

Discover How I Learn

A practical guide to getting ready, building skills, and growing independence.

Learner Name	
Learner ID	DHIL-SAMPLE
Age Band	Ages 9-12
Assessment Completed	Adult Assisted
Generated	8/17/2026

Professional Judgment

Use your professional judgment when reviewing and applying these suggestions. This learning plan is not formal medical, educational, or legal advice.

Privacy

Responses are processed only in this browser and are not saved by the app. If the report is saved electronically, use internal IDs rather than names or other identifying information.

What Your Responses Suggest

Today's Strengths

- Completed the assessment and shared useful information about learning.
- Can participate in choosing and reflecting on strategies.
- Has a growing foundation for noticing what makes learning easier.

What May Get in the Way

- Responses suggest that starting tasks may sometimes make learning harder.
- Responses suggest that remembering steps may sometimes make learning harder.
- Responses suggest that transitions may sometimes make learning harder.
- Responses suggest that emotional readiness may sometimes make learning harder.

Current Priorities

- Use Tap and Switch to support readiness before learning.
- Use Slow Down and Start to support readiness before learning.
- Practice Ready Count during manageable learning tasks.
- Reduce the amount of work needed to get started and make it more predictable.

Where to Start

Begin with the Get Ready recommendations before adding skill practice and independence goals.

What Independence Means

Independence means increasingly noticing, choosing, communicating, and using supports effectively. It does not mean removing supports that continue to help.

Environment Changes to Try

These options were selected from the response patterns in this assessment. Try only one or two changes at a time so it is easier to notice what helps.

- ☐ Provide an age-appropriate visual or written schedule that the learner can reference independently throughout the day.
- ☐ When feasible, reduce unnecessary room changes or allow transitions at a less crowded time when sensory load, endurance, or re-entry demands are significant.
- ☐ Cover unused portions of worksheets, boards, or screens and reveal information in smaller sections as needed.
- ☐ Offer a lower-distraction seat or workspace, including a study carrel or partition when useful, without isolating the learner unnecessarily.
- ☐ Use concise one- or two-step directions when multi-step verbal information overloads working memory. Add steps as the learner is ready.
- ☐ Pair spoken directions with written steps, icons, checklist cues, or another visual reference the learner can look back at.

What should we notice?

- ☐ The learner seemed more ready to learn.
- ☐ Starting became easier.
- ☐ Attention lasted longer.
- ☐ The learner requested or selected the change.
- ☐ The change was not helpful.

Learning Plan at a Glance

This page provides a quick overview of the strategies selected for this learning plan. Full directions are included on the following pages.

Get Ready

Tap and Switch

A brief, predictable back-and-forth rhythm can mark the end of one activity and the beginning of another.

Slow Down and Start

After recess, lunch, movement, or another active time, the learner may still feel ready for a faster pace than the next activity requires.

Build Skills

Ready Count

Repeatedly deciding when to start can use extra effort.

Two-Minute Opener

A short, time-limited trial can make starting feel more predictable.

If-Then Start Plan

An if-then plan connects one reliable cue with one small starting action.

Foster Independence

Learner-Owned Start Routine

A short familiar start routine may reduce uncertainty and help the learner begin without turning preparation into another long demand.

Typical time: 30–60 sec **Adult availability:** Helpful

Why this may help

A brief, predictable back-and-forth rhythm can mark the end of one activity and the beginning of another. It gives the learner one simple action to complete before looking at the first step of the new activity.

What is needed

Nothing is required. The learner may tap their own body or follow a back-and-forth visual pattern.

When to use it

Before switching from one subject, activity, location, or routine to another.

What to try

1. Pause at the transition and identify what activity is ending and what activity is beginning.
2. Choose a comfortable option. Tap one hand and then the other on your thighs or shoulders, or follow a back-and-forth visual pattern.
3. Continue for a few comfortable back-and-forth taps. Stop whenever you want.
4. Stop and look at the place, material, direction, or schedule for the next activity.
5. Name or identify the first small step.
6. Begin that first step.
7. If tapping does not help, skip it and use another familiar transition strategy.

Words the learner can use

- "I am finishing _____ and switching to _____."
- "I want to use the tapping routine."
- "My first step is _____."
- "Tapping is not the right strategy for me."

Make it easier

- Use only a few comfortable back-and-forth taps.
- Tap thighs instead of shoulders.
- Follow an adult's back-and-forth hand movement without touching the body.
- Have the adult point to the first step after the tapping ends.
- Use the same routine at one predictable transition each day.

Growing independence

The learner may begin to recognize an upcoming switch, start the routine, identify the new activity, and begin its first step. The learner may also choose another transition strategy when tapping is not helpful.

Adult guidance

- Teach the routine during a comfortable time before expecting it at a difficult transition.
- Do not touch the learner or move the learner's hands.
- Keep the tapping comfortable and brief. Faster is not better.
- Use the routine as a neutral transition support, not a correction directed at one learner.
- Make sure the first step of the new activity is clear when the tapping ends.

What you might notice after trying it

- The learner completes the switch with fewer repeated directions.
- The learner looks toward the next activity after the routine.
- The learner identifies or begins the first step.
- The learner communicates whether the tapping was helpful.
- The learner begins to start the routine before an adult prompts it.

Keep in mind: Tapping must be self-directed, gentle, and optional. Stop for pain, discomfort, unwanted attention, distress, or refusal. Use a visual or another familiar transition strategy whenever tapping is not a good fit.

Tap and Switch

GET READY

TRY THIS WHEN...

Try this before switching activities when a short movement might help you get ready for what comes next.

WHAT YOU NEED

Nothing. You can do this sitting or standing.

WHAT YOU MIGHT NOTICE

The short movement may help you pause between activities and get ready to switch. You may also notice that another transition strategy works better for you.

WHAT TO DO

1. Choose one: Knee Taps or Shoulder Taps.
2. Knee Taps: Touch your left knee with your right hand. Touch your right knee with your left hand. Keep switching sides up to 10 times.
3. Shoulder Taps: Touch your left shoulder with your right hand. Touch your right shoulder with your left hand. Keep switching sides up to 10 times.
4. Move at a comfortable speed.
5. When you finish, look at what comes next, find the first step, and begin.
6. If cross-body tapping is uncomfortable or difficult, choose another familiar transition strategy.

WHAT DID YOU LEARN?

Did the taps help you switch activities?

- ☐ Yes
- ☐ A little
- ☐ No
- ☐ I chose another strategy
- ☐ I'm not sure yet

Typical time: 30–60 sec **Adult availability:** Helpful

Why this may help

After recess, lunch, movement, or another active time, the learner may still feel ready for a faster pace than the next activity requires. Deliberately slowing one simple action can create a clear bridge to the first learning step.

What is needed

Nothing is required. Use one safe action that already belongs in the transition.

When to use it

After recess, lunch, physical activity, a busy transition, or another time when the learner wants help changing pace.

What to try

1. Identify the activity that is beginning and the first thing you will need to do.
2. Choose one simple transition action, such as walking to your seat, stretching, placing materials on the desk, opening a book, or sitting in your chosen position.
3. Complete that one action slowly and comfortably. You do not need to make your whole body still.
4. Stop and look at the first learning step.
5. Begin the first step at a workable pace.
6. Notice whether slowing one action helped you feel more ready, made no difference, made the transition harder, or is hard to tell.
7. Keep the routine, change the action, or choose another familiar way to get ready.

Words the learner can use

- "I need one slow action before I start."
- "I am going to slowly ____."
- "Now my first step is ____."
- "Slowing down did not help me this time."

Make it easier

- Slow only one hand movement, such as placing a pencil on the desk.
- Have an adult quietly name the first learning step.
- Use the same slow action at the same transition each day.
- Use a seated or non-movement action.
- Begin with a very short learning step after the slow action.

Growing independence

The learner may begin to notice when a change of pace would help, select a familiar slow action, and start the next task with less adult direction. Independence does not require the learner to remain slow or still throughout learning.

Adult guidance

- Use this as a transition bridge, not as a demand to control movement or appear calm.
- Do not turn slow movement into a punishment, public correction, or test of compliance.
- Choose an action that naturally leads to the first learning step.
- Respect safe movement that continues to help the learner during work.
- If the routine does not help, offer another familiar readiness strategy.

What you might notice after trying it

- The learner completes one slow transition action.
- The learner identifies the first learning step.
- The learner starts with fewer repeated directions.
- The learner evaluates whether changing pace helped.
- The learner begins to choose the transition action independently.

Keep in mind: Use only safe, comfortable actions and maintain required supervision. Stop or adapt for pain, dizziness, balance concerns, fatigue, distress, or refusal. Follow established health and mobility plans.

Slow Down and Start

GET READY

TRY THIS WHEN...

Try this after recess, lunch, movement, or another active time when you are getting ready to switch to learning.

WHAT YOU NEED

Nothing.

WHAT YOU MIGHT NOTICE

Slowing one movement may make it easier to switch from an active time to learning. The goal is not to make your body move slowly. The goal is to discover whether changing your movement speed helps you make the transition.

WHAT TO DO

1. Choose one simple action.
2. Do it slowly and comfortably. You might: walk slowly to your workspace, do one slow stretch, slowly get your materials ready, or use another familiar slow movement.
3. Stop when you reach your learning space.
4. Find the first thing you need to do.
5. Begin that step. If slow movement does not work for you, choose another familiar transition strategy.

WHAT DID YOU LEARN?

Did slowing one movement help you switch to learning?

- ☐ Yes
- ☐ A little
- ☐ No
- ☐ I chose another strategy
- ☐ I'm not sure yet

Typical time: <30 sec **Adult availability:** Helpful

Why this may help

Repeatedly deciding when to start can use extra effort. A learner-controlled count creates one predictable cue that leads directly to an already chosen first action.

What is needed

An already chosen first small task. No other materials are required.

When to use it

After the first action is clear and immediately before beginning it.

What to try

1. Choose the exact first small action before using the count.
2. Choose a short count that feels comfortable, such as 1-2-3. The learner owns the count and may change it.
3. Decide whether to count aloud, silently, with fingers, or with a small finger or desk tap that you choose.
4. Begin the count when you choose. An adult may count with you only if that is helpful and agreed.
5. When the count ends, complete the chosen first small action.
6. Notice whether the count helped you start, made no difference, made starting harder, or you are not sure.
7. Keep the count, change it, or choose another starting strategy.

Words the learner can use

- "My first action is ____."
- "I want to use my Ready Count."
- "I will count silently."
- "The count did not help me this time."

Make it easier

- Use a count of two or three.
- Have an adult count with the learner with the learner's permission.
- Pair each number with a small finger or desk tap chosen by the learner.
- Use the same count with the same starting action.
- Practice during an easy start before using it for difficult work.

Growing independence

The learner may begin to choose the first action, initiate the count privately, and evaluate whether it helps. The count remains learner-controlled even when adult reminders decrease.

Adult guidance

- Never count at the learner as a warning, threat, consequence, or public command.
- Do not begin the count before the learner knows the first action.
- The learner may change the count, count silently, or choose another strategy.
- Breathing, stillness, eye contact, and a particular body position are not required.
- Keep the cue private when public attention would make starting harder.

What you might notice after trying it

- The learner identifies the first action before counting.
- The learner starts when their chosen count ends.
- The learner uses the count with less adult involvement.
- The learner communicates when the count is not useful.
- The cue remains neutral and predictable.

Keep in mind: Stop using the count if it feels threatening, urgent, shaming, or distressing. Never use it during a safety crisis or as a countdown to a consequence. Use another familiar start support instead.

Ready Count

BUILD SKILLS

TRY THIS WHEN...

Try this when you already know your first step but need a simple cue to help yourself begin.

WHAT YOU NEED

Nothing.

WHAT YOU MIGHT NOTICE

A predictable cue may make it easier to move from thinking about starting to actually beginning. The count belongs to you. It should never be used by someone else as a warning, threat, or countdown to a consequence.

WHAT TO DO

1. Decide what your first action will be.
2. Make sure the action feels small and clear.
3. Choose your own starting count. For example: 3... 2... 1... start.
4. Count quietly to yourself, use your fingers, point to numbers, or use another private cue.
5. When you reach the end of your count, begin the first action you already chose.
6. If you are not ready, stop and figure out what is getting in the way. You can change or skip the count whenever you want.

WHAT DID YOU LEARN?

Did your Ready Count help you begin?

- ☐ Yes
- ☐ A little
- ☐ No
- ☐ I needed another kind of cue
- ☐ I'm not sure yet

Typical time: 1–2 min **Adult availability:** Helpful

Why this may help

A short, time-limited trial can make starting feel more predictable. The learner agrees to work for a brief period and then completes an honest check-in, with a real choice about what happens next.

What is needed

A clearly chosen first small task and an optional timer with a quiet, accessible signal.

When to use it

Before a task that feels difficult to start or when a short trial would make the work feel more manageable.

What to try

1. Choose the first small task before starting the timer.
2. Agree on a short work period. Two minutes is one option, but a shorter period may be used.
3. Agree in advance that the learner may stop and check in when the time ends.
4. Start the timer if one is helpful. Begin with the agreed starting action, then continue with the next manageable step if there is time and you are ready.
5. When the time ends, stop for a brief check-in. Do not automatically continue past the agreed point.
6. Choose what happens next: stop as agreed, continue for another short period, request help, change the task size, or use another support.
7. Notice whether the short trial made starting easier, harder, about the same, or not sure.

Words the learner can use

- "I can try for two minutes or a shorter time."
- "When the time ends, I want to check in."
- "I want to stop as we agreed."
- "I can continue for another short period."

Make it easier

- Use 30 seconds or one minute.
- Have an adult work quietly alongside the learner.
- Use a visual timer or silent signal.
- Choose a smaller first action before starting.
- Practice with an easier task so the learner experiences an honest stop and check-in.

Growing independence

The learner may begin to choose the trial length, start the timer, complete the check-in, and decide whether to continue, stop, or request support. Independence depends on trusting that the agreed stopping point will be honored.

Adult guidance

- The offer to stop must be real. Do not turn the trial into a hidden demand to complete the whole task.
- Do not judge effort, productivity, handwriting, accuracy, or attitude during the brief trial.
- Avoid using the timer as pressure, a countdown warning, or a consequence.
- Honor the learner's decision to stop without a lecture or loss of future access to the strategy.
- Offer another short trial later only as a genuine choice.

What you might notice after trying it

- The learner begins the agreed first action.
- The trial remains within the agreed time.
- The learner completes the check-in.
- The learner chooses an appropriate next step.
- Trust in the routine supports future starts.

Keep in mind: Use a timer signal that is comfortable and accessible. Stop immediately if the timer or work period increases distress, urgency, panic, or refusal. Follow established support and safety plans.

Two-Minute Opener

BUILD SKILLS

TRY THIS WHEN...

Try this when you know what to do but starting a hard or low-interest task still feels difficult.

WHAT YOU NEED

Your work and a timer if one is helpful.

WHAT YOU MIGHT NOTICE

Knowing that you only need to try for a short, agreed amount of time may make starting feel easier. The stopping point matters. A Two-Minute Opener should never secretly turn into "now finish the whole thing."

WHAT TO DO

1. Find the first small step.
2. Choose a short amount of time to try. You might start with two minutes or less.
3. Agree on when you will stop and check in.
4. Start the timer and begin your first step.
5. When the agreed time ends, stop and check in. Ask yourself: Can I continue? Do I need a break? Does the task need to change? Do I need help?
6. Choose what happens next.

WHAT DID YOU LEARN?

Did a short starting time make it easier to begin?

- ☐ Yes
- ☐ A little
- ☐ No
- ☐ I needed a different amount of time
- ☐ I'm not sure yet

Typical time: <30 sec **Adult availability:** Helpful

Why this may help

An if-then plan connects one reliable cue with one small starting action. The decision is made ahead of time, so the cue can remind the learner what to do without requiring another large decision in the moment.

What is needed

One predictable cue and one learner-approved first action.

When to use it

For a recurring task, transition, routine, or another start that happens under similar conditions.

What to try

1. Choose one recurring situation where starting is often difficult.
2. Identify a cue that happens clearly and predictably, such as when the bell rings, when the timer ends, when materials are placed on the desk, or when a backpack reaches its usual place.
3. Choose one small starting action that can happen immediately after the cue.
4. Say or think the plan: "If _____ happens, then I will _____."
5. Practice the cue and action during a comfortable time.
6. Use the plan during the real routine for several trials.
7. Review the plan. Keep it if it helps, make the cue clearer, make the action smaller, or choose another strategy.

Words the learner can use

- "If _____ happens, then I will _____."
- "My cue needs to be clearer."
- "My starting action is still too big."
- "This plan helps me remember how to start."

Make it easier

- Create only one plan.
- Use a cue that happens by itself and is easy to notice.
- Offer two small starting actions for the learner to choose from.
- Practice the cue and action together before the real task.
- Have an adult give one neutral cue reminder while the plan is new.

Growing independence

The learner may begin to create, test, and revise if-then plans, recognize when a cue is too vague, and make the starting action smaller. The plan supports independence by carrying the reminder, not by removing helpful supports.

Adult guidance

- Use a predictable cue, not surveillance, a behavior warning, or a public correction.
- The learner helps select the cue and action and may revise the plan.
- If the plan fails, examine whether the cue was unclear or the action was too large before assuming the learner did not try.
- Do not create many plans at once.
- Keep cues private when public attention would interfere with starting.

What you might notice after trying it

- The learner notices the cue.
- The learner completes the connected first action.
- The learner identifies when the cue or action needs revision.
- The plan works across several trials.
- Adult reminders decrease as the cue becomes familiar.

Keep in mind: The cue must remain neutral, respectful, and appropriate for the setting. Stop or revise any cue that causes distress, public attention, confusion, or fear of a consequence.

If-Then Start Plan

BUILD SKILLS

TRY THIS WHEN...

Try this when you do the same kind of learning activity often and want a predictable reminder for how to start.

WHAT YOU NEED

A familiar cue and one small starting action.

WHAT YOU MIGHT NOTICE

A familiar cue can help remind you what to do without someone repeatedly telling you to start. Your If-Then Plan should work for you. It can be changed whenever it stops being useful.

WHAT TO DO

1. Choose something that regularly happens before you need to begin. That is your IF. For example: IF I open my math folder...
2. Choose one small action you will do next. That is your THEN. THEN I look at the first problem.
3. Put the two together: IF _____ happens, THEN I _____.
4. Practice using the plan.
5. If the plan stops helping, change the cue or starting action.

WHAT DID YOU LEARN?

Did your If-Then Plan help you start with fewer reminders?

- ☐ Yes
- ☐ A little
- ☐ No
- ☐ I want to change my plan
- ☐ I'm not sure yet

Typical time: 30–60 sec Adult availability: Helpful

Why this may help

A short familiar start routine may reduce uncertainty and help the learner begin without turning preparation into another long demand.

What is needed

A learner-designed sequence with no more than three brief actions, a visible first step, needed materials, and adult help that remains available.

When to use it

Before familiar academic work, after a transition, or when the learner wants a predictable way to begin.

What to try

1. Choose the routine with the learner during a calm time. Keep only actions that directly support beginning.
2. Use a short sequence such as get what I need, find the first step, begin the first small action.
3. Make the sequence accessible through words, pictures, gestures, objects, or AAC as preferred.
4. Before work, the learner checks the routine and chooses the amount of adult support needed.
5. Complete the preparation quickly. Do not expand the routine into extra organizing, compliance, or readiness demands.
6. Begin the chosen first small step. Adult support may continue during the start.
7. After several uses, ask whether the routine should stay the same, become shorter, change, or be used only for certain tasks.

Words the learner can use

- "My start routine is get ready, find the first step, and begin."
- "I need help with the first step today."
- "I want to change part of my routine."
- "I do not need this routine for this task."

Make it easier

- Use only two or three actions.
- Keep the first step very small.
- Use the same sequence for one familiar task first.
- Let the learner choose the support level.
- Remove any step that delays starting.

Growing independence

The learner may move from adult-led preparation toward using and revising a familiar start sequence. Independence includes requesting adult help and continuing to use a routine that works.

Adult guidance

- Keep the routine learner-designed, brief, and revisable.
- Do not make it a rigid prerequisite or hidden demand.
- Provide help at the level requested.
- Do not remove a successful routine simply because it is used independently.
- If information is stored electronically, save only the selected routine steps, not task details, names, or open-ended notes.

What you might notice after trying it

- The learner locates the first step more predictably.
- Preparation remains brief.
- The learner begins with the selected support level.
- The learner changes or skips the routine when it does not fit.
- Adult reminders decrease without removing useful support.

Keep in mind: Stop or revise if the routine becomes rigid, punitive, too long, inaccessible, or a condition for receiving help. Do not remove adult support that remains useful.

My Start Routine

FOSTER INDEPENDENCE

TRY THIS WHEN...

Use this before familiar work when a short, predictable way to begin helps you get started.

WHAT YOU NEED

A short start routine that you helped choose, a visible first step, and the materials you need.

WHAT YOU MIGHT NOTICE

A familiar start routine may make beginning feel more predictable. Being independent can include using a routine that works and asking for help when you need it.

WHAT TO DO

1. Check your short start routine. Keep it to two or three actions.
2. A routine might be: get what I need, find the first step, begin one small action.
3. Choose how much help you need today. You can start on your own, ask for a reminder, or ask someone to help with the first step.
4. Complete the preparation quickly so the routine does not become another big task.
5. Begin the first small step.
6. After you have used the routine several times, decide whether you want to keep it, make it shorter, change it, or use it only for certain tasks.

WHAT DID YOU LEARN?

How did your start routine work today?

- ☐ I used it on my own
- ☐ I used it with a reminder
- ☐ I needed help starting
- ☐ I want to change part of it
- ☐ I didn't need it today

CHECK IN

Strategy Reflection

Student's Name	
Support Staff Name	
Strategy	

1. Did this strategy help you learn?

☐ It worked really well. I'd like to keep using it.	☐ It helped.
☐ I'm still figuring it out.	☐ It wasn't helpful for me.
☐ I didn't try it.	

2. How did you use this strategy?

☐ I needed someone to do it with me.	☐ I needed some help.
☐ I only needed a reminder.	☐ I did it on my own.

3. When did you use this strategy?

☐ Before learning	☐ During learning
☐ After I started having trouble	☐ I didn't use it

4. What did you notice?

☐ Learning felt easier.	☐ I felt calmer.
☐ I felt more ready to learn.	☐ I was able to focus longer.
☐ I got started more easily.	☐ I stayed with my work longer.
☐ I finished my work more easily.	☐ I didn't notice much difference.

5. Would you like to keep using this strategy?

☐ Yes	☐ Maybe
☐ No	

30-DAY CHECK IN

Looking Back at My Strategies

Tap and Switch

☐ Keep using it.

☐ Practice it more.

☐ Try a different strategy.

Slow Down and Start

☐ Keep using it.

☐ Practice it more.

☐ Try a different strategy.

Ready Count

☐ Keep using it.

☐ Practice it more.

☐ Try a different strategy.

Two-Minute Opener

☐ Keep using it.

☐ Practice it more.

☐ Try a different strategy.

If-Then Start Plan

☐ Keep using it.

☐ Practice it more.

☐ Try a different strategy.

Learner-Owned Start Routine

☐ Keep using it.

☐ Practice it more.

☐ Try a different strategy.

What I Learned About Myself

☐ I found a strategy that really helps me learn.

☐ I learned when I need to use my strategies.

☐ I can use some strategies more independently.

☐ I discovered a different strategy may work better for me.

My Next Learning Goal

WE'D LOVE TO HEAR FROM YOU

Share Your Feedback

Please share your feedback on the *Discover How I Learn* tool. Let us know what worked well, what was confusing, and what could be improved. Your feedback will help us make the tool more useful for students, educators, therapists, and families.



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