

## Suggested Accommodations for Specific Behaviors

Sr. Barbara Cline, Director, Office of Catechesis, Diocese of Grand Rapids

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

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

