

I Hate to Write

**TIPS FOR HELPING KIDS WITH
AUTISM SPECTRUM DISORDER
BECOME HAPPY, SUCCESSFUL
WRITERS**

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**Why is the writing process
so hard for kids with ASD?**

**Let's look at a few of the skills
needed for writing:**

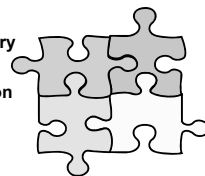
**A few of the skills
needed for writing:**

- language skills
- Imitation skills
- Organization
- Problem solving
- Auditory and visual memory
- Sensory regulation
- Balance and Proprioception
- Gross motor control
- Fine motor control

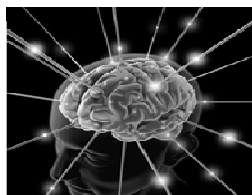
**Now let's look at a few of the skills
that are hard for kids with ASD:**

Sound familiar?

- language skills
- Imitation skills
- Organization
- Problem solving
- Auditory and visual memory
- Sensory regulation
- Balance and Proprioception
- Gross motor control
- Fine motor control



**Brain Research and autism: it's all
about connections**




**Writing skill: ability to imitate
motor movements. “*Watch me,
make your letters like this.....*”**



**The brains of individuals with ASD
show differences in the mirror
neurons of the parietal lobe. These
are often referred to as the ‘monkey
see / monkey do’ neurons –
controlling a person’s ability to
imitate motor movements.**

Manzar Ashtari, Children's Hospital of Philadelphia, J. Lindner Center for Autism, North
Shore Long Island Jewish Health System in Bethpage, NY, 2007




Writing skill: Ability to remember how to form letters *“I don’t remember how to make a W.”*

The brains of individuals with ASD have fewer neural connections between the cortex (new information) and the cerebellum (automatic, long term memory)

Stewart H. Mostofsky, Stephanie K. Powell, Daniel J. Simmonds, Melissa C. Goldberg, Brian Caffo, James J. Pekar, Johns Hopkins School of Medicine, 2009


Writing skill: ability to organize letters into words, words into sentences, sentences into paragraphs, etc. *“This doesn’t make sense!”*

The brains of individuals with ASD have more white matter, but far fewer connections between sections of the brain, i.e., less organization



Dr. Martha Herbert, Harvard Medical School, Pediatric Neurologist at Massachusetts General Hospital, TRANSCEND Research Program


Writing skill: ability to process language *“Why didn’t you write down my directions for the assignment?”*



- The brains of individuals with high functioning ASD have more activation in Wernicke’s area and less activation in Broca’s area – the two primary language areas of the brain, resulting in poor information integration, even in those with strong language skills.


M.A. Just, Vladimir L. Cherkassky, imothy A. Keller, Nancy L. Minshew, Brain Journal of Neurology 2003

“BUT.....as a teacher, I’m required to help students meet academic standards in writing – whether they have ASD or not. HELP!!!?”



Writing challenges can be grouped into four main categories:

- Language
- Organization
- Sensory
- Motor



As teachers, we can help!

GETTING STARTED

Teacher Concern: *“When I give him a writing assignment, he just sits there. Even when it’s an easy task, well within his ability, he seems to freeze.”*

National Common Core Standard for Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Getting started...

why it happens, and what a teacher can do to help

Consider the four main areas of difficulty:

- Language
- Organization
- Sensory
- Motor

'Getting started' ...might be due to sensory issues.

To help a student with autism break the cycle of inertia, we need to help him **WAKE UP HIS SYSTEM.**

- Try this...

Getting started – Wake Up Exercises

Before writing:

- Have the student 'quickly!' deliver a message to a teacher down the hall.
 - When the student returns, 30 wall pushups before he sits to write.
 - Whole class take a 15 minute walk. (Dr. John Ratey)
 - Have the student erase the white board.
- Stretch high



'Getting started' ...might be due to difficulty with motor planning.

“Even when I am highly motivated, and know what to do and how, I still don't do it. Instead, I sit and think about it or plan exactly what I am going to do in minute detail. I am stuck in inertia.”

Scientifically, inertia appears to be a function of the neurological processes that control a person's ability to shift attention and plan voluntary motor movements. When a person has difficulty in these two areas, the result is often a tendency to stay still.

- Try this...

GETTING STARTED – Motor planning

For younger student, provide hand over hand support for the first written word of the assignment. Slowly fade the pressure of your hand on the student's hand. When you feel that the student has begun to write, slowly fade the presence of your hand. Often, this minimal physical prompt will be enough to break the cycle of inertia and allow the student to proceed with the assignment on his own.




'Getting started' ...might be due to difficulty with language.

Almost all individuals with autism, even those with very high abilities, have trouble understanding abstract concepts. They have difficulty with instructions such as, *“Take out your journal and write about anything you are interested in,”* or *“Write about your favorite season.”* In order to understand what you want them to write about, they need for the instructions to be very concrete.

Try this:

GETTING STARTED - Language
Assignment: Write a story about your favorite season.



Fill in these blanks:

1. My favorite season is _____ (title)
2. In _____ the air feels _____.
3. In _____ the weather is _____.
4. In _____ I like to _____.
5. That is fun because _____.
6. Another thing I do in the _____ is _____.
7. I really like the season of _____.

On a different sheet of paper write about your favorite season. Use these words to help you. Make your story seven sentences long.

Reduce the chance of behavior by helping the older student get started:

Assignment: Write about someone who made a significant impact on scientific thought.

Galileo DaVinci Einstein Newton

1. _____ made a very significant impact on scientific thought.
2. _____ changed the way people thought about _____.
3. Previously, people had thought _____.
4. But this scientist had a different idea. It was _____.

Write at least 5 paragraphs about this scientist on a separate sheet of paper. Use these sentences for your first paragraph.


'Getting started'...might be due to difficulty with organization.

A simple graphic organizer can be a powerful tool to engage the student by visually guiding him through the writing process, helping him break out of the 'inertia' pattern.

Try this:

Getting Started - Organization


- To help young students learn to perceive words as separate units, use your fingers as a visual organizer. Have the child tell you a sentence using the keyword. You repeat his sentence slowly, holding up a finger for each word. Keep holding your fingers up, and ask the child how many words you said. Repeat the sentence again as you hold up a finger for each word. This repetition reinforces the number of words and word order. Ask him again to tell you how many words you said. Then ask him to write those ___(9)___ words.



Getting started – try technology

SOLO Software: Draft Builder

Graphic organizer, built on brainmapping.
 Brainstorm ideas, then organize them



REFUSING TO WRITE

Teacher Concern: "When it's time to write, he won't even try!"

National Common Core Standard for Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

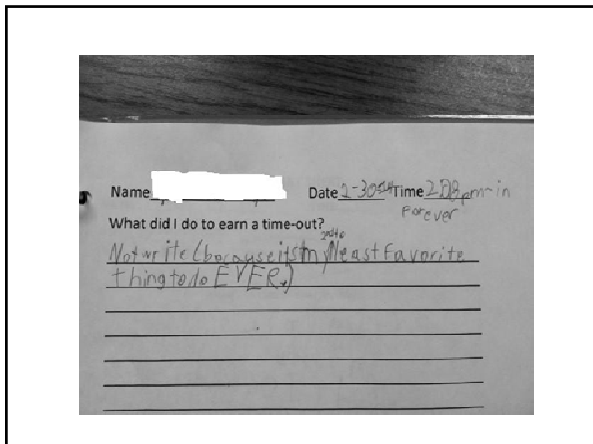
Refusing to write...

why it happens, and what a teacher can do to help


Consider the four main areas of difficulty:

- Language
- Organization
- Sensory
- Motor


MAKE SURE YOU HAVE SET THE STUDENT UP FOR SUCCESS!!



A writing experiment for teachers



1. Hold your pencil in your non dominant hand.
2. Write two sentences about what you did last night.
3. Reactions?



'Refusing to write'...might be due to difficulty with sensory motor issues

All of our senses are involved in the writing process, but three sensory systems are crucial for writing - tactile (touch), vestibular (balance), and proprioceptive (awareness of body's position in space)


Tactile/Touch



- Our first sensory system to function
- We are first nourished, calmed and become attached to others through our sense of touch
- Tactile receptors are found throughout the skin
- Protective-freight/flight response
- Discriminative-quality

Proprioception

- Housed along muscle fibers and tendons that connect muscle to bone
- Gives us our awareness of body position/where are body is in space
- Automatic adjustments of body position
- Postural stability



Signs of Poor Proprioception

- Stiff and poor coordination
- Clumsy/falls
- Frequent falls
- Runs into furniture, walls, people, etc.
- Falls out of chair
- Easily frustrated
- Squirms, especially when seated
- Slow to established handedness
- Often breaks pencil and / or pencil lead
- Difficulty with stairs
- Foot slap when walking or toe walking

Vestibular

- Receptors within the inner ear
- Affects our gravitational security
- Coordinates the movement of eyes/visual spatial , head and body position
- Maintains muscle tone



Vestibular

- Enables a child to hold his head up against gravity
- Has an effect on being able to print and write
- Strong relationship with auditory system/language

Evidenced Based Practice: Exercise

- Currently six studies have found that students who participated regularly in a structured exercise routine with a warmup and cool-down, demonstrated reduced (challenging) behaviors, increased positive behaviors, improved motor skills, and improved physical fitness.
- A daily program of aerobic exercise in combination with strength training and stretching was completed.
- Cannella-Malone, Tullis & Kazee (2011) implemented two, 20-minute exercise routines.
- They included a variety of exercises, including riding scooter boards, jumping on a trampoline, jogging, stretching, and arm curls with weights twice a day.
- Exercise was performed at the beginning of the day and after lunch.
- The students also performed 1-minute exercise breaks 1 per hour that involved yoga poses or jogging in place.
- This routine, performed on a daily basis, drastically reduced a variety of forms of negative behaviors to zero or near-zero levels.

Move To Learn

Aerobic exercise at target heart rate:

- Improves concentration
- Improves impulse control
- Improves attention
- Increases Motivation
- Helps Mood and Anxiety Regulation
- Combats depression/Increase self esteem
- Reverses learned helplessness
- Combats toxic effects of stress hormones
- Decreases fatigue




Dr. John Ratey Associate Clinical Professor of Psychiatry at Harvard Medical School

- "Exercise is like taking a little bit of Prozac and a little bit of Ritalin because, like the drugs, exercise elevates these neurotransmitters."
- "When you exercise, at the cellular level the brain is drenched with serotonin, glutamate, norepinephrine, dopamine and growth hormones, all wielding a powerful influence, like Miracle-Gro for the brain,".



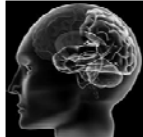
Exercise Greatly Impacts Learning

- Prefrontal Cortex: Major Role In Executive Functioning
- The CEO
- Planning
- Organizing
- Learning from mistakes
- Maintaining focus
- Working Memory
- Initiating or delay response



The Research is Impressive: British Journal of Sports Med

- 19 studies 586 kids, teens and young adults found short 10 to 40 minute bursts of exercise led to an immediate boost in concentration and mental focus, improving blood flow to brain.
- Further evidence 20 min before taking a test

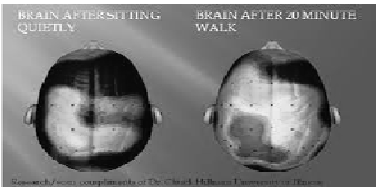


Sensory in Evidence-Based Practices: Exercise

Walking for Learning


Brain before a 20 minute walk

Brain after a 20 minute walk



Exercise and Learning



- Walking 20 min. on a treadmill or just walking scored 15% better than with an improved ability to take test
- Behavior-in first four months-all kids are moving 45 min a day- discipline plunged 63% and 85% dropped in another district
- Attention all improved
- Aggression decreased
- Move to Learn videos movetolearn.org
- Time To Move!



Refusing to Write



Set your student up for success by addressing sensory needs.

1. Structured movement activities
2. PUSH, PULL, LIFT and CARRY activities built into the school day
3. To reduce postural fatigue, offer variety of seating options: chair, ball, beanbag seat, chair with arms, lying on floor, standing
4. Let the student choose his writing tool: pencil, pen, gel marker, crayon, various pencil grips.

“Refusing to Write” might be due to sensory regulation needs

- For the tired friend rev up his system with a brisk walk /whole class benefits
- Whole class You Tube Dance Video-”Just Dance Kids” search
- Follow with a big muscle push, pull, lift or carry job
- Seat on an air cushion or bubble wrap
- Chewing gum is great for sensory regulation

Refusing to Write - might be due to difficulty with language and imaginative thought.

Set your student up for success by giving him visual choices

Show the student 3 engaging pictures. Ask him to verbally tell you about each picture. Praise him for his ideas, then ask him which one he chooses to write about. Review what he has said about the picture. Then remove the other pics.



Refusing to Write - might be due to difficulty with organization.

Set your student up for success by building a topic library:

Topic	First Sentence
Computers	I know how to do lots of things on the computer.
Baseball	This summer I played on the Sox baseball team.
Trains	I rode a train to my grandma's house.

Refusing to write – try technology

Android app: Talking Roby (free)

A total gimmick, but fun for kids. Type a message, and Roby speaks the words. There is enough memory for him to speak a short paragraph.



GETTING STUCK

Teacher Concern: “He gets stuck on an idea when he is writing. He likes to write about the same thing over and over. Sometimes he gets stuck on one little detail and can’t make himself move on.”

National Common Core Standard for Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Getting stuck...

why it happens, and what a teacher can do to help

Consider the four main areas of difficulty:

- Language
- Organization
- Sensory
- Motor

‘Getting stuck’...might be due to difficulty with language

- **Language / Concrete thinking:** Most individuals with ASD are very concrete in their thinking. Imagination and creative thought are areas of weakness. This difficulty with imagination makes it hard to come up with new ideas.
- **Try this...**

GETTING 'STUCK' - Language

Provide a visual support to spark imagination.

Directions: Use the numbers on the picture to help you think of ideas for your story.



“Getting stuck”...might be due to difficulty with organization.

- **Organization / Perseverative thought:** Perseveration, or the tendency to repeat an idea or action over and over, is one of the common traits of autism. In the writing process, this tendency makes it a challenge to transition from one idea or sentence to the next.
- Try this:

GETTING STUCK – Organization

Provide a Story Frame – to help students transition from one idea to the next.



STORY FRAME

In this story the problem began when _____.

After that, _____.

Next, _____.

Then, _____.

The problem is finally solved when _____.





The story ends _____.

“Getting stuck”...might be due to difficulty with sensory issues.

- **Sensory / Perfectionism:** Students with ASD are often perfectionists. They may spend lots of time erasing or correcting work that isn't perfect to their way of thinking. They often become anxious or angry if their work doesn't look right to them.
- Try this:

GETTING STUCK - Sensory

Before writing, do sensory motor exercises

1. Rub My Hands On My Legs-10 times. 
2. Push My Hands Together & Release 10 times. 
3. Open and close Fingers 10 times.
4. Place my hands on the chair seat, then raise my bottom off the seat 10 times. 
5. Deep Breathe in slowly through my nose, then blow out through my lips. Repeat 5 times. 

‘Getting stuck’...might be due to difficulty with motor skills.

- **Gross and fine motor skills:** Holding a pencil can actually be painful for a person with autism. When that discomfort is added to the challenge of coordinating all the muscle groups needed to write, students often give up or melt down.
- Try this...

“Getting Stuck” might be due to challenges with Motor Skills

- Explore pencil grips/writing tools: Try practicing for short periods in order for the student to “give it a try” and avoid frustration
- Try taking turns with the physical component of writing, you write a sentence and then he writes a sentence
- Dictation/ After dictation the student recopies or types what he has dictated to you (Chunk down task)
- Try using a portable word processor, tablet (android or ipad)



Use Technology

- Reduce the motor requirement of writing by using a word prediction program. The student types the first three letters of a word, then selects the correct word from a drop down menu. The computer reads the word out loud, so the student can hear what he has written. The student only needs to make a few keystrokes to produce the word he wants, thus enabling faster task completion, less frustration, and better sentences.



KNOWING WHAT TO WRITE

Teacher Concern: “He has good ideas, but when it is time to write he can’t think of anything to say.”

National Common Core Academic Standards for Writing:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Difficulty knowing what to write...

why it happens, and what a teacher can do to help

Consider the four main areas of difficulty:




- Language
- Organization
- Sensory
- Motor

‘Knowing What to Write might be due to challenges with organization.

Students with autism will do much better both behaviorally and with written output if they know EXACTLY what the teacher wants them to do. Provide the student with a visual support that lists: What do I do, how much do I do, and what do I do when I am finished. Be very precise.

- Try this...

Knowing What to Write– Organization

WHAT DO I DO? 	•Write a paragraph about littering.
HOW MUCH DO I HAVE TO DO? 	•Write 6 sentences. •Use capitals and punctuation. •Each sentence must have at least one adjective.
WHAT DO I DO WHEN I AM FINISHED? 	•Give finished paragraph to teacher. • Then you can work on the computer.

Difficulty knowing what to write might be due to difficulty with organization

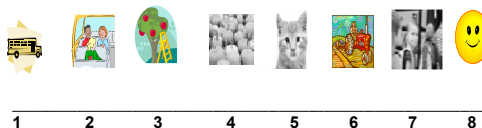
Sequential thought is often a big challenge for students with ASD. Just as they have difficulty organizing their supplies, they also have trouble organizing thoughts into logical sequence and order.

- Try this...

KNOWING WHAT TO WRITE - Organization

Provide a Timeline

(Teacher prompts: "Tell me about our trip to the apple orchard. What did we do first?" For each experience that the child relates, the teacher draws a very simple picture on the timeline. After the child has related enough items for a sequential story, the teacher numbers her pictures. Then, in paragraph form, the child writes a sentence for each numbered picture.)



Why Do We Write

Does the student understand why we write? Why someone needs to be able to read it?

- To tell something to someone
- To ask something
- To invite (party)
- To thank
- To persuade or convince
- To request (snack list)

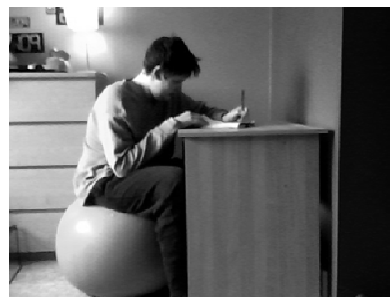
Difficulty with "knowing what to write" might be due to sensory needs.

There is a strong link between the vestibular system and the language areas of the brain. The vestibular system is activated by MOVEMENT.

- Try this...

KNOWING WHAT TO WRITE - Sensory Movement

- Encourage a movement break prior to writing
Try carrying a crate of books to the library or take a message to another class
- Include 10/15 minutes of aerobic activity before writing (increase heart rate)
- Identify a pacing area in the back of the room. The structured movement may guide the success of getting it out on paper
- Try having the student sit on a large therapy ball, rocking chair or bubble wrap



KNOWING WHAT TO WRITE - Sensory

Change the writing environment

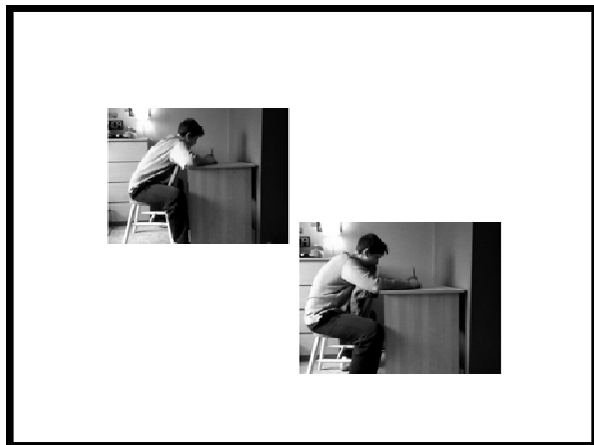
- Establish a 'private office' area within the classroom where the student can write with reduced distractions – a desk facing wall, with visual barriers works well.



Give the student a clipboard and have him start his writing assignment while sitting in a beanbag chair.

Knowing What to Write – sensory regulation, continued

- Try turning his chair around and letting him straddle his legs on each side with the chair back providing calming pressure and support to the front
- Stretchy band around legs of desk



MISUNDERSTANDING THE DIRECTIONS

Teacher Concern: "He seems to be listening, but sometimes he completely misunderstands the assignment."

National Common Core Standard for Writing: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Misunderstanding the directions might be due to difficulty with language

Students with ASD have trouble processing language. Temple Grandin tells us that "...after about three sentences, your voice goes into 'blah blah blah', and I just tune you out!"

And talking louder just makes it worse!

- Try this...



What we say / What they hear



"Do you understand?"

The teacher means:	Do you understand what I just presented?
The student with ASD hears:	Are you paying attention?
More effective:	Tell me what I said, using your own words.

"This is important."

The teacher means:	This will probably be on the test.
The student with ASD hears:	This is important to my teacher, but not necessarily to me.
More effective:	Write this down. It will be on the test.

"Are there any questions?"

The teacher means:	Tell me what you do not understand.
The student with ASD hears:	The teacher is finished talking.
More effective:	Tell me what I said, using your own words.

'Misunderstanding the directions' might be due to sensory issues

It is more difficult for individuals with ASD to process language when they are in a large group setting. The student may go into survival mode as he works to filter out the sensory stimuli in the room. He may not be fully 'tuned in' to the teacher's voice, and may then miss important parts of the instructions.

- Try this...

MISUNDERSTANDING THE DIRECTIONS - Sensory

'Preferential Seating' is not enough!!

Make sure you have the student's attention **BEFORE** you give the directions. Say the student's name, or discretely tap on his desk. When you are sure you have his attention, give advance warning before you present the main point.

Remember: Use **VISUALS**
Our words disappear (Jordan)



WRITING ILLEGIBLY

Teacher Concern: "His writing is horrible! I can't read it. The words are large, and they all run together. It's just not legible."

National Common Core Academic Standards for Writing:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

"Writing Illegibly"

Why it may be difficult a and what a teacher can do to help



- Students with an ASD are frequently challenged with many of the components that are needed for functional handwriting:

Sensory processing, neuromuscular: muscle tone, strength, postural control, motor skills involving being able to cross the midline, bilateral integration and motor planning, poor fine motor coordination, poor visual perception as well as cognitive components.

Check desk and chair size



"Writing Illegibly"

May be due to poor visual motor skills

- Mayer and Calhoun (2003) found that graphomotor problems were significantly higher for students with an ASD regardless of age or IQ and that this had a serious impact on their written expression.
- Myles and colleagues (2003) compared the written expression of 16 students with Asperger syndrome with students without disabilities. They found that those with an ASD demonstrated a decrease in legibility, complexity and number of words used during handwriting tasks.

Writing Legibly Visual Perception

- A cognitive skill: not a learned skill
- Brain's ability to interpret, analyze and give meaning to what is seen
- If perception is incorrect it effects writing, reading, math, comprehension, social and more
- Some Individuals with autism may experience severe perceptual problems. Stress from lighting, colors, patterns and contrast bombard the system
- 80% of what is learned is visual

"Writing Legibly" Visual Perceptual Strategies to support writing

- Reduce fluorescent lighting
- Highlight or darken lines
- Raised lined paper
- Use of an index card or blank paper to cover extra lines
- Use of colored pencils
- Slant board/three ring binder

Writing Illegibly: Support

- Color overlays used when copying from a text book
- Green dot or green line down the left side of paper
- Red dot or line down right side of the paper
- Graph paper- one letter in each box and spacing box
- Spacing tools
- When modeling, model big spaces
- When keyboarding consider background color

Writing is so much more than holding a pencil

- Remember that gross motor skills support fine motor skills
 - Encourage seat push ups, wall push ups
big muscle work
- Tummy time on elbows while coloring, puzzles, reading

**Poor Pencil Grasp**

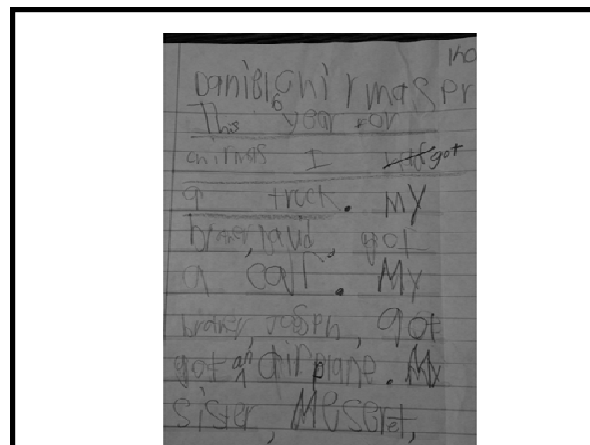
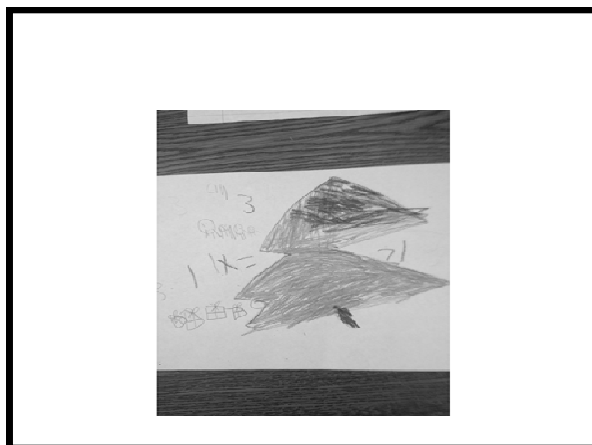
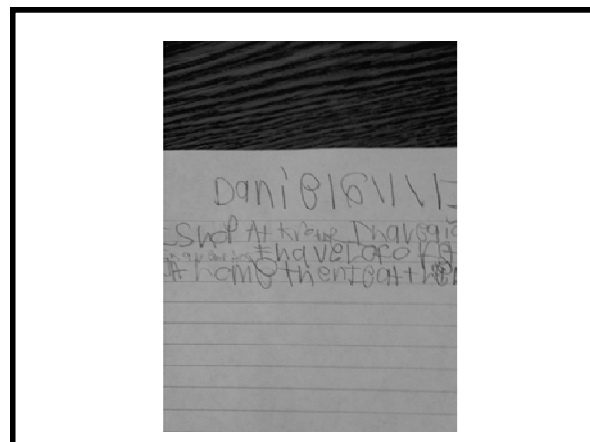
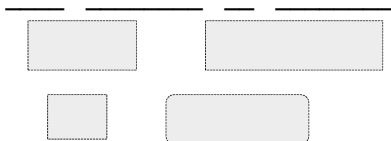
- For younger students try practicing just holding the pencil correctly (not yet on paper), drawing shapes or letters in the air. (Mom and Dad in the front seat, I'm in the back seat.)
- Then the student can practice printing his name with correct positioning
- Then try practicing with small pieces of crayon or chalk. Use primary crayons, pencils, golf pencils or markers. (for young students use a tool that fits the size of their hand.)
- **Allow daily opportunity to practice at a large vertical chalkboard to develop the skill side of the hand**
- Slanted writing surface: three ring binder/slant board

"Writing Legibly" Visual motor

- If the student is printing too small then your student may be holding his pencil very close to the tip of the pencil. A small visual/tactile cue may help. Wrap a small rubber band or piece of masking tape on the end of the yellow of the pencil to help to see where his fingers and thumb should be.
- When writing is too large your student may be using "big muscles" to form letters instead of smaller muscles intended for writing: Look at positioning: may try "the pencil grip" cut off triangular end /with rubberband near tip, try Twist N' Write pencil, Grotto Pencil Grip

“Writing Illegibly”: Letter size and placement

Give visual cues to assist: provide yellow lines or boxes the size of the words and letters. He forms the words on the yellow line or box.



Writing is better with two hands



If your student is not stabilizing his paper :Before writing try

- Wall pushups,
- Rubbing hands together,
- Windmill movement
- Brain Gym: Standing then raise one knee and touch knee to opposite elbow then alternate movement 10 xs.
- For short periods try having the student stand and hold the paper against a wall while writing. He will need to use his other hand to stabilize the paper or it will fall to the floor.
- Give him a visual cue that represents “hold my paper still with my helper hand.”
- Provide extra practice at activities that require two hands
-


Bilateral Skills

Hold the paper against a wall while writing for short periods.



Writing Illegibly: Time for Technology

- Reduce frustration:
Remember we want our students to love to write.
- Provide keyboarding instruction
- Portable word processors
- Computer access
- Tablet access
- Chrome book: Read & Write Gold (free to teachers)



SnapType





WRITING AND EDITING

Teacher Concern: *“When I ask him to edit and revise his work, he just looks at it, but he doesn’t make any changes.”*

National Common Core Academic Standards for Writing:
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WRITING AND EDITING - Organization

Individuals with autism tend to be ‘one track thinkers’. Their brains usually focus intensely on one thing at a time. When we ask a student to edit his work, we are asking him to consider **MANY** things – content as well as structure. Students will be much more successful if we give them a scaffold.




Try this:

WRITING AND EDITING – Organization

FOLD THE PAPER SO ONLY ONE NUMBER SHOWS AT A TIME

1	Check for capital letters. • First words in sentences • Proper nouns – people, places, dates, etc.	I did it
2	Check for punctuation (. ? ! , “”) •At the ends of sentences •After abbreviations like Mr. and Dr.	I did it
3	Check for spelling. •If you aren’t sure, check the dictionary or Word Wall	I did it
4	Check for grammar. •Make sure you didn’t leave out little words like ‘a’, ‘an’, ‘the’, ‘as’, ‘but’.	I did it
5	Check to make sure your writing makes sense. •Touch each word as you read it. Does it make sense?	I did it
6	My teacher also wants me to check _____.	I did it

If it’s not working, ask yourself:

- **Setting (sensory):** Is the room noisy? Is there clutter in his workspace? 
- **Seating (motor):** Is he uncomfortable? Does he need a different place to write? 
- **Task (organization):** Is the task too big? Do you need to break it down into smaller chunks? 

If it's not working, continued:

- ***Timing (organization)***: Is the wait time too long between directive / writing / reinforcement?



- ***Directions (language)***: Was there too much talking? Does he need a prompt?



- ***Attention (sensory)***: Did you get his attention before giving the task?

