The Pre-Referral Intervention Manual (PRIM) provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or group of educators, such as a Teacher Assistance Team, to develop a comprehensive plan of intervention strategies for a student.

Characteristics of the PRIM

- The PRIM answers the mandate for pre-referral intervention in regular education classrooms.
- The PRIM contains over 4,000 intervention strategies for the 219 most common learning and behavior problems.
- The intervention strategies are simple, straightforward, and easily implemented in classrooms by regular education teachers.
- The PRIM includes an appendix of materials for the implementation of the behavioral interventions.
- The PRIM improves the teacher’s ability to individualize instruction for students in the classroom.
- The PRIM was developed by regular and special education teachers.
- The PRIM is one of the most comprehensive learning and behavior intervention manuals available.

The Learning and Behavior Problem Checklist provides a means of calling attention to learning and behavior problems for the purpose of early intervention before formal assessment of the student.

The Intervention Strategies Documentation Form provides a written record to place in the student’s file to document problem areas and interventions implemented.

The Pre-Referral Intervention Manual computer program provides an individualized report of behaviors and specific interventions selected for a student and implemented by teachers or personnel in the school environment.

The Pre-Referral Intervention Manual (570 pages, © 2006) should be included in each school’s professional library and made available to principals, special educators, regular educators, guidance counselors, and other school personnel involved in pre-referral activities.

The PRIM is also marketed nationally under the title Teacher’s Resource Guide (TRG) with current use in public and private schools, colleges, and universities.
LEARNING & BEHAVIOR
PROBLEM CHECKLIST

Date: ____________________

Name of student: ___________________________ Birthdate: __________ Age: _____ Gender: _____

School: ___________________________ Grade: _____

City: ___________ State: _____ Observed by: ___________________________

Observer’s position: ___________________________ Student known to observer: _______ ______

(from) (to)

Length of time each day with student: _______ ______

(hours) (minutes)

TO OBSERVER: Check each behavior you have observed the student demonstrate during the last month.

1. Is disorganized

2. Has limited memory skills

3. Has difficulty understanding abstract concepts

4. Fails to find locations in the building

5. Does not respond appropriately to environmental cues

6. Does not stay in assigned areas for specified time

7. Needs verbal questions and directions frequently repeated

8. Demonstrates difficulty with visual memory

9. Demonstrates difficulty with auditory memory

10. Does not demonstrate an understanding of directionality

11. Has difficulty concentrating

12. Perseverates - does the same thing over and over

13. Fails to demonstrate logical thinking

14. Has difficulty retrieving, recalling, or naming objects, persons, places, etc.

15. Demonstrates visual perception problems

16. Has difficulty classifying

17. Fails to generalize knowledge from one situation to another

18. Demonstrates confusion

19. Remembers information one time but not the next

20. Requires slow, sequential, substantially broken-down presentation of concepts

21. Fails to remember sequences

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(800) 542-1673
## II. Interventions

### 1. Is disorganized

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Model organization and appropriate use of work materials (e.g., putting materials away before getting others out, having a place for all materials, maintaining an organized desk area, following a schedule for the day, etc.).</td>
</tr>
<tr>
<td>2.</td>
<td>Allow natural consequences to occur (e.g., work not done during work time must be made up during recreational time, materials not maintained will be lost or not serviceable, etc.) as the result of the student’s inability to organize or use materials appropriately.</td>
</tr>
<tr>
<td>3.</td>
<td>Allow the student to finish an activity unless it will be disruptive to the schedule.</td>
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<tr>
<td>4.</td>
<td>Assess the quality and clarity of directions, explanations, and instructions given to the student.</td>
</tr>
<tr>
<td>5.</td>
<td>Assign a peer to work with the student on specified activities to make certain the student has the materials necessary to do the activity.</td>
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<tr>
<td>6.</td>
<td>Encourage the student to develop a habit of asking himself/herself, “Do I have everything?” before leaving the house each morning.</td>
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<tr>
<td>7.</td>
<td>Have the student leave necessary materials at specified activity areas.</td>
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<tr>
<td>8.</td>
<td>Assist the student in finding a method of organization that works best for him/her (e.g., subject folders, tabbed binder, checklist, etc.).</td>
</tr>
<tr>
<td>9.</td>
<td>Communicate with parents (e.g., notes home, phone calls, etc.) to share information concerning the student’s progress. The parents may reinforce the student at home for being organized/prepared for specified activities at school.</td>
</tr>
<tr>
<td>10.</td>
<td>Develop monthly calendars to keep track of important events, due dates, assignments, etc.</td>
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<tr>
<td>11.</td>
<td>Do not accept excuses. The student must understand that, regardless of the reasons, it is necessary that he/she takes responsibility for not turning in a math assignment, losing pencils, etc.</td>
</tr>
<tr>
<td>12.</td>
<td>Have the student chart the number of times he/she is organized/prepared for specified activities.</td>
</tr>
<tr>
<td>13.</td>
<td>Encourage the student to develop an awareness of himself/herself and the environment. Instruct the student to step back and ask himself/herself, “What materials do I need to complete this assignment?” “Have I put my assignment in the correct folder?”</td>
</tr>
<tr>
<td>14.</td>
<td>Have the student list five qualities of an organized person. Have the student choose one of those qualities to work on each week for five weeks.</td>
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<tr>
<td>15.</td>
<td>Encourage the student to keep necessary materials for specified activities together (e.g., gym clothes in a gym bag in the car, backpack with all school-related materials by the door, etc.).</td>
</tr>
<tr>
<td>16.</td>
<td>Reduce distracting stimuli (e.g., place the student on the front row, provide a carrel or quiet place away from distractions, etc.). This is used as a means of reducing distracting stimuli and not as punishment.</td>
</tr>
<tr>
<td>17.</td>
<td>Encourage the student to manage his/her daily performance as if he/she were self-employed. This should increase his/her motivation to be organized and fulfill his/her responsibilities.</td>
</tr>
<tr>
<td>18.</td>
<td>Encourage the student to put items that should be taken to work/school in a designated place (e.g., in front of the door, at the bottom of the stairs, etc.).</td>
</tr>
<tr>
<td>19.</td>
<td>Choose different people (e.g., counselor, paraprofessional, peer, etc.) to help the student maintain organization of assignments, materials, etc., at school.</td>
</tr>
<tr>
<td>20.</td>
<td>Provide the student with an appropriate place to store/secure personal property (e.g., desk, locker, closet, etc.). Require the student to store all property when not in use.</td>
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Intervention Strategies Documentation Form

Date: ____________________

Student name: ____________________________________________ Birthdate: ____  Age: ______

School: ___________________________ Parents: ___________________________

Team members: _________________________________________________

I. Student History

A. Are the parents aware of your concern? ______

B. Has the student repeated a grade? ________ If so, when? __________________________

C. Date and results of any previous individual testing? __________________________

D. Date and results of last hearing screening: __________________________

E. Date and results of last vision screening: __________________________

II. Concerns and Interventions

Learning or Behavior Concern:

<table>
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<tr>
<th>Interventions Implemented:</th>
<th>Intervention Date</th>
<th>S/U</th>
<th>Decision</th>
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