

Strategies to Use BEFORE Academic Tasks

Overview: If-Then Framework

Estimated Time: 5-7 minutes prior to starting the task

Explanation of Activity/Assignment: Parents and students will review what needs to be completed in order to earn rewards or earned time.

Things to know: The Premack Principle, also known as Grandma's Rule, helps establish clear expectations of what work needs to be completed in order to earn rewards.

Tasks:

- With the child, preview the assignments and/or tasks that need to be completed.
- Chunk the material, if necessary.
 - Work on math for 15 minutes, take a 5-minute break. Work on writing for 30 minutes, take a 5-minute break.
- Discuss the expectations of what work is to be completed using the premack principle framework.
 - Examples
 - "If you work on your math fact-fluency for 15 minutes, *then* you will get a 5-minute break on the iPad."
 - "If you complete the first three things on your To-Do List, *then* you will be able to take an hour break to watch TV."

Links/Activities/Resources:

- Visuals
 - To-Do List



Overview: Accepting Feedback

Estimated Time: 5-7 minutes prior to starting the task

Explanation of Activity/Assignment: Children will review the importance of accepting feedback while completing their task.

Things to know: Accepting feedback can be very hard for some of our learners. What you may think is a helpful reminder, they may see as a harsh reminder of an insecurity. Priming students about accepting feedback can help the students remember that we learn through our mistakes, and that our attitude about feedback and growth impacts our success.

Tasks:

- Review the accepting feedback blueprint.
- Discuss how accepting feedback at school may be different than discussing feedback from home.
- Use the blank blueprint resource to build blueprint of expected behaviors when accepting feedback at home.

Links/Activities/Resources:

- Videos
 - <https://www.youtube.com/watch?v=b0bS4xJiEU8>
 - <https://www.youtube.com/watch?v=ftobgjbpTTw>
- Resources
 - "Accepting Feedback Blueprint"
 - "Blueprint"



Overview: Completing work using a different method

Estimated Time: 5-10 minutes before starting task

Explanation of Activity/Assignment: Sometimes, before children even begin a task, they express frustration and try to avoid the work ahead of them. In order to encourage task completion, children will determine *how* they will be completing their task.

Things to know:

- Non-preferred tasks (like writing) can often get in the way of children completing tasks. When we allow them to decide *how* they are completing their task, the child is often more willing to get their work done.

Tasks:

- Determine what aspect of the task is essential. For example:

- For a reading task with comprehension questions, the child needs to read and they need to demonstrate that they understood what they read, but they don't necessarily need to do that through writing. Instead, they can tell an adult, record their thinking on an iPad or phone, or they can jot down bullet notes to demonstrate their thinking.
- For a math task, we want the student to practice math fluency and the use of skills and concepts. Instead of completing math practice problems with paper and pencil, the students can write their work in different colors, on a whiteboard, use flashcards, complete using technology, complete five of the ten problems, or verbally answer the questions.
- For a writing task, the students need to practice brainstorming, writing with a purpose, and utilizing proper sentence structure. Instead of writing everything down with paper and pencil, students can complete a graphic organizer, type their piece, or dictate to a parent, or use a dictation application (just like the one you have on your phone!).
- Present the task using the "Must-Do, May-Do" framework with options that you are able to provide at home.

Links/Activities/Resources:

- Visuals
 - "Must-Do, May-Do"
 - "Must-Do, May-Do example"

Strategies to Use DURING Academic Tasks

Overview: Using strategies - When I Get Frustrated Blueprint

Estimated Time: 5-10 minutes during task

Explanation of Activity/Assignment: Children will review emotional regulation strategies that they can utilize during non-preferred and/or challenging tasks.

Things to know:

- There are many different strategies to help regulate our emotions, and although something might work for me, it might *not* work for you!
- We regulate our emotions in different ways depending on where we are. At school, I may talk to a teacher when I need help or take a break in the

mindfulness room when I need time to calm down. At home, I may just decide to spend some quiet time in my room.

- Strategies help us complete our work – they don't make the work go away or get easier; they just help us work through it!

Tasks:

- When the child begins showing signs of frustration (head down, whining, verbal protest, noncompliance, ect.), provide a visual and/or verbal reminder of strategies that they can use.
 - Breathing techniques, take a 3-minute break, asking for help, ect.
 - Refer to visuals and videos below
- After the child chooses and utilizes the strategy, provide verbal praise.
- Before returning to the work task, remind the child of the expectations.

Links/Activities/Resources:

- Videos
 - Cookie Monster Uses Strategies for Self-Control: https://www.youtube.com/watch?v=j0YDE8_jsHk
 - Rainbow Breathing: <https://www.youtube.com/watch?v=O29e4rRMv4>
 - Balloon: https://www.youtube.com/watch?v=bRklLioT_NA
 - 2-Minute Breathing: https://www.youtube.com/watch?v=9tOJZQhO_Uw
 - 5 Finger Breathing: <https://www.youtube.com/watch?v=sh79w9pn9Cg&list=PLqQoOYbonVVKrsnt-xkkJg323cq0kOSPQ&index=1>
 - Lazy 8 Breathing: <https://www.youtube.com/watch?v=dPGwCJ8hhvk&list=PLqQoOYbonVVKrsnt-xkkJg323cq0kOSPQ>
 - "Why Do We Lose Control of Our Emotions?": <https://www.youtube.com/watch?v=3bKuoH8CkFc>
- Visuals
 - "Break Cards"



Overview: Using strategies - When My Puppy Brain is in Control

Estimated Time: 5-10 minutes during task

Explanation of Activity/Assignment: Children will review regulation strategies that they can utilize when they feel "jittery."

Things to know:

- Even though we may want to get our work done, sometimes our body just needs to wiggle! When we feel all jittery inside, or when our “puppy mind” is in control, it is a good idea to take a break and use a strategy to help get back to work.

Tasks:

- When the child begins demonstrating a need for a sensory break (jumping, wiggling, tapping, lack of focus, ect.), provide a visual and/or verbal reminder of strategies that they can use.
 - Refer to visuals and videos below
- After the child chooses a strategy, provide praise, and utilize a timer as they take a break
- After the child utilizes the strategy, provide verbal praise and remind the child of the expectations now that they are getting back to work.

Links/Activities/Resources:

- Videos
 - *Puppy Mind*: <https://www.youtube.com/watch?v=Xd7Cr265zgc>
 - Movement Breaks
 - https://www.youtube.com/watch?v=K7FUbtac_ds
 - <https://www.youtube.com/watch?v=dNL6RwymoNg>
 - <https://www.youtube.com/watch?v=JdBIXPWM8AI>
 - https://www.youtube.com/watch?v=bRkLIoT_NA
 - Visuals
 - “I Need to Wiggle”

Strategies to Use AFTER Academic Tasks

Overview: Reflecting on Accomplishments

Estimated Time: 5-10 minutes after task is completed

Explanation of Activity/Assignment: Children will reflect on their appropriate use of strategies and celebrate ability to complete the task.

Things to know:

- Sometimes we work so *hard* to get something done, that by the time we actually finish, we forget to reflect and celebrate what we did well! Reflecting on ourselves – on the good and the bad – helps us to continue growing.

Tasks:

- After the child completes their work, provide access to their reward or earned privilege.
- After their earned time is up, or they have had access to their reward, provide feedback using one of the following frameworks or the glow/grow resource:
 - “I am very impressed that you were able to get your work done on your own! I noticed you were so successful because _____, what did you notice?”
 - “I saw that you were struggling when _____, but then you _____. I am very impressed that you used a strategy on your own! How did you know you needed to use a strategy?”
 - “When you were working, you needed some reminders to use your strategies. Once you did, you were able to get your work done. What do you think you can do different next time?”

Links/Activities/Resources:

- Videos
 - Positive Self-Talk: <https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLqjSWntkrGRw0MZtDMej221xwGFaizHmy>
 - Celebrate Dance: <https://www.youtube.com/watch?v=f2NZg6Sr9qo>
- Visuals
 - “Time to Reflect”