

# Strategies and Supports for the Distracted Student

Presented by the  
Hartmann-Eton Center for  
Teaching and Learning



# Welcome

- Introductions
  - Ellen Tatone
- Eton Academy
- Hartmann-Eton Center for Teaching and Learning



# “I don’t feel connected to my class.”



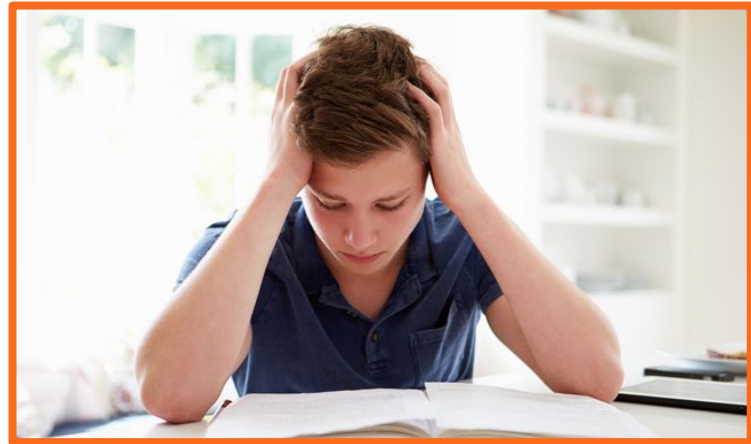
# Our Mini-Workshop Agenda

We will....

- Identify the common causes of distraction in students.
- Explore some supports that students can use in school to help minimize distracted behavior.
- Explore some supports that students can use at home to help minimize distracted behavior.



# Sources of Distraction



# The Student

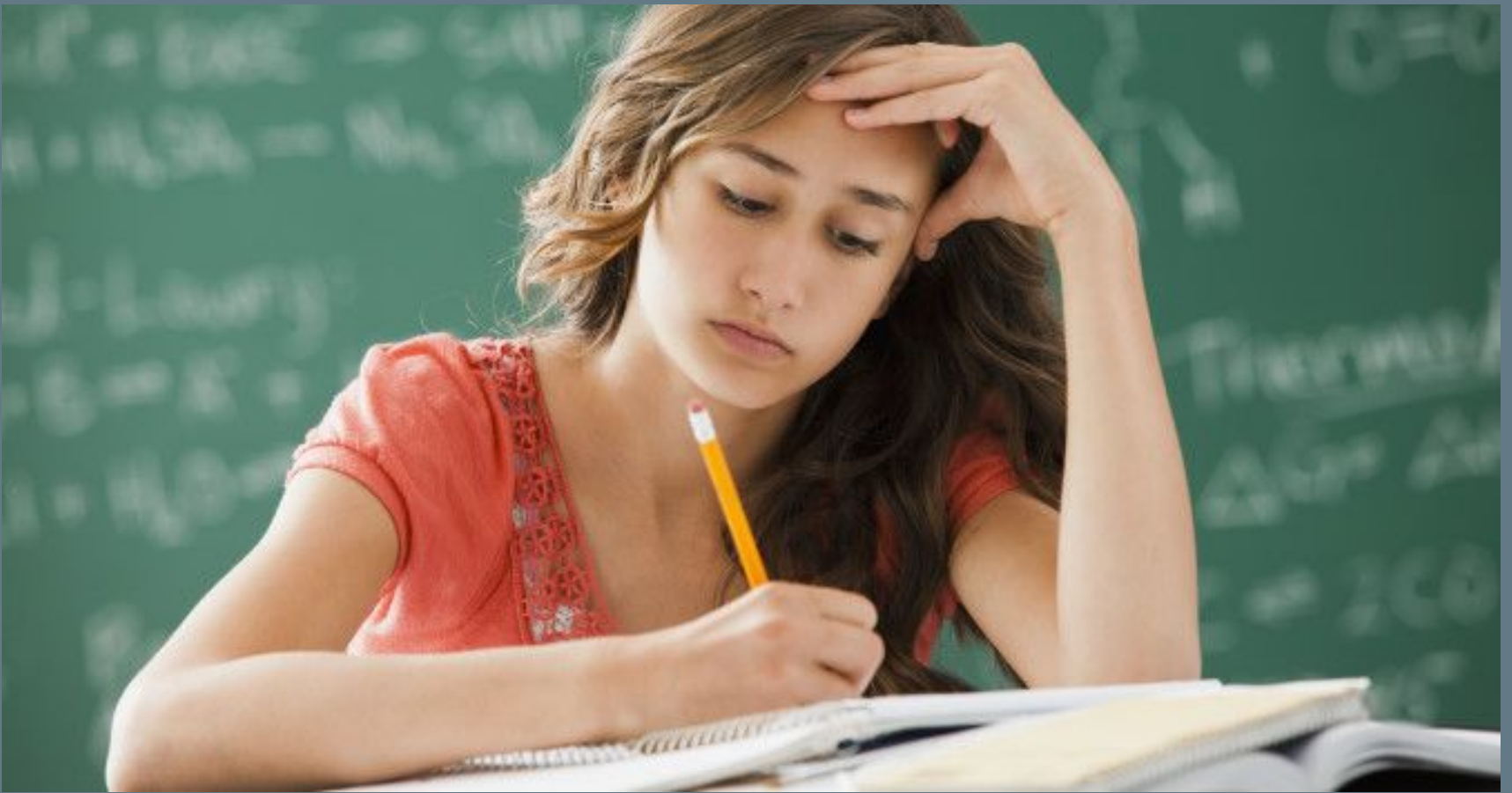


# Common Areas of Difficulty

**Language**

**Attention**

**Processing**



# Language





# Language

- Your brain's text-to-speech, speech-to-text, text-to-thought, and thought-to-text device.
- The ability to **breakdown the code** of letters, words, sounds, sentences, and word meaning (receptive/expressive).



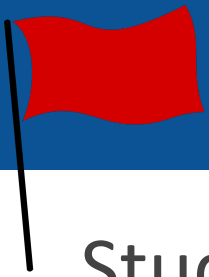
# Language Activity

Last Nyzel, Yeka swooked the dendils as she  
ralled in the huge milmmullet.

# Language Activity

Last **Nyzal**, Yeka **swooked** the **dendils** as she **ralled** in the huge **milmullet**.

<b>Nyzel</b>	A. October	B. Tuesday	C. Night
<b>Swook</b>	A. To brush	B. To pick	C. To water
<b>Dendils</b>	A. A dog breed	B. A type of flower	C. A type of bean
<b>Rall</b>	A. To run	B. To scream	C. To work
<b>Milmullet</b>	A. A factory	B. A bus	C. A lake



# Language Red Flags

Students may:

- Struggle with reading words (decoding) or spelling (encoding).
- Try to avoid reading.
- Not easily grasp spelling rules or sentence structure.
- Try to avoid writing.
- Have difficulty with organization, planning, and time, material, and task management.



# Difficulties with Language

With one or two people around you, discuss the role that **language** plays in a student's day. What activities require a student to utilize a component of language?

# Supports for School

## Color code



### 1 First

- Pick out book
- Choose a place to sit on the carpet

### 2 Second

- Read quietly for 10 minutes

### 3 Third

- Put book away
- Sit back at your desk

### DATA COLLECTION WORKSHOP

- ❑ **Follow up with** organizations, experts, and people to set up interviews.
- ❑ **Review your survey.** If you have 50+ responses, [see Google Classroom for mini-lesson on analyzing surveys.](#)
- ❑ **Make a plan** to conduct your second focus group.
- ❑ **Transcribe focus groups.** See transcription template + Grp data chart for more info.
- ❑ **Print out** data your team has collected to add to PAR Binder. *Reminder: binders will be checked on May 5th.*

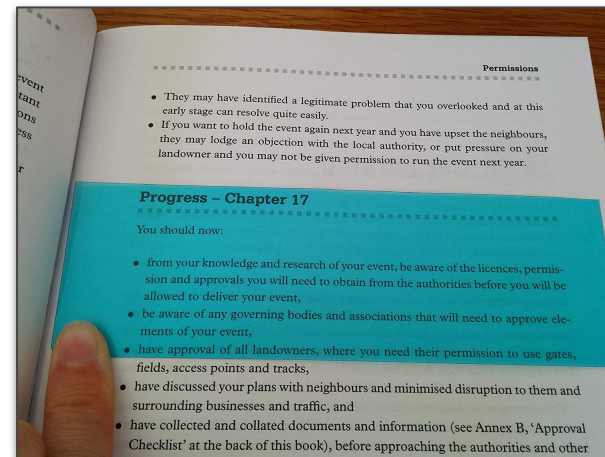
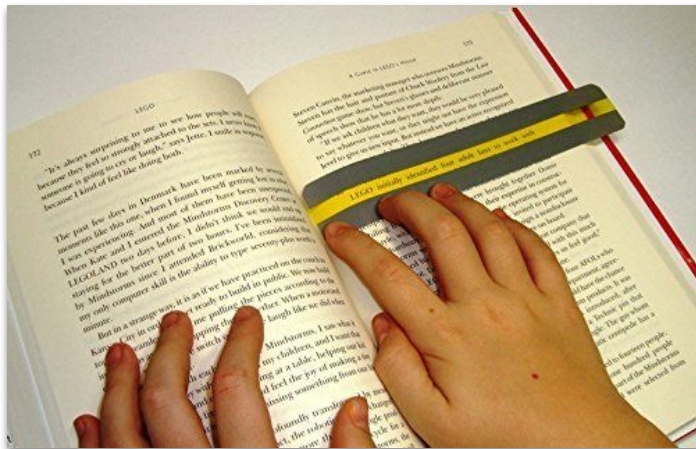
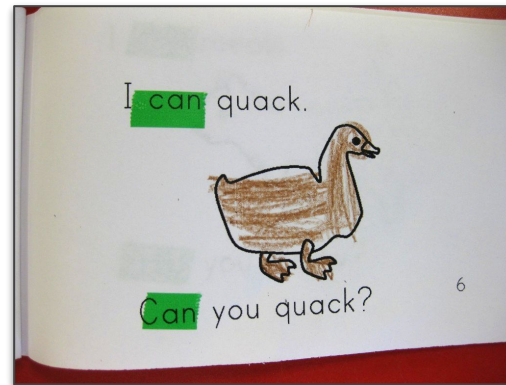
Name:

#### Color Coding Checklist

	Yes	No
I underlined all capital letters with green.		
I circled all end marks in red.		
I indented all paragraphs in blue.		
I marked all commas in brown.		
I circled words I need help spelling in purple.		

# Supports for School

## EZ Readers and color-overlays



# Supports for Home

## Audiobooks



<https://www.bookshare.org/cms/>

<https://learningally.org/Solutions-for-School/Our-Solution>



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# Supports for Home

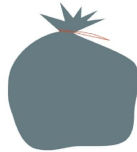
## Visuals

### Clean Your Room

Make Bed



Throw away trash



Put away toys



Put clean clothes away



Put away shoes



Put Dirty clothes in Hamper



### Multiply A Fraction By A Fraction

- ① Simplify before multiplying.
- ② Multiply the numerators.
- ③ Multiply the denominators.
- ④ Simplify, if needed.

Examples:

$$\frac{1}{4} \times \frac{5}{2} = \frac{5}{8}$$

Handwritten notes:  $3 \div 3 = 1$ ,  $6 \div 3 = 2$ ,  $\frac{1 \times 5}{4 \times 2} = \frac{5}{8}$

To simplify before multiplying:

- Look for the greatest common factor of the numbers across from each other.
- Divide by the GCF.

Factors of 3 and 6

3: 1, ③  
6: 1, 2, ③, 6  
9: 1, ③, 9

Another Ex:

$$\frac{1}{1} \times \frac{1}{3} = \frac{1}{3}$$

Handwritten notes:  $3 \div 3 = 1$ ,  $5 \div 5 = 1$ ,  $9 \div 3 = 3$ ,  $5 \div 5 = 1$

Without simplifying:

$$\frac{3}{5} \times \frac{5}{9} = \frac{15}{45} = \frac{1}{3}$$

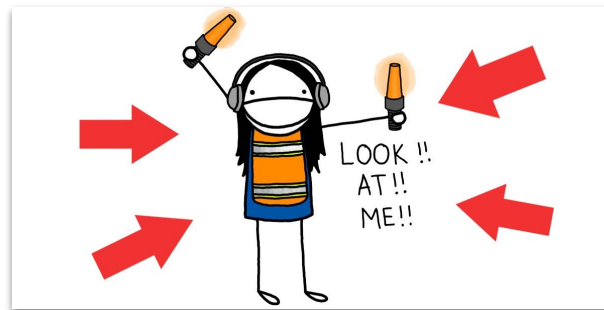


# Attention

# Attention

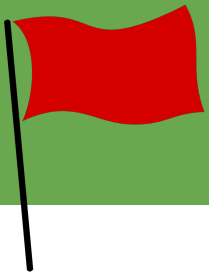
A complex cognitive process that includes:

- The ability to **select** and **focus** on what is important at any given moment.
- The ability to consistently **maintain** mental effort while performing tasks that require mental energy.
- The ability to **inhibit** action or thought while previewing alternative actions or thoughts.



# Attention Activity





# Attention Red Flags

Students may struggle with:

- Sustaining focus while trying to complete a task or activity.
- Completing a task with multiple steps.
- Staying awake.
- Predicting the results or consequences of their actions.
- Keeping a steady pace when working.
- The “give and take” of conversation; interrupt.

# Difficulties with Attention

With one or two people around you, discuss the role that **attention** plays in a student's day. What activities require a student to utilize a component of attention?

# Supports for School

## Checklists

Name \_\_\_\_\_ Date \_\_\_\_\_

### My Editing Checklist

**Directions:** Answer each of the following questions by putting a check (✓) in the "YES", "NO" or "Corrected" boxes.

Questions	YES	NO	Corrected
1. Did I <b>re-read</b> my writing to check for mistakes?			
2. Did I start each sentence with a <b>capital letter</b> ?			
3. Did I end each sentence with a <b>period</b> , an <b>exclamation point</b> , or a <b>question mark</b> ?			
4. Did I <b>space my words</b> and <b>write neatly</b> ?			
5. Did I <b>indent</b> at the beginning of each <b>paragraph</b> ?			
6. Did I <b>circle</b> any words that I think are misspelled?			
7. Did I use a <b>Dictionary</b> or <b>ask for help</b> spelling words?			
8. Did I use <b>adjectives</b> in every paragraph to add <b>details</b> to my writing?			
9. Did I tell " <b>WHO?</b> ", " <b>WHAT?</b> ", " <b>WHEN?</b> ", " <b>WHERE?</b> ", " <b>WHY?</b> " and " <b>HOW?</b> "?			
10. Did I <b>ask someone else</b> to read my writing to check for mistakes I might have missed?			

Name: \_\_\_\_\_

### End of the Day Checklist



I checked my homework log ☐

My homework IS written down for each class ☐

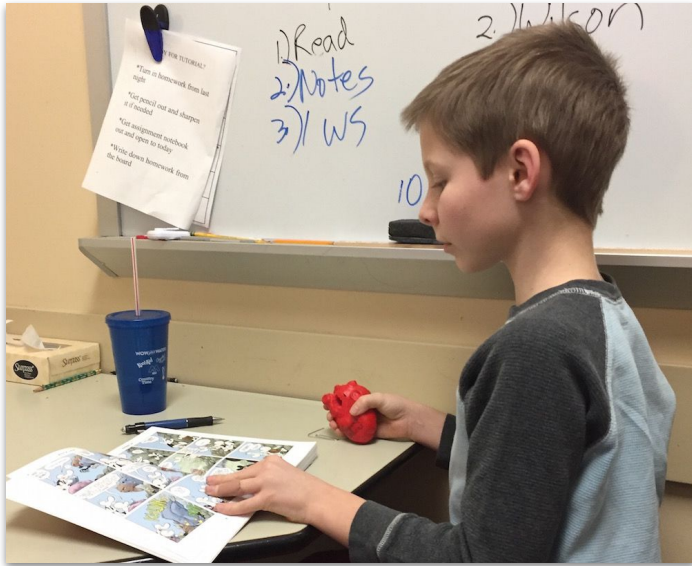
I have the binders I need for homework ☐

I have the books I need for homework ☐

I have my SSR book if I need it ☐

# Supports for School

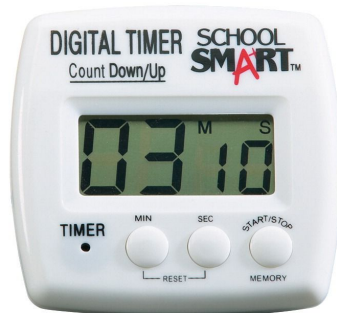
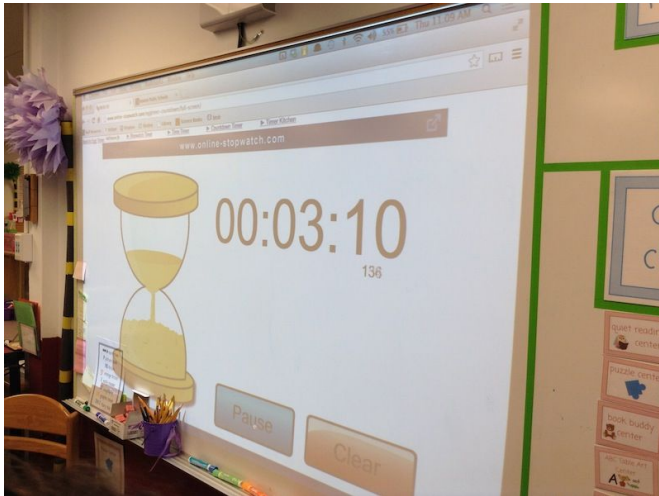
## Fidgets





# Supports for Home

## Timers/breaks



# Supports for Home

## Activities and structure

### After-School Schedule (Sample)

4 pm	Arrive home
4:15 pm	Snack
4:30	Play
5 pm	Homework
6 pm	Dinner
6:30	Play (No screen time after dinner.)
8:30	Bedtime routine (may include):
	Bath
	Reading
	Singing
	Hugs & kisses
	Bedtime (lights out)





# Processing



# Processing

The ability to focus with sufficient intensity and attention to **understand incoming information (input)** and **produce information (output)**.

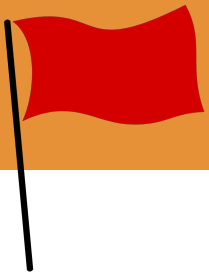


# Processing Activity

## 3-Minute Writing Assignment







# Processing Red Flags

Students may:

- Be slow to respond when asked a question.
- Be quiet or slow to respond when talking with others.
- Lose track of multiple steps.
- Be unable to retain information without using a strategy (i.e. repetition or writing it down).
- Have trouble juggling the many tasks involved with **writing**.



# Difficulties with Processing

With one or two people around you, discuss the role that **processing** plays in a student's day. What activities require a student to utilize a component of processing?

# Graphic organizers

```
graph TD; A[ ] --> B[ ]; A --> C[ ]; B --> D[ ]; B --> E[ ]; C --> F[ ]; C --> G[ ]
```

# Supports for School

## Assistive technology



Speech



Text



# Supports for Home

**Pause and wait for a response**



# Supports for Home

**Keep it short and sweet; check for understanding**

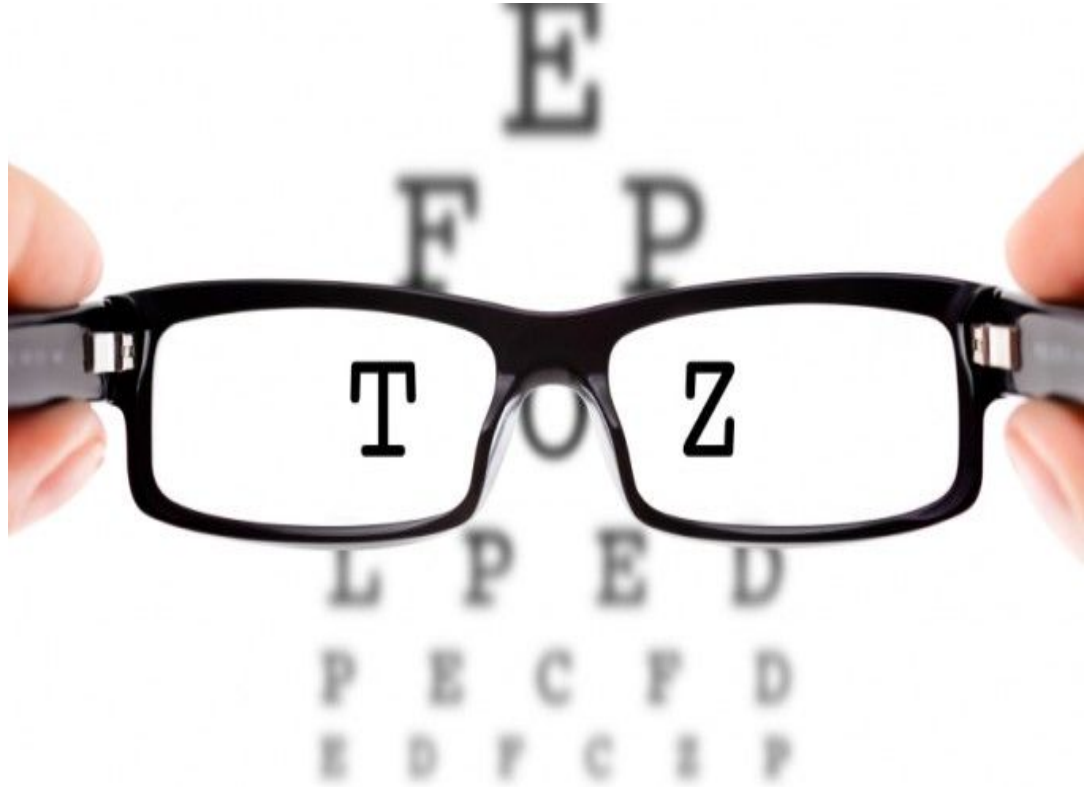


# Questions?



# Our New Lens

- Be mindful about the various causes of distraction for our children.
- Consider a few of the strategies shared today.



Thank You.



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