

Academic Interventions: Improving Outcomes for **ALL** Students



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Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

This module will assist educators in the knowledge and application of high quality classroom instruction for all students, including students with disabilities. It addresses the implementation of academic interventions necessary for schools to meet the diverse needs of students.

Background

Academic interventions are additional instruction and supports that supplements the general curriculum (regular classroom instruction) and are necessary to improve academic performance for some students.

A successful academic intervention process includes providing quality instruction with interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction, interventions and/or student goals.

Academic interventions are critical in ensuring a student's educational performance is not based primarily on a lack of appropriate instruction in reading (including the essential components: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies), math, or limited English proficiency.

It is very important to note that academic interventions should be provided to ALL students [regular education, special education, English Language Learners (ELL)] in need of intervention.

Materials/Resources

PowerPoint Presentation

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions and/or questions to draw in the audience and activity opportunities.

Presentation Length

This PowerPoint Presentation was developed as a tool to assist sites in improving their academic intervention process. The presentation will take approximately two hours. However, it can be shortened to about one hour by presenting the information only and not including the activities intended to examine the intervention process in place at the site. If the shorter version is utilized, slides 9-14, 32-36, the *Priming Questions Sheet* and the closing activity discussed on page 24 will need removed from the module.

Activity

The activity for this module is embedded into the PowerPoint Presentation. The worksheet for the activity can be located on page 34 (Appendix A) and needs to be provided to each participant prior to beginning the presentation.

Additional Resources

These are additional resources for educators to share with students and parents. A description for each will provide educators with a better understanding of the documents and how they may be utilized.

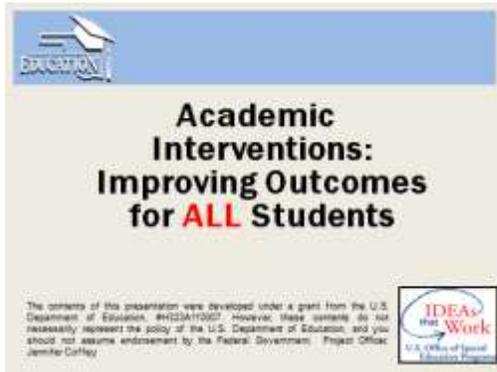
OSDE-SES Academic Interventions Self-Assessment- Resource for administrators and staff to evaluate the academic intervention process at their school.

OSDE-SES Academic Interventions Self-Assessment Instructions- Resource for administrators and staff to aid in the process of completing the Academic Interventions Self-Assessment sheet.

OSDE-SES Academic Interventions Self-Assessment Professional Development Resource Sheet- Reference for specific tools and resources helpful in the implementation of academic interventions. Title of resource, brief description, and link to URL provided.

PowerPoint

Slide 1:



Presenter:

Welcome, today we will be discussing academic interventions.

Academic interventions are additional instruction that supplements the general curriculum (regular classroom instruction) and may include supports outside of the regular classroom (i.e. pull-out for small group instruction) necessary to improve academic performance.

Academic interventions should be provided to ALL students [regular education, special education, English Language Learners (ELL)] in need of intervention.

Notes:

Slide 2:

**MOVING UPSTREAM:
A STORY OF PREVENTION AND INTERVENTION**



(Adapted from a story told by Irving Zola as cited in McKinlay, John B. "A case for refocusing upstream: The political economy of illness." in Garrod and Kern, 2nd edition, 1986, *The Sociology of Health and Illness: Critical Perspectives*, pp. 484-498.)

Presenter:

Let's start out with a story.

(Read slides 3-7 to participants.)

Notes:

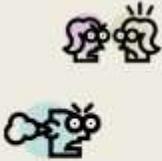
Slide 3-7:



In a small town, a group of fishermen gathered down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out.



Minutes later another child came, then another, and then many more children were coming down the river. Soon everyone was diving in and dragging children to the shore, then jumping back in to save as many as they could.



In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.



At that moment, their colleague came back. They turned on her and angrily shouted:

"HOW COULD YOU WALK OFF WHEN WE NEEDED EVERYONE HERE TO SAVE THE CHILDREN?"



She replied,
It occurred to me that
someone ought to go
upstream and find out
why so many kids were
falling into the river.
What I found is that the
old wooden bridge had
several planks missing,
and when some children
tried to jump over the
gap, they couldn't make
it and fell through into
the river. So I got
someone to fix the
bridge.

Slide 8:

Take a few minutes to
"reflect" on the story!



Presenter:

(Ask the participants to discuss the following questions with elbow partners. Provide ample time for discussion [5-10 minutes]).

- How does the story relate to schools?
- In reflecting on the story, do you believe our educational system could be more effective to meet the needs of ALL students?

Notes:

Slide 9:

“ The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students”.
-- Wright (2005)

Wright, J. (2005, Summer.) Five interventions that work. NAESP Leadership Compass, 2(4) pp. 1

Presenter:

(Read slide.)

During this presentation we will examine how effective we believe our site to be at addressing the needs of struggling students and will brainstorm ways to improve the intervention process at our site.

Let's start off with an activity.

(Read participants slides 10-14. Do not clarify or provide time for discussion. Stop the presentation on Slide 14.)

Notes:

Slide 10-14:

ACTIVITY

How do we know which students in our school need help?



ACTIVITY

What do we do for our students that need help?



ACTIVITY

How do we know what we are doing for students who need help is effective?



ACTIVITY

How do we organize and support helping students?



ACTIVITY

How do we involve/support parents in helping their children learn?



Presenter:

Look at the “Priming Questions” activity sheet you were provided. Take a few minutes to answer each of the five questions that were just read aloud. Record your responses/thoughts in the first column titled, “First Thoughts”. I will give you 10 minutes to complete this activity.

(After 10 minutes, continue with presentation. Discussion time for this activity will be provided later.)

Notes:

Slide 15:

CRITICAL COMPONENTS FOR SUCCESSFUL INTERVENTIONS

- Leadership
- Teaming
- Professional Development
- Universal Screening/Benchmarking
- Targeted Interventions
- Progress Monitoring
- Data Based Decision Making
- Family Engagement

Presenter:

As we know the overall goal of academic interventions is to improve student academic outcomes. These eight components are critical to the success of interventions.

Notes:

Slide 16:



LEADERSHIP

- Leadership must ensure that time, resources, personnel and training are allocated appropriately.

Presenter:

Site administrator(s) must make academic interventions a priority and actively support the intervention process. Without this support, the overall success of addressing student needs may be hindered.

Leadership must ensure that the time, resources, personnel and training necessary to implement academic interventions, with fidelity, are provided appropriately.

It is best practice to utilize input from teachers and staff, on an ongoing basis, when developing resources, professional development, and the academic schedule to support effective interventions.

Notes:

Slide 17:



LEADERSHIP

- Must play a visible and active role in support of team decisions and the implementation process.
- Must ensure the availability of all personnel and material resources needed by the team to succeed.
- Must participate in data reviews and provide leadership for problem-solving.

Presenter:

Adequate time must be available to conduct assessments, review data, provide interventions, and make decisions about students' responses to interventions.

Site administrators must be actively involved in the entire process and must ensure time is available for teachers and staff in accomplishing these goals.

Notes:

Slide 18:



The slide features a blue header with the word "TEAMING" in white, bold, uppercase letters. Below the header, on a light beige background, are two bullet points, each preceded by a small blue square. The first bullet point reads "Teaming requires communication and collaboration." The second bullet point reads "Teams meet to discuss intervention implementation, students concerns, and arrive at solutions based on data."

Presenter:

Teaming is also a crucial aspect of successful academic interventions.

(Read slide.)

Teachers and administrators must collaborate regularly to address the needs of students. Teachers can no longer function as their own “island” where they are the sole professional making the educational decisions for “their” students.

Notes:

Slide 19:



TEAMING

- Teams must meet regularly to analyze data to manage intervention activities, measure outcomes, and monitor implementation fidelity.

Presenter:

(Read slide.)

The systematic process of reviewing data and making educational decisions should occur within the team structure and be transparent to all key stakeholders impacted by the decisions.

Time for teaming must be allocated into the schedule and must be made a priority.

Notes:

Slide 20:

PROFESSIONAL DEVELOPMENT

- Site based professional development for academic interventions should be provided to staff annually ***and more often if necessary.***

Presenter:

Targeted, ongoing, job embedded professional development and technical assistance is required annually, and more often if necessary, to develop and sustain the skills of the school staff to improve student outcomes.

Notes:

Slide 21:

PROFESSIONAL DEVELOPMENT

- Professional development follow-up should include provisions for coaching, tracking participants' use of new skills, need for additional training and evaluation of training's impact on students.

Presenter:

The instructional needs of students (informed by data) and the specific needs of teachers and other school staff should be utilized when designing and providing professional development. Professional development should produce staff competencies in areas such as:

- effective instruction: design and delivery; principles of differentiation
- reading and math core instruction
- formative assessment and progress monitoring
- parent engagement
- interventions
- data analysis
- teaming
- universal screening

Professional development follow-up is also a necessity in successful implementation of academic interventions.

(Read slide.)

Notes:

Slide 22:

**UNIVERSAL
SCREENING/BENCHMARKING**

- Classroom scores/assignments and screening/benchmarking data should be utilized, **at least three times per year**, to determine which students are in need of academic interventions and to identify specific skills to be targeted.
- Information collected should be used to determine grade level needs and effectiveness of site level interventions.

Presenter:

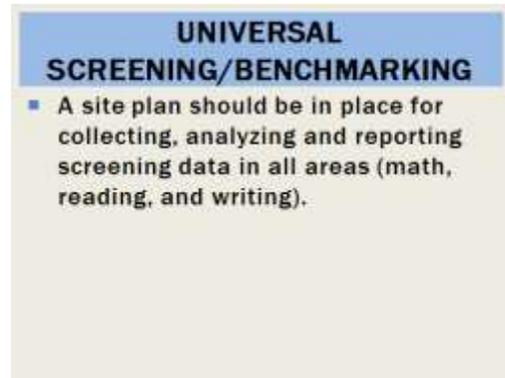
Universal screening is the primary method for early identification of students at risk of academic difficulties. All students should be screened multiple times per year.

Screening instruments should be research-based and provide benchmarks. Screening instruments must be selected carefully and administered with fidelity.

Students not at benchmark for a particular skill, or in danger of not attaining the next benchmark, must be provided further diagnostic assessments to determine specific skill(s) to target.

Notes:

Slide 23:



**UNIVERSAL
SCREENING/BENCHMARKING**

- A site plan should be in place for collecting, analyzing and reporting screening data in all areas (math, reading, and writing).

Presenter:

A site plan should be in place describing how data is collected, analyzed, and reported. The results are to be analyzed by classroom teachers and other professionals and used to determine appropriate instructional groupings and to design appropriate instruction.

Notes:

Slide 24:



TARGETED INTERVENTIONS

- Interventions are:
 - Implemented for students who are having academic challenges;
 - Strategies proven to work to remediate and prevent future challenges; and
 - Intensified or reduced based on the student's response.

Presenter:

Interventions should be provided to all students who are struggling academically. They should also be research-based. This simply means there is proof that the intervention is effective in improving the targeted skill.

A student's response to the intervention must be monitored and intensified or reduced based on their specific response.

Notes:

Slide 25:

TARGETED INTERVENTIONS

- Research-based academic intervention materials should be developed or purchased based on the identified needs of the site in all subject areas and in quantities effective to meet the needs of the school.
- Intervention materials should be evaluated for effectiveness through data analysis.

Presenter:

It is imperative that research-based academic intervention materials are available in quantities effective to meet the needs of the site in all areas (math, reading, and writing).

Regularly scheduled data analysis needs to take place to evaluate the effectiveness of the materials available at the site.

Notes:

Slide 26:

PROGRESS MONITORING

- Measures of progress monitoring show growth on skills over time and are used to determine if the student is progressing adequately.
- These frequent assessments for the areas identified as deficient provide valuable information to teachers regarding the effectiveness of the interventions and allow them to adjust instruction to individual student needs.

Presenter:

Progress monitoring must be conducted on a regular basis with students who are performing below benchmark and are receiving interventions.

Progress monitoring allows teachers to frequently adjust the instruction and intervention being provided instead of waiting until the student falls further behind or waiting to review summative assessment data.

Notes:

Slide 27:

PROGRESS MONITORING

- Progress monitoring of student outcomes occurs in all academic areas.
- Data from additional diagnostic assessments are also used to determine outcomes, effectiveness, and need.

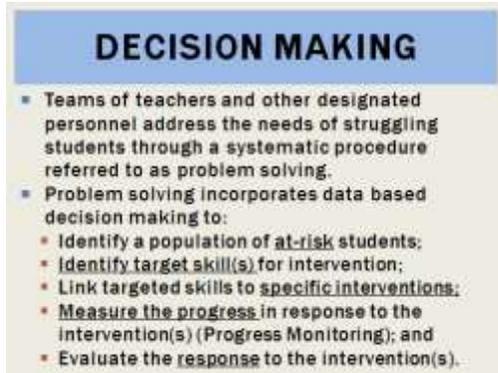
Presenter:

Progress monitoring should occur in all academic areas.

As mentioned earlier, diagnostic assessments should be conducted for all students achieving below benchmark. The data from these additional assessments not only assist in identifying the target skill(s) but are also critical for problem refinement and/or intervention modifications when progress monitoring data shows that it is warranted.

Notes:

Slide 28:



DECISION MAKING

- Teams of teachers and other designated personnel address the needs of struggling students through a systematic procedure referred to as problem solving.
- Problem solving incorporates data based decision making to:
 - Identify a population of at-risk students;
 - Identify target skill(s) for intervention;
 - Link targeted skills to specific interventions;
 - Measure the progress in response to the intervention(s) (Progress Monitoring); and
 - Evaluate the response to the intervention(s).

Presenter:

A very critical component of a successful intervention process is the use of data to make decisions about students' need for intervention and their response to those interventions. The "problem solving" process as discussed on this slide should be used to make decisions **throughout** the intervention process.

Notes:

Slide 29:

DECISION MAKING

- Educational decisions are made by the team based upon intervention data and information using rules decided upon by the team prior to beginning the process.
- *In other words, decisions are based on data and not personal views.*

Presenter:

Sites should have a written procedure in place describing the intervention process and important rules for utilizing data when making educational decisions. The result is defensible decisions based on objective data generated from essential components of assessment and intervention.

Notes:

Slide 30:



Presenter:

(Read slide.)

We can no longer make decision based on what “feels” right. All academic decisions need to be based on data gathered during the intervention process.

Notes:

Slide 31:

WHAT IS FAMILY ENGAGEMENT?

A shared responsibility in which:

- Schools are committed to reaching out to engage families in meaningful ways; and
- Families are committed to actively supporting their children's learning and development.

 - Family, School, and Community Engagement National Working Group

Presenter:

(Read slide.)

Family engagement is very important to the academic success of students.

Ideally, all parents should receive a written summary of their student's scores after each school-wide screening. A description of each indicator administered and the task's recommended strategies for the home setting should be included.

Parents of at-risk students will require knowledge and understanding of their child's specific academic difficulties and the desired outcomes. Teachers should share progress monitoring data with the parents and provide training and resources that will help parents advocate for and assist with their child's educational needs.

Notes:

Slide 32:

ACTIVITY: REVISITED

- How do we know which students in our school need help?
 - Screening
 - Additional Assessments

An illustration of a young boy with brown hair, wearing a blue shirt, sitting at a desk. He is looking at an open book with a pencil in his mouth, appearing to be in deep thought. There are some papers and a green folder on the desk next to the book.

Presenter:

Now we have heard about the core or critical components of a successful intervention process, let's look back at our activity sheet. Your response to the first question should have addressed the use of screening data and additional diagnostic assessments. Take about 2 minutes to add your notes or ideas on how the site can improve the screening process. Add these comments in the column titled, "Revisited".

Notes:

Slide 33:

ACTIVITY: REVISITED

- What do we do for students who need help?
 - Intervention

An illustration showing a female teacher with dark hair and glasses, wearing a red shirt and blue pants, standing and pointing at a book on a desk. A male student with orange hair, wearing a purple shirt, is sitting at the desk looking at the book. The desk is yellow and has a book and some papers on it.

Presenter:

Your response to the second question should have addressed the use of interventions and intervention data. Take about 2 minutes to add your notes or ideas on how the site can improve interventions provided to struggling learners.

Notes:

Slide 34:

ACTIVITY: REVISITED

- How do we know what we are doing for students who need help is effective?
 - Progress Monitoring
 - Decision Making

A cartoon illustration of a man in a suit pointing at a line graph on a grid. The graph shows a line that starts at the bottom left and trends upwards to the top right, indicating positive growth or progress.

Presenter:

Your response to the third question should have addressed monitoring student progress and data-based decision making. Let's take about 4 minutes to add notes or ideas on how the site can improve these processes.

Notes:

Slide 35:

ACTIVITY: REVISITED

- How do we organize and support helping students?

- Leadership
- Teaming
- Professional Development



Presenter:

Your response to the fourth question should have addressed leadership involvement, teaming, and professional development. Take about 5 minutes to add your notes or ideas on how the site can improve these components.

Notes:

Slide 36:

ACTIVITY: REVISITED

- How do we involve/support parents in helping their children learn?
 - Family Engagement



Presenter:

Your response to the last question should have addressed the process your site has in place for parent engagement. Take about 2 minutes to add your notes or ideas on how the site can better involve parents of struggling learners.

Notes:

Closing activity:

Provide about 5-10 minutes per question for the group to discuss the “Priming Questions Sheet”. Participants should share their notes and/or ideas for each question on how to improve the intervention process at the school. Assign a note taker to keep notes.

The notes and ideas gathered should be examined and considered by the site leadership team and addressed, as appropriate, to improve the academic intervention process at the school. Additional meetings with teachers and staff will need to be scheduled and held as soon as possible to continue this process.

Notes:

**Academic Interventions:
Improving Outcomes for ALL Students
Priming Questions Worksheet**

Think About.....	First Thoughts	Revisited
How do we know which students in our school need help?		
What do we do for our students who need help?		
How do we know what we are doing for students who need help is effective?		
How do we organize and support helping students?		
How do we involve/support parents in helping their children learn?		