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| <b>Behavior</b>  |     |
| <b>Number</b>  |     |
| 1. Does not demonstrate problem-solving skills in new or unique situations .....   | 8   |
| 2. Does not demonstrate problem-solving skills in typical situations .....   | 10  |
| 3. Has difficulty understanding directions and/or carrying out instructions and often requires<br>repetition or rephrasing .....   | 12  |
| 4. Has difficulty with short-term and long-term memory .....   | 16  |
| 5. Has limited test-taking skills .....  | 23  |
| 6. Is unprepared for tests .....   | 25  |
| 7. Performs classroom tests or quizzes at a failing level .....  | 27  |
| 8. Remembers information one time but not the next .....   | 30  |
| 9. Requires repeated drill and practice to learn what other students master easily .....   | 32  |
| 10. Does not demonstrate the ability to maintain concentration on a particular activity for<br>extended periods of time .....  | 34  |
| 11. Does not demonstrate an effective organizational system when completing<br>homework assignments .....  | 36  |
| 12. Does not demonstrate an understanding of directionality .....  | 38  |
| 13. Fails to demonstrate logical thinking .....  | 40  |
| 14. Has difficulty generalizing information from one situation to another .....  | 42  |
| 15. Demonstrates difficulty with visual memory .....   | 45  |
| 16. Does not check completed work for accuracy .....   | 47  |
| 17. Does not demonstrate an understanding of spatial relationships .....   | 52  |
| 18. Does not follow multi-step directions .....  | 54  |
| 19. Does not grasp basic concepts or information related to academic tasks .....   | 57  |
| 20. Does not perform academically at his/her ability level .....   | 59  |
| 21. Does not perform or complete classroom assignments during class time .....   | 64  |
| 22. Does not prepare for assigned activities .....   | 68  |
| 23. Does not remain on-task .....  | 73  |
| 24. Does not turn in homework assignments .....  | 79  |
| 25. Fails to perform assignments independently .....   | 83  |
| 26. Fails to remember sequences .....  | 87  |
| 27. Has difficulty attending when directions are given .....   | 91  |
| 28. Has difficulty classifying .....   | 93  |
| 29. Has difficulty describing objects or events across several dimensions including<br>category, function, composition, similarities/differences, and other attributes ..... | 95  |
| 30. Has difficulty pretending, role-playing, and imagining .....   | 98  |
| 31. Has difficulty retrieving, recalling, or naming objects, persons, places, concepts, etc. ....  | 100 |
| 32. Has difficulty understanding analogies .....   | 103 |
| 33. Has difficulty understanding cause-and-effect relationships .....  | 105 |
| 34. Has limited task focus and task completion .....   | 108 |
| 35. Fails to improve skills, learn from mistakes, etc. ....  | 112 |
| 36. Is slow to process thoughts or information .....   | 117 |

|   |     |
|---|-----|
| 37. Performs assignments carelessly . . . . .   | 121 |
| 38. Requires one-to-one situation in order to follow directions . . . . .                   | 122 |
| 39. Requires slow, sequential, substantially broken-down presentation of concepts . . . . . | 124 |
| 40. Turns in incomplete or inaccurately finished assignments . . . . .                      | 127 |

**B. Math**

**Behavior**

**Number**

|   |     |
|---|-----|
| 41. Confuses operational signs when working math problems . . . . .   | 130 |
| 42. Does not make use of columns when working math problems . . . . .                                       | 132 |
| 43. Does not remember math facts . . . . .  | 134 |
| 44. Does not understand abstract math concepts without concrete examples . . . . .                          | 136 |
| 45. Does not understand the concept of skip counting . . . . .  | 138 |
| 46. Does not understand the concept of time . . . . .   | 139 |
| 47. Fails to change from one math operation to another . . . . .  | 141 |
| 48. Fails to correctly solve math problems involving fractions or decimals . . . . .                        | 143 |
| 49. Fails to correctly solve math problems requiring addition . . . . .                                     | 146 |
| 50. Fails to correctly solve math problems requiring division . . . . .                                     | 148 |
| 51. Fails to correctly solve math problems requiring multiplication . . . . .                               | 151 |
| 52. Fails to correctly solve math problems requiring regrouping (i.e., borrowing and carrying) . . . . .    | 153 |
| 53. Fails to correctly solve math problems requiring subtraction . . . . .                                  | 155 |
| 54. Fails to correctly solve problems involving money . . . . .   | 158 |
| 55. Fails to correctly solve problems using measurement . . . . .   | 160 |
| 56. Fails to demonstrate knowledge of place value . . . . .   | 162 |
| 57. Fails to follow necessary steps in math problems . . . . .  | 164 |
| 58. Has difficulty grasping concepts involving time, space, quantity, quality, and directionality . . . . . | 167 |
| 59. Has difficulty solving math word problems . . . . .   | 170 |
| 60. Has difficulty understanding abstract concepts . . . . .  | 173 |
| 61. Works math problems from left to right instead of right to left . . . . .                               | 175 |

**C. Reading**

**Behavior**

**Number**

|   |     |
|---|-----|
| 62. Does not comprehend written communication . . . . .   | 177 |
| 63. Does not comprehend what he/she reads . . . . .   | 181 |
| 64. Does not discriminate between similar letters and words . . . . .   | 185 |
| 65. Does not know all the letters of the alphabet . . . . .   | 187 |
| 66. Does not read independently . . . . .   | 188 |
| 67. Does not read or follow written directions . . . . .  | 190 |
| 68. Does not summarize/retell important concepts after reading a selection . . . . .                            | 193 |
| 69. Fails to correctly answer comprehension questions from reading activities . . . . .                         | 195 |
| 70. Fails to demonstrate word attack skills . . . . .   | 198 |
| 71. Fails to demonstrate word comprehension . . . . .   | 200 |
| 72. Fails to finish assignments because of reading difficulties . . . . .                                       | 203 |
| 73. Fails to recognize words on grade level . . . . .   | 206 |
| 74. Has difficulty applying decoding skills when reading . . . . .  | 208 |
| 75. Has difficulty following written instructions . . . . .   | 210 |
| 76. Has difficulty understanding what he/she reads even though he/she has adequate word attack skills . . . . . | 212 |
| 77. Has difficulty with phonics skills when reading . . . . .   | 215 |
| 78. Has difficulty with sound-symbol relationships . . . . .  | 217 |

|  |     |
|--|-----|
| 79. Loses place when reading . . . . .   | 219 |
| 80. Omits, adds, substitutes, or reverses letters, words, or sounds when reading . . . . . | 221 |
| 81. Reads words correctly in one context but not in another . . . . .                      | 224 |
| 82. Understands what is read to him/her but not what he/she reads silently . . . . .       | 226 |

**D. Writing**

**Behavior**

**Number**

|  |     |
|--|-----|
| 83. Can only write simple, short, noncomplex sentences . . . . .                                     | 229 |
| 84. Composes incomplete sentences or expresses incomplete thoughts when writing . . . . .            | 232 |
| 85. Does not use appropriate subject-verb agreement when writing . . . . .                           | 236 |
| 86. Fails to copy letters, words, sentences, and numbers from a model at a close proximity . . . . . | 238 |
| 87. Fails to copy letters, words, sentences, and numbers from a model at a distance . . . . .        | 242 |
| 88. Fails to correctly organize writing activities . . . . .   | 244 |
| 89. Fails to form letters correctly when printing or writing . . . . .                               | 246 |
| 90. Fails to punctuate correctly when writing . . . . .  | 248 |
| 91. Fails to use capitalization correctly when writing . . . . .                                     | 250 |
| 92. Fails to use verb tenses correctly when writing . . . . .  | 252 |
| 93. Fails to write within a given space . . . . .  | 254 |
| 94. Has difficulty understanding and using synonyms, antonyms, and homonyms . . . . .                | 256 |
| 95. Omits, adds, or substitutes words when writing . . . . .   | 259 |
| 96. Reverses letters and numbers when writing . . . . .  | 262 |
| 97. Uses inappropriate letter size when writing . . . . .  | 264 |
| 98. Uses inappropriate spacing between words or sentences when writing . . . . .                     | 266 |
| 99. Uses incorrect grammar when writing not due to dialect . . . . .                                 | 268 |
| 100. Has limited note-taking skills . . . . .  | 270 |

**E. Spelling**

**Behavior**

**Number**

|   |     |
|---|-----|
| 101. Does not use word endings correctly when spelling or omits them . . . . .                    | 273 |
| 102. Fails to use spelling rules . . . . .  | 275 |
| 103. Has difficulty spelling words that do not follow the spelling rules . . . . .                | 278 |
| 104. Has difficulty with phonetic approaches to spelling . . . . .                                | 280 |
| 105. Omits, substitutes, adds, or rearranges letters or sound units when spelling words . . . . . | 282 |
| 106. Requires continued drill and practice to learn spelling words . . . . .                      | 284 |
| 107. Spells words correctly in one context but not in another . . . . .                           | 286 |

**F. Communication**

**Behavior**

**Number**

|   |     |
|---|-----|
| 108. Does not express thoughts in verbal and written form . . . . .                             | 288 |
| 109. Can only speak in short, simple sentences which lack complexity . . . . .                  | 290 |
| 110. Does not communicate name, address, and phone number . . . . .                             | 292 |
| 111. Does not comprehend graphic symbols, sign language, etc. . . . .                           | 294 |
| 112. Does not comprehend typical verbal communications . . . . .                                | 296 |
| 113. Demonstrates difficulty understanding the meaning of words indicating a question . . . . . | 300 |
| 114. Does not carry on conversations with peers or adults . . . . .                             | 303 |
| 115. Does not complete statements or thoughts when speaking . . . . .                           | 305 |
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|   |                |
|---|----------------|
| 157. Secondary characteristics are present while speaking .....   | 426            |
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| 159. Speaks in an unnatural voice .....   | 432            |
| 160. Speaks incoherently .....  | 433            |
| 161. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than<br>previously, etc. ....   | 435            |
| 162. Speech causes unfavorable listener reaction .....  | 439            |
| 163. Substitutes one sound for another sound .....  | 442            |
| 164. Uses inappropriate verb tenses when speaking .....   | 444            |
| 165. Uses inappropriate verbal and/or nonverbal language in social situations or interactions with<br>peers and/or adults .....                                       | 447            |
| 166. Uses incorrect word order when speaking .....  | 450            |
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| 169. Uses pronouns incorrectly .....  | 456            |
| 170. Uses sentences which are grammatically incomplete when speaking .....  | 458            |
| 171. Voice quality causes unfavorable listener reaction .....   | 460            |
| 172. Voice quality interferes with daily communication .....  | 463            |
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| 174. Voice quality sounds hypernasal (e.g., sounds like the student is talking through his/her<br>nose) or hyponasal (e.g., sounds like the student has a cold) ..... | 469            |
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