

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

Date: \_\_\_\_\_

**Sensational Task List:** \_\_\_\_\_

List the tasks you need to complete. Use a timer as needed to make sure that you are completing the task quickly and staying focused. Go back and check your work to make sure you did your best. Ask for help if needed. If you used a concentration strategy, write the number of the strategy in box 5. Then move on to the next task. Answer “**Y**” for **Yes** or “**N**” for **No** to each question about your task. When you have finished all tasks, check in with your teacher. Refer to your list of choices of what you can do once all tasks are completed.

1.Task	3. Did I do My Best?	4. Did I ask for help if I needed tt?	5.Concentration Strategy	6. Did it help?

Concentration Strategies:

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

Teacher Comments: \_\_\_\_\_

## Suggestions For Activities To Do Once Work Is Completed

1.

2.

3.

4.

5.

### Instructions for Use:

1. Fill out the time period for which the task list is being completed on the empty line at the top (morning work, afternoon work, social studies, math, etc.)
2. Either the teacher/paraprofessional or child writes down the list of tasks to complete based on what is reviewed/discussed or that are a regular part of the child's daily routine.
3. For children who benefit from a timer for motivation, have them time how long it takes to complete certain tasks and write down their time. Place an "X" over the timing space if this does not apply to a specific child.
4. Encourage children to check the accuracy of their work upon completion by responding to the question of "Did I do my Best?" **Y or N**
5. If a child is unsure of what to do, encourage them to ask for help if needed, but only after making their best effort first. Some children do not ask for help even when they need it, so encourage them to self-advocate by responding to the question "Did I ask for help?" **Y or N**
6. Concentration Strategy: Make a list of concentration strategies identified from the Concentration/Thinking Box Discussion. Have them write the **number** of the strategy they used (if any) in box 5.
7. In box 6, they should write down if the strategy was helpful. **Y, N, or ? if they are not sure.** This can help you guide them in selecting other strategies for the next task/day
8. When filling out this form, teachers may pre-fill concentration strategies before laminating or photocopying for repeated use if strategies appear to be the same over time for a given student. Similarly, boxes that are not used for a particular student/do not apply to a student can be crossed off.
9. Teacher comments can be used to give positive feedback for work well done or added to the next task list as positive encouragement to improve on the next attempt (see examples).
10. Leave a List of choices of what students can do once they are finished at the front of the classroom for reference. Some children may benefit from a personal list of activities that are best suited for them (Ex: sensory break, preferred activity, classroom helper)