

Off-Task Non-Disruptive

The student may:

- Quietly blend in while doing nothing, doodling, or appearing to work
- Spend a lot of time looking through things, desk, locker, etc
- Say they are getting to the task or are working on something and produce few results
- Quietly mumble, hum, or make slight sounds to self
- Day dream, look out window, around the room, look past the teacher, at other students, stare, etc
- Play with things in desk, backpack, in folders, etc
- Draw or do other tactile activities while lesson is being presented
- Sleep

Tier 1 Interventions:

Before you start, a few important points:

** Try multiple interventions*

** Each intervention should be tried for minimum of 3 weeks & more than 1 intervention may be implemented at the same time.*

** Collect and track specific data on each intervention tried and it's effect*

** If your data indicates no progress after a minimum of 4 weeks, you may consider moving to Tier 2 interventions*

- Avoid power struggles
- Call parent or note home
- Explain directions
- Have student repeat directions back (Break down directions)
- Help student start assignment
- More structured routine
- Nonverbal cues
- Praise when cooperative and well-behaved
- Praise when good attitude and involvement occur
- Praise when on task
- Redirection
- Take a break
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Tier 2 Interventions:

- Daily Behavior Report Card (Contact Lisha at Central Office so that she can help make and approve form)
- Individual Behavior Chart
- Teach coping skills
- Teach relaxation techniques

- Teach social skills
- Use timer
- Social Stories
- The Praise Game (must be modified for preschool)
- Peer Tutoring (again, must be modified for preschool)