

Management Suggestions

If the Child Has Difficulty . . .

Starting an Activity

- Give a signal to begin working.
- Present work in small amounts.
- Explain the purpose of the assignment,
- Provide immediate feedback and encouragement.
- Use a digital timer and have the child estimate how long the assignment will take.

Staying on Task

- Remove all distractions from the work area.
- Place the child next to a peer who can help immediately.
- Employ color to highlight rote, repetitive work.
- Increase the frequency of reinforcement.
- Encourage eye contact.
- Build success into the task.
- Offer variety in tasks.

Staying Seated

- Make sure the child understands your expectations.
- Give a reward any time the child is sitting.
- Take a photo of the child sitting appropriately and cue the child, when necessary, by pointing to the photo.
- Move the child's seat or desk away from distractions and nearer the center of the room across from you.

Following Directions

- Give short, concrete directions.
- Provide examples (visual, auditory, and tactile).
- Repeat directions.
- Have the child repeat and explain the instructions before beginning.
- Team a peer who understands your directions with the child.

Working Independently

- Provide activities that are appropriate to the individual child's developmental level.
- Be certain the child can foresee an end to the task.
- Give brief, precise directions.

Management Suggestions continued

- Give frequent reinforcement; praise the child in front of peers for concentrating.
- Alternate short independent tasks with tasks on which you give assistance.
- Gradually require more independent work before giving help.

Calling Out

- Reward the child immediately for listening.
- Reinforce peers who do not call out.
- Point to a cue posted on the wall to remind the child not to interrupt. (The cue could be a picture of a smile or just a colored symbol. Explain the cue to the child privately prior to class.)
- Give the child an opportunity to be a leader.
- Provide small-group exercises in which the child has the opportunity to share.

Needing a Great Deal of Personal Attention

- Assign a peer or volunteer for support.
- Check with the child at the beginning of a lesson.
- Try to catch the child doing something right and draw attention to that.

Following Classroom Rules

- Post rules in the classroom where they can be reviewed daily. Illustrate the chart with photos of children in the class following the rules.
- Make the rules simple.
- Be consistent in your expectations and consequences for breaking the rules.
- Give each child a list of the rules, if needed. Set up a “contract” privately with the student, and help the student verbalize the rules.

Listening

- Provide visual models for the child to follow.
- Have the child repeat instructions aloud.
- Have the child sit in the front of the room or close to where you teach.

Remembering

- Use mnemonics to cue recall.
- Have the child repeat directions.
- Use songs, poems, and chants to enhance recall.
- Review activities periodically.
- Color code significant details.