

# Home and School Checklist for Success

LDA Minnesota

**Best Qualities**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strengths**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Favorite Activities**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Student Name**

**Photo of Student**

**Social Relationships**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Motivators**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Three Most Important Things to Know about my Child**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Parent(s)/Guardian:** \_\_\_\_\_

**Home #** \_\_\_\_\_

**Work #:** \_\_\_\_\_

**Cell #:** \_\_\_\_\_

**Homeroom Teacher:** \_\_\_\_\_

**Other Teachers:**

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

## Home/School Checklist

When you see this:	Try these:
<b>1. Difficulty following a plan, shifting among uncompleted tasks, and completing assignments.</b>	<input type="checkbox"/> Break the goal into realistic steps with clear timelines. <input type="checkbox"/> Ask what will be done, first, second, third. <input type="checkbox"/> Color code by priority. <input type="checkbox"/> Check off completed tasks <input type="checkbox"/> Monitor progress frequently. <input type="checkbox"/> Request a set of books for use at home.
<b>2. Difficulty with problem-solving and unrealistic goals.</b>	<input type="checkbox"/> Ask how and what questions, not why. <input type="checkbox"/> Keep asking questions until realistic goal is set <input type="checkbox"/> Encourage self-problem solving (“What can you do about that?”)
<b>3. Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli)</b>	<input type="checkbox"/> Break up activities into small units. <input type="checkbox"/> Reward accomplishments and on-task behavior. <input type="checkbox"/> Use physical proximity. <input type="checkbox"/> Discuss earphones, study carrels, quiet places, or preferential seating. <input type="checkbox"/> Use written schedule and self-monitoring charts <input type="checkbox"/> Use stopwatch, timer, and/or vibrator. <input type="checkbox"/> Use cues (hand signals, posters, rule charts, etc.) <input type="checkbox"/> Show what paying attention looks like (e.g., “You look like you are paying attention when...”). <input type="checkbox"/> Set time limit for small unit of work and provide positive reinforcement for accurate completion.
<b>4. Difficulty with long-term time management.</b>	<input type="checkbox"/> Use daily, weekly, monthly assignment sheets. <input type="checkbox"/> Utilize large calendar white board. <input type="checkbox"/> Have her/him estimate and track assignment completion.
<b>5. Difficulty with short-term memory.</b>	<input type="checkbox"/> Gain his/her attention before giving directions. <input type="checkbox"/> Give one or two directions and state as a request. <input type="checkbox"/> Accompany oral directions with written directions. <input type="checkbox"/> Ask her/him to repeat back simple directions. <input type="checkbox"/> Suggest he/she quickly jot down directions or draw pictures. <input type="checkbox"/> Make up daily job or daily work cards.
<b>6. Difficulty with any task that requires long-term memory.</b>	<input type="checkbox"/> Combine seeing, saying, writing, and doing; she/he may need to sub-vocalize to remember. <input type="checkbox"/> Teach memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, numerous repetitions). <input type="checkbox"/> Teach highlighting to mark important ideas. <input type="checkbox"/> Use large calendar to keep track of appointments, assignments, and things to look forward to doing. <input type="checkbox"/> Review notes within 24 hours.
<b>7. Difficulty with test-taking.</b>	<input type="checkbox"/> Allow extra time for testing; teach test-taking skills and strategies; allow students to be tested orally. <input type="checkbox"/> Use clear, readable, and uncluttered test forms. <input type="checkbox"/> Use test format with which the student is most comfortable. <input type="checkbox"/> Allow ample space for student to respond. <input type="checkbox"/> Have lined answer spaces for essays or short answer tests. <input type="checkbox"/> Teach positive self-talk. <input type="checkbox"/> Teach student to practice deep breathing. <input type="checkbox"/> Arrange seating for less distractibility.
<b>8. Confusion with spoken material, lectures, and audiovisual material (difficulty finding main idea from presentation; attributes too much importance to minor details).</b>	<input type="checkbox"/> Provide framed outlines of presentations (introducing visual and auditory cues to important information). <input type="checkbox"/> Allow peers to share notes from presentation. <input type="checkbox"/> Encourage use of audio recording, with permission. <input type="checkbox"/> Teach and emphasize key words (the following, the most important point, etc.). <input type="checkbox"/> Model “think alouds.”
<b>9. Difficulty bringing home needed materials and assignments and/or difficulty turning in completed assignments.</b>	<input type="checkbox"/> Use daily, weekly, and/or monthly assignment sheets. <input type="checkbox"/> List materials needed daily. <input type="checkbox"/> Organize a consistent way for students to turn in and receive back papers. <input type="checkbox"/> Combine all classes and their folders, notebooks, and other needed materials in a single binder (so she/he has to remember only a single binder). <input type="checkbox"/> Request an extra set of books for use at home.
<b>10. Losing things necessary for task or activities at school or at home (e.g., pencils, books, or assignments before, during, and after completion of a given task).</b>	<input type="checkbox"/> Help her/him get organized and frequently monitor. <input type="checkbox"/> Emphasize a place for everything and everything in its place. <input type="checkbox"/> Provide positive reinforcement for good organization. <input type="checkbox"/> Have basket next to front door for things needed to be taken to school.

<b>11. Frequent messiness or sloppiness.</b>	<input type="checkbox"/> Give reward points for improved neatness. <input type="checkbox"/> Arrange for a peer who will help her/him with organization. <input type="checkbox"/> Show how to keep materials in a specific place (e.g., pencils and pens in pouch). <input type="checkbox"/> Teach to self-check for accuracy.
<b>12. Poor handwriting (often mixing cursive with manuscript and capitals with lower-case letters) or difficulty with fluency in handwriting (e.g., good letter/word production but very laborious).</b>	<input type="checkbox"/> Allow for shorter assignments. (Emphasize quality over quantity.) <input type="checkbox"/> Use alternative method of production (computer, scribe, oral presentation, etc.). <input type="checkbox"/> Arrange with teacher to use a computer to complete written work.
<b>13. Inappropriate responses in class often blurted out; answers given to questions before they have been completed.</b>	<input type="checkbox"/> Seat student in close proximity to teachers so visual and physical monitoring of student behavior can be done. <input type="checkbox"/> State behavior that you want (tell her/him how you expect her/him to behave). <input type="checkbox"/> Establish cues to trigger appropriate behavior.
<b>14. Poor social interaction with peers.</b>	<input type="checkbox"/> Model and practice reading body language. <input type="checkbox"/> Talk about social norms and possible consequences. <input type="checkbox"/> Practice approaching peers at lunch and on the playground. <input type="checkbox"/> Identify like-minded peers.
<b>15. Suspect bullying is occurring.</b>	<input type="checkbox"/> Establish communication between teachers, administrators, and parents. <input type="checkbox"/> Talk with teachers about classroom rules and consequences. <input type="checkbox"/> Define problem and acknowledge his/her feelings. <input type="checkbox"/> Discuss who is a friend and who isn't. <input type="checkbox"/> Discuss and model appropriate responses to bullying. <input type="checkbox"/> Establish secret phrase.
<b>16. Impulsive and emotional outbursts.</b>	<input type="checkbox"/> Defuse by redirecting and/or temporarily separating student to calm down. <input type="checkbox"/> Determine maturity level of social ability for realistic expectations. <input type="checkbox"/> Identify situations and sources of agitation. <input type="checkbox"/> Discuss, model, and practice alternative behavior.
<b>17. Agitation or inappropriate behaviors under pressure and competition (athletic or academic).</b>	<input type="checkbox"/> Stress effort and enjoyment <input type="checkbox"/> Coach her/him about waiting turns and coping strategies for doing so. <input type="checkbox"/> Reward for team effort and cooperation. <input type="checkbox"/> Give responsible jobs (e.g., care and distribution of balls, scorekeeping, consider leadership role).
<b>18. Frequent involvement in physically dangerous activities without considering possible consequences.</b>	<input type="checkbox"/> Anticipate dangerous situations and plan for them in advance. <input type="checkbox"/> Stress Stop-Look-Listen. <input type="checkbox"/> Pair with a responsible peer. <input type="checkbox"/> Establish a unique "must stop" cue. <input type="checkbox"/> Model when and how to say "no" to a peer who suggest dangerous activities.
<b>19. Poor adult interactions; defies authority; manipulates (passive).</b>	<input type="checkbox"/> Provide positive attention. <input type="checkbox"/> Talk individually about the inappropriate behavior ("What you are doing is... a better way of getting what you need or want is..."). <input type="checkbox"/> Use appropriate humor to reduce tension/stress. <input type="checkbox"/> Assure her/him that a clean slate exists after an outburst. <input type="checkbox"/> Remain calm and do not debate or argue. <input type="checkbox"/> Whenever possible, offer a face-saving way out.
<b>20. Frequent self-put-downs, poor personal care and posture, negative comments about self and others, low self-esteem.</b>	<input type="checkbox"/> Structure for success. Train her/him for self-monitoring, reinforce improvements, teach self-questioning strategies (e.g. What am I doing? How is that going to affect others?) <input type="checkbox"/> Allow opportunities to show her/his strengths. <input type="checkbox"/> Give positive recognition for contributions. <input type="checkbox"/> Build self esteem by praising immediately any and all good behavior and performance. <input type="checkbox"/> Encourage positive self-talk (e.g. "What did you do well today? How did that make you feel?") to encourage her/him to think positively about self.
<b>21. Does not meet behavioral expectations.</b>	<input type="checkbox"/> Remain calm, state infraction of rule, and do not debate or argue. <input type="checkbox"/> Have pre-established consequences for misbehavior. <input type="checkbox"/> Administer consequences immediately and monitor proper behavior frequently. <input type="checkbox"/> Enforce rules of the house and classroom consistently. <input type="checkbox"/> Avoid ridicule and criticism. <input type="checkbox"/> Change rewards if no longer effective in motivating appropriate behavior.
<b>22. Difficulty using unstructured time (recess, hallways, lunchroom, locker room)</b>	<input type="checkbox"/> Prepare for transitions – use words/cues/time updates. <input type="checkbox"/> Plan for time usage (e.g., "What are you planning to do at recess today?").

Adapted from Florida Department of Education

