

Priming Strategies- Organization and Self-Direction – Task Completion

Organizing the work space and materials

1) Sometimes I have trouble finding some of my work materials (in school or on the job). I have had trouble finding: _____

2) What would help me keep up with work materials (in school or on the job)? I can find materials more quickly if I: _____

(Hints: notebooks with labeled dividers, folders, a checklist of needed materials, a backpack, labeled spaces, container organization, proximity of materials, clearly defined spaces where each material goes)

Mitigating potential distractions

1) When I am working at _____, some things distract me while I am working. These are: _____

2) What changes can we make that will reduce the distractions and help me keep working? These changes are: _____

(Hints: preferential seating, environmental redesign of space to reduce distractions, partitions, headphones, furniture placement, etc.)

Transitioning from task to task

1) My teacher / supervisor wants me to be quick and efficient. Sometimes I get distracted between tasks and take _____ (amount of time) to move on to the next task. To help me move from task to task quickly, I can: _____

(Hints: check or follow written schedule, use a reminder or rule card, use a watch with a timer, etc.)

2) I like some tasks better than others. When I face a task that I like less, I sometimes take longer to begin working. To help me move quickly to jobs I like less, I can: _____

(Hints: follow schedule, earn break time or reinforcer for finishing by a certain time, sequence my tasks so that favorite task comes after less favored task, etc.)

Breaking down large tasks

1) Some big tasks or assignments make me feel confused. Sometimes it takes a while to figure out what to do first. To improve my work in _____ (specify job, class, assignment type), I can: _____

(Hints: write out a list of steps, outline my steps on a calendar or day planner, ask for _____ [person's name] to write out a list, ask for _____ [person's name] to suggest a sequence, etc.)

Prioritizing tasks

1) Sometimes deciding what to do first is confusing. I do not want to get stuck 'thinking' about what to do. I want to get my work done quickly and correctly. To make good choices about what to do and in what order, I can: _____

(Hints: follow my schedule, make a list of tasks and put them in order, ask my teacher / supervisor to check my list, etc.)

Self-monitoring quality of work

1) Sometimes I make mistakes in my work. I want my work to be right every time. To prevent mistakes, I can: _____

(Hints: use a set of written reminders, see an example of a correct finished product, follow my to-do list that has a line at the end of a task to 'check my work,' 'double check job when finished,' specific directions related to errors, etc.)

2) Sometimes my supervisor (or co-worker) finds a mistake in what I am doing. It is hard for me to stop and correct a mistake. When someone shows me a mistake, I can: _____

(Hints: follow a quick calming sequence, use a rule card or script to handle my mistake, etc.)

Submitting work

1) Sometimes my supervisor (or co-worker) needs to know when I am finished with a task. To make sure he knows, I can: _____

(Hints: ring a bell, use a card signal, raise my hand, tell _____, check off task on a schedule or wall board in the work area, etc.)

2) Sometimes when I finish a task, it is not clear where the work should go. My teacher or supervisor wants completed tasks such as (specify) _____ to go (where) _____. To make sure that the work goes where it needs to be, I can: _____

(Hints: place it in a labeled space, always routinely take it to a designated area that is visually clear, place it in a "done" folder in my notebook, etc.)

Organizing time around priorities and deadlines

1) Sometimes I need to work faster but I need to make sure it is accurate too. My teacher or supervisor wants me to work faster on (specify tasks) _____. To work faster, I can: _____

(Hints: eliminate particular distractions by changing my seating, working in a different location, or using headphones, rearrange environment for access to materials to cut out transitions and too much movement, adjust sequence of steps in task, etc.)

2) Sometimes my teacher / supervisor wants me to complete a task by a certain time. To meet this deadline, I can: _____

(Hints: include time and date deadlines on my schedule /agenda, use a timer to set short-term goals, eliminate particular distractions by changing my seating, working in a different location, or using headphones, use a 'help' card or script to ask for help when I need it ,etc.)

3) Sometimes I feel stress when someone tells me there is a deadline or that my work must be completed by a certain time. When this happens, I can: _____

(Hints: carry out a self-calming seq sequence, use my schedule, use a script to ask for assistance in meeting the deadline, etc.)

Managing downtime in class or on the job

1) Sometimes I finish my work early but cannot leave the classroom or work area. To stay busy, I can: _____

(Hints: refer to a 'back up' list for things to do when finished, use a script card to ask for other work to do, etc.)

Tolerating changes

1) Sometimes my schedule might change, or I might have to do things differently than I am used to. These unexpected changes can make me feel anxious. Here are some changes that make me feel stressed: _____

To handle this stress, I can: _____

(Hints: practice a self-calming strategy; write down the new schedule or new instructions; use a coping card to handle change, etc.)

2) *When I get a new, unexpected task to do in class or at work, it can make me confused or upset. Sometimes my teacher / supervisor needs me to stop and do another job. To handle this, I can:* _____

(Hints: designate a space where I can place unfinished work, add the unfinished work to my agenda / to-do list for later, practice a self-calming strategy, use a coping card to handle change, use a script card to find out exactly what I need to do, etc.)