

Focusing individual student's attention:

1. Seat distractible students up close near the teacher, or among attentive, well-focused students.
2. Make direct eye contact with distractible students.
3. Use physical contact (i.e. a hand on the shoulder or back).
4. Use private signals or cues that have been arranged with a distractible student to help focus attention. Examples: When teacher points to his/her eyes, it means "look." Pointing to the teacher's ear means "listen." When the teacher points to and taps his/her chin, it means "watch my fact and pay attention."
5. Use a timer for some students who work well with a "beat the clock" system for work completion.
6. Use response costs and natural consequences for off-task behavior. Student might "owe you time" at the end of the day, before school, or for part of recess time.
7. Make use of study carrels or quiet office areas for seat work.
8. Provide a restless student with an opportunity to leave his/her seat for appropriate reasons (i.e. getting materials, running an errand).
9. Have student repeat directions orally to the teacher.
10. Provide student with shorter tasks given more frequently.
11. Assign a peer to work with the student and aide him/her in completing an assignment.
12. Initiate a Daily Tally Sheet with the student (see attached)
 - Set a daily point goal with the student. The daily goal should be set low initially to ensure success and reward small approximations of the desired behavior. The expectations should then be gradually increased. If the student reaches the on-task behavior goal, a daily reward should be given.
 - Set a weekly goal and reward. Again, the goal during the initial phase of the program should be set at a lower level to ensure success. The weekly goal can be increased as the student progresses.
 - Self-monitoring: both teacher and student complete daily tally sheet and then compare ratings.