

Organizational Interventions Matrix

	<p><u>Environment:</u> This category includes interventions that pertain to the academic setting in the classroom or home that help students become more organized.</p>	<p><u>Assistance:</u> These interventions are provided by : Teacher, Staff, Parent and Peer, Etc</p>	<p><u>Self:</u> These interventions are designed to help the student become a self manager.</p>
<p style="text-align: center;"><u>Tier 1</u> <i>Universal Interventions (Core Curriculum)</i></p>	<ul style="list-style-type: none"> ■ Provide the student with a list of necessary materials for each activity of the day. ■ Provide time at various points of each day for the student to organize materials ■ Provide storage space for materials the student is not using at any particular time. ■ Act as a model for being organized/prepared for specified activities ■ Provide adequate transitions time between activities for the student to organize materials. ■ 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. ■ Provide adequate time for the completion of activities. ■ Assess the quality and clarity of directions, explanations, and instructions given to the student. ■ Provide the student with more work space (e.g., a larger desk or table at which to work). ■ 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 means of reducing distracting stimuli and not as a form of punishment ■ Assign the student organizational responsibilities in the classroom (e.g., equipment, software materials, etc.) ■ Provide the student with a visual schedule of daily events in order that the student knows exactly what and how much there is to do in a day ■ Provide a coded organizational system (e.g., one binder system which includes assignment notebook, folder for each subject, three hole pencil case, loose leaf paper, and class schedule.) ■ Provide in class notes ■ Develop monthly calendars to keep track of important events, due dates, assignments, etc.) ■ Require that assignments done incorrectly, for any reason, be redone. ■ Provide the student with clearly stated criteria for acceptable work (e.g., neatness, etc.) 	<ul style="list-style-type: none"> ■ Provide the student with verbal reminders of necessary materials required for each activity. ■ 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.) ■ Interact frequently with the student in order to prompt organizational skills and appropriate use of materials ■ Supervise the student while he/she is performing schoolwork in order to monitor quality. ■ 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.) ■ Assist the student in beginning each task in order to reduce impulsive behavior ■ Teach the student to prioritize assignments (e.g., according to importance, length, etc.) ■ Identify and/or reinforce a peer to act as a model for the student to imitate being organized/prepared for specified activities. ■ Communicate with parents 	<ul style="list-style-type: none"> ■ Have the student question any directions, explanations, and instructions he/she does not understand. ■ 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.) ■ Have the student maintain an assignment notebook which indicates those materials needed for each activity. ■ Allow natural consequences to occur as the result of the student's inability to organize or use materials appropriately. ■ Have necessary materials ■ Work on task ■ Work quietly ■ Remain in your seat ■ Finish task ■ Meet task expectations

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	<ul style="list-style-type: none"> ■ 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. ■ Establish classroom rules ■ Reiterate rules often and reinforce students for following rules ■ Provide student with graphic organizers 	<p>(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.</p> <ul style="list-style-type: none"> ■ Speak to the student to explain: <ol style="list-style-type: none"> 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). 	
<p style="text-align: center;"><u>Tier 2</u> <i>Targeted Group Interventions</i></p>		<ul style="list-style-type: none"> ■ Assign a peer to accompany the student to specified activities in order to make certain the student has the necessary materials. ■ Make certain that work not completed because necessary materials were not brought the specified activity is completed during recreational or break time. ■ Provide modified work for student to complete. ■ Provide small group instruction to assist in all academic activities (e.g., specific directions, routine format for tasks, time units, etc.). ■ Provide small group instructions for students who need additional time to complete work during 	<ul style="list-style-type: none"> ■ Provide the student with an organizational check list (e.g., routine activities, materials needed, steps to follow) – Appendix A, B, C ■ 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. ■ Preparing and supporting self managers by having the students follow a specific work plan which addresses the subject, necessary materials needed for the activity, and knowing when to ask for help in order to begin the start of the task which is specifically taught to the student. (PASS) ■ Appendix D &E

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		<p>appropriate time.</p> <ul style="list-style-type: none">■ Provide the student with an organizational check list (e.g., routine activities, materials needed, steps to follow) – Appendix A, B, C■ Reduce the number of materials for which the student is responsible. Increase the number of materials that the student is responsible for as the student demonstrates the appropriate use of materials.■ 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.■ Evaluate the appropriateness of the task to determine (a) if the task is too difficult and (b) If the length of the time to complete the task is appropriate.■ 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.■ 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,	
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		<p>five minutes of free time etc or (b) give the student an intangible reward (e.g., praise, hand shake, smile etc.)</p> <ul style="list-style-type: none"> ■ Involve parent when needed to reinforce organizational strategies to be done (e.g., sign reading logs, sign assignment notebook, check in to see if homework is completed, provide workspace, materials, and breaks when necessary) ■ Provide an organizational mentor for the student who they could check in and out with daily. ■ Preparing and supporting self managers by having the students follow a specific work plan which addresses the subject, necessary materials needed for the activity, and knowing when to ask for help in order to begin the start of the task which is specifically taught to the student. (PASS) ■ Appendix D &E 	
<p><u>Tier 3</u> <i>Intensive Individual Interventions</i></p>	<p>Note: Many Tier 2 interventions will become Tier 3 with more intensity and a longer duration.</p>		
<p><i>Assessments/Other</i></p>	<p>Organizational Rating Scale PASS Baseline Data Gathering Form PASS Daily Data Form PASS Daily Progress Report Baseline Homework Completion Data Form</p>	<p>See attachment for organizational internet resources</p>	