The Learning Disability Evaluation Scale - Fourth Edition (LDES-4) is a norms update of the Learning Disability Evaluation Scale - Renormed Second Edition (LDES-R2) (McCarney & Arthaud, 2007). The LDES-4 assesses the most commonly identified characteristics of learning disabled students. It is based on the federal definition of learning disabilities (IDEIA, 2004) and the subscales (Listening, Thinking, Speaking, Reading, Writing, Spelling, and Mathematical Calculations) correspond to seven areas of disability identified in the federal definition.

The LDES-4 was standardized on a total of 1,802 students, ages 8 through 16 years and grades 2-11. Demographic characteristics of the standardization population approximated the national percentages for gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the LDES-4 fell at or above .82 for each subscale. Test-retest reliability yielded correlation coefficients ranging from .88 through .97, indicating substantial reliability for each of the 7 subscales. Coefficients for inter-rater reliability for the subscales ranged from .94 to 1.00 for all age levels. Content validity was established through the initial development process. The LDES-4 was compared to the Learning Disabilities Diagnostic Inventory (LDDI) (Hammill & Bryant, 1998) as a measure of concurrent validity. All subscales of the LDES-4 correlated significantly with the LDDI subscales to which they were compared. The construct validity of the scale supports strong diagnostic validity.

The LDES-4 uses frequency-referenced quantifiers. Each item on the LDES-4 is rated on a four-point scale (NOT DEVELOPMENTALLY APPROPRIATE FOR AGE, RARELY OR NEVER, INCONSISTENTLY, CONSISTENTLY). Following completion of the ratings, five types of age and grade scores may be obtained: frequency rating for each item (reflecting the degree of difficulty in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), a learning quotient, and percentile. The subscale standard scores are plotted on the graph at the bottom of the Profile Sheet to provide a visual representation of skills.

The LDES-4 takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, or other school personnel. The LDES-4 complete kit consists of Pre-Referral Learning Problem Checklists, Intervention Strategies Documentation Forms, technical manual, rating forms, the Learning Disability Intervention Manual, and the Parent’s Guide to Learning Disabilities.

The Learning Disability Intervention Manual (LDIM) includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of a student’s IEP, as well as classroom intervention. The Learning Disability Intervention Manual used in conjunction with the LDES-4 provides an assessment and intervention program for learning disabled children and youth. The Parent’s Guide to Learning Disabilities (PGLD) contains interventions for parents to implement in the home to help their learning disabled child be more successful.
**PRE-REFERRAL LEARNING PROBLEM CHECKLIST**

Date: ________________

| Student: ___________________________ Birthdate: _______ Age: ______ Gender: ______ Grade: ______ |
| School: ___________________________ City: __________ State: __________ |
| Observer: __________________________ Position: __________________________ |

| Student known to observer: _______ | Length of time spent with student each day: _______ |
| (from) | (to) | (hours) | (minutes) |

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

**LISTENING**

1. Does not hear all of what is said (e.g., misses word endings, misses key words such as “do not,” etc.)
2. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)
3. Has difficulty differentiating heard (e.g., does not hear the difference between /ch/ and /sh/ sounds, similar consonant sounds, rhyming words, etc.)
4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
5. Needs oral questions and directions frequently repeated (e.g., student says, “I don’t understand;” needs constant reminders, etc.)
6. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher)
7. Requires eye contact in order to listen successfully (e.g., one-to-one situation)

**THINKING**

8. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, does not memorize a poem or song, etc.)
9. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)
10. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)
11. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)
12. Demonstrates difficulty with auditory memory (i.e., does not remember information received auditorily)
13. Does not demonstrate an understanding of directionality (e.g., left-right, forward-backward, east-west, etc.)
14. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)
15. Perseverates - does the same thing over and over (e.g., has difficulty changing activities, routines, etc.)
# 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

<table>
<thead>
<tr>
<th>Learning or Behavior Concern:</th>
<th>Interventions Implemented:</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="SAMPLE" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning or Behavior Concern:</th>
<th>Interventions Implemented:</th>
<th>Intervention Date</th>
<th>S/U</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="SAMPLE" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL VERSION RATING FORM

Stephen B. McCarney

RATING GUIDELINES

• The student should be rated by school personnel who interact directly with the student in the school environment.

• The rater should rely on his/her observation of the student’s skills as they occur naturally in the school environment. If the rater has no knowledge of the student’s ability to perform a particular skill on the scale, it is recommended that the rater consult another person in the school environment to provide information for that item.

• Do not leave any boxes blank.

• At the secondary level, or in departmentalized elementary programs, educational personnel may rate only those areas (subscals) which they have had the opportunity to observe.

• It is not necessary to complete the rating for a student in one day. Several days may elapse before the rater is able to complete the scale.

• It is recommended that each quantifier is read with the item, before rating the item. Using item 25 as an example, the rater would first read, “Not developmentally appropriate for age to have difficulty imitating speech sounds,” then “Rarely or never has difficulty imitating speech sounds,” “Inconsistently has difficulty imitating speech sounds,” and finally “Consistently has difficulty imitating speech sounds.”

• If the behavior or skill is developmentally beyond what is expected for the student’s age, the rating should be

0
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.

• If the student does not display or rarely displays the behavior or skill indicated on the scale, the rating should be

1
RARELY OR NEVER.

• If the student often, but not always, displays the behavior or skill on the scale, the rating should be

2
INCONSISTENTLY.

• If the student consistently displays the behavior or skill on the scale, the rating should be

3
CONSISTENTLY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT
It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form.

Item #01510
LDES-4
© 2018 3/18
Hawthorne Educational Services, Inc.
800 Gray Oak Drive
Columbia, MO  65201
TO RATER: Rate every item using the quantifiers (0-3) provided. Every item must be rated. Do not leave any boxes blank.

<table>
<thead>
<tr>
<th>NOT DEVELOPMENTALLY APPROPRIATE FOR AGE</th>
<th>RARELY OR NEVER</th>
<th>INCONSISTENTLY</th>
<th>CONSISTENTLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**LISTENING**

1. Does not hear all of what is said (e.g., misses word endings, misses key words such as “do not;” etc.)

2. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)

3. Has difficulty differentiating speech sounds heard (e.g., does not hear the difference between /ch/ and /sh/ sounds, similar vowel sounds, similar consonant sounds, rhyming words, etc.)

4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)

5. Needs oral questions and directions repeated (e.g., student says, “I don’t understand;” needs constant repetition)

6. Attends most conversations, but is not able to remember the teacher’s words to respond appropriately

7. Requires extensive rehearsal in order to listen successfully (e.g., in a one-to-one situation)

8. Raw Score

**THINKING**

8. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, does not memorize words to a poem or song, etc.)

9. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)

10. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)

11. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)

12. Demonstrates difficulty with auditory memory (i.e., does not remember information received auditorily)

13. Does not demonstrate an understanding of directionality (e.g., left-right, forward-backward, east-west, etc.)

14. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)

15. Perseverates in the same thing over and over (e.g., performing meaningless activities, organization (e.g., does not complete assignments, materials, etc.)

16. Demonstrates logical thinking (e.g., making decisions, solving problems, making inferences, etc.)

17. Has difficulty retrieving, recalling, or naming objects, persons, places, etc. (i.e., does not think of them at all or is slow to respond)

18. Demonstrates visual perception problems (e.g., visual closure, visual memory, visual figure-ground discrimination, etc.)

19. Has difficulty classifying (e.g., does not recognize similarities, differences, etc.)

20. Fails to generalize knowledge from one situation to another (e.g., identifies the word “house” on a flashcard, but fails to identify it in a sentence; is able to count by fives, but is not able to determine the value of a group of nickels counting by fives; knows that $6 \times 8 = 48$, but does not understand that $48 \div 6 = 8$; etc.)

21. Demonstrates confusion (e.g., walks into the wrong classroom or area)

22. Remembers information one time but not the next

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

24. Raw Score
**SPEAKING**

1. 25. Has difficulty imitating speech sounds
2. 26. Omits, adds, substitutes, or rearranges sounds or words when speaking
3. 27. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
4. 28. Does not use appropriate subject-verb agreement when speaking (e.g., says, “It don’t matter to me;” instead of “It doesn’t matter to me.”)
5. 29. Does not carry on conversations with peers and adults
6. 30. Has a limited speaking vocabulary
7. 31. Fails to use verb tenses correctly when speaking (e.g., past, present, future)
8. 32. Speaks dysfluently (e.g., runs words and sentences together, speaks too fast or slow, pauses at incorrect places, etc.)
9. 33. Does not complete statements or thoughts when speaking (e.g., speaks in incomplete sentences, fails to think of correct words to express ideas, etc.)

**Raw Score**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Has difficulty imitating speech sounds</td>
</tr>
<tr>
<td>26</td>
<td>Omits, adds, substitutes, or rearranges sounds or words when speaking</td>
</tr>
<tr>
<td>27</td>
<td>Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)</td>
</tr>
<tr>
<td>28</td>
<td>Does not use appropriate subject-verb agreement when speaking (e.g., says, “It don’t matter to me;” instead of “It doesn’t matter to me.”)</td>
</tr>
<tr>
<td>29</td>
<td>Does not carry on conversations with peers and adults</td>
</tr>
<tr>
<td>30</td>
<td>Has a limited speaking vocabulary</td>
</tr>
<tr>
<td>31</td>
<td>Fails to use verb tenses correctly when speaking (e.g., past, present, future)</td>
</tr>
<tr>
<td>32</td>
<td>Speaks dysfluently (e.g., runs words and sentences together, speaks too fast or slow, pauses at incorrect places, etc.)</td>
</tr>
<tr>
<td>33</td>
<td>Does not complete statements or thoughts when speaking (e.g., speaks in incomplete sentences, fails to think of correct words to express ideas, etc.)</td>
</tr>
</tbody>
</table>

**WRITING**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Reads words correctly in one context but not in another (e.g., can read a word printed on a flashcard but cannot read the same word in a sentence)</td>
</tr>
<tr>
<td>43</td>
<td>Does not read independently (i.e., does not choose reading as an independent activity, avoids reading, etc.)</td>
</tr>
<tr>
<td>44</td>
<td>Does not discriminate between similar letters and words (e.g., “m” and “n,” “cat” and “cap,” etc.)</td>
</tr>
<tr>
<td>45</td>
<td>Does not know all the letters of the alphabet</td>
</tr>
<tr>
<td>46</td>
<td>Understands what is read to him/her but not what he/she reads silently</td>
</tr>
<tr>
<td>47</td>
<td>Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)</td>
</tr>
</tbody>
</table>

**Raw Score**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Reads words correctly in one context but not in another (e.g., can read a word printed on a flashcard but cannot read the same word in a sentence)</td>
</tr>
<tr>
<td>43</td>
<td>Does not read independently (i.e., does not choose reading as an independent activity, avoids reading, etc.)</td>
</tr>
<tr>
<td>44</td>
<td>Does not discriminate between similar letters and words (e.g., “m” and “n,” “cat” and “cap,” etc.)</td>
</tr>
<tr>
<td>45</td>
<td>Does not know all the letters of the alphabet</td>
</tr>
<tr>
<td>46</td>
<td>Understands what is read to him/her but not what he/she reads silently</td>
</tr>
<tr>
<td>47</td>
<td>Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)</td>
</tr>
</tbody>
</table>

© 2018 Hawthorne Educational Services, Inc.
60. Fails to use verb tenses correctly when writing (e.g., past, present, future)

61. Uses inappropriate letter size when writing (i.e., too large or too small)

Raw Score

SPELLING

62. Fails to use spelling rules (e.g., “i before e except after c,” rules for changing words to plural form, etc.)

63. Has difficulty with phonetic approaches to spelling (i.e., does not spell words the way they sound)

64. Omits, substitutes, adds, or rearranges letters or sound units when spelling words

65. Has difficulty spelling words that do not follow the spelling rules

66. Does not use word endings correctly when spelling or omits them (e.g., -ed, -ing, -ly, -er, etc.)

67. Spells words correctly in one context in another (e.g., spells the word correctly on a quiz but not in a sentence or spell the word correctly from dictation but not correctly in a sentence)

68. Requires much longer time in order to learn sight words (especially for students)

Mathematical Calculations

69. Has difficulty solving math word problems

70. Fails to change from one math operation to another (e.g., starts with addition and does not change to subtraction)

71. Does not understand abstract math concepts without concrete examples (i.e., must have manipulatives in order to work math problems)

72. Fails to correctly solve math problems requiring regrouping (i.e., borrowing and carrying)

73. Works math problems from left to right instead of right to left

74. Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)

75. Fails to correctly solve math problems involving fractions or decimals (e.g., understanding parts of the whole, recognizing fractional values, performing operations, etc.)

76. Fails to demonstrate knowledge of place value

77. Confuses operational signs when working math problems (e.g., +, -, ÷, ×)

78. Has difficulty understanding abstract concepts (e.g., dimensionality, size, space, shape, etc.)

79. Fails to correctly solve money problems involving money (e.g., coin identification and value, counting money, making change, etc.)

80. Fails to solve math problems using measurement (e.g., length, weight, etc.)

81. Fails to solve math problems requiring the concept of time (e.g., does not understand the concept of time (e.g., does not know how to tell time, does not use a calendar, does not work problems involving time, etc.)

82. Fails to correctly solve math problems requiring addition

83. Fails to correctly solve math problems requiring subtraction

84. Fails to correctly solve math problems requiring multiplication

85. Fails to correctly solve math problems requiring division

86. Does not understand the concept of skip counting (e.g., may be able to count by fives, but does not know that five is being added to each consecutive number)

87. Does not remember math facts

88. Does not make use of columns when working math problems (e.g., puts numbers in wrong columns, adds across columns, etc.)

Raw Score
Andrew Thomas
Midvale Elementary
Grade: 4
Midvale
PA
2017 11 8
2008 5 17
9 5 21
M. Jackson
9/17 11/17
6 30

Name of student: Andrew Thomas
Gender: M
School: Midvale Elementary
City: Midvale
State: PA
Date of rating: 2017 11 8
(year) (month) (day)
Date of birth: 2008 5 17
(year) (month) (day)
Age at rating: 9 5 21
(years) (months) (days)
Rated by (observer’s name): M. Jackson
Dates during which observation of student occurred:
From 9/17 To 11/17
Amount of time spent with student:
Per day 6 Per week 30

SUMMARY OF SCORES

<table>
<thead>
<tr>
<th>Subscapes</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Standard Score SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age (APRX A)</td>
<td>Grade (APRX D)</td>
<td>Age (APRX C)</td>
</tr>
<tr>
<td>Listening</td>
<td>9 11 12</td>
<td>2.58 2.88</td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>21 11 12</td>
<td>1.86 2.00</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>10 12 12</td>
<td>2.66 2.92</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>22 9 9</td>
<td>2.00 2.14</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>13 11 11</td>
<td>2.18 2.24</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>7 13 13</td>
<td>2.48 2.70</td>
<td></td>
</tr>
<tr>
<td>Mathematical Calculations</td>
<td>20 13 13</td>
<td>1.74 1.80</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Sum of Subscale SS</th>
<th>Learning Quotient</th>
<th>Percentile</th>
<th>Learning Quotient SEM</th>
<th>Confidence Interval (Chapter 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Grade</td>
<td>Age (APRX B)</td>
<td>Grade (APRX E)</td>
<td>Age (APRX C)</td>
</tr>
<tr>
<td>80</td>
<td>82</td>
<td>105</td>
<td>106</td>
<td>63</td>
</tr>
</tbody>
</table>

SUBSCALES

<table>
<thead>
<tr>
<th>Standard Scores</th>
<th>Listening</th>
<th>Thinking</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Mathematical Calculations</th>
<th>Quotients</th>
<th>Quotient</th>
<th>Percentiles</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Important: Before using this scale, read the section titled Rating Guidelines on page one.

LDES-4 SV
© 2018
Hawthorne Educational Services, Inc.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form.
**Goals, Objectives, and Interventions**

1. **Does not hear all of what is said**

1. Make certain the student’s hearing has been checked recently.

2. Have the student repeat or paraphrase what is said to him/her in order to determine what was heard.

3. Give the student short directions, explanations, and instructions to follow. As the student demonstrates success, gradually increase the length of the directions, explanations, and instructions.


5. Make certain the student is attending to the source of information (e.g., making eye contact, hands free of writing materials, looking at assignment, etc.).

6. Provide the student with written directions and instructions to supplement verbal directions and instructions.

7. Emphasize or repeat word endings, key words, etc.

8. Speak clearly and concisely when delivering directions, explanations, and instructions.

9. Place the student near the source of the information.

10. Reduce distracting stimuli (e.g., noise and motion in the classroom) in order to facilitate the student’s ability to listen successfully.

11. Stop at key points when delivering directions, explanations, and instructions in order to determine student comprehension.

12. Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.

13. Deliver directions, explanations, and instructions at an appropriate pace.

14. Identify a list of word endings, key words, etc., that the student will practice listening for when someone is speaking.

15. Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting directions, explanations, and instructional content. Determine which modality is stronger and utilize the results.

16. Stop at various points during the presentation of information to check the student’s comprehension.

17. Teach the student listening skills (e.g., stop working, look at the person delivering directions, have necessary note-taking materials, etc.).

18. Tell the student what to listen for when being given directions, receiving information, etc.

19. Play games to teach listening skills (e.g., Mother May I?, Simon Says, Red Light-Green Light).

20. Have the student silently repeat information just heard to help him/her remember the important facts.

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

22. Evaluate the level of information presented to the student to determine if the information is presented at a level the student can understand.

23. Reinforce the student for listening carefully based on the length of time the student can be successful. As the student demonstrates success, gradually increase the length of time he/she is required to listen.
### II. Behaviors & Solutions

#### 1. Has to have several reminders

1. Establish rules for following directions (e.g., listen carefully to the directions; ask questions if you do not understand; follow the directions without having to be reminded; etc.). These rules should be consistent and followed by everyone in the home. Talk about the rules often.

2. Reward your child for not requiring reminders to do what he/she is told to do. Possible rewards include verbal praise (e.g., “Thank you for making your bed without having to be reminded.”), a kiss on the cheek, a hug, having a friend over to play, staying up late, watching a favorite TV show, or playing a game with a parent.

3. If there are other children or adolescents in the home, reward them for doing what they are told to do without requiring reminders.

4. Carefully consider your child’s age and experience when giving your child a job to do or telling him/her to do something.

5. Demonstrate for your child what he/she should do when given a chore (e.g., show your child how to take out the trash when told to do so).

6. When your child requires a reminder(s) to do something, explain what he/she did wrong, what should have been done, and why.

   For example: You told your child to set the table before dinner. It is now five minutes until dinner time and the table is not set. Go to your child, tell him/her that this is a reminder to set the table and that it needs to be done immediately because dinner is ready.

7. Make sure your child is paying attention to you when you tell him/her to do something. Have your child look directly at you to know he/she is listening and have your child repeat the direction to check for understanding.

8. Do not give directions to your child from another room. Go to your child, get his/her undivided attention, and tell him/her what should be done.

9. Write a contract with your child.

   For example: I, William, will make my bed without having to be reminded to do so for 5 days in a row. When I accomplish this, I can watch 30 extra minutes of TV.

   The contract should be written within the ability level of your child and should focus on one behavior at a time.

10. Allow natural consequences to occur as a result of your child’s failure to do what he/she is told (e.g., forgetting to put a bike in the garage may result in it being stolen, leaving a toy in the street may result in it being run over by a car, etc.).

11. Make certain that your child sees the relationship between his/her behavior and the consequences which follow (e.g., failing to retrieve a toy from the street results in having a broken toy).

12. Along with a directive, provide an incentive statement (e.g., “You may have a bowl of ice cream after you get ready for bed.”).

13. Do not give your child more than two or three steps to follow in one direction. Directions that involve several steps can be confusing and cause your child to have difficulty following them. An example of a two-step direction is: “Please brush your teeth and go to bed.”

14. Deliver directions in a supportive, rather than threatening, manner (e.g., “Please take out the trash.” rather than “You had better take out the trash or else!”).

15. Provide your child with a list of daily chores, weekly chores, etc., and put it where it will be seen often (e.g., on the closet door, on his/her desk, on the refrigerator, etc.).