

Organization Skills Training Intervention Checklist

Adherence

Getting Started

- Start with an initial planning meeting to discuss the importance of the organization and the student's views on their own skills.
- Connect with the student's teacher(s) to discuss expectations in their classrooms.
- Tell the student when the intervention will begin and schedule your standing meetings (e.g., during homeroom, 4th period study hall, seatwork).
- 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.
- Develop your organization checklist based on class and schoolwide expectations for organization. See sample organization tracking sheet and template below.
- Before beginning the intervention, review the checklist with the student to make sure they understand the expectations of each item on the list.

Implementation

- At the beginning of your meeting with the student, review the items on the checklist you developed one by one and ask the student to show whether the expectation has been met. They should have all organization materials with them at this meeting (e.g., planner, binder, folder, backpack).
- Mark a "yes" or "no" on the checklist to indicate if each expectation is met (prior to any correction by the student). For any items not met, the student (not the teacher) should correct the problem during the meeting.
- Repeat this process with the checklist at each meeting.
- As the student becomes comfortable with the expectations and is able to meet the organization criteria (e.g., at least one week 90% or above), they can begin checking their own materials while the teacher monitors and tracks the score on the organization checklist or in Beacon.
- When a student's scores are consistently at least 90% for two weeks, then it is time to taper the training sessions.
- If a student continues to score over 90% for multiple weeks, then the training should be discontinued. It can be helpful to do "surprise checks" occasionally after the training ends.

Quality

- Meetings with the student should happen at regular intervals, especially in the first few weeks of training while the student is learning skills.

Tips for Success

- When providing the intervention and noting progress on the tracking system, it can help to give the student feedback about the impact of that improvement.
- Encourage your student's classroom teachers to praise their organizational improvements as well.
- Determine organization strategies and materials that work for your unique student.
- Students are likely to provide excuses and reasons for why they have not met a given expectation. In these situations, it is helpful to show empathy and understanding of the student's reasons for not meeting the expectations, but you will still mark "no" on their checklist for that item.
- We encourage you to be respectful about this level of intrusion in the student's space and with their belongings. Most students accept this when teachers and SMHPs are respectful, ask permission, and are not critical or attempt to examine private belongings.
- Conducting surprise checks can be a useful way to reinforce the student for keeping their materials organized all of the time. If you do plan to do surprise checks, inform the student that these checks may happen, and let them know what to expect a surprise check to look like.
- Even at the start, you should NOT organize the materials for the student, just provide support. This should be communicated to classroom teachers as well.
- Some parents are excited and enthusiastic about being a part of their student's academic journey. In cases where you have willing engagement from parents, update the parents about the system and strategies that have been put in place.
- If you need help implementing or evaluating this intervention, it may be helpful to seek out consultation from your school mental health professional or intervention team leader.