

# **Session 6:**

## **Planning & Time Management**

# Parent Summary: Planning & Time Management

## Session Overview

- ◆ Homework review
- ◆ Planning and Time Management
- ◆ Homework assignment

## Key Information

- ◆ Meta-cognitive skills are the skills we need to be aware of, think about, and reflect on our knowledge, learning and cognitive processes.
- ◆ Planning is about assessing a situation and figuring out the steps you need to take to meet a goal or reach a desired outcome.
- ◆ Time management is specifically about planning and using time effectively.
- ◆ Planning requires several basic steps:
  - ✦ Evaluating a situation and deciding on a goal.
  - ✦ Breaking a goal or task into steps.
  - ✦ Deciding on the best sequence in which to do the steps.
  - ✦ Scheduling the steps to achieve the goal or finish the task within a certain amount of time.
  - ✦ Prioritizing any steps or tasks, as needed in the circumstances.
  - ✦ Determining what resources are required to complete the task/goal (e.g., materials, information, supports, etc.).
  - ✦ Finalizing the plan.
  - ✦ Adapting the plan, as necessary.
  - ✦ Evaluating how the process went, your own performance, and the outcomes. For instance:
    - ◆ How did I do at this task?
    - ◆ Was I successful in meeting my goals?
    - ◆ If not, what got in the way?
    - ◆ Do I need to try again?
    - ◆ Do I need to seek help or look for further information or strategies?
    - ◆ What's next?
- ◆ Children who struggle with planning skills might:
  - ✦ Have difficulty breaking tasks into smaller chunks or steps.
  - ✦ Struggle with sequencing and/or prioritizing.
  - ✦ Have difficulty setting goals.
  - ✦ Have difficulty getting started (because they don't know where to start).
  - ✦ Struggle to complete tasks and/or need frequent prompting.
  - ✦ Have difficulty thinking ahead and anticipating consequences.
  - ✦ Struggle with problem solving.

- ✦ Feel mentally “foggy” – e.g., have little sense of the sequence, timing, or goals for the day.
- ✦ Struggle to estimate the time required to complete tasks, routines, etc.
- ✦ Have difficulty scheduling tasks, which contributes to problems such as missing deadlines, rushing to complete things last minute, etc.
- ✦ Have difficulty being on time (e.g., frequently being late, rushing to get out the door on time, etc.).
- ✦ Be seen incorrectly by others as inconsiderate, irresponsible, immature, dependent, unprepared, lazy, and/or unreliable.
- ✦ Some of the key components for supporting planning skills include:
  - ✦ Scaffolding.
  - ✦ Providing tools.
  - ✦ Ensure they are not penalized for poor planning, given that it is a symptom of their disability.
  - ✦ Use PCPS to address ongoing problems related to poor planning.

### Homework Checklist

- Use the Planning Worksheet to choose one area of planning that is difficult for your child, and one strategy to address it.
- Choose one strategy from the Time Management worksheet to try this week.
- Work with your child to choose one tool from the Planning and Time Management Tools worksheet to try.
- After implementing these strategies and using the new tool during the week, take some time to complete the Planning and Time Management Reflection worksheet with your child shortly before the next session.

**\*Note:** Consider choosing the strategies and tool with your child, and/or ask for their ideas about strategies you would like to try.

## Handout: Activities

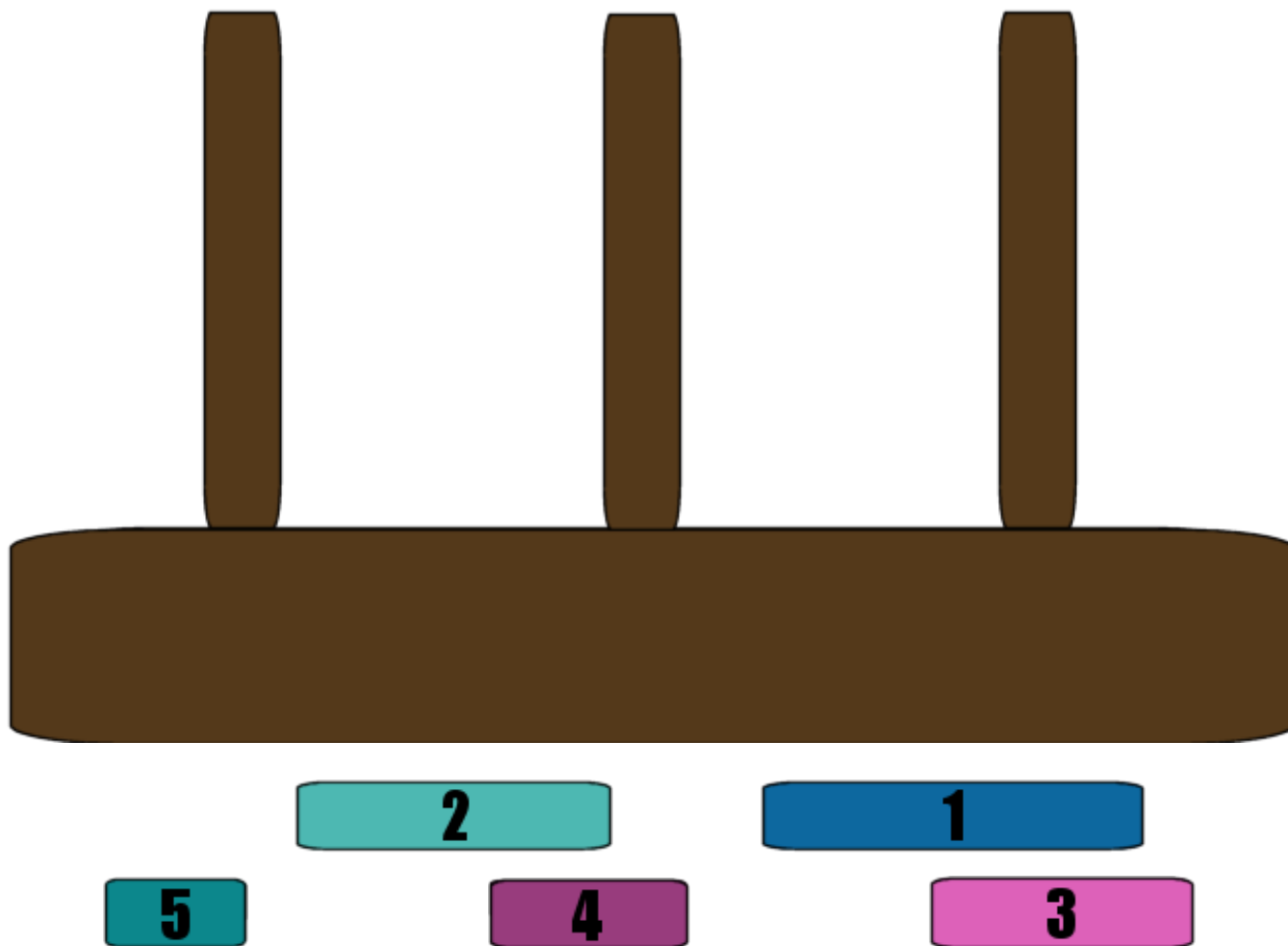
### ACTIVITY 1

#### Objective:

- ◆ Move all of the pieces from the left post to the right post in as few moves as possible.

#### Rules:

- ◆ Move only one piece at a time/
- ◆ One move consists of removing the top disk from one peg and moving it to a different peg.
- ◆ Do **not** place a larger piece on top of a smaller piece.



### Activity 2 (10 minutes)

What steps did you need to take to complete the Towers task successfully? Use this information to develop a *general* set of steps that would be needed to complete the task successfully.

### Activity 5 (10 minutes)

Look over the Time Management worksheet with your group. Come up with 2-3 "other" strategies that other families may find helpful. Your group will share these strategies after the small group discussion.

## Worksheet: Planning Skills

Check off any areas that you know your child struggles with, along with any strategies listed that you know are helpful. Mark any other strategies that you would like to try. Choose 1 to try this week.

### Scaffold Planning Skills

- How to set goals – e.g., SMART goals.**
  - Specific** (detailed vs. vague – i.e., *exactly* what is the outcome they want)
  - Measurable** (think in numbers – amounts, times, ratings, grades, etc.)
  - Achievable** (make sure the goals are realistic and/or start with smaller sub-goals)
  - Relevant** (meaningful to child) and/or rewarding.
  - Time-bound** (make sure you have a deadline)
- How to break a task or project down into steps.**
  - Have your child think about a time they've done this task or a similar task.
    - Help them think through each step they took (fill in gaps as they go, if necessary)
  - Have your child try to imagine doing the task, one step at a time (ask questions if they get stuck).
  - Have your child walk through a routine or task with you and track the steps they take.
- Deciding on the best sequence for steps/activities required to complete a task or goal.**
  - Are there certain steps that can't be done until an earlier step is completed?
  - Are there certain steps may take longer, and therefore may need to be started earlier?
  - Are certain steps are causing them more anxiety than others? If so:
    - Do they do best when they get high-stress tasks out of the way quickly?
    - Do they do best when they begin with easier steps to get themselves started?
- How to prioritize tasks.**
  - Are some parts of an assignment or course worth more than others?
  - Do some tasks contribute more value to the final goal than others?
  - Are some aspects of a goal more important to them than others?
  - Is one task more important to future goals than another task?
  - Are there time or resources limitations (e.g., a time limit? A budget?)
- What resources are required?**
  - Are there specific materials they need? If so, how do they get them and when do they need them?
  - Is there information they need to carry out the steps? If so, when and where will they obtain it?
  - Do they need any supports, accommodations, etc.? If so, how do they get them?
  - Do they need to do any steps in a specific place, using specific equipment, etc.?

## **Scheduling**

- Is there a deadline? (If not, they should create one.)
- How long do they need to complete each step?
- When exactly will they work on each step?
- Do they need to meet with other people?
- Do they need to reserve times to access specific resources (e.g., labs, equipment, etc.)?
- What other activities do they need to work around?

## **Finalizing a plan**

- Review their plan with a teacher, parent, group members, etc., as required.
- Create a useable checklist that outlines each required task, detail, etc.
- Input scheduling information into a calendar.
- Schedule periodic reviews of their progress.
- Record important information (e.g., where to access resources, contact information, etc.).

## **Adapting plans as required**

- How will they know if they need to adapt their plans?
- If they struggle with shifting, coming up with alternatives, etc. who can help them with this?

## **Evaluating process and outcomes**

- What did they learn from this experience?
- What worked well/not well? Why?
- What was easy/difficult? Why?
- Did the goal come out as expected? Why/why not?
- Did they meet their deadline? And why/why not?
- What might they do differently next time? (Be specific. Make a note of details somewhere.)

## **Use fun, exciting, or engaging projects and goals to develop planning skills**

- |                                |                              |                  |
|--------------------------------|------------------------------|------------------|
| ✓ Throwing a party             | ✓ Getting a driver's license | ✓ Meal planning  |
| ✓ Redecorating their room      | ✓ Getting a pet              | ✓ Shopping trips |
| ✓ Saving for a big-ticket item | ✓ Going on a trip/vacation   | ✓ Baking         |

## **Practice skills with games**

- ✓ Family games, such as Quirkle, Scotland Yard, Forbidden Island, Kingdomino, Catan, Animalogic, etc.
- ✓ Online puzzle games on math websites, such as mathisfun.com (e.g., Tower of Hanoi, All Out).

## Worksheet: Time Management

Check off any strategies that are helpful to your child and mark any that you would like to try. Choose 1-2 strategies to try this week.

- Help Your Child Develop Their Time Estimation Skills.
  - Record your child's estimate of how long it will take to do a project, routine, or task.
  - Track the time your child *actually* takes to do that project, task, or routine.
  - After a period of time, review the information together to see how close/far their estimates are.
  - Help your child use that information to learn to adapt their estimate based on actual outcomes.
- Make sure your child knows their daily schedule. Keep it posted or available where they will see it.
- Use visual aids to keep help your child follow routines (e.g., transitional routines). See "Sample Tools."
- Use alarms with different tunes or voice prompts for different routine tasks.
- Teach your child *never* to turn off an important alarm before the task is done.
- Teach your child to set multiple alarms for important events, tasks, etc.
- Use visual timers to help keep your child moving through each step of a task.
- Use timers to have your child do self-check-ins at specific time intervals during tasks. Or use a productivity App (e.g., Be Focused).
- Help your child appreciate how much time they have in their day. For example, have your child fill in a 24-hour circle to show how much time they spend in various activities. See "Sample Tools."
- Teach your child to specify times and/or days to do items they put on checklists and to-do lists, so they are more likely to get done.
- When using calendars, help and teach your child to:
  - Learn the benefits of different calendar layouts.
    - ✓ Daily views with time slots for scheduling events, classes, work periods, studying, etc.
    - ✓ Weekly views provide both details about each day, as well as an overview of their week.
    - ✓ Monthly views are helpful for planning for long-term goals, projects, etc.
  - Enter daily obligations, appointments, etc.
  - Use a bright colour for high-priority items/appointments.
  - Enter important information coming up early in the next calendar period, on the current calendar (e.g., on a weekly calendar, to enter a reminder of important Monday events somewhere on the prior week's calendar).
  - Include preparation and travel time when scheduling times to leave for meetings, classes, etc.
  - Anticipate and give themselves extra time for unexpected obstacles.
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

## Worksheet: Planning and Time Management Tools

Check off any tools you know are helpful to your child and mark any you would like to try.

Choose a tool to try this week.

### Calendars

- Try different types of paper-based and electronic calendars, depending on your child's age and personal preferences.
- Consider both pre-made calendars and more open-ended, personalized ones (e.g., personal printouts, Bullet Journals, etc.). See "Sample Tools" (near the end of the workbook for this session).
- Consider having a central family calendar (physical or electronic) that is easy to access.

### Apps and Devices

- Take advantage of gadgets to set alarms and reminders for each step of a plan.
- Experiment with Apps to gather and create and organize to-do lists, and reminders (e.g., Remember the Milk and Evernote).
- Look for Apps that help your child follow routines (e.g., Brili Routines).
- Consider an egg timer or visual timer Apps so your child can see how much time they have left.
- Consider health Apps that can help your child remember to take breaks, move, drink water, etc.
- Use Apps that allow you to coordinate planning across family members. (e.g., OurHome, Asana).
- Use Apps that help your child monitor their use of their time (e.g., Focus To-Do or Be Focused).
- Google Classroom (or other similar programs used by your child's teacher) – ask to be added so that you know if your child has not handed in an assignment or has a test coming up.
- Voice recorders can help your child make "mental notes" quickly, recording oral instructions, etc.
- Phone cameras can be used to create a record of visual aids, schedules, documents, assignments, etc.
- Scanner applications – these can quickly and easily create PDF documents using a device's camera.
- Keep your child focused on these Apps using Guided Access (iPhones), or screen pinning (Androids).
- \_\_\_\_\_
- \_\_\_\_\_

### Tools for Preventing Negative Outcomes

- Back-ups for important things, where they need them (e.g., medicine, keys, etc.).
- Sticky notes in strategic places (e.g., reminding them not to forget something on their way out).
- Day-of-the-week pill boxes.
- Checklists for transitions – as they get older, have them slowly take over creating checklists and/or make checklists more reflective (see "Sample Tools").
- \_\_\_\_\_
- \_\_\_\_\_



# Worksheet: Planning and Time Management Reflection

## PART 1: PARENT EXPERIENCE

### Planning Skills

Which planning skill did you focus on this week?

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Which strategy did you decide to try to address this skill?

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Describe your experience.

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### Time Management Strategies

Which time management strategy did you decide to try week?

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Describe your experience.

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### Planning & Time Management Tools

Which tool did you try this week?

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Describe your experience.

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## PART 2: YOUNG PERSON'S EXPERIENCE

Which planning strategy did you and/or your parent work on?

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### Strategy Ratings

How much effort did this strategy require from you?			
1	2	3	4
None	Some	A lot	Too much

How helpful was this strategy?			
1	2	3	4
Not at all	A bit	Somewhat	Very

Which time management strategy did you and/or your parent work on?

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### Strategy Ratings

How much effort did this strategy require from you?			
1	2	3	4
None	Some	A lot	Too much

How helpful was this strategy?			
1	2	3	4
Not at all	A bit	Somewhat	Very

Which planning or time management tool did you try?

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### Tool Ratings

How much effort did it take to use this tool?			
1	2	3	4
None	Some	A lot	Too much

How helpful was this tool?			
1	2	3	4
Not at all	A bit	Somewhat	Very

# Sample Tools

## Calendars, Schedules, and Planners

Schedule for the week of: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							

Coming Up Next

Month/Year: \_\_\_\_\_.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

**NOTES & REMINDERS:**

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Schedule for day of: \_\_\_\_\_

Time	Activity
8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
12:00	
12:30	
1:00	
1:30	
2:00	
2:30	
3:00	
3:30	
4:00	
4:30	
5:00	
5:30	
6:00	
6:30	
7:00	
7:30	
8:00	
8:30	
9:00	
9:30	
10:00	

To-Do List for the Week of: \_\_\_\_\_

**Monday**

✓	To Do

**Thursday**

✓	To Do

**Tuesday**

✓	To Do

**Friday**

✓	To Do

**Wednesday**

✓	To Do

**Weekend**

✓	To Do

**Due Next Week**

Assignment/Test	Day Due

Planner for the Week of: \_\_\_\_\_

**Monday**

<b>Critical (Tests &amp; Assignments Due):</b>
<b>Prep For Upcoming Due Dates:</b>
<b>Routine Assignments, etc.:</b>
<b>Appointments &amp; Activities:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

**Tuesday**

<b>Critical (Tests &amp; Assignments Due):</b>
<b>Prep For Upcoming Due Dates:</b>
<b>Routine Assignments, etc.:</b>
<b>Appointments &amp; Activities:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

**Wednesday**

<b>Critical (Tests &amp; Assignments Due):</b>
<b>Prep For Upcoming Due Dates:</b>
<b>Routine Assignments, etc.:</b>
<b>Appointments &amp; Activities:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

**Thursday**

<b>Critical (Tests &amp; Assignments Due):</b>
<b>Prep For Upcoming Due Dates:</b>
<b>Routine Assignments, etc.:</b>
<b>Appointments &amp; Activities:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

**Friday**

<b>Critical (Tests &amp; Assignments Due):</b>
<b>Prep For Upcoming Due Dates:</b>
<b>Routine Assignments, etc.:</b>
<b>Appointments &amp; Activities:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

**Saturday**

<b>Academic To-Do's:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

**Sunday**

<b>Academic To-Do's:</b>
<b>The Rest of My Life:</b>
<b>Misc. Notes:</b>

## To-Do Lists

✓	To Do

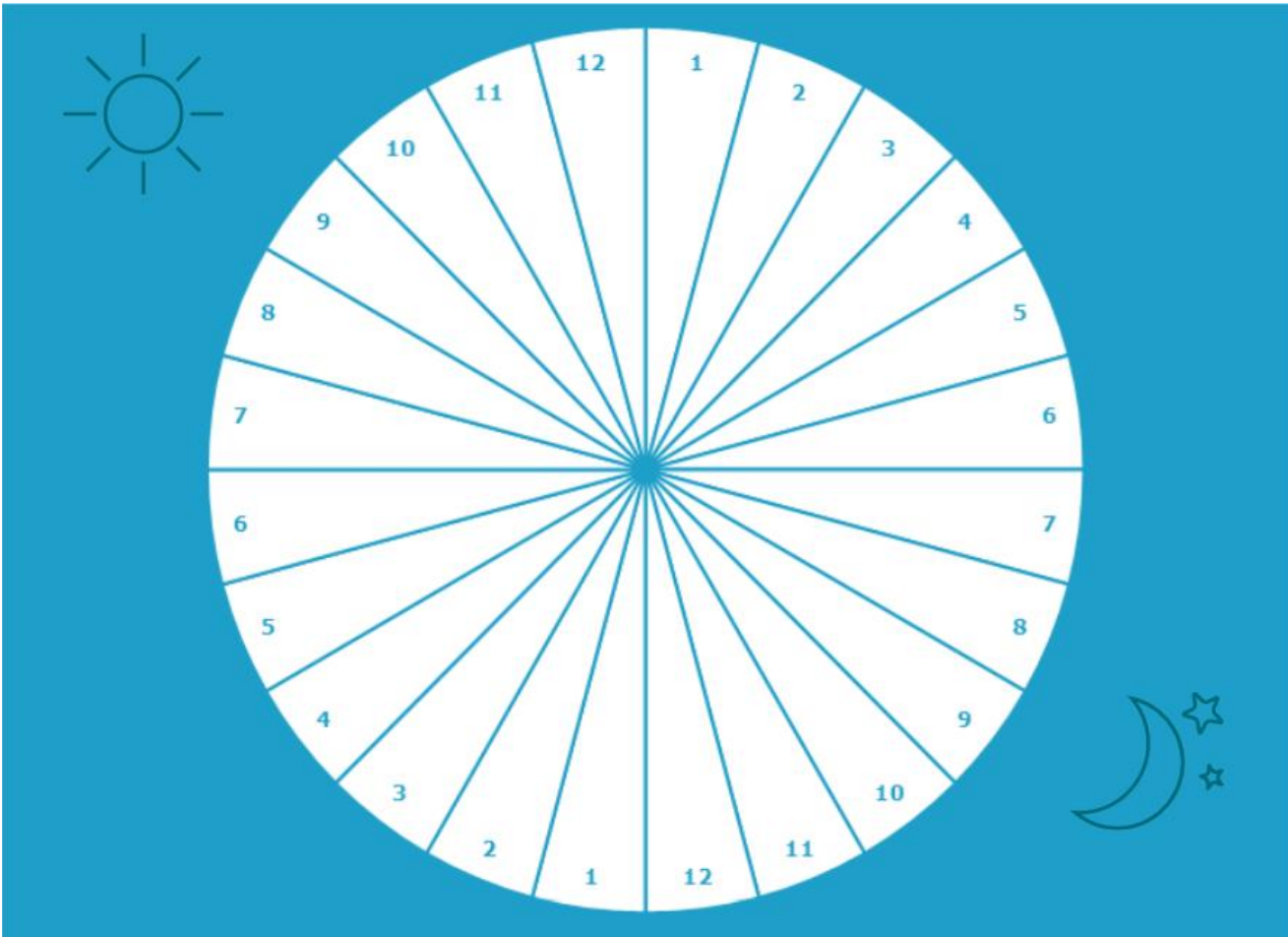
✓	Time	To Do

### Subject:

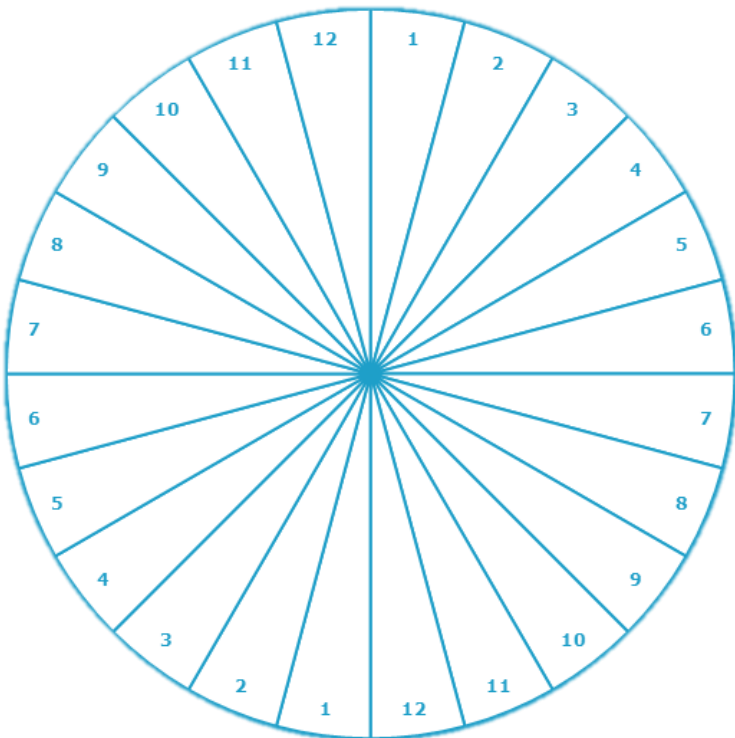
✓	To Do	Due Date



# 24-Hour Day Circle













Low-ink/printer-friendly 24-hour day:










## Routine Visuals

### Sample Visual Schedule for Morning Routine

<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

### Sample Visual Reminder for Morning Routine

<input type="checkbox"/>  <b>Wake Up</b>	<input type="checkbox"/>  <b>Get Dressed</b>	<input type="checkbox"/>  <b>Take Medicine</b>	<input type="checkbox"/>  <b>Eat Breakfast</b>
<b>7:00 a.m.</b>	<b>7:10 a.m.</b>	<b>7:20 a.m.</b>	<b>7:30 a.m.</b>
<input type="checkbox"/>  <b>Brush Teeth &amp; Hair</b>	<input type="checkbox"/>  <b>Pack Lunch into Bag</b>	<input type="checkbox"/>  <b>Put on Coat &amp; Shoes</b>	<input type="checkbox"/>  <b>Leave for School</b>
<b>8:00 a.m.</b>	<b>8:15 a.m.</b>	<b>8:20 a.m.</b>	<b>8:30 a.m.</b>

## Sample Reflective Checklist for Morning Routine

✓	To Do Before Leaving
	What day is it today?
	What do I need for each of my classes today? (Check agenda for reminders.)
	What am I doing for lunch? Do I have what I need?
	Do I need anything for activities or appointments after school?
	Did I take my medication?
	Do I have my phone and charger?
	Do I have my keys?
	Do I need anything extra for today's weather? (Check highs/lows and for rain/snow.)