**Positive Behavior Interventions Strategies for Students who do not ask for help when needed**

1. Give the student a private signal to indicate the need for teacher assistance. For example, provide the student with a red folder ('help folder') containing practice worksheets. Meet privately with the student and tell the student that, whenever he or she is stuck and needs assistance on independent assignments, the student should pull out the folder and begin working on practice worksheets until the teacher can provide assistance. Monitor the room during seatwork; whenever you note the student working out of the red 'help folder' approach the student in a low-key manner to offer assistance.
2. Give the student review sheets with completed models that demonstrate all steps of the learning strategy that he or she must use to do the assignment. Format the review sheets so that the student is able to grasp the content while working independently. Direct the student to attempt to resolve problems with seatwork by first referring to the completed models.
3. Create a 'memory-friendly' classroom by publicly posting essential information (on the board or as posters) that students are likely to need for reference (e.g., the daily class schedule or agenda, in-class assignments, step-by-step breakdown of strategies for completing academic problems). Coach the student to consult the appropriate memory aid (e.g., posted academic strategies) whenever he or she needs assistance.
4. Allow students to complete seatwork assignments in pairs or small groups. Encourage them to ask each other for assistance as needed. Approach the student privately during seatwork. In a supportive manner, encourage the student to demonstrate ('think aloud') the strategy that he or she is using to complete the assignment. Correct the student if he or she is using the strategy in a faulty manner. Be sure to praise the student for effort.
5. Meet with the student privately and together brainstorm a list of strategies that the student would be willing to use to get assistance during independent work. For example, the student may agree to first refer to his or her notes, then ask a peer, and as a last resort approach the teacher for help. Write up the student's 'help steps' as a checklist and remind the student to use these steps whenever seatwork is assigned.

*1 – 5 adopted from Intervention Central. Retrieved 7/8/2014 from* [*http://www.interventioncentral.org/academic-interventions/help-with-homework/student-problems*](http://www.interventioncentral.org/academic-interventions/help-with-homework/student-problems)