

III. Interventions

1 Is disorganized

1. Have the student question any directions, explanations, and instructions he/she does not understand.
2. Assign a peer to accompany the student to specified activities in order to make certain the student has the necessary materials.
3. Provide the student with a list of necessary materials for each activity of the day.
4. Provide the student with verbal reminders of necessary materials required for each activity.
5. Provide time at the beginning of each day for the student to organize materials.
6. Provide time at various points throughout the day for the student to organize materials (e.g., before school, during recess, at lunch, at the end of the day, etc.).
7. Provide storage space for materials the student is not using at any particular time.
8. Act as a model for being organized/prepared for specified activities.
9. Make certain that work not completed because necessary materials were not brought to the specified activity is completed during recreational or break time.
10. Have the student chart the number of times he/she is organized/prepared for specified activities.
11. Remind the student at the end of the day when materials are required for specified activities for the next day (e.g., note sent home, verbal reminder, etc.).
12. Have the student establish a routine to follow before coming to class (e.g., check which activity is next, determine what materials are necessary, collect materials, etc.).
13. Have the student leave necessary materials at specified activity areas.
14. Provide the student with a container in which to carry necessary materials for specified activities (e.g., backpack, book bag, briefcase, etc.).
15. Provide adequate transition time between activities for the student to organize materials.
16. Establish a routine to be followed for organization and appropriate use of work materials. Provide the routine for the student in written form or verbally reiterate often.
17. Provide adequate time for the completion of activities.
18. Assess the quality and clarity of directions, explanations, and instructions given to the student.
19. Provide the student with structure for all academic activities (e.g., specific directions, routine format for tasks, time units, etc.).
20. Minimize materials to be kept inside the student's desk.
21. Provide an organizer for materials inside the student's desk.
22. Provide the student with an organizational checklist (e.g., routine activities, materials needed, and steps to follow).
23. Make certain that all personal property is labeled with the student's name.
24. Teach the student how to conserve rather than waste materials (e.g., amount of glue, paper, tape, etc., to use; putting lids, caps, tops on such materials as markers, pens, bottles, jars, cans, etc.).

25. Teach the student to maintain care of personal property and school materials (e.g., keep property with him/her, know where property is at all times, secure property in lockers, leave valuable property at home, etc.).

26. Provide the student with an appropriate place to store/secure personal property (e.g., desk, locker, closet, etc.) and require that the student store all property when not in use.

27. Limit the student's freedom to take school or personal property from school if the student is unable to remember to return such items.

28. Reduce the number of materials for which the student is responsible. Increase the number of materials for which the student is responsible as the student demonstrates appropriate use of materials.

29. Require that lost or damaged property be replaced by the student. If the student cannot replace the property, restitution can be made by working at school.

30. Make certain that the student is not inadvertently reinforced for losing materials. Provide the student with used materials, copies of the materials, etc., rather than new materials if the student fails to care for the materials in an appropriate manner.

31. Provide the student with more work space (e.g., a larger desk or table at which to work).

32. 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 a form of punishment.

33. Interact frequently with the student in order to prompt organizational skills and appropriate use of materials.

34. Assign the student organizational responsibilities in the classroom (e.g., equipment, software materials, etc.).

35. Supervise the student while he/she is performing schoolwork in order to monitor quality.

36. Act as a model for organization and appropriate use of work materials (e.g., putting materials away before getting more material out, having a place for all materials, maintaining an organized desk area, following a schedule for the day, etc.).

37. Have the student maintain an assignment notebook which indicates those materials needed for each activity.

38. Provide the student with a schedule of daily events in order that the student knows exactly what and how much there is to do in a day. (See Appendix for Schedule of Daily Events.)

39. Allow natural consequences to occur as the result of the student's inability to organize or use materials appropriately (e.g., work not done during work time must be made up during recreational time, materials not maintained must be replaced, etc.).

40. Assist the student in beginning each task in order to reduce impulsive behavior.

41. Provide the student with structure for all academic activities (e.g., specific directions, routine format for tasks, time units, etc.).

42. Provide a coded organizational system (e.g., notebook, folders, etc.).

43. Teach the student to prioritize assignments (e.g., according to importance, length, etc.).

44. Develop monthly calendars to keep track of important events, due dates, assignments, etc.

45. Give the student one task to perform at a time. Introduce the next task only when the student has successfully completed the previous task in an organized manner.

46. Assign the student shorter tasks and gradually increase the tasks over time as the student demonstrates success in organizing academic activities.

47. Require that assignments done incorrectly, for any reason, be redone.

48. Provide the student with clearly stated criteria for acceptable work (e.g., neatness, etc.).

49. Provide the student with only those materials he/she needs to complete an assignment (e.g., pencil, paper, dictionary, handwriting sample, etc.). Be certain that the student has only the necessary materials on his/her desk.

50. Identify a peer to act as a model for the student to imitate being organized/prepared for specified activities.

51. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult, and (b) if the length of time scheduled to complete the task is appropriate.

52. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for being organized/prepared for specified activities at school.

53. Write a contract with the student specifying what behavior is expected (e.g., having necessary materials for specified activities) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

54. Reinforce the student for being organized/prepared for specified activities based on the number of times the student can be successful. Gradually increase the number of times required for reinforcement as the student demonstrates success.

55. Reinforce those students in the classroom who are organized/prepared for specified activities.

56. Establish classroom rules:

1. Have necessary materials.
2. Work on task.
3. Work quietly.
4. Remain in your seat.
5. Finish task.
6. Meet task expectations.

Reiterate rules often and reinforce students for following rules.

57. Speak to the student to explain: (a) what the student is doing wrong (e.g., failing to bring necessary materials for specified activities) and (b) what the student should be doing (e.g., having necessary materials for specified activities).

58. Reinforce the student for being organized/prepared for specified activities: (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.).