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.


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.
_____ 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 (ex: 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 (ex: 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 (ex: 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 (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 to get a drink of water or something.
_____ 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 (ex: 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 (draw, 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 (ex: 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 (play-dough, 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 (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 (ex: 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 (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.
I may not always be on the same page as my peers. 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 talking 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 (ex: 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 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.

Be sure I know how and where I am to wait.

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 (ex: 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 (ex: 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.
Don’t 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 so 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.