

Executive Functions for Every Classroom

Provided by



Just as we cannot expect students to automatically know how to read,
we cannot expect students to automatically develop **executive functioning skills** like organization, time management, etc.

@mindfulteacherrachel



Takeaways

1. Predictable routines create safer learning spaces.
2. Executive Functions lay the foundation for success.
3. EFs are best learned with daily or routine practice.
4. Shared routines don't infringe on academic freedom.
5. Students with engaged families are more successful.



Caveat #1

For the sake of clarity and modeling, Organized Binder student samples are shown throughout this session.



EXECUTIVE FUNCTIONS FOR EVERY CLASSROOM

CREATING SAFE AND
PREDICTABLE LEARNING
ENVIRONMENTS

GRADES 3-12

MITCH WEATHERS
FOREWORD BY PATRICE BAIN

CORWIN

“ ...improving executive function seems like a potentially promising vehicle for narrowing the achievement gap between poor kids and middle-class kids...if we can improve a child's environment in the specific ways that lead to better executive functioning, we can increase his prospects for success in a particularly efficient way.”

Paul Tough - *How Children Succeed*



Executive functioning skills
are not *taught*!!



They are best *learned* when
students clearly see them
modeled while getting daily
practice employing them by
engaging in the predictable daily
learning routine!







“With training and practice, children can learn to master memory, organizational, and other strategies that will serve to make them more independent learners and also help to level their academic playing field.”

Mark Katz - *Classroom Strategies for Improving Working Memory*



Why EFs Have Not Been Taught?

1. Time Crunch.
2. Zone of Genius.



3 Keys for Teaching EFs

Clarity

Routine

Modeling



Clarity

“Ambiguity is the enemy. Any successful change requires a translation of ambiguous goals into concrete behavior. In short to make a switch, you must script the critical moves.”

Chip Heath and Dan Heath, *Switch: How to Change Things When Change is Hard*



Organized Binder

A: Goals

B: Weekly Lifelines

C: Agendas

D: Binder Check

E: Syllabus

F: Academic Toolkit

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G: Table of Contents

H: Passes (optional)



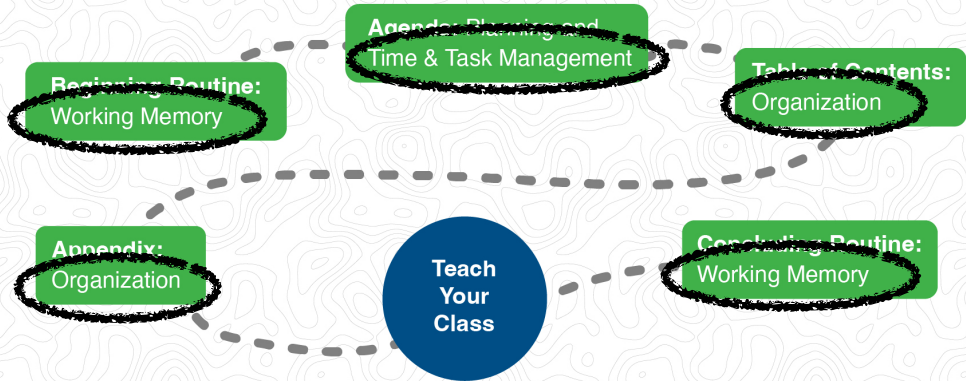
Routine

“One of the biggest ironies...is that many of the tools likely to yield the strongest classroom results remain essentially beneath the notice of our theories and theorists in education. Consider one unmistakable driver of students’ achievement: Carefully built and practiced routines...”

Doug Lemov, *Teach Like A Champion*



Daily Routine



Repetition

“The importance of repetition cannot be understated. In fact, it should be repeated that repetition is an essential learning aid. It allows a conscious skill to transfer into one's subconscious, freeing up working memory and allowing for further skills learning.”

The Power of Repetition



Influence	Impact on Student Achievement	# of Meta Analyses	# of Studies	# of Students	# of Effects	Weighted Mean Effect Size ^
<u>Collective teacher efficacy</u>	Potential to considerably accelerate	3	85	3,490	85	1.34
<u>Teacher estimates of achievement</u>	Potential to considerably accelerate	4	151	38,878	224	1.29
<u>Piagetian levels</u>	Potential to considerably accelerate	1	51	6,000	65	1.28
<u>Jigsaw method</u>	Potential to considerably accelerate	1	37	0	37	1.20
<u>Teacher credibility</u>	Potential to considerably accelerate	1	51	14,378	51	1.09
	Potential to					



Collective teacher efficacy is the belief that teachers can more positively impact the learning of their students if they work as a team.



Shared Routine

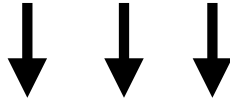
"Cognitive load" relates to the amount of information that working memory can hold at one time...since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

Cognitive Load Theory John Sweller, Paul Ayres, Slava Kalyuga



Extraneous Load

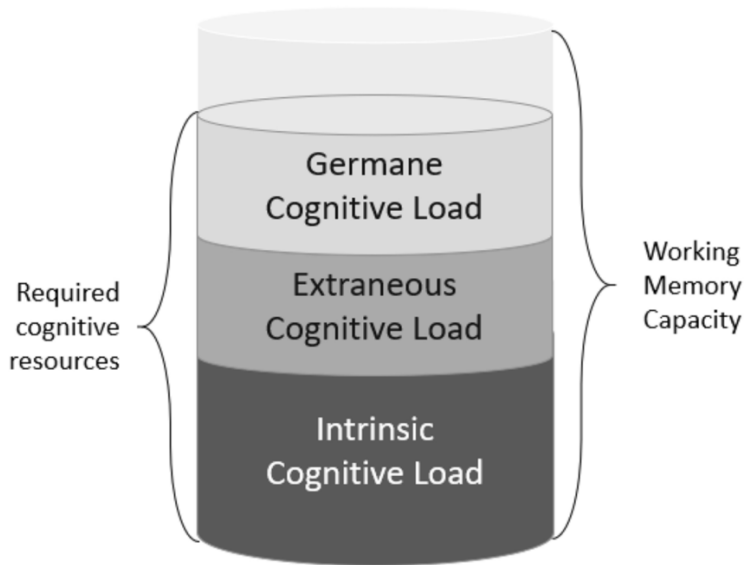
Overloading & Unnecessary



Intrinsic Load
New Information

Germane Load
Linking New
Information





Modeling

“In moving to college and career readiness for all, we must now teach some skills formerly learned by students on their own. All students need lessons and modeling of study and work skills like time and task management, note taking, and assignment completion strategies...”

Robert Belfanz, *Putting Middle Grades Students on The Graduation Path*





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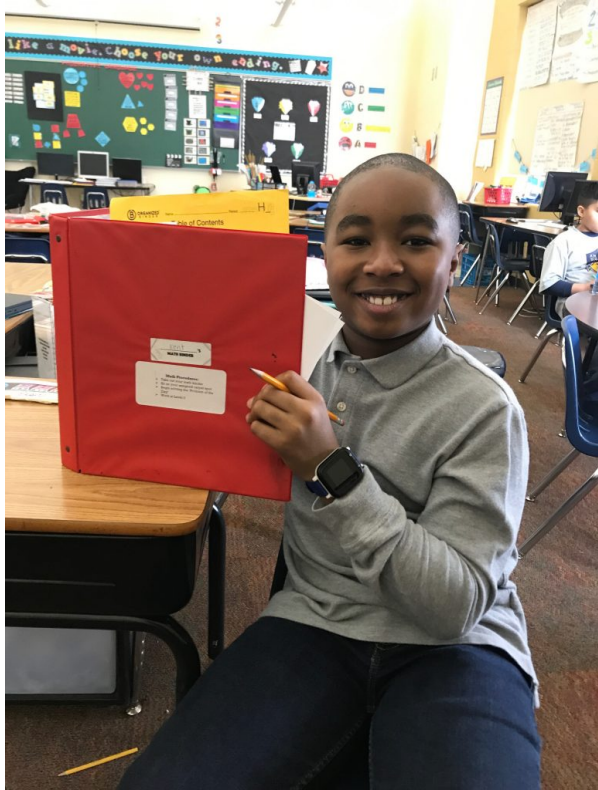

ORGANIZED
BINDER



"Binders beat notebooks when it comes to making sure papers stay put. Kids with EF issues should have a dedicated binder for each subject, so they won't have to rifle madly through everything to find their math homework."

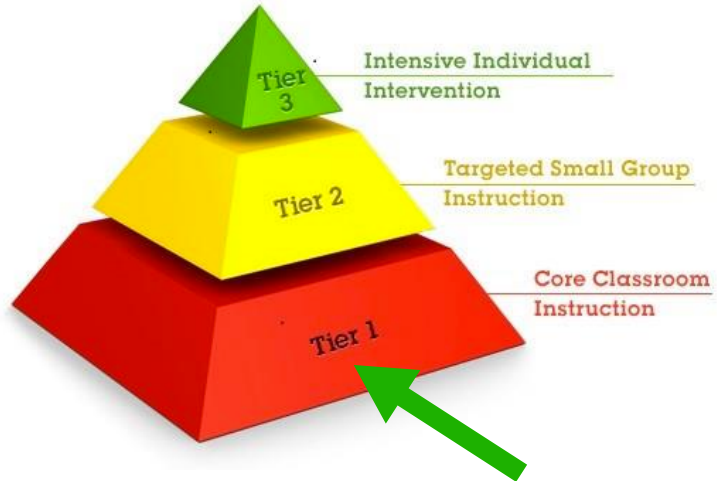
The Child Mind Institute







A Universal Tier 1 Intervention



Daily Routine



Daily Routine

Beginning Routine:
Working Memory

Agenda: Planning and
Time & Task Management

Table of Contents:
Organization

Appendix:
Organization

**Teach
Your
Class**

Concluding Routine:
Working Memory



Working Memory can be described as the ability to utilize information held in memory to solve a problem or task. Students with weak working memories have more difficulties in the classroom.



Daily Routine: B (Kick-Off), C, G, F*, and B (Learning Log)

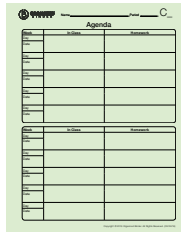
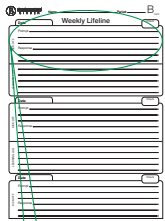
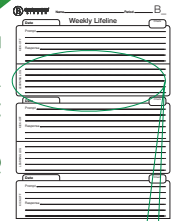
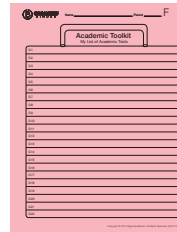


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Teach Your Class

*Page F: Academic Toolkit may not be used each day in class.



Date 9/14/22**Weekly Lifeline**

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KICK-OFF

LEARNING LOG

Date 9/15/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KI

LEARNING LOG

Date 9/16/22

Check

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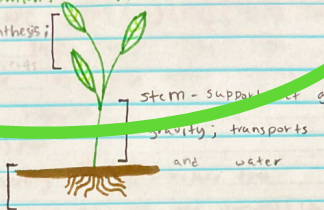
KI



Lesson 2 Basic Plant Structures

Kick Off "Using color draw a vascular plant & label the AND describe their function: Leaves, Stem, Root

Leaves - carry out photosynthesis;
site of respiration



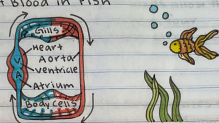
Answers / Notes

- they can not only anchor the plant & absorb but accumulate & store starch reserves
- plants without them have rhizoid **VOCAB** (most are one cell) → nonvascular: & mosses
- two types of root systems: taproot (main) & fibrous (small)
- Root hairs (allow roots to absorb)
- xylem **VOCAB** transports water & minerals from root to leaf
- transpiration **VOCAB** releases water from tree when its
- two parts: petiole (stem) & blade (photosynthesis happens)
- hold cuticles which help plants from losing

Lesson 8: Reptiles and Birds

Kick off:

Circulation of Blood in Fish



Notes:

Reptiles: scaly skin retains moisture in body & other. They have lungs for gas exchange. They have legs under body & claws, reproduce on land with internal fertilization (amniotic eggs), ectotherms, most eat insects. Sense organs; can sense temperature have sense of smell. Turtles - some aquatic, some live on land (tortoises), can swim long distances to return to their hatching place to lay eggs, have shells for protection. Lizards - mostly on land, adapted to anything except cold, some poisonous. Alligators & crocodiles - swamp/river, scales & webbed toes, crocodile spends more time in water. Snakes - long, flexible, no legs, forked tongue detects odor, swallow prey. Birds - fly, hind legs for walking & perching, wings for flying (sometimes swimming).

Reptiles -
lizards,
snakes,
turtles,
tortoises,
alligators,
crocodiles
and
dinosaurs.

All birds
have
feathers,
are
endotherms
and have
beaks.
4 chambered
heart &
double loop
circulatory
system.
Migrate

Summary:

Reptiles are ectotherms and birds are endotherms. Snakes poison prey through fangs, wrap themselves around prey until it suffocates and swallow the prey whole. Not all birds fly, penguins swim.

Vocabulary

Tool Kit

Paper

Unit Review









LESSON 9 - REPRODUCTION IN FLOWERING PLANTS

Draw a flower (eye color) and label the following

1. PEDALS
2. ANTHER
3. POLLEN
4. STAMEN
5. FILAMENT
6. COROLLA
7. SEPAL
8. CALYX
9. PISTIL
10. STIGMA
11. STYLE
12. OVARY
13. OVULE

LESSON NOTES:

Fertilization ~

Pollen grain lands on stigma, the tube cell elongates to form pollen tube (carries two sperm)

- 2 - The two sperm cells travel through pollen tube to the ovule and embryo sac. One cell is the haploid cell and another cell is the central cell.
- 3 - One sperm will fuse with the haploid egg cell to create the zygote that will develop into the embryo. The other sperm will ~~with~~ unite with the diploid cent that will develop into the endosperm. The process of two sperms fertilizing the different eggs is called double fertilization.

Seed Formation ~ Fruit Formation ~

After fertilization is complete, the flower begins to die. The seed now begins to develop. The wall of the ovule becomes the hard seed coat. The ovary will then develop the fruit. A fruit is the ripened ovary of a flower that contains the seeds of an angiosperm.



“We do not learn from experience...we learn from reflecting on experience.”

John Dewey





Weekly Lifeline

Date 9/14/22

Check

KICK-OFF
A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

LEARNING LOG

Date 9/15/22

Check

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LEARNING LOG

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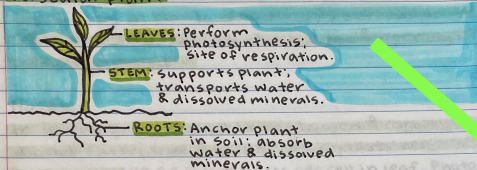




Lesson 2: Basic Plant Structures

Kick-off:

Vascular plant



Notes:

Some roots accumulate & store starch reserves. **Non**

vascular plants - no roots - have rhizoids. Taproot

System - main big root grows down from stem, fibrous

root system - network of smaller roots same size

Cuticles prevent plants from losing a lot of water in extreme heat

Cuticle layer, varying thickness

Minerals dissolved in water pass through root hairs into cortex, which then passes them to xylem cells

(transport water & dissolved minerals from roots to leaves). Roots can sometimes be used in asexual reproduction. **Photosynthesis: leaves take CO_2 &**

release oxygen + water. Stomata in cuticles allow passage of air with CO_2 into leaf & exit of O_2 & H_2O

out of leaf. Major stem types: Herbaceous (soft, green), woody (tough, not green, may be in bark).

Guard cells open Stomata in day light for photosynthesis & partially close at night to avoid water loss

Plants lose 90% water through Stomata

Summary:

The three major parts of a plant are leaves, stems, and roots. Plants have many aspects that allow them to thrive in their conditions, and the way that they're structured helps them live and grow. Each plant does photosynthesis in order to

Vocabulary

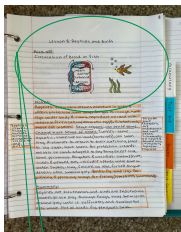
Tool Kit

Paper

Unit Packets



Daily Routine



Beginning Routine
Working Memory

Beginning
Routine



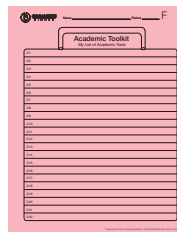
Agenda

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Essential Questions for the Unit

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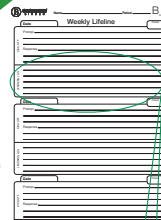
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Academic Toolkit*



Teach Your Class



Concluding Routine
Working Memory

Ending
Routine



*Page F: Academic Toolkit may not be used each day in class.



Daily Routine

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**Teach
Your
Class**

Concluding Routine:
Working Memory





LEARNING LOG

Date

Check

Prompt _____

KICK-OFF Response _____

LEARNING LOG

Date

Check

Prompt _____

KICK-OFF Response _____

LEARNING LOG

Learning Log Starters

- Your sentences may begin like the following examples or you can make up your own complete sentences.
- In class today I learned... • In this lesson I learned about... • I used to think...now I think...
- Although I learned about.....in class today, I am confused about... • I wonder...

Weekly Grade

/



Summary:

The three major parts of a plant are leaves, stems, and roots. Plants have many aspects that allow them to thrive in their conditions, and the way that they're structured helps them live and grow. Each plant does photosynthesis in order to gain energy.



KICK-OFF

Answer Type 1 is when the pancreas stops making insulin & type two is caused by over weight. Type 1 is more deadly b/c they're both just as harmful

EARNING LOG

Yes!

Hey Hey, today I learned so much about the immune system. I loved the video; I knew that the immune system took care of us but I never thought it did so much. It was helpful to see exactly which types of T-cells help in certain areas & how they work together. Another very interesting fact I learned was that the memory T-cells were able to recognize & remember the antigens for when they come back that way we'll (immune system) will be fully prepared &

Learning Log Starters

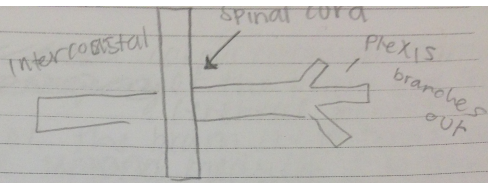
- Your sentences may begin like the following examples or you can make up your own complete sentences.
- In class today I learned... • In this lesson I learned about... *take them out*
- Although I learned about.....in class today, I am confused about.... *twice as fast.*

Weekly Grade
/



KICK-OFF

Response



I'm sorry I haven't been doing much to better my grade to grad. My mom has a mental illness that my brother inherited through genes and im starting to show signs and have been but I keep it to my self its hard to focus when you havent slept cause of the voice's that wont leave you alone I try to do my work but I forget and get distracted cause im too busy worrying if there going to come back. im getting tested as

ing Log Starters soon as Kaiser calls me back.

Sentences may begin like the following examples or you can make up your own complete sentences.
 Today I learned... • In this lesson I learned about...
 What I learned about.....in class today, I am confused about....

Weekly Grade
45

Thank you for
I'll let you know. Lets c
etc...



“*Retrieval practice* - recalling facts or concepts or events from memory - is a more effective learning strategy than review by rereading.”

“...if you practice *elaboration*, there's no known limit to what you can learn. Elaboration is the process of giving new material meaning by expressing it in your own words and connecting it with what you already know.”

Brown, Roediger, McDaniel, *make it stick - The Science of Successful Learning*



“Based on a century of research, in order to transform learning, we must focus on getting information out - a strategy called retrieval practice.”

Agarwal and Bain, *Powerful Teaching - Unleash the Science of Learning*

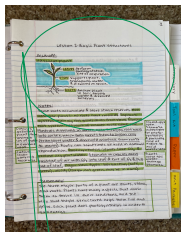


“Teachers should find ways to expose students to details multiples times - at least three -ideally no more than two days apart.”

Marzano, *Classroom Instruction That Works*



Daily Routine



Beginning Routine
Working Memory

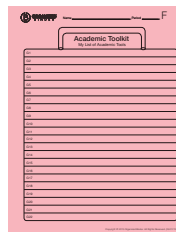
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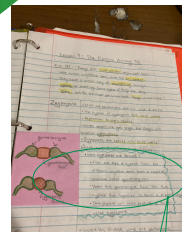
Agenda
Planning & Time Management

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Academic Toolkit*



Ending Routine
Working Memory

Ending
Routine



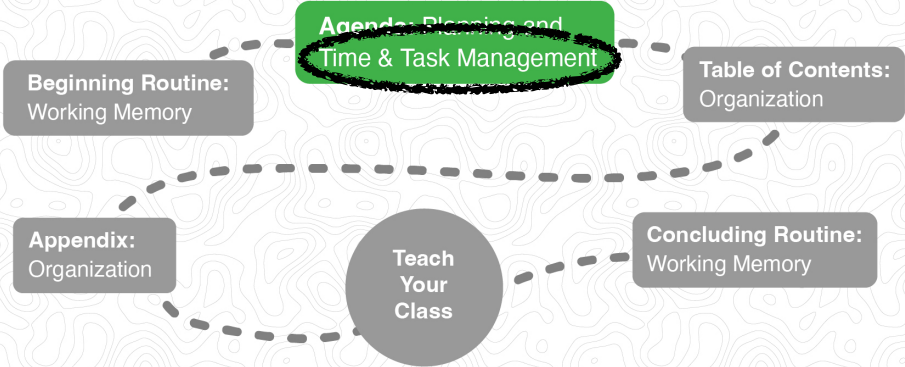
Teach Your Class

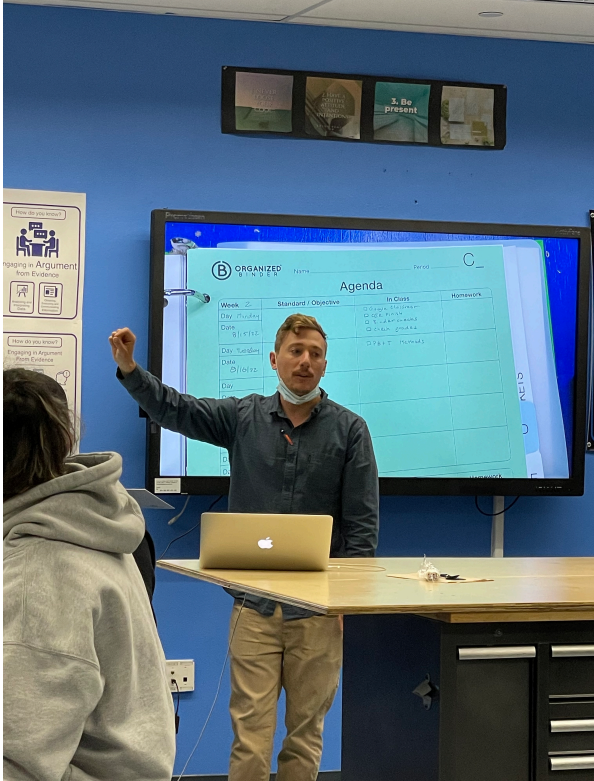


*Page F: Academic Toolkit may not be used each day in class.



Daily Routine





Agenda

Week		
Day	-Chemistry review	Review notes (#2)
Date	-Molecule diagrams -Q&A 1-4 p. 405 (#4)	
9/14/23		
Day	-Circulatory Notes	Review #4
Date	-Diagram and coloring of blood vessels	
9/15/23		
Day	-Pre lab set up for heart dissection	Finish Write-Up
Date		
9/16/23		
Day		
Date		
9/17/23		
Day		
Date		
9/18/23		

Week		
Day		
Date		
9/21/23		
Day		
Date		
9/22/23		
Day		
Date		
9/23/23		
Day		Review Lab Report
Date		
9/24/23		
Day	-Cardio Lab Report Due	
Date		
9/25/23		



Planner

Tue Aug. 31st	Wed Sep. 1	Thur Sep. 2	Fri Sep. 3
<ul style="list-style-type: none"> • Earth Science - Introductory • Honors English - Unit 1 Objectives • Advocacy - Introductory & check in • PE - Introductory & Syllabus • Directed Project - Syllabus & intro • Health - Syllabus • Math - Syllabus & Pace guide 	<ul style="list-style-type: none"> • Honors English - Assignment 1 • Earth Science - Flipgrid & notes • Spanish - Advocacy - internet & cyberbully quiz • PE - quizzes • Directed Project - Journal write • Health - course vocabulary • Math - account setup 	<ul style="list-style-type: none"> • Earth Science - Unit 1 Objectives • PE - Journal write • Directed Project - Flipgrid • Health - Pace guide & Journal write • Math - navigation videos • Art @ 6 	<ul style="list-style-type: none"> • Honors English - Lesson taking notes • Earth Science - Lesson 1 & notes • Advocacy - Journal write • PE - Fitness contract • Spanish - Review to make sure all work is done





MONDAY
AUG 5

TUESDAY
AUG 6

WEDNESDAY
AUG 7

THURSDAY
AUG 8

FRIDAY
AUG 9

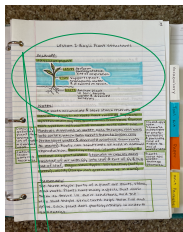
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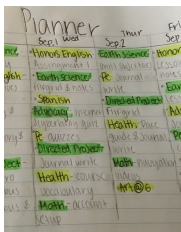
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Daily Routine



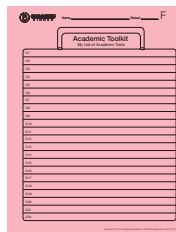
Beginning Routine
Working Memory



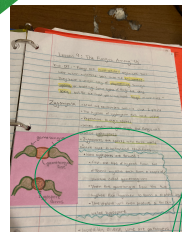
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Academic Toolkit*



Concluding Routine
Working Memory



Teach Your Class



Ending Routine

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Unit Cardiovascular and Respiratory Systems

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
1	KWL Chart on the C and R systems	9/14	/ 5
2	Notes on the Circulatory System	9/15	/ 5
3	Heart Diagram	9/15	n/a
4	Q and A 1-4 Page 405	9/16	/ 5
5	Coloring Blood Vessels	9/22	/ 5
6	The pathway of blood worksheet	9/22	/ 5
7	Heart Dissection	9/21	/20
8	Slideshow on a heart disorder	9/23	/15
9	Circulatory System Quiz	9/25	/15
10	Notes on the Respiratory System	9/25	/ 5
11			/
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Ashley (Zetta) Bloom
The Amazing Human...

1	Lesson 1 - the amazing human body...	3/14/22
2	Lesson 2 - the skin and hair...	3/15/22
3	Lesson 2 - Human System Project - skin and hair	3/15/22
4	Lesson 3 - bones and muscles	3/16/22
5	Human System Project - skeletal system	3/21/22
6	Human System Project - muscular system	3/22/22
7	Lesson 4 - Digestive and endocrine systems	3/23/22
8	Human System Project - Digestive system	3/25/22
9	Human System Project - Endocrine system	3/25/22
10	Lesson 5 - Urinary and respiratory systems	3/28/22
11	Lesson 6 - The Circulatory System	3/29/22
12	Lesson 7 Human System Project - Urinary System	4/1/22
13	Human System Project - Respiratory System	4/1/22
14	Human System Project - circulatory system	4/5/22
15	Lesson 7 - nervous system	4/7/22
16	Human System Project - The nervous system	4/7/22
17	Lesson 8 - The Senses	4/7/22
18	Lesson 9 - The reproductive systems	4/18/22
19	Human system Project - reproductive system	4/20/22
20	Unit 8 Vocabulary	4/20/22
21		
22		



#3

Unhealthy Relationships

A vertical line is drawn from the underlined word "Relationships" down the page, and a horizontal line is drawn from the end of the word "Relationships" across the page, creating a header section.

#10

Name

Date

Period

es?

sory neurons, interneurons, and motor

opens during a simple physical activity.

the time it takes to catch a falling ruler.



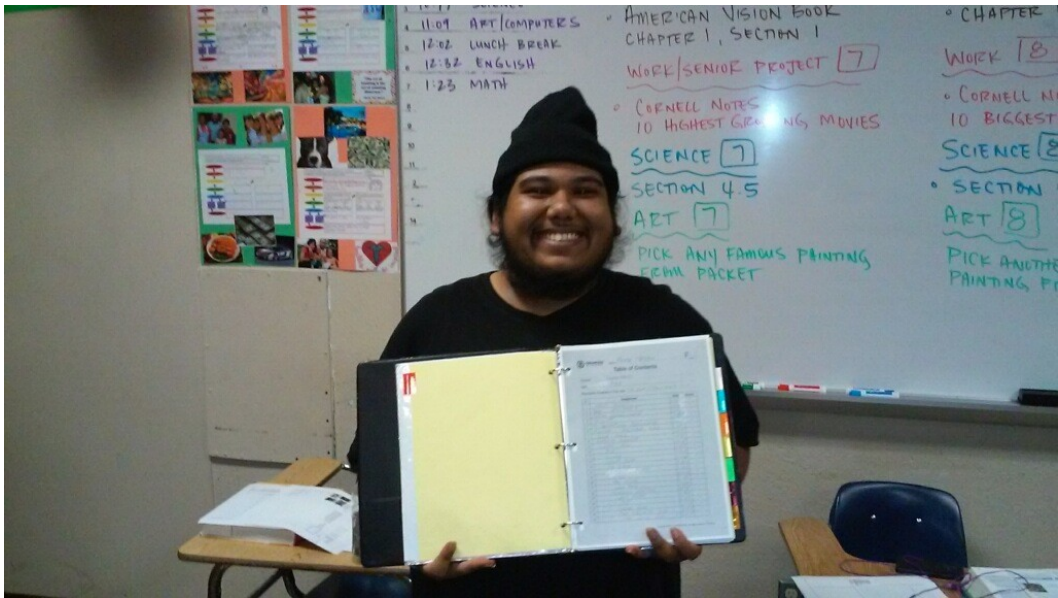


PROPERTY OF: _____

COURSE: _____


ORGANIZED
BINDER





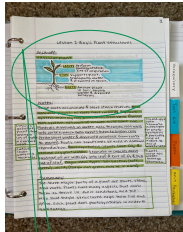
11:09 ART/COMPUTERS
12:02 LUNCH BREAK
12:02 ENGLISH
1:23 MATH

AMERICAN VISION BOOK
CHAPTER 1, SECTION 1
WORK/SENIOR PROJECT [7]
• CORNELL NOTES
10 HIGHEST GROSSING MOVIES
SCIENCE [7]
SECTION 4.5
ART [7]
PICK ANY FAMOUS PAINTING
FROM PACKET

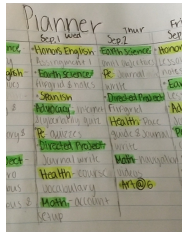
CHAPTER
WORK [8]
• CORNELL N
10 BIGGEST
SCIENCE [8]
• SECTION
ART [8]
PICK ANOTHER
PAINTING FR



Daily Routine



Beginning Routine
Working Memory



Agenda
Planning & Time Management

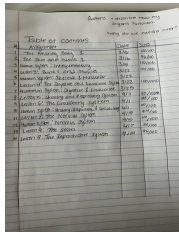
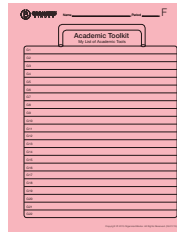
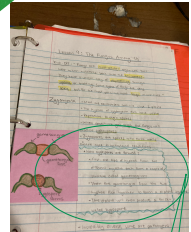


Table of Contents
Organization



Academic Toolkit*
Organization



Concluding Routine
Working Memory



Teach Your Class



Beginning Routine

Ending Routine

*Page F: Academic Toolkit may not be used each day in class.



Daily Routine

Beginning Routine:
Working Memory

Agenda: Planning and
Time & Task Management

Table of Contents:
Organization

Appendix:
Organization

**Teach
Your
Class**

Concluding Routine:
Working Memory



Academic Toolkit

My List of Academic Tools

F1 **The Scientific Method**F2 **Academic Vocabulary**F3 **Metric and Scientific Conversion**F4 **How to Write a Lab Report**F5 **How to submit an assignment using Google Docs**F6 **How to create an iMovie**F7 **How to upload to docs to Canvas & Google Classroom**

F8

F9

F10

F11

F12

F13

F14

F15

F16

F17

F18

F19

F20

F21

F22



Academic Toolkit

My List of Academic Tools

- F1 The Jobs Of Silent E
- F2 Rules for Discussion
- F3 cap. Rules
- F4 Pub. Rules
- F5 Map: Aus. / Asia
- F6 Map: N. + S. America
- F7 Map: Africa + Europe
- F8 Q+A flow
- F9
- F10
- F11
- F12
- F13
- F14
- F15
- F16
- F17
- F18
- F19
- F20
- F21
- F22



Academic Tool Kit
My list of Academic Tools

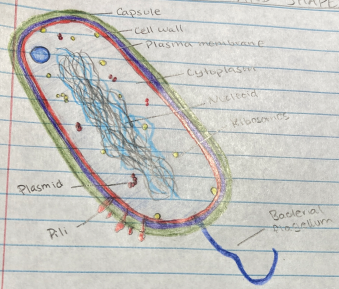
F

- F1 The scientific Method
- F2 The Study Cycle
- F3 Characteristics of Living Things
- F4 Ladder Method for Metric Conversion
- F5 Photosynthesis vs. Cellular Respiration
- F6
- F7
- F8
- F9
- F10
- F11
- F12
- F13
- F14

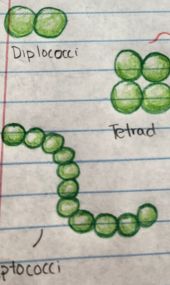


BACTERIA BASICS AND SHAPES

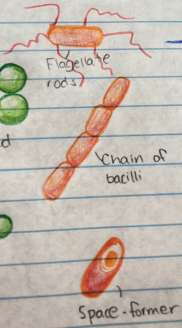
F9



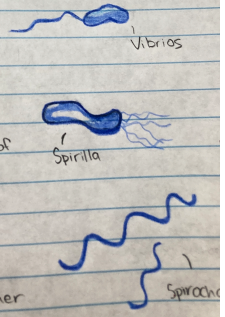
Cocci



Bacilli

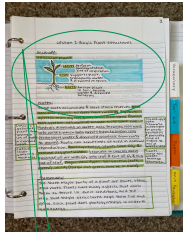


Spirals

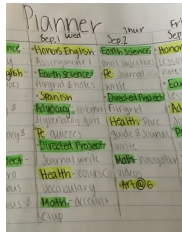




Daily Routine



Beginning Routine
Working Memory



Agenda
Planning & Time Management

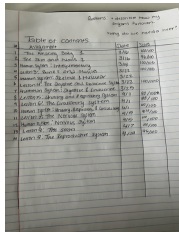
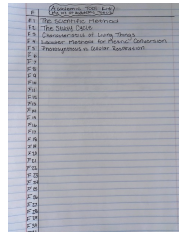
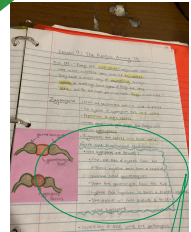


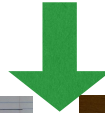
Table of Contents
Organization



Academic Toolkit*
Organization



Concluding Routine
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Teach Your Class



Beginning Routine

Ending Routine

*Page F: Academic Toolkit may not be used each day in class.



Daily Routine





“When you enter a new social role, such as entering college as a student, the expectations aren't always clear...
Students need help not just setting vague goals but figuring out a plan to reach them.”

Melinda Karp - assistant director for staff and institutional development at the Community College Research Center at Teachers College, Columbia University



My Goal in Biology

1st Term Goal My goal in Biology for quarter 1 is to pass the class.

Sub-Goal I can pass Biology if I complete all of my homework.

Daily Task When I get home from school I will sit down at the dining table and finish my homework.



Did you accomplish your 1st Term Goal? Yes or No

Why? _____

2nd Term Goal _____

Sub-Goal _____

Daily Task _____



4 Executive Functioning Skills EVERY IEP Should Address

Organized Binder is an effective method and tool that can be used in both the IEP and Transition processes to empower students with disabilities in their own decision making and learning.

01



Organization

Creates predictable classroom routines with clear expectations, which **models for students how to organize their own learning** within the environment.

02



Time Management

Teaches students to manage their time and effectively transition between activities or environments **promoting self-determination**, an essential quality needed in the transition into adulthood.

03



Self Control

Supports students in learning when to become **more alert or calm based on the task at hand** and the expectations of the environment.

04



Goal Setting

Encourages students to **engage in their own goal setting and data collection, promoting student autonomy and empowerment**. The binder facilitates school/home communication keeping the IEP team updated on progress.



**ORGANIZED
BINDER**

The Opportunity for Everyone to Succeed.

Sarah Reisman, PhD in Special Education

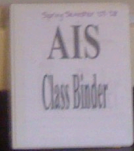




Modeling: Class Sample









Binder Check Schedule For Term:

Check 1	Date _____	Grade Received _____
Page B <input type="checkbox"/> Lifeline _____ incomplete <input type="checkbox"/> Lifeline _____ not graded <input type="checkbox"/> Lifeline _____ missing	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <input type="checkbox"/> No date on _____ <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment _____ missing assignment # _____
Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda _____ incomplete		
Comments		

Check 2	Date _____	Grade Received _____
Page B <input type="checkbox"/> Lifeline _____ incomplete <input type="checkbox"/> Lifeline _____ not graded <input type="checkbox"/> Lifeline _____ missing	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <input type="checkbox"/> No date on _____ <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment _____ missing assignment # _____
Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda _____ incomplete		
Comments		

Check 3	Date _____	Grade Received _____
Page B <input type="checkbox"/> Lifeline _____ incomplete <input type="checkbox"/> Lifeline _____ not graded <input type="checkbox"/> Lifeline _____ missing	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <input type="checkbox"/> No date on _____ <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment _____ missing assignment # _____
Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda _____ incomplete		
Comments		

Check 4	Date _____	Grade Received _____
Page B <input type="checkbox"/> Lifeline _____ incomplete <input type="checkbox"/> Lifeline _____ not graded <input type="checkbox"/> Lifeline _____ missing	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <input type="checkbox"/> No date on _____ <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment _____ missing assignment # _____
Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda _____ incomplete		
Comments		

Total Score

/



“Students will float to the mark we set.”

Mike Rose, *Lives on the Boundary*



Directions:

1. Check your binder or your partner's binder. If anything needs to be fixed, write it on this form.
2. Pages should be in the following order. Circle Yes or No and write any comments to help your partner fix his or her binder.
3. When you get your own binder back, fix everything so that your binder is ready for the upcoming binder check.

Binder owner _____

Peer checker _____

Contents	Missing?	Out of Order?	Torn Holes?	Heading missing or incomplete (first and last name, period, date, assignment #)	Comments
A	Yes No	N/A	Yes No	Yes No	
B (B1, B2, B3...)	Yes No	Yes No	Yes No	Yes No	
C (C1, C2, C3...)	Yes No	Yes No	Yes No	Yes No	
D	Yes No	N/A	Yes No	Yes No	
E	Yes No	N/A	Yes No	Yes No	
F	Yes No	N/A	Yes No	N/A	
G	Yes No	N/A	Yes No	Yes No	
G (G1, G2, G3...)	Yes No	Yes No	Yes No	Yes No	
H	Yes No	N/A	Yes No	Yes No	
Assignments (#1, #2, #3...)	Yes No	Yes No	Yes No	Yes No	
Binder paper (at least 5 pages)	Yes No	N/A	Yes No	N/A	

General comments:





Name Your Name Here Period 1st H

1st Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, **then come to me to have it signed.** You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

- The Bathroom Your Locker The Water Fountain
 The Office Another Classroom Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Second Pass

- The Bathroom Your Locker The Water Fountain
 The Office Another Classroom Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Third Pass

- The Bathroom Your Locker The Water Fountain
 The Office Another Classroom Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____



Family Engagement





Guide for Families

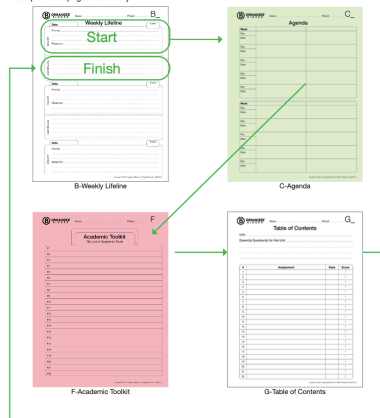


PAGES USED DAILY

Pages used daily: Pages B, C, F, and G

Organized Binder ritualizes classroom routines; making the best use of every class minute. Each class period the teacher begins with a Kick-Off Prompt on the Weekly Lifeline (Page B). Next, the Agenda (Page C) for the day is completed. Third, the day's assignments are recorded in the Table of Contents (Page G). Finally, the lesson circles back to the Weekly Lifeline, where the student completes the Learning Log section. On occasion the teacher will reference the Academic Toolkit (Page F).

Sequence of pages used daily:



Page B: Weekly Lifeline

The Weekly Lifeline consists of the Kick-Off prompt and the Learning Log, which are used to begin and end class. Usually teachers use the Kick-Off prompt to review the previous class's content standards or objectives. If you want to know exactly what your student is learning in class, read the Kick-Off prompts.

The Learning Log is how class is concluded with Organized Binder. Each day in class your student will reflect on what was learned from the lesson and/or what was confusing. Students are required to practice using grammatically correct, complete sentences in English (academic English) when writing Learning Logs. Often, this level of English language practice is only done in English or support classes. Students gain this language practice in all subjects implementing Organized Binder.

Students have a Weekly Lifeline for each week of the semester (B1, B2, B3, etc).

How you can support:

- Ask your student about the Kick-Off prompt(s) they worked on in class.
- Ask them to summarize the content of what they **learned** that day in class, not just what they **did** in class.
- Read your student's Learning Logs; on a daily basis if you can!

Skills Practiced:

Metacognition, reflection, organizing materials, study skills, creating study resources, belonging to an academic community.

Page C: Agenda

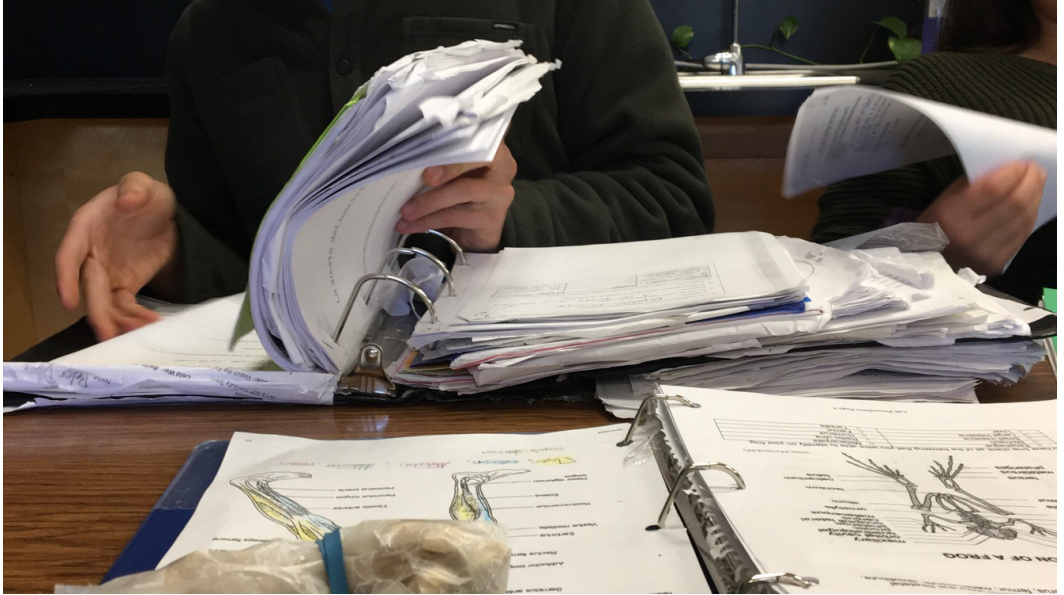
The Agenda is used to identify the content standards or objectives covered in class each day. It also provides a snapshot of how those will be taught, and whether or not there is homework. In addition, the Agenda is used to teach the skill of using a calendar. Each new Agenda page is represented by C1, C2, C3, etc.

How you can support:

- Review the Agenda with your student, being sure to ask if they have homework and when it is due.
- Look at what was done in class and ask your student to summarize what they learned or what confused them from those activities/assignments. Avoid having your student tell you "what they did in class." Ask your student about any **important** assignments or assessments coming up in the future.

Skills practiced:

Time and task management, maintaining a calendar, organizing materials, self-discipline, balancing school and other demands



“...simply raising standards in our schools, without giving students the means of reaching them, is a recipe for disaster. It just pushes the poorly prepared or poorly motivated students into failure and out of school.”

Carol Dweck *Mindset: The New Psychology of Success*



Staying In Touch!!!

- mitch@organizedbinder.com
- www.organizedbinder.com
- [@organizedbinder](#)
- Please visit our website to sign up for our mailing list so we can keep in touch!



EXECUTIVE FUNCTIONS FOR EVERY CLASSROOM

CREATING SAFE AND
PREDICTABLE LEARNING
ENVIRONMENTS

GRADES 3-12

MITCH WEATHERS
FOREWORD BY PATRICE BAIN

CORWIN

