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**Behavior**

**Number**

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**Behavior**

**Number**

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<table>
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<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Does not use appropriate subject-verb agreement when speaking.</td>
<td>96</td>
</tr>
<tr>
<td>34. Has a limited speaking vocabulary.</td>
<td>98</td>
</tr>
<tr>
<td>35. Uses inappropriate verb tenses when speaking</td>
<td>102</td>
</tr>
<tr>
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<td>104</td>
</tr>
<tr>
<td>37. Does not complete statements or express complete thoughts when speaking</td>
<td>107</td>
</tr>
</tbody>
</table>

#### Behavior Number

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Does not comprehend what he/she reads</td>
</tr>
<tr>
<td>39. Fails to finish assignments because of reading difficulties.</td>
</tr>
<tr>
<td>40. Fails to demonstrate word attack skills</td>
</tr>
<tr>
<td>41. Fails to recognize words on grade level</td>
</tr>
<tr>
<td>42. Loses place when reading</td>
</tr>
<tr>
<td>43. Has difficulty with sound-symbol relationships</td>
</tr>
<tr>
<td>44. Has difficulty with phonics skills when reading</td>
</tr>
<tr>
<td>45. Omits, adds, substitutes, or reverses letters, words, or sounds when reading</td>
</tr>
<tr>
<td>46. Fails to demonstrate word comprehension.</td>
</tr>
<tr>
<td>47. Reads words correctly in one context but not in another</td>
</tr>
<tr>
<td>48. Does not read independently.</td>
</tr>
<tr>
<td>49. Does not discriminate between similar letters and words</td>
</tr>
<tr>
<td>50. Does not know all the letters of the alphabet</td>
</tr>
<tr>
<td>51. Understands what is read to him/her but not what he/she reads silently.</td>
</tr>
<tr>
<td>52. Has difficulty recalling the sequence of events in stories read.</td>
</tr>
<tr>
<td>53. Does not demonstrate an understanding of alphabetical order.</td>
</tr>
<tr>
<td>54. Has difficulty identifying the topic sentence and main idea when reading</td>
</tr>
<tr>
<td>55. Does not demonstrate an understanding of contractions and compound words</td>
</tr>
<tr>
<td>56. Fails to demonstrate glossary and dictionary skills</td>
</tr>
<tr>
<td>57. Has difficulty finding supporting details when reading</td>
</tr>
</tbody>
</table>

### E. Writing

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>58. Performs assignments so carelessly as to be illegible</td>
<td>151</td>
</tr>
<tr>
<td>59. Fails to copy letters, words, sentences, and numbers from a model at a close proximity</td>
<td>153</td>
</tr>
<tr>
<td>60. Fails to copy letters, words, sentences, and numbers from a model at a distance</td>
<td>156</td>
</tr>
<tr>
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<td>158</td>
</tr>
<tr>
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<td>160</td>
</tr>
<tr>
<td>63. Reverses letters and numbers when writing</td>
<td>161</td>
</tr>
<tr>
<td>64. Fails to write within a given space</td>
<td>163</td>
</tr>
<tr>
<td>65. Fails to punctuate correctly when writing</td>
<td>165</td>
</tr>
<tr>
<td>66. Does not use appropriate subject-verb agreement when writing</td>
<td>167</td>
</tr>
<tr>
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<td>169</td>
</tr>
<tr>
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<td>172</td>
</tr>
<tr>
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</tr>
<tr>
<td>70. Fails to form letters correctly when printing or writing</td>
<td>176</td>
</tr>
<tr>
<td>71. Fails to use verb tenses correctly when writing</td>
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</tr>
<tr>
<td>72. Uses inappropriate letter size when writing</td>
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</tr>
</tbody>
</table>
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<td>Fails to make appropriate use of study time</td>
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</tr>
<tr>
<td>113.</td>
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</tr>
<tr>
<td>114.</td>
<td>Does not begin assignments after receiving directions, instructions, etc.</td>
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</tr>
<tr>
<td>115.</td>
<td>Does not complete assignments after receiving directions, instructions, etc.</td>
<td>294</td>
</tr>
<tr>
<td>116.</td>
<td>Makes inappropriate comments or unnecessary noises in the classroom</td>
<td>297</td>
</tr>
<tr>
<td>117.</td>
<td>Fights with other students</td>
<td>301</td>
</tr>
<tr>
<td>118.</td>
<td>Becomes physically aggressive with teachers</td>
<td>304</td>
</tr>
<tr>
<td>119.</td>
<td>Makes unnecessary physical contact with others</td>
<td>307</td>
</tr>
<tr>
<td>120.</td>
<td>Makes inappropriate comments to teachers</td>
<td>309</td>
</tr>
<tr>
<td>121.</td>
<td>Responds inappropriately to praise or recognition from other students or teachers</td>
<td>312</td>
</tr>
<tr>
<td>122.</td>
<td>Is easily angered, annoyed, or upset</td>
<td>314</td>
</tr>
<tr>
<td>123.</td>
<td>Agitates and provokes peers to a level of verbal or physical assault</td>
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</tr>
<tr>
<td>124.</td>
<td>Has little or no interaction with teachers</td>
<td>322</td>
</tr>
<tr>
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<td>325</td>
</tr>
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<td>126.</td>
<td>Makes inappropriate comments to other students</td>
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</tr>
<tr>
<td>127.</td>
<td>Responds inappropriately to typical physical exchanges with peers</td>
<td>331</td>
</tr>
<tr>
<td>128.</td>
<td>Does not respond appropriately to friendly teasing</td>
<td>333</td>
</tr>
<tr>
<td>129.</td>
<td>Is not accepted by other students</td>
<td>335</td>
</tr>
<tr>
<td>130.</td>
<td>Bothers others who are trying to work, listen, etc.</td>
<td>338</td>
</tr>
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<td>131.</td>
<td>Responds inappropriately to others’ attempts to be friendly, complimentary, sympathetic, etc.</td>
<td>342</td>
</tr>
<tr>
<td>132.</td>
<td>Refuses to share possessions or materials</td>
<td>344</td>
</tr>
<tr>
<td>133.</td>
<td>Does not allow others to take their turn or participate in activities or games, etc.</td>
<td>347</td>
</tr>
<tr>
<td>134.</td>
<td>Does not demonstrate the ability to resolve conflict situations</td>
<td>349</td>
</tr>
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<td>135.</td>
<td>Does not make appropriate use of free time</td>
<td>351</td>
</tr>
<tr>
<td>136.</td>
<td>Fails to work appropriately with peers in a tutoring situation</td>
<td>353</td>
</tr>
<tr>
<td>137.</td>
<td>“Gets back” at others when he/she feels that someone has wronged him/her</td>
<td>355</td>
</tr>
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<td>138.</td>
<td>Writes and passes notes</td>
<td>358</td>
</tr>
<tr>
<td>139.</td>
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<td>359</td>
</tr>
<tr>
<td>140.</td>
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<td>361</td>
</tr>
<tr>
<td>141.</td>
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<td>363</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Behavior Number</th>
<th>Behavior Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>142.</td>
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<td>367</td>
</tr>
<tr>
<td>143.</td>
<td>Has unexcused tardiness</td>
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</tr>
<tr>
<td>144.</td>
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<td>371</td>
</tr>
<tr>
<td>145.</td>
<td>Does not participate or demonstrate an interest in classroom activities or special events that are interesting to other students</td>
<td>373</td>
</tr>
<tr>
<td>146.</td>
<td>Blames self for situations beyond his/her control</td>
<td>376</td>
</tr>
<tr>
<td>147.</td>
<td>Expresses concerns or worries about school, home, or personal situations through words or pictures</td>
<td>377</td>
</tr>
<tr>
<td>148.</td>
<td>Is not motivated by rewards</td>
<td>379</td>
</tr>
<tr>
<td>Number</td>
<td>Behavior</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>149.</td>
<td>Responds inappropriately to constructive criticism or comments from others</td>
<td></td>
</tr>
<tr>
<td>150.</td>
<td>Tries to avoid situations, assignments, responsibilities</td>
<td></td>
</tr>
<tr>
<td>151.</td>
<td>Demonstrates self-destructive behavior</td>
<td></td>
</tr>
<tr>
<td>152.</td>
<td>Threatens to hurt self or commit suicide</td>
<td></td>
</tr>
<tr>
<td>153.</td>
<td>Indicates that no one likes him/her, no one cares about him/her, etc.</td>
<td></td>
</tr>
<tr>
<td>154.</td>
<td>Ignores consequences of his/her behavior</td>
<td></td>
</tr>
<tr>
<td>155.</td>
<td>Does not smile, laugh, or demonstrate happiness</td>
<td></td>
</tr>
<tr>
<td>156.</td>
<td>Cheats</td>
<td></td>
</tr>
<tr>
<td>157.</td>
<td>Throws temper tantrums</td>
<td></td>
</tr>
<tr>
<td>158.</td>
<td>Is tired, listless, apathetic, unmotivated, not interested in school</td>
<td></td>
</tr>
<tr>
<td>159.</td>
<td>Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.</td>
<td></td>
</tr>
<tr>
<td>160.</td>
<td>Is overly critical of self in school-related performance, abilities, personal appearance, etc.</td>
<td></td>
</tr>
<tr>
<td>161.</td>
<td>Frowns, scowls, looks unhappy during typical classroom situations</td>
<td></td>
</tr>
<tr>
<td>162.</td>
<td>Needs immediate rewards, reinforcement, or gratification in order to demonstrate appropriate behavior</td>
<td></td>
</tr>
<tr>
<td>163.</td>
<td>Does not care for personal appearance</td>
<td></td>
</tr>
<tr>
<td>164.</td>
<td>Is pessimistic</td>
<td></td>
</tr>
<tr>
<td>165.</td>
<td>Physically runs away from personal or school experiences</td>
<td></td>
</tr>
<tr>
<td>166.</td>
<td>Cries in response to personal or school situations</td>
<td></td>
</tr>
</tbody>
</table>

**K. Inappropriate Behavior Under Normal Circumstances**

<table>
<thead>
<tr>
<th>Behavior Number</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>167.</td>
<td>Behaves inappropriately when others do well or receive praise or attention</td>
</tr>
<tr>
<td>168.</td>
<td>Does not behave in a manner appropriate for the situation</td>
</tr>
<tr>
<td>169.</td>
<td>Acts impulsively without apparent self-control</td>
</tr>
<tr>
<td>170.</td>
<td>Exhibits sudden or extreme mood changes</td>
</tr>
<tr>
<td>171.</td>
<td>Is unpredictable in behavior</td>
</tr>
<tr>
<td>172.</td>
<td>Makes sexually related comments or engages in inappropriate behavior with sexual overtones</td>
</tr>
<tr>
<td>173.</td>
<td>Moves about unnecessarily</td>
</tr>
<tr>
<td>174.</td>
<td>Becomes overexcited</td>
</tr>
<tr>
<td>175.</td>
<td>Lies, denies, exaggerates, distorts the truth</td>
</tr>
<tr>
<td>176.</td>
<td>Speaks in an unnatural voice</td>
</tr>
<tr>
<td>177.</td>
<td>Speaks incoherently</td>
</tr>
<tr>
<td>178.</td>
<td>Engages in nervous habits</td>
</tr>
<tr>
<td>179.</td>
<td>Destroys school, teachers’, or other students’ property</td>
</tr>
<tr>
<td>180.</td>
<td>Does not accept changes in an established routine</td>
</tr>
<tr>
<td>181.</td>
<td>Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc.</td>
</tr>
<tr>
<td>182.</td>
<td>Engages in inappropriate behaviors related to bodily functions</td>
</tr>
<tr>
<td>183.</td>
<td>Becomes pale, may vomit, or pass out when anxious or frightened</td>
</tr>
<tr>
<td>184.</td>
<td>Demonstrates phobic reactions</td>
</tr>
<tr>
<td>185.</td>
<td>Does not change from one activity to another without difficulty</td>
</tr>
<tr>
<td>186.</td>
<td>Cannot fasten articles of clothing</td>
</tr>
<tr>
<td>187.</td>
<td>Does not change clothing for physical education</td>
</tr>
<tr>
<td>188.</td>
<td>Does not demonstrate appropriate mealtime behavior</td>
</tr>
</tbody>
</table>
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Behavior
Number
189. Uses obscene or profane language ......................................................... .469
190. Does not demonstrate the ability to follow a routine ................................. .473
191. Does not take appropriate care of personal property ................................. .476
192. Steals or forcibly takes things from other students, teachers, the school building, etc. ................................................................. .479
193. Engages in inappropriate behaviors while seated ........................................ .482
194. Does not follow directives from teachers or other school personnel ............... .485
195. Brings inappropriate or illegal materials to school .......................................... .487
196. Responds inappropriately to redirection in academic and social situations ........ .489
197. Does not follow school rules ...................................................................... .491
198. Demonstrates inappropriate behavior on the school grounds before and after school. ............................ .494
199. Does not follow classroom rules ................................................................. .496
200. Does not wait appropriately for an instructor to arrive ................................. .498
201. Does not wait appropriately for assistance from an instructor ......................... .499
202. Does not demonstrate appropriate use of school-related materials ................ .501
203. Does not demonstrate appropriate care and handling of others’ property ........ .504
204. Does not raise hand when appropriate ....................................................... .507
205. Demonstrates inappropriate behavior going to and from school .................. .509
206. Does not take notes during class when necessary ........................................ .510
207. Is preoccupied with drugs or alcohol or possesses or uses drugs or alcohol at school ................................................................. .512
208. Blurts out answers without being called on .................................................. .514
209. Interrupts others ....................................................................................... .517
210. Talks to others during quiet activity periods ................................................ .520
211. Leaves seat or assigned area without permission .......................................... .522
212. Does not come to or is not ready for an activity at the specified time ................ .525

M. Group Behavior

Behavior
Number
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215. Demonstrates inappropriate behavior in a small academic group setting ........ .533
216. Does not demonstrate appropriate behavior in the presence of a substitute authority figure ................................................................. .536
217. Demonstrates inappropriate behavior in a large academic group setting ............ .539
218. Has difficulty working effectively in a group situation .................................... .542
219. Does not demonstrate appropriate behavior in group games ........................... .546

N. Social Skills/Communication

Behavior
Number
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222. Does not exhibit awareness of social “codes of conduct” or does not learn appropriate behavior from observing such behaviors ................................................................. .560
223. Does not realize how his/her actions affect others ........................................ .565
224. Does not use other’s emotional responses to guide behavior ......... .571
225. Has difficulty identifying personal space preferences of others ................. 575
226. Is not loyal to friends and organized groups ........................................ 579
227. Exhibits unusual facial expressions ..................................................... 581
228. Demonstrates difficulty maintaining topic of conversation ...................... 583
229. Remains fixated on personal topics of interest in conversation with others .... 586
230. Is unable to interpret nonverbal facial cues of others .............................. 589
231. Does not communicate for the purpose of sharing positive affect .............. 593
232. Is unable to participate in conversational turn taking ............................ 597
233. Has difficulty understanding or accepting others’ point of view ............... 603
234. Stares off into space ........................................................................... 608
235. Does not adjust behavior to the demands of the social situation .............. 612
236. Engages only in activities which focus on personal topics of interest ......... 614
237. Responds inappropriately to environmental social cues .......................... 621
238. Lacks spontaneity, originality, and/or variety in verbal interactions .......... 624
239. Is slow to respond and/or fails to respond with relevant responses .......... 627
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    interactions with peers and/or adults.
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242. Has difficulty expressing opinions, feelings, and/or emotions ............... 634
243. Has difficulty using ritualistic greetings/closings when appropriate .......... 636
244. Exhibits difficulty using verbal language as a tool to obtain desired results . 638
245. Can only speak in short, simple sentences which lack complexity .......... 639
246. Has difficulty understanding directions and/or carrying out instructions and often 641
    requires repetition or rephrasing.
247. Has limited expressive and/or receptive vocabulary ............................ 644
248. Has difficulty understanding nonliteral forms of speech such as idioms, proverbs, 647
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249. Says one thing, but means another ...................................................... 649
250. Has difficulty producing information required in a specific situation ......... 653

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Generally, the pre-referral process begins with a regular educator calling attention to a student with learning and/or behavior problems. A team of educators, typically composed of a special educator(s), a regular educator(s), and/or a counselor(s) from that building, meets with the educator identifying a student for pre-referral intervention. The team, along with input from the teacher calling attention to the student’s needs, pinpoints the specific learning and/or behavior concerns for improvement. Goals and objectives for the student in the regular classroom are formally or informally determined, and intervention strategies for the school environment are agreed upon. With consultant assistance from the pre-referral team, the classroom teacher conducts adjusted behavior and teaching approaches for the student for a specific length of time, which may be for several weeks up to a few months. The student’s progress is documented and communication continues between the pre-referral team and the classroom teacher. Based on student performance in response to pre-referral intervention strategies, decisions are made as to the student’s ability to succeed in the regular classroom with adjustments in instruction, materials, testing, etc. If the student is successful with these adjustments, he/she remains in the regular classroom with continued support. If the student is not successful; formal referral, assessment, and special education services are likely to follow.

The following steps are recommended for using the Pre-Referral Intervention Manual in the pre-referral intervention process.

Step 1: The regular education teacher calls attention to the student with learning and/or behavior problems. The Learning and Behavior Problem Checklist is a valuable resource in pinpointing specific areas of concern.

Step 2: The pre-referral consultant team (e.g., special educator, regular educator, counselor) for the building meets with the regular education teacher to pinpoint specific learning and/or behavior problems the student exhibits.

Step 3: Goals and objectives for the student are determined. Specific intervention strategies from the Pre-Referral Intervention Manual are selected for the student from the learning and behavior problems which were pinpointed.

Step 4: With consultant assistance from the pre-referral team, the classroom teacher conducts adjusted behavior and teaching interventions for the student.

Step 5: The student’s progress toward the goals and objectives are documented by the classroom teacher. Documenting may be done using the Intervention Strategies Documentation Form.

Step 6: The pre-referral team and the classroom teacher consult to determine the student’s progress.

Step 7: If the student is progressing in the regular education classroom with interventions, the process is continued with consultant support for the classroom teacher and student.

Step 8: If the student’s needs cannot be met in the regular classroom, with adjusted behavior and teaching interventions, formal documentation of the student’s learning and behavior performance are used to make a formal referral for assessment and consideration for special services.

## II. Interventions

### A. Memory, Abstractions, Generalizations, and Organization

<table>
<thead>
<tr>
<th>Behavior Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Is disorganized.</td>
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<tr>
<td>2.</td>
<td>Has limited memory skills.</td>
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<tr>
<td>3.</td>
<td>Has difficulty understanding abstract concepts</td>
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<td>4.</td>
<td>Fails to find locations in the building</td>
<td>20</td>
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<td>5.</td>
<td>Does not respond appropriately to environmental cues</td>
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<td>6.</td>
<td>Does not stay in assigned areas for specified time</td>
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<td>7.</td>
<td>Needs verbal questions and directions frequently repeated</td>
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<tr>
<td>8.</td>
<td>Demonstrates difficulty with visual memory</td>
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<tr>
<td>9.</td>
<td>Demonstrates difficulty with auditory memory</td>
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<td>10.</td>
<td>Does not demonstrate an understanding of directionality</td>
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<td>11.</td>
<td>Has difficulty concentrating</td>
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<tr>
<td>12.</td>
<td>Perseverates - does the same thing over and over</td>
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<td>13.</td>
<td>Fails to demonstrate logical thinking</td>
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<tr>
<td>14.</td>
<td>Has difficulty retrieving, recalling, or naming objects, persons, places, etc.</td>
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<td>15.</td>
<td>Demonstrates visual perception problems</td>
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<td>16.</td>
<td>Has difficulty classifying</td>
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<td>17.</td>
<td>Fails to generalize knowledge from one situation to another</td>
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<td>18.</td>
<td>Demonstrates confusion</td>
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<td>19.</td>
<td>Remembers information one time but not the next</td>
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<tr>
<td>20.</td>
<td>Requires slow, sequential, substantially broken-down presentation of concepts</td>
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<tr>
<td>21.</td>
<td>Fails to remember sequences</td>
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</table>
1. 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.).

2. 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.

3. Allow the student to finish an activity unless it will be disruptive to the schedule.

4. Assess the quality and clarity of directions, explanations, and instructions given to the student.

5. Assign a peer to work with the student on specified activities to make certain the student has the materials necessary to do the activity.

6. Encourage the student to develop a habit of asking himself/herself, “Do I have everything?” before leaving the house each morning.

7. Have the student leave necessary materials at specified activity areas.

8. Assist the student in finding a method of organization that works best for him/her (e.g., subject folders, tabbed binder, checklist, etc.).

9. 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.

10. Develop monthly calendars to keep track of important events, due dates, assignments, etc.

11. 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.

12. Have the student chart the number of times he/she is organized/prepared for specified activities.

13. 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?”

14. 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.

15. 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.).

16. 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.

17. 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.

18. 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.).

19. Choose different people (e.g., counselor, paraprofessional, peer, etc.) to help the student maintain organization of assignments, materials, etc., at school.

20. 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.