Organizational Strategies – For Teachers and Students

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Objectives

- Participants will be able to identify “no” tech through “high” tech strategies to support students’ organizational skills.

- Participants will explore websites and identify UDL resources that can be frontloaded with current teaching practices and provide options for engaging, representing and expressing knowledge.
Ground Rules

- No food or beverages in the lab
- No talking while presenters are speaking
- No surfing the web, checking personal e-mail
- No Angry Birds

Make a choice
- Independent Study vs. Follow the lecture
- Independent Study – Complete the Bingo/Tic–Tac–Toe Outline
TIC -TAC -TOE Strategy

Geometry Contract
By the end of the week, you should have completed a tic-tac-toe. Once you have completed an activity, find the sticker at the activity and use it to mark a square in your tic-tac-toe. Your tic-tac-toe must include the middle box.

Example provided by Jo Doerrman, Elementary School Teacher
By the end of the session you should have completed a Tic-Tac-Toe, really you should be able to cover the board! Once you have finished an activity, draw a happy face in the box. Your tic-tac-toe must include the center box.

<table>
<thead>
<tr>
<th><strong>HIAT</strong> Home</th>
<th><strong>Inspiration</strong></th>
<th><strong>Udl.org</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the HIAT website — Educational Resources, Quick Guides, and Video Tutorials</td>
<td>Peruse the examples on the Inspiration Website, check out just some of the templates on the x drive</td>
<td>Venture to one of these social bookmarking websites, Diigo, Delicious or Biblio, Can these help you organize all your favorite websites?</td>
</tr>
<tr>
<td>Open MS Word on your computer, create a graphic organizer you can use in your classroom using Smart Art</td>
<td>Reflect on new resources you have seen in this session, from the presentation or on a website, Please complete the Capture Sheet</td>
<td>Udl.org</td>
</tr>
<tr>
<td>Share 3 different organizational strategies you use in your classroom</td>
<td>Write them on the chart paper</td>
<td>Thirdport Check out this amazing website with its wealth of information</td>
</tr>
</tbody>
</table>

Extra Credit: What other activities, websites or tasks could we included in this chart?
A student’s ability to manage learning tasks has been found to be as predictive of academic success as IQ (Blair 2002).

If organizational skills are such an important component of academic success, should they not receive the same attention given to subject areas? (Boller 2008)
Exclusionary factors

- Not turning in work can be reflective of a student who doesn’t see the work as relevant or challenging.
- Student may have missed some foundational skills and are now struggling
- May indicate a subtle underlying learning disability that is becoming apparent as the work demands increase.
- Does the student think organization is important or relevant? Gifted children may resist “boring” tasks.
  - Perhaps not worthy of their energy and effort
  - Too mundane


Organizational Strategies
First the students....
Which students struggle with Executive Functions?

- Students with identified needs such as ADHD, Asperger’s Syndrome, etc.
- Students who have not been exposed to an organized environment.
- Students who have not been taught these skills.
- All elementary students may struggle with some or all of these skills since they are not fully developed until young adulthood.
Hierarchy of Problems

- Bringing homework back to school
- Difficulties with focus/attention
- Completing in-school assignments
- Sloppy, disorganized work
- Not double checking work
- Losing previously completed assignments
- Coming to class with/finding necessary materials
- Bringing necessary materials from home
- The MESSY DESK

Organizational Strategies
Potential Barriers to Improvement

- Student does not acknowledge the problem
- Sense of urgency for improved organization skills not shared by the student and/or his parents
- Student buy in
- Parent cooperation
- Lack of flexibility
Developing “Habits”

- Research indicates you need 90 days of consistent practice/repetition to form a habit.
- Prioritize 3–4 things you want to change – select the one that will provide the biggest reward.
- Context is important, same time, same environment, same situation.
- Easier to establish a daily habit than a 2–3 day a week habit.
- Focus on one new habit at a time

http://www.ehow.com/how_5477793_form-habits.html
### Options to Guide Your Thinking Today

#### UDL Conceptual Framework

"Where does this idea fit into what I learned yesterday?"

#### UDL Tools, Strategies and Materials

“What could this concept look like in the classroom?”

### Universal Design for Learning Guidelines

#### I. Provide Multiple Means of Representation

1. Provide options for perception
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information

2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for encoding text or mathematical notation
   - Options that promote cross-linguistic understanding

3. Provide options for comprehension
   - Options that support background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing

4. Provide options for physical action
   - Options in the mode of physical response
   - Options in the means of navigation
   - Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency
   - Options in the mode for communication
   - Options in the tools for composition and problem solving
   - Options in the scaffolds for practice and performance

6. Provide options for executive functions
   - Options that guide effective goal-setting
   - Options that support planning and strategy development
   - Options that facilitate managing information and resources

7. Provide options for recruiting interest
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence
   - Options that highlight science of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication

9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection

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**Principle I:** Provide Multiple Means of Representation - the “WHY” of learning - Learners differ in the ways that they perceive and comprehend information that is presented to them.

**Principle II:** Provide Multiple Means of Expression - the “HOW” of learning - Learners differ in the ways that they can navigate a learning environment and express what they know.

**Principle III:** Provide Multiple Means of Engagement - the “WHY” of learning - Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine.

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Things to remember when planning strategies

- Strategies that work are individual–there is no “one size fits all”.
- Be flexible
- Does the system work for the child even if it seems inefficient to you?
Colors, Colors, Colors

- Affects emotions and mood
  - Yellow and red affect your arousal state
  - Blue and green are calming
  - Pink calming when emotionally distraught

- Color Memory
  - Is stronger than words & objects

- 2/3 of Students with ADHD can benefit from color

- 40% of the general population can benefit from color

Adapted from M. Kaplan, “Gadgets and Gizmos” Webinar, 2010
Use of Color

- Match color to topic
- Carry color throughout: schedule, folder, divider, turn in bin, etc.

Schedule

- 9:15 Reading
- 10:45 Math
- 1:00 Science
Use of color

- When writing on the board, alternate colors for each line
  - First line
  - Second line
  - Third line

- Use colors for showing first, second, third steps
  - Green–yellow–red like a stop light
  - Rainbow order: red–orange–yellow–green–blue
Editing Tool – From Crystal Springs Books

Or Make Your Own
Color Paper and overlays

See It Right! (Watch the Video)

Organizational Strategies
Provide self regulation strategies

- Prompts, reminders, checklists, etc.
- Movement breaks
- Alternate work positions
  - Standing
  - Rocking chair/bean bag/ball chair
- Seat cushions
- Weighted vests/lap pads
- Fidgets
- Earphones to block noise
- Study carrolls
Make sure desk/chair fit the student

- Many students sit in the wrong size chair
- Many desks are not at the correct height
- Students should sit with their back against the back of the chair
- Hips, knees and ankles should be flexed to 90 degrees
- Feet should be flat on floor
Organization of Desk

- Many types
- Provide inserts—single or double
- Supplies—in desk, on top, attached
- Individual or group supplies
- Provide time for organization
- Provide step by step instruction
- Check on students
Commonly seen in ES classrooms

SHOWER CADDY

PENCIL BOX
When planning material storage

- Consider one/multiple containers
- Lid or no lid
- In desk or on top
- Size of containers
- Portability if needed to take to centers, etc.
- Time to access materials
- Amount of materials to be stored
- What is available/free
- Durability
Paper/work storage

- 3 ring binders
- Accordion files
- Individual Folders
- Spiral notebooks
- more
If using binder

- Hole punch everything
- Have time/punch available
- Use dividers (with/without pockets)
- Small for each subject or one large
- Pencil pouch for supplies
- Sheet protectors
- Time and instruction for organization
- Mark important papers to KEEP
Organization for Papers

- Mark important papers to KEEP
- Hole punched for home
- Name on desk – only tape sides down, use as paper holder
Problem: “I can’t find my pencil”

Solutions –

• Can label with name/teacher’s name, etc.
• Use specific colors
• Mailing labels keep pencil from rolling off
• Grippers or tape wrapped around pencil can keep it from rolling
• Velcro to desk
• Attach with string
• Leave one/take one
• Borrow pencil/leave a shoe
Flexible Graphic Organizers

- Sticki Notes
- Digital Graphic Organizers
Sticky notes

No-tech

Prewriting organization

Scaffolded scribing
Going Digital

Provides more flexible options

- Organization
- Flexible access and tools for easier composing, revising and editing
- Home school connection
- Collaboration with teachers, peers and other students
- Flexible options for working at home or school
Traditional vs. added graphic supports for recording scientific observations

### Organizational Strategies

#### Chemical and Physical Changes of Matter

<table>
<thead>
<tr>
<th>Matter</th>
<th>Changes that can happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tree</td>
<td></td>
</tr>
<tr>
<td>Rock</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Air</td>
<td></td>
</tr>
</tbody>
</table>

**Prediction:**

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**Data Collection:**

<table>
<thead>
<tr>
<th>Lab Stations #</th>
<th>Physical Change or Chemical Change</th>
<th>Rationale for your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

**Summary:** Describe how physical and chemical changes may be distinguished. Be sure to include supporting evidence from the investigation.

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**Chemical and Physical Changes of Matter**

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**Prediction:**

---

**Data Collection:**

<table>
<thead>
<tr>
<th>Lab Station</th>
<th>Physical (P) or Chemical (C) Change</th>
<th>Rationale (reason) for your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balloon Magic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crazy Candle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shake it Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tricky Tablet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MCPS Software

- Inspiration
- Kidspiration
- MS Word
- Clicker 5
- Kurzweil 3000

Organizational Strategies
Inspiration 9  Follow the link to check out examples and lesson plans
Integrate Kidspiration® Into Your Curriculum

- She would teach me about words.
  - She would help me talk better.
  - She would teach me about homonyms.
- She would help me write better.

- I want her to bake me a cake.
- I would love to have Amelia Bedelia babysit for me.
- I could blame stuff on her.
- It would be fun to stamp letters.

- She can help me clean my room.
- I want to dust the furniture.

- Does she know any skateboard tricks?
- She would make me happy.
- She would make me laugh.

Created by:
Dayle Payne, Special Educator
Candler Elementary School
Candler, NC
What are natural, human, and capital resources?

People use NATURAL, HUMAN, AND CAPITAL RESOURCES to produce goods and services. NATURAL RESOURCES are gifts of nature. Natural resources include things such as rain, sun, soil, land, trees, and seeds.
MS Word: Tables and Smart Art

- Use as Graphic organizers
Kurzweil (more than a text reader)
MCPS’ own HIAT WEBSITE – Resources for Staff

- Explore the HIAT website –
  - Educational Resources
  - Quick Guides and video tutorials
  - HIAT Support
  - UDL tool finder

- Add HIAT to your “Favorites” (when you get back to your schools, or to a social bookmarking website, such as Diigo, Delicious or Bitly)
Folder and File Management

Long list of files – difficult to locate the desired one

Files organized in subject areas
Hand in folder
Handout folder
Assignment Tracking

Hand in folder
Hand out folder
Student shared Folder
Shared sites
## Content Area:

<table>
<thead>
<tr>
<th>My Current Practice:</th>
<th>Based on what I now know, I would add.....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Technology</th>
</tr>
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</table>

| Representation (process) | |
|--------------------------||
|                          | |

<table>
<thead>
<tr>
<th>Engagement</th>
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</table>

<table>
<thead>
<tr>
<th>Expression (Product)</th>
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</table>

Build upon a current lesson plan you are using in your classroom. Add-on some of the resources you learned about in this session to your lesson plan. Reflect on how you are providing student’s options on how they learn, providing choices that will engage a student’s interest and providing choices to demonstrate the student’s learning.

http://montgomeryschoolsmd.org/departments/hiat/training/collab_cycle.shtm

Adapted from the work of Maryse Kalplan, MATN webinar, Baltimore County Public Schools
Universal Design for Learning Meets Web 2.0

- National Center on Universal Design for Learning
  - Click on “Implementation” tab at the top of website.
  - UDL Guidelines – Examples and Resources
    - Site has numerous hyperlinks to Web 2.0 sites (majority free)
    - Consider adding “Winners” to your “Favorites”

- Complete the capture sheet
Additional Websites

- Thinkport

- Karen Janowski’s wiki space

- MyStudyBar
Complete Survey

Thank you for attending!