

Classroom Strategy Chart

Presentation

Strategy

Instructional Cues

<p>Eyes Skip without orientation or tracking</p>	<ul style="list-style-type: none"> -Establish eye-hand repetitive support by moving hand and eyes to watch left to right across the page. -Use sticker/Post It/Bright dot to indicate beginning point. -Highlighter added to guide eyes along with reading tasks. -Colored: paper/page protector/lenses. -Changing lighting can also help or use flashlight to help guide eyes along page. 	<ul style="list-style-type: none"> -Use consistent visual, auditory, and touch cues. -Hand over Hand supportive cues while singing or saying rhyming statements. -Ask if the color (colored lens/paper) makes it easier to see. -Tap the desk where eyes need to look and keep tasks very short at first with quick reward offered (this can be a hug or snack or sticker).
<p>Cognitive Attention to the task is inconsistent.</p>	<ul style="list-style-type: none"> -Have client repeat instruction or read aloud. -Highlight answers -Use sensory preferred venues in a rhythmic systematic way. For example, tap fingers, stroke/hold a Velcro strip or fuzzy animal, soft vibration fidget or stretchy fidget. -Softly play music by Mozart for math tasks. Play Handel or J.S. Bach's music for reading or eating. -Water, crunchy snacks, gum can be used for testing or specific desk tasks. 	<ul style="list-style-type: none"> -Read questions out loud and point to words as they are read. -Look back over paragraphs with answers highlighted in yellow. -Take a deep breath to begin each task. -Use a bell or distinct fun sound to start each task and say "Let's Do It!" -Provide periodic snack such as juice sip or pretzel to send a pleasant sensory signal to brain.
<p>Unable to Sit Still.</p>	<ul style="list-style-type: none"> -Wobble seat or cushion ball chair. -Provide a variety of above mentioned so that child can indicate or ask for what sensory tool they need. -Encourage them to ask for the tool they need. -Vestibular task every 20-30 minutes: Use swings, spin boards, chairs, trampoline, slides, bouncy balls or zip lines. 	<ul style="list-style-type: none"> -"Try this. Does it feel more comfortable?" -Provide it for short periods of time for certain tasks (just like a weighted vest) about 15 to 30 minutes at a time. If they do well, you can increase the time. -Place a visual timer within sight, so that they know how long they need to stay seated before taking a break. A regular set time works best-20 min. focus and then 5 min. vestibular task. Repeat.
<p>Hands Touch Others.</p>	<ul style="list-style-type: none"> -Provide fidget choices on desk top. -Attach a fidget to the desk top or just under desk edge (can be a Velcro strip or rubbery tube). -Use an "I-Can-Do-It" pebble. -Organize visual space by taping area for chair or where to stand to look at schedule (Using color can be powerful) 	<ul style="list-style-type: none"> -"You may use a fidget if it is kept on desk top." -"Remember, if you need to, you can touch your magic strip!" -Take the pebble and let them keep it in their pocket reminding them as needed to use it. Demonstrate with everyone having it to encourage them that they can do it. -Place foot prints or tape out squares to stand in or cut box bottom.