

Name of student:

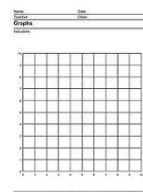
Date of Birth:

• Improving Organization and Attention in the Classroom •

- Sit the child in front of the class.
- Cue inattention and off-task behaviour
- Check with him frequently
- Sit next to study buddy
- Make learning active, ask questions
- Take frequent breaks/opportunity to move
- Chunk up tasks into smaller units of work
- Assistance in organizing and getting started
- Create "to do" list
- Daily checking of backpack to ensure the student has everything
- Use of calendar and daily planner. The student should be trained to use his agenda effectively and monitored regularly. Double-check agenda before end of class to make sure that no important information is omitted.
- Allow extra time to copy from the chalkboard.
- The child should be seating as close to the board as possible when reading or copying from it.
- Information written on the board should be limited in amount, easy to read and well organised with title underlined, items numbered or colour coded.
- Copying notes from the board might help him to focus on the teaching but when ever possible, photocopy the notes from the teacher or from a peer.
- Allow the child to use highlighter to highlight important information in his books as he reads them and/or to cross out problems done to avoid skipping any or doing one twice.
- If it is impossible to highlight in the textbook, photocopy the pages from the textbook.
- Keep all written work for all subjects in one big binder with a zipper, with color-coded dividers for each subject. Some dividers have pockets to quickly put in sheets that have no holes yet. Holes can be done and sheets can be inserted in the binder at a specific time at every end of the day.
- A copy of his timetable should be as the first page of his binder (if applicable). This binder should be monitored by parents every night for tidiness until well mastered.
- A three hole pencil case should be attached to the binder. A hole punch should be provided in this pencil case as well as pencils, erasers and highlighters required.



- ❑ If the student continues to be slow or messy with written work, use the computer for longer written work.
- ❑ Practice keyboarding regularly with All-the-right-type program or other age appropriate typing program.
- ❑ To allow extra time during written tests (not during recess as he needs them too) as he gets tired faster and this can affect his overall performance. Try whenever possible oral test, multiple choices, does every two problems, or boxes to fill in within a text.
- ❑ The same approach can be use at home if homework takes too much time because of the writing aspect. Have clear expectations with firm consequences if work is not completed.
- ❑ Clear the writing area of unnecessary distraction that may confuse or distract the child. Choose clear and uncluttered workbook and have a consistent format for papers and assignments.
- ❑ Use graph paper (4 square per inch or larger) to help with organizing numbers in maths workbook.
- ❑ Allow some ``body breaks`` where the student can stand up and stretch, or go drink some water or sharpen his pencil. A stress ball can be useful to decrease the tension at the fingers, it can be used as a body break.
- ❑ Provide adequate height of desk and chair. The table should be slightly higher than the elbow of the child when elbow is at 90 degree and the child is sitting on a chair with back resting on the back rest and the feet resting on the floor.



- ❑ Provide for regular strengthening exercises either at home or at school. The student should be encouraged doing 10 sit-ups and 10 desk push-ups every day and doing some light weight lifting or use a chin-up bar to improve shoulder and upper-limb strength. Slowly increase the numbers of sit-ups and push-ups as performance improves. He should also be encouraged to do some non competitive sports at home as biking, in-line and ice skating, , tobogganing, scooter, swimming and to attend gymnastics, soccer or martial arts. Improving muscle tone will improve sitting posture and endurance and foster better attention in class.
- ❑ Give praise or rewards when rules are followed. Children with poor organizational skills often receive and expect criticism. Look for good behavior, and praise it.

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Date:

