

PRE-REFERRAL INTERVENTION MANUAL (PRIM) Third Edition

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The *Pre-Referral Intervention Manual (PRIM)* provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or group of educators, such as a Teacher Assistance Team, to develop a comprehensive plan of intervention strategies for a student.

Characteristics of the PRIM

- The **PRIM** answers the mandate for pre-referral intervention in regular education classrooms.
- The **PRIM** contains over 4,000 intervention strategies for the 219 most common learning and behavior problems.
- The intervention strategies are simple, straightforward, and easily implemented in classrooms by regular education teachers.
- The **PRIM** includes an appendix of materials for the implementation of the behavioral interventions.
- The **PRIM** improves the teacher's ability to individualize instruction for students in the classroom.
- The **PRIM** was developed by regular and special education teachers.
- The **PRIM** is one of the most comprehensive learning and behavior intervention manuals available.

The *Learning and Behavior Problem Checklist* provides a means of calling attention to learning and behavior problems for the purpose of early intervention before formal assessment of the student.

The *Intervention Strategies Documentation Form* provides a written record to place in the student's file to document problem areas and interventions implemented.

The *Pre-Referral Intervention Manual* computer program provides an individualized report of behaviors and specific interventions selected for a student and implemented by teachers or personnel in the school environment.

The *Pre-Referral Intervention Manual* (570 pages, © 2006) should be included in each school's professional library and made available to principals, special educators, regular educators, guidance counselors, and other school personnel involved in pre-referral activities.

The **PRIM** is also marketed nationally under the title
Teacher's Resource Guide (**TRG**)
with current use in public and private schools, colleges,
and universities.

II. Interventions

1 Is disorganized

1. Model organization and appropriate use of work materials (e.g., putting materials away before getting others out, having a place for all materials, maintaining an organized desk area, following a schedule for the day, etc.).

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

3. Allow the student to finish an activity unless it will be disruptive to the schedule.

4. Assess the quality and clarity of directions, explanations, and instructions given to the student.

5. Assign a peer to assist with the student in specified activities to make certain the student has the materials necessary to do the activity.

6. Encourage the student to develop a habit of asking himself/herself, "Do I have everything?" before leaving the house each morning.

7. Have the student leave necessary materials at specified activity areas.

8. Assist the student in finding a method of organization that works best for him/her (e.g., subject folders, tabbed binder, checklist, etc.).

9. Communicate with parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for being organized/prepared for specified activities at school.

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

11. Do not accept excuses. The student must

understand that, regardless of the reasons, it is necessary that he/she takes responsibility for not turning in a math assignment, losing pencils, etc.

12. Have the student chart the number of times he/she is organized/prepared for specified activities.

13. Encourage the student to develop an awareness of himself/herself and the environment. Instruct the student to step back and ask himself/herself, "What materials do I need to complete this assignment?" "Have I put my assignment in the correct folder?"

14. Have the student list five qualities of an organized person. Have the student choose one of those qualities to work on each week for five weeks.

15. Encourage the student to keep necessary materials for specific activities together (e.g., materials in a gym bag, in the car, backpack with school-related materials by the door, etc.).

16. 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 punishment.

17. Encourage the student to manage his/her daily performance as if he/she were self-employed. This should increase his/her motivation to be organized and fulfill his/her responsibilities.

18. Encourage the student to put items that should be taken to work/school in a designated place (e.g., in front of the door, at the bottom of the stairs, etc.).

19. Choose different people (e.g., counselor, paraprofessional, peer, etc.) to help the student maintain organization of assignments, materials, etc., at school.

LEARNING & BEHAVIOR PROBLEM 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)

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

MEMORY, ABSTRACTIONS, GENERALIZATIONS, AND ORGANIZATION

- | | |
|---|---|
| <input type="checkbox"/> 1. Is disorganized | <input type="checkbox"/> 10. Does not demonstrate an understanding of directionality |
| <input type="checkbox"/> 2. Has limited memory skills | <input type="checkbox"/> 11. Has difficulty concentrating |
| <input type="checkbox"/> 3. Has difficulty understanding abstract concepts | <input type="checkbox"/> 12. Persists in doing the same thing over and over |
| <input type="checkbox"/> 4. Fails to find locations in the building | <input type="checkbox"/> 13. Fails to demonstrate logical thinking |
| <input type="checkbox"/> 5. Does not respond appropriately to environmental cues | <input type="checkbox"/> 14. Has difficulty retrieving, recalling, or naming objects, persons, places, etc. |
| <input type="checkbox"/> 6. Does not stay in assigned areas for specified time | <input type="checkbox"/> 15. Demonstrates visual perception problems |
| <input type="checkbox"/> 7. Needs verbal questions and directions frequently repeated | <input type="checkbox"/> 16. Has difficulty classifying |
| <input type="checkbox"/> 8. Demonstrates difficulty with visual memory | <input type="checkbox"/> 17. Fails to generalize knowledge from one situation to another |
| <input type="checkbox"/> 9. Demonstrates difficulty with auditory memory | <input type="checkbox"/> 18. Demonstrates confusion |
| | <input type="checkbox"/> 19. Remembers information one time but not the next |
| | <input type="checkbox"/> 20. Requires slow, sequential, substantially broken-down presentation of concepts |
| | <input type="checkbox"/> 21. Fails to remember sequences |

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(800) 542-1673**

Intervention Strategies Documentation Form

Date: _____

Student name: _____ Birthdate: _____ Age: _____

School: _____ Parents: _____

Team members: _____

I. Student History

A. Are the parents aware of your concern? ____

B. Has the student repeated a grade? ____ If so, when? _____

-

C. Date and results of any previous individual testing? _____

-

D. Date and results of last hearing screening: _____

-

E. Date and results of last vision screening: _____

-

II. Concerns and Interventions

Learning or Behavior Concern: _____

Interventions Implemented:	Intervention Date	S/U	Decision

Learning or Behavior Concern: _____

Interventions Implemented:	Intervention Date	S/U	Decision

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Intervention Strategies Documentation Form

Date: January 3, 2002

Student name: Austin Williams Birthdate: 11/06/92 Age: 9

School: Midvale Elementary Parents: Sarah Williams

Team members: Donohue, Sharpe, McKinley, Greer

I. Student History

- A. Are the parents aware of your concern? Yes
- B. Has the student repeated a grade? No If so, when? _____
- C. Date and results of any previous individual testing? _____
- D. Date and results of last hearing screening: _____
- E. Date and results of last vision screening: _____

II. Concerns and Interventions

Learning or Behavior Concern: Is disorganized

Interventions Implemented:	Intervention Date	S/U	Decision
5 Provide time at the beginning of each day for Austin to organize materials.			
20 Minimize materials to be kept inside the student's desk.			
28 Reduce the number of materials for which Austin is responsible. Increase the number of materials for which Austin is responsible as Austin demonstrates appropriate use of materials.			

Learning or Behavior Concern: Does not demonstrate an understanding of directionality

Interventions Implemented:	Intervention Date	S/U	Decision
7 Hang directional signs in the room (e.g., "turn left," "games under cabinet," etc.).			
15 Point out doors which are labeled push and pull and activities which require pushing and pulling (e.g., opening drawers, opening doors, etc.).			
16 Have Austin find things that represent the concept of in and out (e.g., we pour milk in a glass and pour it out, we walk in a room and walk out, etc.)			
20 Emphasize activities which require the action of off and on (e.g., we turn lights on when we need light and off when we do not need light, we turn the stove on to heat things and off when things are hot, we put clothes on to go to school, leaves fall off a tree in the fall, etc.).			

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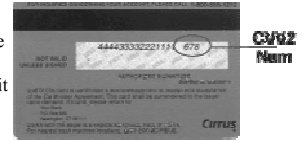
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Product Number	Title	Qty.	Unit Price	Total Price
00680	Pre-Referral Complete Kit		\$105.00	
00670	Pre-Referral Intervention Manual - Third Edition (PRIM)		\$40.00	
00671	Learning and Behavior Problem Checklists (50)		\$35.00	
00672	Intervention Strategies Documentation Forms (50)		\$30.00	
* 00673	Pre-Referral Intervention Manual (Windows®)		\$225.00	
0021D	Demonstration Intervention Program (Windows®)		\$5.00	

** Not included in complete kit
 Prices are subject to change without notice.*

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