

Suggested Accommodations for Specific Behaviors

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When you see this behavior	Try this accommodation
1. Difficulty following a plan (has high aspirations but lacks follow-through).	<ul style="list-style-type: none"> • Assist student in setting long-range goals. Break the goal into realistic parts. • Use a questioning strategy with the student; ask, What do you need to be able to do this? • Keep asking that question until the student has reached an obtainable goal. • Have student set clear timelines to what he needs to do to accomplish each step.
2. Difficulty sequencing and completing steps to accomplish specific tasks.	<ul style="list-style-type: none"> • Break up task into workable and obtainable steps. • Provide examples and specific steps to accomplish task.
3. Shifting from one uncompleted activity to another without closure.	<ul style="list-style-type: none"> • Define the requirements of a completed activity.
4. Difficulty following through on instructions from others.	<ul style="list-style-type: none"> • Gain student's attention before giving directions. Use alerting cues. Accompany oral directions with written directions. • Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. • Check for understanding by having the student repeat the directions.
5. Difficulty sustaining effort over time.	<ul style="list-style-type: none"> • Increase the frequency of positive reinforcements (catch the student doing it right and let him/her know it).
6. Difficulty with any task that requires memory.	<ul style="list-style-type: none"> • Combine seeing, saying, writing and doing; student may need to subvocalize to remember. • Teach memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, numerous repetitions).
7. Confusion from non-verbal cues (misreads body language, etc.).	<ul style="list-style-type: none"> • Directly teach (tell the student) what non-verbal cues mean.
8. Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details).	<ul style="list-style-type: none"> • Provide student with copy of reading material with main ideas underlined or highlighted. • Provide an outline of important points from reading material.
9. Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli).	<ul style="list-style-type: none"> • Reward attention; reward for timely accomplishment. • Use physical proximity and touch.
10. Low fluency or production of written material (takes hours on a 10 minute assignment).	<ul style="list-style-type: none"> • Allow for alternative methods for completing assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc. Reduce written requirements).
11. Apparent inattention (underachievement, daydreaming, not there).	<ul style="list-style-type: none"> • Get student's attention before giving directions (tell student how to pay attention, look at me while I talk, watch my eyes while I speak) Ask student to repeat directions. • Attempt to actively involve student in lesson (e.g., cooperative learning)

12. Difficulty participating in class without being interruptive; difficulty working quietly.	<ul style="list-style-type: none"> • Seat student in close proximity to the Catechist. • Reward appropriate behavior (catch them being good).
13. Inappropriate seeking of attention (clowns around, exhibits loud or exaggerated movement as attention seeking behavior, interrupts, butts into other children's activities, needles others).	<ul style="list-style-type: none"> • Show student (model) how to gain other's attention appropriately. • Catch the student when appropriate and reinforce.
14. Frequent excessive talking.	<ul style="list-style-type: none"> • Teach student hand signals and use to tell student when and when not to talk. • Make sure student is called when it is appropriate and reinforce listening.
15. Difficulty making transitions (from one activity to another) refuses to leave previous task; appears agitated during change.	<ul style="list-style-type: none"> • Program child for transitions. Give advance warning of when a transition is going to take place (now we are completing..., next we will...).
16. Difficulty remaining seated or in a particular position when required to.	<ul style="list-style-type: none"> • Give student frequent opportunities to get up and move around. Allow space for movement.
17. Frequent fidgeting with hands, feet or objects, squirming in seat.	<ul style="list-style-type: none"> • Break tasks down to small increments and give frequent positive reinforcements (this type of behavior is often due to frustration). • Allow alternative movement when possible.
18. Inappropriate responses in class often blurted out; answers given to questions before they have been completed.	<ul style="list-style-type: none"> • Seat student in close proximity to the Catechist so that visual and physical monitoring of student behavior can be done by the teacher. • State behavior that you do want (tell the student how you expect him to behave).
19. Agitation under pressure and competition.	<ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Structure class for team effort and cooperation.
20. Frequent involvement in physically dangerous activities without considering possible consequences.	<ul style="list-style-type: none"> • Anticipate dangerous situations and plan for in advance. • Stress Stop-Look-Listen. • Pair with responsible peer (rotate responsible students so that they don't wear out!).
21. Poor adult interactions. Defies authority. Sucks up. Hangs on.	<ul style="list-style-type: none"> • Provide positive attention. • Talk with student individually about inappropriate behavior (what you are doing is..., a better way of getting what you need or want is...).
22. Frequent self-putdowns, poor personal care and posture, negative comments about self and others, low self-esteem.	<ul style="list-style-type: none"> • Structure for success. • Train student for self-monitors, reinforcement improvements, teach self-questions strategies (What am I doing? How is that going to affect others?). • Allow opportunities for the student to show his strength. • Give positive recognition.

