

Systems Building

Complete this template in collaboration with your student to better understand "What's the root of the problem?" and "How might we work more effectively together to address the problem?"

1. What is the problem that we want to address together?	2. What are the parts of the problem?	3. What are the patterns of the problem?	4. What will the student do consistently to address the problem? What will the Learning Coach do consistently to address the problem?	
Share your observations about challenges that your student has faced previously.	You may find that the "parts" are very similar to common challenges associated with Executive Functioning Skills.	You may find that the "patterns" align with the Executive Functioning Skill titles.	Student Actions	Learning Coach Actions
<p>- Last semester, I was doing well in my classes. In the middle of the semester though, I started to fall behind. I tried to do the catch up work, but that meant that I had less time for the lessons that I was supposed to be working on. It felt like I was swimming upstream.</p>	<p>- I sit down to do my assignments, and before I know it, I've spent an hour on one thing.</p> <p>- I look at my To Do List and feel overwhelmed with what I should do first, second, and third.</p> <p>- When I submit my assignments, the feedback from my teacher often says that I did a good job on what I submitted, but I also forgot to include everything that was required.</p> <p>- At home, I know that I'm supposed to clean my room before I play video games. I put stuff away, but I'm still in trouble for not cleaning my room like I'm supposed to.</p>	<p>- Time management</p> <p>- Prioritizing what to do first, second, and third</p> <p>- Keeping track of everything that needs to be done</p> <p>- Not having a mental image of what "done" looks like</p>	<p>- Before starting each class, review the To Do List.</p> <p>- Write down which task I will do first, second, and third.</p> <p>- On my List, make an estimate of how long each will take, and set a timer.</p> <p>- Ask my Learning Coach to check my thinking.</p>	<p>- Double check the To Do List and the written List for accuracy.</p> <p>- Think aloud what you are noticing, "I see that you included all of the tasks from the To Do List on your checklist." or "I see that you included 2 of the 3 tasks on your written list. Let's talk about where the last one will go on your written list."</p> <p>- Recognize the student for their progress "You completed the most important items on your written list today."</p> <p>- Take a picture of a clean room to show what "done" looks like.</p>