

150 Tries to avoid situations, assignments, responsibilities

1. Identify a peer to act as a model for the student to imitate appropriate participation, performance of assignments, or acceptance of responsibilities.
2. Have the student question any directions, explanations, and instructions not understood.
3. Give the student assignments and responsibilities he/she will enjoy performing (e.g., teacher assistant, line leading, chores in the classroom, etc.). Gradually introduce less desirable assignments and responsibilities as the student demonstrates success.
4. Follow a less desirable activity with a more desirable activity, requiring the student to complete the first in order to perform the second.
5. Make certain the student understands that leaving the classroom may only be done at regularly scheduled intervals (e.g., during recess, break time, lunch, class changes, etc.).
6. Provide the student with many academic and social successes.
7. Assess the appropriateness of the social setting in relation to the student's ability to function successfully (i.e., do not place the student with peers who are threatening to him/her).
8. Program alternative activities for the student to perform or engage in if he/she has difficulty performing assigned activities. Gradually remove the alternative activities as the student demonstrates success.
9. Allow the student to leave the classroom to get materials from his/her locker, use the restroom, go to the nurse's office, go to the counselor's office, etc., after assignments are completed or responsibilities are fulfilled.
10. Provide the student with positive feedback that indicates he/she is successful, competent, important, valuable, etc.
11. Have the student record and chart his/her own appropriate behavior (e.g., participating in classroom activities, performing assignments, taking care of responsibilities, etc.).
12. Make certain that reinforcement is not inadvertently given for complaints of physical discomfort (e.g., allowing the student to leave the room, avoid assignments, leave school, etc.).
13. Seek student input in planning the curriculum, extracurricular activities, etc.
14. Reduce the emphasis on competition. Repeated failure may cause the student to avoid situations, assignments, or responsibilities.
15. Provide the student with a selection of assignments and require the student to choose a minimum number from the total amount (e.g., present the student with ten academic tasks from which six must be finished each day).
16. Explain to the student that work not done during work time must be done during other times (e.g., recreational time, break time, after school, etc.).
17. Give the student a preferred responsibility to be performed at various times throughout the day.
18. Present assignments and responsibilities in the most attractive and interesting manner possible.
19. Interact frequently with the student in order to maintain his/her involvement in assignments, responsibilities, etc.
20. Make the necessary adjustments in the environment to prevent the student from experiencing stress, frustration, anger, etc., as much as possible.
21. Allow the student to attempt something new in private before doing so in front of others.

22. Identify variables in the environment which cause the student to avoid situations, assignments, or responsibilities; and reduce or remove these variables from the environment.

23. Vary the student's assignments and responsibilities in order that the student does not get tired of doing the same things.

24. Limit the number of assignments and responsibilities for which the student is responsible and gradually increase the number as the student demonstrates the ability to get things done on time.

25. Make certain the student has all the necessary materials in order to get assignments and responsibilities done on time.

26. Do not accept excuses. The student must understand that, regardless of the reasons, it is necessary that he/she takes responsibility for not turning in a math assignment, losing pencils, etc.

27. Carefully consider those things the student may be trying to avoid. If something unpleasant is causing the student to pretend to be sick, do all you can to change the situation.

28. Give the student a special job to do after completing his/her work (e.g., collecting math papers, passing out materials, sharpening pencils, etc.).

29. Deliver directions in a supportive rather than threatening manner (e.g., "Please turn in your math paper." rather than "You had better turn in your math paper or else!").

30. Sit down with the student and discuss a list of assignments, responsibilities, etc., that he/she needs to do.

31. Assist the student in performing responsibilities. Gradually require the student to independently assume more responsibility as he/she demonstrates success.

32. Schedule the student's work and responsibilities around highly enjoyable activities (e.g., the student may go to recess after the math assignment is finished).

33. Go with the student or have someone else accompany the student to those things he/she may be trying to avoid. Gradually decrease the length of time you or someone else stays with the student.

34. Make positive comments about school and the importance of school.

35. Set aside time each day for everyone in the classroom to care for belongings.

36. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult and (b) if the length of time scheduled to complete the task is appropriate.

37. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.

38. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for appropriate behavior at school.

39. Write a contract with the student specifying what behavior is expected (e.g., participating, performing assignments, or taking responsibilities) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

40. Reinforce the student for participating, performing assignments, or taking responsibilities based on the length of time the student can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.

41. Reinforce those students in the classroom who are participating, performing assignments, or taking responsibilities.

42. Speak to the student to explain: (a) what he/she is doing wrong (e.g., complaining, asking to leave the room, etc.) and (b) what he/she should be doing (e.g., reporting legitimate discomfort or needs).

43. Establish classroom rules:

1. Work on task.
2. Work quietly.
3. Remain in your seat.
4. Finish task.
5. Meet task expectations.

Reiterate rules often and reinforce students for following rules.

44. Determine if physical discomfort is being used as an excuse to escape situations and that it is not the result of a medical problem, neglect, or abuse.

45. Reinforce the student for participating, performing assignments, or taking responsibilities: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

A Reminder: Do not "force" the student to participate in any activity.