

103 Does not prepare for assigned activities

1. Assign a peer to accompany the student to specified activities in order to make certain the student has the necessary materials.
2. Provide the student with a list of necessary materials for each activity of the day.
3. Provide the student with verbal reminders of materials required for each activity.
4. Provide time at the beginning of each day for the student to organize his/her materials (e.g., before school, during recess, at lunch, at the end of the day, etc.).
5. Act as a model for being prepared for assigned activities.
6. At the end of the day, remind the student when materials are required for specified activities for the next day (e.g., send a note home, give a verbal reminder, etc.).
7. Have the student establish a routine to follow before coming to class (e.g., check which activity is next, determine what materials are necessary, collect materials, etc.).
8. Have the student leave necessary materials at specified activity areas.
9. Provide the student with a container in which to carry necessary materials for specified activities (e.g., backpack, book bag, briefcase, etc.).
10. Assess the quality and clarity of directions, explanations, and instructions given to the student.
11. Provide the student with structure for all academic activities (e.g., specific directions, routine format for tasks, time units, etc.).
12. Minimize materials needed.
13. Provide the student with adequate time at school to prepare for assigned activities (e.g., supervised study time).
14. Make certain that failure to be prepared for assigned activities results in loss of the opportunity to participate in activities or a failing grade for that day's activity.
15. Assign a peer tutor to work with the student in order to prepare for assigned activities.
16. Reduce the number/length of assignments. Gradually increase the number/length of assignments as the student demonstrates success.
17. Specify exactly what is to be done for the completion of assignments (e.g., make definite starting and stopping points, determine a minimum requirement, etc.).
18. Allow natural consequences to occur when the student is unprepared for assigned activities (e.g., the student fails a test or quiz, work not done during work time must be completed during recreational time, etc.).
19. Ask the student why he/she is unprepared for assigned activities. The student may have the most accurate perception of the problem.
20. Communicate with parents or guardians in order to inform them of the student's homework assignments and what they can do to help him/her prepare for assigned activities.
21. Provide the student with written directions to follow in preparing for all assigned activities.
22. Provide the student with a written list of assignments to be performed each day and have him/her check each assignment as it is completed.
23. Provide individual assistance in order to help prepare for assigned activities (e.g., time set aside during the day, during study hall, after school, etc.).
24. Identify other personnel in the school who can assist the student in preparing for assigned activities (e.g., aide, librarian, other teachers, etc.).
25. Meet with parents to instruct them in appropriate ways to help the student with homework.

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26. Make certain the student is not required to learn more information than he/she is capable of at any one time.

27. Review, on a daily basis, those skills, concepts, tasks, etc., which have been previously introduced.

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

29. Identify a peer to act as a model for the student to imitate being prepared for assigned activities.

30. 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.

31. 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 being prepared for assigned activities at school.

32. Write a contract with the student specifying what behavior is expected (e.g., studying for tests or quizzes) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

33. Reinforce the student for being prepared for assigned activities based on the number of times he/she can be successful. Gradually increase the number of times required for reinforcement as the student demonstrates success.

34. Reinforce those students in the classroom who are prepared for assigned activities.

35. Establish classroom rules:

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

Reiterate rules often and reinforce students for following rules.

36. Speak to the student to explain: (a) what he/she is doing wrong (e.g., failing to study, complete assignments, bring materials to class, etc.) and (b) what the student should be doing (e.g., studying, completing assignments, bringing materials to class, etc.).

37. Reinforce the student for being prepared for assigned activities: (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.).