

# Tier 2 Interventions

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## Organizational Check-up

Evans, Schultz, White, Brady, Sibley, Van Eck (2009)

SCHOOLWIDE SYSTEMS OF POSITIVE BEHAVIOR SUPPORT

University of Missouri

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## Organizational Skills

Evans, Schultz, White, Brady, Sibley, Van Eck (2009)

**Purpose:** To facilitate student organization and promote student ability to sort and store paperwork, identify assigned homework, and locate completed assignments when they are due.

**Essential Features:** Consistent monitoring and routine check-ups, adherence to checklists and tracking forms and frequent reinforcement.

**For whom is the intervention appropriate?** Students who turn in homework assignments and projects less than an average of 90% of the time across classes.

### Basic Approach:

Materials Needed for Intervention and Evaluation:

Organization checklist, binder, book bag and locker, predetermined student contingency

Implementation Procedures:

1. Spend time with the student emptying items out of the target area(s) and begin organizing the contents according to the Organizational Checklist (Appendix A). Students may not need to target all three areas (binder, book bag & locker). The binder is the most critical area for academic success and the priority.
  - Have the student label the different folders/binders according to his/her class enrollment, as well as the pockets within each folder according to the guidelines on the Organizational Checklist.
  - A sample binder should be kept on site to provide an example of how a finished product should look.
  - When completed, the binder, book bag, and locker should meet all criteria on the Organizational Checklists.
  - If a teacher is already using a particular binder system, the interventionist should work within the parameters of that system.
2. Following the initial organization meeting, check the target area(s) using the Organizational Checklist.
  - When the student does not meet full criteria in any area, have the student correct the problem in your presence and prompt him/her to do it correctly (if needed).
  - Repeat this process at least one time per week.
  - Establish contingencies based on goals set using the following procedures. Begin by using verbal praise and increase motivation with more tangible rewards as needed and progressively increase the goal. For example, if a student's baseline level of binder organization was 5/10, the interventionist should provide verbal praise each

day the student achieves a score of 7/10. The student's goal should become more challenging as the student achieves higher levels of organization. For example, if the student whose baseline was 5/10 continually achieves a score of 7/10, increase the goal so that the student is trying to achieve 8/10.

3. After the student has earned 100% on the targeted area(s) for 3 consecutive checks, begin to fade out the intervention. Continue to do periodic checks (once a month) and have the student complete his/her own Organizational Checklist sheet while you verify criterion and check for accuracy.
  - When the student has mastered completing the Organizational Checklist on their own, has kept his/her book bag and binder organized and experienced 100% accuracy on the form for a series of 2 checks, he/she has demonstrated their ability to check and record organization independently.

**For more information on Organizational Skills Intervention:**

Evans, S.W., Schultz, B.K., White, L.C., Brady, C., Sibley, M.H., VanEck, K. (2009). A school-based organization intervention for young adolescents with attention deficit/hyperactivity disorder. *School Mental Health* 1(2), 78-88.

### Organizational Checklist

Get organized! Be able to find your assignments and turn them in! Be able to locate your notes to study for tests! Open your binder and go down the checklist: for each item, write a Y (for Yes) if you meet the criteria fully for all binders being checked or an N (for No) if you do not meet the criteria fully. Example: if you meet all criteria for the question for your math and science binders but not for your history binder, record an N. If your planner or correct binders are absent (e.g., absence of even binders on an even day) record an N. When finished, divide the number of Y's by 8 and record this in the last space as the percentage of binders that are organized.

BINDERS/ BOOKBAG	DATES						
Do you have the correct binders for today (i.e., even binders on even day, 'B' binder on 'B' day)?							
Are your binders free from loose and irrelevant material (e.g., non-subject related material)?							
Is your planner present?							
Is your planner free of loose and irrelevant material?							
Inside your binders: are there clearly defined locations for storing incomplete assignments? "I keep them in _____							
Inside your binders: are there clearly defined locations for storing completed assignments (i.e., those assignments ready to be turned in.)? "I keep them in _____							
Inside the binders: are there clearly defined locations for storing all other class papers (e.g., graded assignments, class notes, class handouts)? "I keep them in _____							
Is there a clearly defined central location for recording all long-term projects for each subject? "I record them in _____							
<b>What percent of your binder is organized? Divide the number of Y's by 8 and then multiply by 100.</b>							
<i>Odd Day Binders Checked</i>							
<i>Even Day Binders Checked?</i>							

**Planner Checklist**

**Get organized! Be able to complete your assignments and turn them in! For each item, write a Y (for Yes) if you meet the question fully or an N (for No) if you do not meet the question fully. If your planner is absent, record an N.**

Long-term projects/assignments: Once a week, answer the following questions about the <u>entire</u> previous week.		DATES					
Has a long-term project/assignment, <b>in any class</b> , been recorded in the last week?							
Was the subject recorded in which the assignment is due?							
Was the due date of the assignment recorded?							
Was there sufficient detail recorded in order to complete the project?							
Short-term projects/assignments: Once a week, answer the following questions about the <u>last time</u> you could have been assigned work/ the last time you had the class. <i>*See below for examples.</i>		DATES					
<b>English</b>	Has a short-term project/assignment been recorded in the last week, including “none”?						
	Was the subject recorded in which the assignment is due?						
	Was the due date of the assignment recorded?						
	Was there sufficient detail recorded in order to complete the project?						
	Record the NUMBER of missing assignments.						
<b>Math</b>	Has a short-term project/assignment been recorded in the last week, including “none”?						
	Was the subject recorded in which the assignment is due?						
	Was the due date of the assignment recorded?						
	Was there sufficient detail recorded in order to complete the project?						
	Record the NUMBER of missing assignments.						

<b>Science</b>	Has a short-term project/assignment been recorded in the last week, including "none"?						
	Was the subject recorded in which the assignment is due?						
	Was the due date of the assignment recorded?						
	Was there sufficient detail recorded in order to complete the project?						
	Record the NUMBER of missing assignments.						
<b>Social Studies</b>	Has a short-term project/assignment been recorded in the last week, including "none"?						
	Was the subject recorded in which the assignment is due?						
	Was the due date of the assignment recorded?						
	Was there sufficient detail recorded in order to complete the project?						
	Record the NUMBER of missing assignments.						
<b>Elective:</b>	Has a short-term project/assignment been recorded in the last week, including "none"?						
	Was the subject recorded in which the assignment is due?						
	Was the due date of the assignment recorded?						
	Was there sufficient detail recorded in order to complete the project?						
	Record the NUMBER of missing assignments.						
<b>TOTAL</b>	Record the percentage of accurately recorded assignments for the date.						

