ACTIVITIES · GRADES 3-8 · VISUAL SUPPORTS COLLECTION

EDITABLE

Executive Functioning



32 PAGES | PLANNERS + CHECKLISTS | 8 TOOL CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the pages and the cards

Print the student pages (pages 6–17): 6 What Do I Need? jobs, a break-it-into-steps page, 6 put-the-steps-in-order jobs, three planners, two checklists, a guess-my-time page and a weekly check-in.

Print the tool cards (page 19, or ink-saver on page 20) and cut them apart: 4 across, 2 rows.

2

Work it, then pick a card

Start with the sorting and order pages (pages 6–10), then the planners (pages 11–13) and the checklists and check-in (pages 14–17).

When a task feels big, the student picks a tool card and tries what it says.

3

Log it, roll it up, send it home

One row on the log (page 25) for each time the student picks a card: the task, the card, and whether the student finished it.

Total the week on the roll-up (page 26). Send the family page (page 28) home; the hand-off page (page 29) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 6 What Do I Need? jobs, a break-it-into-steps page, 6 order-the-steps jobs, a day plan, a week plan, a homework plan, two checklists (24 boxes), a guess-my-time page, a weekly check-in, 8 tool cards in color and ink-saver, 8 blank cards and the data pages behind them, with type-in fields on the name lines, writing lines, log, roll-up, family and hand-off pages. It works offline with no account.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not an assessment, a counseling program, a behavior plan or a clinical procedure. It follows no named method and promises no outcome; it gives a student, in pictures and short lines, things to try, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want the student to sort what a job needs	Pages 6–7
I want the student to break a job into steps and order them	Page 8; pages 9–10
I want the student to plan a day, a week or homework	Pages 11–13
I need the answers to the sorting pages	Answer key, page 24
A paraprofessional or another room takes over	Hand-off, page 29
A family conference or a check-in	Roll-up, page 26; filled example, page 27

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

PRACTICE

What Do I Need? 1

My name _____ **Today** _____

Circle what I need for each job.

1 I need to: Write a sentence



 pencil	 notebook	 ball	 umbrella	 guitar	 sandals

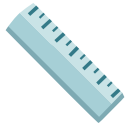
2 I need to: Make a paper collage



 scissors	 glue	 paper	 ball	 guitar	 umbrella

3 I need to: Draw a straight line



 ruler	 pencil	 glue	 umbrella	 ball	 guitar

PRACTICE

Break It Into Steps

My name _____ **Today** _____

Write one big job. Break it into small steps. Color a circle when a step is done.



My big job _____ **Due** _____

1 **Small step 1** _____ ○

2 **Small step 2** _____ ○

3 **Small step 3** _____ ○

4 **Small step 4** _____ ○

All steps done!

PRACTICE

Put the Steps in Order 1

My name _____ **Today** _____

Write 1, 2, 3, 4 in each circle to put the steps in order.

1  Do my homework



do the work ○



take out my work ○



check my work ○



read the directions ○

2  Pack up at the end of the day



put homework in my folder ○



line up at the door ○



read my list ○



zip my backpack ○

3  Write a story



read it over ○



plan it ○



write it ○



get an idea ○

CARDS

Tool Cards (Color)

Cut the cards. Read one out loud.



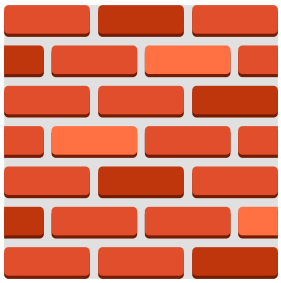
make a list

I can write my list.



set a timer

I can set a timer.



small steps

I can do one step at a time.



pack it up

I can get my things ready.



check my work

I can look it over.



ask for help

I can ask a question.



short break

I can take a short break.



just start

I can start with one step.

LOG

Tool Card Log

STUDENT _____ WEEK OF _____ PAGES OR CARDS IN USE _____

#	DATE	THE TASK (YOUR WORDS)	CARD PICKED	FINISHED IT? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A CARD

Write the task in the same short words each time, and the card word the student picked.

FINISHED IT

Y if the student finished the task, N if not. Count the Y rows on the roll-up (page 26).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TASKS WITH A CARD	FINISHED (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF TASKS FINISHED WITH A CARD · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 25): tasks with a card is the number of rows that week; finished is the number of Y rows. Finished divided by tasks with a card, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every mark on this page. One week on the log (page 25), then three weeks on the roll-up (page 26).

The log, week of 10/12 (5 rows)

#	DATE	THE TASK	CARD PICKED	FINISHED?	INITIALS
1	10/12	homework	make a list	Y	MR
2	10/13	project	small steps	Y	MR
3	10/14	backpack	pack it up	N	MR
4	10/15	reading	set a timer	Y	MR
5	10/16	math	check my work	N	MR

The roll-up, three weeks

#	WEEK OF	TASKS WITH A CARD	FINISHED (Y ROWS)	PERCENT	NOTES
1	10/12	5	3	60%	–
2	10/19	5	4	80%	–
3	10/26	4	4	100%	–

READING THE NUMBERS

Week one: 5 tasks with a card, 3 finished, 60 percent. Then 4 of 5 (80 percent) and 4 of 4 (100 percent). In all, 11 of 14 tasks. Each percent is that row's own count divided by its tasks.

A LINE THIS SHEET COULD WRITE

"With the planning pages and tool cards in place, Maya finished the task 11 of 14 times over 3 weeks; cards picked: make a list 3, set a timer 2, small steps 3, pack it up 3, check my work 3."

Cards picked, all three weeks

TOOL CARD	TIMES PICKED
make a list	3
set a timer	2
small steps	3
pack it up	3
check my work	3

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 tasks; the Y rows are the 11.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student. A real filled-in copy is a student record: initials only on anything that leaves your hands.