

LEARNING INTERVENTION MANUAL

Second Edition

Goals, Objectives, and Intervention Strategies

Samm N. House

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Printed in the
United States of America.

9/19



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**Behavior
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**Behavior
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Behavior

Number

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Behavior

Number

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**Behavior
Number**

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I. Learning Intervention Manual

The *Learning Intervention Manual* (LIM) is a compilation of goals, objectives, and intervention strategies for 175 behaviors grouped by categories. It is designed to respond to the most typical learning problems exhibited by students in educational settings. The interventions are appropriate for any student exhibiting the learning problems and he/she need not be identified as learning disabled or handicapped in anyway. The appropriateness of the interventions relates directly to the learning 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 contribute to unsuccessful learning performance. Reactive interventions “teach” the student 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 facilitating learning. 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.

For any learning problem exhibited by students, it will be of value to assess the extent to which institutional variables influence and possibly contribute to the problem. Limited supervision in learning areas 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 learning problems. As a first step in improving a learning environment, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student learning should be identified and considered when choosing appropriate interventions to facilitate a student’s success. 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. In order not to overlook any historical or contemporary determinants of educational performance, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

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. Goals, Objectives, and Interventions

1 Does not demonstrate problem-solving skills in new or unique situations

Goals:

1. The student will demonstrate problem-solving skills in new situations.
2. The student will demonstrate problem-solving skills in unique situations.

Objectives:

1. The student will solve problems by withdrawing from conflict situations on _____ out of _____ occasions.
2. The student will solve problems by reasoning in new or unique situations on _____ out of _____ occasions.
3. The student will solve problems by apologizing in conflict situations on _____ out of _____ occasions.
4. The student will solve problems by talking in a quiet, controlled manner in new or unique situations on _____ out of _____ occasions.
5. The student will independently solve problems in new or unique situations on _____ out of _____ occasions.
6. The student will solve problems in conflict situations by allowing others the benefit of the doubt on _____ out of _____ occasions.
7. The student will rely on verbal cues to solve problems in new or unique situations on _____ out of _____ occasions.
8. The student will rely on visual cues to solve problems in new or unique situations on _____ out of _____ occasions.
9. The student will solve problems by requesting clarification of information not understood in new or unique situations on _____ out of _____ occasions.
10. The student will solve problems by considering the consequences of his/her behavior in new or unique situations on _____ out of _____ occasions.
11. The student will react in a consistent manner in similar situations on _____ out of _____ occasions.
12. The student will seek teacher assistance when he/she is experiencing difficulty in a new or unique situation on _____ out of _____ trials.

Interventions:

1. Reinforce the student for demonstrating the ability to appropriately solve problems in new or unique situations: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

2. Speak to the student to explain (a) what he/she is doing wrong (e.g., fighting, name calling, etc.) and (b) what he/she should be doing (e.g., withdrawing from personal interactions, reasoning, etc.).

3. Reinforce those students in the classroom who demonstrate the ability to appropriately solve problems in new or unique situations.

4. Reinforce the student for demonstrating the ability to appropriately solve problems in new or unique situations based on the number of times the student can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.

5. Write a contract with the student specifying what behavior is expected (e.g., making logical decisions in new or unique situations, reasoning, etc.) and what reinforcement will be made available when the terms of the contract have been met.

6. Have the student question any directions, explanations, and instructions he/she does not understand.