

A Sampler of

Quick &

Easy

Academic
Intervention Ideas
for Reading, Writing, and Math



Kathy Hull, Ph.D.
Milford (OH) Schools

BATTING A THOUSAND BY USING RBIs

By using **RBIs** (research-Based Interventions) in your daily routine, you can greatly increase the chances of your students batting a thousand in all areas of learning. Here are some simple and extremely effective **RBIs** for Steps One and Two of the Academic Interventions Checklist.

Step One

1. Use a cueing tape to keep students on-task during group instruction or independent seatwork. This is most effective when students are given points for being on-task.
2. Use a cueing tape to remind yourself to offer positive feedback, either verbal or nonverbal, at varying intervals.
3. Use a beeper set at varying intervals to do the same as #2 if the tape is too distracting.
4. Circulate around the room during seatwork time. For students who have trouble staying on-task, give a dot (backing on) to the student after he/she has completed several problems correctly. The student may use the dot then to "skip" a problem or may accumulate. Teacher can use "dotted" problems as a method of analyzing areas of weakness for targeted students.
5. To encourage involvement of all students during discussion, distribute small pieces of paper. Each time a student asks or answers a question in a way that you find acceptable, the student gets to write his/her name on the sheet and place in a container. At the end of a designated time period, teacher draws a name from the container and student gets to choose from a prize menu.
6. To further encourage involvement, use response cards in the form of wipe-off boards or small chalkboards. Ask a question and have students respond on the response card. Teacher scans the room but especially tunes into the 2-3 children of most concern.
7. Yet another way to encourage involvement is to allow choral responses. This can be verbally (how many agree?) or nonverbally (thumbs up).
8. Still another way to encourage involvement is to ask a question, then wait a full five seconds before starting to call on students. This will greatly increase the number of responses. This is especially good to use when there are no "right" or "wrong" answers.
9. When there is a right response, call on students who can reliably have the correct response. Your students need for this kind of instruction to be as errorless as possible.

Step Two

Reading

1. Pair students for daily, brief oral reading. Pair poor readers with efficient middle level readers. For these pairs, the efficient reader always reads first, reading about 100 words per minute and about 100 words at a time. He/she points to the words in a gliding motion. The "listener" then reads the same passage. Teacher can circulate and either sit in or can take a targeted student periodically for assessment and quick instruction. Practice three times; more than this does not increase fluency.
2. Always make sure that oral reading done with a group is smooth, expressive and at a

good reader rate. To allow poor readers to participate, assign them a certain section during partner reading. Allow the partner to assist if the poor reader has trouble (lifeline).

3. Use math story problems to teach reading comprehension. It's a quick way to identify the characters, the problem, and to determine the resolution.
4. When watching an educational program with the class, make sure to choose the option that shows the text.
5. Use pictorial story maps for reading comprehension.
6. Alert students to the important fact or feature that will be presented in a story section. Do this before each brief section.
7. Use any reading computer programs available.

Math

1. Have math facts cards on students' desk as needed. The actual facts should be listed rather than use of a matrix. Combine this with choral responding or word cards for practice as a warm-up at the beginning of class.
2. When presenting an expansion of a previous application, intersperse easier problems throughout a worksheet. For example, for 3 digit by 2 digit multiplication, scatter a few 1 by 2 digit.
3. Use available computer programs for math fact practice. Make sure responses are required quickly.
4. To increase understanding of story problems, teach children to change any difficult names for easier ones. You might even adopt names that can be routinely used.

Writing

1. To decrease run-on sentences, tell the student you want ___ number of sentences and that he/she can use the offending word only ___ times.
2. Increase vocabulary usage by listing several words that must be used in a given assignment.
3. Have students write a note asking to use the restroom, get a book etc.
4. Have student increase length of sentences in order to gain a point toward a preferred activity.

ASSESSING AND INTERVENING FOR CURSIVE WRITING

1. Get two writing samples, one representative writing sample and one that is the best the student has done.
2. Analyze using the attached analysis.
3. Conference with the student, pointing out the good features of his/her best sample. Target the areas that detract the most from legibility in the representative sample.
4. Have the student agree to produce the best-quality writing he/she is capable of and has demonstrated in the "best-writing" sample. The student agrees to do this each day for one assignment.
5. Have student self-rate using the writing analysis form.
6. Teacher tells student he/she will spot-check periodically for accuracy of student's rating.
7. Student earns the privilege of dictating responses to an assignment each day that he/she reaches the goal.

K. Hull 2001
From *Best Practices III*

HANDWRITING CHECK

___ My letters are mostly slanted the same way.

___ I connect all the letters in each word.

___ I mostly stay in and on the lines.

___ I leave a space between each word.

___ I make most of the letters the way they are made on the display above.

COMPREHENSION STRATEGIES (Sindelar and Stoddard,1991)

Teaching comprehension through vocabulary drill:

- 1) Student reads a new word that is printed on an index card. The teacher/aide reads it to the student if the student cannot read it. The teacher/aide then states a synonym known to the student and a sentence using the new word.
- 2) The student then repeats the target word and the synonym.
- 3) After four words are presented, the teacher/aide reviews the words and then shuffles the cards.
- 4) The teacher/aide then presents all four cards, one at a time.
- 5) One student reads the words and attempts to state their synonyms.
- 6) The procedure continues until the student has given the correct synonym for all target words on three consecutive trials.
- 7) The teacher/aide repeats the process with the next student.
- 8) Monitor increased comprehension by having the student restate the meaning of the sentence where that vocabulary word appears in the story.

Teaching inferential comprehension through interweaving of personal experiences with story elements:

- 1) Teacher states one of the central ideas of the story; e.g., "The boy in this story has just moved to a new neighborhood and is afraid that he will not make new friends."
- 2) The teacher then asks each student to write about a personal situation similar to the story character's situation, and to indicate how it was resolved.
- 3) Students are then asked to write their prediction of the outcome for the main character.
- 4) The class discusses some of the personal experiences and some of the predictions based upon personal experiences.
- 5) The class then reads the story, checking their predictions along the way.
- 6) Monitor progress in this skill by dating and saving the predictions, marking whether correct or incorrect, logical or not related to the actual events.
- 7) Student may dictate if unable to write a response.

Teaching comprehension through paragraph restatement:

- 1) Students read a paragraph above which a two-word cue is written. The words are the first and second most common nouns that occur in that paragraph.
- 2) Students then write or say a sentence about what happened in the paragraph by the two-word cue.
- 3) Monitor progress by keeping a running record of percent correct responses.

Teaching comprehension through structured story retell:

- 1) Students silently read a story, then complete a blank outline with one heading labeled "Important Idea" and two separate headings labeled "Supporting Idea". The teacher directs the activity for the first three or four lessons. After this, the students complete independently. Student may dictate if unable to write.
- 2) Students are assigned partners with whom they retell the story.
- 3) Monitor progress by keeping a running record of percent correct retell ideas.

THINK-ALOUD READING

1. Make two copies of grade-level materials.
2. Using one copy, black out every 7th word. If the 7th word is completely irrelevant to the story, blacken either the 6th or 8th, then continue with every 7th.
3. Pair students and have them change roles.
4. The “teacher” records the word given on the unmarked copy above the blacked out word as the “student” reads aloud and supplies a word that makes sense.
5. The “student” explains why that word was chosen.
6. Switch roles after several sentences.
7. Practice for about 10 minutes a day.

K. Hull

11/00

Adapted from Shapiro et al