

III. Interventions

1 Has difficulty following oral instructions

1. Provide clearly stated oral instructions (e.g., make the instructions as simple and concrete as possible).
2. Make certain that oral instructions are given at the level at which the student can be successful (e.g., two-step or three-step directions are not given to students who can only successfully follow one-step directions).
3. Provide the student with a written copy of oral instructions.
4. Tape record instructions for the student to replay as necessary.
5. Maintain a consistent format for oral instructions.
6. Speak to the student to explain (a) what he/she is doing wrong (e.g., not following oral instructions) and (b) what he/she should be doing (e.g., listening to and following oral instructions).
7. Reinforce the student for following oral instructions based on the length of time he/she can be successful. As the student demonstrates success, gradually increase the required length of time spent following oral instructions for reinforcement.
8. Reduce distracting stimuli to facilitate the student's ability to follow oral instructions (e.g., place the student on the front row, provide a carrel or "office space" away from distractions, etc.). This is used as a means of reducing distracting stimuli and not as a form of punishment.
9. Structure the environment in a way that provides the student with the increased opportunity for help or assistance on academic tasks (e.g., peer tutoring, directions for work sent home, frequent interactions, etc.).
10. Write a contract with the student specifying what behavior is expected (e.g., following oral instructions) and what reinforcement will be made available when the terms of the contract have been met.
11. Evaluate the appropriateness of the task to determine (a) if the task is too difficult and (b) if the length of time scheduled to complete the task is adequate.
12. Choose a peer to model following oral instructions for the student.
13. Have the student question any oral directions, explanations, instructions, etc., he/she does not understand.
14. Choose a peer to work with the student to help him/her follow oral instructions.
15. Teach the student verbal direction-following skills (e.g., listen carefully, write down important points, use environmental cues, wait until all directions are received before beginning, etc.).
16. Give directions in a variety of ways to facilitate the student's probability of understanding (e.g., if the student fails to understand oral instructions, present them in written form).
17. Interact frequently with the student during an activity to help him/her follow oral instructions.
18. Work the first few problems of an assignment with the student to make certain that he/she understands the oral instructions accurately.
19. Provide alternatives for presenting oral instructions (e.g., tape record instructions, summarize instructions, instructions given by peers, etc.).
20. Have the student practice verbal direction-following on nonacademic tasks (e.g., recipes, games, etc.).

- 21.** Have the student repeat or paraphrase instructions after receiving them orally.
- 22.** Reduce verbal instructions to steps. After the student completes a step, give him/her the next step.
- 23.** Deliver a predetermined signal (e.g., clapping hands, turning lights off and on, etc.) before giving oral instructions.
- 24.** Give oral instructions before handing out materials.
- 25.** Make certain the student achieves success when following oral instructions.
- 26.** Reduce the emphasis on competition. Competitive activities may cause the student to hurry to begin a task and not follow oral instructions.
- 27.** Communicate clearly to the student when it is time to listen to oral instructions.
- 28.** Develop instruction-following assignments/activities (e.g., informal activities designed to have the student carry out oral instructions in steps, with increasing degrees of difficulty).
- 29.** Require the student to wait to begin an activity after receiving oral instructions until the teacher gives him/her a signal (e.g., hand signal, bell ringing, etc.).
- 30.** Make certain the student is attending to the teacher (e.g., making eye contact, hands free of writing materials, looking at the assignment, etc.) before giving oral instructions.
- 31.** Stand next to the student when giving oral instructions.
- 32.** Have a designated person be the only individual to deliver oral instructions to the student.
- 33.** Maintain visibility to and from the student. The teacher should be able to see the student, and the student should be able to see the teacher. Make eye contact possible at all times when giving oral instructions.
- 34.** Make certain that oral instructions are delivered in a supportive rather than in a threatening manner (e.g., “Will you please . . .” or “You need . . .” rather than “You better . . .” or “If you don’t . . .”).
- 35.** Make certain the student has all the materials needed to complete the assignment/activity.
- 36.** Choose a peer to help the student with any oral instructions he/she does not understand.
- 37.** Seat the student close to the source of the oral instructions (e.g., teacher, aide, peer, etc.).
- 38.** Seat the student far enough away from peers to facilitate his/her attending to oral instructions.
- 39.** Work through the steps of the oral instructions as they are delivered to facilitate the student accurately following the instructions (i.e., have the student follow the steps of the instructions as they are given).
- 40.** Have the student carry out one step of the oral instructions at a time and check with the teacher to make certain that each step is correctly completed before attempting the next step.
- 41.** Present instructions following the (1) What, (2) How, (3) Materials, and (4) When outline.
- 42.** Have the student take notes following the “What, How, Materials, and When” format when instructions are being given. (See Appendix for Assignment Form.)
- 43.** Have the student listen and take notes for “Who, What, Where, When, How, and Why” when concepts are presented. (See Appendix for Outline Form.)
- 44.** Present concepts following the (1) Who, (2) What, (3) Where, (4) When, (5) How, and (6) Why outline.
- 45.** Have the student prepare for tests using the “Who, What, Where, When, How, and Why” format. (See Appendix for Outline Form.)