**Case Study/Teaching the Seeing My Time Program**

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Date: January 23, 2020

1. Abstract/Summary:
2. General Client Description: background, referral, assessment (1-2 sentences)

The client is my son, a 20-year-old who attends Santa Rosa Junior College as a full-time student. He has applied to several Universities as an upper division transfer student for Fall 2020, and is currently working hard to successfully complete a full time course of study for his final qualifying semester for transfer. He lives at home with his parents, along with his 17-year-old younger brother (a Junior in High School).

1. Briefly describe the problem and how it is impacting the client:

The Client is bright, articulate, imaginative, quick witted, and funny. Throughout his K-8 public school education, although always taking an extraordinary amount of time to complete assignments, he received A’s & B’s in all subjects and was consistently acknowledged by teachers for his contributions of stimulating and original thinking to class discussions. During his Freshman year in high school he began missing handing in assignments and most of his grades dropped to the C range (when asked about missing assignments and lower grades, he mostly said he had no idea what had happened). By his Junior year in High School, he began saying that he thought school was easier for other kids, was embarrassed to be struggling, reluctant to ask for help, and worked hard to present an outwardly together front to mask his inner struggle. College courses proved more challenging than high school and half way through his first semester he was completely overwhelmed, and was either failing or barely passing his classes.

1. Briefly describe your intervention and responses:

With the increased academic demands of College courses, following a failed first semester in college, the client agreed to work with tutors to help with math and executive function skills. Within a short period of time, he began missing sessions with both tutors and resisted completing assignments. He was especially resistant and agitated when working with the executive function tutor and her “dumb spreadsheet”. At this point, I stepped in to investigate more closely the source of his challenges. The first thing we did together was look at his major program of study for course requirements and to create an overall academic plan for completing these requirements for future semesters. Next, I sent him to an Academic Advisor at his college for outside confirmation of his academic plan. This step helped connect him to a bigger view and preliminary road map forward toward his goals and he stepped up his focus a little. For accountability and support, we set-up a separate shared email account to be used exclusively for College correspondence, as well as a shared access to his online course assignments modules (CANVAS) and course grades throughout the semester. This helped me see when he was in trouble earlier for intervention to identify strategies to get him back on track before it was too late. His motivation/panic only really kicked in once he was completely in a hole, which worked to an extent, but overwhelm also discouraged him when he became too far behind. Realizing this strategy was merely a band aid and not a solution, I began researching executive function, which led me to this course.

1. Client Background Information:   
   a) Gender: Male
2. Age: 20
3. Education Status: 3rd year Community College Student who is on track to meet the requirements to transfer to a University for Fall 2020.
4. School setting: Large Community College Campus, 35,000 students
5. Work history: Summer camp counselor (4 summers), Restaurant Runner (3 years – part-time/6-12 hours per week)
6. Lives with biological married parents, and his 17-year-old younger brother (they like each other), in a stable, enriching, creative, and supportive home.
7. Medical Diagnosis: Healthy, no health issues or diagnosis.
8. Other: Student athlete on Cross Country and Track & Field Teams
9. Prior Intervention (include names of specialists and their professions if available):
10. Math Tutor (Greg Washburn - SRJC) – Freshman year, College Math 1B, lower division Math requirement. Client worked well with him and was open to receiving some constructive feedback for the first half of the semester, then started missing assignments and showing up unprepared.
11. Math Tutor (Roger Page/Client’s Dad – Rincon Valley Middle School Bridge Teacher). His Dad is a middle school teacher with high level math aptitude. Assisted with nightly math homework sessions and reinforced his work with the tutor. Assisted with additional classes to track and discuss content.
12. Academic Life Coach (Sarah Weidman/The Stress-Less Student)– hired for 2nd semester of Freshman year @ SRJC. Client initially worked well with her, then began hiding work and became annoyed and resistant to maintaining their agreed upon schedule of planned work, as well as follow-up.
13. Mother (Tracey Page) - Created academic agreements with student each semester, which clarified his responsibility to his academic work in exchange for financial support for his College Education (including room and board). At grade dip (crisis) points each semester, helped identify missing assignments and assisted with organization and rescue efforts. Student was most open to help at crisis points, but not proactively for advance planning (lost patience with him many times☹).

4) Assessment Data (complete check list - \* required assessment):

\*SMT Self Assessment – YES

BDEFS-CA: Barkley Scales (optional, but recommended for educational therapists)

NO

The Smart but Scattered Assessment - YES

Interview with Parent - YES

Interview with Student – YES

Educational Evaluations – NO (not a part of student’s records)

Academic transcripts - YES

Academic Professor/Instructor Feedback (from assignments) – YES

Neuropsychological Testing – NO (not a part of student’s records)

Tutor Reports & Feedback - YES

The Four Tendencies Quiz (Gretchen Rubin) - YES

(I added for fun – identifies motivational tendencies)

1. Use of Assessment Data:

Describe how the assessment data influenced your presentation for your client:

A consistent theme which emerged from the Assessment Data was my client’s tendency to achieve a much higher degree of success when in group accountability settings, and realized lowest degree of success when working independently and needing to self-organize and self-start. Strategically, I structured my presentation to focus on the profound benefits of adding/integrating visual time management tools to “support” his brain function on the front end, which he could control, and therefore enable him to become successful in his endeavors whether or not he was working with a group of people. I shaped the introduction of visual time management tools and strategies to that of an inanimate “team” that he could put in place and interact with for reliable support and guidance when needing to work independently and for checks and balances when working in a group.

1. Observations of strengths and weakness of your client:

Client Strengths:   
A high level of creativity, extraordinary level of comprehension and retention in great detail in areas of passion. He is an agile and quick witted thinker, verbally advanced in communication of ideas, and works best on a team or in collaboration with another. He performs very well academically when paying attention to the complete requirements for assignments, completes them, and hands them in on time.

Client Weaknesses:

Lack of organized systems, dislike of planning, weak attention to detail, dislike of notetaking and lists, struggle to regulate social media, weak self-starter, and resistant to ask for help and advocate self. He can greatly underperform by not taking the time to read complete assignments, track deadlines, and accurately estimate the amount of time needed to complete assignments. This often results in handing things in late or not at all (by either overlooking assignment details or intentionally ignoring assignments).

1. Interventions:
2. At this point in time, what content have you covered in the SMT workbook?

We have covered all of it, however non-sequentially.

1. What modifications, if any, have you made to the SMT program to meet the needs of your client, for example, did you choose to present the units in a different order?

Yes, we started with Page 51, Summary for Reaching Goals. The statement of his long term goal of transferring to a University was kept at the forefront of all sessions. Keeping this in mind helped him more readily embrace the micro backward planning steps needed to achieve his goals.

1. What extensions, if any, have you made to the SMT program, for example have you added content to be recorded on the blank pages at the end of each unit in the SMT workbook?

To reinforce the concept that “whatever needs to get done needs to be kept in sight”, I added the extension of printing all his assignments in advance from the College’s online CANVAS modules (where they are embedded), then adding a bright sticky note with the due date and any other key assignment prompts to this printout. This allowed him to **SEE** and tangibly work with all his assignments. After each assignment date was recorded in his planner, he placed the assignments due this week in the front pocket of the planner, and all future assignments in the second pocket of the planner in chronological order. For each assignment, he checked off each part of the assignment as completed, then re-read and double checked that all sections were completed according to the exact assignment instructions.

Extracting detailed assignments from the virtual world and bringing them into the concrete physical and visual world made a key difference in his ability to **SEE** that he had completed all steps when he checked them off. Prior to this, he would read detailed assignments online and trust his working memory to accurately remember assignment details, but instead consistently missed important assignment details leading to consistent underachievement in his courses.

Completed assignment instructions were then filed in a file folder for each class until the end of the semester.

\*Other: I created a duplicate College notebook for myself with all of my client’s coursework including: Syllabus for each class and print outs of all assignments. Although this took extra time upfront, it allowed me to **SEE** exactly what my client was seeing and also identify what he was missing. At the beginning of the semester, we each read and annotate a copy of the syllabus and compare notes on what was needed. We also did this with each assignment weekly.

*\*Both of these extensions have created a reliable system of visible checks and balances for the detailed requirements of each of his college courses.*

1. Responses to Interventions:

Please describe what you have noticed about your client as you work together:

1. My Client has become more willing to plan, he turns in work on time with few exceptions, demonstrates less resistance to project planning, gets back to work sooner, and starts his work sooner. Planning homework steps is becoming more routine, he more consistently writes down class assignments, is more comfortable checking in with classmates regarding assignments, and has become more adept at advocating for himself with instructors.
2. Is there behavior change that you have observed?

The biggest thing I notice is a shift to ***self-starting*** working with systems of support (planning sessions, reviewing assignments, printing them, adding them to his planner, using the planner, and checking off completed assignments). Although still resistant, he has begun embracing backwards planning, especially following the payoff of improved grades and positive instructor feedback (when meeting deadlines and asking for advance help or clarification).

1. Is metacognition developing? If so, share examples of what is working well:

I can see that he is thinking more about his thinking, by connecting his need to track and complete all steps of each assignment with his ability for classroom achievement as a clear pathway to meet his goal of transferring to a University to study Film. When off track, I can see him redirecting himself sooner and more consistently. This has been a tremendous shift for him, bringing results he was unable to achieve before this metacognition.

1. Next Steps:
2. Discuss your plans for your upcoming SMT sessions with your client/student. Describes specific preparation you might need to do:

With the start of my client’s final semester prior to transferring, we have reviewed the assessment from last semester. We reviewed everything that was working and spent time pre-planning for the new semester. We also identified areas where he scored himself with room for improvement and agreed to find ways for him to work on developing stronger or more complete skills in these areas.

b & c) Comment on the relationship you are developing between you and your

clients/If appropriate, discussion of how the family dynamic is impacting the

progress of going through SMT.

Because the client is my son, working together has been tricky at times and not all smooth sailing. I have found it helpful to utilize a range of short YouTube executive function videos to help shift the dialogue away from my “mothering” to “these are universally agreed upon principles and strategy in educational realms used to support brain function”. “I would like to support you in trying something new. Executive Functions skills offer the key link/super highway to connect you with your goals”. It has taken these additional steps to create buy in and has been a relief that he has been willing to work with me, has embraced most SMT concepts, and I have earned credibility following the Client’s much higher achieving Fall Semester.

Going forward, I am interested to learn what it will be like to teach SMT to a non-family member, without the need to overcome the “Mom” stigma.

1. What is working best in your sessions?
2. Checking in with each other prior to starting each weekly planning session to confirm that we are both on board with our commitment to bring our best, most patient selves to our planning sessions, all in support of his long term academic and professional goals. This is needed to neutralized our family relationship and approach things as a strategic “team”
3. Prior agreement on goals for and length of weekly planning session. Full commitment to prioritizing this meeting at a regular time, plus one additional brief check in time during the week.
4. Once created for the upcoming week, client actually referencing the “Weekly To Do For College” sheet and his planner to meet complete assignment criteria and deadlines on time.
5. What is not working as well as you would like?

Client resistance to creating a weekly (unprompted) plan for his assignments.

Client resistance to annotate assignments.

Client resistance to using even trying to use Daily Planning Sheet.

1. What additional referrals or resources would you offer to further assist this client?

I will encourage my client to continue to engage with and improve upon using all the following resources to support his brain each semester:

1. Plan for executive function support by continuing to consistently employing use of the SMT planner and resource tools.
2. Watch executive function youtube videos on a regular basis to reinforce using EF strategies (we have discovered Seth Perler’s videos and listening to a male educator talk about the need for executive function support has helped with buy-in and motivation to plan).
3. University academic advising review each semester to stay connected with all steps needed to successfully complete his academic degree plan.
4. Seek out tutoring center support whenever needed.
5. Clear communication with instructors via email.
6. Form study groups and/or group chats with classmates about assignments.

*Tracey, First, you did an AWESOME job of helping your son turn his academic experience around. I was struck by how you carefully thought out what his blocks were, as well as his strengths, and wove that knowledge into your support plan. You have been a model parent/coach for your son, showing exactly how to TEACH him, through support and accountability, to begin to develop his independent executive function skills. I wish you had been around to teach me how to do that when my son was failing in college. I was not as smart as you are!*

*You did a very professional job of creating your Case Study. It was clear and informative, and for me, educational, which I appreciated. You set my mind to thinking about how best to share your wisdom and experience with others. Let me know if I can summarize it for a blog, or even perhaps interview you for a free webinar to share? At a minimum, could I put it into our online classroom as a case study example, removing all personal information of course?*

*Thank you for your dedication to using the SMT material with your son. You are an amazing mom.*

*And you get a full score for this paper: 50/50 points. Great effort.*

*Marydee*