

Top 10 Interventions List

Intervention #1 Reading Fluency:

Paired Reading

- The student builds fluency and confidence as a reader by first reading aloud in unison with an accomplished reader, then signaling that he or she is ready to read on alone with corrective feedback.
- The more accomplished reader (tutor) and student sit in a quiet location with a book positioned between them. The tutor says to the student, “Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don’t know, I will tell you the word and begin reading with you again.”
- Tutor and student begin reading aloud together. If the student misreads a word, the tutor points to the word and pronounces it. Then the student repeats the word. When the student reads the word correctly, tutor and student resume reading through the passage.
- When the child delivers the appropriate signal (a hand tap) to read independently, the tutor stops reading aloud and instead follows along silently as the student continues with oral reading.
- The tutor occasionally praises the student in specific terms for good reading (e.g., “That was a hard word. You did a nice job sounding it out!”). If, while reading alone, the child either commits a reading error or hesitates for longer than 5 seconds, the tutor points to the error-word and pronounces it. Then the tutor tells the student to say the word. When the student pronounces the error-word correctly, tutor and student resume reading aloud in unison. This tandem reading continues until the student again signals to read alone.

Intervention #2 Decoding

Graphosyllabic Analysis

Graphosyllabic analysis involves syllabication, or segmenting a word with more than one syllable into its separate syllables. Syllabication training can help struggling spellers and readers by teaching them how to identify and connect sounds of simple letter combinations in words. For example, the word finish can be separated into *fin-ish*. This intervention is designed to work with adolescent age students who are reading near two grades below their expected level. However, it can be adapted for younger children to help them learn to connect letters and sounds or spelling to pronunciation and generalize that knowledge to new words. In this intervention, students analyze 100 words total. They work with 25 of those words in each session. Each session should take about 30 minutes.

Materials: Vocabulary words written on flash cards.

Preparation:

- A reading pretest should be given to the child in order to determine a baseline-reading rate. The first session of 25 words can be used as the baseline.
- Students should be familiar with identifying syllables in words. When making syllables in the intervention, the only rule is that each syllable can only containing **one** vowel sound.

Steps:

1. Start with 25 words each written on a 3X5 card. Students read the word aloud. If incorrect, correct them and allow them to repeat.
2. Students explain the word's meaning. If incorrect, tell them the correct meaning.
3. Students orally divide the word's pronunciation into its syllables so that each syllable contains only one of the vowel sounds in the word. The student may tap a finger to represent the "beats" in the word and tell how many. If incorrect, model the correct response and allow the student to copy.
4. Students cover the word with their thumb and uncover only the part that matches what they said one syllables at a time as they say it aloud. If incorrect, model the correct way to match what they said to the syllables in the word.
5. Students blend the syllables to say the whole word. If incorrect, correct and repeat.
6. Mix the cards and have the students repeat all steps except Step 2. Students should practice this set of cards 4 times.

Intervention #3 Comprehension

Using Graphic Organizers to Attain Relational Knowledge from Expository Text

Description:

This intervention is much like traditional "story mapping." Graphic organizers (GO's) are visual portrayals or illustrations that depict relationships among the key concepts in the text. They include labels that link concepts in order to highlight relationships. It follows the reasoning that knowledge of the learner will be more accessible if it is structured and organized. Graphic organizer help to diminish extraneous information that can distract poor readers. This intervention works well with social studies lessons.

Materials: Middle school social studies textbook

Intervention:

- Students read a chapter in the textbook dividing the material into units of thought (content centered on a single theme) and logical segments. They are given instruction on how to organize and summarize important information the read.

- Graphic organizers are developed for each unit of thought.
- The main concept is placed in a large rectangle and supporting details are placed in smaller geometric shapes subordinate to the main idea.
- Lines and arrows drawn between the shapes are used to denote connections and relationships.

Intervention #4 Reading Vocabulary

Error Word Drill

The Error Word Drill is an effective way to build reading vocabulary. The procedure consists of 4 steps:

- 1). When the student misreads a word during a reading session, write down the error word and date in a separate "Error Word Log". At the end of the reading session, write out all error words from the reading session onto index cards. (If the student has misread more than 20 different words during the session, use just the first 20 words from your error-word list. If the student has misread fewer than 20 words, consult your "Error Word Log" and select enough additional error words from past sessions to build the review list to 20 words.)
- 2). Review the index cards with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside. (A word is considered correct if it is read correctly within 5 seconds. Self-corrected words are counted as correct if they are made within the 5-second period. Words read correctly after the 5-second period expires are counted as incorrect.)
- 3). When the student misses a word, pronounce the word for the student and have the student repeat the word. Then say, "*What word?*" and direct the student to repeat the word once more. Place the card with the missed word at the bottom of the deck.
- 4). Error words in deck are presented until all have been read correctly. All word cards are then gathered together, reshuffled, and presented again to the student. The drill continues until either time runs out or the student has progressed through the deck without an error on two consecutive cards.

Intervention # 5 Math:

Improving Math Performance with Explicit Timing

This intervention is geared toward developing fluency with math facts. 30-minute math sessions are used to help students become more automatic in math facts and maintain accuracy. Student performance is timed in 1-minute segments.

Materials: Stopwatch and sets of math worksheets with 100 basic problems with problems on one side only and sheets stabled together.

Intervention:

Set the timer for 30 minutes and tell students you will also be timing them with a stopwatch. At the beginning of each period say, “Pencils up, ready, begin!” to signal students to begin working.

- At the end of each 1-minute interval, say, “Stop” and have students draw a line after the last problem answered. Repeat this procedure throughout the 30-minute period. When the timer rings, announce that the work period is over. Teach students to stop even if they are in the middle of a timed period.
- Give each student an accuracy score by dividing the number of problems correct by the total number of problems. Or, calculate a “correct-problems-per-minute” rate for 5 to 10 days by dividing the number of problems worked correctly by the number of minutes students are given to work. (Remember that during a 30-minute period, the students are not actually working for 30 minutes.)
- The teacher may compile a portfolio or graph the performance of each student so they can see progress.

Intervention#6 Math:

Class Wide Peer Tutoring

This is a class wide peer tutoring intervention targeting Mathematics achievement. Students work together as “coaches” and “students” during the peer tutoring sessions alternating roles in two-week intervals. Each session lasts about 30 minutes and teachers conduct sessions at least twice weekly. The sessions are divided into 1) coaching and 2) practice.

1) Coaching: Students work through 12 instances of the skill targeted. Coaches model an interactive, verbal rehearsal routine, in which they ask a series of questions that guide and prompt the player solving the problem. Coaches provide feedback each time the player writes a digit. If the digit is correct, the coach circles it and praises the player; if it is incorrect, the coach provides an explanation or strategy to assist the player in arriving at the correct answer.

This sequence lasts for the first two rows of problems. Then, if the player is able to perform additional problems unassisted, they may continue. If prompting is needed, the coach continues the tutoring interaction.

2) Practice: The player and coach work independently on a 25-problem worksheet that contains the problem type addressed during coaching, plus several easier problem types

the player has already mastered. Then, the coaches and players exchange papers and score each other's work, circling correct problems and writing the number of total problems correct at the top of the paper.

Classwide Weekly CBM: Teachers administer weekly assessments to all students that are comprised of problems that represent the yearlong curriculum. The difficulty level is constant throughout the year; however, problem orders are varied.

CBM Student Feedback: Students receive a graph plotting students' mastery level on each skill from the weekly assessment. Students are taught to interpret and question their scores.

CBM Teacher Feedback: Teacher receives a computerized report indicating student performance and instructional recommendations.

Intervention #7 Spelling

Peer Tutoring Spelling Game

This intervention can be easily implemented with a whole classroom of children in about 15 minutes using peer- tutoring techniques.

1. Allow about 30 minutes the first day for training. Tell the students they will be starting a fun and exciting new game to practice spelling.
2. The game is analogous to basketball game. "Baskets" are worth 2 points and "foul shots" worth 1 point. Each Monday, the class begins with a new spelling list.
3. Students draw a slip of paper from a box to indicate which team they will be on for the week (red or blue). The teacher pairs students on each team and designates one student to be tutor first.
4. Tutors present tutees with the list of words as many times as possible during a 5-minute period. The tutor says a word while the tutee writes it on his or her paper. The tutee then orally spells out to the tutor the word he or she has written.
5. If correct, the tutor says, "Correct, give yourself 2 points!" If incorrect the tutor points to, pronounces, and spells the missed word orally to the tutee. The tutee writes it correctly 3 times before receiving the next word. After the word has been corrected, the tutee receives 1 point "foul shot."
6. After 5 minutes, they reverse roles.
7. Teacher walks around the class rewarding "referee points" for positive tutoring (up to 5 points to each pair).
8. Students record their individual point totals on the chart and add them up for a team total.
9. The teacher monitors individual totals in order to identify those who need additional help.
10. Each Friday a team is praised as the winner and the other team is praised for good effort.

Intervention #8 Spelling

Cover-Copy-Compare:

- This intervention can be adapted for use with Math or Spelling. It is useful for students who can be trusted to work independently and need extra drill and practice with spelling or math computational problems.
- The teacher prepares worksheets for the student to use independently.
- For math worksheets, computation problems with answers appear on the left side of the sheet. The same computation problems appear on the right side of the page, unsolved.
- For spelling words, correctly spelled words are listed on the left of the page, with space on the right for the student to spell each word.
- For vocabulary items, words and their definitions are listed on the left side of the page, with space on the right for the student to write out each word and a corresponding definition for that word.
- Students first study the correctly solved problem on the left. Then, they cover it up and solve the same problem on the right side of the page independently.
- Students can then compare their work to the correctly solved problem, identify, and correct mistakes.

You can boost student motivation by praising the student for his or her efforts in completing the worksheets. A portfolio can be useful for compiling his or her work and then they can see tangible evidence of improvement in academic skills.

Intervention #9 Writing

This intervention involves a teacher-directed instructional routine involving three planning strategies- goal setting, brainstorming, and organizing. It works best with fourth or fifth grade students. All participating students have previously received instruction on writing steps: writing a rough draft, revising the rough draft, proofreading and editing, and publishing the final version.

Strategy Instruction and Advance Planning

Lesson 1: The instructor introduces the STOP & LIST (Stop, Think Of Purpose, and List Ideas, Sequence Them) acronym and models how to use the strategies to perform two different tasks: reading an expository passage and writing a story. The instructor emphasized generating as many ideas as possible for each of the five elements of a story and modifying, adding, and deleting ideas as necessary. The instructor compares their previous writing sample with the new strategy and explores possible improvements that could have been made.

Lesson 2: Students recall and rehearse the STOP&LIST mnemonic. The instructor models the strategy with two tasks: planning a trip, writing a short story, and identifies how the planning can help them in writing. The instructor rates the story elements on a 5-point likert scale.

Lesson 3: Again they rehearse the mnemonic. Then, the instructor identifies situations in which the strategies could be used such as planning a new vegetable garden and going on a shopping excursion. Together, they set the goals, brainstorm ideas and rate their ideas.

Lesson 4: The instructor and students collaboratively write a story using the advance planning strategies. Again, they rate the story elements on a 5-point scale. Then students are assigned homework to write a story applying the strategies using the prompt planning a birthday party.

Lesson 5: Homework is reviewed using a rating scale. The instructor identifies how the strategies can be used to modify the stories.

Lesson 6: Students write a story in class.

Lesson 7: They review their work using the rating scale, emphasizing the effects of the strategies on their writing. They discuss how the advance planning strategies can be used in the future (e.g. planning to do a science project, planning for a day trip to an amusement park).

Intervention # 10 Writing

Integrated Writing Instruction

In this instructional approach, the student writes about authentic topics that have a 'real-world' purpose and relevance. Student writing is regularly shared with classmates and the instructor, with these audiences creating a sustaining social context to motivate and support the writer. Students receive instruction and feedback in an interactive manner, presented both in lecture format and through writing conferences with classmates. Word processing is used to help the writing disabled student to be more productive and to make use of software writing tools to extend his or her own capabilities in written expression. The instructor follows a uniform daily instructional framework for writing instruction:

- **Checking in with students:** *First*, the instructor about the status of their current writing projects, then teaches a mini-lesson, next allows the group time to write and to conference with peers and the teacher, and finally arranges for the group to share or publish their work for a larger audience.
- **Status checking:** *At* the start of the writing session, the instructor quickly goes around the room, asking each student what writing goal(s) he or she plans to accomplish that day. The instructor records these responses for all to see.

- **Mini-Lesson:** The instructor teaches a mini-lesson relevant to the writing process. Mini-lessons are a useful means to present explicit writing strategies (e.g., an outline for drafting an opinion essay), as well as a forum for reviewing the conventions of writing. Mini-lessons should be kept short (e.g., 5-10 minutes) to hold the attention of the class.
- **Student Writing:** During the session, substantial time is set aside for students to write. Their writing assignment might be one handed out by the instructor that day or part of a longer composition (e.g., story, extended essay) that the student is writing and editing across multiple days. When possible, student writers are encouraged use computers as aids in composing and editing their work.
- **Peer & Teacher Conferences:** At the end of the daily writing block, the student may sit with a classmate to review each other's work, using a structured peer editing strategy. During this discussion time, the teacher also holds brief individual conferences with students to review their work, have students evaluate how successfully they completed their writing goals for the day, and hear writers' thoughts about how they might plan to further develop a writing assignment.
- **Group Sharing or Publishing:** At the end of each session, writing produced that day is shared with the whole class. Students might volunteer to read passages aloud from their compositions. Another method of sharing might be for the students to post their work on the classroom wall or bulletin board for everyone to read and respond to. Periodically, polished student work might be displayed in a public area of the school for all to read, read aloud at school assemblies, or published in a school newspaper.