



CLASSROOM STRATEGIES

Attention, Behaviour & Organisation - Advice for in the classroom.

Room Arrangements

- Keep classroom furniture arranged in a clear and consistent manner. Try not to make changes too often.
- Seat the child close to the teacher, but be sure this is seen as an opportunity rather than a punishment.
- Attempt to seat the child next to organised, productive classmates for modelling purposes and consider “buddying” with an organised “helper” classmate.
- Reduce the amount of distracting visual stimuli close to the child’s desk and allow them to keep only needed items on desk.
- Designate an area where the child can get up and move about briefly during seated work without disturbing classmates.

Curriculum Modification

- Reduce amount or volume of work as necessary to ensure completion of tasks and quality rather than quantity. Focus on effort rather than absolute work production.
- Allow extended period of time for completing work.
- At the start of new learning experiences, allow for a lower accuracy rate and increase expectations with time.
- When scoring homework or test items, mark correct items rather than incorrect responses, highlighting weaknesses can add to discouragement.
- Check that the child is clear regarding homework assignments and has taken the appropriate materials home. Determine with parents a reasonable time commitment for homework.
- Modify tasks that involve significant inherent distractions. Fewer items on the page or use a cardboard cutout overlay to allow better focus on a single item at a time.
- Make direct eye contact when presenting instructions. These should be clear, brief and wherever possible also presented visually as charts, lists, pictures etc. Encourage the child to repeat instructions back to you.
- Break down complicated or lengthy tasks into small steps and present one at a time.
- Include organisational and study skills strategies as a curriculum presentation to all students.
- Provide verbal and non-verbal encouragement. Set up a reward system in conjunction with home as appropriate.

Classroom Organisation

- Have a clear daily routine and schedule of subjects and activities. Provide a copy of the schedule near the child’s desk. Plan most challenging activities in the morning.
- Allow time for the child to organise himself / herself during transitions to a new activity or learning experience, announce transitions in advance of their occurrence.
- Alternate activities requiring a high level of concentration with movement breaks or activities that are more relaxed.

Organisation strategies for the child

- Think about time frames. Try using an egg timer or stopwatch to pace the child, and for getting tasks completed in a nominated amount of time.
- Write down at the top of the page in a few points only, the tasks that need to be completed. Tick these off as they are completed.
- Use a highlighter to identify key points in instructions and diary, whiteboards and colourful post-it notes to provide visual memory cues.
- Label where you keep things and keep them in the same place all the time. Use a school locker if one is available
- Use visual symbol of the traffic lights to stop and plan activities. “Red” is for “stop”, amber is for “think and plan”, green is for “do”.