

10 Effective Practices For Students With Learning And Behavior Problems That Will Transform Their Academic Journey

Are you a student struggling to excel academically due to learning or behavior problems? Look no further! In this article, we will explore ten proven and effective practices that will transform your academic journey and help you achieve success in your studies.

1. Individualized Education Plan (IEP)

An Individualized Education Plan, commonly known as an IEP, is a personalized program designed to meet the unique needs of students with learning and behavior problems. Working closely with a team of educators and specialists, an IEP creates tailored goals, accommodations, and strategies to support your academic progress.

2. Multisensory Instruction

One size doesn't fit all when it comes to learning. Multisensory instruction engages multiple senses, combining auditory, visual, and tactile experiences to enhance learning and retention. This approach allows for better understanding and application of concepts, helping students with learning and behavior problems succeed.

**Collaborative Consultation in the Schools:
Effective Practices for Students with Learning and
Behavior Problems (2-downloads)**

by Thomas J. Kampwirth(5th Edition, Kindle Edition)

★★★★☆ 4.5 out of 5

Behavior Checklist			
Performance review of your child's social and work behaviors in class for the week of _____ Please review the work of students and initial the box, and return this form with your child next Monday.			
Behavior	Class Work	Sign	
M	<ul style="list-style-type: none"> 1. Raised my hand to ask 2. Had a great attitude 3. Respected my work 4. Got ready for my class 5. Was kind to others 6. Had attention 	<ul style="list-style-type: none"> 1. Followed directions 2. Stayed on task 3. Completed my work 4. Participated in class 5. Used materials correctly 6. Worked well with others 	
T	<ul style="list-style-type: none"> 1. Raised my hand to ask 2. Had a great attitude 3. Respected my work 4. Got ready for my class 5. Was kind to others 6. Had attention 	<ul style="list-style-type: none"> 1. Followed directions 2. Stayed on task 3. Completed my work 4. Participated in class 5. Used materials correctly 6. Worked well with others 	
W	<ul style="list-style-type: none"> 1. Raised my hand to ask 2. Had a great attitude 3. Respected my work 4. Got ready for my class 5. Was kind to others 6. Had attention 	<ul style="list-style-type: none"> 1. Followed directions 2. Stayed on task 3. Completed my work 4. Participated in class 5. Used materials correctly 6. Worked well with others 	
Th	<ul style="list-style-type: none"> 1. Raised my hand to ask 2. Had a great attitude 3. Respected my work 4. Got ready for my class 5. Was kind to others 6. Had attention 	<ul style="list-style-type: none"> 1. Followed directions 2. Stayed on task 3. Completed my work 4. Participated in class 5. Used materials correctly 6. Worked well with others 	
F	<ul style="list-style-type: none"> 1. Raised my hand to ask 2. Had a great attitude 3. Respected my work 4. Got ready for my class 5. Was kind to others 6. Had attention 	<ul style="list-style-type: none"> 1. Followed directions 2. Stayed on task 3. Completed my work 4. Participated in class 5. Used materials correctly 6. Worked well with others 	

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3. Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports is a proactive approach to addressing behavioral issues. PBIS aims to create a positive and supportive school environment by teaching desired behaviors, reinforcing positive actions, and providing consistent consequences for negative behaviors, leading to improved student behavior and overall school culture.

4. Assistive Technology

Assistive technology refers to devices, software, or tools that assist individuals with learning and behavior problems in completing tasks more efficiently. From text-to-speech software to graphic organizers, assistive technology promotes independence, improves learning outcomes, and enhances productivity.

5. Peer Tutoring

Peer tutoring involves pairing students with learning and behavior problems with academically successful peers. This practice allows for individualized attention, promotes social interaction, and fosters a supportive learning environment. Peer tutoring has been shown to increase academic achievement and improve self-esteem.

6. Direct Instruction

Direct instruction is a systematic and explicit teaching method that breaks down complex concepts into smaller, manageable steps. This practice provides clear explanations, models the desired behavior, offers guided practice, and provides immediate feedback. Direct instruction helps students with learning and behavior problems grasp and retain new information effectively.

7. Social Skills Training

Students with learning and behavior problems often struggle with interpersonal skills. Social skills training involves teaching and reinforcing appropriate social behaviors, such as active listening, turn-taking, and conflict resolution. By improving social skills, students can better interact with peers and establish positive relationships.

8. Self-Monitoring

Self-monitoring encourages students to become aware of their actions, behaviors, and progress. Through self-monitoring, students with learning and behavior problems can track their own performance, identify areas of improvement, and set goals. This practice promotes self-reflection, responsibility, and accountability.


9. Chunking and Scaffolding

Chunking involves breaking down information into smaller, manageable parts or chunks. Scaffolding refers to providing temporary support and guidance to help students complete tasks successfully. By using these practices, educators can make complex tasks more accessible and manageable for students with learning and behavior problems.

10. Collaborative Teamwork

Collaboration is crucial in meeting the needs of students with learning and behavior problems. It involves working closely with teachers, specialists, and parents to develop and implement effective strategies. By fostering collaboration, students receive consistent support and interventions across different settings.

Implementing these effective practices will undoubtedly transform your academic journey. Whether you struggle with learning or behavior problems, remember that with the right support and strategies tailored to your needs, success is within reach. Education should be accessible to all, and by using these practices, you can overcome any challenges and excel academically like never before.



Behavior Checklist
 Performance review of your child's social and work behaviors
 (Rate for the week of _____)
 Please circle the initials of concern and total the box, and return this form with your child next Monday.

Behavior	Class Work	Sign	
M	1. Raised my hand to talk 2. Had a good attitude 3. Followed directions 4. Stayed on task 5. Participated in class 6. Prepared on time 7. Followed rules 8. Shared materials correctly 9. Worked well with others	1. Followed directions 2. Stayed on task 3. Participated in class 4. Prepared on time 5. Worked well with others	
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This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book.

This authoritative book looks at the consultation process as a collaborative, problem-solving endeavor designed to help practitioners assist others in their

work with students who have, or are at risk for, behavioral or learning problems. With a focus on having consultants bridge the gap between research and practice in schools, and on striving to initiate evidence-based practices whenever possible, the authors stress providing interventions that are proportional to the student's needs. They look at how, through data-based systems-change, schools are redistributing their resources along MultiTiered Systems of Support (MTSS) so those in greatest need receive the most intensive help. The premise is that MTSS, which includes Response to Intervention (RtI) and School-Wide Positive Behavior Support (SWPBS) requires collaborative consultation to be successful. Throughout the book, numerous activities and video vignettes promote consultation skills. Readers not only read about conducting a problem-solving interview or managing a student in a crisis, they also observe and role-play the consultation skills involved in seeking a successful resolution.



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