

## 191 Is not responsible for appropriate care of personal property

**1.** Reinforce the student for appropriate care of personal property: (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.).

**2.** Speak to the student to explain: (a) what the student is doing wrong (e.g., failing to maintain organization or use materials appropriately) and (b) what the student should be doing (e.g., keeping inside of desk organized, organizing materials on top of desk, using materials as instructed, etc.).

**3.** Establish classroom rules:

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

Reiterate rules often and reinforce students for following rules.

**4.** Reinforce the student for appropriate care of personal property based on the length of time the student can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.

**5.** Write a contract with the student specifying what behavior is expected (e.g., organization and appropriate use of materials) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

**6.** 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 organization and appropriate use of materials at school.

**7.** Provide time at the beginning of each day for the student to organize his/her materials.

**8.** Provide the student with additional work space (e.g., a larger desk or table at which to work).

**9.** Assign a peer to work directly with the student to serve as a model for appropriate use and organization of materials.

**10.** Provide time at various points throughout the day for the student to organize his/her materials (e.g., before school, recess, or lunch; at the end of the day).

**11.** 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.

**12.** Provide storage space for materials the student is not using at any particular time.

**13.** Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or quiet place away from distractions, etc.). This is used as a means of reducing distracting stimuli and not as a form of punishment.

**14.** Interact frequently with the student in order to encourage organizational skills or appropriate use of materials.

**15.** Assign the student organizational responsibilities in the classroom (e.g., equipment, software materials, etc.).

**16.** Limit the student's use of materials (i.e., provide the student with only those materials necessary at any given time).

**17.** Act as a model for organization and appropriate use of work materials (e.g., putting materials away before getting more materials out, having a place for all materials, maintaining an organized desk area, following a schedule for the day, etc.).

**18.** Provide adequate time for the completion of activities.

19. Provide adequate transition time between activities for the student to organize himself/herself.
20. Establish a routine to be followed for organization and appropriate use of work (e.g., provide the routine for the student in written form or verbally reiterate often).
21. Supervise the student while he/she is performing schoolwork in order to monitor appropriate care of materials.
22. Allow natural consequences to occur as the result of the student's inability to organize or use materials appropriately (e.g., materials not maintained appropriately will be lost or not serviceable).
23. Assess the quality and clarity of directions, explanations, and instructions given to the student.
24. Assist the student in beginning each task in order to reduce impulsive behavior.
25. Provide the student with structure for all academic activities (e.g., specified directions, routine format for tasks, time units, etc.).
26. Give the student a checklist of materials necessary for each activity.
27. Minimize materials needed.
28. Provide an organizer for materials inside the student's desk.
29. Provide the student with an organizational checklist (e.g., routine activities and steps to follow).
30. Teach the student appropriate care of personal property (e.g., sharpening pencils, keeping books free of marks and tears, etc.).
31. Teach the student how to conserve rather than waste materials (e.g., amount of glue, paper, tape, etc., to use; putting lids, caps, and tops on such materials as markers, pens, bottles, jars, and cans; etc.).
32. Make certain that all personal property is labeled with the student's name.
33. Point out to the student that loaning personal property to other students does not reduce his/her responsibility for the property.
34. Teach the student appropriate ways to deal with anger and frustration rather than destroying personal property and school materials (e.g., pencils, pens, workbooks, notebooks, textbooks, etc.).
35. Teach the student to maintain care of personal property and school materials (e.g., keep property with him/her, know where property is at all times, secure property in locker, leave valuable property at home, etc.).
36. Provide the student with an appropriate place to store/secure personal property (e.g., desk, locker, closet, etc.) and require that the student store all property when not in use.
37. Teach the student that failure to care for personal property will result in the loss of freedom to maintain property (i.e., if the student cannot care for property the teacher(s) will hold all property).
38. Provide reminders (e.g., list of property or materials) to help the student maintain and care for personal property.
39. Limit the student's freedom to take property from school if he/she is unable to remember to return the items.
40. Provide the student with verbal reminders of personal property or materials needed for each activity.
41. Limit the student's opportunity to use school materials if he/she is unable to care for personal property.
42. Make certain that failure to have necessary materials results in loss of opportunity to participate in activities or a failing grade for that day's activity.
43. Reduce the number of materials for which the student is responsible. Increase the number as the student demonstrates appropriate care of property.

**44.** Teach the student safety rules in the handling of personal property and materials (e.g., pencils, scissors, compass; science, industrial arts, and home economics materials; etc.).

**45.** Teach the student the appropriate use of personal property and materials (e.g., scissors, pencils, compass; science, industrial arts, and home economic materials; etc.).

**46.** Require that lost or damaged property be replaced by the student. If the student cannot replace the property, restitution can be made by working at school.

**47.** Make certain that the student is not inadvertently reinforced for losing or damaging property. Provide the student with used or damaged materials, copies of materials, etc., rather than new materials.

**48.** Carefully consider the student's age and experience when expecting him/her to care for personal property.

**49.** Allow natural consequences to occur due to the student's inability to care for personal property (e.g., having to write with a crayon because the student lost his/her pencil, using free time to make up homework that was not turned in, etc.).

**50.** Be consistent when expecting the student to care for personal property. Do not allow the student to get out of caring for personal property one time and expect him/her to care for personal property the next time.

**51.** Make a list of written directions you want the student to follow (e.g., put away pencils and paper, hang up coat, put bookbag on the back of your chair, etc.).

**52.** Have the student do those things that need to be done when it is discussed instead of later (e.g., put the lunchbox up now instead of later so that it will not be missing at lunchtime, etc.).

**53.** Assist the student in performing responsibilities. Gradually require the student to independently assume more responsibility as he/she demonstrates success.

**54.** Require the student to care for personal property even though he/she "forgot" to do so at the established time.

**55.** Do not expect the student to pick up toys, games, materials, etc., that others failed to put away. Encourage everyone to pick up toys, games, materials, etc.

**56.** Do not put out additional toys, games, materials, etc., for the student if he/she is not able to care for the items he/she is using.

**57.** Provide shelving, containers, organizers, etc., for the student's personal possessions. Label the storage areas and require the student to keep possessions organized.

**58.** Limit the use of those things which the student is careless in using.

**59.** Set aside time each day for everyone in the room to care for personal property.