

# TEACHER'S RESOURCE GUIDE

## Fourth Edition

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

**Behavior  
Number**

|     |   |    |
|-----|---|----|
| 1.  | Is disorganized . . . . .   | 11 |
| 2.  | Has limited memory skills . . . . .   | 15 |
| 3.  | Has difficulty understanding abstract concepts . . . . .                                | 18 |
| 4.  | Fails to find locations in the building . . . . .                                       | 20 |
| 5.  | Does not respond appropriately to environmental cues . . . . .                          | 22 |
| 6.  | Does not stay in assigned areas for specified time . . . . .                            | 24 |
| 7.  | Needs verbal questions and directions frequently repeated . . . . .                     | 26 |
| 8.  | Demonstrates difficulty with visual memory . . . . .                                    | 31 |
| 9.  | Demonstrates difficulty with auditory memory . . . . .                                  | 33 |
| 10. | Does not demonstrate an understanding of directionality . . . . .                       | 35 |
| 11. | Has difficulty concentrating . . . . .  | 36 |
| 12. | Perseverates - does the same thing over and over . . . . .                              | 41 |
| 13. | Fails to demonstrate logical thinking . . . . .   | 43 |
| 14. | Has difficulty retrieving, recalling, or naming objects, persons, places, etc. . . . .  | 45 |
| 15. | Demonstrates visual perception problems . . . . .                                       | 48 |
| 16. | Has difficulty classifying. . . . .   | 50 |
| 17. | Fails to generalize knowledge from one situation to another . . . . .                   | 51 |
| 18. | Demonstrates confusion . . . . .  | 53 |
| 19. | Remembers information one time but not the next. . . . .                                | 55 |
| 20. | Requires slow, sequential, substantially broken-down presentation of concepts . . . . . | 57 |
| 21. | Fails to remember sequences. . . . .  | 59 |

## B. Listening

**Behavior  
Number**

|     |   |    |
|-----|---|----|
| 22. | Does not listen to or follow verbal directions . . . . .  | 63 |
| 23. | Does not hear word endings, does not hear key words such as “do not,” etc. . . . .                                  | 68 |
| 24. | Does not direct attention or fails to maintain attention to important sounds in the immediate environment . . . . . | 72 |
| 25. | Has difficulty differentiating speech sounds heard . . . . .  | 75 |
| 26. | Is unsuccessful in activities requiring listening . . . . .   | 76 |
| 27. | Attends more successfully when close to the source of sound. . . . .  | 80 |
| 28. | Requires eye contact in order to listen successfully . . . . .  | 83 |
| 29. | Does not listen to what other students are saying . . . . .   | 86 |

## C. Speaking

**Behavior  
Number**

|     |  |    |
|-----|--|----|
| 30. | Has difficulty imitating speech sounds. . . . .  | 90 |
| 31. | Omits, adds, substitutes, or rearranges sounds or words when speaking . . . . .                        | 92 |
| 32. | Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent). . . . . | 94 |

|     |   |     |
|-----|---|-----|
| 33. | Does not use appropriate subject-verb agreement when speaking . . . . .           | 96  |
| 34. | Has a limited speaking vocabulary. . . . .  | 98  |
| 35. | Uses inappropriate verb tenses when speaking . . . . .                            | 102 |
| 36. | Speaks dysfluently . . . . .  | 104 |
| 37. | Does not complete statements or express complete thoughts when speaking . . . . . | 107 |

## D. Reading

### Behavior

#### Number

|     |  |     |
|-----|--|-----|
| 38. | Does not comprehend what he/she reads . . . . .  | 112 |
| 39. | Fails to finish assignments because of reading difficulties. . . . .                   | 116 |
| 40. | Fails to demonstrate word attack skills . . . . .                                      | 119 |
| 41. | Fails to recognize words on grade level . . . . .                                      | 121 |
| 42. | Loses place when reading . . . . .   | 123 |
| 43. | Has difficulty with sound-symbol relationships . . . . .                               | 125 |
| 44. | Has difficulty with phonics skills when reading . . . . .                              | 126 |
| 45. | Omits, adds, substitutes, or reverses letters, words, or sounds when reading . . . . . | 128 |
| 46. | Fails to demonstrate word comprehension. . . . .                                       | 130 |
| 47. | Reads words correctly in one context but not in another . . . . .                      | 133 |
| 48. | Does not read independently . . . . .  | 134 |
| 49. | Does not discriminate between similar letters and words . . . . .                      | 136 |
| 50. | Does not know all the letters of the alphabet . . . . .                                | 137 |
| 51. | Understands what is read to him/her but not what he/she reads silently. . . . .        | 138 |
| 52. | Has difficulty recalling the sequence of events in stories read. . . . .               | 140 |
| 53. | Does not demonstrate an understanding of alphabetical order. . . . .                   | 142 |
| 54. | Has difficulty identifying the topic sentence and main idea when reading . . . . .     | 143 |
| 55. | Does not demonstrate an understanding of contractions and compound words . . . . .     | 145 |
| 56. | Fails to demonstrate glossary and dictionary skills . . . . .                          | 146 |
| 57. | Has difficulty finding supporting details when reading . . . . .                       | 148 |

## E. Writing

### Behavior

#### Number

|     |  |     |
|-----|--|-----|
| 58. | Performs assignments so carelessly as to be illegible . . . . .                                  | 151 |
| 59. | Fails to copy letters, words, sentences, and numbers from a model at a close proximity . . . . . | 153 |
| 60. | Fails to copy letters, words, sentences, and numbers from a model at a distance . . . . .        | 156 |
| 61. | Fails to use capitalization correctly when writing . . . . .                                     | 158 |
| 62. | Uses inappropriate spacing between words or sentences when writing . . . . .                     | 160 |
| 63. | Reverses letters and numbers when writing . . . . .  | 161 |
| 64. | Fails to write within a given space . . . . .  | 163 |
| 65. | Fails to punctuate correctly when writing . . . . .  | 165 |
| 66. | Does not use appropriate subject-verb agreement when writing . . . . .                           | 167 |
| 67. | Does not compose complete sentences or express complete thoughts when writing . . . . .          | 169 |
| 68. | Fails to correctly organize writing activities . . . . .   | 172 |
| 69. | Omits, adds, or substitutes words when writing . . . . .   | 174 |
| 70. | Fails to form letters correctly when printing or writing . . . . .                               | 176 |
| 71. | Fails to use verb tenses correctly when writing . . . . .  | 178 |
| 72. | Uses inappropriate letter size when writing . . . . .  | 180 |

## F. Spelling

### Behavior

#### Number

|  |     |
|--|-----|
| 73. Fails to use spelling rules . . . . .  | 183 |
| 74. Has difficulty with phonetic approaches to spelling . . . . .                                | 185 |
| 75. Omits, substitutes, adds, or rearranges letters or sound units when spelling words . . . . . | 187 |
| 76. Has difficulty spelling words that do not follow the spelling rules . . . . .                | 189 |
| 77. Does not use word endings correctly when spelling or omits them . . . . .                    | 191 |
| 78. Spells words correctly in one context but not in another . . . . .                           | 192 |
| 79. Requires continued drill and practice to learn spelling words . . . . .                      | 194 |

## G. Mathematical Calculations

### Behavior

#### Number

|  |     |
|--|-----|
| 80. Has difficulty solving math word problems . . . . .  | 197 |
| 81. Fails to change from one math operation to another. . . . .  | 200 |
| 82. Does not understand abstract math concepts without concrete examples . . . . .                       | 202 |
| 83. Fails to correctly solve math problems requiring regrouping (i.e., borrowing and carrying) . . . . . | 204 |
| 84. Works math problems from left to right instead of right to left . . . . .                            | 206 |
| 85. Fails to follow necessary steps in math problems . . . . .   | 208 |
| 86. Fails to correctly solve math problems involving fractions or decimals. . . . .                      | 211 |
| 87. Fails to demonstrate knowledge of place value . . . . .  | 213 |
| 88. Confuses operational signs when working math problems . . . . .                                      | 214 |
| 89. Fails to correctly solve problems involving money . . . . .  | 215 |
| 90. Fails to correctly solve problems using measurement . . . . .  | 217 |
| 91. Does not understand the concept of skip counting . . . . .   | 219 |
| 92. Cannot tell time . . . . .   | 220 |
| 93. Fails to correctly solve math problems requiring addition. . . . .                                   | 221 |
| 94. Fails to correctly solve math problems requiring subtraction . . . . .                               | 223 |
| 95. Fails to correctly solve math problems requiring multiplication . . . . .                            | 225 |
| 96. Fails to correctly solve math problems requiring division. . . . .                                   | 227 |
| 97. Does not remember math facts. . . . .  | 229 |
| 98. Does not make use of columns when working math problems . . . . .                                    | 231 |

## H. Academic Performance

### Behavior

#### Number

|  |     |
|--|-----|
| 99. Does not perform or complete classroom assignments during class time . . . . .                                 | 234 |
| 100. Fails to complete homework assignments and return them to school . . . . .                                    | 240 |
| 101. Fails to perform tasks or assignments independently . . . . .   | 245 |
| 102. Performs classroom tests, quizzes, or tasks at a failing level . . . . .                                      | 248 |
| 103. Does not prepare for assigned activities or daily routines . . . . .  | 250 |
| 104. Does not remain on-task for the required length of time . . . . .   | 255 |
| 105. Does not perform academically at his/her ability level . . . . .  | 260 |
| 106. Does not read or follow written directions. . . . .   | 265 |
| 107. Is reluctant to attempt new assignments or tasks . . . . .  | 268 |
| 108. Requires repeated drill and practice to learn what other students master easily. . . . .                      | 271 |
| 109. Does not function appropriately in the presence of verbal and physical stimuli in the classroom. . . . .      | 273 |
| 110. Rushes through activities or assignments with little or no regard to accuracy, quality, or neatness . . . . . | 275 |

|      |  |     |
|------|--|-----|
| 111. | Fails to make appropriate use of study time . . . . .  | 279 |
| 112. | Begins an assignment or activity before receiving or reading complete directions or instructions or fails to follow directions or instructions . . . . . | 284 |
| 113. | Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc. . . . .                | 288 |
| 114. | Does not begin assignments after receiving directions, instructions, etc. . . . .  | 291 |
| 115. | Does not complete assignments after receiving directions, instructions, etc. . . . .   | 294 |

## I. Interpersonal Relationships

### Behavior

#### Number

|      |   |     |
|------|---|-----|
| 116. | Makes inappropriate comments or unnecessary noises in the classroom . . . . .                         | 297 |
| 117. | Fights with other students . . . . .  | 301 |
| 118. | Becomes physically aggressive with teachers . . . . .   | 304 |
| 119. | Makes unnecessary physical contact with others . . . . .  | 307 |
| 120. | Makes inappropriate comments to teachers . . . . .  | 309 |
| 121. | Responds inappropriately to praise or recognition from other students or teachers. . . . .            | 312 |
| 122. | Is easily angered, annoyed, or upset . . . . .  | 314 |
| 123. | Agitates and provokes peers to a level of verbal or physical assault . . . . .                        | 320 |
| 124. | Has little or no interaction with teachers. . . . .   | 322 |
| 125. | Has little or no interaction with peers . . . . .   | 325 |
| 126. | Makes inappropriate comments to other students . . . . .  | 328 |
| 127. | Responds inappropriately to typical physical exchanges with peers . . . . .                           | 331 |
| 128. | Does not respond appropriately to friendly teasing . . . . .  | 333 |
| 129. | Is not accepted by other students. . . . .  | 335 |
| 130. | Bothers others who are trying to work, listen, etc. . . . .   | 338 |
| 131. | Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc. . . . . | 342 |
| 132. | Refuses to share possessions or materials . . . . .   | 344 |
| 133. | Does not allow others to take their turn or participate in activities or games, etc. . . . .          | 347 |
| 134. | Does not demonstrate the ability to resolve conflict situations . . . . .                             | 349 |
| 135. | Does not make appropriate use of free time . . . . .  | 351 |
| 136. | Fails to work appropriately with peers in a tutoring situation . . . . .                              | 353 |
| 137. | "Gets back" at others when he/she feels that someone has wronged him/her . . . . .                    | 355 |
| 138. | Writes and passes notes . . . . .   | 358 |
| 139. | Tattles . . . . .   | 359 |
| 140. | Grabs things away from others. . . . .  | 361 |
| 141. | Interrupts the teacher or other students . . . . .  | 363 |

## J. Depression/Motivation

### Behavior

#### Number

|      |  |     |
|------|--|-----|
| 142. | Has unexcused absences . . . . .   | 367 |
| 143. | Has unexcused tardiness . . . . .  | 369 |
| 144. | Blames other persons or materials to avoid taking responsibility for his/her mistakes or failures . . . . .                                | 371 |
| 145. | Does not participate or demonstrate an interest in classroom activities or special events that are interesting to other students . . . . . | 373 |
| 146. | Blames self for situations beyond his/her control . . . . .  | 376 |
| 147. | Expresses concerns or worries about school, home, or personal situations through words or pictures . . . . .                               | 377 |
| 148. | Is not motivated by rewards . . . . .  | 379 |

|      |  |     |
|------|--|-----|
| 149. | Responds inappropriately to constructive criticism or comments from others . . . . .   | 380 |
| 150. | Tries to avoid situations, assignments, responsibilities . . . . .   | 382 |
| 151. | Demonstrates self-destructive behavior . . . . .   | 385 |
| 152. | Threatens to hurt self or commit suicide. . . . .  | 387 |
| 153. | Indicates that no one likes him/her, no one cares about him/her, etc. . . . .  | 389 |
| 154. | Ignores consequences of his/her behavior . . . . .   | 392 |
| 155. | Does not smile, laugh, or demonstrate happiness . . . . .  | 395 |
| 156. | Cheats . . . . .   | 397 |
| 157. | Throws temper tantrums . . . . .   | 399 |
| 158. | Is tired, listless, apathetic, unmotivated, not interested in school . . . . .   | 401 |
| 159. | Indicates that he/she does not care or is not concerned about performance, grades,<br>report cards, graduating, consequences of behavior, etc. . . . . | 403 |
| 160. | Is overly critical of self in school-related performance, abilities, personal<br>appearance, etc. . . . .  | 405 |
| 161. | Frowns, scowls, looks unhappy during typical classroom situations . . . . .  | 407 |
| 162. | Needs immediate rewards, reinforcement, or gratification in order to demonstrate<br>appropriate behavior . . . . .                                     | 409 |
| 163. | Does not care for personal appearance. . . . .   | 411 |
| 164. | Is pessimistic . . . . .   | 414 |
| 165. | Physically runs away from personal or school experiences . . . . .   | 416 |
| 166. | Cries in response to personal or school situations . . . . .   | 418 |

## **K. Inappropriate Behavior Under Normal Circumstances**

### **Behavior**

#### **Number**

|      |   |     |
|------|---|-----|
| 167. | Behaves inappropriately when others do well or receive praise or attention . . . . .                    | 421 |
| 168. | Does not behave in a manner appropriate for the situation . . . . .                                     | 423 |
| 169. | Acts impulsively without apparent self-control . . . . .  | 425 |
| 170. | Exhibits sudden or extreme mood changes . . . . .   | 427 |
| 171. | Is unpredictable in behavior . . . . .  | 429 |
| 172. | Makes sexually related comments or engages in inappropriate behavior with sexual<br>overtones . . . . . | 432 |
| 173. | Moves about unnecessarily . . . . .   | 434 |
| 174. | Becomes overexcited. . . . .  | 437 |
| 175. | Lies, denies, exaggerates, distorts the truth . . . . .   | 440 |
| 176. | Speaks in an unnatural voice. . . . .   | 442 |
| 177. | Speaks incoherently . . . . .   | 443 |
| 178. | Engages in nervous habits . . . . .   | 445 |
| 179. | Destroys school, teachers', or other students' property . . . . .                                       | 447 |
| 180. | Does not accept changes in an established routine. . . . .  | 450 |
| 181. | Reacts physically in response to excitement, disappointment, surprise, happiness,<br>fear, etc. . . . . | 453 |
| 182. | Engages in inappropriate behaviors related to bodily functions . . . . .                                | 455 |
| 183. | Becomes pale, may vomit, or pass out when anxious or frightened. . . . .                                | 457 |
| 184. | Demonstrates phobic reactions. . . . .  | 459 |
| 185. | Does not change from one activity to another without difficulty . . . . .                               | 461 |
| 186. | Cannot fasten articles of clothing . . . . .  | 463 |
| 187. | Does not change clothing for physical education . . . . .   | 464 |
| 188. | Does not demonstrate appropriate mealtime behavior. . . . .   | 466 |

## L. Rules and Expectations

### 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

|      |   |      |
|------|---|------|
| 213. | Demonstrates inappropriate behavior when moving with a group. . . . .   | .528 |
| 214. | Behaves more appropriately alone or in small groups than with the whole class or in large group activities. . . . . | .530 |
| 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

|      |  |      |
|------|--|------|
| 220. | Has difficulty interacting/playing with others . . . . .   | .550 |
| 221. | Prefers to play alone . . . . .  | .556 |
| 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 |
| 240. | Uses inappropriate verbal and/or nonverbal language in social situations or interactions with peers and/or adults. . . . .               | .629 |
| 241. | Demonstrates difficulty expressing logical and reasonable responses to questions . . . . .   | .632 |
| 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 requires repetition or rephrasing . . . . .           | .641 |
| 247. | Has limited expressive and/or receptive vocabulary. . . . .  | .644 |
| 248. | Has difficulty understanding nonliteral forms of speech such as idioms, proverbs, similes, metaphors, jokes, puns, and riddles . . . . . | .647 |
| 249. | Says one thing, but means another . . . . .  | .649 |
| 250. | Has difficulty producing information required in a specific situation . . . . .  | .653 |

|                                |            |
|--------------------------------|------------|
| <b>III. Appendix . . . . .</b> | <b>659</b> |
|--------------------------------|------------|



# I. Introduction

The *Teacher's Resource Guide-Fourth Edition (TRG-4)* is a compilation of intervention strategies for 250 behaviors grouped by categories. It is designed to respond to the most typical learning and behavior problems exhibited by students in educational settings. The interventions are appropriate for any student engaging in the selected behaviors. The student need not be identified as learning or behaviorally disordered/emotionally disturbed or handicapped in anyway. The appropriateness of the interventions relates directly to the learning or behavior problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and have been proven to contribute to student success in the educational environment. All interventions included have been found to be successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

The interventions contained in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., noise, movement, another student, etc.) which may stimulate problem behavior. Reactive interventions "teach" the student more appropriate ways to deal with his/her behavior. These strategies include increased self-control, problem-solving skills, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

Professional judgment should guide the choice of interventions for any particular student. The

student's age, gender, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention strategies.

For any difficulty exhibited, it will be of value to assess the extent to which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to problem behavior. As a first step in improving unsuccessful or inappropriate behavior, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student behavior problems should be identified and considered when choosing appropriate interventions to facilitate a student's success. In order not to overlook any historical or contemporary determinants of behavior, other variables to consider are vision, hearing, general health, nutrition, and family case history.

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. The interventions have been found appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student facilitates the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves particularly well to creating continuity across all the educational settings in which the student functions.

## II. Interventions

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

**Behavior  
Number**

|   |     |
|---|-----|
| 1. Is disorganized. . . . .   | .11 |
| 2. Has limited memory skills. . . . .   | .15 |
| 3. Has difficulty understanding abstract concepts . . . . .                                 | .18 |
| 4. Fails to find locations in the building . . . . .  | .20 |
| 5. Does not respond appropriately to environmental cues . . . . .                           | .22 |
| 6. Does not stay in assigned areas for specified time . . . . .                             | .24 |
| 7. Needs verbal questions and directions frequently repeated . . . . .                      | .26 |
| 8. Demonstrates difficulty with visual memory . . . . .                                     | .31 |
| 9. Demonstrates difficulty with auditory memory . . . . .                                   | .33 |
| 10. Does not demonstrate an understanding of directionality . . . . .                       | .35 |
| 11. Has difficulty concentrating . . . . .  | .36 |
| 12. Perseverates - does the same thing over and over . . . . .                              | .41 |
| 13. Fails to demonstrate logical thinking . . . . .   | .43 |
| 14. Has difficulty retrieving, recalling, or naming objects, persons, places, etc. . . . .  | .45 |
| 15. Demonstrates visual perception problems. . . . .  | .48 |
| 16. Has difficulty classifying . . . . .  | .50 |
| 17. Fails to generalize knowledge from one situation to another . . . . .                   | .51 |
| 18. Demonstrates confusion . . . . .  | .53 |
| 19. Remembers information one time but not the next . . . . .                               | .55 |
| 20. Requires slow, sequential, substantially broken-down presentation of concepts . . . . . | .57 |
| 21. Fails to remember sequences . . . . .   | .59 |

# 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 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.