
How Teachers Can Help Me:

A Book By

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How to use this Booklet

You know a lot about how you learn best. This book gives you a way to share what you know. Here is how it works:

1. Ask an adult to help you, or fill out this booklet by yourself.
2. Put a check mark (✓) next to the ideas that you like.
3. Keep this book in a safe place.
4. When you get a new teacher, show the teacher this book.
5. Ask the teacher to make a copy. That will help them remember how to help you.

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IN THE CLASSROOM

When I first get to class:

- _____ I might need more time getting started on my work.
- _____ Help me get involved in activities that I may seem disinterested in.
- _____ Ask me how my morning has been and let me go speak with my counselor if I need to.
- _____ Have me sit close to the front of the classroom to keep my attention.
- _____ Check to make sure I am prepared. Do I have the materials required?
- _____ Greet me pleasantly. Help me get my day started off nicely.
- _____ I have an extremely hard time with separations...it is one of the toughest parts of my day!
- _____ Please don't rush me to say my goodbyes!
- _____ Understand that I will probably try to keep my family from leaving...offer reassurance that I will see my loved ones again soon.
- _____ Encourage me to try to have positive interactions with my peers.
- _____ Greet me and tell me what to do first.
- _____ Let me keep something at my desk that makes me feel better (i.e. a picture of my family, a small stuffed animal, etc.)
- _____ Remind me what we did last time.
- _____ Tell me what I will learn.
- _____ Remind me of the rules and our agreed-upon consequences.
- _____ Give me only a few directions at a time.
- _____ Post what will be happening today.
- _____ Let me sit next to a friend that will help me get started.
- _____ Give me a signal if I am doing well at the beginning of class.
- _____ Put a note on my desk telling me what I will need to do this morning.

- _____ Clarify the rules of the class and the school (e.g., no fight, respect others, or no dangerous tools)
- _____ Post the rules on walls or other place that I can easily to see them
- _____ Assign routine simple work for me to help the classroom (e.g., water plants every day)
- _____ Tell me what we're doing today.
- _____ Have the rules in a place where I can see them.
- _____ Remind me of rewards and consequences.
- _____ Give me time to get into the classroom and warm up to you
- _____ Allow me to do my usual routine.
- _____ Have patience with me as I may take a little longer to get situated.
- _____ If you see me doing a ritual, please show me our special sign, which will remind me to stop.
- _____ Remind me of class expectations
- _____ Assist me with setting up my desk and area
- _____ Offer me duties to occupy my time in the morning
- _____ Let me know the schedule/routine for the day and tell me about any schedule changes.
- _____ Ask if there is anything I need and how I am feeling that day
- _____ Let me play at my desk until everyone else is ready to start
- _____ Have a set routine I can expect to have happen every day.
- _____ Tell me the expectations, rules, and consequences so I am prepared.
- _____ Make sure I am not around a lot of students unless there is an adult nearby.
- _____ Make sure they are the same rules every day so I know what to expect.
- _____ Give me some time to adjust slowly.
- _____ Bring me into an activity that you know I like to focus on.

_____ Have the agenda on the board or a “To Do” list

When I have to remember stuff:

_____ Put a reminder on the board for homework, quizzes, and tests.

_____ Assign me a homework/test buddy (one of my friends) that can remind me about work after school.

_____ Write it down in my assignment notebook.

_____ Have me repeat the directions back to you to make sure I understand.

_____ Provide me with my own set of directions.

_____ Please be concise. It is difficult for me to take in a lot of information at once.

_____ Let me know what I should bring to class.

_____ Help me write down my assignments in an assignment notebook.

_____ Help me put my assignments in color-coded folders.

_____ Use pictures to remind me of things.

_____ Remind the entire class once before the class is over, so I will not be singled out.

_____ When I remember my things, remind me that I did something well.

_____ Write down the stuff on the blackboard and ask me to jot down in my notebook.

_____ Remind me again at the end of the day (before I go home).

_____ Ask my parents to check and sign my notebook every day, so they can remind me if I forgot something.

_____ Allow me to read aloud the stuff repeatedly.

_____ Give me a checklist.

_____ Give me reminders.

_____ Check my parent log.

_____ Speak slowly and clearly.

_____ Make sure I am paying attention (making eye contact).

- _____ Break things down into steps as much as possible.
- _____ If I begin to get overwhelmed, allow me to take a break.
- _____ Make a list for me before I leave class for the materials I will need for tomorrow's class.
- _____ Verbally remind me before I leave class what I will need for tomorrow.
- _____ When I forget things, I become very upset, allow me to work through it.
- _____ Offer me a pencil and paper to write it down.
- _____ Try to ask me questions pertaining to what I need to remember throughout the day.
- _____ Offer a goal (such as remembering one or two things) and encourage me to meet it with an incentive.
- _____ When I am taking time away in the hallway, try to focus my attention on remembering the items.
- _____ If I forget items I need for class, just give me the things I would need to avoid conflict.
- _____ You may need to remind me to write down my assignments.
- _____ Show me how to make a to-do list for my homework.
- _____ Give me a folder that I can use to keep track of what I need to remember.
- _____ When I need to study, let me and a buddy work together to remember things.
- _____ Remind me to prioritize my responsibilities as a student.
- _____ Help me realize what are some of my more immediate responsibilities and what can wait a few day/weeks.

When we have a discussion:

- _____ Give me praise when I contribute with my ideas.
- _____ Ask me about my ideas if I am quiet and do not participate.
- _____ If we are having small group discussion let me pick my group.
- _____ Remind me to let everyone voice their own opinion.
- _____ Remind me to let other people speak.
- _____ In class, remind me to raise my hand before speaking.

- _____ Let me have a chance to speak.
- _____ Understand that I have a hard time reading other people's emotions.
- _____ Let me raise my hand when I'm ready; please don't call on me when I don't raise my hand.
- _____ Let me write down my thoughts and questions if I'm not ready to speak in front of the class.
- _____ Provide me with opportunities to work in small groups where I will feel more comfortable to speak aloud.
- _____ Let me know ahead of time when we'll be having group discussion and also what we'll be talking about.
- _____ Let me know when it will be my turn to talk soon. Tap my desk.
- _____ Don't rush me: give me time to think and answer [20 seconds could seem like a long time during a lesson!]
- _____ Don't dismiss my ideas.
- _____ Remind me about the rules of discussion before it starts.
- _____ Remind the entire class about the rules for the discussion.
- _____ Give me a signal if I start to lose control.
- _____ Help me to extend or clarify what I am saying.
- _____ Give me positive feedback if I join in the discussion.
- _____ Ask me some questions, which you are sure that I know the answers.
- _____ Announce the rules before beginning the discussion (e.g., raise hand when you want to say something)
- _____ Remind me to raise my hand if I have something to share.
- _____ Ask me for an answer to make sure I'm paying attention.
- _____ If I get excited about what we're talking about, remind me to stay in my seat and wait my turn.
- _____ If I begin to get overwhelmed, allow me to take a break.
- _____ I may repeat phrases over and over, show me our special sign to remind me to stop.
- _____ If you are going to ask me a question, please stand directly next to my desk while asking the question, so

I know that the question is something I will have to answer.

_____ There may be times when it is hard for me to focus (often times I get distracted by the thoughts in my mind) if possible please make me an outline of our discussion.

_____ Remind me of expectations (e.g., raise my hand, do not shout)

_____ If I become over-stimulated, ask me to take some time away

_____ Offer me something to occupy my hands (coloring, drawing)

_____ Ask me to write my peer's answers on the board

_____ Use an object to remind me that the person with the object is the only person that should be talking

_____ Be patient with me; sometimes I can't think of the right words to use when explaining something.

_____ Encourage me to take part in the discussion and ask questions.

_____ Encourage the whole class to be respectful of what other students say.

When I have to listen for a long time:

_____ Call on me for questions so that I may concentrate and keep focus better.

_____ Allow time for breaks during long periods.

_____ Print out a copy of your notes or the Power Point slides if you are presenting information.

_____ Help me to stay focused on the topic.

_____ Have me pay attention to the speaker by looking directly at them.

_____ Remind me to raise my hand before speaking if I have something to say.

_____ Understand that I get anxious. Learn my non-verbal cues and see if I may need (e.g., a drink of water).

_____ Tell me what we'll be doing next.

_____ My breaks are important. I will use our signal when I'm ready for one.

_____ Give me something to look at that matches what you're saying.

_____ Allow me to write or draw pictures of what you are talking about.

_____ Give me a warning when we're almost done with what we're doing.

- _____ Let me get up and move around if I need to.
- _____ Give the class a small break too so I won't be singled out.
- _____ Let me give you a signal that no one will see if I start to get angry.
- _____ Use a more vivid method to teach or talk, not just speak (e.g., coordinate with body language, change the tone of voice).
- _____ Cut a long lecture into short parts.
- _____ Tell me how long I have to listen.
- _____ Tell me what we are doing next so I have something to look forward to.
- _____ Tap my desk or walk by if it looks like I'm not paying attention.
- _____ Give me something to focus on (a picture, an object, etc.).
- _____ Please warn me before so that I know I will have to sit for a long time.
- _____ If you notice me standing up and sitting down, please try to ignore it, or simply put your hand on my shoulder, reminding me of the appropriate behavior.
- _____ Offer me something else to do while I have to listen (e.g., draw or color).
- _____ Offer me a goal to reach along with an incentive to earn.
- _____ Sit me away from my peers so I do not become distracted.
- _____ I may try to get your attention by doing things I should not do. Please ignore this behavior.
- _____ I may need encouragement for sitting and paying attention for a long time.
- _____ Stay close to me so that I can stay focused more easily.
- _____ Give me some notes on what I'm listening to so that I can follow along.
- _____ We can come up with a signal that I can use to let you know when I'm overwhelmed and need a break.

When I have to be quiet (reading):

- _____ Take time to discuss the reading with me.
- _____ Make sure that I stay on task.

- _____ Help me find a quiet place to read silently without distractions.
- _____ Let me work alone in an area I can all my own.
- _____ Quiet time may cause me to have fearful thoughts. It is ok to check on me and ask me if I am OK from time to time.
- _____ Tell me how long we'll having reading time.
- _____ Tell me what we'll be doing after reading time so I can be ready.
- _____ Let's have quiet reading at the same time every day.
- _____ Keep things like dictionaries nearby.
- _____ We can agree on a number of times I'm allowed to talk [without disturbing a friend].
- _____ Let me pick what I want to read.
- _____ Give me choices of what to read.
- _____ Help me find something that will interest me.
- _____ Let me give you a signal that no one will notice if I feel like losing control.
- _____ Arrange me with a peer partner who is good at reading so he/she can help me.
- _____ Teach me some tips to read more smoothly (e.g., use finger to point out the word or sentence that I am reading).
- _____ Keep the classroom quiet without other distractions.
- _____ Pay attention to me to make sure that I am reading.
- _____ Give me a stress ball or something else quiet that will keep me from tapping or moving around so much.
- _____ Help me pick out a book that I will like to read.
- _____ Tell me how long I have to be quiet and let me look at the clock to check.
- _____ If I begin talking, prompt me once.
- _____ If I continue to talk, remove me from the classroom.
- _____ I will try my best to be quiet, but sometimes I have outbursts where I have to either say things

over and over or do things over and over, please just show me our special sign to remind me to be quiet.

_____ Make sure you tell me when I will have to be quiet for a long time, that way I can try to focus.

_____ Please let me use my timer on my watch. I will set it to the amount of time you say we have to be quiet, and I will then know when it is over.

_____ Explain expectations and directions for assignment.

_____ Offer me short, frequent breaks.

_____ Offer me something to keep my hands busy (e.g., play-dough or stress ball).

_____ Give me a goal to work towards so that I can stay more focused.

_____ Know that I might need some help with reading.

_____ I shouldn't have a problem; however, if my anxiety is high, I may need to take a break or go to the nurse.

When I take a test:

_____ Give me extra time to complete the test.

_____ Read the questions to me and ask my answers.

_____ Give me essay tests in multiple choice format so that I can concentrate.

_____ Help me find a comfortable and quiet place.

_____ Go over all directions with me first.

_____ Please be mindful of conversations, it may be helpful to me if you explain when you have to talk quietly to someone, reassure me that it's not about me.

_____ Help me create, or provide me with, a study guide.

_____ Make questions on the test like the ones we use to practice.

_____ Let me take it in another room if I am having trouble controlling my emotions.

_____ Remind me if I am doing well.

_____ Remind me how much time I have left during the test.

_____ Explain the question when I have problem to understand its meaning.

- _____ If I need, provide a room for me to take test in there
- _____ Announce the duration of the test and related rules of the test before a test.
- _____ Ask me to check over my answers before I turn it in.
- _____ Let me know if I forget to answer a question.
- _____ Break the test up so that I do not get overwhelmed.
- _____ Please let me have extra time on my test.
- _____ Review each part of the test and repeat the directions.
- _____ Place me away from peers so I do not have distractions.
- _____ Offer two minute breaks after I complete each section.
- _____ Praise me for sitting quietly and completing the test.
- _____ I need to be away from other students.
- _____ Let me take tests later in the day when I'm more awake and alert.
- _____ Tell me the type of questions on the test (e.g., essay, T/F, multi choice, etc.)
- _____ If needed, allow me to take the test in a different room or after school.

When I leave class:

- _____ Remind me what we will be doing the next day.
- _____ Remind me of any materials I should be taking home.
- _____ Make sure I have collected all of my belongings.
- _____ Make sure I have recorded all homework assignments.
- _____ Make sure I have cleaned up my working space.
- _____ Make sure I have all materials ready for my next class.
- _____ Please remind me ahead of time when I need to start preparing for a transition.
- _____ Tell me what is going to happen next.

- _____ Allow a classmate/friend to go with me if I'm feeling uncomfortable.
- _____ Tell me where I'll need to go and who I'll need to talk to.
- _____ Don't draw attention to me leaving the class (if the whole class isn't leaving also).
- _____ Tell me what will be going on when I get back.
- _____ When I get back help me to catch up, but don't let my friends know I'm behind.
- _____ Tell me that you will see me tomorrow.
- _____ If I did well, please tell me.
- _____ Pay attention if I have any unusual behavior or emotion when leaving a class (e.g., sad, angry or hide something).
- _____ Remind me to put all my papers in the right folders.
- _____ Make sure I get to where I am supposed to be.
- _____ Remind me of what I need to bring to class tomorrow (materials, assignments and projects).
- _____ Allow me to take a few extra minutes to leave the classroom, if you notice me checking and doing rituals, please just remind me that it is time to leave.
- _____ Remind me of expectations for the bus ride home.
- _____ Encourage positive behaviors when doing homework.
- _____ Give a short list of the next day's schedule.
- _____ Praise my appropriate behaviors throughout the day .
- _____ Warn me that class is ending soon.
- _____ If I'm working well on something let me finish it or get to a good stopping place before I leave.
- _____ Review what we did today and let me know what to expect tomorrow in class.
- _____ Double check to see if I have any questions.

When I work alone:

- _____ Give me positive reinforcement for the work I am doing.
- _____ I need a lot of personal space.

- _____ I need to work in a quiet place where no one can bother me.
- _____ Sometimes I feel panicky. It is OK if you check on me every now and then, it's actually kind of comforting.
- _____ I have a hard time being by myself. Maybe I can put my desk close to you when I need to work alone.
- _____ Ask me if I have any questions or need any help.
- _____ Let me ask you any questions I have.
- _____ Give me clear directions one at a time.
- _____ Display the directions if it's not a worksheet.
- _____ Remind me of the time left so I do not get angry that it is too long or not enough time.
- _____ Let me use a stress reliever (such as a stressball) if I feel my emotions getting out of control.
- _____ Let me take a break if I need too.
- _____ Give the instructions to the entire class about what is expected.
- _____ Guide me to solve problems when I have trouble on a task.
- _____ Give me positive feedback when I finish a work.
- _____ Do not mention in front of the peers if I didn't do well on my work.
- _____ Assign me the work that I am interested in.
- _____ Check on me to see that I have started my work.
- _____ Remind me to check over my work when I am done.
- _____ Make sure I am doing what I am supposed to be doing.
- _____ Break assignments up for me (i.e., a little at a time).
- _____ If I become overwhelmed, allow me to stop.
- _____ If you notice my mind wandering, please come and walk by my desk. This will remind me to focus again.
- _____ Please be specific in the directions of what I need to be doing and what I need to accomplish while working alone.

- _____ Give me one thing at a time so I do not become distracted.
- _____ Offer me time to ask questions and have one-on-one interactions with the teacher.
- _____ Offer praise when I am doing a good job.
- _____ Set a goal for me to reach during the work time and offer an incentive if I reach the goal.
- _____ Offer assistance frequently so I do not have a lot of time alone (I get bored easily).
- _____ Do not stand over me to make sure I am working.
- _____ Please check on me often to make sure I'm focusing.
- _____ Give me extra time to complete my work.
- _____ Let me take some breaks.

When I work in a group:

- _____ Give me praise for my participation and ideas.
- _____ If I am not speaking, or separate from the group, invite me into the group.
- _____ Let me pick my group for projects.
- _____ I need to remember to let everyone have equal responsibility.
- _____ Remind me to not argue with others.
- _____ Remind me to use good cooperation skills
- _____ I need to know exactly what my role in the group is.
- _____ It may be hard for me to work in very large groups because sometimes I feel like people don't understand me, or that they are making fun of me.
- _____ Give me a job that doesn't require me to do a lot of talk a lot in front of the group members.
- _____ Assign at least one member to my group that I feel safe and comfortable being around and talking to.
- _____ Tell me that we'll be doing group work and who will be in my group before you make the announcement to the class.
- _____ If there's someone I like to talk to, keep us in different groups.

- _____ Check in with my group to make sure we are doing the right thing.
- _____ Assign one of the group's members to be my buddy.
- _____ Don't expect me to do all the work: give us all a specific job so I know just what to do.
- _____ Put some friends in my group.
- _____ Put classmates that are nice and patient in my group since I may have a hard time being patient.
- _____ Give everyone in the group a specific job so that I will not get too bossy.
- _____ Let me give you a signal if I need to walk away from the group if I feel like I am losing control.
- _____ Arrange me into an appropriate group (e.g., include peers who are friendly or can be a good role model)
- _____ Guide me to communicate and interact with my partners.
- _____ Help me if I have conflict with the group.
- _____ Teach me to share and take turns.
- _____ Provide chance for me to make some contributions in a group.
- _____ Remind me to take turns talking.
- _____ If I become upset, let me work alone.
- _____ Explain to me what we are going to be doing, specifically in my group.
- _____ Allow me to wash my hands after working with the students in my group.
- _____ Remind me of positive peer interactions and working together.
- _____ If I become over-stimulated, ask me to take 2 minutes away from the group.
- _____ Offer incentives for working well and being cooperative with peers.
- _____ Make sure that I'm following along with everyone.
- _____ Keep an eye on me to make sure I'm okay and that I'm not getting overwhelmed or frustrated.
- _____ Don't make the group too big.
- _____ Let me have some choice in who I work with.

IN THE CAFETERIA

When I have to wait in line:

- _____ Talk to me while I have to wait.
- _____ Make sure that I get something to eat.
- _____ Remember to be patient. Getting upset won't make the line move faster.
- _____ Remind me to remember my manners.
- _____ Waiting can be hard for me. If I am not occupied, my mind can wander and I can start to have sad thoughts. Maybe you can talk to me about what we are having for lunch.
- _____ Remind me to bring my lunch money.
- _____ Allow a friend/someone I trust to stand by me in line.
- _____ Make sure I know all of my lunch options before I reach the server.
- _____ Tell me about how long you think it will take—and estimate high!
- _____ Remind me that everyone else is waiting just like me.
- _____ Let me use a stress reliever.
- _____ Tell me be patient and count how many people are front of me then anticipate when will be my turn.
- _____ Teach me to keep thinking other things to avoid I feel bored.
- _____ You can control the time and let me go to the cafeteria when I do not have to wait for a long time.
- _____ Set clear and obvious waiting route.
- _____ Remind me how to wait in line.
- _____ Tell me to hold my money so I have something to keep my hands from others.
- _____ Allow me to get my food first so that I do not get anxious waiting in line.
- _____ Please allow me to wash my hands before I get into line.
- _____ While I am waiting in line, I may need to check to make sure everything is clean. If it is not clean I will have my clean wipes and wipe the counter.

- _____ Remind me of line expectations.
- _____ Ask where I feel comfortable standing (front, middle with peers, back)
- _____ Remind me of what I am waiting for.
- _____ Assist me with deciding what I will have for lunch.
- _____ Make sure I am not around a lot of students unless there is an adult nearby.
- _____ Check to make sure that no one is teasing me.
- _____ Ask me to pay attention to the line if I'm distracted.
- _____ Give me something else to think about or focus on.

While I am eating:

- _____ Make sure I am sitting with others, and not sitting alone.
- _____ Make sure that I eat some of my lunch.
- _____ Tell me to take my time.
- _____ I may have to take medicine with food and this can be embarrassing. Can you or another adult take me to the nurse?
- _____ I am probably starting to miss my parents a lot. Encourage me to talk to my friends during lunch.
- _____ Don't force me to sit with others if I'm not ready.
- _____ Allow me to eat in the classroom some days if I'm feeling especially anxious.
- _____ Make sure I have an assigned spot that no one will be in.
- _____ Give me some ideas of things to talk about at lunch that won't make people mad.
- _____ Let me sit next to my friends.
- _____ Arrange the seats so I can sit with peers who know me better.
- _____ If I seemed annoyed, you can provide a room for me to eat in.
- _____ Tell me how much time I have to eat.
- _____ Give me a ten minute warning.

- _____ Remind me to stay in my seat and only leave my seat with permission.
- _____ Allow me to do my ritual before lunch which is: washing my hands with hand sanitizer, opening my napkin and placing all my food on the napkin.
- _____ If you notice I do not eat all the items in my lunch, please know that it is because it did not look clean or because someone touched it (not because I don't like it or because it is gross).
- _____ Remind me of proper table manners (napkins, silverware, asking to clear, talking with mouth full).
- _____ Give me prompts to eat my meal instead of talking and playing.
- _____ Sit me at a table with a small group of my friends.
- _____ Encourage me to talk to my friends.
- _____ Help me choose healthy things to eat that I like.
- _____ Let me know that this is a good opportunity to relax a little and that I should take advantage of that.
- _____ See if I am eating today. Stress may cause me to not feel good. My head or stomach may hurt.
- _____ You may need to call home if I am repeatedly not eating.

When it's time to leave the cafeteria:

- _____ Walk with me, or find someone that I can walk with in the hallways.
- _____ Remind me to clean up my area.
- _____ Make sure I have collected all of my belongings.
- _____ Transitions are hard for me, especially if I am enjoying myself. Give me prompts ahead of time so that I can prepare.
- _____ Let me know what time lunch ends so I can be ready.
- _____ Let me know where I should be going next.
- _____ Give me a few minutes advanced notice.
- _____ Try to make sure that there isn't a traffic jam in the line.
- _____ Tell me 5 minutes before I need to leave the cafeteria.

_____ Remind me where I am supposed to be going when I am leaving the cafeteria.

_____ Control the order of leaving.

_____ Show me where to throw away my garbage.

_____ It takes me a while to clean up; everything needs to be placed in the correct spot.

_____ I need to wash my hands after I finish my lunch.

_____ Ask me to be the line leader so I am not paying attention to everyone else.

IN PHYSICAL EDUCATION (GYM)

Before we get started:

- _____ Let me know that although I may not have the energy, I need to at least try to participate.
- _____ Tell me to try the activity, even if I don't think I will enjoy it.
- _____ Explain all the rules of the game.
- _____ Make sure I know my role in the game.
- _____ Sometimes my illness causes me to do things like scratch myself and I may have scars. Please do not force me to wear shorts, or to change in front of other people.
- _____ Give me some extra time and privacy to get changed.
- _____ Tell me what we'll be doing in class.
- _____ Use my picture cues to let me know what our activities will be.
- _____ Remind me what some of the rules are for my body during gym and our agreed upon consequences.
- _____ Let me run before if I am having a hard time controlling my emotions.
- _____ Use some strategies to get my attention (e.g., clap hands or blow whistle).
- _____ Keep everyone sit down and be quiet.
- _____ Tell me how to be safe while playing today.
- _____ Remind me what we did last time.
- _____ If I can't do the activity, give me something else to do.
- _____ Please let me know what we will be doing for the day especially if it is something new.
- _____ If we are going to work with people or partners I need to wash my hands before and after the activity.
- _____ Tell me the expectations, rules, and consequences so I am prepared.
- _____ Sometimes a friend may need to help me get ready; make sure that I have everything I need.
- _____ Give me a choice in what activity I will do so that I'm more comfortable.

_____ Review from last class.

_____ If you have teams, try to have them preplanned - no team captains.

When I have to wait in line:

_____ Talk to me while I wait in line.

_____ Remind me to be patient. My turn will come.

_____ Remember I get anxious and lonely. Engaging me in conversation is great for keeping me occupied.

_____ Allow a friend/someone I trust to stand near me.

_____ Make sure I have a space where I can stand without being touched, or touch others.

_____ Let me know where our line is going.

_____ Remind me that it will not be long.

_____ Set clear and obvious waiting route.

_____ Tell me to be patient and count how many people are front of me then anticipate when will be my turn.

_____ Remind me how to wait in line.

_____ Give me a special job to do.

_____ If it becomes too much for me, allow me to leave.

_____ If you notice that I am doing something over and over, please just use our special sign, to remind me to stop.

_____ Please don't make me stand in line longer than 5 minutes, or allow me to have something to squeeze in my hand, like a stress ball.

_____ Ask me where I feel I am able to stand (front, with peers in middle, back).

_____ Remind me of what I am waiting for.

_____ Make sure I am not around a lot of students unless there is an adult nearby.

_____ Give me something else to focus on or something else to do to keep my mind off of waiting.

When you are telling us the rules:

- _____ Repeat them several times.
- _____ I need to look at you so I am listening carefully.
- _____ You may need to reassure me that the rules are same for everyone. I may think you are singling me out or excluding me from something.
- _____ Don't assume that because I didn't raise my hand that I might not have a question.
- _____ Use my picture cues to remind me of the rules and our agreed-upon consequences.
- _____ Tell me why these are the rules; I understand safety is important.
- _____ Let me repeat one of the rules back to you.
- _____ Let me give you a signal that no one will notice that I understand the rules, instead of picking on me in front of everyone.
- _____ Use simple words to explain the rules
- _____ You can ask me to demonstrate the rules
- _____ Tell me what to do and what not to do during today's games.
- _____ Give me a signal so I know when to be quiet. (like holding up your hand)
- _____ Speak slowly and clearly.
- _____ Write them on a piece of paper so I can read the rules, as you share them with us verbally.
- _____ If I have an outburst while you are talking, please just show our special sign and I will try to stop.
- _____ Make sure I am directly in front of you and you make frequent eye contact with me
- _____ Make sure they are the same rules every time we play a game so I know what to expect.
- _____ Lay out the consequences and rewards clearly ahead of time so I know what to expect.
- _____ Remind me to look at your eyes.
- _____ Be a little flexible with the rules and emphasize participation over winning.

When I lose or do not play well:

- _____ Tell me that I played the best I could and let me know that is good enough.

- _____ Give me praise for the things I did well during the activity.
- _____ Remind me to be a good sport.
- _____ Remind me to play for fun.
- _____ Reassure me that this is not the last time I will do this game or activity. Let me know that I can have another chance to try to do better but do not dismiss my feelings, understand that I am upset, and work through it with me.
- _____ Tell me I did a good job for trying.
- _____ Tell me I should try again next time.
- _____ Remind me of times my team has won—I don't *always* lose.
- _____ Make sure that I remember the consequences for angry behavior.
- _____ Encourage me and let me try again.
- _____ Remind me that it's okay to lose.
- _____ Tell me that I can and will get better.
- _____ Tell me the things I'm good at.
- _____ Let me sit and calm down.
- _____ Role play a situation where I did not play well or reacted inappropriately (it helps me learn better)
- _____ Make sure I know the consequences ahead of time so I know what to expect.
- _____ Let me know that it's not about winning and losing and be supportive of my participation.
- _____ Remind me that everyone makes mistakes.
- _____ Remind me that all you want is for me to have fun and be active.

IN THE LIBRARY

- _____ Make sure that I am engaged in an activity (reading with a friend or by myself).
- _____ Ask me what I like to read and help me find a good book.
- _____ Remind me to use my library voice.
- _____ Help me select a book that is suitable for me and something I am interested in.
- _____ Remember I may have a hard time understanding quiet time and can feel like I am being ignored, or talked about. It is OK to check on me at times to see how I am doing.
- _____ Use my pictures cues to remind me of the rules and our agreed-upon consequences.
- _____ Let me know beforehand what the "off limit" areas of books are.
- _____ Give me a "heads up" when it's almost time to leave.
- _____ Let me leave if I need to take a walk.
- _____ Tell me when I am acting the right way in the library.
- _____ Let me use a stress reliever to remain calm when I am having a hard time controlling my emotions.
- _____ Post library rules on the walls to remind me.
- _____ Help me to find some interesting books which match my language ability to read.
- _____ Do not force me to stay in the library too long. If necessary, please allow me to leave.
- _____ You can assign a reading partner to me
- _____ Show me how loud my voice should be.
- _____ Have the rules for the library on the board.
- _____ It can be difficult for me to stay quiet. If you notice I am doing something over and over, just show our special sign and I will try to stop.
- _____ Allow me extra time to choose a book.
- _____ Please let me wash my hands after I choose my book.

- _____ Make sure I am in a small group setting with peers that are well-behaved.
- _____ Please do not set anything in front of me until I need it (pencils, paper, books).
- _____ Tell me the expectations, rules, and consequences so I am prepared.
- _____ Make sure I am not around a lot of students unless there is an adult nearby.
- _____ Make sure they are the same rules every time we are in the library so I know what to expect.
- _____ Help me to stay focused.
- _____ Help me find ways to relax through reading

IN MUSIC

- _____ Give me praise when I participate in class.
- _____ Remind me not to get too loud.
- _____ Remind me to use my manners.
- _____ Give me a part that allows me to move.
- _____ Please do not force me to participate if I don't want to. I may like to sit back and watch at first. Let me know that this is OK.
- _____ I may express myself in ways that are not considered typical to the other children. Allow me to have my own thoughts but do pay attention to things that you feel require discussion. Ask me if it is OK to talk about these things.
- _____ Don't call on me unless I raise my hand and am ready.
- _____ Give me advance warning if the class will ever perform a concert in front of others.
- _____ Remind me each time how to properly use the instruments.
- _____ Let me sit by you when we're using instruments so I am constantly reminded how to behave.
- _____ Give me a "heads up" when it's almost time to leave.
- _____ Use my pictures cues to remind me of the rules and our agreed-upon consequences.
- _____ Let me stand when I play an instrument.
- _____ Put me next to the door so I can leave if I feel myself losing control.
- _____ Put the schedule on the board for the class so I know what is coming.
- _____ Tell me that everyone will have a chance to use all of the instruments.
- _____ Rather than singing, you can use other methods to make music class more fun (e.g., video and drama).
- _____ You can use music to release my tantrum and other intense emotions.
- _____ Tell me what we're doing today.

- _____ Remind me what we did last time.
- _____ Tell me what to do when waiting my turn. (with instruments, etc.)
- _____ Show how to use the instruments the right way.
- _____ Make sure I am doing what I should be.
- _____ Allow me to leave if it becomes too overwhelming for me.
- _____ If we are using instruments, please allow me to wash my instrument with my sanitary wipes, before playing.
- _____ It make take me longer to begin playing, if you notice me taking part in rituals or repetitive behaviors, please show me our special sign which will remind me to stop.
- _____ When we are finished with class, please allow me to wash my hands.
- _____ Sit me in the front row, in the middle, in front of the teacher.
- _____ If I am acting in a positive manner, let me follow along with the song with a musical instrument.
- _____ Let me assist with passing out materials (music sheets, instruments).
- _____ If I become over stimulated, offer me some time in the hallway away from the class.
- _____ Tell me the expectations, rules, and consequences so I am prepared.
- _____ Make sure they are the same rules every time we are in music so I know what to expect.
- _____ Be patient with me if I think that the music is too loud.
- _____ Ask a friend to help me follow along in the music.
- _____ Encourage me to join in, but let me take a break if needed.
- _____ Give me some choice about what I do in music.
- _____ Please do not call on me to sing solo.
- _____ I may sing more quietly than most.

IN ART

- _____ Praise me about the art I am making while I am doing my work.
- _____ Make sure I know how to use the materials correctly.
- _____ Have me do a project I know I am able to do.
- _____ Do not ask me to share my work in front of everyone unless I volunteer to do so.
- _____ Let me know when I do a good job and encourage me to let others see my good job.
- _____ Make it clear where my work should go when I am finished with it.
- _____ Help me to understand how to share art supplies.
- _____ Give me a “heads up” when it’s almost time to clean up.
- _____ Use my pictures cues to remind me of the rules and our agreed-upon consequences.
- _____ Let me pick what I want to make sometimes.
- _____ Put the rules where I can see them.
- _____ Put people at my table that will help me stay calm when we have to work by ourselves.
- _____ Allow me to use arts to express my feelings.
- _____ Avoid to use dangerous tools as possible as you can, if it is unavoidable, you should supervise at side when I am using it.
- _____ Tell me what we’re doing today.
- _____ Tell me what supplies I’m allowed to use.
- _____ Give me a warning before I have to clean up.
- _____ Remind me where everything goes by having the places labeled.
- _____ Make sure I have art products that are washable and non-toxic.
- _____ I have a difficult time touching and having different textures on my hands. If we are using those in art class, please let me know ahead of time so I can prepare mentally. Also, if the texture really bothers me, please do not force me to complete the art project.

- _____ I may need to wash my hands in between each project.
- _____ Please allow me to wash my hands after art class.
- _____ Do not sit anything in front of me until I need to use it.
- _____ Only give me one object at a time (paint and a paintbrush) so I do not jump ahead to the next part (marker/crayons).
- _____ Sit me at a small table with few peers so I can pay attention
- _____ Tell me what to expect and what the rules are so I can be ready.
- _____ Make sure they are the same rules every time we are in art so I know what to expect.
- _____ Allow me to express myself through drawing, if it seems like I'm having a rough day.
- _____ Give me a choice in what I make or how I make something.
- _____ Let me choose if I'd like to work with a friend; sometimes I will enjoy this and sometimes I won't.
- _____ Help me discover art that will allow me relax.
- _____ Remind me to focus on what I do well, rather than what I do poorly.

OTHER STUFF TO KNOW ABOUT ME

- ☐ I might get tired, or overly anxious, during the day and need to take a break.
- ☐ Some days I might have an poor outlook on school and my work.
- ☐ Sometimes I may need help listening, focusing, and concentrating while at school.
- ☐ I need praise often to feel better about the work I am doing.
- ☐ It may seem like I am always seeking attention. I get very scared and sad sometimes, and don't like to be alone. These are symptoms of my illness. I may accuse you of saying bad things or not caring about me, but really, I do know that you are trying to help me. It may not seem like it, but I do well with firm limits and boundaries, despite what some of my behaviors must be!
- ☐ I'm afraid others will judge or make fun of me; please try not to draw attention to me in front of the entire class. Advance warning when we'll be having class discussions will give me more time to mentally prepare myself—but it might also give me more time to stress about it. Please let me keep something with me that calms me down, or let me leave the classroom (to go the restroom or nurse's office, etc.) if I'm feeling too anxious in class.
- ☐ I can't help getting mad and arguing sometimes. I do try my best to control it.
- ☐ I do care about school and I do try hard to do well.
- ☐ Reduce my anxiety by going slowly when starting new things.
- ☐ Regular meetings are necessary to make sure I am adjusting well.
- ☐ If I am to be taking medication, BE SURE I take it.
- ☐ Anxiety can set off my symptoms.
- ☐ I need to wash my hands frequently. If I can, I would like to wash them after each class.
- ☐ I would like to create a special sign that I can use with each of my teachers, which will help to remind me to focus.
- ☐ Please have patience with my disorder and me. I am trying everyday to make my OCD go away. I know that I will probably always have OCD but I know that there are different techniques that my therapist has taught me, in order to make the thoughts and rituals go away. Thank you for helping and understanding me and my disorder.
- ☐ I have difficulty following directions at times.
- ☐ I need constant prompts to remember expectations.
- ☐ I enjoy being told that I am doing a good job.
- ☐ I like to build things and color.
- ☐ Sometimes, I get to stimulated when I am around a bunch of other people.
- ☐ I really like school but it is hard to concentrate.
- ☐ I do not like time-outs, I like time-away.
- ☐ I enjoy the teacher's attention...it makes me happy
- ☐ If you need to know anything else, just ask me.
- ☐ Please do not argue back when I argue over small stuff. It only makes me argue more.
- ☐ Please have the same rules, consequences, and rewards for me every day in all my classes. Follow through immediately on them.