

Behavior-Specific Classroom Interventions

Behavior	Recommended Accomodation
Difficulty following a plan, despite strong goals	<ol style="list-style-type: none"> 1. Assist student in setting long-range goals, then break into realistic parts; 2. Use a questioning strategy to keep student focused (“<i>what do you need to do to be able to do this?</i>”); 3. Have student set clear timelines, and predict time needed for each step
Difficulty sequencing and completing steps to accomplish specific tasks	<ol style="list-style-type: none"> 1. Break up task into manageable steps; 2. Provide examples and specific steps to accomplish task
Shifting from one uncomplete activity to another without closure	Define requirements of a completed activity
Difficulty following through on instructions from others	<ol style="list-style-type: none"> 1. Gain student’s attention before giving directions, using alerting cues and accompanying oral with written directions; 2. Give one direction at a time, and quietly repeat directions to student after stated to class; ensure understanding by having student repeat instruction; 3. Do not present the command as a question or favor; 4. Place general operating methods and expectations on charts throughout room; 5. Make up job or work cards
Difficulty prioritizing from most to least important	<ol style="list-style-type: none"> 1. Prioritize assignments and activities; 2. Provide a model to help students, then post and refer to the model
Difficulty sustaining effort and accuracy over time	<ol style="list-style-type: none"> 1. Reduce assignment length and strive for quality; 2. Increase frequency of positive reinforcements
Difficulty completing assignments	<ol style="list-style-type: none"> 1. List and/or post (and say) all steps necessary to complete each assignment; 2. Reduce assignment into manageable sections with specific due dates; 3. Make frequent checks for work completion; 4. Arrange for the student to have the phone # of a “study buddy” in each subject area
Difficulty with any task that requires memory	<ol style="list-style-type: none"> 1. Combine seeing, saying, writing, and doing; 2. Teach memory techniques as a study strategy
Difficulty with test taking	<ol style="list-style-type: none"> 1. Allow extra time for testing; 2. Teach test-taking skills & strategies; 3. Allow students to be tested orally; 4. Use clear, readable and uncluttered test forms
Confusion from nonverbal cues (i.e., misreads body language, etc.)	<ol style="list-style-type: none"> 1. Directly teach what non-verbal cues mean; 2. Model and have student practice reading cues in safe setting
Confusion from written material	<ol style="list-style-type: none"> 1. Provide student with copy of reading material with main ideas underlined or highlighted; 2. Provide an outline of important points from

	<p>reading material;</p> <ol style="list-style-type: none"> 3. Teach outlining, main idea/details concepts; 4. Provide audio tape of text/chapter
Confusion from spoken material, lectures, & audiovisual material	<ol style="list-style-type: none"> 1. Provide student with copy of notes; 2. Allow peers to share carbon copy notes from presentation; 3. Provide framed outlines of presentations; 4. Encourage use of tape recorder; 5. Teach and emphasize key words
Difficulty sustaining attention to tasks or other activities (easily distracted)	<ol style="list-style-type: none"> 1. Reward attention; 2. Break up activities into small units, rewarding for timely accomplishments; 3. Use physical proximity & touch; 4. Use earphones &/or study carrels
Frequent messiness or sloppiness	<ol style="list-style-type: none"> 1. Teach organizational skills (assignment sheets/notebooks, consistent assignment and turn-in formats); 2. Give reward points for notebook checks & proper format; 3. Provide clear copies of worksheets and handouts and consistent format for worksheets; 4. Establish daily routine; 5. Arrange for peer organizational assistance; 6. Assist students to keep mat'ls in a specific place; 7. Be willing to repeat instructions
Poor handwriting	<ol style="list-style-type: none"> 1. Allow for scribe and grade content, not handwriting; 2. Allow for use of computer/typewriter; 3. Consider alternative methods for student response; 4. Don't penalize for mixing cursive and manuscript writing
Difficulty with fluency in handwriting	<ol style="list-style-type: none"> 1. Allow for shorter assignments; 2. Allow alternative method of production
Inappropriate responses in class often blurted out; answers given before questions completed	<ol style="list-style-type: none"> 1. Seat student in close teacher proximity; 2. State behaviors that you do want (rather than focusing on what student is doing wrong)
Agitation under pressure and competition	<ol style="list-style-type: none"> 1. Stress effort & enjoyment for self rather than competition with others; 2. Minimize timed activities; 3. Structure class for team effort and cooperation
Poor adult interactions; defies authority; manipulates (passively); hangs on	<ol style="list-style-type: none"> 1. Provide positive attention; 2. Talk with student individually about the inappropriate behavior, focusing on positive alternatives for desired results; 3. Remain calm, state infraction of rule & don't debate or argue with student; 4. Have pre-established consequences for misbehavior; 5. Administer consequences immediately & monitor proper behavior frequently; 6. Enforce classroom rules consistently;

	<ol style="list-style-type: none"> 7. Design discipline to “fit the crime”; 8. Avoid ridicule and criticism (avoid publicly reminding students on medication to “take their medicine”; 9. Reward more than you punish to reinforce appropriate behavior
Frequent self put-downs; poor personal care and posture; negative comments about self and others; low self-esteem	<ol style="list-style-type: none"> 1. Train student in self-monitoring; 2. Reinforce improvements; 3. Teach self-questioning strategies; 4. Allow opportunities for student to showcase their strengths; 5. Give positive recognition; 6. Reward more than you punish to build self-esteem; 7. Praise immediately any and all good behavior and performance; 8. Change rewards if not effective; 9. Find ways to encourage child; 10. Teach child to self-reward
Difficulty using unstructured time, recess, hallways, lunchroom, locker room, assembly & library	<ol style="list-style-type: none"> 1. Provide student with definite purpose during unstructured activities; 2. Encourage group games and participation
Losing things necessary for task or activities at school or home	<ol style="list-style-type: none"> 1. Help students organize, frequently monitoring student’s self-organization; 2. Provide positive reinforcement for good organization; 3. Provide student/families with list of needed materials and their locations
Poor use of time	<ol style="list-style-type: none"> 1. Teach reminder cues; 2. Tell student your expectations of what attention looks like; 3. Give time limits for small units of work with positive reinforcement for accurate completion; 4. Use a contract, time, etc. for self-monitoring

Material adapted from www.theteacherspot.com