

Strategies to Help _____

Date _____

Directions: Check the strategies that might prove helpful to implement with the student.

SELF: Student Strategies

- Prepare for tests/quizzes ahead of time
- Record start and stop times on paper
- Use a "study buddy" to work with and keep going
- Make an on-task reminder card
- Talk to teachers when you are having difficulty

OTHERS: Teacher Strategies

- Post and enforce class rules; make your room predictable and organized
- Stress and show how to preview before reading
- Assist in planning ahead, scheduling tasks
- Use and monitor assignment books
- Practice prediction skills academically and socially
- Provide task organizers for assignments (steps to follow)
- Provide rubrics for assignments
- Work with another peer
- Break assignment into chunks and check in with student when each piece is completed
- Reduce the need to copy from the board
- Adjust and extend time
- Provide note-taking assistance
- Provide less distracting location to work
- Modify timed assignments
- Increase the amount of practice opportunities
- Allow calculators, graph paper, manipulative
- Reduce paper-and-pencil tasks
- Provide the student with task card for independent works times
- Meet with student regularly and privately to see how he/she is doing

Behavior:

- Identify precisely the behavior that you expect and role-play it
- Work with the student in advance and arrange cueing signals for inappropriate behavior
- Have the student suggest and evaluate alternatives for behavior
- Teach strategies for inhibiting first response (e.g., STOP-THINK-ACT)
- Rate behavior on "control" versus "good" or "bad"

- Role-play appropriate and inappropriate behavior
- Teach problem-solving strategies
- Use a timer to monitor tasks
- Proofreading done after time delay
- Involve student in self-grading
- Work with a peer to help monitor behavior
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OTHERS: Parent Strategies

- Choose a study space away from distractions

Self-Monitoring:

- Establish routine for emptying back packs, know how much homework is assigned
- Have your child proofread his/her work
- Ask your child to grade his work
- Keep in close contact with child's teacher

Previewing:

- Ask child to estimate how long it will take to do homework assignments
- Brainstorm with child before starting writing assignments
- Discuss what it means to "clean your room"
- Preview social situations: "How do you think Sadie will feel if you don't invite her to your sleepover?"

Impulse Control:

- Teach reflection strategies: STOP-THINK-ACT
- Rate behavior based on self-control
- Play the "What if..." game (e.g., "What if you said/did this, what could happen?")
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ENVIRONMENT (Structure, Time, Space, and Assignments)

- Role-play appropriate and inappropriate behavior
- Play "Beat the Timer"
- Use a pre-arranged signal to re-engage the student's attention
- Post weekly/daily schedule
- Allow wiggle seat, fidgets, doodling, standing
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