



# Introduction

## What You Need to Know

*The Sklar Process* is a program designed for professionals to use with their clients, students or employees who are struggling and failing because of deficits in the executive functioning skills of time management and organization.

The program consists of this *Instructor's Manual* which is to be used with the six-unit *Seeing My Time* workbook that students or clients complete with your guidance.

The program covers the following:

### Definition

In the context of this book, **executive functioning skills** refer to those processes in the brain that control our behavior and enable us to get things done effectively and efficiently. In essence, I am talking about time-management and organization skills. These executive functioning skills are located primarily in the prefrontal cortex of the brain.

- Executive functioning skills of the brain
- Background knowledge about the connection between the brain and behavior
- How and why to use effective external tools to compensate for what the brain can't do
- How and why to plan your week and your day using visual external strategies
- How to break a complex project into steps using visual strategies
- How to plan the time to work on parts of a project in order to meet a deadline

- How to manage paper and create a personal binder/planner
- How to prepare for class or meetings
- How to begin working on future goals and dreams
- How to be realistic about the process of changing behavior and developing efficient time-management skills

## *Client Profile*

This program is appropriate to use with individuals from middle schoolers through adults who present with the following issues:

- Poor time management
- Procrastination connected to starting work or projects
- Failure to meet deadlines
- Failure to plan ahead
- Over-scheduling
- Poor paper management

Adults can be taught one-on-one or in groups. For maximum effectiveness, adolescents should take the course in the company of at least one parent, although having both parents is ideal. Individual family groups can meet with the instructor, or the course can be offered to groups of parents and their children, grades 5–12.

## *About This Program*

The *Seeing My Time Instructor's Manual* that you are holding in your hands is the result of answering three questions. I asked myself the first question almost eighteen years ago: **how do you support a brain that has no awareness of time?** I was motivated to find the answer because of a bright, frustrated woman suffering from low self-esteem and producing well below her potential. That woman was me.

When I started my quest, I felt very alone—living with a self-imposed label of an underachieving procrastinator. At the time, people weren't talking about the brain and executive functioning deficits as the source of challenges with time management.



## Definition

I believe that I was the first to use the term **time-challenged**. I use it to describe a person who has time-management issues: trouble meeting deadlines, often late for appointments or work, forgets appointments, etc. I came up with it because, as a person who is only five feet tall, I've joked about being vertically challenged for years, unable to reach items from cupboards and shelves in grocery stores.

## Tip

I make comparisons between being vertically challenged and being time-challenged. As a short person, I have four possible responses to being unable to reach something on a shelf:

1. I can give up and not get it.
2. I can rant and rave about how unfair it is that people makes shelves so high.
3. I can ask for help.
4. I can use a tool to help me, like a step stool.

The time-challenged have the same four options. I encourage my clients to do the last two: ask for help or use a tool to support their brain.

Thankfully, a professor ahead of the pack, Dr. Ellyn Arwood at the University of Portland, challenged me to use my visual thinking to solve my issues with time management. She gave me the obscure advice to “go home and take care of yourself in time and space and come back to see me.” It took me a year to figure out what she meant. At the end of that time, my life was on a different course. I knew what I had to do to support my brain, and why. I finally knew how to get things done on time and feel in control of my days for the first time in over forty years.

In my work as an educator helping children with learning challenges, it became obvious that I was not the only person who had a brain that was time-challenged. Everywhere I looked I saw bright children struggling and failing in school because of incomplete work and missing assignments. Often at least one of their parents had similar time and organization issues. They were all so frustrated and in such painful conflict with each other.

Now I had a second question to answer: **can I transmit my insights about the brain and time to others—adolescents and adults?**

The short answer: yes.

As an educator with a passion for learning and teaching, I've now spent years with families and individuals analyzing their challenges and refining my program. Without intending it, I've become known by professionals in my community as a specialist in executive functioning.

This took about fourteen years of working with people and tinkering with the methods and materials. I've become good at teaching time management to families and adults, and soon professionals in my circle were encouraging me to publish my work. This was very flattering, but I had my doubts. Was my success based upon the program I had developed or upon the force of my personality, my gifts as a teacher, my many years of experience?

This led to the third question: **are others coming to the same conclusions about what is needed to teach time management as I am?**

The short answer: yes.

You see, while I was focusing on the needs of the people who came to me, researchers in neuroscience and neuropsychology

across the country were also focusing on the bright children and adults who were struggling and failing because they couldn't seem to sustain production: to get things done on time.

*Executive functioning* is the phrase used to describe the processes in the brain that are, in part, connected to getting things done on time: our ability to produce, our time management. It has been a key topic on the speaker's podium for many professional conferences. Everyone working with bright, failing students, and those with ADHD, is looking for answers for their struggling clients. Relatively unknown just a few years ago, executive functioning is now the topic for books that are being produced to meet the need for more information. The concept of executive functioning has filtered down from academia to professionals, and now to parents, as more and more children are being evaluated and diagnosed with deficits in executive functioning.

### ***Developing Metacognition Is Key***

My third question—**are others on the same track as me?**—started getting answers when I flew to Berkeley to attend a workshop sponsored by the Association of Educational Therapists (AET). Dr. Charles Ahern, of the Watershed Learning Institute, was presenting “Executive Functioning and Learning.” He is a professor, neuropsychologist, and educational therapist with a private practice helping learners one-on-one. As he spoke, my mind raced, making connections between his work and my own. It was very exciting as I sat in the audience, my latest version of my workbook on my lap, under my notes. When an educational therapist raised her hand and asked, “But how exactly do I teach this?” I thought: “I know how. It's right here in my lap.”

Ahern, and others, including Lynn Meltzer, author of *Promoting Executive Function in the Classroom*, have found that the ability to reflect upon your learning and behavior is a critical component in developing the self-awareness required to actually use effective strategies to support a time-challenged brain. With increased metacognition—thinking about your thinking—comes behavior change.

After his talk, I had just one question for Dr. Ahern. When my turn came, I asked, “So, does it all boil down to metacognition?” His answer was the briefest I've ever gotten from a professor:

“Yes.”

#### **Definition**

**Metacognition** is a fancy way of saying “thinking about your thinking.”



Fostering metacognition is one foundation for the success of *Seeing My Time*. The time-challenged are unconscious of the passage of time. Metacognition brings time into consciousness. One of my adult clients said that for him, developing metacognition connected to time meant that he now had a second voice track in his mind. He was now pausing to listen to this second track that was telling him things like, “Is this what I need to be focusing on?” or, “It’s time to stop and start the next task on the list.”

As I developed *The Sklar Process*, I intuitively saw the need for participants to have the time to pause and reflect as the course progressed. As a result there are many pages in the workbook dedicated to developing metacognition.

### ***External Strategies Support the Brain***

It was another trip to California that helped me understand a second reason my program works. At the 2009 national conference of AET, Dr. Russell Barkley, renowned for his research connected to ADHD, provided a full-day presentation titled, “The Link Between ADHD, Self-Regulation, and Executive Functioning.”

Once again, my brain was whirring as I found ties between his comments and my work. Barkley gave me a key word and concept that applies to *Seeing My Time*. In a nutshell, he told us that if the brain can’t do it, then a person has to use external support strategies. Time management has to be externalized.

I had long been teaching this to my clients under the guise of the old expression: “Out of sight, out of mind.” I explain that the nature of time itself makes time management difficult. It is an abstract concept that is invisible. We can’t see time. The solution is to use tools to make time concrete and visible.

The strategies taught in *Seeing My Time* are all about externalizing time management. Tools are used to keep time in sight and thus in mind.

### ***Use Visual Hands-On Methods***

The third foundation for the success of my program is its visual, hands-on method of instruction. Years ago when Ellyn Arwood identified me as a visual thinker, it was a rather radical idea. Today the vast majority of the time-challenged adolescents and adults I’ve worked with readily self-identify as visual learners: benefiting from seeing what they need to learn versus only hearing what

#### **Resource**

Russell Barkley has created executive functioning assessments scales for both adults and children (2011, 2012). He has also written a thorough book on the topic: *Executive Functions—What They Are, How They Work, and Why They Evolved* which outlines his model. All are listed in the bibliography.

#### **Key Point**

We can’t see time. The solution is to use tools to make time concrete and visible.

they need to learn. Researchers like Lynn Meltzer encourage using visual strategies to teach individuals with executive functioning deficits.

Based on my own brain and experience, I designed *The Sklar Process* to focus on using the strengths of the visual learner. The instructor is directed to back up lecturing with hand-drawn visuals on a dry erase board. The course participants are encouraged to draw their responses to the reflection questions rather than write sentences. The activities that make time concrete and visual engage the visual and kinesthetic learning modalities by including drawing combined with sticky notes and flags.

### ***Provide Clients Knowledge about the Brain***

The fourth reason this program works is because in the first unit, I never talk about time management. I never mention strategies. Instead of focusing on behavior, I focus on the brain. I give the participants critical background knowledge about metacognition (yes, I use that word right off the bat), executive functioning skills, brain development, learning strengths, what is happening in the brain as we learn, the emotional responses to unsuccessful learning, and how it affects our behavior. I draw about how schools are designed for one kind of brain and how the business world is looking for the skills of other kinds of brains. I discuss why successful learners have to be honest and have courage. And I provide a visual analogy to set up a discussion about motivation and the choices we have as learners: to work hard, to slack off, or to give up.

I began starting my course this way after reading *A Mind at a Time* by pediatrician and learning specialist Mel Levine. He used the term *demystification* to describe the process of helping children understand themselves and what they have to work on. Like Levine, I have found that giving participants knowledge about the biological basis of their time challenges is very freeing. Suddenly they are not bad and lazy—for the time-challenged are walking wounded. In the first hour, some of the guilt and shame slips away. Their pain has been acknowledged. They leave the first session with a glimmer that there is hope for them yet. It is this hope that creates the buy-in to the program, to actually using the strategies. This is especially necessary for the adolescent client.

### ***Add Magic to Your Sessions***

And finally, if there is any personal magic to my sessions, it's my enthusiasm and my ability to show compassion for my clients. I



create a safe place to learn by having fun with them. I tell people at the first session that I want to work with them only if I'm going to have fun doing it. (I love watching the faces of teens when I say that.) I share my own executive functioning weaknesses. I share my amazement at my successes and changes. I am honest with them about how hard it is to change behavior. I use humor whenever possible.

I am rarely sitting down yak-yaking at them. Instead I'm up drawing on the dry erase board or dramatizing a story or moving around the table, giving each participant personal attention and encouragement. I give them stretch breaks. Those who need to, can stand while they fill in the workbook. Most of all, as I've been told, I am enthusiastic. I truly believe—know—that they can improve their time-management behaviors, and my enthusiasm and optimism rubs off on them.

### ***You Too Can Be an Effective Teacher***

The focus of this work is to provide you with the essential knowledge needed to effectively teach time management. Critical concepts and information have been distilled into a carefully scaffolded program accessible to both adolescents and adults.

As I built my program, I attended conferences, courses, and workshops, and I read, searching out wisdom to help me reach and teach my clients. Throughout the manual I acknowledge those who provided pivotal bits of information or perspectives which I have found useful. It is beyond the scope of this work to provide extensive background information about executive functioning. For that, I refer you to excellent sources listed in the bibliography at the end of this book.

My contribution, the *Seeing My Time* program, is unique because I am a rare bird. I understand the issues from the inside, and I am an experienced teacher, understanding the needs of learners in a learning process. You too will be a learner as you go through this manual. I designed it to support you, step-by-step, to develop the skills to teach time management to the time-challenged.

### ***You Don't Have to Be Time-Challenged***

An educator friend wondered if she would be an effective teacher of the course because she has a time-based brain, unlike mine. I assured her that the workbook and *Instructor's Manual* are designed to support a variety of instructors as well as clients.

For anyone who picks up this manual, it is going to be a learning experience to instruct the course for the first couple of times. Since the workbook and *The Sklar Process* are designed specifically to appeal to—and meet the needs of—the time-challenged, your clients will quickly be comfortable with the materials and methods.

So, plunge in to help your clients. Follow the manual. Just looking at the pages in the workbook will provide support. Over time, you'll be tweaking the program here and there, adding your own stories. Have fun with it. There is joy in mastering new material outside of your comfort zone.

You can do this!

## *Begin at the Beginning*

I invite you to begin at the beginning of the manual and pause and respond to all the questions, drawing answers when asked. Work through Unit 1, and then invite someone to be your client and guide them through the process. You only have to be one unit ahead of them.

The manual supplies a minimal script. Use it as the framework for your own stories and observations. Just cover the key talking points for each section, and your clients will bloom before your eyes. I've added some stories for more background as well as lots of visual examples.

The companion book, the *Seeing My Time* workbook, provides a place for your clients to record their learning and becomes a permanent resource for them to sustain their time-management skills. It is available at my website: [www.ExecutiveFunctioningSuccess.com](http://www.ExecutiveFunctioningSuccess.com). My clients treasure their workbook as a resource to sustain their time-management behavior changes and yours will too.

Teaching adolescents and adults how to develop time-management skills is very rewarding. I have fun teaching the course and changing lives as I teach critical life skills. You too can make a dramatic difference in the lives of your struggling time-challenged clients. Give them knowledge. Give them tools. Give them hope!

Enjoy *Seeing My Time* and feel free to contact me through my website at [www.ExecutiveFunctioningSuccess.com](http://www.ExecutiveFunctioningSuccess.com). I'd love to hear about your experience using the program. I'm always looking for ways to improve it.

Marydee Sklar

## **Tip**

Fill In your own copy of the workbook, doing the activities as you read about them in the manual. This practice experience will help you see and understand how the program works. (You might even improve your own time management in the process.) In the future, as you work with clients, you can refer to your workbook. Since a picture is worth a thousand words, your workbook will easily support you as you instruct. And, in the margins, you can make notes to yourself about key points to cover.

While I instruct, my copy of the workbook is in front of me so I can match the participants' work page-by-page.



# This *Instructor's Manual*— How to Use It

First, be sure to read the *Instructor's Manual* up to the beginning of Unit 1: The Brain and Learners. This is where it connects to the *Seeing My Time* workbook used by participants, and the first session of *The Sklar Process*. The introduction pages provide you:

- Background about the program
- How to use the *Seeing My Time* workbook.
- An outline of the course format
- Advice about drawing
- A list of materials you will need to conduct the course

This manual will guide you, step-by-step, as you and your clients progress through the workbook, page-by-page.

For each page in the *Seeing My Time* workbook, the *Instructor's Manual* provides the following:

- Background information on the page topic
- What you need to do and say:

Under the subheading **What I Do**, you will find talking points and occasionally a script for what to say. If appropriate, there will also be an illustration showing you what to draw on a dry erase board to back up your lecture, or a sample illustration of what a completed form might look like.

- Directions for the client activity:

Under the subheading **Activity**, you will find specific directions for the participants, which allows them to complete the page in the workbook.

In the sidebars you will find a selection of stories, tips, and key points to support your teaching. The appendix includes forms to copy for use in sessions as well as a bibliography of recommended reading.

To begin, I suggest you read the introduction to the *Instructor's Manual* and then skim through the workbook. Then I'd set aside some time to go through Unit 1, reading the manual and doing the activities. At that point you are ready to teach! You only need to be one unit ahead of your clients. Go for it. You can do it.



# The *Seeing My Time* Workbook— How to Use It

Going cover-to-cover through the *Seeing My Time* workbook is central to the success of *The Sklar Process*. It provides the participants with a structure that builds understanding and the hands-on experience required to develop the executive skills of time management and paper organization. The workbook was designed to be a long-lasting reference book and tool, useful after the completion of the course. It contains forms, which the participants have permission to reproduce for their own use.

## Tip

How to pace sessions to complete the workbook in a given number of sessions is turning out to be the biggest challenge for new instructors leading folks through the *Seeing My Time* workbook.

I tell new clients upfront that people usually complete the six units of the program in around eight sessions, some less, some more. I leave it open-ended and charge by the session.

## *Six Units of Study*

The program is broken into six units of study:

Unit 1: The Brain and Learners

Unit 2: The First Truth of Time—Out of Sight, Out of Mind

Unit 3: The Second Truth of Time—Time Takes Up Space

Unit 4: Meeting Due Dates—Planning Ahead by Planning Backwards

Unit 5: Organization and Paper Management

Unit 6: The Third Truth of Time—The Way You Use Your Time Equals Your Life

## *Session Length, Number, and Audience*

Generally speaking, it takes me seven to nine hours of client time to complete the course with an adolescent and a parent. I have done this for so long that I power through the material at a fairly rapid pace. For instructors new to presenting the course, I suggest you tell families to plan on seven to nine sessions to complete the program. Over time, you will get a feel for how you want to pace the sessions. It will also vary depending on the participants.

Sometimes participants arrive with a crisis situation at school or work that requires your support. In these circumstances I tell the participants that they have a choice. Time can be taken out of the course to work on the problem at hand. However, they would have to add another session to complete the course material. So far, all my clients have opted to add a session.

Since it may take as many as seven to nine sessions to cover six units, there is not a direct correlation between the concept of a session and a unit. Each session has its own beginning and ending

activity (Check In and Check Out), all unit activities may not fit neatly into one specific session. This means that some unit content will spill over into the next session.

I have presented the course in the following session formats to accommodate a variety of audiences:

**Weekly:** I meet with participants once a week, for sixty minutes. This works with both individual adults and students with a parent. In many ways this is the preferred format because it allows time between sessions to practice strategies.

**Intensive:** In the three weeks prior to school starting, I will meet with students and a parent for five days in a row, for sixty-minute sessions. The final sessions are scheduled for after the start of school.

While not ideal for maximum learning, this is very popular because many teens have demanding academic schedules and extracurricular activities that make it difficult to schedule weekly meetings after school starts. (From a business point of view, the intensive program means I work with five to six families a day.)

**Ninety-Minute Sessions:** In some cases it works to meet in longer sessions with adults and older high school and college students. This enables them to fit the course into their work or school schedules.

**Ninety-Minute Group Sessions:** I have met with students and parents for evening or Saturday programs that are ninety-minute long sessions. With this format the program is completed over the span of seven meetings.

**Single Two-Hour Group Session:** I once presented a shortened version of the program, focusing on time-management basics, to a group of over twenty-five women just out of prison and on parole.

I estimate that the average reading level for those women was about third grade. Since the *Seeing My Time* materials emphasize drawing answers versus writing them, it was a user-friendly program for them. It was a very enlightening experience for both the women and me. Because of my program, they received watches, clocks, and planners—tools they desperately needed to function in work settings.

## Tip

If you are a tutor or an educational therapist meeting weekly during the school year with a student to provide academic support, it is challenging to present this program while also helping with homework. Properly done, this course requires sessions dedicated exclusively to the program material. I've tried to do both, and both suffer.

My solution is to offer *The Sklar Process* as a separate service, done in addition to tutoring sessions. That said, an educational therapist who was testing the program with a client took, for various reasons, over five months to complete the program. While this would not be recommended, the family did report value in the course.



**Classrooms:** I was once invited to present the course to a class of fifth-graders at the very end of the school year, to prepare them for the transition to middle school. Over four days I gave them the time-management basics and binder organization. The students loved it. The teacher loved it. Before I left the building, they hired me to come back the next fall.

However, we learned something very important that September. Developmentally, incoming fifth-graders, unlike graduating fifth-graders, were not ready for an intense course in time management. The teacher and I decided for that age group, it would have been better to introduce the program in bits over time, with lots of teacher support for practice. We would have started with paper management and then moved on to the activities that teach time concepts and strategies.

It would be easy to use the *Seeing My Time* workbooks in middle and high school classrooms. To be most effective, the teacher would want to also have a parent-night class to explain how to use the tools and strategies. Parents should be included because they need to support the development of their children's time-management skills.

### ***It's OK to Be Flexible***

*Seeing My Time* is carefully organized and structured to support learning and behavior change. That said, you might end up wanting to change the order of how you present the units.

**From my experience it is very important to always begin with Unit 1 and Unit 2 before introducing any of the other units.** They provide critical information that your clients need in order to understand the remaining units. (Trust me. You don't save time by leaving them out.)

One unit that can move around is Unit 5: Organization and Paper Management. If you are working during the school year with a student who is really struggling because of missing papers and assignments, then it might be wise to spend time on binder organization before going to time management, which begins in Unit 3. When I've been confronted with a reluctant or resistant teen, I have sometimes jumped ahead to the final unit: The Third Truth of Time—The Way You Use Your Time Equals Your Life. I'll do just the initial activities of the unit: drawing their future, to help them get out of their present conflicts and resistance to look ahead to their future. Picturing their dreams and hopes can help them consider the possibility that the course will help them.

## *The Forms Are Starting Points*

One of the joys of teaching this program is that the time-challenged tend to be creative, out-of-the-box thinkers. As we go through the course, using the forms I've designed, I always let them know that they are free to come up with their own adaptation of my ideas. The important thing is for them to understand the need to use external tools to support their brain. I'm always thrilled when students come back to a session and report that they made their own form or found some other tool that is useful for them. When they are coming up with their own solutions, they are successfully applying course concepts. When they are feeling successful, I know that I've been successful.



# Course Format

Each session has four components: a brief review, a check-in for self-reflection, a series of activity pages, and a check-out for self-reflection. The four components are described in detail below.

## Useful Quote

“Repeat to remember ...  
remember to repeat.”  
John Medina in *Brain Rules*

In the workbook, the self-reflection pages are located at the back of the book, beginning on page 65. In this *Instructor's Manual* you will find the directions for the check-in and check-out pages beginning on page 173. Since these directions do not follow in line with the unit material, I suggest you flag the section for quick access during your sessions.

## Check In

### •Review:

For effective learning of the course content, allow participants quiet time to silently review the material they have been covering since the beginning of the course. Repeated exposure is a critical component in creating learning and behavior change.

### •Self-Reflection:

The check-in points correspond to sitting down for a session. They do not necessarily correspond to beginning a unit of the course, since some units will flow into the following session.

Have everyone respond to the check-in prompts at the beginning of each session. Then have participants share their answers.

This check-in time is a key component for developing metacognition connected to time management. It is also an opportunity to discuss problems and provide guidance for personalized problem-solving strategies.

## What I Do

The manual you are reading now provides explanations of what you should do in relation to each page in the workbook and, when appropriate, gives you an example of how to draw to support your lecture.

## Activity

- Allow time for the participants to complete the activities. Some pages go faster than others. Watch the clock and pace the session

## Tip

It is important not to take sides if the participants arrive at the session in a state of conflict over time-management issues. Stay positive and act as a mediator. Be careful not to let either child or parent dominate. Good luck.

so you don't spend too much time discussing the simpler pages.

- **Leave your drawings on the board** until the clients have completed the activity in their workbook.
- **Allow participants time to briefly share their responses to each activity** and give them feedback as necessary. This is especially important for family groups. Parents get a window into the minds of their adolescent, and the child gets to see the adult being less than perfect as they share their own challenges with time management.

## *Check Out*

Give participants a couple minutes at the end of the session to answer the prompts.

- **Key Idea:**

This is the take-home idea or concept from the session that had the greatest value for the participant.

- **A Strategy to Try:**

Units 2–6 all provide external strategies that participants may choose to use.

- **Assignment:**

The *Instructor's Manual* will provide the assignment for the first three sessions. Subsequent sessions allow participants to decide their own assignment, which encourages them to take ownership of using the strategies.

## **Tip**

In families where a parent is as time-challenged as the child, sharing can open up the opportunity to have a conversation about how child and parent can support each other to develop better time-management skills. Mutual support removes the adversarial role of the parent.



# Drawing to Back Up Words

## Resources:

If you need help visualizing how to draw ideas, check out these two books:

*Mapping Inner Space: Learning and Teaching Visual Mapping* by Nancy Margulies

*The Back of the Napkin: Solving Problems and Selling Ideas with Pictures* by Dan Roam

## Tip

Dan Roam, author of *The Back of the Napkin*, calms people's fear of drawing by asking them to do the following:

1. Draw a circle.
2. Draw a square.
3. Draw an arrow that connects the circle and the square.
4. Draw a stick figure.
5. For extra credit, put a smiley face on your stick figure.

If you can do those five things, you have the necessary drawing skills required to follow the directions in this manual.

## *Pictures Help Visual Thinkers Learn*

A lot of people freeze up when I ask them to draw their ideas. They immediately think, "I'm not an artist. I can't do that." If you are one of those people, please take a deep breath and read on. You are not alone.

I gave a presentation on *Seeing My Time* to speech pathologists at a state conference. At a discussion point, one raised her hand and said, "When you started the presentation and told me that I was supposed to draw my notes, I almost left because I don't draw. My mind doesn't work that way. But now I realize that my students *need* me to draw because that's how their minds work. It's not about me and what I like." When she shared this, I wanted to jump up and down. Changing that one woman's point of view about drawing to support her students' learning made the six hours of driving for that conference worthwhile.

## *You Don't Have to Be an Artist*

I am responsible for the drawings in this manual, and you will readily see that I am not an artist. I could have hired an illustrator or one of my talented students to do the drawings, but I wanted you to see how I actually do it on my dry erase board. This kind of drawing is more along the lines of symbolic icons rather than representational art.

Before I start to draw, I tell my clients that it is going to be painfully apparent that I am not an artist. I don't expect them to be artists. I use drawings because it is true that a picture is worth a thousand words. The first thing I draw is a brain, and I sometimes ask them to guess what it is. People have guessed a coffee bean or a walnut. The best part about not being an artist is that I'm so bad that almost all of my clients immediately think, "I can do better than that." And they can! You will be amazed at what they produce when they represent their ideas in pictures.

## *Drawing Helps Visual Thinkers Remember*

Encouraging visual thinkers to draw their notes is novel for them and ultimately very useful. They can scan a picture very quickly and remember the lecture details more easily than scanning a page of words. Ellyn Arwood explained to me that being a visual thinker is a little bit like being bilingual because you are constantly translating in your head, taking the words you hear and turning

them into pictures and vice versa. It's more effective and efficient to just skip the word notes and go to the pictures. (It took me a while to break the word notes habit even though they were not useful—I never reread them. Now I create very useful notes which are a combination of drawings and words.) After discussing the value of his visual notes in the workbook, a twenty-year-old student asked, "Can I take notes like this in class?" When I said, "Of course," his eyes lit up, a big smile came over his face, and he said, "All right!"



# Materials List

This is a master list of all materials required for conducting the *Seeing My Time* course. Materials needed are also listed at the beginning of each unit and activity.

**Units 1 through 6 will always need the following items:**

- Dry erase board, markers, and eraser
- For each participant (parents included) a copy of the *Seeing My Time* workbook
- Sharp pencils with erasers
- 3 x 5 cards

## Tip

I hate shopping for specific items. Stores keep low inventory and change what they stock.

To help instructors and course participants, I put a Cool Tools page on my website. You will be able to find links to:

- A small analog clock
- Sticky arrow flags
- Two-pocket transparent plastic pocket folders
- Two-pocket plastic pocket dividers
- Easy-access sheet protectors

I've also included links to books I've found useful. Check out [www.ExecutiveFunctioningSuccess.com](http://www.ExecutiveFunctioningSuccess.com)

## Unit 1

- Self-Assessment Comparison form for each participant (See the appendix)

## Unit 2

- Small analog clock
- Small digital clock
- Digital timers
- Sample two-page Month Calendar
- A My Day Sheet (See the appendix)
- A Week Sheet (See the appendix)
- Any size box with a lid

## Unit 3

- Sticky arrow flags
- Week Sheet (In the appendix)

- Afternoon Week Sheet (In the appendix)
- My Day Sheet (In the appendix)
- Plastic sheet protector
- Optional: Two sample posters of children's and adults' roles

#### Unit 4

- Highlighter marker for each participant
- Pads of the smallest sticky notes: approximately 2" x 1 1/2"
- Optional: Foil stars

#### Unit 5

- A timer with a count-up function
- A two-pocket transparent plastic folder
- Two-pocket insertable plastic pocket dividers
- Easy-access sheet protectors
- Two-page Month Calendar

#### Unit 6

- Self-Assessment Comparison form (In the appendix)