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**EFFECTIVE LEARNING FOR ALL**

**MODULE 3**

**BEHAVIOUR MANAGEMENT STRATEGIES FOR CHILDREN  
WITH SPECIAL NEEDS IN AN INCLUSIVE SETTING**

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**Zanzibar Ministry of Education  
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# **Module Three**

## **Behaviour Modification**

### **1.0 Behaviour Management**

From the very early ages, people with special needs especially those who have severe mental retardation or those with emotional and behavioural difficulties were considered ineducable in some societies this notion has persisted to date. The most worrying trend about this belief is that even a number of teachers who are entrusted in the care of those children believe so. The belief is far from the truth. When education is interpreted in its broadest sense as preparation for living in the community, then, no category of learners with SNE can be classified as ineducable. This is because any slight positive change in behaviour is considered as learning. For example a child who had problems in using a toilet correctly is considered to have learnt when he is able to use it well.

### **1.1 Definition of behaviour management**

Behaviour management and intervention are defined as all those actions (and conscious inactions) teachers and parents engage in to enhance the probability that children, individually and groups will develop effective behaviour that are personally fulfilling and socially accepted (Shea & Bauer 1987 as quoted by Walker and Shea 1991). Behaviour management is a complex problem that cannot be approached from a simplistic point of view. It is a teacher function that must be studied, planned and objectively used and evaluated.

The following variables must be given emphasis: -

- The behaviour under consideration
- The setting in which the behaviour occurs
- The individual applying the intervention
- The purpose of the intervention

It should be noted that self-discipline is the goal of all behaviour management.

## **Emotional and Behavioural difficulties in an Inclusive Setting**

The following are broad categories of emotion and behavioural difficulties : -

- Academic response
- Social problems

### ***Academic response problems:***

These are problems related to how children respond in academic situation. The most common in class include:

- Resistance to academic tasks
- Avoidance of group tasks with accuracy and neatness

***Resistance to academic tasks:*** Children who resist academic tasks show the following behaviours:

- Attention problems
- Immaturity
- Poor concentration or selective attention
- Easily diverted from the task at hand
- Answer questions without thinking
- Sluggishness
- Slow in moving
- Always tired

***Avoidance of group participation:*** Due to limitations caused by disabilities like physical impairments or lack of speech. Children may avoid participating in groups with others.

These children may engage in bizarre or stereotype behaviours such as:

- Anxiety
- Pre occupation
- Does not know how to have fun
- Behaving as an adult
- Shyness
- Self stimulation
- Disruptive exploratory behaviour

***Not completing academic tasks with accuracy and neatness:*** Deficits in sensory perception to learners with SNE may make them experience problems in completing academic tasks with accuracy and neatness. These children may show the following behaviours:

- Excessive daydreaming
- Poor memory
- Short attention span
- Trying to do everything at once
- Clumsiness
- Hyperactivity
- Sluggishness
- Passivity (lacking initiative)
- Restless
- Over talkative
- Impulsivity

***Social problems:***

These are problems that children experience while relating with others, and in relation with those in authority. Some of the problems that children with SNE may face in an inclusive setting are: -

- Poor school attendance
- Disruptive behaviour in class
- Immaturity and negative self-concept
- In acceptance of authority
- Lack of group cooperation and peer relationship

***Poor school attendance:*** Children with this problem exhibit the following characteristics:

- truancy
- lack of self-care skills
- laziness in school
- dislike for school
- lack of vocational skills

***Disruptive behaviour in class:*** Children who exhibit disruptive behaviour distract others and do not follow classroom rules. They may show the following behaviours: -

- short attention span
- attention seeking
- irresponsibility
- disobedience
- resistance to change
- out of seat
- bullying
- showing off
- annoying others
- temper tantrum

***Immaturity and negative self-concept:*** These are problems related to how children feel about themselves and their behaviour in relation to their age and social expectations.

Examples include:

- personality disorders e.g. psychosis
- feelings of inferiority
- social withdrawal and extreme passiveness
- shyness
- preferring younger playmates
- anxiety
- depression and unhappiness
- generally fearful
- hypersensitive easily embarrassed
- guilt

***Lack of group cooperation and peer relationship:*** These are problems related to the way children behave when in with peers or in groups. They include:

- extreme self-isolation and inability to relate with others -
- social withdrawal and aloofness
- jealousy
- preferring younger playmates
- bully others
- secretiveness
- expressing far fetched ideas
- has repetitive speech or stereotyped behaviour
- displaying bizarre behaviours
- emotional hypersensitivity
- extremely talkative and verbally abusive

***In acceptance of authority:*** This category involves mainly the juvenile delinquents. There are children below the age of 18 who perform legally punishable crimes. Such children are negative to and do not respect authority. They engage in socialized aggression and other behaviours as follows maybe present.

- disobedience
- disruptive behaviour
- fighting
- act bossy and bully others
- gang membership
- feeling proud belonging to delinquent subculture
- loyal to delinquent friends
- has bad companion
- freely admits disrespect to moral values and laws

## **1.2 Behaviour Intervention Strategies**

The behavioural intervention strategies are popular and have been employed in educational programmes for pupils with emotional and behavioural difficulties for many years. The most commonly used strategies are:

**Reinforcement:** This refers to consequences of a particular behaviour that increase the future rate of occurrence of that behaviour. Reinforcements may be positive or negative.

**Positive reinforcement:** they are the events which when they follow a particular behaviour, they maintain it or increase its future rate of occurrence. For effectiveness positive rein forcers should be given immediately upon occurrence. For effectiveness positive rein forcers should be given immediately upon occurrence of the target behaviour. Examples of positive rein forcers can be activities like dancing, swinging, tangibles like sweets and biscuits as well as social activities such as a smile or pat on the back. Positive rein forcers are pleasurable and rewarding responses of behaviour.

**Negative rein forcers:** this is the contingent removal of an aversive stimulus or negative rein forcer that makes the target problem behaviour decrease. For instance in a class where a learner engages in undesirable behaviour and as a result the teacher removes what makes the pupil perform the undesirable behaviour. The disadvantage of negative reinforcement is that it might encourage the pupil to engage in escape or avoidance behaviours such as truancy.

**Token economy:** This is also known as the token reinforcement. It involves the exchange of non-social conditioned reinforcers such as points, stars, smiling faces and checkmarks earned for exhibiting appropriate behaviour for later exchange with backup reinforcers of predetermined value. It is usually combined with other strategies like positive reinforcement. The use of tokens permits efficient and effective use of classroom time and effort as it can be administered quickly and it is easy to record and show pupils' progress. The system should be fair to give equal chances to pupils including slow.

**Extinction:** Extinction means withholding a positive reinforcement that is believed to be maintaining particular problem behaviour in order to reduce the behaviour. It involves deliberately ignoring a behaviour problem and reinforcing alternative incompatible behaviour. A behaviour that is no longer achieving reinforcement is likely to decrease in frequency overtime, thus undergoing extinction. Extinction can be used to control problem behaviours such as:

- Attention seeking
- Disruptive classroom behaviour
- Task behaviour
- Tantrums

**Contingency contracting:** Also known as a behaviour contract is an agreement; verbal or written between a teacher and a pupil. It specifies the responsibility of both parties and the consequences that will follow when the contract goals are met. It is usually written in terms of “if” and “then” and signed by both participants. Contracts can range from simple verbal agreements to semi legal documents. The essence of which should be discussed with the pupil so as to have an understanding of the issues of behaviour and their expected consequences.

**Modelling:** This is a teaching strategy in which pupils learn through observing and imitating a specific behaviour. It is effective especially when combined with other forms of instruction. It is a component of behaviour rehearsal and role-playing, both of which are used in several social training packages for pupils of all ages and abilities.

The teacher or another volunteer pupil in the classroom demonstrates the desired behaviour to the pupil, who imitates that behaviour until it reaches an appropriate level of performance. The teacher may need to positively reinforce the pupil's behaviour.

**Response cost:** Response cost is a punishment technique whereby a pupil loses reinforcers after showing undesirable target behaviour to decrease it. Response cost is most commonly used together with token economy strategy. Whereby in addition to giving tokens for showing desirable behaviours, the tokens are withdrawn for showing a specified undesirable behaviour.

Withdrawal of favoured activities and tangible reinforcers are most commonly used. Before applying response cost, it is essential to ensure that the pupil is earning sufficient rewards or tokens. This is because if it allowed to bring about negative balance, the whole programme can be jeopardized, since pupils rapidly become discouraged.

**Over correction:** This is a complex procedure involving components of restraint and guided practice, social punishments, extinction and time out. It is of two types:

- *Positive practice:* this involves having the pupil to overcorrect a form of an inappropriate behaviour in the setting in which it occurs.
- *Restitution:* This requires the pupil to overcorrect the effects of the problem behaviour on the environment in which it occurs and restoring if not only to its normal condition, but up too more than normal.

When the learner is involved in restitution or positive practice, she/he is involved in the correct form of behaviour that is positive. Both procedures of over correction have been used to reduce aggressive and disruptive behaviour, tantrums, and self-injuries, behaviour effectively.

**Time out:** This is removing the learner from positive reinforcement. It involves removing opportunities for a learner to obtain reinforcement for a period of time, following unacceptable behaviour. The main idea for time out is to remove the pupil from a situation where the problem behaviour is receiving reinforcements to a place that is presumably non-reinforcing to that behaviour. The environment of time out should be completely without stimulation of the behaviour to be changed.

Time out provides an opportunity to practice behaviours to use when again confronted with frustrating situations. It should be relatively private and uncluttered. Teacher should use time out consistently and inform pupils as to the rule infringements that will lead to time out and how time out will work, prior to its use. Time out is more reinforcing to pupils with withdrawn behaviours, who are overly sensitive frightened and for whom class is non-reinforcing.

**Toilets, offices and busy corridors should not be used for timeout.**

**NB: For timeouts to be effective time it must be a reinforcing environment and time out must be without positive reinforcement.**

**Reprimands:** Reprimands such as warning, sarcasm, ridicule expression of disapproval and saying 'no' that follows a behaviour may be used in an effort to reduce or eliminate it. Verbal reprimands have been used effectively with mild and moderate behaviours but are less successful with severe problem behaviours. Reprimands have been shown to be more effective when accompanied by eye contact and when delivered in close proximity to the target pupil. Reprimand promotes immediate feedback to the pupils whose behaviours are undesirable. Teacher should be careful while using reprimands to avoid sliding into the habit of scolding and criticizing the pupils.

**Punishment:** Punishment occurs when aversive unpleasant event follows a behaviour with the aim of reducing its future occurrence such consequences reduce behaviour because they are experienced as physically or psychologically aversive or unpleasant.

There are two types of punishment:

- Addition of an aversive stimulus
- Denial of a pleasant stimulus

***Addition of an aversive stimulus*** providing an aversive experience to the child after he/she elicits an undesired behaviour. Examples include reprimanding, detention or slapping.

***Denial of a pleasant stimulus*** this is denying a child something he likes after eliciting an undesired behaviour, examples include loss of privilege and response cost.

**NB: Punishment should be the last resort when other strategies fail. Punishment is effective in the short-term, but its use over a long period of time may lead to problems. It is not good enough to use corporal punishment as a long-term strategy. It merely affects immediate response and generally produces many negative effects.**

### **1.3 Designing and Implementing Management Strategies for an Inclusive Classroom**

Teachers use classroom management strategies to improve classroom discipline by interfering with behaviours that cannot be tolerated, permitted or prevented. In the previous section, you learnt the strategies that are used in the whole school. In this section, you will learn about those strategies that are employed in a classroom setting.

These strategies include:

- Metaphor in the curriculum
- Planned ignoring
- Signal interference
- Proximity control
- Touch control
- Tension reduction through humour
- Hurdle helping
- Physical restraint
- Seating arrangement

**Metaphor in the curriculum:** All pupils not only those with emotional and behaviour difficulties may be helped to explore their feelings by using appropriate stories or topics within the normal curriculum. This is done through discussion in class or creative writing and drama activities. The identification with characters, real or imaginary, can enable pupils to experience similar conflicts and dramas in which they might find themselves.

**Planned Ignoring:** This is similar to extinction that you learnt under behaviour modification strategies. Based upon prior experiences with pupils, you may decide to attend to a pupil's attention seeking behaviour as it is likely to reduce when ignored. You may ignore the problem behaviour if you feel that it will run its course without disrupting others. For its effectiveness, you should ignore the undesirable behaviour, but reinforce positive behaviour immediately.

**Signal Interference:** This is a relatively non-stigmatizing non-verbal strategy of communicating with pupils about their behaviour. Signals commonly used are eye contact, gestures and facial expressions.

**Proximity Control:** This involves moving close to pupils who may benefit from supportive closeness or whose behaviour requires interference. This is a powerful technique as pupils are given the attention and recognition that they may be longing for. You should move round the class, move towards or stand near a pupil whose behaviour requires interference. You should move near to the pupil without interrupting the flow of what is going on without particularly looking at the pupil. Standing near a pupil or putting a hand on the shoulder may be a source of protection, strength and identification for an agitated pupil.

**Touch control:** This involves gently touching a pupil to redirect or calm him/her. You should move quietly to a shouting pupil and put a calming hand on the shoulder, forearm or top of the head to calm the pupil. You may also gently turn or propel a pupil towards a place or hold the hand and lead a young pupil towards a place.

**Tension Reduction through Humour:** This is a powerful technique to diffuse anxiety in tense situations helping to clear the air. Humour should not be forced at the pupils' expense. Humorous comments or jokes may alienate a tense and anxiety-provoking situation.

**Hurdle Helping:** Hurdle helping is a technique applied to assist a learner who is experiencing difficulty with a specific task.

**Regrouping:** This involves changing the classroom seating arrangement to control group contagion (spreading of the problem behaviour). The teacher can separate a pupil from a group by assigning him/her to another programme or rescheduling the pupils when the group dynamics are less volatile.

**Antiseptic Bouncing:** This is a non-manipulative removal of a pupil from the group to help him/her calm down. This strategy may be appropriate when the pupil is threatened, teased, intimidated or made a scapegoat by others in the group or when the pupil is bothering other members of the group. Asking the pupil to leave the situation temporarily usually enables everyone to return to the procedure and helps the pupil to cool down before joining the rest.

**Physical Restraint:** This involves using some degree of force necessary to prevent a learner from harming self, others or property. It can be used to reinforce teacher's authority and concern, but it should be used while engaging the learner in discussion about the significance and implications of his/her behaviour. If the learner physically resists, then another technique can be tried. Physical restraint is only necessary when a learner is out of control. It is done to minimize potential injury to everyone involved. It should be used as a last resort to protect a learner from his/her own uncontrolled impulses. You should safeguard against allegations of assault.

**Classroom Rules:** These are established procedures for participating in lessons and help to promote a purposeful classroom atmosphere. Rules define boundaries for behaviour and routines and regulate the flow of activities. Learners need to know and understand the boundaries of behaviour, so you should make explicit rules that are possible for learners to keep. Some learners can find a situation without rules confusing in that they do not know what behaviour is expected of them. You should use rules consistently. Classroom rules can be formulated to serve the needs, safety and personal welfare of learners to provide an effective teaching and learning environment. Learners may be involved in making the classroom rules for themselves.

## **1.4 Emotional and Behaviour management strategies in an inclusive setting**

There are six principles of behaviour management:

- Behaviour is controlled by its consequences
- Behaviour is strengthened or maintained by reinforcements
- Behaviour is weakened by with-holding the consequences that have maintained etc
- Behaviour is weakened by punishment
- Consequences must consistently and immediately follow the behaviour they are meant to control
- Behaviour is strengthened or maintained by modelling

### **Designing and implementing management strategies at the school level**

Management of children emotional and behaviour difficulties has always been a source of worry and anguish for teachers because many of these children's behaviour are unpredictable and sometimes embarrassing, worst of all, some of the behaviours may make a teacher feel helpless. Some strategies to manage behaviour at the school level include: -

- Curriculum adjustment
- Whole school behaviour policies
- Parental involvement
- Adjunct therapies
- Enhancing self-esteem
- Behaviour modification

***Curriculum adjustment:*** The curriculum should be modified to become broad, balanced and relevant. The teacher should ensure relevance of curriculum activities and teaching methods by use of effective programmes for managing individual learning and behaviour needs. It should also allow the learner opportunities for achievement and success. It should also ensure a work central environment by involving pupils actively in their learning.

***Whole school behaviour policies:*** All members of the school community should get together and develop a whole school behaviour policies and rules, Once developed they should be monitored closely and reviewed regularly. Effective schools manage pupil behaviour through a whole school approach that provides respect for all members of the school community and takes firm action to discourage deviant behaviours such as bullying and harassment.

***Parental involvement:*** In the management of emotional and behaviour problems, parents have a primary responsibility. Employing a whole school approach of working with parents empowers them to contribute to the process of educating their children. Parents should be given a copy of the school and classroom rules and feedback about their children's behaviour. This ensures consistency in the application of values and norms for all learners.

***Adjunct therapies:*** When behaviour persists and cannot be reduced by other intervention, different but subordinate therapies are used such therapies include:

- Creative art
- Music
- Creative writing
- Bibliography
- Relaxation

***Creative art therapy:*** Creative art can be used to provide an outlet for deeply suppressed feelings and thoughts.

***Music therapy:*** Music may catch and reflect moods. Music is a source of reinforcement for many children and adolescents. It provides a lot of interest in people and encourages expression of opinion and feelings. Music has the following qualities:

- Ability to relate to moods and feelings
- Developing vocabulary
- A verbal communication of feelings

***Writing therapy:*** Learners are encouraged to write freely about any topic of interest.

***Biblio therapy:*** This is a therapeutic use of reading that involves referring learners to materials dealing with their problems.

**Relaxation therapy:** It involves the use of relaxation scripts and tapes with guided imagery of peaceful and calming experiences, or practice in contracting and relaxing muscles.

Relaxation training is useful when continued over a long period of time and alongside other behaviour management strategies.

**Enhancing positive self-esteem:** Self-esteem constitutes self-concept or self-image. High esteem about oneself leads to high achievement in learning behaviour. Low esteem leads to lack of confidence anxiety, difficulty in making friends, low achievement are poor relationships with others. A teacher can enhance pupils self-esteem by providing a rich classroom experience using a range of teaching strategies to ensure that each pupil frequent opportunities to succeed.

He or she may also value each pupil and avoid unduly competitive atmosphere by remaining positive and supportive when the pupils experience difficulties. Pupil's self-esteem can be enhanced by:

- Social skills training
- Self monitoring
- Self evaluation
- Self reinforcement
- Problem solving training
- Self instructional training

**Social skills training:** The basic goal of social skills training is to help pupils acquire social skills necessary to gain acceptance by significant peer and adult. Social skills may also be important in developing academic skills to enable pupils achieve success in schools and other broader environment. The core element in social training is the learner developing self-control as away of controlling impulsive behaviour. The idea here is reducing anxiety children must develop the capacity to control behaviour even when frustrated.

**Self-monitoring:** This involves training and assisting a pupil or a group of pupils to monitor and record their own behaviours. Data from this recording provides the teacher with the baseline record of the management programme. Pupils are taught to consciously examine their own behaviours.

***Self-evaluation:*** This requires a pupil to assess the quality of his/her own behaviours. This involves teaching pupils to compare their own behaviour against predetermined standards.

***Self-reinforcement:*** This involves training pupils to provide positive and negative feedback to their own behaviours. Pupils can use self-reinforcement to control classroom behaviours, planning and motivating effective studying behaviours and successful acquisition of new academic skills. It consists of four distinct but related actions:

- Self prescription of performance standards
- Self monitoring of performance
- Self evaluation of performance in light of the performance standards
- Self-rewarding contingent upon performances that meet or exceed the standards set.

Learners can use self-evaluation to control classroom behaviours. This will aid in planning and motivating effective studying behaviours and successful acquisition of new academic skills.

***Problem solving training:*** The goal is provided to pupils with general coping strategies to deal with a wide variety of situation. This strategy can be used with pupils who are impulsive and disruptive and those who experience interpersonal problems. Pupils are taught skills that enable them to:

- Distinguish the particulars of problems
- Assess and evaluate them
- Generate a way of alternative solutions
- Choose from among alternatives

***Self-instructional training:*** This involves helping the pupils to become aware of their difficulties and to develop new skills to regulate their thoughts feelings and actions. Its main aim is to help pupils to deal effectively with stress and anxiety that is often experienced in instructional situations. It is best employed to older pupils

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# Appendix 1

## CHECKLIST OF BEHAVIOURAL CHARACTERISTICS

This checklist is designed to help the teacher note slight deviation in the behaviour of children which may be indicators of greater problems. It will help in selecting the child who will need further study.

The following classifications are used to assess certain areas of behaviour:-

1. General behaviour.
2. Coordination and motor activities.
3. Perception responses.
4. Auditory responses.
5. Verbal communication.
6. General classroom performance.
7. Content areas.

The child should be observed in a teaching environment and the following symbols used to record the behaviour noted:-

### CODE:

FRE – Frequency observed in the student.

OCC – Occasionally in the student.

NO – Not a problem.

### 1. General Behaviours

<b>FRE</b>	<b>OCC</b>	<b>NO</b>	
-----	-----	-----	1. Becomes frustrated easily.
-----	-----	-----	2. Poor concept of time.
-----	-----	-----	3. Cannot accept change in routine.
-----	-----	-----	4. Forgetfulness.
-----	-----	-----	5. Lack emotional control.

-----	-----	-----	6. Appear hostile
-----	-----	-----	7. Appears disorganized.
-----	-----	-----	8. Destructible.
-----	-----	-----	9. Daydreams.
-----	-----	-----	10.Excluded by peers (generally)
-----	-----	-----	11. Impulsive
-----	-----	-----	12. Anxious
-----	-----	-----	13. Shows moods of unhappiness
-----	-----	-----	14. Poor social judgment
-----	-----	-----	15. Continues activities beyond appropriate Point.
-----	-----	-----	16. Unable to concentrate on task
-----	-----	-----	17. Poor self concept
-----	-----	-----	18. Avoids new tasks
-----	-----	-----	19. Short 'academic' attention span
-----	-----	-----	20. Resists help

**2. Coordination and motor activities**

<b>FRE</b>	<b>OCC</b>	<b>NO</b>	
----	----	----	1. Hyperactive
----	----	----	2 Tires easily
----	----	----	3. Clumsy

**3. Perception**

<b>FRE</b>	<b>OCC</b>	<b>NO</b>	
----	----	----	1. Unable to focus on one item
----	----	----	2. Disorganized
----	----	----	3. Short attention span

#### 4. Responses (listening)

FREE	OCC	NO	
----	----	----	1. Repeats what is told before he acts or responds
----	----	----	2. Asks the same question repeatedly
----	----	----	3. Tends to forget what is told
----	----	----	4. Requests direction time and time again.

#### 5. Communication (Verbal)

FREE	OCC	NO	
-----	-----	-----	1. Omits word endings.
-----	-----	-----	2. Unable to vocalize thoughts..
-----	-----	-----	3. Makes irrelevant remarks.
-----	-----	-----	4. Substitution problems.
-----	-----	-----	5. Poor enunciation.
-----	-----	-----	6. Speaks in incomplete sentences.
-----	-----	-----	7. Reversing
-----	-----	-----	8. Additions
-----	-----	-----	9. Distortion.

#### 6. General Classroom Performance

FREE	OCC	NO	
-----	-----	-----	1. Discrepancy between oral discussion.
-----	-----	-----	2. Inability to follow through sequential steps. ..
-----	-----	-----	3. Appears lazy.
-----	-----	-----	4. May fake/feign illnesses or frequent absences.
-----	-----	-----	5. Difficulty or delay in formulating a response.
-----	-----	-----	6. Unequal performance in content areas.

## 7. Reading

<b>FREE</b>	<b>OCC</b>	<b>NO</b>	
-----	-----	-----	1. Mechanical oral reading without expression.
-----	-----	-----	2. Many mistakes or small words: omissions and substitutions.
-----	-----	-----	3. Reads fast orally; ignores punctuation and phrasing.
-----	-----	-----	4. Lip movements, head movements during silent readings.
-----	-----	-----	5. Two or more class levels behind in reading.
-----	-----	-----	6. Cannot spell words he can read.
-----	-----	-----	7. Knows isolated sounds, but cannot sound out words.
-----	-----	-----	8. Poor blending, ability.
-----	-----	-----	9. Word reversals (e.g. saw-was).

## 8. Written Expression

<b>FREE</b>	<b>OCC</b>	<b>NO</b>	
-----	-----	-----	1. Cannot organize ideas into sentences.
-----	-----	-----	2. Uses little or no punctuation.
-----	-----	-----	3. Reverses sequences of letters.
-----	-----	-----	4. Cannot copy.
-----	-----	-----	5. Writes fast or carelessly.
-----	-----	-----	6. Writes slowly.
-----	-----	-----	7. Poor spelling.

9. Number work

<b>FREE</b>	<b>OCC</b>	<b>NO</b>	
-----	-----	-----	1. Cannot reason abstractly.
-----	-----	-----	2. Has severe problems with place value and carrying..
-----	-----	-----	3. Poor computations of stills.
-----	-----	-----	4. Does not known math facts automatically
-----	-----	-----	5. Poor application of the arithmetic process.
-----	-----	-----	6. Poor concept of measure unable to tell time.