Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Interventions: Most of these interventions can be adapted to student group size, or RTI tier. The key difference to keep in mind for Tier 2 and Tier 3 interventions is INTENSITY. That is, the same intervention can be done at both levels, with differing degrees of intensity. . . For example, in Tier 2, the teacher could work with a group of 6 children for 20 minutes three times a week. For Tier 3, the INTENSITY of instruction would need to be increased in Tier 3 by reducing group size to a maximum of 3, increasing group time to 30 minutes, and increasing group frequency to 5 times a week.

Suggested Interventions
1. Give the student an opportunity to choose the type of activity to do for his/her assignment.
2. Develop a behavioral contract for student for following verbal/written directions (see How to Write Behavior Contracts document for help).
3. Reinforce the student for paying attention: tangible awards (extra recesses time/free time, line leader, teacher’s assistant, and privileges in the classroom) or intangible awards (smile, pat on the back, wink, praise...)
4. Provide the student with a behavioral report card to take home for attention.
5. Make sure that the student’s assignment is on his/her ability level.
6. When making assignments to the student, have desirable assignments follow less desirable assignments.
7. Provide the student with appropriate time limits on completion of assignments.
8. Make sure that the student knows of the natural consequence of not complementing the assignment would require him/her to do it during a desirable activity (free time, recess...) 
9. Evaluate the task assigned to the student to determine if it is too easy, too difficult or too long.
10. Direct the lesson or activity to the student’s interests.

Print Resources:
- Behavioral Intervention Manual
  - Section: Emotional or Physical Well-Being
    - Appears to be generally bored with or disinterested in daily activities pages 144-145
  - Section: Organization
    - Fails to make appropriate use of study time pages 580-584:
- Pre-referral Intervention Manual (PRIM)
  - Section: Academic Performance
    - Does not remain on task pages 210-212

Page numbers may vary due to different editions
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- Fails to make appropriate use of study time  pages 229-231: [http://www.hes-inc.com/hes.cgi](http://www.hes-inc.com/hes.cgi)
- _The Attention Deficit Disorders Intervention Manual_ - Section
  - Section: Inattentive
    - Does not remain on-task  pages 105-107
- You Can Handle Them All
- Behavioral Strategies Guide
- _The Teacher’s Encyclopedia of Behavior Management, 100 Problems/500 Plans_

**Online Resources:**

- You Can Handle them All website:
- Intervention Central:
- Dr.Mac’s Behavior Management Site:
  - [http://www.behavioradvisor.com/CatchGood.html](http://www.behavioradvisor.com/CatchGood.html)
- Dr. Laura Riffel – Behavior Doctor Website:
Daydreams

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