

## 107 Is reluctant to attempt new assignments or tasks

1. Present the task in the most interesting and attractive manner possible.
2. Maintain mobility in order to provide assistance to the student.
3. Structure time units in order that the student knows exactly how long he/she has to work and when the work must be finished.
4. Provide the student with more than enough time to finish an activity, and decrease the amount of time as the student demonstrates success.
5. Give directions in a variety of ways in order to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).
6. Have the student repeat the directions orally to the teacher.
7. Give a signal (e.g., clapping hands, turning lights off and on, etc.) before giving verbal directions.
8. Provide the student with a predetermined signal when he/she is not beginning a task (e.g., verbal cue, hand signal, etc.).
9. Tell the student that directions will only be given once.
10. Rewrite directions at a lower reading level.
11. Deliver verbal directions in a more basic way.
12. Help the student with the first few items on a task and gradually reduce the amount of help over time.
13. Follow a less desirable task with a highly desirable task, making the completion of the first necessary to perform the second.
14. Provide the student with shorter tasks given more frequently.
15. Provide the student with a schedule of daily events in order that he/she knows exactly what and how much there is to do in a day. (See Appendix for Schedule of Events.)
16. Prevent the student from becoming overstimulated by an activity (e.g., frustrated, angry, etc.).
17. Specify exactly what is to be done for the completion of a task (e.g., definite starting and stopping points, a minimum requirement, etc.).
18. Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).
19. Provide the student with a selection of assignments, requiring him/her to choose a minimum number from the total (e.g., present the student with ten academic tasks from which six must be finished that day).
20. Start with a single problem and add more problems to the task over time.
21. Reduce the emphasis on competition (e.g., academic or social). Fear of failure may cause the student to refuse to attempt new assignments/tasks.
22. Provide the student with self-checking materials in order that he/she may check work privately, thus reducing the fear of public failure.
23. Have the student attempt the new assignment/task in a private place (e.g., carrel, "office," quiet study area, etc.).
24. Have the student practice a new skill (e.g., jumping rope, dribbling a basketball, etc.) alone, with a peer or the teacher before the entire group attempts the activity.
25. Provide the student with the opportunity to perform the assignment/task in a variety of ways (e.g., on tape, with a calculator, orally, etc.).
26. Allow the student to perform a new assignment/task in a variety of places in the building (e.g., resource room, library, learning center, etc.).

**27.** Provide the student with a sample of the assignment/task which has been partially completed by a peer or teacher (e.g., book report, project, etc.).

**28.** Do not require the student to complete the assignment/task in one sitting.

**29.** Allow the student the option of performing the assignment/task at another time (e.g., earlier in the day, later, on another day, etc.).

**30.** Deliver directions/instructions before handing out materials.

**31.** Make certain that the student has all the materials needed in order to perform the assignment/task.

**32.** Have the student paraphrase to the teacher what should be done in order to perform the assignment/task.

**33.** Explain to the student that work not done during work time will have to be made up at other times (e.g., at recess, before school, after school, during lunch time, etc.).

**34.** Teach the student direction-following skills: (a) listen carefully, (b) ask questions, (c) use environment cues, (d) rely on examples provided, and (e) wait until directions are given before beginning.

**35.** Provide the student with optional courses of action to prevent total refusal to obey teacher directives.

**36.** Allow the student to perform alternative versions of a new assignment. Gradually introduce more components of the regular assignments until those can be performed successfully.

**37.** Have the student act as a peer tutor to teach another student a concept he/she has mastered. This can serve as reinforcement for the student.

**38.** Provide practice in new assignments or tasks by using a computer software program that gives the student immediate feedback.

**39.** Make certain the student has mastery of concepts at each level before introducing a new skill level.

**40.** Have the student time activities in order to monitor his/her own behavior and accept time limits.

**41.** Communicate clearly to the student when it is time to begin.

**42.** Have the student maintain a record (e.g., chart or graph) of his/her performance in attempting new assignments/tasks.

**43.** Reduce distracting stimuli (e.g., place the student on the front row, provide a carrel or "office" space away from distractions, etc.). This is used as a means of reducing distracting stimuli and not as a form of punishment.

**44.** Structure the environment in such a way as to provide the student with increased opportunities for help or assistance.

**45.** Assign a peer or volunteer to help the student begin a task.

**46.** Assess the quality and clarity of directions, explanations, and instructions given to the student.

**47.** Have the student question any directions, explanations, and instructions not understood.

**48.** 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.

**49.** 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 attempting a new assignment/task at school.

**50.** Write a contract with the student specifying what behavior is expected (e.g., attempting a new assignment/task) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

**51.** Reinforce the student for attempting a new assignment/task within the length of time he/she can be successful. Gradually decrease the amount of time to begin the task in order to be reinforced as the student demonstrates success.

**52.** Reinforce those students in the classroom who attempt a new assignment/task.

**53.** Speak with the student to explain: (a) what the student is doing wrong (e.g., not attempting a new task) and (b) what the student should be doing (e.g., asking for assistance or clarification, following directions, starting on time, etc.).

**54.** Reinforce the student for attempting a new assignment/task: (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.).