an activity like the following: Using a familiar example of a Match the Picture visual with Block and Box applied to it, work with students to have them develop an annotated/ info-graphic that explains the purpose of **Block and Box**, and how to use it .



Match the Picture + Block and Box Strategy

Purpose; The boxes reduce the number of things I have to hold in my memory from 10 items to 3 categories.

How To Use Block and Box

1. The **Purple Box** shows me ready - **The Big Picture**.
2. Each **Blue Box** shows a group of things I need.
3. I can look at the **BOOKS Box** and remember all the books that go into the BOOKS category.
4. I look at the **TECH Box**, and I can remember the items (details) that belong in that category.
5. I do this again for the **Gym Clothes Box**.

STRATEGY C: SAME BUT DIFFERENT (Making Connections to Transfer Strategy Use)

- Tapping into nonverbal working memory / use of mental imagery
- Use pictorial examples from Match the Picture + Block and Box to explain how you generalize / transfer your thinking process from a familiar task to a novel or problematic one

SAME BUT DIFFERENT NOTES/ GUIDING QUESTIONS/ EXAMPLES

Strategy to be Transferred	Possible Guiding Questions	Possible Student Answers
Match the Picture (My Body or My Space)	<ol style="list-style-type: none">1. How is using a picture more helpful/powerful than using a list of items to help me remember what I need?2. How do you use the picture to make sure you are ready to ... (e.g., go to school)?3. Describe another time when you have to gather a bunch of things to be ready to go?	<ul style="list-style-type: none">● I can see the future picture (the big, completed picture) of ME or my space, instead of having to <i>remember</i> a long list of (possibly) unrelated items.● I look at the picture and make sure that I match it/ have everything in the picture.● Hockey practice● Soccer practice● Swimming lessons

<p>Match the Picture + Block and Box</p>	<p>4. How can you use a picture to help you get ready for ____? What would be in that picture? Let's get ready to take that picture.</p> <p>5. I notice you are not using your picture of ____ anymore, but you are still arriving prepared and on time. What strategy are you using now?</p> <p>1. How does the picture with Block and Box help you get ready for ____?</p> <p>2. Why are the boxes important?</p>	<ul style="list-style-type: none"> • I could take a picture of me wearing all my ____ gear. • I could take a picture of my space (like my locker or desk) with the things I need, in the place they should be. • I could actually assemble things and take picture. • I could take a picture of just the stuff, without me in the picture. • I use a list instead of the picture now • I have a small picture on my phone/ on a luggage tag on my bag that I can look at.. • I can picture everything in my head now. • The picture helps me <u>see</u> the whole completed picture <i>and</i> the boxes help me to see the categories of items I need to gather. • If I can <u>see</u> the boxes/ categories/features, I can remember what belongs in each box.
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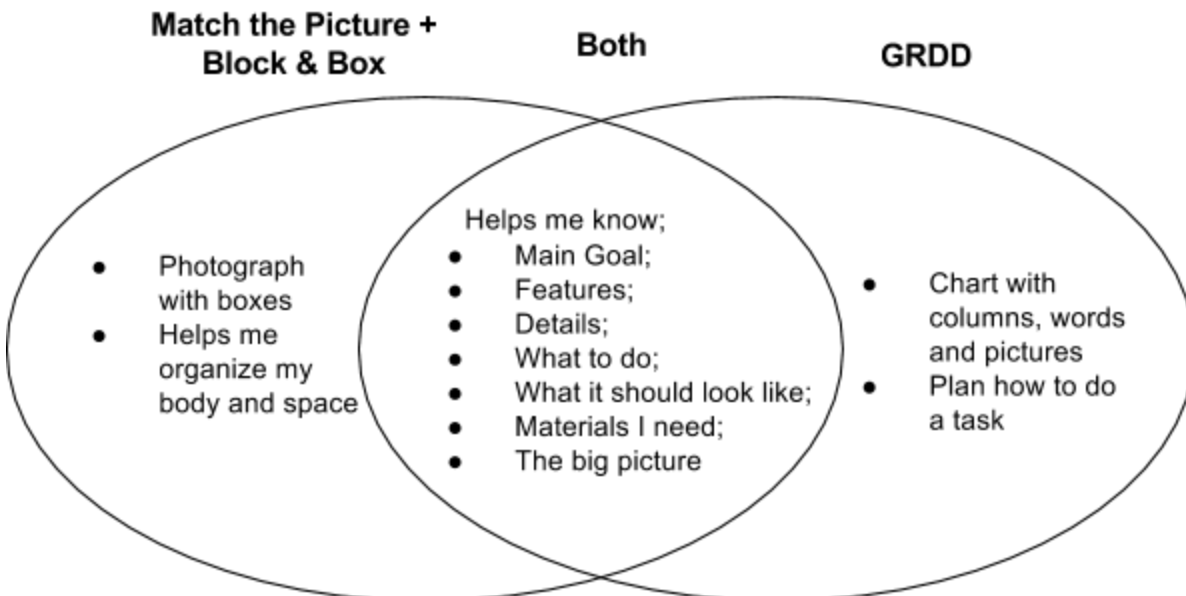
SAMPLE ACTIVITY TO TRANSFER LEARNING

- Apply Match the Picture + Block and Box to other visual structures such as Get Ready, Do, Done (GRDD) and graphic organizers
 - Use the annotated graphics of Match the Picture + Block and Box to a GRDD template and ask students to show and explain;
 - How and where the big idea/ main learning goal is represented in each
 - What features are included in each format and how they are represented
 - Examples of details shown in each and how they are represented
 - When Match the Picture+ Block and Box would be an effective strategy to use (i.e., when you have to...)
 - When GRDD would be an effective strategy to use (i.e., when you have to...)
- Record student responses to the questions above on a Venn Diagram (see example below)



Today's Goal: Choose a war to research. Find a website about it. Complete the graphic organizer.

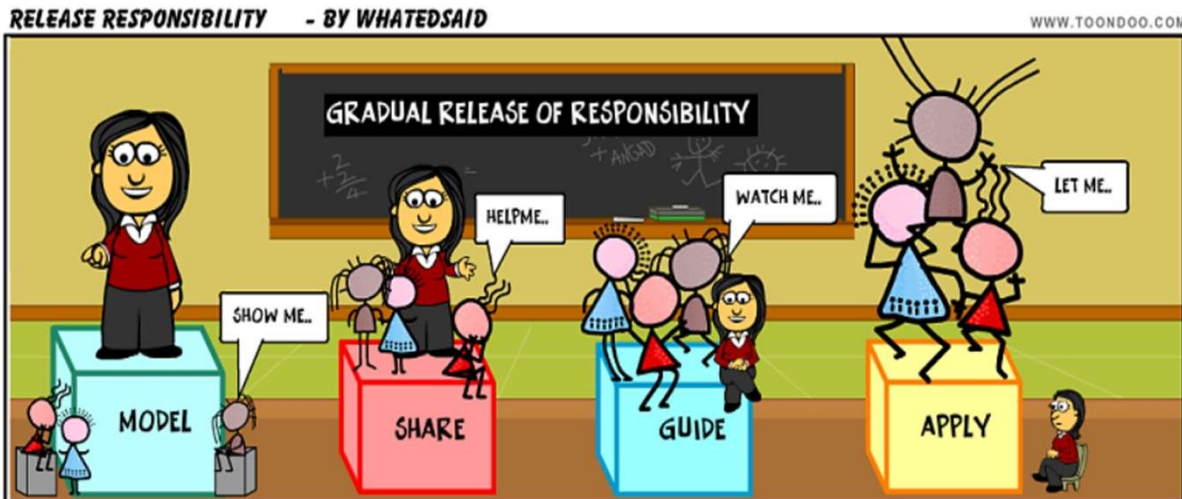
GET READY	DO: PLAN THE STEPS	DONE: WHAT WILL IT LOOK LIKE?
<p>STRATEGIES</p> <ul style="list-style-type: none"> reading comprehension strategies think aloud ask questions <p>TIME / TECH</p> <ul style="list-style-type: none"> website highlighting tool text-to-voice software <p>OBJECTS</p> <p>PEOPLE</p> <ul style="list-style-type: none"> me teacher? 	<p>First I will...</p> <ul style="list-style-type: none"> choose a war to research find some websites I can read and understand about this war <p>Next I will...</p> <ul style="list-style-type: none"> on the ? make sure I understand the ? by restating it in my words read the website for information that answers this question the information that answers this question <p>Then I will...</p> <ul style="list-style-type: none"> or the information in my go back to "Next I will" and repeat the steps for question 2, 3, 4, and 5 or the information in my organizer for questions 3, 4, and 5 	<p>Start here. Make your Future Picture</p> <p>Have I answered all the questions? Is the information all on topic? Is the information all in my own words?</p>
PREPARE YOUR WORKSPACE	DO YOUR WORK	FINISH AND EVALUATE



- Have students summarize the discussion by forming a statement such as;
 "Both Match the Picture + Block & Box and GRDD help me remember things and know what to do. Match the Picture + Block & Box would be more helpful when I have to..., GRDD would be more helpful when I have to..."
- Over time, do the same kind of analysis of Venn Diagram, hierarchical graphic organizers used for outlining paragraphs and essays, etc. to show how they are the Same But Different to Match the Picture + Block & Box and GRDD

* For more information on the Get Ready, Do, Done Strategy and how to use it, please refer to the work of Sarah Ward and Kristen Jacobsen of Cognitive Connections (www.efpractice.com).

Importance of using Gradual Release of Responsibility with the Strategy to Work Toward Student Independence



- At each step, encourage students to be asking themselves questions.
 - Jointly examine the picture -- “To match the picture I need my...” and “Do I match the picture? Do I have everything I need?”
 - Jointly form a list from the picture -- “What are the names of the items that I need? Are all of the items in the picture included on my list?”
 - Student individually creates a list from the picture -- “I need to put ... on my list.”
 - Student individually creates a list from a mental image -- “I need to put ... on my list.”
 - consider the student’s familiarity with using pictures/imagery to determine which stage in the process is an appropriate starting point
 - The educator may go through each stage of gradual release of responsibility for each of the starting points above, but sometimes students don’t need you to start at modelling; they may be ready to start with shared or guided implementation