

105 Does not perform academically at his/her ability level

NOTE: Make certain that the academic programming is appropriate for the student's ability level.

1. Assess student performance in a variety of ways (e.g., have the student give verbal explanations, simulations, physical demonstrations, etc.).
2. Give shorter assignments, but give them more frequently. Increase the length of the assignments as the student demonstrates success.
3. Structure the environment in such a way as to provide the student with increased opportunity for help or assistance on academic or homework tasks (e.g., provide peer tutors, seat the student near the teacher or aide, etc.).
4. Provide the student with clearly stated written directions for homework in order that someone at home may be able to provide assistance.
5. Teach the student study skills.
6. Reduce distracting stimuli (e.g., place the student in 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.
7. Interact frequently with the student to monitor task performance.
8. Have the student maintain a chart representing the number of tasks completed and the accuracy rate of each task.
9. Provide time at school for the completion of homework if homework assigned has not been completed or has resulted in failure. (The student's failure to complete homework assignments may be the result of variables in the home over which he/she has no control.)
10. Assess the quality and clarity of directions, explanations, and instructions given to the student.
11. Teach the student note-taking skills.
12. Assess the appropriateness of assigning homework to the student.
13. Teach the student direction-following skills: (a) listen carefully, (b) ask questions, (c) use environmental cues, (d) rely on examples provided, etc.
14. Identify resource personnel from whom the student may receive additional assistance (e.g., librarian, special education teacher, other personnel with expertise or time to help, etc.).
15. Establish a level of minimum accuracy which will be accepted as a level of mastery.
16. Deliver reinforcement for any and all measures of improvement.
17. Mastery should not be expected too soon after introducing new information, skills, etc.
18. Provide the student with self-checking materials, requiring correction before turning in assignments.
19. Should the student consistently fail to complete assignments with minimal accuracy, evaluate the appropriateness of tasks assigned.
20. Provide instruction and task format in a variety of ways (e.g., verbal instructions, written instructions, demonstrations, simulations, manipulatives, drill activities with peers, etc.).
21. If the student has difficulty completing homework assignments with minimal accuracy, provide a time during the day when he/she can receive assistance at school.
22. Make certain the assignments measure knowledge of content and not related skills such as reading or writing.
23. Have assignments read to the student.
24. Have the student respond to tasks orally.

25. Have the assignments tape recorded, allowing the student to listen to questions as often as necessary.

26. Provide the student with opportunities for review prior to grading assignments.

27. Teach the student to practice basic study skills (e.g., reading for the main idea, note taking, summarizing, highlighting, studying in a good environment, using time wisely, etc.). (See Appendix for various study skill areas.)

28. Arrange a time for the student to study with a peer tutor before completing a graded assignment.

29. Provide multiple opportunities for the student to learn the information covered by assignments (e.g., films, visitors, community resources, etc.).

30. Allow the student to respond to alternative assignment questions (e.g., more generalized questions that represent global understanding).

31. Provide parents with information regarding appropriate ways in which to help their child with homework (e.g., read directions with the student, work a few problems together, answer questions, check the completed assignment, etc.).

32. Modify instruction to include more concrete examples in order to enhance student learning.

33. Monitor student performance in order to detect errors and determine where learning problems exist.

34. Reduce the emphasis on competition. Students who compete academically and fail to succeed may cease to try to do well and do far less than they are able.

35. Allow/require the student to make corrections after assignments have been checked the first time.

36. Maintain consistency in assignment format and expectations so as not to confuse the student.

37. Provide the student with evaluative feedback for assignments completed (i.e., identify what the student did successfully, what errors were made, and what should be done to correct the errors).

38. Provide adequate repetition and drill to assure minimal accuracy of assignments presented (i.e., require mastery/minimal accuracy before moving to the next skill level).

39. It is not necessary to grade every assignment performed by the student. Assignments may be used to evaluate student ability or knowledge and provide feedback. Grades may not need to be assigned until mastery/minimal accuracy has been attained.

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

41. Allow the student to put an assignment away and return to it at a later time if he/she could be more successful.

42. Have the student practice an assignment with the teacher, aide, or peer before performing the assignment for a grade.

43. Monitor the student's performance of the first problem or part of the assignment in order to make certain the student knows what is expected.

44. Provide frequent interactions and encouragement to support the student's confidence and optimism for success (e.g., make statements such as "You're doing great." "Keep up the good work." "I'm really proud of you." etc.).

45. Build varying degrees of difficulty into assignments in order to insure the student's self-confidence and at the same time provide a challenge (e.g., easier problems are intermingled with problems designed to measure knowledge gained).

46. Work the first few problems of an assignment with the student in order to make certain that he/she knows what to do, how to perform the assignment, etc.

47. Modify academic tasks (e.g., format, requirements, length, etc.).

48. Provide the student with clearly stated step-by-step directions for homework in order that someone at home may be able to provide assistance.

49. Make certain that homework relates to concepts already taught rather than introducing a new concept.

50. Allow the student to perform alternative versions of the assignments. Gradually introduce more components of the regular assignments until those can be performed successfully.

51. 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.

52. 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.

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

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

55. Identify the student's most efficient learning mode and use it consistently to increase the probability of understanding.

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

57. 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.

58. 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 improving his/her academic task and homework performance.

59. Write a contract with the student specifying what behavior is expected (e.g., completing an assignment with ___% accuracy) and what reinforcement will be made available when the terms of the contract have been met.

60. Reinforce those students in the classroom who show improvement on academic task and homework performance.

61. 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.

62. Speak to the student to explain: (a) what the student is doing wrong (e.g., performing below his/her ability level, failing assignments, etc.) and (b) what the student should be doing (e.g., improving his/her academic task and homework performance).

63. Reinforce the student for improving academic task and homework performance: (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.).

Please note: If the student continues to fail in spite of the above interventions and is not being served by special education personnel, he/she should be referred for consideration for special education services.