

MATH

Basic Math Facts	<u>Problem Interspersal</u> (www.interventioncentral.com): Intermix easy problems along with more challenging problems
Word Problems	<u>Draw out Applied Problems</u> : (www.jimwrightonline.com) Making a drawing of an applied, or ‘word’, problem is one easy tool that students can use to help them to find the solution and help teachers understand where students struggle.
Computation	<u>Self-Monitoring and Performance Feedback</u> (www.interventioncentral.com): Students use answer keys to check their own work and get points for correct digits in the right place. They monitor their progress on a self-monitoring progress log.
Computation	<u>Cover, Copy, Compare</u> : students can try math problems and check their own work afterwards.

READING

Reading Fluency	<u>Read Naturally</u> : Intervention for struggling readers to increase fluency using teacher modeling, repeated reading, and progress monitoring.
Reading Fluency	<u>Six-minute Solution</u> : students do repeated readings with partners to increase fluency; uses peer-monitoring and feedback system.
Reading Comprehension	<u>Click or Clunk</u> (www.interventioncentral.com): Students ask themselves comprehension questions and use a Reading Check Sheet to check off if they get it “click” or didn’t “clunk”.
Reading Comprehension	<u>Accelerated Reader</u> (What Works Clearing House): Relies on independent reading practice as a way of managing student performance by providing students and teachers feedback from quizzes based on books the students read.
Phonemics and Decoding	<u>Paired Reading</u> (www.interventioncentral.com): students read with teacher or adult. Student chooses when to read silently, read aloud or have adult read. Adult helps with difficult words.

WRITING

Organizing Thoughts	<u>DraftBuilder</u> : software that helps students with organizing, essay-writing and planning writing.
Organizing Thoughts	<u>Write-Out Loud</u> : software that helps students to use their subject knowledge and convey understanding and creativity of particular subjects
Organizing Thoughts	<u>Talking Through the Topic</u> (www.interventioncentral.com): Students who struggle to organize their notes into a coherent outline can tell others what they know about the topic—and then capture the informal logical structure of that conversation to create a working outline.

BEHAVIOR	
Attention-Seeking	<u>Random Positive Teacher Attention</u> (www.interventioncentral.com): the teacher pays random attention to the students through conversations, asking them to complete helpful classroom tasks, compliments, smiling and checking in with the student on assignments
Work Completion/ Motivation	<u>Doing the Dots</u> For students with difficulty with work completion. On a page of problems or questions, students get to mark off or place dot sticker over each problem completed.
Positive Behavior	<u>Response Cost Lottery</u> (Interventioncentral) Students all start with tickets, teachers monitor behavior for given period of time and students who exhibit appropriate behavior keep cards. Students who kept cards at the end can win rewards in lottery.
Positive Behavior	<u>Mystery Motivator</u> (intervention central) students work for given period of time for motivator that changes and is unpredictable.

SOME SOURCES FOR INTERVENTIONS

- What Works Clearinghouse (US Dept. of ED): Whatworks.ed.gov
- Intervention Central : Interventioncentral.org
- RTI Action Network: RTInetwork.org
- Teacher's Encyclopedia of Behavior Management
<http://www.state.ky.us/agencies/behave/bi/bi.html>
- Dr. Mac's Amazing Behavior Management Advice: behavioradvisor.com
- National Professional Resources: <http://nprinc.com/legal/rtit.htm>
- The Behavior Home Page: <http://www.state.ky.us/agencies/behave/bi/target.html>
- Tough Kid Toolbox: Jensen, W.R, Rhode, G., & Reevis, H.K. (1994). Tough Kid Toolbox. Longmont, CO: Sopris West.
- Academic Skills Problems Workbook: Shapiro, E.S. (2004). *Academic Skills Problems Workbook*. New York, NY: Guilford Press.
- <http://goenc.com/>