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

<table>
<thead>
<tr>
<th>Nyzel</th>
<th>A. October</th>
<th>B. Tuesday</th>
<th>C. Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swook</td>
<td>A. To brush</td>
<td>B. To pick</td>
<td>C. To water</td>
</tr>
<tr>
<td>Dendils</td>
<td>A. A dog breed</td>
<td>B. A type of flower</td>
<td>C. A type of bean</td>
</tr>
<tr>
<td>Rall</td>
<td>A. To run</td>
<td>B. To scream</td>
<td>C. To work</td>
</tr>
<tr>
<td>Milmullet</td>
<td>A. A factory</td>
<td>B. A bus</td>
<td>C. A lake</td>
</tr>
</tbody>
</table>
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.
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 Editing Checklist

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I underlined all capital letters with green.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I circled all end marks in red.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I indented all paragraphs in blue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I marked all commas in brown.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I circled words I need help spelling in purple.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supports for School

EZ Readers and color-overlays

I can quack.

Can you quack?
Supports for Home

Audiobooks

https://www.bookshare.org/cms/
https://learningally.org/Solutions-for-School/Our-Solution
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

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Multiply a Fraction By A Fraction

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

**Examples:**

\[
\frac{3}{4} \times \frac{5}{2} = \frac{15}{8}
\]

\[
\frac{1}{4} \times \frac{5}{2} = \frac{5}{8}
\]

**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:**

- Factors of 3: 1, 3
- Factors of 6: 1, 2, 3, 6

**Another Ex:**

\[
\frac{3}{4} \times \frac{5}{2} = \frac{15}{8}
\]

\[
\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}
\]

**Without simplifying:**

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

### My Editing Checklist

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

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

### End of the Day Checklist

**Name: ____________________________**

- 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 pm</td>
<td>Arrive home</td>
</tr>
<tr>
<td>4:15 pm</td>
<td>Snack</td>
</tr>
<tr>
<td>4:30</td>
<td>Play</td>
</tr>
<tr>
<td>5 pm</td>
<td>Homework</td>
</tr>
<tr>
<td>6 pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:30</td>
<td>Play (No screen time after dinner.)</td>
</tr>
<tr>
<td>8:30</td>
<td>Bedtime routine (may include):</td>
</tr>
<tr>
<td></td>
<td>Bath</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Singing</td>
</tr>
<tr>
<td></td>
<td>Hugs &amp; kisses</td>
</tr>
<tr>
<td></td>
<td>Bedtime (lights out)</td>
</tr>
</tbody>
</table>

Surroundings:
- Music
- Dance
- Drama & Film
- Sports & Outdoor
- Creative
- Tech
- Maths & Science
- Languages
- Inschool
- Preschool Classes
The ability to focus with sufficient intensity and attention to **understand incoming information (input)** and produce information (output).
Processing Activity

3-Minute Writing Assignment
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.
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?
Supports for School

Graphic organizers

**Story Plot Terms**

Directions: Fill in the required information for each section below in numerical order. Use the information that appears with each section to help you proceed. It's okay to write through the gray diagonal line in two of the sections.

1. **Exposition**
   - The **exposition** appears at the beginning of the story. The author introduces the setting, characters, and background information.

2. **Rising Action**
   - Activity proposed: the main events lead to the climax.
   - The nearest character to a dominant one gets too close to the climax.

3. **Climax**
   - The **climax** of the story is when the reader is most interested in how the story will end.
   - The suspense is at its peak, but the outcome is not clear yet.

4. **Falling Action**
   - **Falling Action** occurs at the ending of the story. Suspense has been eliminated, and three events show characters from returning to normal.

5. **Resolution**
   - The **resolution** is the final solution to the problem or conflict. In stories with happy endings it’s called the development. Tragic endings are termed catastrophic.

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**Storybook Title:**

**Author:**

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**Name:**

**Date:**

**Class Period:**

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**CTL**

CENTER FOR TEACHING AND LEARNING
Supports for School

Assistive technology

Speech → Text
Supports for Home

Pause and wait for a response
Keep it short and sweet; check for understanding

**KEEP IT SIMPLE**

Do These 4 Things Every Time You Teach

1. Help them understand ‘why.’
2. Make what’s important clear & and what’s clear important.
3. Make sure you know what it’s like to do the task.
4. Provide a model of a finished product done well.
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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