

PLANNING & ORGANIZATION

Supporting Executive Functioning Skills at
School & Home

Presented by:

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Burbank Unified School District
Special Education Department
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Agenda

all



all

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Objectives

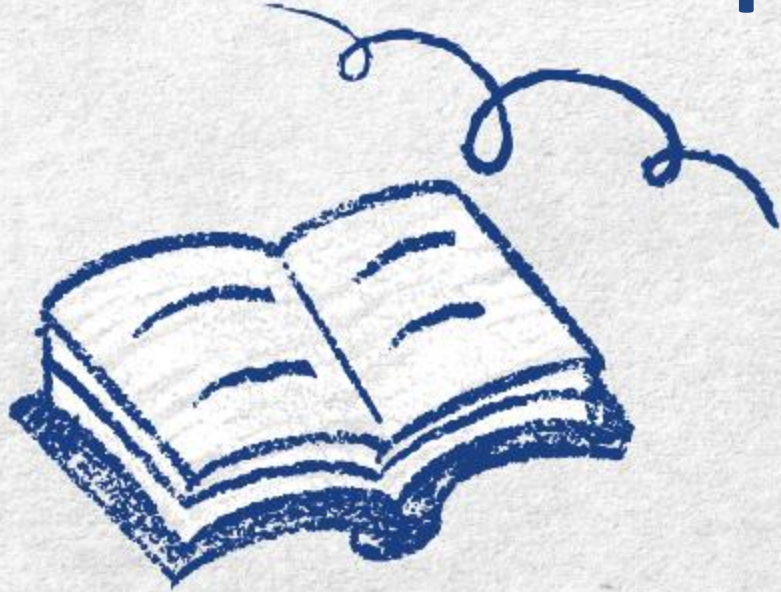


By the end of this workshop, you will be able to:

1. Identify a planning or organization barrier and choose a support that fits your family.
2. Create a simple routine using a visible plan, small steps and a place for materials.
3. Choose one strategy to try this week and decide how to check whether it helps.



WHAT ARE EXECUTIVE FUNCTIONING SKILLS?



Executive functioning skills are the abilities in our brain that help us complete everyday tasks.

These skills include:

- Planning
- Organization
- Self-control
- Task Initiation
- Time Management
- Metacognition
- Working Memory
- Attention
- Flexibility
- Perseverance



THE SKILLS DEFINED

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- Decorative elements include several blue starburst shapes scattered across the page. A blue pencil is positioned vertically on the right side. In the bottom left corner, there is a collection of school supplies: a calculator, a green apple, a stack of notebooks, a glue stick, a container of colored pencils, and three alphabet blocks labeled A, B, and C.
- ☒ PLANNING is developing a well-thought-out strategy before starting a task.
 - ☒ ORGANIZATION is using strategies to stay neat and tidy.
 - ☒ TASK INITIATION means starting right away.
 - ☒ TIME MANAGEMENT is using time well to complete tasks.
 - ☒ ATTENTION allows us to focus on a person or task for a period of time, ignore distractors, and refocus when needed.
 - ☒ METACOGNITION is thinking about our thinking.
 - ☒ WORKING MEMORY is keeping information in our heads while we use it.
 - ☒ SELF CONTROL is stopping and thinking in order to make a more positive choice in the moment.
 - ☒ FLEXIBILITY is effectively coping with change.
 - ☒ PERSEVERANCE is working through challenges and roadblocks that come up along the way.



SUPPORT AT SCHOOL

Informal Strategies:

- Written/Visual Schedule on the board
- Syllabus
- Posting the agenda for the week on the board
- Making notes available on class website or Google Classroom
- Student Planner
- Graphic organizers
- Checklist with check-in and due dates

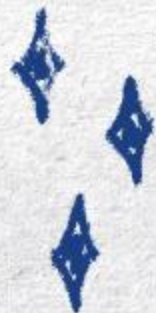


SUPPORT AT SCHOOL

Formal Strategies:

- Study Skills Class
- IEP goals for task initiation, work completion, attention to task, etc.
- Behavior Intervention Plan (BIP)
- Accommodations
- Use of color coded binders/folders/accordion file





SUPPORT AT HOME

Building effective executive functioning skills is like building muscle. We need to practice and train in order for these skills to be strong and really work for us! Students should practice these skills at home as well if they are to truly become a strong foundation for learning and success in every setting.



The background is a light gray textured surface. In the top left corner, there are various school supplies including a watercolor palette with red, yellow, and blue paint, several colored pencils, and a ruler. In the top right corner, there is a blue chalk drawing of a rectangular box with a series of vertical lines inside, resembling a comb or a set of steps. On the left side, there is a blue chalk drawing of a wavy line. In the bottom left corner, there is a blue chalk drawing of a semi-circle. In the bottom right corner, there are more school supplies including a pair of scissors, a ruler, and several colored pencils. In the bottom center, there are two horizontal blue chalk strokes.

STRATEGIES YOU CAN IMPLEMENT AT HOME

- Schedule a weekly organization time
- Keep an extra set of books at home
- Use countdowns & time checks during work periods
- Have a dedicated work space for homework and projects
- Keep a family calendar and/or daily checklist to model and teach planning
- Create routines and practice them often
- Include movement breaks



IDEAS FOR ELEMENTARY- AGE STUDENTS

- Create a homework box with all materials needed for homework
- Develop/supply checklists
- Establish clear routines for chores and homework
- Display a wall calendar
- Help break down large tasks into smaller bits
- Reinforce self-monitoring and self-awareness





IDEAS FOR OLDER STUDENTS

- Color-code folders by subject
- Use a planner or calendar for upcoming assignments
- Use thinking maps or graphic organizers for studying/writing
- Provide tools to support organization (i.e. colored notecards, sticky notes, clipboards, highlighters colored pens)
- Explicitly teach notetaking, study skills, and organization
- Encourage metacognitive skills--reflect with your child on how they learn and what strategies are working well for them
- Use apps and technology that help with organization



SUPPORTING KIDS AT HOME



- ☒ Making a daily checklist, such as morning tasks, and keeping a large family calendar help model and teach children about planning.
- ☒ Helping a child to sort and tidy their play area teaches organizational skills and strategies
- ☒ Playing beat the timer or using a visual timer can help children begin to develop a sense of time and therefore time management skills.
- ☒ Conversing with children begins to teach them to sustain attention.





BEHAVIORAL REGULATION

Consists of:

- Impulse control
- Emotional Control
- Adaptability



The background is a light gray, textured surface. It features several blue ink doodles: an open book on the left, a calculator on the top right, a pair of glasses in the upper center, and two starburst-like shapes in the top and bottom corners. There are also several physical school supplies scattered around: a green pencil, a blue eraser, a white pencil sharpener, a yellow pencil sharpener, and several colored pencils (blue, green, yellow, pink, black, white) in the bottom left corner.

EXECUTIVE FUNCTIONING AND BEHAVIOR

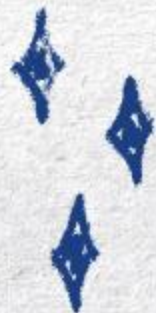
- Managing the expression of emotions
- Adapting to changes in the routines
- Coping with unexpected changes or differing expectations



SUPPORT AT SCHOOL

- Visual of self-regulation strategies
- Explicit teaching in social skills and coping strategies
- Behavior mapping (Stop-Think -Do)
- Goals to address these skills
- Behavior intervention plans
 - behavior shaping
 - reinforcement
 - First/then strategies





SUPPORT AT HOME

- Visual of self-regulation strategies
- Model behavior and social skills
- Cooling down area
- Behavior mapping (Stop-Think -Do)
- Reinforcement systems
- First/then strategies
- be consistent and predictable



The background is a light gray textured surface. In the top left corner, there is a small palette with red, yellow, and blue paint, and several colored pencils. In the top right, there is a blue chalk drawing of a rectangular box with diagonal lines inside. On the left side, there is a blue chalk drawing of a wavy line. In the bottom left, there is a blue chalk drawing of a semi-circle. In the bottom right, there are various school supplies including scissors, pencils, and paper clips. In the center, there are two blue chalk horizontal lines.

STRATEGIES YOU CAN IMPLEMENT AT HOME

- Practice pause techniques, such as counting to ten before responding or making decisions.
- Role-play scenarios that require impulse control to practice appropriate responses.
- Teach deep breathing or mindfulness exercises to help manage stress.
- Encourage open discussions about feelings and coping strategies.

**THANK
YOU**



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RESOURCES

THE WORK-SMART ACADEMIC PLANNER
EXECUTIVE FUNCTIONING WORKBOOK FOR KIDS

