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<td>2. Does not attend to important sounds in the immediate environment</td>
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</tr>
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</tr>
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</tr>
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</table>

B. Thinking

<table>
<thead>
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<tbody>
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</table>

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<thead>
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</thead>
<tbody>
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The Learning Disability Intervention Manual (LDIM) is a compilation of goals, objectives, and intervention strategies for the most common characteristics of learning disabilities identified by educators. The companion evaluation scale is based on the most commonly recognized definition of learning disabilities and includes those items and subscales which best reflect the intent of the definition of a learning disability used in IDEA and most states. The LDIM may be used with any student with learning problems to facilitate his/her success in the learning environment.

The goals and objectives may be used in writing IEPs for identified learning disabled students. Criteria for measuring the student’s achievement of the goals and objectives must be determined by professional educators and parents who are knowledgeable about the student’s current disabilities and program recommendations.

The interventions listed under each behavior representing learning disabilities should serve as a guide for program development or change for any student in need of educational success. Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. Professional judgment should dictate the choice of interventions for any particular student. The student’s learning problem, age, gender, grade level, and local community standards are all to be considered in selecting appropriate intervention procedures. Vision, hearing, general health, nutrition, and family case history should also be considered in order not to overlook any historical or contemporary determinants of educational performance. The interventions have been found appropriate for special education as well as regular education classroom environments.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the student. Use of the same interventions and consistent application of these interventions by all educators in all settings greatly facilitates the likelihood of student success in the educational environment. These interventions lend themselves particularly well to creating continuity across all educational settings in which the student functions.

In order to respond to the broad spectrum of implications related to learning disabilities, some interventions contained in this manual apply to most students and should be considered first, in order to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for students based on the appropriateness of the intervention to the situation.

For any learning problem exhibited by a student, it will be of value to assess the extent to which institutional variables influence the student and possibly contribute to the problem. As a first step in improving a situation, these institutional variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful learning performance.
II. Using the *Learning Disability Intervention Manual* in conjunction with the companion evaluation scale

*NOTE: If the *Learning Disability Intervention Manual* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

Step 1: The student is rated with the companion evaluation scale.

Step 2: Conversions of raw scores on the companion evaluation scale are made. Subscale standard scores and the learning quotient and percentile are determined; and the companion evaluation scale *Profile Sheet* is completed.

Step 3: Determine on which of seven characteristics (subscales) the student scores one or more standard deviations below the mean.

Step 4: For each of the characteristics on which the student scored one standard deviation or more below the mean, determine which learning behaviors constitute primary concern in the educational environment (the behaviors with the highest raw scores).

Step 5: Find goals and objectives from the *Learning Disability Intervention Manual* which represent each learning behavior indicated as a primary concern on the companion evaluation scale.

Step 6: Determine those interventions from the *Learning Disability Intervention Manual* which are most appropriate in facilitating the student’s success in meeting the goals and objectives chosen in Step 5.

Step 7: If there are any learning behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those learning behaviors as well.

Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.
III. Goals, Objectives, and Interventions

1 Does not hear all of what is said

Goals:
1. The student will improve listening skills in academic settings.
2. The student will improve listening skills in nonacademic settings.

Objectives:
1. The student will maintain eye contact when information is being communicated ____% of the time.
2. The student will listen quietly when verbal directions are given ____% of the time.
3. The student will repeat what is said with ____% accuracy.
4. The student will respond appropriately to what is said, with reminders, ____ % of the time.
5. The student will independently respond appropriately to what is said ____% of the time.

Interventions:
1. Play games that teach listening skills.
2. Deliver directives in a supportive rather than a threatening manner (e.g., “Please listen to the directions,” rather than, “You had better listen!”).
3. Talk to the student before an assembly or group activity and remind the student of the importance of listening to and following directions.
4. Have the student question any directions, explanations, and instructions he/she does not understand.
5. Deliver all directions, questions, explanations, and instructions in a clear, concise manner and at an appropriate rate for the student.
6. Demonstrate the appropriate way to listen to and follow directions.
7. Encourage parents to take advantage of dinner and other family-gathering times to converse and practice maintaining attention.
8. Remove the student from the situation (e.g., at an assembly, when a guest speaker is present, etc.) until he/she can demonstrate self-control and follow directions.

9. Instruct the student to carry a notepad with him/her at all times and encourage him/her to write information down and maintain attention. When you are talking to him/her, ask the student, maintain eye contact, and have the student repeat the information.

10. Do not reinforce the student’s inappropriate behavior by laughing when he/she has not listened to directions.
11. Determine if the student heard a direction by having the student repeat it.
12. Teach and practice information-gathering skills (e.g., listen carefully, write down important points, ask for clarification, wait until all information is presented before beginning a task, etc.).
13. Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.
14. Establish rules for listening to and following directions (e.g., listen when someone is giving directions, ask questions about directions if they are not understood, etc.). These rules should be consistent and followed by everyone in the classroom. Talk about the rules often.