



## ASD and Assistive Technology: Organization



## Objectives

- Gain understanding of the common organizational challenges for individuals with ASD.
- Gain understanding of features of technology that may support the common organizational challenges of ASD.
- Gain understanding of the need and process to feature match student needs to technology features.
- Become informed about assistive technology tools that may contain features to support organizational challenges in individuals with ASD.



In the world beyond school...

At work?

In college?

*What are the characteristics of a successful independent learner and productive citizen?*

At home?

In relationships?



## Success in School

Top 10 skills as identified by a survey of 8,000 teachers

- Listen to others
- Follow the steps
- Follow the rules
- Ignore distractions
- Take turns when you talk
- Ask for help
- Get along with others
- Stay calm with others
- Be responsible for your bx
- Do nice things for others

(Elliot & Grisham, 2006)



## Prepares Young People for Success in Adulthood

Common list of soft skills employers want:

- Social skills/interests/involvement
- Communication skills
- Interpersonal abilities
- Problem solving
- Teamwork
- Adaptability/flexibility

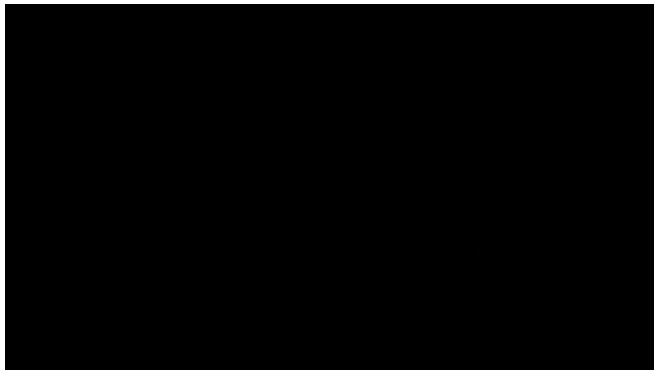


## Executive Functioning Defined

- Cognitive processes that enable individuals to engage in goal-directed or problem-solving behavior (Council for Exceptional Children, 2011)
- Allow us to organize our behavior over time and override immediate demands in favor of longer-term goals (Dawson & Guare, 2010)
- “CEO of the brain,” “orchestra conductor,” “GPS system”



## In Brief: Executive Function: Skills for Life and Learning



[https://www.youtube.com/watch?v=efCq\\_vHUMqs](https://www.youtube.com/watch?v=efCq_vHUMqs)



## Specific Executive Functions

Executive Function	Definition	Signs of Difficulty
<b>Emotional Control</b>	The ability to modulate emotional responses by bringing rational thought to bear on feelings.	Easily upset or excited, overreacts, frequent mood changes, doesn't regulate emotion appropriately to situation
<b>Inhibit</b>	The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts. The flip side of inhibition is impulsivity; if you have weak ability to stop yourself from acting on your impulses, you have lack of "impulsive control."	Distractable or impulsive, cannot delay gratification, delay certain activities or responses for the sake of others
<b>Goal Setting/Planning</b>	The ability to manage current and future-oriented task demands.	Sets unrealistic goals, starts work at last minute, fails to anticipate consequences, difficulty identifying steps to take for task /project completion
<b>Organize</b>	The ability to impose order on work, play, and storage spaces.	Scattered, disorganized approach to solving problems, or managing materials, unable to establish order in a place or activity
<b>Initiate</b>	The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies.	Trouble getting started, may appear defiant

## Specific Executive Functions (cont'd)

Executive Function	Definition	Signs of Difficulty
<b>Working Memory</b>	The capacity to hold information in mind for the purpose of completing a task.	Forgets assignments, materials, classroom procedures, remembers only part of directions, difficulty following lengthy instructions, appears as if they do not pay attention
<b>Shift</b>	The ability to move freely from one situation to another and to think flexibly in order to respond appropriately to the situation. The ability to shift is often called cognitive flexibility	Difficulty coping with changes in routine, thinking "outside of the box", smoothly transitioning from one task to another
<b>Self-Monitor</b>	The ability to monitor one's performance and to measure it against some standard of what is needed or expected	Doesn't notice how others react to behavior, asks for help rather than trying first, avoids problem-solving games

(Gioia, Isquith, Guy, & Kenworthy; 2013; Cooper-Kahn, 2008)

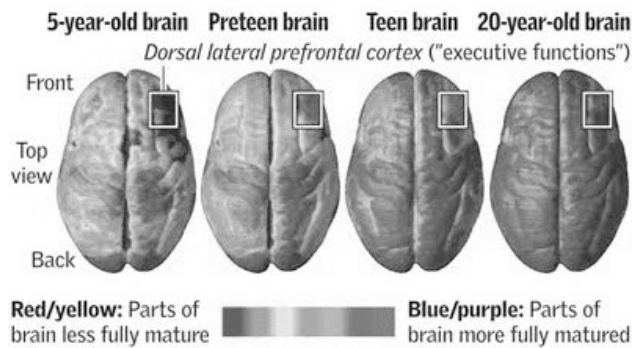
## Four Areas of Organization

- Self-management
- Time management
- Information management
- Materials management

WATI ASNAT Section 8 Organization



## EF, Development and Autism



Sources: National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

Thomas McKay | The Denver Post



## Underlying Characteristics Checklists (UCC)

Version	Who
UCC-Early Intervention	3 – 72 months of age
UCC-Classic	Intended for those who are significantly below average cognitive functioning
UCC-High-Functioning	Intended for high-functioning individuals ages 6+
UCC-Self Report-Adolescent	12 – 18 years old
UCC-Self Report-Adult	Ages 18+

Dr. Ruth Aspy & Dr. Barry Grossman, 2007

<http://www.aapcpublishing.net>



## UCC Domains

- Social
- Restricted Patterns of Behavior, Interests, and Activities
- Communication
- Sensory Differences
- Cognitive Differences
- Motor Differences
- Emotional Vulnerability
- Medical/Biological Factors

Including  
Individual Strength and Skills Inventory (ISSI)

### Cognitive Differences and Impact on Organization

Area of Developmental Concern	Possible Effect on Organizational Skills
Central Coherence	Misses the broader categories- the "large" project and not just details; limited understanding of big picture to identify pieces/part
Attention	Using work time efficiently; sustaining attention to task; shifting attention
Working Memory	Difficulty recalling information; Forgets what they should be working on; Monitoring time
Planning	Delay in meeting timelines; Difficulty planning steps in assignment; Difficulty planning/organizing materials
Self-Monitoring	Evaluation of work; Identifying realistic goals; Adjusting actions/inhibiting inappropriate actions



### Cognitive Differences and Impact on Organization

Area of Developmental Concern	Possible Effect on Organizational Skills
Self-Direction/Initiation	Initiating work/actions; Difficulty using work time efficiently
Comprehension Skills	Difficulty understanding sequences/steps; Difficulty understanding content in academic/vocational work
Problem Solving	Difficulty making decisions; Locating necessary materials/information or executing effective search strategies for lost materials; Difficulty with prioritization
Generalization of Skills	Generalization of info or targeted skill from one task to another; Difficulty applying effective organization strategies to novel tasks



### Social/Communication Differences and Impact on Organization

Area of Developmental Concern	Possible Effect on Organizational Skills
Following Instructions	Misses out on important information; Difficulty understanding assignments/requests; Difficulty understanding written and verbal directions/steps/processes
Asking for Help or Information	Delay in completion of task; Prevents locating key information or materials; Impact initiating
Language Development	Understanding of ordinal labels; Categorical understanding of words; Difficulty with understanding spatial words (on, in, beside, etc.) Difficulty identifying relevant information from verbal information or social situations
Expressing Frustration and Emotions	Impacts self management; Impacts ability to move forward with activities/projects;



### Restrictive/Repetitive Behavior and Sensory Differences Impact on Organization

Area of Developmental Concern	Possible Effect on Organizational Skills
Repetitive Motor Movements	Execution of actions/tasks; Difficulty remaining on task
Transitioning	Difficulty getting started or ending task; Difficulty moving from preferred activities to non-preferred/required activities; Delay in completing tasks
Need for Routine	Too routinized inhibits flexible thinking; Preferred routines can interfere with more effective organizational strategies
Activity Level (under or over)	Impacts focus
Sensory Differences	Difficulty regulating/filtering sensory input; Difficulty processing auditory information
Restricted Focus	Impacts big picture thinking; Difficulty creating and sticking to timeline; Difficulty shifting attention within, between or among tasks

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### AT Definition

**What:** any item piece of equipment or product system

**How:** acquired commercially off the shelf, modified, or customized

**Why:** to increase, maintain or improve functional capabilities

**Who:** a child with a disability  
(Authority: 20 U.S.C. 1401(1))

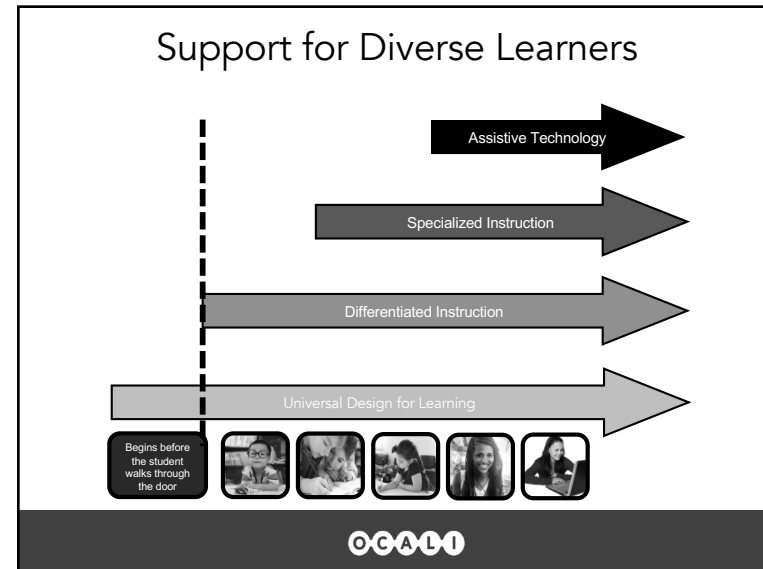
<http://www.atinternetmodules.org/>

### AT Services

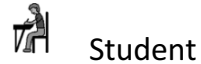
- Functional evaluation in customary environment
- Purchasing, leasing, acquiring
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing
- Coordinating services, intervention, therapy.
- Training or technical assistance (parents, child professionals)

(Authority: 20 U.S.C. 1401(2))

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SETT =



Student



Environment



Tasks



Tools

SETT Framework Publications  
<http://www.joyzabala.com/Documents.htm>

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## Process for Including the Teaching of Organization Skills Using Assistive Technology

- Find the champions of AT/ASD
- Assess with SETT process and UCC
- Design plan to teach organization skills
- Implement plan
- Evaluate implementation of plan and re-vamp as needed

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## Student 1: Materials Management

- Messy work and storage areas
- Lost papers and projects
- Can't find work tools such as book, scissors or markers quickly
- Difficulty keeping digital files organized

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## STUDENT: DANIKA



Fifth grader, likes Disney princesses and Black Beauty, and very active imagination



**STUDENT: DANIKA**

Can be passive and shy, hesitant to make a mistake, easily distracted

**STUDENT: DANIKA**

Uses a laptop for select academic tasks, tends to lose materials or unable to locate materials, peers complain about her tools and materials in their workspace

**Environments**

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**Tasks**

- Transition from one location to another with needed materials
- Sustain attention to tasks
- Ask for help when unsure of what materials to use for activity
- Prepared for class with all necessary materials
- Turn in homework, classroom work, etc. to appropriate area
- Keep personal space organized

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# SIFT Organization Domain

Student Inventory for Technology Supports **LOGIN** **SIGN UP**

What is SIFTS? How does it work?

Welcome to the Student Inventory for Technology Supports (SIFTS). The SIFTS is a tool to assist school teams in matching a student's needs with assistive technology (AT) features.

**GET STARTED**



<http://sifts.ocali.org>

Student Inventory for Technology Supports **DASHBOARD** **LOGOUT**

## SIFTS - Organization and Planning

### Materials Management























The student has difficulty being independently organized and prepared with necessary tools/materials.

Select the statement/s that best describes your student's ability to effectively manage materials. The student has... (Required)

- difficulty **manipulating** (specifically fine motor difficulties) classroom materials and tools.
- difficulty functionally using traditional **organizational tools** (folders, containers, bins, boxes, checklists, coding, filing, planners, schedules, portable electronic storage, computer based electronic storage, etc.).
- difficulty **deciding which materials are needed** for the given task/environment.
- difficulty being able to sort materials by **categories** or similar features.
- difficulty putting materials in a **consistent location** for easy retrieval.
- difficulty **keeping track** of materials when transitioning.
- difficulty executing effective **search strategies** for lost materials.
- no difficulty effectively managing materials.

**SAVE AND CONTINUE**

Materials Management

- Checklists  
- Color Coding  
- Electronic Creation, Submission, Retrieval and Storage 
- Electronic Storage  
- Materials Inventories  
- Portable Tool Containers  
- Reminders  
- Schedules  
- Storage Systems  
- Tracking Devices  
- Video Modeling 
- Visual Supports  

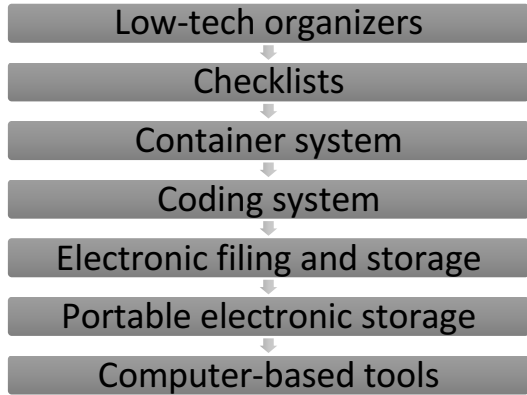
## Feature Matching - Danika

Needs	Features
frequently loses tools and materials to complete assignments	<ul style="list-style-type: none"> <li>• containment features</li> <li>• checklists</li> <li>• color coding</li> <li>• visual boundaries</li> <li>• theme-based power card</li> <li>• digital mobile/cloud based storage</li> <li>• cue cards (when you don't know what to do)</li> <li>• social narrative</li> <li>• video modeling</li> </ul>
other students complain she does not stay within her assigned space with materials	
frequently loses completed assignments	
needs help clarifying needed materials due to distractibility	

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### Materials Management



WATI Section 9 Organization



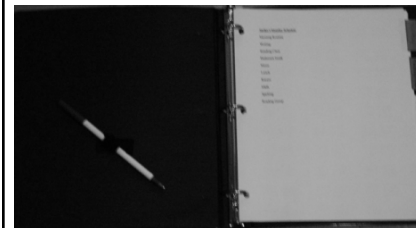
### Container Systems



### Labeling Container Systems: Color, Picture, Words



### Materials Color Coded System







## Checklists

<p>I need to be careful with the things I own. It is important to keep track of and not lose my things.</p> <p>Before I leave school for the day, I have to check for...</p> <p><input type="checkbox"/> -my hat</p> <p><input type="checkbox"/> -my gloves</p> <p><input type="checkbox"/> -my wallet</p> <p><input type="checkbox"/> -my lunch bag</p> <p><input type="checkbox"/> -my school bag</p> <p><input type="checkbox"/> -the books I need</p> <p><input type="checkbox"/> -my agenda</p> <p><input type="checkbox"/> -anything else I brought with me</p>	<p>What do I need to take home for homework today?</p> <p>1) _____ <input type="checkbox"/></p> <p>2) _____ <input type="checkbox"/></p> <p>3) _____ <input type="checkbox"/></p> <p>4) _____ <input type="checkbox"/></p> <p>5) _____ <input type="checkbox"/></p> <p>6) _____ <input type="checkbox"/></p> <p>7) _____ <input type="checkbox"/></p> <p>8) _____ <input type="checkbox"/></p>
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## Checklist

<p>Mrs. Jones' Math Class</p>  <p>I Need:</p> <p><input type="checkbox"/> green textbook</p> <p><input type="checkbox"/> green notebook</p> <p><input type="checkbox"/> green pencil case</p> <p><input type="checkbox"/> calculator</p> <p>Routine:</p> <p><input type="checkbox"/> go to seat</p> <p><input type="checkbox"/> put homework in green basket</p> <p><input type="checkbox"/> get assignment</p> <p><input type="checkbox"/> copy notes</p> <p><input type="checkbox"/> listen to teacher</p> <p><input type="checkbox"/> raise hand to answer question</p>	<p>math</p>  <p><input type="checkbox"/> pencil</p> <p><input type="checkbox"/> textbook</p> <p><input type="checkbox"/> paper</p> <p><input type="checkbox"/> calculator</p> <p><input type="checkbox"/> ruler</p> <p><input type="checkbox"/> markers</p>	<p>geography</p>  <p><input type="checkbox"/> pencil</p> <p><input type="checkbox"/> textbook</p> <p><input type="checkbox"/> atlas</p> <p><input type="checkbox"/> binder</p> <p><input type="checkbox"/> ruler</p> <p><input type="checkbox"/> markers</p>	<p>science</p>  <p><input type="checkbox"/> pen</p> <p><input type="checkbox"/> textbook</p> <p><input type="checkbox"/> paper</p> <p><input type="checkbox"/> folders</p> <p><input type="checkbox"/> laptop</p> <p><input type="checkbox"/> headphones</p>
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## Email

- Use email to send reminders about materials needed for class or special project
- Have students email homework assignments to teacher for printing at school

To: danika98@gmail.com

Cc:

Bcc:

Subject: Needed for Science Tuesday

From: AC4 - ac4@ocali.org

Hi Danika,

Please remember to bring these things Tuesday for Science class:

Toy with wheels

Pencil

Thanks,  
Mr. Jacobs



## Electronic File Management Systems



## Learning Management Systems



Blackboard



canvas  
BY INSTRUCTURE

Desire2Learn



edmodo

moodle

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## Approaching Self-Management: What's First?

- All of these strategies **can't** be initiated at the same time.
- Prioritize! Consider environments, tasks, support needed
- Introduce one strategy, collect data and adjust as needed to increase positive outcomes

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## Student 2: Information Management

- Breaking a large project into smaller steps
- Organizing notes or review items
- Completing multi-step tasks
- Initiating tasks
- Holding items in working memory

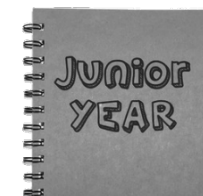
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## STUDENT: CODY



**MOTHS**  
and  
**SCIENCE**

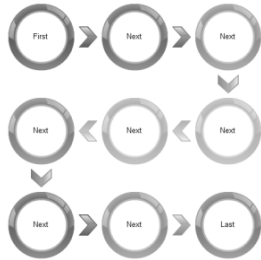
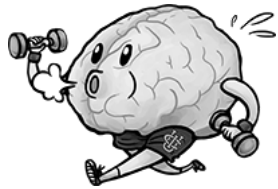
Junior in high school, loves mobile devices, special interest in trains, enrolled in AP science and math courses



**STUDENT: CODY**



Difficulty with working memory, sequencing, planning, and accessing relevant text based information



**STUDENT: CODY**

Difficulty completing multi-step projects/assignments, struggles with research projects, unable to keep up with notetaking in class and record relevant information



**Environments**



**Tasks**

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually or quantitatively as well as in words)
- Conduct short as well as sustained research projects based on focused questions demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Take class notes identifying relevant information from the speakers content



# SIFT Organization Domain

**Student Inventory for Technology Supports**

**LOGIN SIGN UP**

What is SIFTS? How does it work?

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**GET STARTED**

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## SIFTS - Organization and Planning

### Information Management/Processing

The student has difficulty acquiring, retaining, and/or using information in an efficient and organized way (i.e. memory, managing multi-step projects/tasks/directions, identifying relevant information etc.)

Select the statement's that best describes your student's ability to retain, identify, and organize information The student has... (Required)

- difficulty with **working memory**, which is retaining and using information to complete activities and tasks.
- difficulty identifying **relevant information** in academic work - **reading**.
- difficulty identifying **relevant information** in academic work - **writing**.
- difficulty **organizing** note taking or materials (auditory and print).
- difficulty identifying **connections** between new and previously learned information.
- difficulty **relating similar concepts** to one another (compare, contrast, etc.).
- no difficulty retaining, identifying, and organizing information.

Select the statement's that best describes your student's ability to use information to complete multi-step tasks. The student has... (Required)


- difficulty using information to develop a strategic plan for dividing a complex, multi-step job or assignment into **subtasks**.
- difficulty using information to **identify and act on missed steps** in an activity such as routines, assignments, tasks, directions.
- difficulty using information to **complete multi-step directions** or tasks.
- no difficulty using information to complete multi-step tasks.

**SAVE AND CONTINUE**

### Information Management/Processing

Annotated Directions  

Annotations  

Checklists  

Color Coding  

Document Visual Simplification  

Electronic Dictionaries  

Embedded Notes/Sticky Notes  

An embedded note is a feature that can be found in many comprehensive reading and writing programs. It allows adding a text, graphic, audio or video note into digital text for the purpose of providing further detail about the content. The note can be added by the student to provide a study note, reminder or summary of content that can later be extracted from the text into an outline. An instructor might use embedded notes to highlight key points or draw connections to previous learning.

**Additional Resources:**

- [Adding Bubble Notes to Kurzweil Quick Guide \(PDF\)](#)

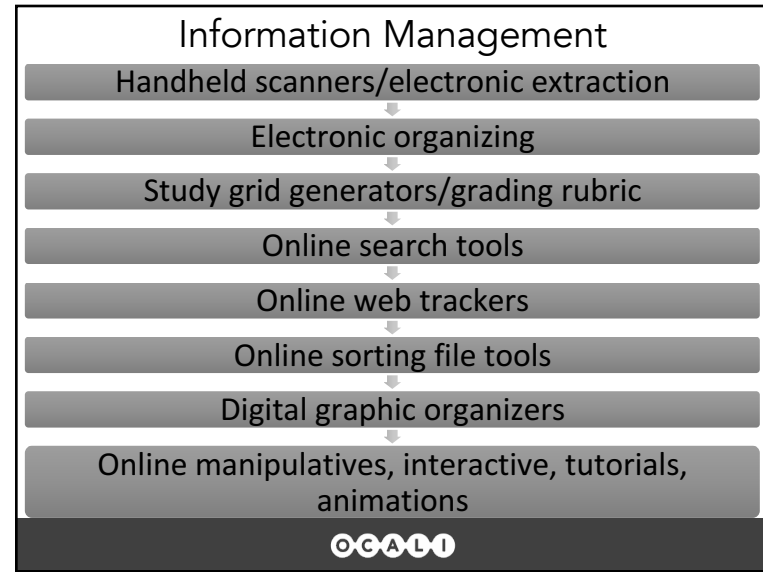
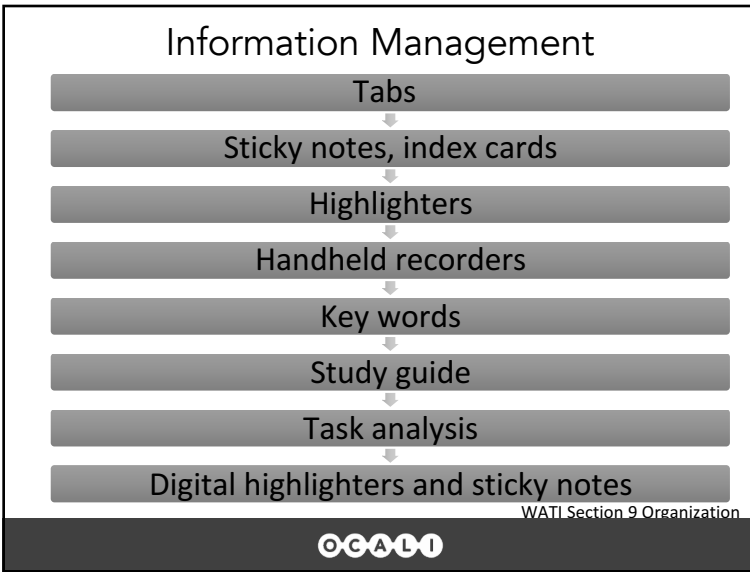


• Click images to zoom


## Feature Matching - Cody

Needs	Features
working memory challenges	<ul style="list-style-type: none"> <li>• electronic assignment keepers</li> <li>• task and sequence managers</li> <li>• highlighting, masking, embedded notes, etc.</li> <li>• digital record feature</li> <li>• visual checklists</li> <li>• task and project outliners/graphic organizers</li> </ul>
difficulty locating key information in text	
unable to keep up with note taking and record relevant information	
difficulty planning and then following steps to complete projects	

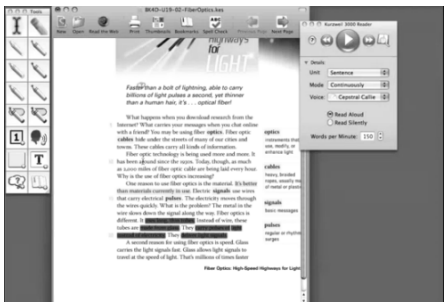





### Highlighting



Highlighter Tape




Software with Highlighting and Text Extraction Feature  
Kurzweil



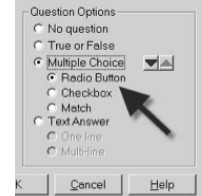
Highlighter Pens

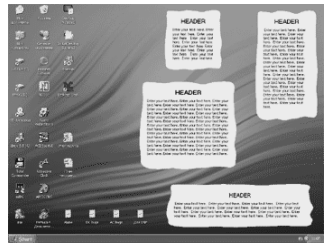
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### Sticky Notes

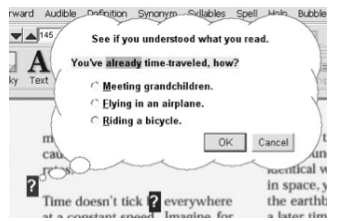


Traditional Sticky Notes





Computer OS Sticky Notes



Embedded Sticky Notes:  
Bubble Notes-Kurzweil

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## Rubrics

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Subject \_\_\_\_\_ Unit \_\_\_\_\_  
 Rubric for Unit of Study \_\_\_\_\_

	4	3	2	1
<b>Effort</b>	Student worked on the unit until it was completed, pushed himself to find solutions even when difficulties arose, and persevered with a good attitude.	Student worked on the unit until it was completed and pushed himself to find solutions even when difficulties arose.	Student put effort into the unit, but stopped working when difficulties arose or worked with a resistant attitude.	Student put the minimal effort into the unit.
<b>Achievement and Thoroughness</b>	Student exceeded the objectives of the unit.	Student met the objectives of the unit.	Student met some of the objectives of the unit, but did not meet others.	Students did not meet the objectives of the unit.
<b>Accuracy and Understanding</b>	Student answered all the essential questions and/or vocabulary with accuracy. Conceptual understanding of the topics was apparent.	Student answered all/most of the essential questions and/or vocabulary with accuracy. Student needs to show more examples of conceptual understanding.	Student answered some of the essential questions and/or vocabulary accurately. Student did not provide enough examples of his understanding.	Student answered only a few of the essential questions and/or vocabulary accurately. Student did not provide enough examples of his understanding.
<b>Neatness, Presentation, and Creativity</b>	Presentation of ideas was creative, neat, and showed originality.	Presentation of ideas was neat, but could have shown more originality and/or creativity.	Presentation of ideas was mostly neat, but could have shown more originality and/or creativity.	Student needs to work on neatness, creativity, and/or originality of ideas.
<b>Organization of Ideas</b>	All tasks outlined in the unit were completed and organized in a logical and easy to follow format.	The tasks outlined in the unit were completed. Tasks and ideas were organized in a reasonable format.	Most of the tasks outlined in the unit were completed, but student could use some effort on organization.	Not all tasks were completed, and student could use some effort on organization.
	17-20 = A	14-16 = B	4-13 points = C	5-8 points = D

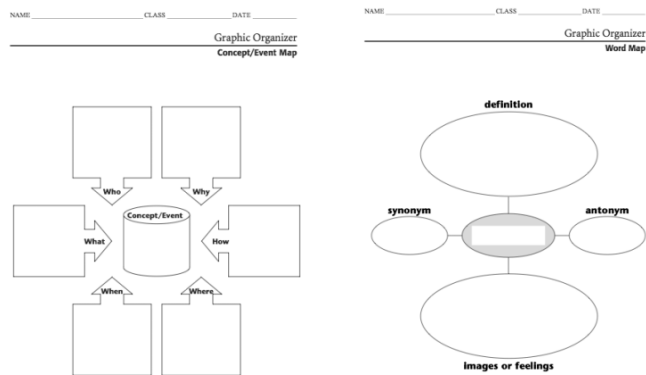


## Rubrics

- iRubric  
<http://www.rcampus.com/indexrubric.cfm>
- Rubrics for Teachers  
<http://www.rubrics4teachers.com/>
- Teachers First Rubrics and Rubric Makers  
<http://www.teachersfirst.com/single.cfm?id=8602>



## Graphic Organizers

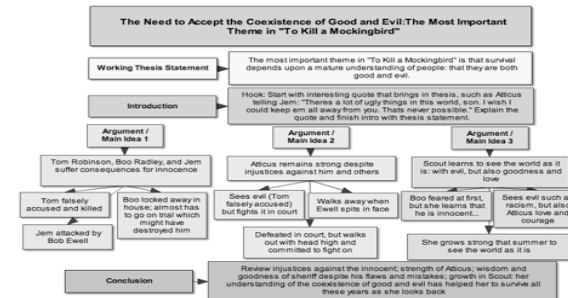


HOLT Graphic Organizers  
<http://my.hrw.com/nsmedia/intgos/html/igo.htm>



## Organizer Tools

- List with links and descriptions for online tools  
<http://cooltoolsforschools.wikispaces.com/Organiser+Tools>



## Note Taking: Cornell Notes

<b>CUES</b>  WRITTEN SOON AFTER CLASS  ANTICIPATED EXAM QUESTIONS  MAIN IDEAS OR PEOPLE  VOCABULARY/ WORDS  USED FOR REVIEW & STUDY	NAME, DATE, TOPIC, CLASS  <b>NOTES</b>  TAKEN DURING CLASS  • MAIN POINTS • BULLET POINTS • DIAGRAMS / CHARTS • ABBREVIATE • PARAPHRASE • OUTLINE • LEAVE SPACE BETWEEN TOPICS	Classification of these two or three letters into weak, with a paragraph about what you learned and/or questions about what you don't understand. Topic: <b>1800s</b> Questions/Main Ideas: What were carpet-baggers? <i>Carpetbaggers are people from the North who moved to the South during Reconstruction usually for the purpose of gaining money.</i> How many people are there? <i>There are 50 people on the floor of the state of Congress.</i> Name the state which Lee surrendered to Grant. <i>Lee surrendered to Grant in Virginia.</i> What is amnesty? <i>The definition of amnesty is the general pardon by the government.</i> How many electoral votes were allotted to New York in 1876? <i>20 votes were given to New York in the election of 1876.</i>
	CORNELL NOTE-TAKING METHOD  SUMMARY WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.	



## Guided Notes

- Key Concepts:
- Teacher prepared handouts
  - Outline lectures, audiovisual presentations or readings
  - Leave blank spaces for students to fill in key concepts

**Mitosis: Genes, Chromosomes, and Numbers**

\_\_\_\_\_ contain thousands of genes along its length.

**Diploid and Haploid Cells**

- In every cell of our body, there are \_\_\_\_\_ chromosomes that are very similar, one we get from \_\_\_\_\_ and one we get from \_\_\_\_\_.
- o This type of cell is known as \_\_\_\_\_ (has 2 of each type of chromosome)
- Organisms produce gametes ( \_\_\_\_\_ ) with one chromosome from each of the pair.
- o This type of cell is known as \_\_\_\_\_ (has 1 of each type of chromosome)

**Homologous Chromosomes:**

- The matching pair of chromosomes (one from mom and one from dad) are called \_\_\_\_\_ chromosomes.
- Each member of the pair has \_\_\_\_\_.
- o The actual \_\_\_\_\_ of the trait may be different
- o The chromosome that is passed onto the child is \_\_\_\_\_

**Meiosis**

- Meiosis yields two \_\_\_\_\_ identical daughter cells- the same number and type of chromosomes.
- If meiosis was the only way to reproduce, then all the kids would get \_\_\_\_\_.
- So, there must be some other way to reproduce- some other form of cell division.
- o Produces \_\_\_\_\_ with half the number of chromosomes as the parents
- o Called \_\_\_\_\_ occurs in specialized cells of each parent
- Consists of \_\_\_\_\_ shuffling of genetic material and \_\_\_\_\_ separate divisions
- o \_\_\_\_\_
- Begin with 1 diploid cell, results in \_\_\_\_\_ haploid cells (sex cells)



## PowerPoint Notes View— Keynote Does It Too!

### Printing in Notes Pages

- Slides printed in **Notes Pages** will display the speaker's notes for making the presentation.
- These notes do not show on the screen during the presentation.

These are my notes for this slide.

Printing in this view of the presentation is a way for the speaker to write his own jot notes for what to say while this slide is on the screen.

The notes will print out when the slide is printed in **Notes Pages**. These notes do not show in the screen during the presentation.

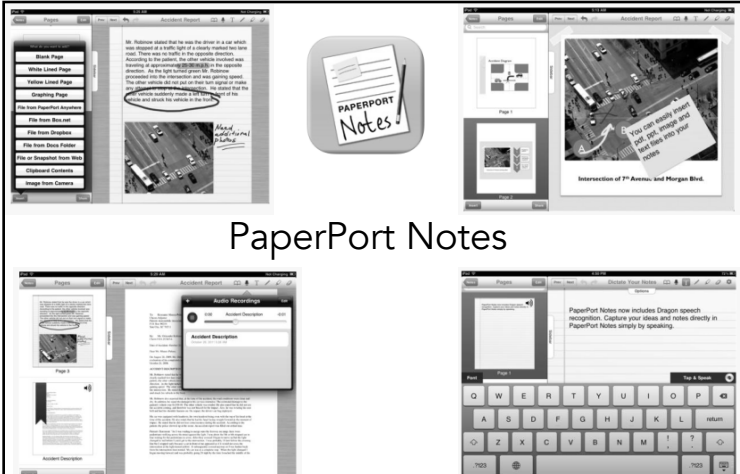


## Note Taking Programs

- Evernote
- Microsoft OneNote
- Zoho Notebook
- Zotero


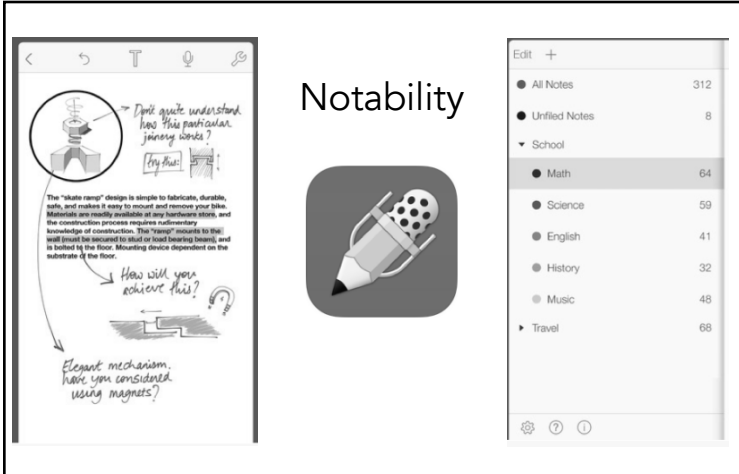







**PaperPort Notes**

<https://itunes.apple.com/us/app/paperport-notes/id476134017?mt=8>


**Notability**

<https://itunes.apple.com/us/app/notability/id360593530?mt=8>






### Student 3: Time Management


- Arrives late
- Misses deadlines
- Difficulty breaking tasks into smaller parts
- Difficulty following a sequence to complete a task
- Struggles determining the amount of time needed to complete a task




**STUDENT: DYLAN**


High school requirements completed, attending community based postsecondary job training program, job training at humane society, loves his pets, involved in church



**THE HUMANE SOCIETY OF THE UNITED STATES**





**STUDENT: DYLAN**




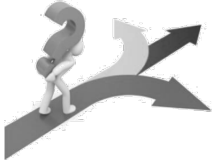
Limited use of language

Uses language on a limited basis, can read and write at a 3<sup>rd</sup> grade level, has an iPhone






**STUDENT: DYLAN**

initiative

Late to work due to distractions, difficulty completing multi-step tasks, trouble with self-initiation, transitioning challenges, not doing well with traditional time management tools

**Environments**







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**Tasks**

- Transition from one activity to another with ease
- Use work time efficiently
- Monitor work speed
- Follow schedule and work rules/routines
- Sustain work for given amount of time
- Arrive and depart work on time

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# SIFT Organization Domain

Student Inventory for Technology Supports

LOGIN SIGN UP

What is SIFTS? How does it work?

Welcome to the Student Inventory for Technology Supports (SIFTS). The SIFTS is a tool to assist school teams in matching a student's needs with assistive technology (AT) features.



GET STARTED

<http://sifts.ocali.org>

## SIFTS - Organization and Planning

### Time Management

The student has difficulty adhering to set time lines and/or transitioning between and during activities.

Select the statement/s that best describes your student's ability to effectively manage time. The student has... (Required)

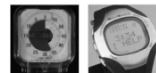
- difficulty understanding and using traditional time management tools (e.g. clocks, calendars, schedules, planners, etc.).
- difficulty arriving and/or departing on time (e.g. late to class, dressing for gym, stopping at locker).
- difficulty when changing from one task to another in a timely manner.
- difficulty developing timelines for a complex, multi-step job or assignment subtasks.
- difficulty predicting timelines during the completion of a project.
- difficulty using work time efficiently and/or difficulty estimating time left.
- difficulty monitoring and adjusting actions to reach the goal within a reasonable time frame.
- no difficulty with time management.

SAVE AND CONTINUE

### Time Management

- Checklists
- Pacing
- Reminders
- Rubrics
- Schedules
- Social Narratives
- Timers

Timers are devices that allow a predetermined amount of time to be set and that subsequently provide a signal after the time has elapsed. Some timers provide a countdown of the set amount of time either through visual representation of the elapsed time (decreasing color, changing color such as green to yellow to red, decreasing size of object, count down of numbers, etc.) or by auditory counting of the elapsed time (announcements of remaining time, announcements of current time, chimes, etc.). Timers may be electronic or a low-tech visual countdown system of numbers or pictures that are removed at certain intervals to indicate the passage of time.



Time Timer Watch Minder

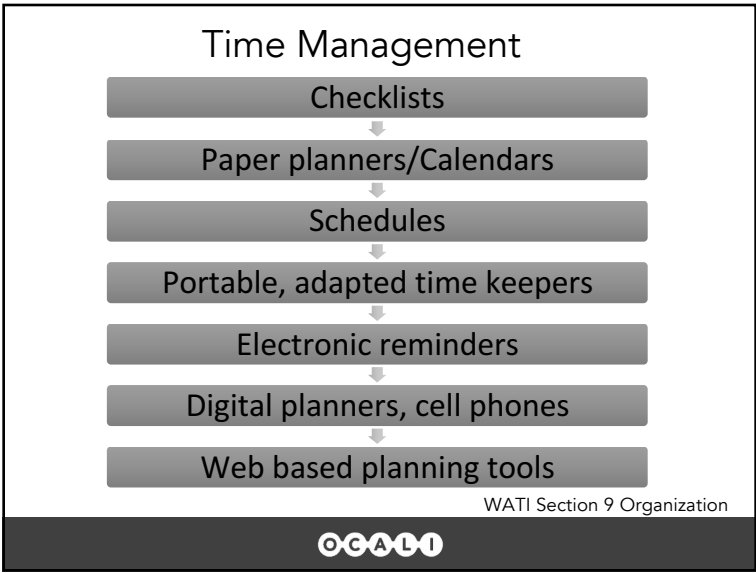
Click images to zoom

Visual Supports

## Feature Matching - Dylan

Needs	Features
multiple environments	<ul style="list-style-type: none"> <li>• mobile solutions</li> <li>• visual/auditory/tactile reminders with time keeping functions</li> <li>• visual/auditory supported countdown timer</li> <li>• visual task charts and schedules</li> <li>• virtual video support</li> </ul>
frequently late	
difficulty sustaining work over time	
difficulty completing tasks, adhering to schedules, transitioning	
continues to need family member and job coach present to initiate tasks and activities	





## Timers



Time Timer Watch  
<http://www.timetimer.com/collections/watches>



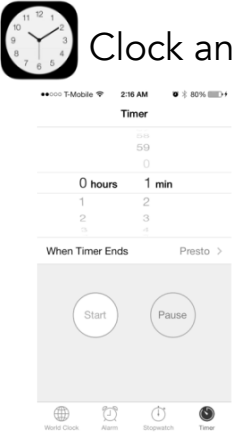
Watch Minder  
<http://www.watchminder.com/>



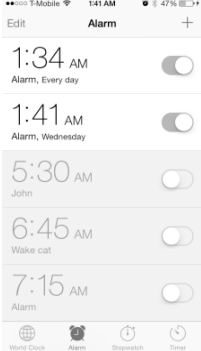
Apple Watch  
<http://www.apple.com/watch/>

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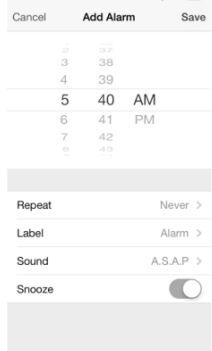
## Clock and Timer/Alarm: Apple iOS



Timer




Alarm




Adding a new alarm

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## Reminders: Text Memos





<http://www.textmemos.com>  
<https://www.remind101.com>  
<http://ohdontforget.com>  
<http://spectrasoft.com/appointment-software/reminders/text>

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## Reminders: Location Reminders

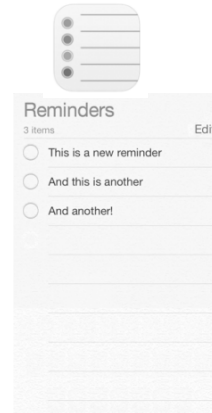


Location Alerts has a simple interface that lets you set alerts quickly.

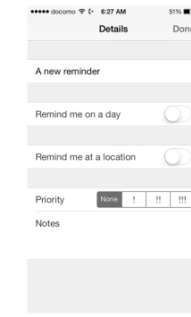
<http://locationalerts.appsicum.com/>



## Reminders: Apple iOS



Create a List



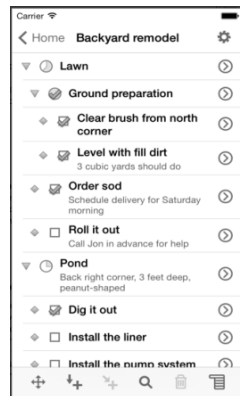
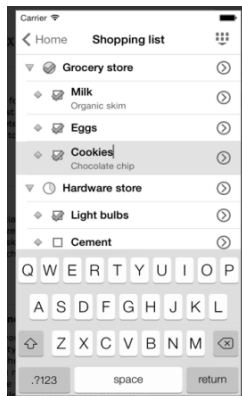
Set reminder by location or date and time



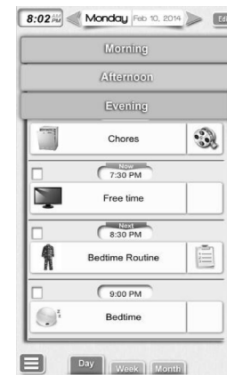
Receive Push Notification Reminder



## Outliner

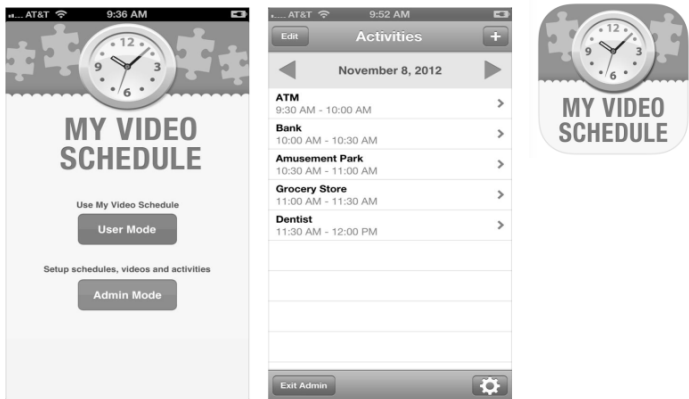


## Visual Schedule Planner



<https://itunes.apple.com/us/app/visual-schedule-planner/id488646282?mt=8>






<https://itunes.apple.com/us/app/my-video-schedule/id463787252?mt=8>

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## Additional Resources

## Books For Educators & Parents

- *Executive Skills in Children and Adolescents: A Guide to Assessment and Intervention* – Peg Dawson and Richard Guare
- *Late, Lost, and Unprepared: A Parent's Guide to Helping Children with Executive Functioning* – Joyce Cooper-Kahn and Laurie Dietzel
- *Smart But Scattered* – Peg Dawson and Richard Guare




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## AT Assessment Resources

WATI ASNAT – Chapter 9 - Organization  
<http://www.wati.org/?pageLoad=content/supports/free/index.php>

ATIM Modules  
 WATI - Organization Part 1-Part 4



<http://www.atinternetmodules.org>

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## AIM Modules

- Cognitive Differences
- Social Narratives
- Visual Supports



<http://www.autisminternetmodules.org>



linking research to real life.

