USES TIME WISELY & COMPLETES ASSIGNMENTS ON TIME

Realistic Expectations

- Monitor assignment length and be sure there is a realistic amount of time for ALL students to complete the activity.
- Monitor skill level needed to complete the assignment. Differentiate to be sure ALL students can complete the activity.
- If the assignment is longer than what the last student should be able to complete, plan to only "grade" or evaluate a portion of it. Students don't need to know this but this way we can avoid creating a large unfinished work pile. For example, if morning work includes 5 items but the last student arriving in class can only be expected to realistically have time to complete 2 then only "require" the first two items. If the other 3 are not done (for anyone) don't insist they finish it later.

Outline/Chunk Time Allotments & Assignments

- When giving assignments, break it down to help students learn time management. Have students write on worksheets or post on the board at what time they should be done with portions of the assignments.
- Use long-term assignment planners for things such as book reports or projects, requiring specific due dates to ensure portions of the assignment are completed. See blog of examples posted in graphic organizers.

Use Visuals

- Post online timers on the board to keep students aware of time when working
- Use individual Time Timers or clocks on student desks
- Post visual directions, necessary materials, and "help" strategies on the board so students can easily reference this when questions arise.

When-Then techniques

- When an assignment (or portion) of an assignment is completed within the time set Then the student gets to engage in preferred activity (e.g. take a break, earn a bean, etc.). When changing behavior it takes time and often requires frequent rewards to mold desirable behaviors. Use rewards with high frequency at first then lower the frequency.
- Play Dots for Motivation. Each time a student completes an assignment within the time frame specified provide him or her a "dot" that can be used on a later assignment to skip an item. Students place the "dot" sticker on the item they are skipping. This is an easy and cheap reward. Teachers may just need to be mindful about what type of activity the dots may be used on (e.g. morning work, review/practice worksheets vs. graded assignments).

"Pomodoro Technique"- Modified

- Teach students to make a list of tasks in one column. In the second column have them label it "Update" and then pick on task to start with. Set the timer for 10 minute and have students work on this task for 10 minutes with no distractions. Do what you can to minimize distractions in the classroom. At the end of ten minutes have student write down or draw what they have accomplished on that task in the "update" column. If the task is complete, they get to check it off. Provide a 3 minute brain break that incorporates movements. Repeat until time is up or tasks are all complete. This technique helps them focus on activities for chunks of time knowing a break is coming. It also empowers students to pick what they want to do and keeps them aware of progress by having them document how much they completed.

Done!	Task	Update

Practice

- Provide opportunities to practice completing work in specified times each day. Omit the option of "finish later" for at least one activity per day to teach students how to prioritize, focus and complete assignments in a timely manner.
- Incorporate fun activities such as puzzles, building with Legos, and using Play-Doh. Give "assignments" with these fun activities and then set time parameters to help students figure out how to manage time to complete these fun tasks. It's best to teach time management with preferred activities and then transition into time management with non-preferred activities.

Model

- Be a good role model for your students. Use timers for your lessons, instruction, or some other task and stick to the time allotted at least once a day. Make it fun for students by doing the "teacher-student" point chart. If you go over your time then the students get the point, if not then you get the point. Letting students see how you manage your time makes it more realistic for them!