LEARNING INTERVENTION MANUAL

Second Edition

Goals, Objectives, and Intervention Strategies

Samm N. House

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## I. Learning Intervention Manual

### II. Goals, Objectives, and Interventions

#### A. Academic Performance

<table>
<thead>
<tr>
<th>Behavior Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Does not demonstrate problem-solving skills in new or unique situations</td>
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<tr>
<td>2</td>
<td>Does not demonstrate problem-solving skills in typical situations</td>
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<tr>
<td>3</td>
<td>Has difficulty understanding directions and/or carrying out instructions and often requires repetition</td>
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<tr>
<td>4</td>
<td>Has difficulty with short-term and long-term memory</td>
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<tr>
<td>5</td>
<td>Has limited test-taking skills</td>
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<tr>
<td>6</td>
<td>Is unprepared for tests</td>
</tr>
<tr>
<td>7</td>
<td>Performs classroom tests or quizzes at a failing level</td>
</tr>
<tr>
<td>8</td>
<td>Remembers information one time but not the next</td>
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<td>9</td>
<td>Requires repeated drill and practice to learn what other students master easily.</td>
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<tr>
<td>10</td>
<td>Does not demonstrate the ability to maintain concentration on a particular activity for extended periods of time</td>
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<td>11</td>
<td>Does not demonstrate an effective organizational system when completing homework assignments</td>
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<td>12</td>
<td>Does not demonstrate an understanding of directionality</td>
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<td>13</td>
<td>Fails to demonstrate logical thinking</td>
</tr>
<tr>
<td>14</td>
<td>Has difficulty generalizing information from one situation to another</td>
</tr>
<tr>
<td>15</td>
<td>Demonstrates difficulty with visual memory</td>
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<tr>
<td>16</td>
<td>Does not check completed work for accuracy</td>
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<td>17</td>
<td>Does not demonstrate an understanding of spatial relationships</td>
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<tr>
<td>18</td>
<td>Does not follow multi-step directions</td>
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<td>19</td>
<td>Does not grasp basic concepts or information related to academic tasks</td>
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<tr>
<td>20</td>
<td>Does not perform academically at his/her ability level</td>
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<td>21</td>
<td>Does not perform or complete classroom assignments during class time</td>
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<tr>
<td>22</td>
<td>Does not prepare for assigned activities</td>
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<tr>
<td>23</td>
<td>Does not remain on-task</td>
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<tr>
<td>24</td>
<td>Does not turn in homework assignments</td>
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<tr>
<td>25</td>
<td>Fails to perform assignments independently</td>
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<td>26</td>
<td>Fails to remember sequences</td>
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<td>27</td>
<td>Has difficulty attending when directions are given</td>
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<tr>
<td>28</td>
<td>Has difficulty classifying</td>
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<td>29</td>
<td>Has difficulty describing objects or events across several dimensions including category, function, composition, similarities/differences, and other attributes</td>
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<tr>
<td>30</td>
<td>Has difficulty pretending, role-playing, and imagining</td>
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<tr>
<td>31</td>
<td>Has difficulty retrieving, recalling, or naming objects, persons, places, concepts, etc.</td>
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<td>32</td>
<td>Has difficulty understanding analogies</td>
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<td>33</td>
<td>Has difficulty understanding cause-and-effect relationships</td>
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<tr>
<td>34</td>
<td>Has limited task focus and task completion</td>
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<td>35</td>
<td>Fails to improve skills, learn from mistakes, etc.</td>
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<tr>
<td>36</td>
<td>Is slow to process thoughts or information</td>
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<td>37</td>
<td>Performs assignments carelessly</td>
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<tr>
<td>38</td>
<td>Requires one-to-one situation in order to follow directions</td>
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<tr>
<td>Behavior</td>
<td>Number</td>
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<td>Reading</td>
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<td>77.</td>
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<td>78.</td>
</tr>
</tbody>
</table>
79. Loses place when reading ................................. .213
80. Omits, adds, substitutes, or reverses letters, words, or sounds when reading ........... .215
81. Reads words correctly in one context but not in another ............................ .218
82. Understands what is read to him/her but not what he/she reads silently ............... .220

D. Writing

Behavior
Number
83. Can only write simple, short, noncomplex sentences ........................................ .223
84. Composes incomplete sentences or expresses incomplete thoughts when writing .......... .226
85. Does not use appropriate subject-verb agreement when writing ........................... .230
86. Fails to copy letters, words, sentences, and numbers from a model at a close proximity .232
87. Fails to copy letters, words, sentences, and numbers from a model at a distance .......... .235
88. Fails to correctly organize writing activities ....................................................... .237
89. Fails to form letters correctly when printing or writing ........................................ .239
90. Fails to punctuate correctly when writing ......................................................... .241
91. Fails to use capitalization correctly when writing ................................................. .243
92. Fails to use verb tenses correctly when writing .................................................... .245
93. Fails to write within a given space ................................................................. .247
94. Has difficulty understanding and using synonyms, antonyms, and homonyms ........... .249
95. Omits, adds, or substitutes words when writing .................................................. .252
96. Reverses letters and numbers when writing ....................................................... .254
97. Uses inappropriate letter size when writing ....................................................... .256
98. Uses inappropriate spacing between words or sentences when writing ................... .258
99. Uses incorrect grammar when writing not due to dialect .................................... .260
100. Has limited note-taking skills ..................................................... .262

E. Spelling

Behavior
Number
101. Does not use word endings correctly when spelling or omits them ............................ .265
102. Fails to use spelling rules ................................................................. .267
103. Has difficulty spelling words that do not follow the spelling rules ......................... .270
104. Has difficulty with phonetic approaches to spelling ......................................... .272
105. Omits, substitutes, adds, or rearranges letters or sound units when spelling words ...... .274
106. Requires continued drill and practice to learn spelling words ................................ .276
107. Spells words correctly in one context but not in another .................................... .278

F. Communication

Behavior
Number
108. Does not express thoughts in verbal and written form ........................................ .280
109. Can only speak in short, simple sentences which lack complexity ........................ .282
110. Does not communicate name, address, and phone number .................................. .284
111. Does not comprehend graphic symbols, sign language, etc. ................................. .286
112. Does not comprehend typical verbal communications ......................................... .288
113. Demonstrates difficulty understanding the meaning of words indicating a question ........ .292
114. Does not carry on conversations with peers or adults ........................................ .295
115. Does not complete statements or thoughts when speaking .................................... .297
116. Expresses incomplete thoughts when speaking .................................................. .301
117. Has difficulty using ritualistic greetings/closings ................................................. .305
118. Is slow to respond and/or fails to make relevant responses .......................... .308
119. Lacks spontaneity, originality, and/or variety in verbal interactions. ............... .311
120. Omit[s], adds, substitutes, or rearranges sounds or words when speaking .......... .314
121. Uses incorrect grammar when speaking ....................................................... .316
122. Voice is intermittent or completely lost ....................................................... .318

G. Listening

Behavior

Number

123. Attends more successfully when close to the source of sound. .......................... .321
124. Demonstrates difficulty with auditory memory ............................................ .325
125. Does not direct attention or fails to maintain attention to important sounds in the immediate environment ................................................................. .327
126. Does not hear all of what is said ................................................................. .330
127. Does not listen to or follow verbal directions .............................................. .334
128. Does not listen to what other students are saying ........................................ .339
129. Does not take notes during class when necessary ....................................... .342
130. Has difficulty differentiating speech sounds heard ..................................... .344
131. Has difficulty taking class notes ................................................................. .346
132. Is unsuccessful in activities requiring listening ............................................. .348
133. Needs oral questions and directions frequently repeated .............................. .353
134. Requires eye contact in order to listen successfully ..................................... .358

H. Speech

Behavior

Number

135. Omits a sound in a word ................................................................. .361
136. Inserts an extra sound in a word ........................................................... .363
137. Articulation interferes with communication .............................................. .365
138. Demonstrates difficulty with topic initiation, maintenance, and/or closure including irrelevant, tangential, or associative responses; and/or tends to circumlocute - talking “around” instead of “on” the topic ................................................................. .367
139. Demonstrates inappropriate (or inaccurate) sequencing skills when speaking ... .370
140. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent) ................................................................. .373
141. Does not form questions appropriately when speaking ................................ .375
142. Does not use appropriate subject-verb agreement when speaking .................. .377
143. Dysfluency interferes with daily communication ........................................ .379
144. Dysfluent speech causes unfavorable listener reaction ............................... .382
145. Exhibits difficulty using verbal language as a tool to obtain desired results ... .385
146. Has limited expressive and/or receptive vocabulary ..................................... .387
147. Has difficulty comprehending passive sentence form ................................ .391
148. Has difficulty comprehending picture and/or verbal absurdities ...................... .393
149. Has difficulty imitating speech sounds ....................................................... .395
150. Has difficulty recognizing and using multiple-meaning words ...................... .397
151. Has difficulty sequencing speech sounds in multisyllabic words .................... .399
152. Has difficulty understanding nonliteral forms of speech such as idioms, proverbs, similes, metaphors, jokes, puns, and riddles ....................................................... .402
153. Omits function words when speaking ....................................................... .404
154. Omits present progressive when speaking .................................................. .407
155. Voice pitch is too high or too low for age and gender ................................... .409
156. Rate of speech is too fast or too slow .......................................................... .412
157. Secondary characteristics are present while speaking ........................................414
158. Speaks dysfluently .................................................................417
159. Speaks in an unnatural voice ...............................................420
160. Speaks incoherently ..........................................................421
161. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks 
less than previously, etc. ..........................................................423
162. Speech causes unfavorable listener reaction ...........................................427
163. Substitutes one sound for another sound ...........................................430
164. Uses inappropriate verb tenses when speaking ........................................432
165. Uses inappropriate verbal and/or nonverbal language in social situations or 
interactions with peers and/or adults ......................................................434
166. Uses incorrect word order when speaking .............................................437
167. Uses negation inappropriately when speaking ........................................439
168. Uses plurality incorrectly in noun and verb forms ....................................441
169. Uses pronouns incorrectly ................................................................443
170. Uses sentences which are grammatically incomplete when speaking ........445
171. Voice quality causes unfavorable listener reaction ..................................447
172. Voice quality interferes with daily communication ..................................450
173. Voice quality sounds harsh, breathy, and/or hoarse ..................................453
174. Voice quality sounds hypernasal (e.g., sounds like the student is talking through 
his/her nose) or hyponasal (e.g., sounds like the student has a cold) ...............456
175. Volume is too loud or too soft for the situation ........................................458

G. Early Childhood Learning Problems

Behavior

Number
176. Cannot identify an object that is different from others in a group ..................461
177. Does not show understanding of at least three prepositions by placing an object 
appropriately ......................................................................................463
178. Cannot match two colors .....................................................................465
179. Cannot identify pictures that go together .................................................466
180. Cannot correctly point to a penny, nickel, and dime ...................................468
181. Cannot point to a square, circle, and triangle .............................................469
182. Cannot identify the numbers one to four and cannot count a 
specified quantity (1-4) when asked ....................................................470
183. Cannot classify objects according to size, shape, color, category, etc. ........471
184. Cannot point to a group of objects that has more or less ..............................472
185. Cannot point to a one dollar bill and a five dollar bill ...............................473
186. Does not use several pronouns correctly in a conversation .........................474
187. Cannot correctly answer “how” and “where” questions ..............................475
188. Does not correctly use an object ............................................................476
189. Does not use the past tense of verbs ........................................................477
190. Cannot answer “why” questions correctly ................................................478
191. Cannot count by rote memory from one to fifteen .....................................479
192. Cannot tell a story using pictures or a book .............................................480
193. Cannot rhyme words ............................................................................481
194. Cannot describe the weather outside ......................................................482

III. Appendix .......................................................................................483
The *Learning Intervention Manual* (LIM) is a compilation of goals, objectives, and intervention strategies for 175 behaviors grouped by categories. It is designed to respond to the most typical learning problems exhibited by students in educational settings. The interventions are appropriate for any student exhibiting the learning problems and he/she need not be identified as learning disabled or handicapped in any way. The appropriateness of the interventions relates directly to the learning problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and have been proven to contribute to student success in the educational environment. All interventions included have been found to be successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

The interventions contained in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., noise, movement, another student, etc.) which may contribute to unsuccessful learning performance. Reactive interventions “teach” the student ways to deal with his/her behavior. These strategies include increased self-control, problem-solving skills, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to facilitating learning. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

For any learning problem exhibited by students, it will be of value to assess the extent to which institutional variables influence and possibly contribute to the problem. Limited supervision in learning areas and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to learning problems. As a first step in improving a learning environment, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student learning should be identified and considered when choosing appropriate interventions to facilitate a student’s success. Professional judgment should guide the choice of interventions for any particular student. The student’s age, gender, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention strategies. In order not to overlook any historical or contemporary determinants of educational performance, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

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. The interventions have been found appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student facilitates the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves particularly well to creating continuity across all the educational settings in which the student functions.
## II. Goals, Objectives, and Interventions

### 1. Does not demonstrate problem-solving skills in new or unique situations

**Goals:**
1. The student will demonstrate problem-solving skills in new situations.
2. The student will demonstrate problem-solving skills in unique situations.

**Objectives:**
1. The student will solve problems by withdrawing from conflict situations on ______ out of ______ occasions.
2. The student will solve problems by reasoning in new or unique situations on ______ out of ______ occasions.
3. The student will solve problems by apologizing in conflict situations on ______ out of ______ occasions.
4. The student will solve problems by talking in a quiet, controlled manner in new or unique situations on ______ out of ______ occasions.
5. The student will independently solve problems in new or unique situations on ______ out of ______ occasions.
6. The student will solve problems in conflict situations by allowing others the benefit of the doubt on ______ out of ______ occasions.
7. The student will rely on verbal cues to solve problems in new or unique situations on ______ out of ______ occasions.
8. The student will rely on visual cues to solve problems in new or unique situations on ______ out of ______ occasions.
9. The student will solve problems by requesting clarification of information not understood in new or unique situations on ______ out of ______ occasions.
10. The student will solve problems by considering the consequences of his/her behavior in new or unique situations on ______ out of ______ occasions.
11. The student will react in a consistent manner in similar situations on ______ out of ______ occasions.
12. The student will seek teacher assistance when he/she is experiencing difficulty in a new or unique situation on ______ out of ______ trials.

**Interventions:**

1. Reinforce the student for demonstrating the ability to appropriately solve problems in new or unique situations: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

2. Speak to the student to explain (a) what he/she is doing wrong (e.g., fighting, name calling, etc.) and (b) what he/she should be doing (e.g., withdrawing from personal interactions, reasoning, etc.).

3. Reinforce those students in the classroom who demonstrate the ability to appropriately solve problems in new or unique situations.

4. Reinforce the student for demonstrating the ability to appropriately solve problems in new or unique situations based on the number of times the student can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.

5. Write a contract with the student specifying what behavior is expected (e.g., making logical decisions in new or unique situations, reasoning, etc.) and what reinforcement will be made available when the terms of the contract have been met.

6. Have the student question any directions, explanations, and instructions he/she does not understand.