|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The Guess and Checker** | | | | | |
| **Task** | **Estimated Time** (to do task) | **Actual Time** (to do task) | **Compare**  (Circle one) | | **Why?** |
|  |  |  | Under-estimate | Over-estimate |  |
|  |  |  | Under-estimate | Over-estimate |  |
|  |  |  | Under-estimate | Over-estimate |  |
|  |  |  | Under-estimate | Over-estimate |  |
|  |  |  | Under-estimate | Over-estimate |  |
|  |  |  | Under-estimate | Over-estimate |  |
|  |  |  | Under-estimate | Over-estimate |  |

Task Initiation Chart

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Task | Expected Initiation Time | Actual Initiation Time | Difference | Met Expectation | Did Not Meet Expectation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Totals |  |  | Average Difference | Number of times expectation met | Number of times expectation not met |
|  |  |  |  |  |  |

**Notes on Task Initiation Tools**

**Guess and Checker**

The Guess and Checker can be used to determine how accurate your child’s estimation of his or her own preparation time actually is. This can be used for a day or a few days. Using the tools requires your child to focus on the reality of his performance so as not to operate from a vague sense of how much time he uses. This information can provide a baseline for the time frames you establish in the strategic plan.

**Task Initiation Chart**

This chart can be used when working on starting a task in response to a cue (“It is time to put your dishes away and start on your homework in ten minutes.”)

Before using this chart, have a conversation with your child about the importance of getting started on assignments in a timely manner. Determine which tasks will be the focus of this strategy (starting homework on time, preparing all materials for next day). Then, come to an agreement with your child as to how much preparation time is reasonable to be truly ready for the different tasks. Use the information collected using *The Guess and Checker* tool to inform your discussion about appropriate goals for the chart. Preparation may include getting out all of the necessary materials (including worksheets, books, instructions, writing utensils, paper) opening a book to the correct page, or opening the correct application or webpage.

Provide a specific expectation time with each cue, such as, “You have five minutes to get started on your work.” Getting started means beginning work on the first item or problem, not just having everything ready.

Provide a highly visual clock or timer for your child as a reminder of the passage of time. (“You will start when the clock on the wall says 4:30” or “I have set the timer for a 5 minute countdown starting now.”)

Depending on age and maturity, either you or your child can record the initiation time for each of the tasks being monitored. The chart above can be used as a daily or a weekly chart, depending on the number of tasks required of him.

Determine the entry for the *Difference* column based on the tool used for timing. For each technique below, positive numbers demonstrate success while negative numbers indicate too much time.

* If using a countdown timer, record the number of minutes and seconds prior to or beyond the expected start time that your child actually started work.
* If using a stopwatch to measure time passage (counting up), subtract the total time on the stop watch from the expected time.
* If using a clock, subtract the beginning time from the end time to get the passage of time. Then, subtract the passage of time from the expected time.