

LEARNING DISABILITY INTERVENTION MANUAL

Stephen B. McCarney
Angela Marie Bauer

Edited by Samm N. House

Copyright © 2007 by Hawthorne Educational Services, Inc.

All rights reserved.

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.

Printed in the
United States of America.

7/13



HAWTHORNE

Educational Services, Inc.

800 Gray Oak Drive

Columbia, MO 65201

Telephone: (573) 874-1710

FAX: (800) 442-9509

www.hawthorne-ed.com

Table of Contents

I.	<i>Learning Disability Intervention Manual</i>	5
II.	Using the <i>Learning Disability Intervention Manual</i> in conjunction with the companion evaluation scale.	6
III.	Goals, Objectives, and Interventions	7
	A. Listening	
	Behavior	
	Number	
	1. Does not hear all of what is said	7
	2. Does not attend to important sounds in the immediate environment	11
	3. Has difficulty differentiating speech sounds heard.	14
	4. Is unsuccessful in activities requiring listening	16
	5. Needs oral questions and directions frequently repeated	21
	6. Attends more successfully when close to the source of sound	26
	7. Requires eye contact in order to listen successfully	30
	B. Thinking	
	Behavior	
	Number	
	8. Fails to demonstrate short-term memory skills	33
	9. Fails to remember sequences	39
	10. Does not demonstrate an understanding of spatial relationships	42
	11. Demonstrates difficulty with visual memory	44
	12. Demonstrates difficulty with auditory memory	46
	13. Does not demonstrate an understanding of directionality.	48
	14. Has difficulty concentrating	50
	15. Perseverates - does the same thing over and over.	55
	16. Fails to demonstrate organization	57
	17. Fails to demonstrate logical thinking	60
	18. Has difficulty retrieving, recalling, or naming objects, persons, places, etc.	62
	19. Demonstrates visual perception problems	65
	20. Has difficulty classifying	67
	21. Fails to generalize knowledge from one situation to another	69
	22. Demonstrates confusion.	72
	23. Remembers information one time but not the next	74
	24. Requires slow, sequential, substantially broken-down presentation of concepts	76
	C. Speaking	
	Behavior	
	Number	
	25. Has difficulty imitating speech sounds	79
	26. Omits, adds, substitutes, or rearranges sounds or words when speaking	81
	27. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)	83

28. Does not use appropriate subject-verb agreement when speaking	85
29. Does not carry on conversations with peers and adults	87
30. Has a limited speaking vocabulary	89
31. Fails to use verb tenses correctly when speaking	93
32. Speaks dysfluently.	95
33. Does not complete statements or thoughts when speaking	98

D. Reading

Behavior

Number

34. Fails to demonstrate word attack skills	102
35. Fails to recognize words on grade level.	104
36. Fails to correctly answer comprehension questions from reading activities	106
37. Loses place when reading	109
38. Has difficulty with sound-symbol relationships	111
39. Has difficulty with phonics skills when reading.	113
40. Omits, adds, substitutes, or reverses letters, words, or sounds when reading	115
41. Fails to demonstrate word comprehension	117
42. Reads words correctly in one context but not in another	120
43. Does not read independently	122
44. Does not discriminate between similar letters and words	124
45. Does not know all the letters of the alphabet	126
46. Understands what is read to him/her but not what he/she reads silently	127
47. Fails to finish assignments because of reading difficulties	130

E. Writing

Behavior

Number

48. Fails to copy letters, words, sentences, and numbers from a model at a close proximity	133
49. Fails to copy letters, words, sentences, and numbers from a model at a distance	136
50. Fails to use capitalization correctly when writing	138
51. Uses inappropriate spacing between words or sentences when writing	140
52. Reverses letters and numbers when writing.	142
53. Fails to write within a given space	144
54. Fails to punctuate correctly when writing.	146
55. Does not use appropriate subject-verb agreement when writing	148
56. Does not compose complete sentences or express complete thoughts when writing	150
57. Fails to correctly organize writing activities	154
58. Omits, adds, or substitutes words when writing.	156
59. Fails to form letters correctly when printing or writing	158
60. Fails to use verb tenses correctly when writing	160
61. Uses inappropriate letter size when writing.	162

F. Spelling

Behavior

Number

62. Fails to use spelling rules	164
---	-----

63. Has difficulty with phonetic approaches to spelling	167
64. Omits, substitutes, adds, or rearranges letters or sound units when spelling words . .	169
65. Has difficulty spelling words that do not follow the spelling rules	171
66. Does not use word endings correctly when spelling or omits them	173
67. Spells words correctly in one context but not in another	175
68. Requires continued drill and practice in order to learn spelling words	177

G. Mathematical Calculations

**Behavior
Number**

69. Has difficulty solving math word problems	179
70. Fails to change from one math operation to another	182
71. Does not understand abstract math concepts without concrete examples	184
72. Fails to correctly solve math problems requiring regrouping	186
73. Works math problems from left to right instead of right to left	188
74. Fails to follow necessary steps in math problems	190
75. Fails to correctly solve math problems involving fractions or decimals	193
76. Fails to demonstrate knowledge of place value	196
77. Confuses operational signs when working math problems	198
78. Has difficulty understanding abstract concepts	200
79. Fails to correctly solve problems involving money	202
80. Fails to correctly solve problems using measurement	204
81. Fails to correctly solve math problems requiring division	206
82. Does not understand the concept of time	209
83. Fails to correctly solve math problems requiring addition	211
84. Fails to correctly solve math problems requiring subtraction	213
85. Fails to correctly solve math problems requiring multiplication	216
86. Does not understand the concept of skip counting	218
87. Does not remember math facts	219
88. Does not make use of columns when working math problems	221

IV. Appendix	223
-------------------------------	------------

I. Learning Disability Intervention Manual

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.

SBM
AMB

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 going into 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. Encourage him/her to write information down to help him/her maintain attention.
10. Make sure you have the student's undivided attention when you are talking to him/her. Stand close to the student, maintain eye contact, and have the student repeat the information.
11. Do not reinforce the student's inappropriate behavior by laughing when he/she has not listened to directions.
12. Determine if the student heard a direction by having the student repeat it.
13. 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.).
14. Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.
15. 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.