

## 99 Does not perform or complete classroom assignments during class time

**1.** Reinforce the student for attempting and completing classroom assignments during class time: (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.).

**2.** Speak with the student to explain: (a) what the student is doing wrong (e.g., not completing assignments) and (b) what the student should be doing (e.g., completing assignments during class).

**3.** Establish classroom rules:

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

Reiterate rules often and reinforce students for following rules.

**4.** Reinforce the student for attempting and completing assignments based on the amount of work he/she can successfully complete. Gradually increase the amount of work required for reinforcement as the student demonstrates success.

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

**6.** Have the student keep a chart or graph representing the number of class assignments completed.

**7.** Evaluate the appropriateness of the task to determine: (a) if the task is too difficult, and (b) if the length of time scheduled for the task is appropriate.

**8.** Assign a peer to help the student with class assignments.

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

**10.** Assign the student shorter tasks (e.g., modify 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 over time.

**11.** Present tasks in the most attractive and interesting manner possible.

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

**13.** Interact frequently with the student in order to maintain involvement with class assignments (e.g., ask the student questions, ask the student's opinion, stand close to the student, seat the student near the teacher's desk, etc.).

**14.** Allow the student additional time to complete class assignments.

**15.** Supervise the student during class assignments in order to maintain on-task behavior.

**16.** Deliver directions orally in order to increase the probability of the student's understanding of class assignments.

**17.** Repeat directions in order to increase the probability of the student's understanding.

**18.** Encourage the student to ask for clarification of directions for classroom assignments.

**19.** Follow a less desirable task with a highly desirable task, making the completion of the first necessary to perform the second.

**20.** Give directions in a variety of ways to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).

**21.** Provide the student with step-by-step written directions for doing class assignments.

**22.** Make certain the student understands the natural consequences of failing to complete assignments (e.g., students who do not finish their work are not allowed to do more desirable activities).

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

**24.** 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.).

**25.** Take steps to deal with student refusal to perform an assignment in order that the rest of the group will not be exposed to contagion (e.g., refrain from arguing with the student, place the student at a carrel or other quiet place to work, remove the student from the group or classroom, etc.).

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

**27.** Allow the student the option of performing the assignment at another time (e.g., earlier in the day, later, on another day, or at home).

**28.** Provide the student with a selection of assignments and require 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.).

**29.** Maintain consistency in daily routine.

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

**31.** Reinforce the student for beginning, staying on, and completing assignments.

**32.** 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 completing assignments at school.

**33.** Identify a peer to act as a model for the student to imitate appropriate completion of assignments.

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

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

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

**37.** Communicate clearly to the student the length of time he/she has to complete the assignment.

**38.** Communicate clearly to the student when the assignment should be completed.

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

**40.** Structure time units in order that the student knows exactly how long he/she has to work and when to be finished.

**41.** Provide the student with more than enough time to finish an activity, and decrease the amount of time as the student demonstrates success.

**42.** Have the student repeat the directions orally to the teacher.

**43.** Rewrite directions at a lower reading level.

**44.** Provide the student with shorter tasks given more frequently.

**45.** 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 Daily Events.)

**46.** Prevent the student from becoming over-stimulated by an activity (e.g., frustrated, angry, etc.).

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

**48.** Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).

**49.** Provide clearly stated directions in written or verbal form (i.e., make the directions as simple and concrete as possible).

**50.** Interact frequently with the student in order to help him/her follow directions for the assignments.

**51.** Provide alternatives for the traditional format of directions (e.g., tape record directions, summarize directions, directions given by peers, etc.).

**52.** Practice direction-following skills on nonacademic tasks (e.g., recipes, games, etc.).

**53.** Reduce directions to steps (e.g., give the student each additional step after completion of the previous step).

**54.** Make certain the student achieves success when following directions.

**55.** Reduce the emphasis on early completion. Hurrying to complete assignments may cause the student to fail to follow directions.

**56.** Have the student use a timer in order to complete tasks within a given period of time.

**57.** Present one assignment at a time. As each assignment is completed, deliver reinforcement along with the presentation of the next assignment.

**58.** Establish assignment rules:

1. Listen to directions.
2. Wait until all directions have been given.
3. Ask questions about anything not understood.
4. Make certain you have all necessary materials.
5. Begin assignment when you are certain about what to do.

Reiterate rules often and reinforce students for following rules.

**59.** Allow the student access to pencils, pens, etc., only after directions have been given.

**60.** Make certain that the student is attending to the teacher when directions are given (e.g., making eye contact, hands free of writing materials, looking at assignment, etc.).

**61.** Maintain visibility to and from the student in order to make certain the student is attending. The teacher should be able to see the student and the student should be able to see the teacher, making eye contact possible at all times.

**62.** Along with the student, chart those assignments that have been completed in a given period of time.

**63.** Reduce the emphasis on academic and social competition. Fear of failure may cause the student to not want to complete the required number of assignments in a given period of time.

**64.** Have the student complete assignments in a private place (e.g., carrel, "office," quiet study area, etc.) in order to reduce the anxiety of public failure.

**65.** Provide the student with the opportunity to perform assignments in a variety of ways (e.g., on tape, with a calculator, orally, etc.).

**66.** Have the student explain to the teacher what should be done in order to perform the assignments.

**67.** Make it pleasant and positive for the student to ask questions about things he/she does not understand. Reinforce the student by assisting, congratulating, praising, etc.

**68.** Provide the student with quality material to perform the assignment (e.g., pencil with eraser, paper, dictionary, handwriting sample, etc.). Be certain that the student has only the necessary material on his/her desk.

**69.** Make certain the student is not required to learn more information than he/she is capable of at any one time.