Public Schools of Brookline Tool
Classroom- and Research-Based Strategies Supplement: Behavior

Student: _____   Grade: _____

Teacher: _____   Date: _____

Listed below are successful teaching strategies. Please check/highlight those you have implemented.

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To improve ability to attend to verbal information:
- ☐ Shortened length of listening activities
- ☐ Reduced visual distractions in the room
- ☐ Provided pictures and/or other visual cues
- ☐ Wrote key vocabulary on the board
- ☐ Used audio material presented through headphones
- ☐ Used choral speaking in a group to maintain attention
- ☐ Provided opportunities for periodic rehearsal of information presented orally
- ☐ Provided a scribe for classroom notes
- ☐ Provided a scribe to write the important information that was presented orally
- ☐ Allowed student to copy notes from a peer
- ☐ Used graphic organizers
- ☐ Scheduled subject when student is more alert
- ☐ Broke longer presentations into shorter units
- ☐ Allowed student to tape lesson
- ☐ Touched or cued student when attention waned
- ☐ Re-directed student when attention waned
- ☐ Changed student's seat to decrease distractions
- ☐ Modified/shortened the tasks and amount of material
- ☐ Used material on the student's instructional/independent level
- ☐ Provided individual/small group instruction
- ☐ Sent home extra set of texts

To improve work completion:
- ☐ Used student checklists
- ☐ Used a study carrel
- ☐ Used a timer
- ☐ Used headset to block extraneous noise
- ☐ Used a reinforcement system, such as stickers or tokens
- ☐ Used work assignment lists
- ☐ Broke lengthy, long-term assignment into smaller parts
- ☐ Reduced/modified assignment
- ☐ Simplified worksheets/tasks

- ☐ Sent home extra set of texts
- ☐ Used preferential seating
- ☐ Allowed for periodic breaks

To improve transitions between activities:
- ☐ Kept routines structured
- ☐ Posted expected rules & behavior
- ☐ Marked student's space & materials
- ☐ Posted the schedule for the day
- ☐ Cued student prior to transitions
- ☐ Allowed the student opportunities for movement, periodically through the day
- ☐ Practiced transition routines

To improve positive group participation skills:
- ☐ Gave specific feedback to student when student was successful
- ☐ Used role-playing to teach appropriate behaviors
- ☐ Allowed rehearsal opportunities
- ☐ Provided a "cool down" space
- ☐ Used time out procedure for acting out or aggressive behaviors
- ☐ Used a written behavior contract with student
- ☐ Used regular feedback system between home & school
- ☐ Provided choices for student
- ☐ Problem-solved with the student

Other strategies, including consultations with other specialists: