

TEACHER'S RESOURCE GUIDE

Fourth Edition

(TRG-4)

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The *Teacher's Resource Guide-Fourth Edition (TRG-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 TRG-4

- The **TRG-4** answers the mandate for pre-referral intervention in regular education classrooms.
- The **TRG-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 **TRG-4** now includes a Social Skills section which provides interventions to help students master specific social skills.
- The **TRG-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 **TRG-4** improves the teacher's ability to individualize instruction for students in the classroom.
- The **TRG-4** was developed by regular and special education teachers.
- The **TRG-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 *Teacher's Resource Guide-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 *Teacher's Resource Guide-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 TRG-4 is also marketed under the title *Pre-Referral Intervention Manual-Fourth Edition (PRIM-4)* with current use in public and private schools, colleges, and universities.



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509 Web site: hawthorne-ed.com

LEARNING & BEHAVIOR PROBLEM CHECKLIST

Date: _____

Name of student: _____ Birthdate: _____ Age: _____ Gender: _____

School: _____ Grade: _____

City: _____ State: _____ Observed by: _____

Observer's position: _____ Student known to observer: _____
(from) (to)

Length of time each day with student: _____
(hours) (minutes)

TO OBSERVER: Check each behavior you have observed the student demonstrate 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 specified time
7. Needs verbal questions and directions frequently repeated
8. Demonstrates difficulty with visual 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

IMPORTANT * PLEASE NOTE: *** IMPORTANT**

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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 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.

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:

Intervention
Date

S/U

Decision

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention
Date

S/U

Decision