

## **If the student makes inappropriate comments or unnecessary noises in the classroom...**

Consider the following:

- Remove the student from the group or activity until he/she can demonstrate appropriate behavior and self-control.
- Write a contract with the student specifying what behavior is expected and what reinforcement will be made available when the terms of the contract have been met.
- Communicate with the parents in order to share information concerning the student's progress and so that they can reinforce the student at home for making appropriate comments at school.
- Evaluate the appropriateness of the task to determine:
  - If the task is too long
  - If the length of time scheduled for the task is appropriate
- Give student responsibilities in the classroom.
- Have student be the leader of a small group activity if he/she possesses mastery of skills or an interest in that area.
- Provide the student with a predetermined signal if he/she begins to make inappropriate comments or unnecessary noises.
- Call on the student when he/she is most likely to be able to respond correctly.
- Reinforce the student for raising his/her hand in order to be recognized.
- Make the student aware of the number of times he/she makes inappropriate comments and unnecessary noises.
- Do not inadvertently reinforce the student's inappropriate behavior by laughing when the student is silly, rude, etc.
- Do not force the student to interact with others.

## **If the student fights with other students or angers easily...**

Consider the following:

- Teach the student problem solving skills:
  - Identify the problem
  - Identify the goals and objectives
  - Develop strategies
  - Develop a plan of action
  - Carry out the plan
- Provide the student with positive feedback.
- Structure the environment to reduce opportunities for the student to become physically aggressive toward other students (seating arrangement, supervision, etc.).
- Maintain visibility to and from the student.
- Be mobile in order to be frequently near the student.
- Reduce activities, which might be threatening to the student (announcing test score ranges aloud, making students read aloud in class, emphasizing the success of a particular student (s)).
- Try various groupings in order to determine the situation in which the student is most likely to succeed socially.
- Make the necessary adjustments in the environment that will prevent the student from becoming over stimulated by peers.
- Reduce the emphasis on competition and perfection.
- Teach the student alternative ways to deal with situations which make him/her feel frustrated or angry.
- Prevent lag time from occurring when the student would be free to engage in inappropriate behavior.
- Make certain the student understands the natural consequences of hurting other students (less freedom, more restrictive environment, etc.).

## **If the student does not stay on task...**

Consider the following:

- Move seat away from distractions.
- Move seat nearer to authority.
- Pair the student with a stronger student when possible.
- Provide a tutor.
- Provide a timer to help the student set short periods of work.
- Provide a variety of types of work within the assignment.
- Provide a written checklist.
- Provide checklists of steps to be taken.
- Provide closure at points along the way.
- Provide feedback such as “assignments completed” checklist or charts.
- Provide immediate reinforcers and feedback.
- Provide a parent aide in classroom.
- Provide personal attention unexpectedly (before student requests it).
- Provide short-term objectives and a way to show that student is progressing.
- Provide time cues.
- Reduce the amount of work to be completed at a given time.
- Reduce distractions.
- Reinforce for attending behavior.
- Allow student to have a buddy to help.
- Be certain the student can see an end to the task.
- Chart progress and set goals for improvement.
- Face desk to wall or provide carrel (do not present as punishment).
- Help student see individual work as a sign of personal growth.
- Learn to keep moving at a pace, which precludes wandering.
- Take frequent time-out checks.

## **If the student has difficulty listening...**

Consider the following:

- Pre-teach (tell the students what they are about to learn).
- Present both auditory and visual directions.
- Provide a script of spoken presentation.
- Provide alternate media.
- Provide study guide.
- Provide visual aide.
- Reduce the number of new ideas introduced at one time.
- Relate to previous experience or something the student already knows.
- Repeat important points.
- Require a notebook. Use large envelopes or dividers for each subject.
- Stimulate or demonstrate.
- Become more concrete by using manipulatives or pictures.
- Build in appropriate opportunities for discussion.
- Directly point out relationships.
- Have student highlight with colored felt tip pens.
- Interject humor from time to time.
- Introduce material with a survey-question technique.
- Use a fill in the blank instructional technique.
- Vary mode of presentation.

## If the student has difficulty following directions...

Consider the following:

- Offer a choice within the framework of the activity (stick to the choice).
- Check and reinforce student's recording of assignments.
- Check frequently to be sure the student is following the material.
- Check student when lesson begins to make sure directions were understood.
- Demonstrate at the same time you give directions.
- Demonstrate steps as they are described.
- Group directions (leave pauses between steps so student can think through).
- Have student repeat step-by-step instructions as he/she takes them.
- Have student repeat directions to ensure understanding.
- Look directly at the student when giving directions.
- Make sure the student knows the expectations of the situation.
- Monitor closely as student begins.
- Move around the room more often and touch base with student.
- Present both auditory and visual directions.
- Provide a cue so student knows that class has started.
- Provide a written checklist.
- Remove extra words ("Please sit" rather than "Would you please sit down").
- Tape record directions of differing complexity and length for practice.

Write key points on the board while giving directions.