

About This Resource:

Before I Start A Task CHECKLIST

- Make Sure I Know What To Do
- Choose A Good Seat
- Make Sure I Have What I Need
- Put Away All Distractions
- Get Started!

Before I Start A Task CHECKLIST

- Make Sure I Know What To Do
- Choose A Good Seat

On Task Or Off Task? Card Game Directions

To begin, deal out all of the cards – each player should have the same amount of cards. Then, take turns rolling a dice. Players will lay down a card according to what they rolled. If they don't have a card that matches the prompt, they will lose their turn. The first player to lay down all of their cards wins.

- If you roll a 1, you lose your turn
- If you roll a 2-3, lay down an example of being off task
- If you roll a 4-6, lay down an example of being on task

Breaking up my work into smaller chunks

Think about the things I have to do, and focus on getting one thing done at a time.

Rewarding myself for staying on task

Once I've completed part of the task, or been focused for a set amount of time, I can do something I enjoy like playing a quick game, going outside, or getting a fun snack.

Using positive self-talk

Tell myself encouraging things like reminding myself that I can do it, and thinking about the benefits of being on task.

Looking at what I'm supposed to be focusing on

Keep myself from focusing on things that could be distracting.

Taking breaks

Schedule short periods of time to do something else.

Listening to what your partner is saying during the activity you are doing

Doing your reading without stopping to play

What Kids Will Learn:

- Kids will identify their distractions and consider how they can overcome them.
- Kids will learn strategies they can use before they start a task, and while they are working, to stay focused.

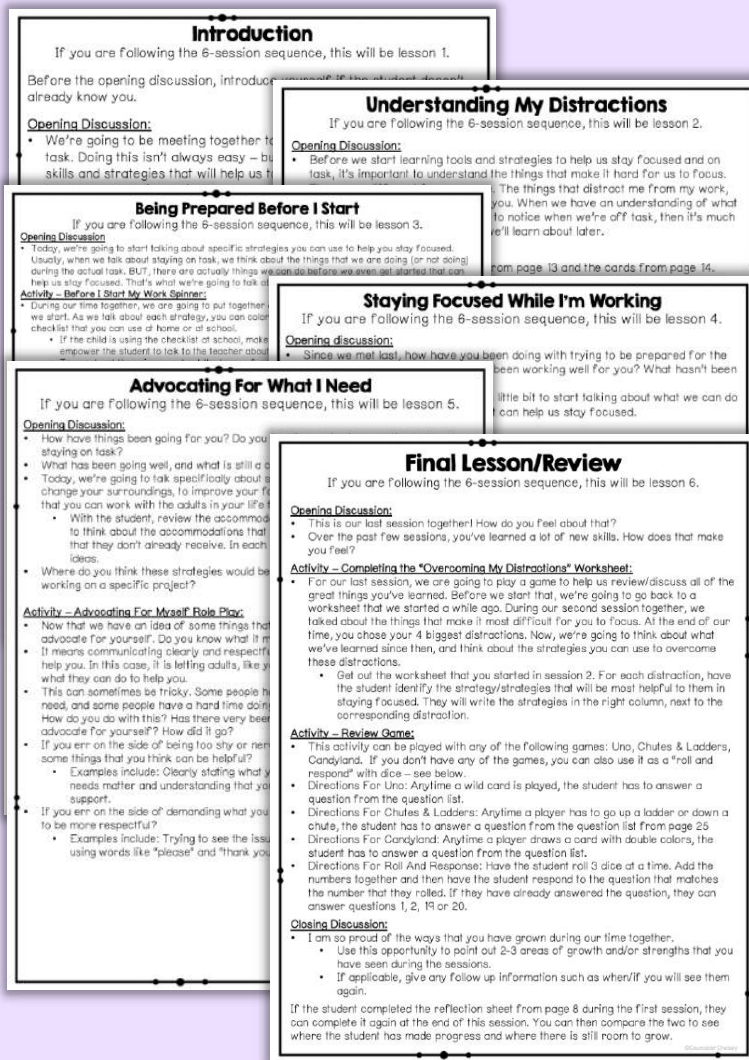
How To Use:

- This resource was designed to use as a 6-session plan.
- The lessons can adapted for use as stand-alone lessons.

What's Included:

This resource includes:

- Session Tracker
- List of on-task accommodations
- Self-Monitoring Form
- Reflection Sheet
- The following 6 lessons
 - Introduction
 - Understanding My Distractions
 - Being Prepared Before I Start
 - Staying Focused While I'm Working
 - Advocating For What I Need
 - Final Lesson/Review



Keep scrolling for more details!

List Of On-Task Accommodations

This sheet can give the student and educators ideas of accommodations and modifications that might be helpful to the student.

List Of Accommodations To Help Students Stay On Task

GENERAL ACCOMMODATIONS

- Use a self-monitoring form
- Display visual reminders of what the student is supposed to be doing
- Use a checklist to help students keep track of the tasks they've completed
- Use a codeword, or non-verbal sign, to remind the student to get back on task
- Establish eye contact with the student before giving directions
- Make sure that work is appropriate for the student – not too easy or too difficult!
- Allow movement breaks between tasks
- Provide flexible seating, or the opportunity for the student to stand and work

ACCOMMODATIONS FOR INDEPENDENT WORK TIME


- Work with the student to identify a work space with minimal distractions
- Ask the student to explain the directions to you before they start working
- Help the student break their work into smaller, more manageable chunks
- Check in with the student periodically to monitor progress with the task
- Use a timer to show the student how much time is left for a particular task
- Help the student set goals for the amount of work they want to complete
- Allow the student to wear noise cancelling headphones

FOR CLASS LESSONS

- Work with the student to identify a learning space with minimal distractions
- Allow student to use a fidget tool
- Provide opportunities for hands-on engagement
- Periodically stop the lesson to check for understanding

FOR GROUP/PARTNER WORK

- Help the student choose partner/group that will help them stay on task
- Help the student identify a specific task to work on within the project or assignment
- Help the student and their group/partner gently remind each other to stay on task
- Give a list of specific talking points the group should be discussing



General Reflection Form

This sheet can be used to help the instructor (and the student) better understand the behavior.

Name: _____

Staying On Task Reflection Sheet

Think about **how often** you are off task during each of the activities below. Write the number that matches your answer in the blank next to each activity.

1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time

___ During homework	___ When working one on one with an adult
___ During independent work time	___ In the hallway
___ During group/partner work time	___ During after-school activities
___ During lesson time	___ Other: _____

The types of activities that are easiest for me to focus on are:

The types of activities that are hardest for me to focus on are:

Think about **what** you are doing when you're off task. Look at each action and decide how often this describes what you're doing when you're off task. Write the number that matches your answer in the blank next to each action.

1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time

___ Walking around/out of seat	___ Quietly thinking
___ Talking to others	___ Doing other work/activities
___ Playing with materials	___ Playing on my phone/tablet
___ Looking away	___ Other: _____

Think about **why** you are usually off task. Look at each reason and decide how often this describes the reason why you are off task. Write the number that matches your answer in the blank next to each reason.

1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time

___ I don't understand the directions	___ I don't understand the lesson
___ I am thinking about the past	___ There is too much noise around me
___ I am thinking about the future	___ People are trying to talk to me
___ I want to do something else	___ Other: _____

I want to get better at being on task because...

Lesson 1: Introduction

Introduction

If you are following the 6-session sequence, this will be lesson 1.

Before the opening discussion, introduce yourself if the student doesn't already know you.

Opening Discussion

- We're going to learn how to stay on task. Doing skills and strategies to overcome.
- During our other thing.
- What questions?
- Today, we understand and game.

Directions For

The student will fill out student's answer notice. You can notice. Once you can like you to.

Activity – On

- To prep the
- To play, fo

Closing Discussion

- Which of the
- Do you think
- Do you have
- be learning

Staying On Task Reflection Sheet

Name: _____

Think about **how often** you are off task during each of the activities below. Write the number that matches your answer in the blank next to each activity.



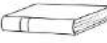
1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time

- _____ During homework
- _____ During independent
- _____ During group/partner
- _____ During lesson time

On Task Or Off Task? Card Game Directions

To begin, deal out all of the cards – each player should have the same amount of cards. Then, take turns rolling a dice. Players will lay down a card according to what they rolled. If they don't have a card that matches the prompt, they will lose their turn. The first player to lay down all of their cards wins.

- If you roll a 1, you lose your turn
- If you roll a 2-3, lay down an example of being off task
- If you roll a 4-5, lay down an example of being on task
- If you roll a 6, lay down any card

<p>Answering the questions on your test</p>	<p>Singing the song your class is singing in music class</p>	<p>Paying attention to where you're going on your bike</p> 	<p>Listening to what your partner is saying during the activity you are doing</p>
<p>Staying on topic when you are talking to your friend</p> 	<p>Doing the work that the teacher asked you to do</p>	<p>Staying in your spot and staying quiet</p>	<p>Doing your reading without stopping to play</p> 

Think about **what** you are doing and how often this describes what matches your answer in the blank next to each activity.

1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time

- _____ Walking around/outside
- _____ Talking to others
- _____ Playing with materials
- _____ Looking away

Think about **why** you are doing this and describes the reason why you are doing it in the blank next to each activity.

1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time

- _____ I don't understand the instructions
- _____ I am thinking about other things
- _____ I am thinking about my friend
- _____ I want to do something else

I want to get better at being on task.

THE OBJECTIVES:

- Students will understand what is meant by “staying on task.”
- Students and instructor will better understand the child’s off-task behavior.

THE ACTIVITY:

- The student and instructor will work together to complete a reflection sheet.
- The student and instructor will play a game to establish common language around the terms “on task” and off task.”

Lesson 2: Understanding My Distractions

Understanding My Distractions
If you are following the 6-session sequence, this will be lesson 2.

Opening Discussion:

- Before we start learning tools and strategies to help us stay focused and on task, it's important to understand the things that make it hard for us to focus.
- These are **different** for everyone. The things that distract me from my work are different from your distractions.

Name: _____

Overcoming My Distractions

Think about the things that make it hardest for you to focus. On the left side of the chart, write one distraction in each box. Then, in the boxes on the left, write a few strategies that you can use to overcome that distraction. Use ideas from the box below, or think of your own!

Activity – My Distractions

Directions: Read through the table.

- Then, have the student think about the distraction.
- Discussion Questions:
 - Which distraction is the most distracting?
 - Are there any strategies that you can use to overcome that distraction?
- Ask the student to write the distraction in the table.
- They will write the strategies in the table.

Closing Discussion:

- Now that we have learned strategies to help us stay focused and on task, another important thing to understand is how often we face these distractions.
- Do you usually find yourself distracted often, sometimes, or rarely?
- Until we meet again, what you're responsible for is to think about what you're responsible for.
- If you are using these strategies, introduce them, and/or encourage your student to use them.

My Distractions Sort

Directions: Cut out the headings below, and the distraction boxes from the next page. Students will look at each distraction and decide how often it keeps them from staying on task. They will put the distraction under the corresponding heading.

Distraction	Frequency

Things That Make It Hard To Focus ALL THE TIME

Things That Make It Hard To Focus SOMETIMES

Things That Make It Hard To Focus EVERY ONCE IN A WHILE

Things That NEVER Make It Hard To Focus

THE OBJECTIVE:

- Students will identify their biggest distractions.

THE ACTIVITY:

- The student will look at different distractions and decide how often they face each one.
- Then, the student will record their biggest distractions on a worksheet that will be completed in future sessions.

Lesson 3: Being Prepared Before I Start

Being Prepared Before I Start
If you are following the 6-session sequence, this will be lesson 3.

Opening Discussion
• Today, we're going to start talking about specific strategies you can use to help you stay focused. Usually, when we talk about staying on task, we think about the things that we are doing (or not doing) during the actual task. BUT, there are actually things we can do before we even get started that can help us stay focused. That's what we're going to talk about today.

Activity - Before I Start My Work Spinner:
• During our time together, we will create a spinner that you can use to help you stay focused. As we work on the checklist that you will use to help you stay focused, we will also be working on the spinner that you will use to help you stay focused.

Before I Start A Task CHECKLIST
 Make Sure I Know What To Do
 Choose A Good Work Spot
 Make Sure I Have What I Need
 Put Away All Distractions
 Get Started!

Spinner Base Sheet

Before I Start A Task CHECKLIST
 Make Sure I Know What To Do
 Choose A Good Work Spot
 Make Sure I Have What I Need
 Put Away All Distractions
 Get Started!

Before I Start A Task CHECKLIST
 Make Sure I Know What To Do
 Choose A Good Work Spot
 Make Sure I Have What I Need
 Put Away All Distractions
 Get Started!

THE OBJECTIVE:

- Students will identify things they can do before they begin a task that will help them stay focused while they are doing the task.

THE ACTIVITY:

- The student will create a spinner that shows different things they can do before they even begin their task.

Lesson 4: Staying Focused While I'm Working

THE OBJECTIVES:

- Students will identify strategies they can use while they are working that will help them stay focused.
- Students will understand why and when these strategies could be helpful.

THE ACTIVITY:

- The student and instructor will play a matching game as they explore each strategy and talk about how and why they could be helpful.

Staying Focused While I'm Working
If you are following the 6-session sequence, this will be lesson 4.

Opening discussion:

- Since we met last, how have you been doing with trying to be prepared for the task before you start it? What has been working well for you? What hasn't been working well?
- Today, we're going to shift gears a little bit to start talking about what we can do (or not do) *while we're*






Activity - Staying Focused

- First, we're going to learn about strategies we're going to talk about. You can use them in your work.
- The instructor will give you a card for each strategy, and you will try to use it.
- What questions do you have?
- Now that we know what strategies are important and how to use them, we're going to play a game.
- The instructor will give you a card for each strategy, and you will try to use it.
- Then, play the game. The student who uses the strategy the most will win.

Closing discussion:

- Do you use any of the strategies?
- What are 1-2 strategies that you found helpful?
- How can you remember to use them?

If desired, the student can punch a hole in the booklet that they can keep.

 Breaking up my work into smaller chunks	Think about the things I have to do, and focus on getting one thing done at a time.
 Rewarding myself for staying on task	Once I've completed part of the task, or been focused for a set amount of time, I can do something I enjoy like playing a quick game, going outside, or getting a fun snack.
 Using positive self-talk	Tell myself encouraging things like reminding myself that I can do it, and thinking about the benefits of being on task.
 Looking at what I'm supposed to be focusing on	Keep myself from focusing on things that could be distracting.
 Taking breaks	Schedule short periods of time to do something else.

Lesson 5: Advocating For What I Need

THE OBJECTIVES:

- Students will identify accommodations that will help them to stay on task.
- Students will understand how to advocate for these accommodations and will practice doing so.

THE ACTIVITY:

- The student will look a list of accommodations and decide which ones would be helpful.
- The student will role play asking for these accommodations.

Advocating For What I Need
If you are following the 6-session sequence, this will be lesson 5.

Opening Discussion:

- How have things been going for you? Do you feel like you've been getting better at staying on task?
- What has been going well, and what is still a challenge?
- Today, we're going to change your thinking about that you can't do it. With the help of the strategies that the ideas.
- Where do you work on a

List Of Accommodations To Help Students Stay On Task

GENERAL ACCOMMODATIONS

- Use a self-monitoring form.
- Display visual reminders.
- Use a checklist to help you stay on task.
- Use a codeword, or a task card.
- Establish eye contact.
- Make sure that work is difficult.
- Allow movement breaks.
- Provide flexible seating.

ACCOMMODATIONS

- Work with the student to identify their needs.
- Ask the student to explain their needs.
- Help the student break down tasks into smaller steps.
- Check in with the student during the lesson.
- Use a timer to show the student how long they have.
- Help the student set goals.
- Allow the student to work at their own pace.

FOR CLASS LESSON

- Work with the student to identify their needs.
- Allow student to use a checklist to help them stay on task.
- Provide opportunities for hands-on engagement.
- Periodically stop the lesson to check for understanding.

Advocating For What I Need (Cont'd)
If you are following the 6-session sequence, this will be lesson 5.

Activity - Advocating For Myself Role Play (Cont'd):

- Now, let's look at some of the accommodations you think will be helpful. You're going to get a chance to practice asking for those things.
- For each accommodation, have the student identify who they need to talk to in that situation. Then, have them practice what they will say to that adult. The instructor will play the role of the adult. You can role play each request several times to explore different possible responses such as the adult saying no, the adult having specific objections, the adult saying yes, etc.
- Give constructive feedback to the student when possible.
- How do you feel about asking for these things? Are you still nervous about anything?
- One thing that's important to remember is that these accommodations are tools meant to help you, and they shouldn't be taken advantage of. For example, if you ask to sit in the hallway because it's easier for you to focus, but really you want to sit out there so you can talk to other students who pass by, then adults might have a hard time trusting you. Why could this be a problem?
- If you take advantage of these accommodations, it may be harder for the adults to give you what you ask for in the future.

Closing discussion:

- Are there any strategies on the list that you don't need to ask an adult for help with?
- Are there any that you want to use at home?
- Is there anything you need from me, or another adult that can help you with this?
 - If applicable, let the student know that there may be some limitations to what you can do to help.
- Next time we meet will be our last time together, and we will review the skills and strategies we've covered.

Lesson 6: Final Lesson/Review

Final Lesson/Review

If you are following the 6-session sequence, this will be lesson 6.

Opening Discussion:

- This is our last session together! How do you feel about that?
- Over the past few sessions, you've learned a lot of new skills. How does that make you feel?

Activity – Completing the “Overcoming My Distractions” Worksheet:

- For our last session, we talked about the great things you've learned and the worksheet that we started talking about the things you've learned since then. You chose your 4 favorite distractions from these distractions.

- Get out the worksheet and the student identifies the things that are distracting them from staying focused, and the corresponding distractions.

Activity – Review Game:

- This activity can be played with Candyland. If you don't have Candyland, you can use a board game that you own.
- Directions For Uno: Ask the student a question from the question bank.
- Directions For Chutes and Ladders: The student has to answer the question.
- Directions For Candyland: The student has to answer the question.
- Directions For Roll Around: The student has to answer the question.

Closing Discussion:

- I am so proud of the work you have seen during this session.
- Use this opportunity to have a conversation with the student about the things they have learned.
- If applicable, give the student a reward.

If the student completed the worksheet, they can complete it again at the end of the session where the student has made progress.

Staying On Topic Review Questions

1. What does it mean to be “off task”?
2. How would things be different for you if you were better at staying on task?
3. When is it most difficult for you to stay on task?
4. What makes it hard for you to stay on task during independent work?
5. What makes it hard for you to stay on task during partner/group work?
6. What makes it hard for you to stay on task during a class lesson?
7. What are you usually thinking about when you are off task?
8. What are you usually doing when you are off task?
9. What are some things you can do before you start a task that can help you stay focused?
10. What are some distractions you can put away before you start a task?
11. Why is it important to make sure you know what to do before you start a task?
12. Give an example of a good work space that can help you stay focused.
13. What are some things you can do while you're working to help you stay focused?
14. Why can it be helpful to break your work up into smaller chunks?
15. What is something you can use as a reward for staying focused and completing part of your work?
16. Give an example of positive self-talk that you can use during your work.
17. What are some materials you can use to help you stay focused?
18. Think of a specific material or support that would help you stay focused. Practice asking your teacher for permission to use this support.
19. What are 2-3 things you will start doing differently?
20. What questions do you still have?

THE OBJECTIVES:

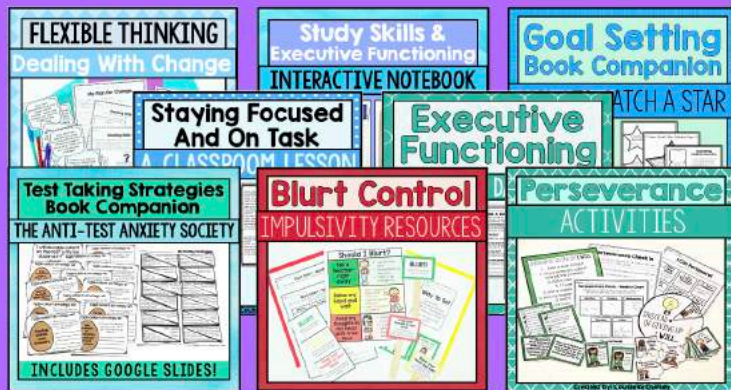
- Students will review concepts learned in the previous sessions.
- Students will identify how the skills they've learned will be helpful to them.

THE ACTIVITY:

- The student and instructor will play a game to discuss and review the concepts learned in the previous sessions.

TEACHING ABOUT EXECUTIVE FUNCTIONING SKILLS? BUNDLE & SAVE!

EXECUTIVE FUNCTIONING RESOURCE BUNDLE



These activities are a part of a bundle that includes 9 resources focused on executive functioning skills such as goal setting, self-control, study skills and more.

SEE THE BUNDLE HERE