

LEARNING DISABILITY INTERVENTION MANUAL

Revised Edition

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	Behavior	
	Number	
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	Number	
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Number

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Behavior

Number

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Behavior

Number

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Learning Disability Intervention Manual-Revised

This *Learning Disability Intervention Manual-Revised (LDIM-R)* is a compilation of goals, objectives, and intervention strategies for the most common characteristics of learning disabilities identified by educators on the *Learning Disabilities Evaluation Scale-Renormed, Second Edition (LDES-R2)* (McCarney & Arthaud, ©2006).

The **LDES-R2** is based on the most commonly recognized definition of learning disabilities and includes those items and subscales which best reflect the intent of the definition of a learning disability used in IDEA and most states. The **LDIM-R** may be used with any student with learning problems to facilitate his/her success in the learning environment.

The goals and objectives may be used in writing IEPs for identified learning disabled students. Criteria for measuring the student's achievement of the goals and objectives must be determined by professional educators and parents who are knowledgeable about the student's current disabilities and program recommendations.

The interventions listed under each behavior representing learning disabilities should serve as a guide for program development or change for any student in need of educational success. 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. Professional judgment should dictate the choice of interventions for any particular student. The student's learning problem, age, gender, grade level, and local community standards are all to be considered in selecting appropriate intervention procedures. Vision, hearing, general health,

nutrition, and family case history should also be considered in order not to overlook any historical or contemporary determinants of educational performance. The interventions have been found appropriate for special education as well as regular education classroom environments.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the student. Use of the same interventions and consistent application of these interventions by all educators in all settings greatly facilitates the likelihood of student success in the educational environment. These interventions lend themselves particularly well to creating continuity across all educational settings in which the student functions.

In order to respond to the broad spectrum of implications related to learning disabilities, some interventions contained in this manual apply to most students and should be considered first, in order to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for students based on the appropriateness of the intervention to the situation.

For any learning problem exhibited by a student, it will be of value to assess the extent to which institutional variables influence the student and possibly contribute to the problem. As a first step in improving a situation, these institutional variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful learning performance.

SBM

AMB

Using the *Learning Disability Intervention Manual-Revised* in Conjunction with the *Learning Disability Evaluation Scale-Renormed, Second Edition*

NOTE: If the *Learning Disability Intervention Manual-Revised* is not being used in conjunction with the *Learning Disability Evaluation Scale-Renormed, Second Edition (LDES-R2)*, the following procedural steps need not be followed.

- Step 1 The student is rated with the *Learning Disability Evaluation Scale-Renormed, Second Edition (LDES-R2)*.
- Step 2: Conversions of raw scores on the *Learning Disability Evaluation Scale-Renormed, Second Edition* are made. Subscale standard scores and the learning quotient and percentile are determined; and the *Learning Disability Evaluation Scale-Renormed, Second Edition Profile Sheet* is completed.
- Step 3: Determine on which of seven characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the student scored one standard deviation or more below the mean, determine which learning behaviors constitute primary concern in the educational environment (the behaviors with the lowest ratings).
- Step 5: Find goals and objectives from the *Learning Disability Intervention Manual-Revised* which represent each learning behavior indicated as a primary concern on the *Learning Disability Evaluation Scale-Renormed, Second Edition*.
- Step 6: Determine those interventions from the *Learning Disability Intervention Manual-Revised* which are most appropriate in facilitating the student's success in meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any learning behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those learning behaviors as well.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

Goals, Objectives, and Interventions

1 Does not hear all of what is said

1. Make certain the student's hearing has been checked recently.

2. Have the student repeat or paraphrase what is said to him/her in order to determine what was heard.

3. Give the student short directions, explanations, and instructions to follow. As the student demonstrates success, gradually increase the length of the directions, explanations, and instructions.

4. Maintain a consistent verbal delivery of information.

5. Make certain the student is attending to the source of information (e.g., making eye contact, hands free of writing materials, looking at assignment, etc.).

6. Provide the student with written directions and instructions to supplement verbal directions and instructions.

7. Emphasize or repeat word endings, key words, etc.

8. Speak clearly and concisely when delivering directions, explanations, and instructions.

9. Place the student near the source of the information.

10. Reduce distracting stimuli (e.g., noise and motion in the classroom) in order to facilitate the student's ability to listen successfully.

11. Stop at key points when delivering directions, explanations, and instructions in order to determine student comprehension.

12. Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.

13. Deliver directions, explanations, and instructions at an appropriate pace.

14. Identify a list of word endings, key words, etc., that the student will practice listening for when someone is speaking.

15. Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting directions, explanations, and instructional content. Determine which modality is stronger and utilize the results.

16. Stop at various points during the presentation of information to check the student's comprehension.

17. Teach the student listening skills (e.g., stop working, look at the person delivering directions, have necessary note-taking material, etc.).

18. Tell the student what to listen for when being given directions, receiving information, etc.

19. Play games to teach listening skills (e.g., Mother May I?, Simon Says, Red Light-Green Light).

20. Have the student silently repeat information just heard to help him/her remember the important facts.

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

22. Evaluate the level of information presented to the student to determine if the information is presented at a level the student can understand.

23. Reinforce the student for listening carefully based on the length of time the student can be successful. As the student demonstrates success, gradually increase the length of time he/she is required to listen.