

RESPONSE TO INTERVENTION EVIDENCE-BASED INTERVENTIONS LIST

Introduction

WHAT IS AN “EVIDENCE-BASED” INTERVENTION? (from section 8101 (21) (A) of the ESEA)
 “...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that – (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on – (I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and well-implemented quasi experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Important Note: The following are a sampling of interventions available for your use. It is not an exhaustive list.

READING PROGRAMS AND STRATEGIES	
Program/Strategy	Description
Fountas and Pinnell Leveled Literacy Intervention	The Fountas & Pinnell Leveled Literacy Intervention System(LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to: advance the literacy learning of students not meeting grade-level expectations in reading, deepen and expand comprehension with close reading, intervene with small groups of struggling readers to maximize growth, meet the needs of struggling readers and monitor student progress.
Orton-Gillingham Strategies	Orton-Gillingham is an instructional approach intended primarily for use with persons who have difficulty with reading, spelling, and writing. The method includes a structured maintenance program including visual, auditory and tactile drills daily. The verbal dictation component using the strategy of Simultaneous Oral Spelling. The SOS method is based on multi-sensory techniques. See the
Timed Repeated Reading Strategy	Timed repeated readings are an instructional practice for monitoring fluency development. Repeating readings, under timed conditions, of familiar instructional level text can increase reading speed which can in turn increase comprehension. Passages are selected at the appropriate instructional level and a goal is set prior to the assessment. Strategies to practice fluency include choral, echo, and partner reading in addition to specific fluency instruction the following skills: accuracy, punctuation, expression, phrasing, rate, intonation, and stress.
Intervention by Design	Intervention by Design is an intensive intervention program for students in Grades K-5. It provides easy links to any core curriculum resources to meet the needs of individual students. Intervention by Design delivers intervention that focuses on comprehension strategies critical to grade-level success, bridges foundational gaps in phonemic awareness and phonics, and builds the development of fluency and vocabulary skills. The program provides systematic and explicit instruction to meet the individual needs of struggling readers.

<p>BRIGANCE Readiness Activities</p>	<p>BRIGANCE Readiness Activities is a comprehensive instructional resource that provides teaching activities, techniques for use to strengthen students' readiness skills for kindergarten in five domains: language development, literacy, mathematics, social and emotional development, and physical health development. By using results from the BRIGANCE screens, teachers can use the BRIGANCE Readiness Activities to provide individualized, differentiated, developmentally appropriate instruction that targets essential school readiness skills.</p>
<p>Reading Mastery</p>	<p><i>Reading Mastery</i> is a direct instruction program designed to provide explicit, systematic instruction in English language reading. <i>Reading Mastery</i> is available in two versions, <i>Reading Mastery Classic</i> levels I and II (for use in grades K-3) and <i>Reading Mastery Plus</i>, an integrated reading-language program for grades K-6. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend expository text. Lessons are designed to be fast-paced and interactive. Students are grouped by similar reading level, based on program placement tests. The program includes placement assessments and a continuous monitoring system.</p>
<p>Reading Recovery</p>	<p>The objective of Reading Recovery lessons is to promote accelerated learning so that students catch up to their peers, close the achievement gap as quickly as possible, and can benefit from classroom instruction without supplemental help. Daily thirty minute Reading Recovery lessons are individually designed and individually delivered by specially trained teachers.</p>
<p>FastBridge Learning Reading Intervention Activities</p>	<p>FAST™ offers tailored reading intervention activities that target phonemic awareness, phonics, fluency, vocabulary, and comprehension to help move struggling students closer to grade-level literacy goals. Designed for class-wide and small-group interventions at Tier 1 and Tier 2, each activity is research-based and aligned with FAST assessments and K-5 ELA Common Core State Standards. The instruction procedures outline how to prepare materials, explain the intervention activity to students, model the activity and provide guided practice, group practice, and applied practice.</p>
<p>Incremental Rehearsal Strategy</p>	<p>Incremental Rehearsal is an evidence-based practice in which a student is presented with flashcards containing unknown items added into a group of known items. Presenting known information along with unknown allows for high rates of success and can increase retention of the newly learned items, behavioral momentum and resulting time on task. This strategy can be used with skills such as letter identification or sight words. (See "<i>Incremental Rehearsal Use for Math Facts</i>")</p>
<p>Constant Time Delay Strategy</p>	<p>Constant Time Delay (CTD) is an evidence-based research practice that allows teachers and other practitioners to gradually increase the wait time between instruction and any prompts that might be used to elicit a response from a learner. With <i>constant time delay</i>, there is no delay between the instruction and prompt when a learner is first learning a skill. However, with constant time delay, a fixed amount of time is always used between the instruction and the prompt as the learner becomes more proficient at using the new skill. This strategy can be used with skills such as letter identification, letter sounds, sight words, etc.</p>
<p>Journeys Intervention Resources</p>	<p>Journeys reading intervention resources are for struggling readers in grades K-5. Journeys focuses on phonics, decoding, comprehension, and fluency. Journeys reading intervention provides students who read below grade level with support to make growth in reading.</p>

<p>Florida Center for Reading Research Resources (FCRR)</p>	<p>The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment. From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials. All educators are welcome to make print copies of the Student Center Activities as long as modifications are not made, the materials will only be used for non-profit educational purposes, and the copyright remains the same. The resources on our site may be linked to but not reposted, reproduced, modified or copied to other sites. Resources can be found at: https://fcrr.org/resources/resources_sca.html</p>
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<p align="center">READING WEB-BASED PROGRAMS (TEACHER COMPONENT REQUIRED)</p>	
<p>Web-Based Program</p>	<p>Description</p>
<p>Lexia</p>	<p>Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.</p> <p>Teacher Component: With Core5, teachers have the offline resources they need to provide direct instruction and intervention. Based on this data collected from independent online activities, Core5 recommends specific offline materials for both face-to-face instruction and independent practice.</p> <ul style="list-style-type: none"> • <u>Lexia Lessons</u> are scripted materials that allow teachers to provide explicit, multi-sensory instruction in specific skill areas. Specific Lexia Lessons are automatically recommended for struggling students based on their performance in the online activities (indicated by a lesson icon).
<p>Reading Plus</p>	<p>Reading Plus is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.</p> <p>Teacher Component: View the Anchor Skill with which a student or students are struggling. Click on the green Anchor Skill label to access resources for remediation:</p> <ul style="list-style-type: none"> • <u>Printable Skills Practice Activities</u> - Teachers utilize <i>Offline Skill Worksheets</i> to provide students with additional practice working with specific comprehension skills. Worksheets include both a teaching page and a practice page.

<p>Read180</p>	<p>READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. READ 180 is delivered in 45 to 90 minute sessions that include whole group instruction, three small-group rotations, and whole class wrap-up. Small group rotations include individualized instruction using an adaptive computer application, small group instruction with a teacher, and independent reading. READ 180 is designed for students in elementary through high school.</p> <p>Teacher Component: Students must participate in small group instruction with a teacher as part of the READ 180 program design.</p>
<p>ExactPath</p>	<p>Edmentum's Exact Path leverages MAP results to provide individualized instruction and skill practice, progress checks, and additional supporting resources for students. Exact Path provides students with immediate feedback and adjusts in real time to student progress, and it incorporates a formative assessment approach to monitoring student progress and adjusting instruction.</p> <p>Teacher Component: While Exact Path's adaptive learning paths are designed to automatically provide necessary remediation or extension, the assignments feature offers a few additional options to drive individualized support. From the assignments area, you can access instructional videos that are not otherwise offered in the learning path. There are also additional lessons covering the same skill as what is in the learning path. Additionally, there are printable resources found in the content search area that can be used to build offline assignments. This includes worksheets as well as lesson ideas that you can preview online and then print for individual or small group teacher-guided intervention.</p>

MATHEMATICS PROGRAMS AND STRATEGIES

Program/Strategy	Description
Incremental Rehearsal	Incremental Rehearsal is an evidence-based practice in which a student is presented with flashcards containing unknown items added in to a group of known items. Presenting known information along with unknown allows for high rates of success and can increase retention of the newly learned items, behavioral momentum and resulting time on task. This strategy can be used with skills such as number identification or math fact fluency. (See "Incremental Rehearsal Use for Math Facts")
Go Math! Strategic Intervention	GO Math! Intensive Intervention kit provides Tier 3 instructional support for your students and was made for students struggling significantly below grade level. Lessons are structured for support and the kit provides alternative teaching strategies and students pages for intervention lessons.
TouchMath	TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. TouchMath maximizes student potential through its delivery of hands-on math instruction, cultivating success with individuals of all abilities and learning styles. It encourages children who have trouble learning through traditional methods to use a multi-sensory approach, rather than purely visual cues.
FastBridge Learning Math Intervention Resources	FAST™ offers tailored mathematics intervention activities that target number sense and whole number operations to help move struggling students closer to grade-level numeracy goals. Designed for class-wide and small-group interventions at Tier 1 and Tier 2, each activity is research-based and aligned with FAST assessments and K-5 Math Common Core State Standards. Every intervention has a series of lessons to build an understanding of each activity and when teachers should use the intervention for which students. The instruction procedures outline how to prepare materials, explain the intervention activity to students, model the activity and provide guided practice, group practice, and applied practice.
Kentucky Center for Mathematics (KCM) Resources	The Kentucky Center for Mathematics (KCM) offers a free intervention guide for educators. This intervention guide contains activities designed for math interventions. At this time, grade level standards addressed included K-3 and a few grade 4. Register for the free intervention guide at: https://knp.kentuckymathematics.org/#!/page_register

MATHEMATICS WEB-BASED PROGRAMS (TEACHER COMPONENT REQUIRED)

Computer Program	Description
ExactPath	<p>Edmentum's Exact Path leverages MAP results to provide individualized instruction and skill practice, progress checks, and additional supporting resources for students. Exact Path provides students with immediate feedback and adjusts in real time to student progress, and it incorporates a formative assessment approach to monitoring student progress and adjusting instruction.</p> <p>Teacher Component: From the assignments area, you can access instructional videos that are not otherwise offered in the learning path and find additional lessons covering the same skill as what is in the learning path. Additionally, there are some printable resources found in the content search area that can be used to build offline assignments. This includes worksheets as well as lesson ideas that you can</p>

	preview online and then print for individual or small group teacher-guided intervention.
Moby Max	<p>MobyMax is a standards-aligned K-8 learning platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. MobyMax also features specific state test-prep activities. Unique features include multiple SSO login options, teachers' ability to assign badges for performance, student goal-setting, student-teacher messaging, and teacher-initiated class contests.</p> <p>Based on an initial adaptive test, teachers can select lessons for each student. Subsequent tests monitor students' skill growth and "learning velocity," the tool's term for the rate at which each student learns. Teachers can also customize the features and content for students.</p> <p>Teacher Component: Moby Max offers printable activities related to student progress within the computer-based program. Teachers may access these materials through the teacher account.</p>

Incremental Rehearsal Use for Math Facts

Incremental rehearsal builds student fluency in basic math facts ('arithmetic combinations') by pairing unknown computation items with a steadily increasing collection of known items. This intervention makes use of concentrated practice to promote fluency and guarantees that the student will experience a high rate of success.

Preparation

1. Write each math fact that a student is expected to master—but without the answer on an index card. NOTE: Educators can use the A-Plus Math Flashcard Creator, a free on-line application, to make and print flashcards in addition, subtraction, multiplication, and division. The web address for the flashcard creator is: www.aplusmath.com/Flashcards/Flashcard_Creator.html
2. Review the collection of math-fact cards with the student. Any of the math facts that the student can orally answer correctly within two seconds are considered to be known problems and are separated into one pile. Math facts that the student cannot yet answer correctly within two seconds are considered 'unknown' and collected in a second pile -- the 'unknown facts' deck.
3. Next, randomly select 9 cards from the pile of known math facts and set this subset of cards aside as the 'known facts' deck. The rest of the pile of cards containing known math facts is put away ('discard deck'), not to be used further in this intervention.

During each day of the intervention

The incremental-rehearsal sequence each day when working with the student:

1. First, the teacher takes a single card from the 'unknown facts' deck. The tutor reads the math fact on the card aloud, provides the answer, and prompts the student to read off and answer the same unknown problem. For example, Teacher: "Four plus nine equals thirteen. Student: "Four plus nine equals thirteen."
2. Next the teacher takes one math fact from the 'known facts' deck and pairs it with the unknown fact. When shown the two problems in sequence, the student is asked during the presentation of each math fact to read off the problem and answer it. The student is judged to be successful on a fact if he or she orally provides the correct answer to that fact within 2 seconds. If the student commits an error on any card or hesitates for longer than two seconds, the teacher reads the math fact on the card aloud, gives the answer, then prompts the student to read off the same unknown problem and provide the answer. This review sequence continues until the student answers all cards within two seconds without errors.
3. The tutor then repeats the sequence--taking yet another problem from the 'known facts' deck to add to the expanding collection of math facts being reviewed ('review deck'). Each time, the tutor prompts the student to read off and answer the whole series of math facts in the review deck, beginning with the unknown fact and then moving through the growing series of known facts that follow it.
4. When the review deck has expanded to include one 'unknown' math fact followed by nine 'known' math facts (a ratio of 90 percent 'known' material to 10 percent 'unknown' material), the last 'known' math fact that was added to the student's review deck is discarded (put away with the 'discard deck'). The previously 'unknown' math fact that the student has just successfully practiced in multiple trials is now treated as a 'known' math fact and is included as the first item in the nine-card 'known facts' deck for future drills.

5. The student is then presented with a new math fact to answer, taken from the 'unknown facts' deck. With each new 'unknown' math fact, the review sequence is again repeated as described above until the 'unknown' math fact is grouped incrementally with nine math facts from the 'known facts' deck—and on and on.

first unknown, known

first unknown, known, known

first unknown, known, known, known

first unknown, known, known, known, known

first unknown, known, known, known, known, known

first unknown, known, known, known, known, known, known

first unknown, known, known, known, known, known, known, known

first unknown, known, known, known, known, known, known, known, known

first unknown, known, known, known, known, known, known, known, known, known