

PRE-REFERRAL INTERVENTION MANUAL Fourth Edition (PRIM-4)

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The *Pre-Referral Intervention Manual-Fourth Edition (PRIM-4)* provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or group of educators, such as a Teacher Assistance Team, to develop a comprehensive plan of intervention strategies for a student.

Characteristics of the PRIM-4

- The **PRIM-4** answers the mandate for pre-referral intervention in regular education classrooms.
- The **PRIM-4** contains over 4,000 intervention strategies for the 250 most common learning and behavior problems. The intervention strategies are easily implemented in classrooms by regular education teachers.
- The **PRIM-4** now includes a Social Skills section which provides interventions to help students master specific social skills.
- The **PRIM-4** includes an appendix for the implementation of the behavioral interventions. A CD with the reproducible Appendix pages in PDF format is also included.
- The **PRIM-4** improves the teacher's ability to individualize instruction for students in the classroom.
- The **PRIM-4** was developed by regular and special education teachers.
- The **PRIM-4** is one of the most comprehensive learning and behavior intervention manuals available.

The *Learning and Behavior Problem Checklist* provides a means of calling attention to learning and behavior problems for the purpose of early intervention before formal assessment of the student.

The *Intervention Strategies Documentation Form* provides a written record to place in the student's file to document problem areas and interventions implemented.

The *Pre-Referral Intervention Manual-Fourth Edition* computer program provides an individualized report of behaviors and specific interventions selected for a student and implemented by teachers or personnel in the school environment.

The *Pre-Referral Intervention Manual-Fourth Edition* (687 pages, © 2014) should be included in each school's professional library and made available to principals, special educators, regular educators, guidance counselors, and other school personnel involved in pre-referral activities.

The **PRIM-4** is also marketed under the title *Teacher's Resource Guide-Fourth Edition (TRG-4)* with current use in public and private schools, colleges, and universities.



H A W T H O R N E

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LEARNING & BEHAVIOR PROBLEM CHECKLIST

Date: _____

Student: _____ Birthdate: _____ Age: _____ Gender: _____ Grade: _____

School: _____ City: _____ State: _____

Observer: _____ Position: _____

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

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

MEMORY, ABSTRACTIONS, GENERALIZATIONS, AND ORGANIZATION

- 1. Is disorganized
- 2. Has limited memory skills
- 3. Has difficulty understanding abstract concepts
- 4. Fails to find locations in the building
- 5. Does not respond appropriately to environmental cues
- 6. Does not stay in assigned areas for time
- 7. Needs verbal questions frequently repeated
- 8. Demonstrates difficulty with memory
- 9. Demonstrates difficulty with auditory memory
- 10. Does not demonstrate an understanding of directionality
- 11. Has difficulty concentrating
- 12. Perseverates - does the same thing over and over
- 13. Fails to demonstrate logical thinking
- 14. Has difficulty retrieving, recalling, or naming objects, persons, places, etc.
- 15. Demonstrates visual perception problems

- 16. Has difficulty classifying
- 17. Fails to generalize knowledge from one situation to another
- 18. Demonstrates confusion
- 19. Remembers information one time but not the next
- 20. Does not understand sequential, substantially sequential, or non-sequential presentation of concepts
- 21. Does not understand number sequences

LISTENING

- 22. Does not listen to or follow verbal directions
- 23. Does not hear word endings, does not hear key words such as "do not," etc.
- 24. Does not direct attention or fails to maintain attention to important sounds in the immediate environment
- 25. Has difficulty differentiating speech sounds heard
- 26. Is unsuccessful in activities requiring listening
- 27. Attends more successfully when close to the source of sound
- 28. Requires eye contact in order to listen successfully
- 29. Does not listen to what other students are saying

Item #00687

Learning & Behavior Problem Checklist

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1 Is disorganized

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 activities.

6. Encourage the student to ask himself/herself "What materials do I need to do this thing?" before leaving the room.

7. Encourage the student to use a method of organization that is best for him/her (e.g., subject folders, binder, checklist, etc.).

8. 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.

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, books, etc.) in a designated place (e.g., car, backpack, etc.) and to store them by the door.

16. Encourage the student to use stimuli (e.g., place cards, etc.) to help him/her stay on task. In front row, provide a carrel or other means of reducing distracting stimuli (e.g., noise, etc.) 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.

SAMPLE
Pre-Referral Intervention Manual-Fourth Edition

Intervention Strategies Documentation Form

Date: _____

Student name: _____ Birthdate: _____ Age: _____

School: _____ Parents: _____

Team members: _____

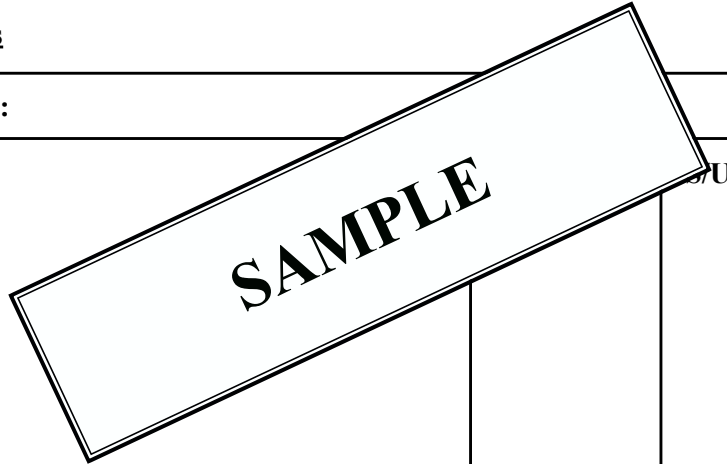
I. Student History

- 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

Learning or Behavior Concern: _____

Interventions Implemented: _____



S/U

Decision

Learning or Behavior Concern: _____

Interventions Implemented: _____

Intervention
Date

S/U

Decision