

TEACHER'S RESOURCE GUIDE

Fourth Edition

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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 directionality35
11. Has difficulty concentrating36
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15. Demonstrates visual perception problems.48
16. Has difficulty classifying50
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.