

My Focus Formula

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Experiment with attention supports using personal evidence rather than judgments.

Focus changes with the task and environment. You can test a support without deciding that you are good or bad at attention. Keep the learning task interesting and the experiment kind.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Choose one variable

Choose one support to try during a short learning task. Change only one thing if practical.

Optional choices · choose any, none or your own

☐ Quieter location ☐ Movement option ☐ Written steps ☐ Chosen break ☐ Reduced screen clutter

Task and support I will test

What I will notice

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Compare two tries

Try with the usual setup, then with your support. Notice access and understanding, not just time.

Usual setup: what helped or interfered

Support setup: what helped or interfered

Optional deeper thinking · Grades 6–8

Identify limitations of a two-trial experiment and plan how to gather fairer evidence without withholding support.

My Focus Formula

Write my formula

Choose whether to keep, change or stop the support. Preferences can vary from day to day.

For this task, I would choose...

Next time I want to test...

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Offer movement, quiet participation, sensory options and read-aloud directions as individualized choices.

Teacher facilitation

Keep trials low-stakes. Do not remove needed accommodations to create a comparison condition; compare two acceptable setups instead. Avoid public behavior charts.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.