

SCHOOL BASED OCCUPATIONAL THERAPY

RESPONSE TO INTERVENTION FOR PERFORMANCE CHALLENGES

Performance Area:



ORGANIZATION OF MATERIALS/ TIME MANAGEMENT

GENERAL INFORMATION: A student may present with organizational and time management difficulties for many reasons. He/she may have deficits in executive functions that include prioritizing, starting, and following through with tasks. He/she may have difficulty with time awareness (telling time, perceiving the passing of time, and judging the amount of time needed to complete a task). Some children with emotional problems may appear disorganized and unable to comply with time expectations.

RECOMMENDED STRATEGIES FOR INSTRUCTION:

- Have a poster stating what materials all students need to pack in their book bags at the end of each day (ex: lunch box, homework folder).
- Teach student how to clean out their desk and locker. Provide routine designated time and assistance with this chore.
- Teach the student how to store loose papers into folders and/or binders.
- Provide small labels for desk area to indicate where student should store his/her pencils, eye-glasses, etc.
- Have specified places in the classroom for the student to submit homework, store unfinished work, etc.
- Use a daily or weekly planner that is individualized to the student's reading and comprehension level. He/she may need a daily picture schedule or a weekly schedule in which the student records his/her schedule, routine, assignments that are due, appointments, etc.
- Allow extra time for the student to access his/her locker and backpack.

ADDITIONAL STRATEGIES FOR IMPROVING THE PERFORMANCE AREA:

- Modify worksheets to accommodate for students with motor and perceptual difficulties.
- This can include: provide extra space to record answers, provide lines rather than open space, use large print, simplify the content, and/or provide boundaries for working out each math problem.