

Organization, Time Management, and Planning (OTMP) Inventory

Observations	Never	Sometimes	Often	Always
Tracking assignments (Go-Ahead-Forget-It Glitch)				
My child writes down assignments inconsistently				
My child forgets to take things he/she needs to school.				
My child forgets about assignments that are due the next day.				
My child often arrives at school and finds out there is a test that he/she didn't know about or forgot about.				
Managing materials (Go-Ahead-Lose-It Glitch)				
It is hard for my child to find the papers he/she needs.				
My child arrives home without papers/books needed for homework.				
My child forgets completed assignments and/or other necessary materials at home.				
My child's backpack is messy.				
My child's desk is messy.				
My child misplaces personal belongings (such as gloves, sweatshirts, small toys, electronics).				
Time management (Time Bandit)				
My child has difficulty getting started with homework on time.				
My child takes a long time to complete homework.				
My child needs constant prompts to get ready in the morning.				
My child has difficulty completing daily routines (such as tidying up the bedroom, showering, doing small chores) in a timely manner.				
Task planning (Go-Ahead-Don't-Plan Glitch)				
My child has trouble knowing how to start projects/assignments.				
My child has difficulty breaking down larger projects into steps.				
My child has to rush to complete long-term projects, due to lack of planning.				
My child often hands in work that is incomplete and/or messy.				

Guide to the Glitches

HELPING YOUR MASTERMIND WIN!



The Mastermind.

It takes brains to do everything we do: breathing, eating, even sleeping. Of course, it takes brains to learn and go to school. Walking into the building, finding your class, saying “Hello” to your friends, reading, and listening to your teachers all take brains. We can think of our brains as having different parts that help us do different activities. There are also parts that help us stay organized. These parts help us look around and figure out what we have to do. These parts work together to let us know what steps we have to take to brush our teeth, make a sandwich, or get ready to go to the movies. Let’s think of these organizing parts of our brains—the parts that help us decide what to do and how to do it—as acting together like a sort of superhero, and let’s call this hero the Mastermind. The Mastermind helps us control our actions.

The Mastermind is outstanding, but not perfect. Sometimes the Mastermind is not active enough. When you are tired or nervous or rushing around, the Mastermind does not work so well. For some people, keeping the Mastermind active enough is

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really difficult. Others might say that these people are careless or lazy. But that is **not true**.

Experts have learned that small, annoying problems develop when the Mastermind is not active enough. Your brain is more likely to make mistakes, and when that happens, Glitches get in the way. We all have Glitches creeping around in our brains. They mess us up by telling us silly things or making us forget to use skills that keep us organized and get things done. Have you ever forgotten a book or paper that you needed to take to school? If you have, that was the Glitches' work. Have you ever lost an important paper, like your homework or a special permission slip? That was also caused by Glitches. Every time we slip up and make mistakes, the Glitches throw a party. They love it when we are not in control of our actions.

Experts have put together some tips and tricks that can help you train the Mastermind to be more active, so you can control the Glitches. This program will teach you some new habits, so you know which steps to use to keep the Mastermind in control and stop the Glitches from making mischief. Let's find out about four naughty Glitches.

First, there is the **Go-Ahead-Forget-It Glitch**. This Glitch doesn't want you to remember important things, like homework assignments, important books that you need to bring home to study for a test, or the chores that your mom or dad asked you to do. It tricks you and tells you that you don't have to write down your homework or check to see if you have everything with you when you leave school. This Glitch *wants* you to forget things and get into trouble. When it wins, you look silly, because you don't have the right things with you or you don't know what you need to do.

There is also the **Go-Ahead-Lose-It Glitch**. This Glitch takes your mind off your things, so you misplace them or lose them. It tells you that you will find important papers no matter where you put them, so it convinces you to just stuff papers into your backpack or desk instead of using a folder. When you can't find your homework even though you did it, or you can't find your iPad because you leave it in a different place each time you use it, the Go-Ahead-Lose-It Glitch has gotten you.

The **Time Bandit** is the Glitch that makes you lose track of time and forget when things are due. If you ever remembered a big school project the night before it was due, this Glitch was around. This Glitch convinces you that you can do things later, without planning a schedule. The Time Bandit is also around when you find that you did not get your homework done, even though you had several hours to do it. It confuses you, and it distracts you while you're working, so that you don't use your time well.

Finally, the **Go-Ahead-Don't-Plan Glitch** takes away your good thinking skills. This Glitch tells you that you don't have to plan, which means you don't have to think ahead about the steps needed to complete big tasks. If you've ever handed in an assignment that was missing important parts, or found you don't enjoy a playdate as much because you forgot to plan which toys and games you wanted to bring, you've had trouble with this Glitch.

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GO-AHEAD-FORGET-IT GLITCH

This Glitch lurks in your memory and wipes out things you should remember or prevents you from remembering things.

Some Things the Go-Ahead-Forget-It Glitch Might Say

"Don't worry, you won't forget to take home your math book. You can pack it later, after you go to recess."

"You'll remember what the homework is without writing it down."

"You don't have to use a calendar to keep track of tests or projects. Your teacher will remind you when those are due."

When Is the Go-Ahead-Forget-It Glitch Around?

This Glitch often shows up when your teacher tells you what the homework assignments are for the day. It also shows up when you are packing up your things and keeps you from being careful about remembering what things to take with you. Then, when you get home and don't have the materials you need to complete your homework, this Glitch throws a party.



The Go-Ahead-Forget-It Glitch.

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GO-AHEAD-LOSE-IT GLITCH

This Glitch gets into the parts of your brain that control what you do, and it convinces you to put things away in the wrong place or in a place you will forget. It tricks you into misplacing your things, so that you come to school without your homework or get home without your books or papers. This Glitch makes you lose parts of your toys and makes it hard for you to find things. It also makes your backpack and desk really messy.

Some Things the Go-Ahead-Lose-It Glitch Might Say

“Hurry up! We have to do something else. Just drop that toy over there, and you can put it away later.”

“Let’s go watch TV. You can put your homework in your backpack when you’re done.”

“Just put that homework worksheet into your desk. You’ll find it later.”

“Even if you lose your iPad, Mom or Dad will help you find it.”

When Is the Go-Ahead-Lose-It Glitch Around?

This Glitch shows up whenever you are given a paper at school, and when you are packing up at the end of the school day. It hangs out whenever you open your backpack, especially when you take things out; it might distract you, so that you forget to put things back in the right spots. When you are done playing, the Glitch tells you to just rush to the next activity without putting away your stuff. The Glitch is very happy when you can’t find something important.



The Go-Ahead-Lose-It Glitch.

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THE TIME BANDIT

The Time Bandit gets into the parts of your brain that keep track of time. This Glitch convinces you not to worry about clocks or calendars. It confuses you, so you don't keep track of how much time you have to do things.

Some Things the Time Bandit Might Say

"Take it easy. We can take all the time we want to do this work."

"Don't worry about what time it is; your mom or dad will make sure you get to school on time."

"It's OK to take a little break from your homework and make a paper clip chain. You have plenty of time to get this done."

When Is the Time Bandit Around?

It's OK if the Time Bandit takes over when you are on vacation or relaxing on weekends; everyone needs a break from worrying about schedules. But the Time Bandit can also show up during homework time or other times when you have to meet a deadline (like getting to soccer practice by 5 P.M.). That's when the Time Bandit causes problems, because it slows you down and keeps you from being ready on time. The Time Bandit may also try to trick you into thinking that you can wait to start projects. This Glitch takes the Mastermind's eyes off the clock and the calendar, and that's how it gets you into trouble.



The Time Bandit.

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GO-AHEAD-DON'T-PLAN GLITCH

The Go-Ahead-Don't-Plan Glitch gets into the parts of your brain that control your thinking. This Glitch convinces you not to think ahead or think about the steps needed to complete a task or activity. This Glitch may trick you into believing a project is easy and doesn't require planning or can be started at the last minute.

Some Things the Go-Ahead-Don't-Plan Glitch Might Say

"Why bother planning how you will do this science project? Mom and Dad always do the planning for you."

"You don't need to think about the materials you need for this project. I'm sure you already have everything."

When Is the Go-Ahead-Don't-Plan Glitch Around?

Sometimes it's great just to relax and not plan your time. But when you find yourself cramming to do a project at the last minute, this Glitch has been in control. Sometimes this Glitch works with the Go-Ahead-Forget-It Glitch and the Time Bandit. It can tell you not to worry about what materials you need for homework or not to think about the steps you have to take to get ready. This Glitch loves it when you get scolded for rushing, handing in sloppy work, or forgetting to do something until the last minute.



The Go-Ahead-Don't-Plan Glitch.

Home Behavior Record (HBR)

Goals to Prompt, Monitor, Praise, and Reward

Give your child 1 point for each goal that is performed on a given day. There are 5 possible points to be earned each day.

Behaviors	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Goal 1:							
Goal 2:							
Goal 3:							
Goal 4:							
Goal 5:							
Total points (out of 5):							
Total points for the week:							

Questions for Developing a Reward Menu

1. What does your child like to do during free time?

Activity	How often does your child engage in this activity?	Does your child get to engage in this activity for free (that is, without needing to “earn” the privilege)?	Rate how highly the child values this activity (1 = very low value; 5 = very high value)

2. What toys or other items does your child like to use?

Toy or other item	How often does your child use this toy/item?	Does your child get to use this toy/item for free?	Rate how highly the child values this toy/item (1 → 5)

3. What outings does your child enjoy?

Outing	How often does your child go on this outing?	Does your child get to go on this outing for free?	Rate how highly the child values this outing (1 → 5)

(continued)

Questions for Developing a Reward Menu *(p. 2 of 2)*

4. With whom does your child like to play?

Person	How often does your child play with this person?	Does your child get to play with this person for free?	Rate how highly the child values playing with this person (1 → 5)

5. Does your child collect any items or show interest in collecting items?

Item	How often does your child collect this item?	Does your child get to collect this item for free?	Rate how highly the child values this item (1 → 5)

6. Does your child have any favorite snacks or restaurants?

Food or restaurant	How often does your child eat this food or go to this restaurant?	Does your child get to have this type of food or eat at this restaurant for free?	Rate how highly the child values this food or restaurant (1 → 5)

7. What does your child like to do on weekends (for example, play with a neighbor, have a sleepover with a friend)?

Activity/outing	How often does your child engage in this activity?	Does your child get to engage in this activity for free?	Rate how highly the child values this activity (1 → 5)

Teacher's Organization, Time Management, and Planning (OTMP) Inventory

	Never	Sometimes	Often	Always
Tracking assignments				
The child writes down assignments inconsistently.				
The child neglects to hand in assignments on the day they are due.				
The child is unprepared for tests.				
Managing materials				
It is hard for the child to find the papers he/she needs.				
The child forgets important items (e.g., books, notebooks) at home.				
The child's desk is messy.				
The child's folders/binders are disorganized.				
Time management				
The child has difficulty getting started with in-class assignments.				
The child takes a long time to complete in-class assignments.				
Task planning				
The child has trouble knowing how to start projects/assignments.				
The child has trouble creating a plan for completing tasks (e.g., writing assignments).				
The child has difficulty meeting deadlines for long-term assignments.				
The child often hands in work that is incomplete and/or messy.				

Teacher Interview

Assessing Existing Organizational Routines/Tools

This form gives a question to ask your child's teacher for each of four main areas of organization, time management, and planning that many students need support with.

KEEPING TRACK OF ASSIGNMENTS

"How do students record assignments (for example, planner, notebook, online)?"

Current method: _____

Is this method working for your child? Yes No

If no, will the teacher allow your child to use a different method? Yes No

MANAGING MATERIALS

"How do students file and organize papers?"

Current method: _____

Is this method working for your child? Yes No

If no, will the teacher allow your child to use a different method? Yes No

TIME MANAGEMENT

"Do you use specific methods to help students get tasks done on time (for example, timers, clocks)?"

Current method: _____

Is this method working for your child? Yes No

If no, will the teacher allow your child to use a different method? Yes No

PLANNING

"Do you break larger projects down into steps for students? If so, how?"

Current method: _____

Is this method working for your child? Yes No

If no, will the teacher allow your child to use a different method? Yes No

Teacher's Guide to the Daily Assignment Record (DAR)

Your student has been taught and practiced a new method for writing down school assignments on a form called the Daily Assignment Record, or DAR. The DAR is designed to help students keep track of their assignments and the materials they need to complete those assignments. A copy of the DAR is provided along with this handout, so you can see its basic features:

1. A space to write down homework assignments for each subject.
2. A space to check what items need to go home (e.g., textbooks, notebooks, worksheets).
3. A space to write down any other assignments or tests that are due in the future.

The first target goal will be completing the DAR. Please review your student's DAR each day, and put a check mark with your initials on the page if it is completed accurately, without your help. If there are errors, you can correct them, but then please do not provide a check mark with your initials.

Please remember the three P's:

1. **Prompt** your student to use the target skill.
2. **Praise** the student.
3. **Provide a check mark** if the student met the target behavior.

Weekly Teacher Feedback Form

Student: _____ Teacher: _____

Please complete this form for the week starting Monday, _____

Please e-mail **at the end of the week** to: _____

1. Please check if the student turned in his/her homework for your class on the following days:

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> No HW due	<input type="checkbox"/> No HW due	<input type="checkbox"/> No HW due	<input type="checkbox"/> No HW due	<input type="checkbox"/> No HW due

2. Did the student complete all in-class assignments in your class this week?

Yes No

If no, which of the following situations apply?


- Student did not bring materials necessary to complete assignments.
 Student was off task during classwork time.

3. Anything else I should know?

Date: _____

Daily Assignment Record (DAR)

Write in 15- to 30-minute time slots below when you will likely be doing homework

Subject	What is the homework?	What do I need to take home?	What do I need to take to class tomorrow?	Tests and long-term assignments	
				Assignment	Due
	Done? <input type="checkbox"/>	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____		
	Done? <input type="checkbox"/>	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____		
	Done? <input type="checkbox"/>	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____		
	Done? <input type="checkbox"/>	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____		
	Done? <input type="checkbox"/>	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____	__ Worksheets __ Workbook __ Textbook __ Notebook Other: _____		
 Announcements or special papers		__ Handouts Other: _____	__ Handouts Other: _____		



Afternoon schedule

WHAT is there to do? (Check DAR & A&TC.)
HOW LONG will it take?
WHEN can I fit it in?

Started HW:
 Early/on time/late
 Finished HW:
 Early/on time/late

Assignment and Test Calendar (A&TC)

Month: _____

What is due? Look to your daily assignment record

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>

Steps for Planning a Long-Term Assignment/Test

- What steps do I need to take?
- What stuff do I need?
- How long will each step take?
- Fit it in: Write the steps in your A&TC
←
- Check it out: Is it done neatly and completely?



REMINDER!

Mastery Worksheet

Chapter 7 Goals for the Home Behavior Record

Goal	Mastery criterion	Mastered?
Brings home planner from school.	Two weeks of bringing home planner all five days.	
Has DAR page completed with 100% accuracy.	Two weeks of completing page with no errors.	
Obtains teacher's check mark with initials, indicating that assignments were written down correctly.	Two weeks of getting teacher's initials every day.	
Follows the homework rules.	Two weeks of following the homework rules.	
Participates in nightly check-in cooperatively (is cooperative in sitting down with you and letting you check on and review points each evening).	One week of cooperative check-ins.	
NEW: Transfers all long-term assignments to the Assignment and Test Calendar, and crosses off the current day.	Two weeks of transferring assignments/crossing off day perfectly with no prompting.	

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Mastery Worksheet

Chapter 8 Goals for the Home Behavior Record


Goal	Mastery criterion	Mastered?
Has all papers filed in correct sections of accordion file, with no loose papers in backpack.	Two weeks of perfect filing.	
Receives teacher point for filing all papers correctly during class.	Two weeks of getting teacher point every day.	
Uses backpack checklist when packing backpack at night.	One week of using backpack checklist every night; then modify to new goal below.	
Uses backpack checklist when packing backpack at night, and puts all backpack items in designated containers and compartments.	One week of using backpack checklist plus containers and compartments.	
Receives teacher point for having all necessary papers and supplies in class.	Two weeks of getting teacher point every day.	
Practices "Weed It Out" with 10 sample papers.	One week of practicing "Weed It Out" each night.	
Arrives home with all necessary books, supplies, and personal items from locker.	Two weeks of arriving home with all items.	

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Activities for Stopwatch Practice

Activity	Estimated time	Actual time
Turn on a computer (timed from when you press the power button to when the "Welcome" screen shows up).		
Print a page on a computer printer.		
Read a page in a novel.		
Read a page from a textbook.		
Travel to school.		
Travel home from school.		
Make a sandwich.		
Take a shower.		
Put on socks.		
Run around the park/block.		
Write three handwritten sentences.		
Complete a math worksheet.		
Get ready for school.		
Eat breakfast before school.		
Other:		
Other:		
Other:		
Other:		
Other:		

Personal Calendar

M	
T	
W	
Th	
F	

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Afternoon Schedule

WHAT is there to do? (Check DAR & A&TC.)

HOW LONG will it take?

WHEN can I fit it in?



Write in 15- to 30-minute time slots below when you will likely be doing homework

Started HW: Early/on time/late

Finished HW: Early/on time/late

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Task-Planning Sheet

What project/test?			What project/test?		
What steps need to be taken?	What stuff do I need?	How long will each step take?	What steps need to be taken?	What stuff do I need?	How long will each step take?

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Mastery Worksheet

Chapter 10 Goals for the Home Behavior Record

Goal	Mastery criterion	Mastered?
Completes one copy of the Task-Planning Sheet.	One week of completing a sheet daily.	
Completes long-term assignment/test work scheduled for today, using the Assignment and Test Calendar.	Two weeks of perfect completion.	
Uses the Mastermind Master Plan.	One to two weeks of using the plan daily.	
Practices "Check It Out."	One week of practice each day.	

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Fitting In the Steps for Daily Routines

Morning	After school
6:00	3:00
6:15	3:15
6:30	3:30
6:45	3:45
7:00	4:00
7:15	4:15
7:30	4:30
7:45	4:45
8:00	5:00
8:15	5:15
8:30	5:30
8:45	5:45
9:00	6:00
	6:15
	6:30
	6:45
	7:00
	7:15
	7:30
	7:45
	8:00
	8:15
	8:30
	8:45
	9:00
	9:15
	9:30
	9:45
	10:00
Did you finish on time? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How much extra time did the whole routine take? _____	

