

## Suggested Classroom Strategies & Modifications for Specific Behaviors

<b>Behavior Concern</b>	<b>Teaching Strategy (appropriate for all students)</b>	<b>Extended Accommodations (selected students)</b>
<b>Agitation under pressure &amp; completion</b> (athletic or academic)	Stress effort & enjoyment for self rather than completion; minimize timed activities; structure class for effort & cooperation	Teach self-talk; provide mediation card
<b>Attention seeking</b> (class clown)	Catch student being good & reward with praise; proximity control	Model appropriate attention getting behavior; involve student in lesson; strategic cooperative grouping
<b>Body language</b> (nonverbal cues)	Directly teach (tell students) what nonverbal cues mean; model & identify examples	Have student practice reading cues in a safe setting
<b>Careless errors</b>	Teach self monitoring strategies (COPS); have students proof when finished prior to turning in assignment	Guide student to work at a reasonable pace; mark errors with a dot for student's to correct; cue students to monitor own work; peer review
<b>Class disruption/interruption</b>	Reward appropriate behavior	Preferential seating; study carrel; cue student individually with prearranged signal; tangible objects; ask student to record interruptions
<b>Completing assignments</b>	List &/or post (& say) steps necessary to complete assignments; provide assignment into manageable sections with specific due dates & check for completion	Make frequent checks prior to due dates for assignment completion; arrange a "study buddy" with phone number for each subject; sign the student's agenda/notebook
<b>Fidgeting/squirming in seat</b>	Break tasks into small increments & give frequent praise	Allow movement when possible; provide an object to fidget with as long as it is appropriate & the student is on task; allow student to stand up if it is not distracting others
<b>Following a plan</b> (lacks follow through; unrealistic goals)	Assist with planning long range goals; break goals into realistic parts	Use a questioning strategy (what do you need to be able to do this? Keep asking that question until the student has reached an attainable goal. Have students set clear timelines. Provide a calendar with timelines.
<b>Following through on instructions from others</b>	Gain student's attention before giving directions; use alerting cues; accompany oral directions with written directions; place general methods of operation & expectations on charts around room; include in student notebook	Give one direction at a time; quietly repeat directions after they are given to the class; check for understanding by asking student to repeat directions
<b>Group behavior (team building)</b>	Teach behaviors needed to function in a group	Give student a job; consider leadership role; proximity control
<b>Handwriting</b>	Allow computer/word processor; accept any method of production	Scribe for longer writing assignments; grade for content not handwriting; consider alternative methods (oral report)
<b>Inappropriate verbal responses</b> (i.e., blurts out answers)	Clearly state & model expectations; reward students who follow procedures	Preferential seating; self monitoring; nonverbal cues predetermined with student
<b>Inattention</b> (day dreaming)	Get attention before giving directions; actively involve students in lesson; use nonlyrical music	Ask student to repeat expectations; cue students individually with prearranged signal
<b>Main idea</b> (from spoken sources)	Teach & emphasize key words (the following, the most important point...etc.)	Provide copy of presentation notes; peer notes; framed outlines of presentations; visual/auditory cues; audio recording of lectures
<b>Main idea</b> (from written sources)	Teach outlining, main idea/details	Provide copy of reading material with main ideas underlined; provide outline prior to reading & review; audio of text; notes with blanks
<b>Remaining seated</b>	Give opportunities to "move" in lesson; allow space to move	Arrange for peer helper with organization; assist student in keeping materials in a specific place

<b>Messiness or sloppiness</b>	Teach organization skills; daily/weekly/monthly assignment sheets; consistent way to turn in assignments; give reward pts for notebook checks; daily routine for what you want them to do; repeat expectations; table of contents posted in room	Assist student in prioritizing assignments & discuss order of work completion; ask students to rank assignments each day in a notebook
<b>Prioritizing from most to least important</b>	Prioritize assignments & activities (use think aloud to explain priority reasoning); provide a model to help students; post model; provide a rubric	Combine seeing, saying, writing & doing; student may need to sub vocalize to remember; provide word banks; cue student to use specific memory strategies; have student use note cards; have student use audio recording device
<b>Memory tasks</b>	Teach memory techniques as a study strategy (mnemonics, visualization, oral rehearsal, numerous repetitions); visual posting of academic information around room	Break task into workable & obtainable steps & provide feedback at the completion of each step
<b>Sequencing &amp; completing steps to accomplish specific tasks</b>	Break up task into workable & obtainable steps; provide examples & specific steps to accomplish task; provide a rubric	Assist student when moving from one activity to another; provide a "to do" list & check at completion of each item
<b>Shifting from one uncompleted activity to another without closure</b>	Define requirements of a completed activity (you are finished when you complete 6 problems; don't begin next task until finished); give students an example of completed activity;	Cue student to use specific study skill; check understanding & usage of study skills
<b>Study skills</b>	Teach study skills specific to subject (assignment calendar, text assignment, note taking, etc.); refer to assignment calendar often	Reward attention; break activities into smaller units; reward for timely accomplishments; use earphones &/or study carrels; quiet places; preferential seating
<b>Sustained attention</b>	Physical proximity & touch	Adjust assignment length & strive for quality (rather than quantity); increase frequency of positive reinforcement (catch student doing it right & let them know it).
<b>Sustaining accuracy over time</b>	Adjust assignment length & strive for quality (rather than quantity)	Alternative assessment method; computer/scribe; supervised study
<b>Takes too long (writing assignments)</b>	Reduce amount of writing	Teach hand signals when to talk
<b>Talking without permission</b>	Call on student to participate in lesson; reinforce listening; provide talking activity in lesson	Allow extra time for testing; oral testing; lined answer spaces; alternative assessments (observation, interview, etc.); write on test; mediation time prior to test
<b>Test taking</b>	Teach test taking skills & strategies; use clear readable & uncluttered test forms; allow ample space for student responses	Time limits for small units of work with reinforcement for accurate completion; contract; timer; self-monitoring
<b>Time management</b>	Teach reminder cues; teach expectations related to what paying attention should look like; proximity control	Specifically say & display lists of materials needed; post agenda; peer helper
<b>Transitions between activities</b>	Give advance warning of transitions; have specific locations for all materials; establish daily routine; give warning when deviating from routine	