



Things to Consider when it "Just Isn't Going Right"

This is not an exhaustive list of all considerations, but rather a tool for teams to use when beginning to problem solve.

- ☐ Does the student have a way to communicate wants and needs in all environments?
- ☐ Does the student have a way to quickly request a break and is that request being honored?
- ☐ Are preferred activities and breaks built into the schedule?
- ☐ Are you indicating changes on the student's schedule and discussing changes before they occur?
- ☐ Do you have a plan in place to teach the student independent use of their schedule?
- ☐ Is an overall classroom schedule posted to guide staff and help them work more efficiently?
- ☐ Are classroom routines predictable? If not, how can you make them more predictable?
- ☐ Is a reinforcement system being taught, visually represented, and used consistently?
- ☐ Do we know what motivates the student or has this motivation changed? *If you are unsure, complete a motivation/preference assessment.*
- ☐ Is all work modified at the student's level?
- ☐ Who is responsible for modifying the student's work and pre-teaching activities when needed?
- ☐ Are staff members trained in how to use accommodations and modifications as listed in their IEP?
- ☐ Are students being taught how to use visual supports and other accommodations?
- ☐ Are the supports needed for instruction immediately available to the student when needed?
- ☐ Are folders or visual work systems used to show what work and how much work needs to be done?
- ☐ Are new topics, games, and routines pre-taught?
- ☐ Are rules positively stated (what TO do, rather than what NOT to do) and posted where all students can easily see them?
- ☐ Are rules reviewed and modeled for students on a regular basis?
- ☐ Are there designated quiet places accessible to the student? *These should include spots where the student can go when they need a quiet place to work or a place to "chill out" before escalating into more severe problem behaviors.*
- ☐ Has a functional behavior assessment (FBA) been completed to better understand reoccurring behaviors? *If so, has a behavior intervention plan (BIP) been created to address the behavior(s)?*
- ☐ Are power struggles undermining your ultimate goals? *If you find yourself in a standoff, reconsider your approach. What do you ultimately want to accomplish during this activity?*
- ☐ Are social narratives being written and reviewed regularly? Are they sent home so the parent(s) can also read them with the student?
- ☐ Are social skills being directly taught and practiced? Are they also being taught in "real life" situations where they will be used?
- ☐ Is too much language being used during instruction time? *Directions can also be given via visual supports (pictures and/or written instructions), or using gestures and models to decrease auditory stimulation. Limit language when the student is upset!*
- ☐ Are fidgets available during instruction or times when the student needs to "hold it together"?
- ☐ Are we consistently providing supports that we know will help this student?