SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Executive Functioning Curriculum



31 PAGES | 11 PLANNING PAGES | 6-WEEK ORDER | GRADES 6-12

✦ BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4

Start Here — Three Steps
START HERE
4

01 Plan the Week

PAGES 6–10

Routine Poster (Color)
POSTER
6

Routine Poster (Ink-Saver)
POSTER
7

My Week
PLANNER
8

My Classes
PLANNER
9

Order My Tasks
PLANNER
10

02 Break It Down and Start

PAGES 12–16

Break Down an Assignment
PLAN
12

Work Backward From Due Date
PLAN
13

Before I Start Checklist
CHECKLIST
14

Time Estimate vs. Actual
PRACTICE
15

Materials Checklist
CHECKLIST
16

03 Look Back

PAGES 18–20

My Weekly Self-Check
TRACKER
18

What Got in My Way?
REFLECT
19

My Weekly Review
REFLECT
20

04 Teacher Pages, Data and Home

PAGES 22–30

Six-Week Order
REFERENCE
22

How to Use the Pages
REFERENCE
23

Planning Log
LOG
24

Weekly Roll-Up and Graph
TRACKER
25

Filled Example
EXAMPLE
26

Family Page
NOTES
27

Hand-Off Page
NOTES
28

Phrase Bank
REFERENCE
29

Binder Labels
REFERENCE
30

☆ START HERE Start Here — Three Steps

1

Print the pages you need

Print the start-up routine poster (page 6, or ink-saver on page 7) and the student pages for this week. Every page stays whole.

The 11 student pages are in three groups: planners (8–10), break down and start (12–16) and look back (18–20).

2

Pick the week from the order

The six-week order is on page 22: one focus a week, with the weekly self-check (page 18) coming back each week.

Hand the student the page, read the one line at the top, and let them work. Each page has room to write.

3

Log it, roll it up, send it home

One row on the log (page 24) for each task the student plans: steps planned and steps done.

Total the week on the roll-up (page 25). Send the family page (page 27) home; the hand-off page (page 28) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF for grades 6–12: a start-up routine poster (color and ink-saver), 11 planning and self-monitoring pages, a 6-week order to use them in, and the data pages behind them, with type-in fields on the name lines, the planners, the log, the roll-up and the family and hand-off pages. It works offline with no account and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan, a program or a clinical procedure. It follows no named method and promises no outcome; it gives a student pages to plan, start and look back, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want one focus a week for six weeks	Sequence, page 22
I want the student to plan the week	Pages 8–10
I want the student to break down an assignment	Pages 12–13
I want the student to look back	Pages 18–20
A family conference or a check-in	Roll-up, page 25; filled example, page 26

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 page does not fit my class.** Use the blank lines to write your own words; 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.

POSTER

Routine Poster (Color)

1



Check

Look at what is due and when.

2



Plan

Pick my first step. Guess how long it takes.

3



Gather

Get what I need. Put my phone away.

4



Start

Set a timer and begin the first step.

5



Look back

Did I finish? What got in my way?

PLANNER

My Week

My name _____ **Week of** _____

☆ **Write what is due each day. Pick a first step.**

DAY	CLASS AND ASSIGNMENT	DUE	MY FIRST STEP	DONE
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				
Sun				

The biggest thing this week

PLAN

Work Backward From Due Date

My name _____ **Today** _____

☆ **Start at the due date. Work backward. Tick each step when it is done.**

The assignment _____ **Due date** _____

Due day	By then, I will have... _____	☐
1 day before	By then, I will have... _____	☐
2 days before	By then, I will have... _____	☐
3 days before	By then, I will have... _____	☐
4 days before	By then, I will have... _____	☐
5 days before	By then, I will have... _____	☐

CHECKLIST

Before I Start Checklist

My name _____ **Today** _____

Tick each box before I start.

My space

- [ ] My phone is silent and out of reach.
- [ ] My desk or table is clear.
- [ ] I have water or a snack if I want one.

My stuff

- [ ] I know what the assignment asks.
- [ ] I have my notes, book or login.
- [ ] I have a pen, paper and a charged device.

My plan

- [ ] I know my first step.
- [ ] I set a timer for how long I will work.
- [ ] I know when my break is.
- [ ] I know who I can ask if I am stuck.

My first step is _____ **I will work until** _____

TRACKER

My Weekly Self-Check

My name _____ **Week of** _____

☆ **Color a circle each day for each thing I did.**

	Mon	Tue	Wed	Thu	Fri
📝 I wrote down my assignments.	○	○	○	○	○
📅 I made a plan.	○	○	○	○	○
⏰ I started on time.	○	○	○	○	○
🎒 I had what I needed.	○	○	○	○	○
✅ I turned it in.	○	○	○	○	○

One thing I did well this week

One thing I will change

LOG

Planning Log

STUDENT _____ WEEK OF _____ PAGES IN USE _____

#	DATE	TASK (YOUR WORDS)	STEPS PLANNED	STEPS DONE	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A TASK

Write the task in the same short words each time. Steps planned come from the student's own break-down page.

STEPS DONE

Count the steps the student finished by the finish date. Add the columns on the roll-up (page 25).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	STEPS PLANNED	STEPS DONE	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF PLANNED STEPS FINISHED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 24): add the steps planned and the steps done for the week. Done divided by planned, 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

SAMPLE · INVENTED STUDENT

Riley is invented, and so is every mark on this page. One week on the log (page 24), three weeks on the roll-up (page 25), and week one's time guesses (page 15).

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

#	DATE	TASK	STEPS PLANNED	STEPS DONE	INITIALS
1	10/5	Science lab write-up	4	3	RM
2	10/6	Algebra problem set	3	2	RM
3	10/7	History reading notes	3	2	RM
4	10/8	English essay outline	4	2	RM
5	10/9	Spanish quiz review	2	2	RM

The roll-up, three weeks

#	WEEK OF	STEPS PLANNED	STEPS DONE	PERCENT	NOTES
1	10/5	16	11	69%	–
2	10/12	13	11	85%	–
3	10/19	16	15	94%	–

Time guesses, week one

TASK (WEEK ONE)	GUESS (MIN)	ACTUAL (MIN)	OFF BY
Science lab write-up	40	55	+15
Algebra problem set	30	25	-5
History reading notes	35	50	+15
English essay outline	30	40	+10
Spanish quiz review	20	20	+0
Week one total	155	190	+35

READING THE NUMBERS

Week one: 11 of 16 steps, 69 percent. Then 11 of 13 (85 percent) and 15 of 16 (94 percent). In all, 37 of 45 steps. Each percent is that row's own count.

A LINE THIS SHEET COULD WRITE

"With the planning pages in place, Riley finished 37 of 45 planned steps over 3 weeks, 14 tasks in all."

WHAT THIS EXAMPLE IS NOT

One invented student's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Riley's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.