

So What do I do Now?

Establish and Implement a Process to Intensify Interventions for Students with Persistent Academic Needs

Super Conference

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Presented by Ascension Parish Special Education Coordinators

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Session Objectives

Explore:

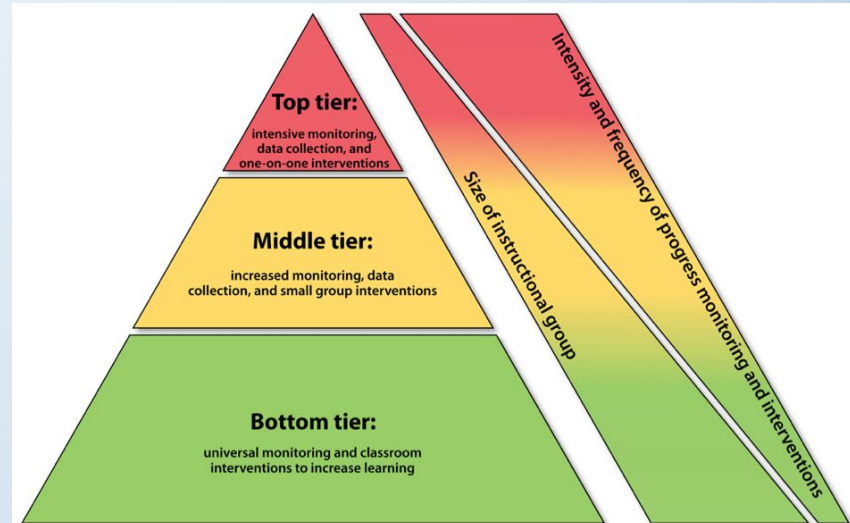
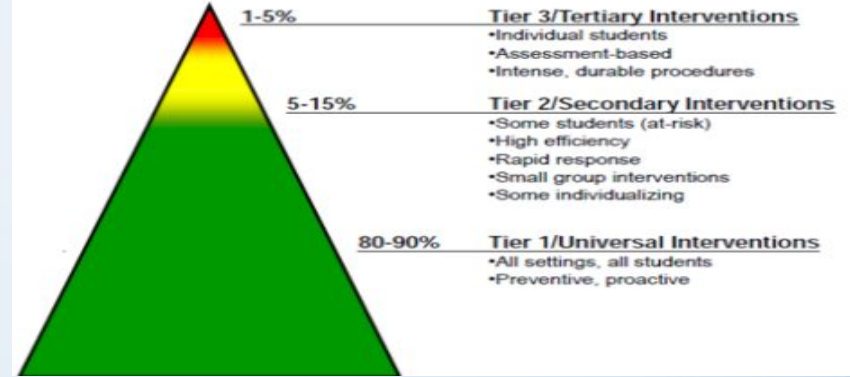
- “4 Foundations” that are crucial to get a teacher or a class to be able to handle the intervention process
- Data-based individualization
- Four categories of practices and tools for designing and delivering evidence based Tier III Interventions
- Resources and engage in a brief discussion

Foundations:

Foundation 1: Re-Define Fair	Foundation 2: Establish Routines
Foundation 3: Embrace Practice vs. Product	Foundation 4: Learn My Students Interests and Goals

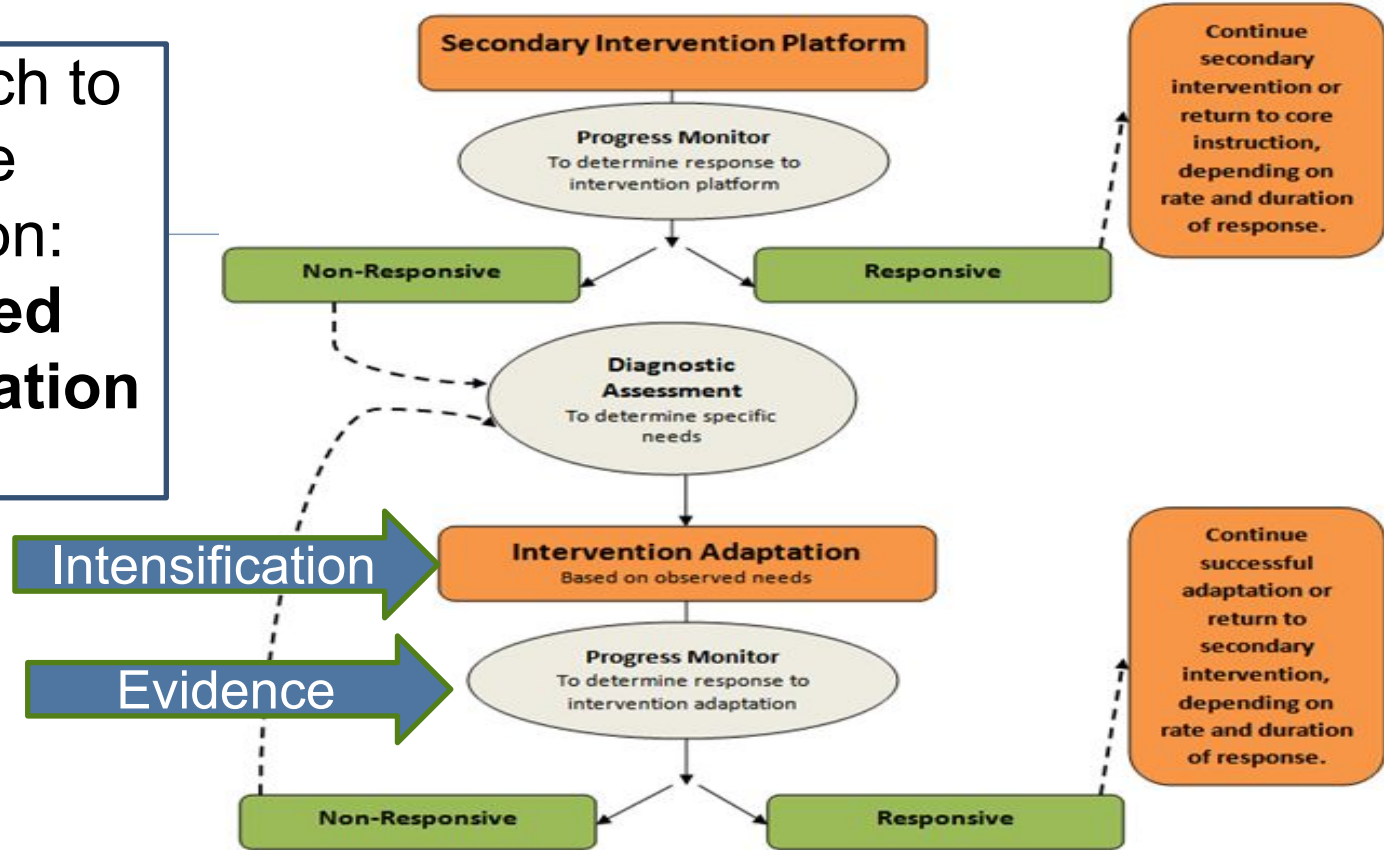


Behavioral Systems



Response to Intervention Model

Our approach to intensive intervention: **Data-based Individualization (DBI)**



Categories of Practice for Organizing & Planning Intensive Intervention

Quantitative Changes

Qualitative Changes or Adaptations

Change
Dosage or
Time

Change the
Learning
Environment
to Promote
Attention and
Engagement

Combine
Cognitive
Processing
Strategies
with Academic
Learning

Modify
Delivery of
Instruction


Amount of Instruction


Method or Content of Instruction/Intervention

(Vaughn et al., 2013)

Handout: Intensive Intervention Practice Categories Checklist

National Center on
INTENSIVE INTERVENTION
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Intensive Intervention Practice Categories Checklist

The following checklist is intended to help teachers and intervention teams think about practices for intensifying interventions across various dimensions. This list is not exhaustive, and teams may add to it over time.

Intensification Practice Category #1: Change Intervention Dosage or Time

Possible Approaches	Notes
<input type="checkbox"/> Increase daily intervention time.	
<input type="checkbox"/> Increase duration/number of sessions.	
<input type="checkbox"/> Increase frequency of sessions (e.g. twice per day).	
<input type="checkbox"/> Provide extended instruction (e.g. after school).	

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Practice #1: Change Dosage or Time

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Methods for increasing quantity of instruction:

- Minutes per day
- Minutes per session
- Sessions per week
- Total number of sessions

Why should I change intervention time?

When well designed, increased time accelerates learning by:

- Allowing for more instruction.
- Providing more practice with feedback.
- Increasing students' engaged learning time.

Note: Students with intensive needs often require 10-30 times the number of practice opportunities as their peers to learn new information—This takes time!

What is the suggested duration of intensive intervention? Consider:

- Students further behind need more intervention time.
- Students provided less appropriate Tier I instruction need more intervention time.
- **Older students** will likely **need more time** in intervention than younger students. *Note: Research on the number of sessions varies, but at least 8-16 weeks, often longer.*

What's the Perfect Question: How will you know?

What are the suggested length and frequency of intensive intervention?

Consider:

- How far the student is below grade-level
 - The length and frequency of the previous interventions
 - The complexity of the learning tasks
 - Student stamina and attention span
- * *Evidence suggests that students with intensive needs may benefit from 60-120 min of intervention throughout the day.*

How should I use the additional time in intervention?

Use the additional time to accelerate learning by:

- Maximizing engaged learning time
- Minimizing waiting and transitions - “Sense of Urgency”
- Teaching additional skills and strategies
- Providing additional practice opportunities with feedback
- Delivering more explicit, systematic (step-by-step) instruction
- Tracking Data. Monitoring student progress to ensure that the additional learning time increases student mastery of skills.



Strategies for Adding Intervention Time

***Double dip:** Rather than a single intervention block, students might receive intervention at different times during the day (e.g., 20 min in the morning and 20 min the afternoon rather than a single 40 min session) (Gersten et al., 2008; Vaughn et al., 2012).

During transition time provide intervention.



Strategies for Adding Intervention Time (cont).

- ***Use entry and exit routines:** Provide independent or peer-mediated practice opportunities for students to minimize wait time and allow multiple small groups to run at once.
- **Reinforce** groups for following routines independently.



Strategies for Adding Intervention Time (cont).

- **Sample entry routine:** Student comes into the classroom, gets a timer and does practice with math facts, writing down the scores on a recording sheet.
- **Sample exit routine:** Student finished with the lesson does an oral reading fluency practice either alone or with a partner.

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Practice #2: Change the Learning Environment to Promote Attention and Engagement

Practice #2: Change the Learning Environment to Promote Attention and Engagement

- Reduce group size (Primary - up to 4)
- Group students with similar needs so that all activities within the group will be relevant for each student - Use peers, parent volunteers, paraeducators, or computer programs for practice activities
- Change the instructional setting to reduce noise and other distractions and promote academic engagement.

Reducing Group Size with Limited Resources

- Develop entry or exit routines that provide independent or peer-mediated practice opportunities for students.
- Heavily Reinforce groups for following routines independently.
- Use peers, parent volunteers, paraeducators, or computer programs for practice activities.
- Use teacher time for instruction and assessment of new skills.

Why small homogeneous groups?

- Increases engaged interaction opportunities between student(s) and teacher
- Provides more opportunities for practice with feedback
- Allows teachers to match instruction to specific student needs
- Better able to monitor on-task behavior and engagement

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Practice #3: Combine Cognitive Processing Strategies with Academic Learning

Considerations when Designing Intensive Intervention

Academic interventions should also support cognitive processes such as:

- Memory
- Attention
- Self-regulation and self-monitoring
- Attribution

Memory

How does poor memory impede academic success?

Students may have difficulty recalling:

- A sentence or description they just read
- Components of a multi-step math problem
- Steps in a sequence (e.g., math operations, independent work, organizational routines)
- Multi-step directions
- Previous learning that relates to new information
- Information presented in one modality (e.g., auditory only)


(Swanson, Zheng, & Jerman, 2009)

Indicators that a student struggles with poor memory

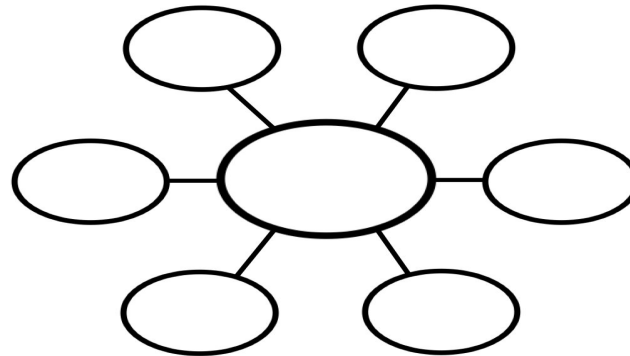
- Low scores for digit span or other measures of working memory on cognitive assessments.
- Frequently forgetting steps in a process or routine, or requiring more prompting than peers.
- Need for repeated presentation of new material in order to remember it.
- Not recalling information taught during the previous lesson/day/week (depending on context).
- Gets lost easily.

What practices help students reduce the impact of poor memory while engaged in academic learning?

Teach strategies for taking notes and organizing information

 ASSIGNMENTS			
<i>ASSIGNMENT</i>	<i>REPORTER</i>	<i>ASSIGNMENT DATE</i>	<i>PUBLICATION DATE</i>

Teach students to write down assignments, and include in daily routines



Use graphic organizers and key words and phrases for notes







Teach students to ask for help if they need information repeated

Present information using more than one modality



- Speak and write/draw/project information as you present it
- Repeat important instructions, key words, etc.
- Model procedures to provide students with a visual image of the steps
- Teach students to visualize information in text, including stories, word problems, etc.

Teach routines for important procedures

1. Get your coat and backpack	
2. Pick up your sack lunch in the hall bin.	
3. Check your mailbox	
4. Put papers in your accordion folder.	

- Use consistent routines
- Provide a cue sheet/poster for multi-step processes
- Review steps regularly reteach as needed.

Review prior learning before presenting new information AKA: Frontload the New Learning

Have students:

- retell information from the previous lesson
- summarize key points using just a few words or phrases
- predict/explain how the new information may relate to prior learning.

Other Strategies to help with poor memory:

- Teacher model out-loud verbal rehearsal of what students need to remember
- Develop a mnemonic device (ex: ROYGBIV)
- Use visual or verbal cues as reminders
- Check for understanding frequently

Self- regulation

What is self-regulation?

Self-regulation comprises:

- Planning and setting goals for learning
- Monitoring learning and progress toward goals
- Regulation of language and memory to support learning (e.g., self-talk, use of strategies)
- Attention

Poor self-regulation and executive function impede academic learning.

Students with deficits in these areas:

- demonstrate minimal use of self-directed strategies
- often exhibit behavior problems due to inattention and poor impulse control.
- have difficulty taking in new information
- lack the ability to monitor their learning

How can I teach students to use self-regulation strategies in their academic work?

- Many of the memory practices we have discussed will help students with poor self-regulation.
- In particular, also:
 - Model thinking-aloud when you introduce new concepts
 - Provide specific feedback
 - Include students in goal setting and monitoring
 - Explicitly teach and model use of strategies and routines

Modeling Think Aloud Strategies

Model how you approach tasks and solve problems by talking out loud as you:

- Reflect on text
- Implement strategies for answering text-based questions
- Solve word problems
- Give yourself feedback
- Check work

Example of Providing Specific Feedback

Say this...

“I see you’re using the problem-solving steps we practiced yesterday, and all of your answers so far are correct. I can tell you’re working carefully and getting better at math.”

Rather than...

“Good job.”

How can I provide feedback as students use self-regulation strategies?

- Offer feedback specific to the task or the process.
- Highlight the behaviors that lead to improved work.
- Help students link their behavior to outcomes.

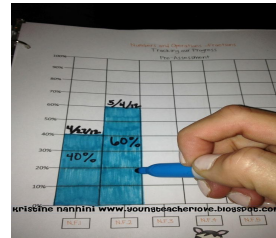
What are some examples of strategies that help students monitor their own learning?

- Ask students to read the text aloud and think about what the author is saying.
- When checking work, teach students to ask, “Does my answer make sense?”



What are some examples of strategies that help students monitor their own learning?

- Involve students in setting goals and monitoring their own academic gains with progress monitoring data.
- Keep track (with the student) of how many trials it takes for a student to achieve mastery of a new skill
- Teach students to ask themselves questions to determine if they are working well and making progress.



Attribution

How does maladaptive attribution impede academic success?

Attribution: A person's beliefs about the causes of his or her academic failures and successes.

- Students with maladaptive attribution may think that failure is due to stable, internal causes that cannot be changed, and that success is due to unstable causes such as luck.

***Internal Attribution Error:** “I did poorly on the spelling test because I’m stupid.” VS ***External Attribution Error:** “I was really lucky to get an ‘A’ on my spelling test because the teacher gave easy words.”

How can I support students to develop more functional attribution?

Consider integrating attribution and motivation training and supports:

- Help students to develop strategies or scripts when they engage in negative self-talk, and reinforce them for using them.
- Include students in goal-setting and monitoring to help them connect their hard work to increased academic success.
- Celebrate progress, and provide explicit feedback that connects it to their use of new/appropriate learning strategies, skills, or behaviors.

Examples of Self-Talk

- *“I did well on the spelling test because I studied hard and learned the words.”*
- *“If I work hard, I can learn to do new things even if they’re hard.”*
- *“Sometimes things don’t go my way even when I work hard, but it’s not necessarily my fault. This happens to everybody sometimes. I should keep trying my best.”*

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Practice #4: Modify Delivery of Instruction

Modifying Delivery of Instruction

1. Consider the instructional match & prioritize skills to teach
2. Systematic Instruction
3. Explicit Instruction
4. Precise, simple language
5. Frequent opportunities for student response
6. Specific feedback and error correction procedures
7. Opportunities for practice, development of fluency, and review

Summary

- Organizing these decisions into four categories of instructional practice may help you plan intervention and guide the changes you make:
 1. Time/dosage
 2. Learning environment
 3. Combine cognitive strategy instruction with academic learning
 4. Modify instructional delivery
- Make a small number of intervention changes at a time.
- Use data to determine whether your intervention is working for the student.

“It all works out in the end.... If it hasn’t worked out, it’s not the end yet.”

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