

115 Does not complete assignments after receiving directions, instructions, etc.

1. Structure the environment in such a way as to provide the student with increased opportunities for help or assistance.
2. Reduce distracting stimuli (e.g., place the student on the front row, provide a carrel or "office" space away from distractions, etc.). This is used as a means of reducing distracting stimuli and not as a form of punishment.
3. Have the student maintain a record (e.g., chart or graph) of his/her performance in completing assignments.
4. Communicate clearly to the student the length of time he/she has to complete an assignment.
5. Have the student time assignments in order to monitor personal behavior and accept time limits.
6. Present the task in the most interesting and attractive manner possible.
7. Maintain mobility in order to provide assistance to the student.
8. Structure time units in order that the student knows exactly how long he/she has to work and when the work must be finished.
9. Provide the student with more than enough time to finish an activity and decrease the amount of time as the student demonstrates success.
10. Give directions in a variety of ways to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).
11. Have the student repeat the directions orally to the teacher.
12. Rewrite directions at a lower reading level.
13. Deliver verbal directions in a more basic way.
14. Provide the student with shorter tasks given more frequently.
15. Provide the student with a schedule of activities in order that he/she knows exactly what and how much there is to do in a day.
16. Prevent the student from becoming overstimulated by an activity (e.g., frustrated, angry, etc.).
17. Specify exactly what is to be done for the completion of the task (e.g., indicate definite starting and stopping points, indicate a minimum requirement, etc.).
18. Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).
19. Follow a less desirable task with a highly desirable task, making the completion of the first necessary to perform the second.
20. Provide the student with a selection of assignments, requiring the student to choose a minimum number from the total (e.g., present the student with ten academic tasks from which six must be finished that day).
21. Provide the student with a certain number of problems to do on an assignment, requiring the student to choose a minimum number from the total (e.g., present the student with ten math problems from which six must be completed).
22. Along with a directive, provide an incentive statement (e.g., "After your work is finished, you may play a game." etc.).
23. Use a timer to help the student know how much time he/she has to finish an assignment.
24. Reinforce those students in the classroom who complete assignments after receiving directions, instructions, etc.

25. Assess the quality and clarity of directions, explanations, and instructions the student does not understand.

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

27. Identify a peer to act as a model for the student to imitate appropriate completion of assignments after receiving directions, instructions, etc.

28. 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.

29. 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 completing assignments after receiving directions, instructions, etc., at school.

30. Write a contract with the student specifying what behavior is expected (e.g., following directions, meeting task expectations, completing assignments, etc.) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

31. Reinforce the student for completing assignments after receiving directions, instructions, etc., based on the length of time the student can be successful. Gradually decrease the length of time required for reinforcement as the student demonstrates success.

32. Assign a peer to work with the student and aid him/her in completing an assignment.

33. Establish classroom rules:

1. Work on task.
2. Remain in your seat.
3. Finish task.
4. Meet task expectations.
5. Raise your hand.

Reiterate rules often and reinforce students for following rules.

34. Speak to the student to explain: (a) what the student is doing wrong (e.g., not following directions when performing academic tasks) and (b) what the student should be doing (e.g., listening to directions, asking for clarification, taking notes, following one step at a time, etc.).

35. Reinforce the student for completing assignments after receiving directions, instructions, 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.).