

Universal Academic Behavioral Intervention List

Before attempting interventions, fill out the academic enabler checklist to determine the skill deficit. After a minimum of 4 weeks of trying interventions for the skill(s) deficit, complete the checklist again to determine if the intervention worked.

Study Skills: Does not take legible notes; does not review notes or have a strategy for studying for tests or quizzes; does not elicit teacher help.

Possible Interventions

1. Check often for understanding/review
2. Design/write/use long-term assignment timelines
3. Teach a structured note-taking process
4. Preview & review lesson objectives
5. Provide accommodations for note-taking, such as: provide sets of 'guided notes' to students (notes which contain main headings and some key information but leave blanks where the student is to write in additional information); keep a master set of teacher course notes available for students to borrow to check against their own notes; get the permission of a student in the class with good note-taking skills to photocopy his or her notes and make them available (e.g., with weekly updates) for other students to review; or get into the routine of recording your own lectures and allow students to sign out those audiotapes for review.

Organization: Is late to class; has a messy locker; has a messy backpack; does not bring needed materials to class; transitions create more disorganization.

Possible Interventions

1. Buddy System: Pair off students. At the end of each class, instruct students briefly to check each other's organizers or notebooks to ensure that each has accurately and completely recorded assignments from the board.
2. Schedule Regular 'Clean Outs'
3. Teach the class a general system for organizing work and storing materials. Continue to reteach/reinforce this system throughout the year.
4. Set up fun, short 'bellringer' activities before class to motivate students to show up on time.

Independent Seat Work: Does not have necessary work materials for the assignment; is not on-task during the assignment at a level typical for students in the class; does not refrain from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.); does not recognize when he or she needs teacher assistance; does not take care in completing work as evidenced by the quality of the finished Assignment.

Possible Interventions

1. Develop self-monitoring strategies
2. Develop behavior plan with motivating incentives
3. Create a 'quality rubric' that lists the key dimensions of quality that you expect from the student's work. Require that the student rate all classwork using the rubric. Do not allow the student to hand in work until the student is able honestly to assign him- or herself the highest ratings possible. (NOTE: You can use this technique with one student or the entire class.)
4. Before the student begins an independent assignment, have the student describe his or her work plan out loud for you. Tell the student that you plan to check in with him or her at the end of class to see what progress the student has made toward accomplishing his or her work goals.
5. Break longer assignments down into smaller 'chunks' or sections. Allow the student the option of taking a short break after successfully completing each section.

Homework Completion: Does not write down homework assignments accurately and completely; does not make use of available time in school to work on homework; does not create a work plan before starting homework; does not turn in homework on time.

Possible Interventions

1. Develop behavior plan with motivating incentives
2. Help student develop a work plan for homework at home (i.e. what time to do work, where in the house, materials needed, etc). Talk with parents to help monitor this plan.
3. Offer the student the opportunity to earn points or tokens toward rewards or incentives by completing a certain amount of schoolwork.
4. Decrease homework expectations. Modify assignments.

Motivation: Does not have a positive sense of ‘self-efficacy’ about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort); does not display some apparent *intrinsic* motivation to engage in course work (e.g., is not motivated by topics and subject matter discussed or covered in the course; does not find the act of working on course assignments to be reinforcing in its own right); does not display apparent *extrinsic* motivation to engage in course work (e.g., is not motivated by grades, praise, or public recognition of achievement)

Possible interventions

1. Increase student-teacher interaction. Make sure you record baseline of interactions and track how often you interact positively with the student to determine success of this intervention.
2. Increase positive parent communication.
3. Develop a behavior contract.
4. Offer the student choices in how he or she structures his or her learning experience in the classroom. For example, consider allowing students to select where they sit, who they sit with, what books they use for an assignment, or the type of product that they agree to produce (e.g., offering the option to students in a writing course of composing an opinion essay, a newspaper article, or letter to the editor).
5. Give students a voice in structuring the lesson. For example, you might have the class vote on whether they wish to spend a class period working in student pairs at the computer center reviewing course content posted on an Internet site or remaining in the classroom working in larger student groups to pull out key course concepts from the textbook.

Definition of Defiance: Noncompliant; does not follow directions the first time they are given; ignores teacher requests; does not seem to care about or respond to natural consequences

Possible interventions

1. Adjust classroom management techniques. Make sure you note which techniques you changed.
2. Define clear and consistent expectations. Post them in the classroom for you to easily show students rules and consequences.
3. Develop a behavior contract.
4. When interacting with the student, keep it positive. Attempt to have at least 3 positive interactions with the student (e.g., greeting the student, praising his or her behavior, acknowledging a correct answer) for each negative interaction (e.g., reprimand).
5. Create a reward program that allows the student to earn points or tokens toward incentives or privileges for complying with adult requests. Teachers should note that providing only negative consequences when a chronically defiant student misbehaves is unlikely to work very well. Chances for success increase when negative consequences for misbehavior are paired with a reward system for positive student behavior.