

Talk & Engage

Using your notes from the **Notice & Observe** sheet, identify patterns to **TALK** with your student, their teachers, and other caregivers about.

Time	Location	What happened before the struggle started?
<p>When does the struggle tend to occur?</p> <p><input type="checkbox"/> In the morning before school</p> <p><input checked="" type="checkbox"/> As school starts</p> <p><input checked="" type="checkbox"/> Morning Lessons</p> <p><input type="checkbox"/> Lunch time</p> <p><input checked="" type="checkbox"/> Afternoon Lessons</p> <p><input type="checkbox"/> After school ends</p> <p><input type="checkbox"/> During a specific subject _____</p> <p><input type="checkbox"/> During a specific activity _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Where does the struggle tend to happen?</p> <p><input checked="" type="checkbox"/> Learning space (student desk, kitchen table, etc)</p> <p><input type="checkbox"/> Other indoor places</p> <p><input type="checkbox"/> Outdoor spaces</p> <p><input type="checkbox"/> Going from one place to another</p> <p><input type="checkbox"/> Other _____</p>	<p>What is your child typically doing just before the struggle begins?</p> <p><input type="checkbox"/> Getting ready to start school</p> <p><input type="checkbox"/> Reading a lesson</p> <p><input type="checkbox"/> Writing a response</p> <p><input checked="" type="checkbox"/> Working Independently</p> <p><input checked="" type="checkbox"/> Listening to someone talk</p> <p><input checked="" type="checkbox"/> Stopping one activity and starting a new one</p> <p><input type="checkbox"/> Ending a fun activity</p> <p><input type="checkbox"/> Other _____</p>
Other People	Strategies	Anything Else?
<p>Who is around when the struggle occurs?</p> <p>Usually it is me and her sister who see Violet struggling to focus on her lessons.</p> <p>How do other people react to your student's struggle? How does their response impact your learner?</p> <p>I know that I sigh and show that I'm frustrated, which makes Violet seem angry and agitated. I haven't noticed anything with Violet's sister.</p>	<p>Which, if any, strategies seem to help your student?</p> <p>Writing down a list of tasks for Violet to do seems to help her, but even then, she needs a lot of reminders in order to stay on task and pay attention to her lessons.</p>	<p>Is there anything new or different that may be impacting your student?</p> <p><input type="checkbox"/> Trouble Sleeping</p> <p><input type="checkbox"/> Family Changes</p> <p><input type="checkbox"/> Health Issues</p> <p><input type="checkbox"/> Learning Coach Stress Level</p> <p><input type="checkbox"/> Noise (radio, television, siblings)</p> <p><input type="checkbox"/> Trouble with friends</p> <p><input checked="" type="checkbox"/> Other <u>This is our first year with online schooling</u></p>

Prepare to TALK and ENGAGE with others

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|---------------------------------------|----------------------------------|---|
| » "I've noticed..." | » "I've observed..." | » "What have you noticed? Observed?" |
| » "What do you mean when you say...?" | » "Can we talk more about this?" | » "I think that we could try... What do you think?" |