

## 124 Has little or no interaction with teachers

1. Give the student the responsibility of acting as a teacher's assistant for an activity (e.g., holding up flash cards, demonstrating the use of equipment, etc.).
2. Give the student the responsibility of tutoring another student.
3. Be certain to greet or recognize the student as often as possible (e.g., greet in the hallways or cafeteria, welcome to class, acknowledge a job well done, call the student by name, etc.).
4. Request that the student be the leader of a small group activity if he/she possesses mastery of skills or an interest in that area.
5. Have the student run errands which will require interactions with teachers (e.g., delivering attendance reports, taking messages to other teachers, etc.).
6. Interact with the student from a distance, gradually decreasing the distance until a close proximity is achieved.
7. Arrange for one-to-one, teacher/student interactions.
8. Use an alternative form of communication (e.g., puppet).
9. Provide the student with many social and academic successes.
10. Create situations in which the student must interact (e.g., handing completed assignments to the teacher, delivering a message to a teacher, etc.).
11. Identify a peer to act as a model for the student to imitate appropriate interaction with teachers.
12. Encourage the student to question any directions, explanations, and instructions not understood.
13. Evaluate the appropriateness of expecting the student to communicate needs to teachers.
14. Maintain mobility throughout the classroom in order to determine the student's needs.
15. Offer the student assistance frequently throughout the day.
16. Make certain that directions, explanations, and instructions are delivered on the student's ability level.
17. Structure the environment in order that the student is not required to communicate all needs to teachers (e.g., make certain the student's tasks are on his/her ability level, be sure instructions are clear, and maintain frequent interactions with the student in order to ensure success).
18. In order to detect the student's needs, communicate with the student as often as opportunities permit.
19. Demonstrate accepting behavior and interest in the student's needs (e.g., willingness to help others, making criticisms constructive and positive, demonstrating confidentiality in personal matters, etc.).
20. Communicate to the student that he/she is a worthwhile individual.
21. Call on the student often in order to encourage communication.
22. Teach the student communication skills (e.g., hand raising, expressing needs in written and/or verbal form, etc.).
23. Encourage the student to communicate needs to other personnel in the educational environment (e.g., school counselor, school psychologist, principal, etc.).
24. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and find solutions to the problem.
25. Recognize the student's attempts to communicate needs (e.g., facial expressions, gestures, inactivity, self-deprecating comments, etc.).

**26.** Teach the student appropriate positive verbal greetings (e.g., "Hi." "How are you doing?" "Good to see you." "Haven't seen you in a long time." etc.).

**27.** Teach the student appropriate positive verbal requests (e.g., "Please pass the paper." "May I be excused?" "Will you please help me?" etc.).

**28.** Teach the student appropriate positive ways to verbally indicate disagreement (e.g., "Excuse me." "I'm sorry, but I don't think that's correct." etc.).

**29.** Model for the student appropriate positive verbal greetings, requests, and indications of disagreement.

**30.** Teach the student appropriate verbalization for problem resolution as an alternative (e.g., "Let's talk about it." "Let's compromise." "Let's see what would be fair for both of us." etc.).

**31.** Require the student to practice positive verbal communications with an identified number of teachers throughout the school day.

**32.** Make certain that all teachers interact with the student on a regular basis and use positive verbal communications when speaking to him/her.

**33.** Require the student to interact with several adults (e.g., run errands, request materials, etc.) in order to increase the opportunities for communication with adults.

**34.** Teach the student appropriate ways to communicate to teachers that a problem exists (e.g., "I don't understand the directions." "I couldn't complete my assignment." "I can't find all of my materials." etc.).

**35.** Identify teachers with whom the student most often interacts in order to make certain that they model appropriate verbal communications for the student.

**36.** Spend some time each day talking with the student on an individual basis about his/her interests.

**37.** Teach the student skills in maintaining positive conversations with teachers (e.g., asking questions, listening while the other person speaks, making eye contact, head nodding, making comments which relate to what the other person has said, etc.).

**38.** Help the student become aware of his/her tone of voice when greeting, requesting, and/or disagreeing by calling attention to inappropriate voice inflections for the situation.

**39.** Determine an individual(s) in the school environment with whom the student would most want to converse (e.g., custodian, librarian, resource teacher, principal, older student, etc.). Allow the student to spend time with the individual(s) each day.

**40.** Pair the student with an outgoing student who engages in conversation with teachers on a frequent basis.

**41.** Deliver directions in a supportive rather than a threatening manner (e.g., "Please finish your math paper before going to recess." rather than "You had better finish your math paper or else!").

**42.** Do not criticize. When correcting the student, be honest yet supportive. Never cause the student to feel badly about himself/herself.

**43.** Treat the student with respect. Talk in an objective manner at all times.

**44.** Be careful to avoid embarrassing the student by giving him/her orders, demands, etc., in front of others.

**45.** Maintain trust and confidentiality with the student at all times.

**46.** Spend individual time with the student. Do not give more attention to students who are more outgoing.

**47.** Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they may reinforce the student at home for interacting with teachers at school.