

1 ☐ Advances in Academic Intervention Planning: Resources for School-Based Consultants

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2 ☐ Workshop Overview: Ideas for...

- Issues regarding Difficult-To-Teacher students
- Improving problem identification for academic concerns
- On-line assessment resources
- Integrating Internet learning resources into academic interventions
- Recommended web sites with educational or instructional content

3 ☐ Workshop Focus:
Influencing the Behaviors of Teachers

4 ☐ Complaining & School Consultation

“There is at least one common thread inherent in all school-based consultation: that is, someone is *complaining* about something...”

-Witt, 1990

5 ☐ Difficult-To-Teach Students

6 ☐ Difficult-To-Teach Students

- Experience greater difficulty with learning and retention of information
- May also have behavioral problems
- Fall along a continuum, with some students showing more severe needs than others

7 ☐ Difficult-To-Teach Students:
The Numbers

- One in ten children in schools is classified as Special Education
- 3-5% of students may qualify for ADHD
- In 1998, about 40% of 4th grade youngsters fell below grade-level on a national reading test

8 ☐ ‘Curriculum Train’

9 ☐ Difficult-To-Teach Students

10 ☐ Difficult-To-Teach Students:
What Works (OSEP, 1999)

11 ☐ Difficult-To-Teach Students:
What Works (Cont.)

12 ☐ Teacher Academic Intervention Planner

13 ☐ Teacher Academic Intervention Planner: Background

- Teachers often overlook important & correctable reasons for student failure
- Teachers are being pressed into service as academic consultants and need a ready guide to instructional concepts
- Explicit review of possible reasons for failure generates a larger pool of intervention ideas

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19 Academic Intervention Planner: Potential Uses

20 Intervention Resources

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22 Meta-Analysis: Effect Sizes

Effect sizes represent the number of SDs that separate the control and treatment groups on the performance measure in a study.

E.g., on a hypothetical reading comprehension test with a mean of 100 and SD of 15, an effect size of 1 would represent a 15-point gap between control and treatment groups.

23 Meta-Analysis: Effect Sizes (Cont)

Effect Size Scale:

- 0.20 = small effect size
- 0.50 = moderate effect size
- 0.80 = large effect size

24 Phonemic Awareness

- Phonemic awareness-The ability to focus on and manipulate phonemes in spoken words
- Phoneme-Smallest unit constituting spoken language. English consists of about 41 phonemes.

25 Phonemic Awareness:

Effect Sizes

- Overall effect size=0.86 (large)
- Effect size on reading outcomes=0.53 (moderate)
- Effect size on spelling=0.59 (moderate)

26 ☐ Phonemic Awareness:

Other Findings

- Outcomes were best when children were taught no more than two PA skills in the program.
- Phoneme manipulation with letters resulted in better outcomes than without letters.
- Treatments lasting 5-18 hours had largest effect sizes.
- Learning was greater when children were taught in small groups rather than individually.

27 ☐ Phonemic Awareness:

Other Findings (Cont)

- Treatments lasting 5-18 hours had largest effect sizes.
- Learning was greater when children were taught in small groups rather than individually.

28 ☐ Phonics

- Phonics—Alphabetic system consisting of letter-sound correspondences and spelling patterns.
- Phonics programs-Delineate a planned, sequential set of phonic elements and teach these elements explicitly and systematically.

29 ☐ Phonics:

Effect Sizes

- Overall effect size=0.44 (moderate)
- Effect sizes by grade:
 - Kindergarten=0.56
 - 1st Grade=0.54
 - 2nd – 6th Grade=0.27

30 ☐ Relationship Between Phonics & Phonemic Awareness

“Phonics teaching is a means to an end. To be able to make use of letter-sound information, children need phonemic awareness. That is, they need to be able to blend sounds together to decode words, and they need to break words into their constituent sounds to write words.”

31 ☐ Phonics: NRP View

“Phonics should not become the dominant component in a reading program, neither in the time devoted to it or in the significance attached. It is important to evaluate children’s reading competence in many ways, not only by their phonics skills but also by their interest in books and their ability to understand information that is read to them.”

32 ☐ Fluency

- Fluency—Reading text with speed, accuracy, and proper expression.

- Fluency intervention examples:
 - Repeated reading
 - Paired reading

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34 ☐ **Fluency:
Effect Sizes**

- Effect size on reading accuracy=0.55 (moderate)
- Effect size on reading fluency=0.44 (moderate)
- Effect size on reading comprehension=0.35 (moderate)

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36 ☐ **“Classroom Management” Selected Contents:**

- Preventing Problem Behavior
- Classroom organization & management
- Instructional strategies

37 ☐ **Going On-Line: Resources for Academic Assessment**

38 ☐ **Curriculum-Based Assessment Resources**

39 ☐ **Integrating Computerized & Internet Academic Activities
into Student Interventions**

40 ☐ **Academic Computer Software:
Guidelines**

41 ☐ **Academic Computer Software:
Guidelines (Cont.)**

42 ☐ **Internet & Student Interventions**

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45 ☐ **AGameADay.com:** This site posts a new interactive game each day. Contains a separate section for children’s games. Some selections are good sources for academic review.
<http://www.agameaday.com>

46 ☐ **Enchanted Learning:** Contains advanced content and super graphics on subjects of student interest (e.g., dinosaurs). Site also has other useful academic resources.
<http://www.enchantedlearning.com>

- 47 FunBrain.com: Collection of well-constructed student academic games (Grades K-4) & other great learning resources.

<http://www.funbrain.com>

- 48 Gateway to Educational Materials (GEM): Search engine created by the US Dept of Education to help teachers find curriculum resources to support instruction.

<http://www.thegateway.org>

- 49 Homework Helper: Articles written for parents & teachers about ways to motivate students to complete homework and to improve their academic work habits.

http://family.go.com/Categories/Education/Features/family_0000_01/dony/homeworkhelper/

- 50 Puzzlemaker: A web site to create fun puzzles that students can use to review academic material

<http://puzzlemaker.school.discovery.com>

- 51 QUIA: Contains student games useful for student 'drill-&-practice'. Also allows teachers to create their own accounts to create on-line student quizzes.

<http://www.quia.com>

- 52 ThinkQuest: A directory of student-created web sites with instructionally relevant content. Teachers can visit this site to find helpful sites to supplement classroom curriculum content.

<http://www.thinkquest.org>