

Executive Function skills: Organizing

Struggles:

Keeping track of materials

- From school to home
- From home to school
- Class to class (different teachers, with different expectations and procedures)
- Knowing where assignments are and where to turn them in (different teachers, with different expectations and procedures) and
- Ability to locate what is needed, knowing what is needed (Smith-Myles, 2016)
- Inability to design an effective system independently

Maintaining order

- Thinking – sequencing ideas and thoughts when talking
- Space – Fitting everything into a set space (backpack, room, desk, locker, gym locker)
- Time – knowing how much need to be or can be completed in a given time frame (period, block, hour, day, evening)
- Inability to maintain a system independently once designed

Intervention options:

- Assignment sheets and notebooks: ***not just the school issued*** – allow the student to view multiple options and choose what they prefer. Or, allow the student to develop their own system to track assignments.
- Take a picture of the final product so the student knows what “organized” looks like.
- Have a model desk for student to use as a reference when beginning new activities, assignments, or tasks. This desk has ONLY the materials needed for the activity on the desk as a model for the class.
- Work with the student to develop an organization system for materials, lockers, desk, backpack with visuals to support: [\(antecedent based intervention\)](#)
 - Color coded folders and notebooks
- Have a backpack for each block of the day with the needed materials (Smith-Myles, 2016)
- Have a stash of extra materials in each room with a designated location (simple paper, pencils, calculator, highlighter) work with the teacher and student to designate the location
- [Visual](#) checklists with pictures of final product for organization, help develop lists for home as well
- Encourage students to take notes in HOME and SCHOOL colors to assist with differentiation between teacher and personal notes
- Develop a system for color coded (with highlighters or post its) for notetaking or organization within a planner (assign each class a color)
- For teachers with binders, use color coded dividers and place a colored dot on the tops of papers for the different colored sections of the binder
- Prime student for materials needed and have student develop the list [\(antecedent based intervention\)](#)
- **PAIR ORGANIZATION WITH REINFORCEMENT!** Lack of organization can be tied to a lack of motivation.

Resources:

- [Assignment sheet with due date, turn in date, parent/teacher signature](#)
- [Free printable homework charts](#)

- [Secondary homework chart for individual class](#)
- [Secondary charts: assignments, quarter planners, semester, & weekly](#)
- [How to do post-it notes on your windows desktop for lists](#)
- [Google keep – create to do lists and posts its that link between your google account and device\(iPhone, android tablet, iPad\)](#)
- [PBIS World: Organization](#)
- [PBIS World – Data tracking resources](#)
- [Forced Choice Reinforcement Survey](#)

Apps:



POW – makes visual to “match the picture”



Skitch - makes visual to “match the picture”



Istudiez - The weekly and monthly overviews on the interactive calendar can help keep track of due dates and group study sessions, and the app’s Cloud Sync integration assures that all compatible devices can access the same scheduling information.



Ihomework (\$1.99) - Assignments can have title, due date, reminder, a grade, notes, and you can even add a partner. Once entered, assignments can be viewed by day, week, or course.



iRewardChart Lite (iPad free) – this chart allows parents to choose the “other” category within the app to reward students for achieving set organizational goals



Complete Class Organizers (\$4.99) – This apps allows students or organize classes but also allows students the ability to take notes, record lectures, and track grades.



My Video Schedule – Great app for video models that has administrator and student access

References:

Smith-Myles, B. (2016) Individuals with ASD who present with behavior and executive function

challenges: practical solutions. [training handout]. *Indiana Resource Center for*

Autism: Indiana Institute on Disability and Community. Bloomington, IN.

Ward, Sarah. (2016) Executive Function Skills in the Classroom. [training handout]. *Indiana Department of Education,*

Indiana IEP Resource Center. Indianapolis, IN.