Case Example

Student: Dylan
Grade: 10th
Presenting Problems: poor homework completion, disorganization
Intervention: Organization Skills Training

Background

Dylan has been struggling to get his homework completed and often claims that he lost his papers, his planner, or his notebook. He has difficulty remembering the tasks he needs to complete and when he does complete assignments, they often seem rushed.

Getting Started

Start with an initial planning meeting to discuss the importance of the organization and the student's views on their own skills. Tell the student when the intervention will begin and schedule your standing meetings (e.g., during homeroom, 4th period study hall, seatwork).

Teacher: Hey Dylan! I have noticed you have been struggling to get your assignments done in my class, and that you may be struggling a bit with some of your organization. I want to spend some time together learning and practicing these skills. I think this will be really helpful for you, but I want to hear what you think.

Dylan: I am not sure that will be helpful. I already know what I am supposed to do, I am just bad at it.

Teacher: Well it sounds like you've got a head start then! It is great that you know a lot of organization skills and that will be helpful as we work together! We are going to focus not just on learning the skills, but actually getting better at doing them.

Dylan: I guess I am willing to try.

Teacher: Great! Why do you think improving your organization can be helpful?

Dylan: Well, I guess it would help me to turn in my assignments on time, and it probably would make my grades better.

Teacher: I agree, those are some great thoughts. Let's plan to get started with this on Monday. But before we get started, we should come up with some organization goals that we can make into a checklist. That way, we can look over it each day and see how well you met each of those goals. I am going to talk to some of your other teachers

about what their expectations are for organization in their classes. When we meet on Monday, we can make our checklist and get started.

Connect with the student's teacher(s) to discuss the expectations in their courses. Decide if you think this student needs a reward system for engaging in this intervention. Ideally, you may want to wait a few weeks to see if they respond without it first.

Dylan's teacher decides to organize a meeting with all of Dylan's teachers to share that he is going to be engaging in organization skills training with Dylan. He also asks the teachers what the organization and homework expectations are for each course. If there are additional expectations in their classes, He decides that he is going to start without a reward system but will monitor over the next few weeks to see if Dylan is motivated without it.

After meeting with Dylan's teachers

Teacher: Hey Dylan, I met with the rest of your teachers and we talked a bit about what should be on your checklist for their classes. Before I share what they thought, I want to hear your ideas! What do you think are some organization expectations that we should have on our list?

Dylan: Well I probably should write all of my assignments down in my planner. And I should make sure that I don't forget to bring my Chromebook home. I think I also should organize my files on my Google Drive.

Teacher: Those are some great ideas. Let's add each of them to your checklist. We might even break them down into multiple smaller goals too. We could have one goal of having a folder in your Google Drive for each class, and another goal for having all of your documents in the appropriate folder with no loose files outside of the folder.

Dylan: That makes sense, all of those goals sound good to me.

Teacher: Great! Now that we have your checklist, we can plan to do our check-ins each day during homeroom. When we meet, I will have you open up your backpack to show me that your Chromebook and planner are in there, and then we will look at your Chromebook to see if all of your files are organized and your planner to see if your assignments are written down there.