

110 RUSHES THROUGH ASSIGNMENTS WITH LITTLE OR NO REGARD TO ACCURACY OR QUALITY OF WORK

1. Allow the student to perform schoolwork in a quiet place (e.g., study carrel, library, resource room, etc.) in order to reduce distractions.

2. Assign the student shorter tasks while increasing accuracy and quality expectations.

3. Supervise the student while he/she is performing schoolwork in order to monitor accuracy and quality.

4. Provide the student with clearly stated criteria for acceptable work.

5. Have the student read/go over schoolwork with the teacher in order that the student can become more aware of the accuracy and quality of his/her work.

6. Provide the student with samples of work which may serve as models for acceptable levels of accuracy and quality (e.g., the student is to match the quality of the sample before turning in the assignment).

7. Provide the student with additional time to perform schoolwork in order to achieve increased accuracy and quality.

8. Teach the student procedures for improving accuracy and quality of work (e.g., listen to directions, make certain directions are understood, work at an acceptable pace, check for errors, correct for neatness, copy the work over, etc.).

9. Recognize accuracy and quality (e.g., display student's work, congratulate the student, etc.).

10. Conduct a preliminary evaluation of the work, requiring the student to make necessary corrections before final grading.

11. Establish levels of expectations for accuracy and quality of performance and require the student to correct or repeat assignments until the expectations are met.

12. Provide the student with quality materials to perform the assignment (e.g., pencil with eraser, paper, dictionary, handwriting sample, etc.).

13. Make certain that all educators who work with the student maintain consistent expectations of accuracy and quality.

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

15. Assess student performance in a variety of ways (e.g., have the student give verbal explanations, simulations, physical demonstrations, etc.).

16. Give shorter assignments, but give them more frequently. Increase the length of assignments as the student demonstrates success.

17. Structure the environment in such a way as to provide the student with increased opportunities for help or assistance on academic or homework tasks (e.g., peer tutors, seat the student near the teacher or aide, etc.).

18. Provide the student with clearly stated written directions for homework in order that someone at home may be able to provide assistance.

19. Teach the student study skills.

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

21. Interact frequently with the student to monitor task performance.

22. Have the student maintain a chart representing the number of tasks completed and the accuracy rate of each task.

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

24. 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.)

25. Teach the student note-taking skills.

26. Assess the appropriateness of assigning homework to the student.

27. Teach the student direction-following skills: (a) listen carefully, (b) ask questions, (c) use environmental cues, (d) rely on examples provided, etc.

28. 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.).

29. Deliver reinforcement for any and all measures of improvement.

30. Mastery should not be expected too soon after introducing new information, skills, etc.

31. Provide the student with self-checking materials, requiring correction before turning in assignments.

32. Should the student consistently fail to complete assignments with minimal accuracy, evaluate the appropriateness of tasks assigned.

33. Provide instruction and task format in a variety of ways (e.g., verbal instructions, written instructions, demonstrations, simulations, manipulatives, drill activities with peers, etc.).

34. If the student has difficulty completing homework assignments with minimal accuracy, provide a time during the day when assistance can be given at school.

35. Make certain the assignments measure knowledge of content and not related skills such as reading or writing.

36. Have the student respond to tasks orally.

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

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

39. 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.).

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

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

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

43. 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.).

44. Modify instructions to include more concrete examples in order to enhance student learning.

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

46. 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.

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

48. 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).

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

50. 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).

51. 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.

52. 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).

53. Allow the student to put an assignment away and return to it at a later time if this helps the student be more successful.

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

55. Monitor the first problem or part of the assignment in order to make certain the student knows what is expected.

56. 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.).

57. 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).

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 the accuracy and quality of assignments at school.

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

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

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

62. Ask parents to set aside an established length of time each evening (e.g., 45 minutes, one hour, etc.) for homework rather than allowing the student to watch TV or play "as soon as the homework is finished."

63. Make certain that your comments take the form of constructive criticism rather than criticism that can be perceived as personal, threatening, etc. (e.g., instead of saying, "You always make the same mistake." say, "A better way to do that might be...").

64. Along with a directive, provide an incentive statement (e.g., "When you finish your work neatly, you may have free time." etc.).

65. Assign a peer to work with the student in order to provide an acceptable model for the student to imitate.

66. 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.

67. 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.

68. Write a contract with the student specifying what behavior is expected (e.g., improving the accuracy and quality of assignments) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

69. Reinforce those students in the classroom who turn in assignments which are accurate and of high quality.

70. Reinforce the student for improving the accuracy and quality of his/her work based on ability. Gradually increase the amount of improvement expected for reinforcement as the student demonstrates success.

71. 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 the student for following rules.

72. Speak with the student to explain: (a) what the student is doing wrong (e.g., turning in work which has spelling errors, work which has spacing errors, work that is illegible, etc.) and (b) what the student should be doing (e.g., taking time to check for spelling, spacing errors, etc.).

73. Reinforce conscientiousness in improving accuracy and quality of assignments (e.g., double checking spelling, proper positioning of letters, adequate spacing, etc.): (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.).