Developing Independent Executive Function Skills

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If Then

Time

Get on the Timeline
- Pace
- Time of day
- What is happening at this Moment in Time
- What is coming up?
  - Predictable sequence

Organization/

Objects

Read the Organization
- of the Space
- Objects
- Parts
- Location
- Purpose

People

Read the Person
- Face
- Body
- Appearance
- Mood
- Pace
- Saying

Space

Read the Room
- What’s going on?
- Expected?
- Unexpected?
- Wide Angle
- Zoom in

Situational Intelligence

Mimetic-Ideational Information Processing

(mental trial and error simulation)

- So I better go to my locker (space)
  - I only have a few minutes before the bell rings (time)
  - I need to get my poetry journal (object) and then I have science class next (time)
  - I better get my lab goggles too (objects).

Mrs. Smith is a tough teacher (people) I better turn my journal in on time so I do not lose points.

This type of nonverbal working future memory is called:

Mimetic Ideational Information Processing

- Being a “Mind Mime”: Mime the Idea in Your Head
- Mental Pre-Simulation of How the Future Will Play Out
- It is a Mental Dress Rehearsal...
- A Mental Trial and Error without the Risk of Error
- You can try it out and Pre-Experience the Emotion of a Situation
- Without Risk You Can Run Plan A and Plan B and Pre-Experience How Those Feel
Be a Future Thinker: “Mind MIME iT’

M  Schematic Future Thinking: Make an Image: STOP What will it look like?
I  Episodic Future Thinking: What do I Look like? Self Projection into the Future
M  Mental Time Travel (Temporal - Spatial): How am I Moving to achieve this?
E  The Future Emotion: How will I feel? Emotional Physiological State

If ....then  It is ‘experiencing the self in time’: the temporally extended self

Future Talk

Elements of Future Thinking

Development of the Time Horizon

How Far into the Future can they Anticipate?

- 2 Years Old: NOW
- 3-5 Years Old: 5-20 Min
- 1st Grade: Several Hours
- 3rd Grade: 8-12 Hours
- 12-16 Years Old: 2-3 Days
- 17-23 Years Old: 2-3 Weeks
- 23-35 Years Old: 3-5 Weeks

Temporal – Spatial Capacity/Window
Strategies for Improving Executive Function Skills to Plan, Organize, and Problem Solve for School Success

Middle and High School Students: More Complex Because of the Temporal Spatial Window

3. Get Ready
What materials will I need?

2. Do
What do I need to do to match the done picture?
6. STOP
Execute Forwards (Work My Plan)

1. Done
What will it/I look like?

STOP
Execute Backwards (Plan My Work)

Plan Backwards (Plan My Work)

Self Monitor

4. Start
Gather Materials

5. Check
Is it a Fun Project?

6. STOP
Close out the Task.

Review: What Worked? What didn’t Work?

Stage 1: Task Planning

Stage 2: Task Execution

Give Support and scaffolding when needed

Get Start

Get Ready

The Get Ready *Do *DONE Model


Operational Definition of the Executive Function Skills

Brain functions/skills that allows us to . . .

• Demonstrate situational awareness – Read the Room
• Predict possible outcomes and recall past experiences
• Generate a plan to achieve that outcome (even if it is a novel event)
• Initiate appropriate actions and or responses to achieve this outcome
• Monitor in an ongoing manner the success or failure of one’s behavior (planned vs. actual)
• Modify performance based on self monitoring and situational awareness of expected and unexpected outcomes
• Shift flexibly between activities

Developing Independent Executive Function Skills

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


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Teach the Foundation of the Forethought Mindset:
Students Understand
All Tasks Have 3 Phases (Context Dependent)

Put on Your Future Glasses!
Help kids create a mental image of what the future will look like
And what the student will look like
To achieve that future image

“Get Ready for School!”

Honey, we need to leave for school at 7:30. Time to get ready!

“I know!”
Role/Order of Working Memory in Executive Function Skills

If....Then
Ugh...it’s 7:15 (time). I need to go upstairs (space) and quickly brush my hair and get dressed (time and pace). My lunch is on the kitchen counter (space). I need to remember to put my book in my backpack.

Creating Episodic Future Memory vs Semantic Memory

“Ready for School!”

When Homework is Not Being Done

• Academic—work is not understood, is too hard or too lengthy for the student’s working speed

• Organizational—getting it home, getting it done, getting it back

• Motivational—burnout, overload, too much failure, frustration with tasks

• Situational—unable to work at home, too many other activities, no materials available at home for the assignment

• Personal—depression, anxiety, family problems, etc.

• Take a photo of the Homework
• Print and Provide a copy to the student
• Ask the student to highlight tasks as they are reviewed and materials are packed in the backpack
• Have the student MIME their actions

• Bookmark Teacher Websites for Easy Access
• Create a Homework Recording Sheet for Web Based Homework Postings

• Bookmark Teacher Websites for Easy Access
• Create a Homework Recording Sheet for Web Based Homework Postings

Create a CLASSES “folder” on Student’s Device to Quickly and Easily Access Teacher Web Pages

To Learn How to make folders: http://www.imore.com/how-create-folders-add-apps-your-iphone-or-ipad

Homework Jogger List
Language Arts:

• Words/Write
• Work sheet
• Sentence
• Double Word Worksheets
• Writing
• Study for Test
• Have something signed by mom

Cognitive Connections
Academic Planner
Available for Purchase at www.efpractice.com

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Today is.......

Due:

Read:

Do:

Study:

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Strategies for Improving Executive Function Skills to Plan, Organize, and Problem Solve for School Success

Remind App to Text Homework to Students and Parents

Increase the Spatial Temporal Window for the Future Homework Space

EXECUTIVE FUNCTION: CLOSING THE HOMWORK CIRCLE

Creating a Homework Space and Process

The “Power Off” Homework Zone

- A quiet non-distracting zone for completing work that does not require technologies
- Goal: teach child to internalize efficiency and productivity tied to decreasing levels of multitasking and engaging in periods of focused activity
- No technologies present

EXECUTIVE FUNCTION: CLOSING THE HOMWORK CIRCLE

Creating a Homework Space and Process

Closing the Homework Circle

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The “Homework Office” – Elementary

• Create Portable Dashboards with Cardboard presentation boards

Reduce the Materials Hunt
Try Seat sacks for Younger Kids
http://www.seatback.com/practicalclassroomstorageseatback.aspx

Try Picking a Unique Space
• Study forts
• Bathtub studying – No water of course!
• Swings

Swings:
especialneeds.com
IKEA.com
Amazon.com

Managing Distractions: Creating Time Savers

Theraband
Bouncy Bands
Hokki Wobble Stool
Fidget Rings

The Get Ready*Do*Done Homework Space
Late Elementary, Middle and High School

1. Solve each Problem
2. Color in the Path

Turn in - red basket

Use a Student’s Homework Assignment

Get Ready

D

Done

Use formula to multiply:
W x h = Area

Label answer

Get Ready

D

Done

- Use formula to multiply:
- W x h = Area
- Label answer

Turn in - red basket

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Turning In Homework

"Power On" Zone: Area Where Technology is Used

1. Have a tool which will show the student the sweep of time
2. Limit the space to just a single technology
3. Ideally it is well lit, is in a quiet area and preferably not the bedroom
4. This space should not be "so comfortable" that the student feels comfortable enough to spend hours there
5. If it feels like a "work" space, "work" is more likely to be accomplished.

"Power On" Zone: Make use of unique spaces

Controlling Internet Distraction

- Windows: www.getcoldturkey.com
- Chrome Add in: anti-social
- Chrome Add in: Stay Focusd
- Mac: SelfControl: visitsteve.com/made/selfcontrol/
- Mac: Macfreedom.com

When a student tells you: "But I DO Study Better With Music On!"

Try
- A Sound Maker or Online white noise
- Focusatwill.com
- Pandora Radio (** try creating a station called 'Focus'. )
- SONGZA app
- Spotify – Genre/Mood – Focus – Homework Songs
- Nosil.com
- Coffitivity.com

Readability

This is a great little ‘add in’. If you go to a web page and you want to read the content but not be distracted by all the ads around it, just click readability. It will remove all the ads so you can just get the content.
### BeeLine Reader – Great for Kids with poor visual tracking

**HOW IT WORKS**

Ever wonder why stop lights use colors and not words? It's because the human brain processes color very quickly—much more quickly than it can process words.

BeeLine Reader uses the same principle to make reading easier and faster. With BeeLine Reader, the color of the text guides your eye across and between lines, eliminating line transition errors (accidentally skipping or reversing lines) and making reading faster, easier, and more efficient.

BeeLine Reader is helpful for readers of all levels—from young readers to graduate students and beyond. Readers with ADHD, ADD, and visual difficulties may some of the largest benefits from BeeLine Reader, with speed increases that can top 400%. How much will BeeLine Reader help you? Try the BeeLine Reading Challenge and find out!

### Closing the Homework Circle

#### MAKING TIME VISIBLE

Executive Function Skills: Closing the Homework Circle

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### Start with The End in Mind

**What does Time look like?**

The **Wall Clock**
- Have Analog Clocks in the Room – Make sure they are not Roman Numerals!
- Make sure they are at eye level of the child!

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**The Working Clock: Planning Time**

**Shade * Mark * Check**

**Draw How Much Time The Student Has**
**Identify/Sketch The “Future Picture Image”**
**Is time Fixed or Flexible?**
**Factor in time to ‘Get Ready’ and ‘Get Done’**

Create Time Markers:
- **Start Time**
- **Stop Time**
- **Mid Point**

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### Learning to Think in Time Markers

**Start Bedtime Routine:**
- Brush Teeth and Wash Face
- Change into Pajamas
- Lay Out Clothes for Tomorrow
- Set Alarm Clock, In Bed

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### The Time Tracker Program

**www.efpractice.com**

- **TRACKNETS:** Individual magnets with prompts for tracking start, check and stop times for up to 3 different tasks or parts of task in one hour. A Time Robber magnet to identify and remove distractions that might be “stealing” one’s time from a task.
- **My Power Clock:** An easy set count down timer. Can be set on music or vibrate modes to reduce sensory overload.
- **The Analog Clock:** A magnetized, non-ticking analog clock to plan and self-monitor time to complete tasks.
Creating Visual Time Markers
Tracknets™
www.efpractice.com

The Mid Point Check In

• How am I doing at this Mid Point time Marker?
  • Am I still focused on the goal?
  • Has my priority changed?
  • Am I still answering the question?

• Do I have any time robbers?
  • Identify
  • Remove
  • Re-Plan

• What are my Time Savers?

• Do I need to change my pace?

Sketch, Mark, Check

Elementary

• It is 4:15 pm
• Mark must do homework for 30 minutes per night.
• Tonight he needs to spend 10 minutes on a math worksheet on Fractions.
• He then has to write sentences for 6 spelling words.

Create Time Markers!

If a student has 40 minutes to study 16 history terms, have her create a checkpoint at the 20-minute mark to see that the pace of memorizing at least 8 terms has been achieved. Many students report that this process gives them confidence and makes them feel more in control.

Students can mark checkpoints on their work that match their midway checkpoints on the clock. For example, this student shades in the 30 minutes on the clock that she plans to spend reading 5 pages in her textbook. A post it note is placed on page 3 of the assignment to mark her mid point goal. She places a corresponding post it note at the 15-minute checkpoint on the clock. When the timer sounds at the 15-minute checkpoint, she can compare her mid point plan with her actual performance to self monitor her pace.

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Strategies for Improving Executive Function Skills to Plan, Organize, and Problem Solve for School Success

Independent Imagery: MIME Daily Time

How we move through space influences how we think about time. Because we can physically navigate through space but not through time, we tend to use the former to think about the latter and not vice versa.

When people think about events in the past, they lean back slightly. When imagining the future they lean forward.

www.efpractice.com Use code lect10 for 10% discount

Ancient Egypt Time Line Landmarks

On an index card carefully draw a colorful picture representing your topic. At the top of the card write the "topic" and date. Below the picture write two or three sentences explaining your topic. Your sentence should state who or what the card is about and describe what’s most important to know about this person, place or event.
Sketch costumes for at least three characters in the novel. Each character needs 2 costume changes. For each drawing, explain why the outfit, accessory, color is appropriate to its owner. How is the apparel useful or necessary in particular settings or situations?

Episodic imagery reduces impulsivity in intertemporal decision-making.

Write a well-structured, multi-paragraph essay summarizing three Greek myths (you may choose ones we have read together) and describe what natural phenomenon they explain.

Future Sketch: This is what it will look like...

Greek Myth #1 - Summarize

Greek Myth #2 - Summarize

Greek Myth #3 - Summarize

Phenomenon explained: To Calm a Fear

Phenomenon explained: Answer a science question

Phenomenon explained: Good vs Evil

Get Ready

Clean the basement

Get my sleeping bag and pillow

Shuffled Animal

Popcorn

Sundae

Ice cream

Sprinkles

Whipped cream

Cherries

Nails:

Nail Polish Remover

Nail Polish

Pens

Paper Towels

Sleepover Host

Get Ready

Sleepover Host

Do

Sleep in the Basement!

Watch a movie!

Paint our nails and do nail art

Make sundaes!

Done

Get Done

Clean Up the basement

Put away sleeping bag

LONG TERM PROJECTS

Executive Function Skills: Closing the Homework Circle

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**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 an oral presentation to the class.

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**Breaking Large Projects into Manageable Pieces**

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**Photocopy And Reduce The Packet To 25% Of It’s Original Size**

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**Closing the Homework Circle**

Executive Function Skills: Closing the Homework Circle

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**Preparing for Exams**

Executive Function Skills: Closing the Homework Circle

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"Study for the Test next Friday"

- Parents complain kids do not know what “study” means.
- Students equate “study” with memorize and don’t want to start memorizing until the night before.
- Students tend to also equate “study” with just ‘looking over’ their notes.

### Study Pie

- Review with a friend or parent: 5%
- Review Old Test: 5%
- Look over Review Sheet and Organize Notes/Study materials: 20%
- Prioritize Studying: What do you know? 20%
- Study and Create Mnemonics: 30%
- Study and Memorize: 30%
- Review Test!!!: 5%

### Study Pie Chart

- Review with a friend or parent: 5%
- Review Old Test: 5%
- Look over Review Sheet and Organize Notes/Study materials: 20%
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- Study and Create Mnemonics: 30%
- Study and Memorize: 30%
- Review Test!!!: 5%

### Study Pie Table

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<tr>
<td>Review Test!!!</td>
<td>5%</td>
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### Study Pie Chart Diagram

- Review with a friend or parent: 5%
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- Look over Review Sheet and Organize Notes/Study materials: 20%
- Prioritize Studying: What do you know? 20%
- Study and Create Mnemonics: 30%
- Study and Memorize: 30%
- Review Test!!!: 5%

### Study Pie Chart Description

- Review with a friend or parent: 5%
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- Look over Review Sheet and Organize Notes/Study materials: 20%
- Prioritize Studying: What do you know? 20%
- Study and Create Mnemonics: 30%
- Study and Memorize: 30%
- Review Test!!!: 5%

### Studying For Tests: Look Back

- What was my Grade on the last test?
  - Strengths and Things to Change Next time:
    - *See attached test self analysis
    - What was the format of the test?
    - Teacher Style?
      - Broad vs. Detailed Oriented
      - Where did he/she ask the most questions from?
        - Homework? Textbook? Class notes?
    - How had I prepared? What worked? What would I not repeat?
    - Utilize online resources associated with text books for study guides and practice exams

### Test Format?

- On the Crucible
  - 20 – Vocab: Fill in Blank
  - 10 – Theme
  - 40 – Analytical Essay
  - 10 – Reflection
  - 20 – Grammar

- Picky! Wanted lots of specific details!
- Really Hard! Had to know both noun and verb examples

### Teacher Style

- “She wants details!”
- Not picky! WANTS BIG concepts but to have several arguments to support answer. The questions on the exam were confusing! Different than how I studied! I got mixed up – even though I knew the information!
- Same as the Guided Reading questions on the Homework!

### Studying For Tests: Prioritize Study Time

- Prioritize Study Time:
  - Know
  - Sort Of Know
  - No Idea

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AudioNote for taking Notes on Mac, iPad

Online Companion Websites To Text Books

Quiz Flashcards
- Flashcards Deluxe App
- gFlash+ on Android
- Quizlet – (try the scatter game!)
- Study Stack
- Funnelbrain
- Flashcard Machine
- Memorize.com

To ‘Stick’ to One App
Enable ‘Guided Access’ on your ipad or iphone
Settings>General>Accessibility>Guided Access

Try the ‘Wite-Out’ Correction Tape to Quickly remove labels

LINK Strategy by Edwin Ellis

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Strategies for Improving Executive Function Skills to Plan, Organize, and Problem Solve for School Success

Pic Collage App for Studying Vocabulary Terms

Cyrus McCormick
Cyrus McCormick, the "Father of Modern Agriculture," made one of the most significant contributions to the United States' prosperity in the 1800s. His invention of the reaper (1831) saved farmers endless hours of labor and made it possible for farmers to grow more food. McCormick spent ten years making improvements.

Word | Definition | Reminding Story | Picture
--- | --- | --- | ---
Fester | Become infected to the form of pus | I rode the ferris wheel at the festival and cut my leg. But I did not wash it out and it became infected and super puffy with green ooze and festered. | 

Reminding Word or A Smaller Word It Looks Like or Sounds Like: Infected "Fester" Ferris

How About These Words?

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<th>Term</th>
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<td>Abasement</td>
<td>humiliation; degradation</td>
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<td>Abrogate</td>
<td>Cancel, Deny, Repeal</td>
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Use Colored Markers to Create Study Guides

Playdough to 'Mold' Ideas to Memory

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Strategies for Improving Executive Function Skills to Plan, Organize, and Problem Solve for School Success

Movement and Memorization

NonVerbal Working Memory and Test Preparation
Sketch the Essay Question!
Be prepared to describe the problems laborers faced in factories/mines.

Factory workers had to face long hours, poor working conditions, and job instability. The only light present was the sunlight that came through the windows. Machines spit out smoke and in some factories, workers came out covered in black soot by the end of the day. Work was often monotonous because farm work tended to be more flexible and offered a variety of work tasks. It was also strictly regulated. Working hours were long averaging at least ten hours a day and six days a week for most workers, even longer for others. This was hard manual labor that seldom gave employees any pause for rest during their shift. There was no nationally mandated minimum wage until 1938; railroad workers in the 1880s could expect to make about 10¢ an hour. Women received one-third or sometimes one-half the pay that men received. Children received even less.

Plan My Study Time

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<td>Make Flash</td>
<td>Memorize/</td>
<td>Test!</td>
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<td>Cards/Crazy</td>
<td>Practice Terms</td>
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<td>What to Study</td>
<td>Tools</td>
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Teaching Study Skills

Day 1: Look Back: Review Old test and set goals for the this test/quiz
Day 2: Create or receive a study guide
Day 3: Use the study guide and have students organize their notes and materials in an order that corresponds with the study guide
Day 4: Have students read through their notes and the study guide and identify “what I know, What I kind of know, No Clue”

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Teaching Study Skills

Day 5: Read through the notes/study guide and create mnemonics/crazy phrases/flashcards/reminder words, etc. for those terms that are looking hard to memorize.

Share ideas in class. Have students rotate through study stations (Make a flashcard; Quiz a friend; Share a Study Phrase; Draw a Picture; Fill in the Blanks)

Day 6: Independent studying and memorizing of the terms

Day 7: Be quizzed by a parent/adult/peer

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Give Students Points For Showing Proof Of Active Studying:

- Show flash cards
- Parents sign off that they quizzed their child
- Produce a mnemonic
- Creation of a “wipe off” study guide using a plastic sleeve protector
- Creation of a song
- Reminding Word/Sounds Like: LINC*
  - Edwin Ellis: Teaching Learning Strategies to Adolescents and Adults With Learning Disabilities
- Crazy Phrases: Brain Cogs by Fablevision
- Board Games
- Bingo Games

4 Pumpkins were sitting on the wall. A “trick or treater” knocked one down. How many are left?

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<td>4</td>
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Math Tips

Executive Function Skills: Closing the Homework Circle

Elmer Fudd decided to grow a garden so he could make salad. He wants to make it 10 m long and 4 m wide. However, in order to avoid Bugs Bunny from entering his garden he must make a fence surrounding the garden. He decides to make the fence 10 m long and 5.0 m wide. What is the area between the fence and the garden?

Skill/formula/computation we are learning in math: Area = length x width

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Math Operation Terms

<table>
<thead>
<tr>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>Subtract</td>
<td>Multiply</td>
<td>Divided</td>
</tr>
<tr>
<td>Add</td>
<td>Minus</td>
<td>Product</td>
<td>Quotient</td>
</tr>
<tr>
<td>Altogether</td>
<td>Plus</td>
<td>Dividend</td>
<td>Per</td>
</tr>
<tr>
<td>Combine</td>
<td>Combine</td>
<td>Quotient</td>
<td>A (As In Gas Is $3 A Gallon)</td>
</tr>
<tr>
<td>How Many</td>
<td>More Than</td>
<td>Rate</td>
<td>Percent (Divide By 100)</td>
</tr>
<tr>
<td>More Than</td>
<td>Less Than</td>
<td>Temperature</td>
<td>Divided By</td>
</tr>
<tr>
<td>Total</td>
<td>In All</td>
<td>Difference Of</td>
<td>Parts</td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>How Many Are Not</td>
<td>Same Number</td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>Product</td>
<td>Half</td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>Multiplied By</td>
<td>Quarter</td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>By</td>
<td>Share</td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>Times</td>
<td></td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>Of</td>
<td></td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>Each Group</td>
<td></td>
</tr>
<tr>
<td>In All</td>
<td>Sum</td>
<td>If Each</td>
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A Great Math Dictionary for Kids:
http://www.amathsdictionaryforkids.com/dictionary.html

Dysgraphia and Math:
Use Clear Mailing Labels to Create ‘mini graph paper’

Executive Function Skills: Closing the Homework Circle

MANAGING PAPERS
Executive Function Skills: Closing the Homework Circle

Closing the Homework Circle

Paper Management:
The Younger Student

1. Ask the parents to support the student in beginning to know what types of materials come home

2. How to make a decision about what to do with those materials

Test Treasure Trash Think on It
I need to keep this.

Something Special
(A book report, Special Project)

Papers that I did but there is no reason at all to keep them

I don’t need it for a test but I don’t want to throw it away just yet!

The HW Folder – 4 Pocket Folder

1. Graded Work
2. Homework To Do Tonight
3. Homework Due Tomorrow
4. Due Later

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A Homework Pocket in 3 Ring Notebooks

Paper Management: The Older Student
The Working Binder, Everything Binder & The Storage Binder System


Paper Management: The Older Student
The "Working" Binder

Paper Management: The Older Student
The "Storage" Binder

A ‘Homework’ Idea for You

- Ask students to take the essential items of their backpack out and lay them on the floor
- Then have the student group like items together
- Have families take a photo of the items and print/email you the picture
- Laminate and create ‘backpack’ tags for students so they can ‘match the picture’ when it is time to go home!
Managing Materials: Have Students Use Devices to Create an Album of Materials

Material Management

To Easily Mark Up and Print Pictures
Try the App:

Skitch

Middle School: What does Ready Look Like?

Teaching Students HOW to Create To Do Lists

Check Out our Pinterest Board
Cognitive Connections

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