* Conference with student
* Change student’s seat
* Daily behavior charts/school contracts
* Additional help before/after school
* Identify student’s interests and incorporate into instruction
* Chunked assessments/ assignments
* Provide additional time for assignments/ assessments
* Used graphic organizers
* Provide peer assistance
* Modeled expectations
* Provide supplemental materials
* Teacher proximity
* Made frequent checks for partial completion of assignments
* Taught specific memory techniques
* Used varying modalities of instruction
* Visual cues
* Instruction written in visual form
* Cue cards on student’s desk
* Break activities into smaller units
* Reward appropriate behaviors
* Allow frequent breaks
* Allow student to stand while working
* Give the student a responsible job
* Help student to organize work/ desk
* Use silent hand signals to get student back on task
* Clear expectations given to student prior to starting an activity
* Told student expectations of what paying attention looks like (ex- good listeners have eyes on teacher, quiet mouth, hands folded, feet still….)
* Ask student to repeat question or directions prior to expecting an answer or for beginning work
* Use a visual timer
* Use folding in technique
* Allow students to work in pairs
* Use break cards
* Whole class movement breaks
* Allow student to pick an activity stick from a jar
* Use small containers to organize materials
* Incorporate technology into lessons
* Use weighted lap animal
* Use putty/play doh when student is upset
* Have a calm down corner in the classrooms that students can use
* Direct instruction of expected social skills
* Re-teaching
* Social Stories
* Oral rehearsal prior to writing
* Parent conference
* Reviewed cum folder
* Conferenced with child’s previous teacher
* Referred to guidance counselor

\*\*And there are many more…….