

# Washington County School District

## CLASSROOM STRATEGIES & INTERVENTIONS FOR STUDENTS HAVING DIFFICULTY WITH: INFORMATION PROCESSING AND WORK BEHAVIORS

<b>IF YOU SEE:</b>	<b>TRY THIS:</b>	<b>Response to Intervention - Comments</b>
CHILD WHO DOESN'T SEEM TO KNOW WHAT TO DO AFTER GIVEN DIRECTIONS	<ul style="list-style-type: none"> <li>● Have student repeat directions before starting task</li> <li>● Write the directions on the board or provide a desk copy</li> <li>● Give one direction at a time</li> <li>● Give the child extra time to respond</li> </ul>	Date:
CHILD HAS DIFFICULTY COMPLETING TASK	<ul style="list-style-type: none"> <li>● Provide a system for checking off steps as they are completed</li> <li>● Limit amount of content on worksheets</li> <li>● Remind student to complete worksheets left to right and top to bottom</li> <li>● Remind student to gather all necessary materials before beginning task</li> <li>● Minimize environmental distractions</li> <li>● Use a timer</li> <li>● Make sure task is appropriate to developmental and cognitive status</li> <li>● Develop a reward system for task completion</li> </ul>	Date:
CHILD WHO HAS DIFFICULTY COPYING	<ul style="list-style-type: none"> <li>● Limit amount of material to be copied</li> <li>● Position child near board</li> <li>● Provide a paper copy</li> <li>● Use large print/font</li> <li>● Make sure vision is normal</li> </ul>	●
CHILD WHO HAS DIFFICULTY FOLLOWING DEMONSTRATIONS OR COPYING MODELS	<ul style="list-style-type: none"> <li>● Demonstrate one step at a time</li> <li>● Assign a work partner</li> <li>● Provide illustrated or written sequence of steps</li> </ul>	●

