

## POSSIBLE INTERVENTIONS FOR VARIOUS BEHAVIOR DIFFICULTIES

This table lists eight possible areas of difficulty for students, including possible interventions for each area.

<b>Areas of difficulty</b>	<b>Possible interventions</b>
<b>Organization</b>	
Does not do homework	Incentive system Supervised study hall Alternative homework assignments Self-designed homework After-school homework sessions in school
Loses homework/possessions	Daily check-ins (home/school); monitoring system Organizational aids (checklist/reminders/routines) Targeted incentive system
Does not come to class prepared	Case manager or other monitoring system Spare materials in class that students can borrow or rent
Messy work	Computer access Specify clear criteria; have student redo if work does not meet criteria Incentive system Modify expectations (prioritize)
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<b>Planning</b>	
Prioritizing	Students with attention disorders need assistance in these areas and cannot be expected to perform these skills without adequate instruction and practice. This could occur in planning periods built into the student's day. Instruction may follow a sequence such as: (1) define skills to be learned; (2) model skill; (3) have students engage in verbal rehearsal; (4) guided practice; (5) independent practice with follow-up. A second option is the use of a coach (described in Hallowell and Ratey [1994] <i>Driven to Distraction</i> ).
Breaking down tasks	
Setting goals	
Planning steps	
Time management	
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<b>Remembering</b>	
Handing in assignments	Case manager to monitor Home/school daily check-in Incentive system
Knowing when things are due	Case manager to monitor Home/school daily check-in Incentive system
Bringing materials to/from school	Case manager to monitor Home/school daily check-in Incentive system
Math facts/other rote memory tasks	Memory aids Allow use of calculators Reduce demands/expectations
Sequence of steps to follow (e.g., math)	Construct personalized instructional manual with templates, directions, examples of problems, models, and so forth.

Adapted from *Classroom Management: a California Resource Guide*, a publication of the Los Angeles County Office of Education, Division of Student Support Services, Safe Schools Center.

## POSSIBLE INTERVENTIONS FOR VARIOUS BEHAVIORAL DIFFICULTIES (continued)

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### Areas of difficulty

### Possible interventions

#### Following Directions

Verbal

Provide study partner  
Repeat directions individually

Written

Check in with student; clarify as necessary  
Highlight directions for student; have students highlight

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#### Written Production

Poor fine-motor skills/motor  
impersistence

Allow to dictate written responses  
Allow the use of tape recorders  
Access to computers for writing assignments  
Reduce writing requirements

Discrepancy between thinking/  
writing speed

Access to computers/recorders  
Opportunity to respond orally

Difficulty organizing thoughts

Assistance with prewriting activities (e.g., brainstorming, mind  
mapping, outlining)  
Jotting down ideas; rearranging to outline

Problems with initiation/word  
retrieval

Brainstorming vocabulary, key concepts  
Help getting started  
Close-ended writing tasks

Proofreading problems

Use spellcheck  
Have another student/adult proofread  
Use proofreading checklist to cue for specific errors

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#### Problems with Test-Taking

Careless mistakes

Allow test retakes  
Supervise checking work

Cannot finish within time limits

Allow extra time  
Break testing into several sessions

Writing problems

Oral exams  
Short answer/multiple choice vs. essay  
Reduce demands/allow extra time

Distracted during testing

Let student take test in quiet room

Anxiety

Teach test-taking strategies  
Teach relaxation strategies  
Test student away from other students

Difficulties with retrieval

Multiple-choice tests  
Open book tests  
Provide sample items/templates  
Cues to aid retrieval during test  
Teach test-taking strategies

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**POSSIBLE INTERVENTIONS FOR VARIOUS BEHAVIORAL DIFFICULTIES (continued)**

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**Areas of difficulty****Possible interventions****Social Skills**

Impulsive	Consider the following for all social skills problems: Incentive systems
Disruptive	Negotiated behavior contract Match student with teacher
Apathetic	High rate of personalized positive feedback Alternative curriculum
Discouraged	Credit for out-of-school learning Work-study programs
Depressed	Hands-on learning

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**Cognitive Style**

Fast and sloppy	Assign shorter tasks with criterion for accuracy Teach self-evaluation/goal-setting regarding accuracy or quantity
Problems with initiation	Assign close-ended tasks Provide templates Help student get started (e.g., walk through first few times/brainstorm ideas, and so forth) Assign study partner Use cooperative learning Assign shorter task or divide task Obtain verbal commitments (e.g., regarding start times)
Low frustration tolerance	Modify assignments Ensure high rate of success Frequent reinforcement Provide individual help Self-designed assignments (brainstorm ideas)
Processing speed or simultaneous processing problems (e.g., cannot listen and take notes)	Provide individual help Tape lecture Provide note-takers or access to teacher's notes Present material in organized, sequential fashion Reduce assignments or allow extra time
Craves novelty or hates repetition	Avoid lecture-style classes Avoid classes with heavy rote learning or worksheet requirements Computers/technology Use cooperative learning Use hands-on learning or discussion format Self-designed assignments Individualized work contracts Assign to high-energy teachers Avoid needless repetition Build in breaks or opportunities to move around Vary formats within and across class periods

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