

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.

LEARNING 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)

COMMENTS

SAMPLE

TO OBSERVER: Check each behavior you have observed the student demonstrate during the last month.

ACADEMIC PERFORMANCE

- 1. Does not demonstrate problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)
- 2. Does not demonstrate problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)
- 3. Has difficulty understanding directions and/or carrying out instructions and often requires repetition or rephrasing
- 4. Has difficulty with short-term and long-term memory (e.g., cannot remember directions, cannot memorize a poem, cannot recall information previously learned, etc.)
- 5. Has limited test-taking skills
- 6. Is unprepared for tests
- 7. Performs classroom tests at a failing level
- 8. Remembers information one time but not the next
- 9. Requires repeated drill and practice to learn what other students master easily
- 10. Does not demonstrate the ability to maintain concentration on a particular activity for extended periods of time
- 11. Does not demonstrate an effective organizational system when completing homework assignments
- 12. Does not demonstrate an understanding of directionality
- 13. Fails to demonstrate logical thinking
- 14. Has difficulty generalizing information from one situation to another
- 15. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)
- 16. Does not check completed work for accuracy
- 17. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)
- 18. Does not follow multi-step directions
- 19. Does not grasp basic concepts or information related to academic tasks
- 20. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)
- 21. Does not perform or complete classroom assignments during class time
- 22. Does not prepare for assigned activities
- 23. Does not remain on-task
- 24. Does not turn in homework assignments
- 25. Fails to perform assignments independently
- 26. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)
- 27. Has difficulty attending when directions are given
- 28. Has difficulty classifying (e.g., does not recognize similarities, differences, etc.)
- 29. Has difficulty describing objects or events across several dimensions including category, function, composition, similarities/differences, and other attributes
- 30. Has difficulty pretending, role-playing, and imagining
- 31. Has difficulty retrieving, recalling, or naming objects, persons, places, concepts, etc. (i.e., does not think of them at all or is slow to respond)
- 32. Has difficulty understanding analogies (e.g., Hot is to cold as up is to down.)
- 33. Has difficulty understanding cause-and-effect relationships (e.g., If you oversleep, you will be late for school.)
- 34. Has limited task focus and task completion
- 35. Fails to improve skills, learn from mistakes, etc.
- 36. Is slow to process thoughts or