

# Individualized Intervention Program

Observation Date: 01/22/2010

Student Name: Thomas Andrews

Student #: 123456

School: Midvale

Birthdate: 11/23/1999 Age: 10

Team member: Ms. Jackson and Mr. Smart

Parents: Tom and Liz Andrews

## Learning or Behavior Concern:

- 1 Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently

## Goals:

- 1 The student will ask for assistance when appropriate.

## Objectives:

- 5 The student will demonstrate the ability to ask a question on \_\_\_\_\_ out of \_\_\_\_\_ trials.

## Interventions Implemented:

- 3 Speak to the student to explain (a) what he/she is doing wrong (e.g., sitting and waiting, doing nothing, etc.) and (b) what he/she should be doing (e.g., beginning an activity, asking for assistance if necessary, etc.).
- 9 Choose a peer to model seeking assistance when appropriate for the student.
- 16 Demonstrate accepting behavior (e.g., willingness to help others, making criticisms constructive and positive, demonstrating confidentiality in personal matters, etc.).

## Learning or Behavior Concern:

- 7 Blurts out answers without being called on

## Goals:

- 3 The student will work quietly in the classroom.

## Objectives:

- 3 The student will wait his/her turn to talk when engaged, or attempting to engage, in interactions with others on \_\_\_\_\_ out of \_\_\_\_\_ trials.

## Interventions Implemented:

- 5 Do not allow the student to interrupt you by letting him/her talk to you at the time he/she blurts out answers. Tell the student that he/she will need to wait until you are finished talking. Allowing the student to talk after interrupting reinforces the behavior and may increase the number of times he/she blurts out answers.

## Learning or Behavior Concern:

- 8 Cheats

## Goals:

- 1 The student will independently perform his/her assignments.
- 2 The student will not cheat.

## Objectives:

- 3 The student will independently perform \_\_\_\_\_ out of \_\_\_\_\_ tasks.

## Interventions Implemented:

- 5 Reduce the emphasis on competition. Fear of failure may cause the student to resort to cheating or copying others' work in order to be successful.
- 37 Speak to the student to explain (a) what the student is doing wrong (e.g., cheating, copying, etc.) and (b) what the student should be doing (i.e., his/her own work).