

58 Is tired, listless, apathetic, unmotivated, not interested in school

1. Call on the student when he/she can answer successfully.
2. Avoid competition. Failure may cause the student to lose interest or not participate in school activities.
3. Allow the student more decision-making opportunities relative to class activities and assignments.
4. Present tasks in the most attractive and interesting manner possible.
5. Give the student responsibilities in the classroom (e.g., teacher assistant, peer tutor, group leader, etc.).
6. Provide a full schedule of daily events to keep the student actively involved. (See Appendix for Schedule of Daily Events.)
7. Provide the student with as many academic and social successes as possible.
8. Evaluate the appropriateness of the task in relation to the student's ability to perform the task successfully.
9. Determine the student's preferred activities, interests, etc., and incorporate them into the daily schedule, program, etc., at various points throughout the day.
10. Provide the student with "real-life" experiences from the environment. Have individuals from the work force (e.g., mechanic, draftsman, secretary, etc.) visit the class to relate the importance of school to work experiences that involve math, reading, writing, etc.
11. Show an interest in the student (e.g., acknowledge the student, ask the student's opinion, spend time working one-on-one with the student, etc.).
12. Investigate the possibility of the student being involved in the use of drugs or alcohol.
13. Do not criticize when correcting the student; be honest yet supportive. Never cause the student to feel badly about himself/herself.
14. Be careful to avoid embarrassing the student by giving the student orders.
15. Treat the student with respect. Talk in an objective manner at all times.
16. Make positive comments about school and the importance of school.
17. Allow the student to attempt something new in private before doing it in front of others.
18. Provide the student with frequent opportunities to meet new people.
19. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult and (b) if the length of time scheduled to complete the task is appropriate.
20. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.
21. 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 showing an interest in participating in school activities.
22. Write a contract with the student specifying what behavior is expected (e.g., showing an interest and participating in school activities) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)
23. Reinforce the student for showing an interest and participating in school activities 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.