

104 Does not remain on task

1. Evaluate the auditory and visual stimuli in the classroom in order to determine the level of stimuli to which the student can respond in an appropriate manner.
2. Reduce auditory and visual stimuli to a level at which the student can successfully function. Gradually allow auditory and visual stimuli to increase as the student demonstrates that he/she can successfully tolerate the increased levels.
3. Seat the student so that he/she experiences the least amount of auditory and visual stimuli.
4. Provide the student with a quiet place in which to work where auditory and visual stimuli are reduced. This is used to reduce distracting stimuli and not as a form of punishment.
5. Seat the student away from those peers who create the most auditory and visual stimulation in the classroom.
6. Provide the student with a carrel or divider at his/her desk to reduce auditory and visual stimuli.
7. Make certain that all auditory and visual stimuli in the classroom are reduced as much as possible for all learners.
8. Provide the student with the opportunity to move to a quiet place in the classroom any time that auditory and visual stimuli interfere with the ability to function successfully.
9. Provide the student with earphones to wear if auditory stimuli interfere with the ability to function. Gradually remove the earphones as the student can more successfully function in the presence of auditory stimuli.
10. Allow the student to close the door or windows in order to reduce auditory and visual stimuli from outside of the classroom.
11. Remove the student from an activity until he/she can demonstrate appropriate on-task behavior.
12. Require the student to be productive in the presence of auditory and visual stimuli for short periods of time. Gradually increase the length of time the student is required to be productive as he/she becomes successful.
13. Provide the student with shorter tasks which do not require extended attention in order to be successful. Gradually increase the length of the tasks as the student demonstrates success.
14. Have the student engage in small group activities (e.g., free time, math, reading, etc.) in order to reduce the level of auditory and visual stimuli in the group. Gradually increase group size as the student can function successfully.
15. Model for the student appropriate behavior in the presence of auditory and visual stimuli in the classroom (e.g., continuing to work, asking for quiet, moving to a quieter part of the classroom, etc.).
16. Assign the student shorter tasks but more of them (e.g., modify a 20-problem math activity to 4 activities of 5 problems each, to be performed at various times during the day). Gradually increase the number of problems for each activity as the student demonstrates success.
17. Present tasks in the most attractive and interesting manner possible.
18. Assess the degree of task difficulty in relation to the student's ability to successfully perform the task.
19. Interact frequently with the student in order to maintain involvement in the activity (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.).
20. Provide the student with a timer to be used to increase the amount of time during which he/she maintains attention (e.g., have the student work on the activity until the timer goes off).

21. Provide the student with a predetermined signal (e.g., hand signal, verbal cue, etc.) when he/she begins to display off-task behaviors.

22. Structure the environment to reduce the opportunity for off-task behavior. Reduce lag time by providing the student with enough activities to maintain productivity.

23. Have the student work with a peer tutor in order to maintain attention to task.

24. Make certain the student has all necessary materials to perform assignments.

25. Make certain the student knows what to do when he/she cannot successfully perform assignments (e.g., raise hand, ask for assistance, go to the teacher, etc.).

26. Maintain visibility to and from the student. 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.

27. Make certain to recognize the student when his/her hand is raised in order to convey that assistance will be provided as soon as possible.

28. Teach the student how to manage time until the teacher can provide assistance (e.g., try the problem again, go on to the next problem, wait quietly, etc.).

29. 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.

30. 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.).

31. Make certain the student understands that work not done during work time must be completed at other times such as recess, free time, after school, etc.

32. Provide the student with increased opportunities for help or assistance on academic tasks (e.g., peer tutoring, directions for work, frequent interactions, etc.).

33. Identify the student's most efficient learning mode and use it consistently to increase the probability of understanding and remaining on task for longer periods of time.

34. Give the student one task to perform at a time. Introduce the next task only when the student has successfully completed the previous task.

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

36. Identify a peer to act as a model for the student to imitate on-task behavior.

37. 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 staying on task in the classroom.

38. Write a contract with the student specifying what behavior is expected (e.g., establish a reasonable length of time to stay on task) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

39. Reinforce the student for attending to task based on the length of time he/she can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.

40. Reinforce those students in the classroom who demonstrate on-task behavior.

41. 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.