

101 Fails to perform assignments independently

1. Establish classroom rules:

1. Work on task.
2. Work quietly.
3. Request assistance when needed.
4. Remain in your seat.
5. Finish task.
6. Meet task expectations.

Reiterate rules often and reinforce students for following rules.

2. Reinforce those students in the classroom who communicate needs to others when necessary.

3. Reinforce the student for communicating needs to others based on the number of times he/she can be successful. Gradually increase the number of times required for reinforcement as the student demonstrates success.

4. Write a contract with the student specifying what behavior is expected (e.g., asking for teacher assistance when necessary) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

5. 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 communicating needs to others when necessary at school.

6. Identify a peer to act as a model for the student to imitate communication of needs to others.

7. Encourage the student to question any directions, explanations, and instructions not understood.

8. Evaluate the appropriateness of expecting the student to communicate needs to others when necessary.

9. Maintain mobility throughout the classroom in order to determine the student's needs.

10. Offer the student assistance frequently throughout the day.

11. Make certain that directions, explanations, and instructions are delivered on the student's ability level.

12. Structure the environment in order that the student is not required to communicate all needs to others (i.e., make certain the student's tasks are on his/her ability level, be sure that instructions are clear, and maintain frequent interactions with the student in order to ensure success).

13. In order to detect the student's needs, communicate with the student as often as opportunities permit.

14. Demonstrate accepting behavior (e.g., willingness to help others, making criticisms constructive and positive, demonstrating confidentiality in personal matters, etc.).

15. Communicate to the student an interest in his/her needs.

16. Communicate to the student that he/she is a worthwhile individual.

17. Call on the student often in order to encourage communication.

18. Teach the student communication skills (e.g., hand raising, expressing needs in written and/or verbal forms, etc.).

19. Encourage communication skills in the classroom.

20. Communicate your own personal needs and feelings to the student.

21. Encourage the student to communicate needs to other personnel in the educational environment (e.g., school counselor, school psychologist, principal, etc.).

22. 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.

23. Teach the student to communicate needs in an appropriate manner (e.g., raise hand, use a normal tone of voice when speaking, verbally express problems, etc.).

24. Recognize the student's attempts to communicate needs (e.g., facial expressions, gestures, inactivity, self-depreciating comments, etc.).

25. Have the student interact with a peer in order to encourage him/her to communicate needs to others. Gradually increase the number of peers the student interacts with as he/she demonstrates success in communicating needs to others.

26. Pair the student with a nonthreatening peer, a peer with similar interests and ability level, etc.

27. Give the student responsibilities in the classroom in order to increase the probability of communication (e.g., passing out materials, collecting lunch money, collecting schoolwork, etc.).

28. Give the student responsibilities in the classroom that require communication (e.g., peer tutor, group leader, teacher assistant, etc.).

29. Have the student keep a chart or graph representing the number of assignments performed independently.

30. Assess the degree of task difficulty in comparison with the student's ability to perform the task.

31. Assign the student shorter tasks (e.g., modifying a 20-problem math activity to 4 activities of 5 problems each, to be done at various times during the day). Gradually increase the number of problems as the student demonstrates success.

32. Present the task in the most interesting manner possible.

33. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or quiet place away from distractions, etc.). This is to be used as a means of reducing stimuli and not as a form of punishment.

34. Allow the student additional time to complete assignments when working independently.

35. Encourage the student to ask for clarification of directions for assignments.

36. Provide the student with step-by-step written directions for assignments.

37. Allow the student to perform alternative assignments. Gradually introduce more components of the regular assignments until those assignments are routinely performed.

38. Explain to the student that work not done during work time will have to be done during other times (e.g., break time, recreational time, after school, etc.).

39. Maintain consistency of expectations while keeping expectations within the ability level of the student.

40. Maintain consistency in daily routine.

41. Work a few problems with the student on an assignment in order to serve as a model and help the student begin a task.

42. Reinforce the student for beginning, working on, and completing assignments.

43. Provide the student with a selection of assignments and require him/her to choose a minimum number of assignments to perform independently (e.g., present the student with 10 academic tasks from which six must be finished that day).

44. Communicate clearly with the student the length of time he/she has to complete the assignment and when the assignment should be completed. The student may want to use a timer in order to complete tasks within a given period of time.

45. Specify exactly what is to be done for the completion of the task (e.g., indicate definite starting and stopping points, indicate the minimum requirements, etc.).

46. Reinforce the student for performing assignments independently.

47. Speak to the student to explain: (a) what the student is doing wrong (e.g., asking for teacher assistance when not necessary) and (b) what the student should be doing (e.g., asking for teacher assistance when necessary).

48. Reinforce the student for communicating needs to others when necessary: (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.).