

## **Additional Interventions and Strategies**

Intervention	Target Tier	Grade	Skills Addressed
<ul style="list-style-type: none"> <li>• <b>Written Conversation (Bintz &amp; Shelton, 2004)</b></li> </ul>	Tier 1-3 intervention	1-12	Fluency
<ul style="list-style-type: none"> <li>• <b>Intervention Steps</b></li> </ul>	<ul style="list-style-type: none"> <li>• This is a small strategy that is aimed at promoting a students writing fluency.</li> <li>• This has the students have a conversation (via writing) about a prompt or topic. <ul style="list-style-type: none"> <li>○ Have the students get into pairs</li> <li>○ Have the teacher provide a topic or prompt to the students.</li> <li>○ Have the pairs talk about the topic/prompt through writing. (Can be done using a computer or pencil/paper)</li> <li>○ Each student takes a turn writing a response to the other student, centered around the prompt.</li> </ul> </li> <li>• Can have the teacher sit with the student and exchange responses if the student needs additional support.</li> </ul>		
<p><b>For more information:</b></p>	<p>Bintz, W. P., &amp; Shelton, K. S. (2004). Using written conversation in middle school: Lessons from a teacher researcher project. <i>Journal of Adolescent &amp; Adult Literacy</i>, 492-507.</p> <p>Rhodes, L.K., Dudley-Marling, C. C., &amp; Mowder, B. A. (1986). Intervention strategies for developing student reading and writing fluency. <i>Techniques</i>, 2(3), 256-262.</p>		

Intervention	Target Tier	Grade	Skills Addressed
<ul style="list-style-type: none"> <li>• <b>Journal Writing (Rhodes, Dudley-Marling, &amp; Mowder 1986)</b></li> </ul>	Tier 1-3 intervention	1-12	Fluency
<ul style="list-style-type: none"> <li>• <b>Intervention Steps</b></li> </ul>	<ul style="list-style-type: none"> <li>○ This is a small strategy that is aimed at increasing writing fluency.</li> <li>○ It requires the teacher to set up 15 minutes a day devoted to one written page on whatever topic the student would like to write about (time can be adjusted in accordance to Tier).</li> <li>○ Teachers can adjust or provide prompts to students who struggle significantly with fluency.</li> </ul>		
<p><b>For more information</b></p>	<p>Rhodes, L. K., Dudley-Marling, C. C., &amp; Mowder, B. A. (1986). <i>Intervention strategies for developing student reading and writing fluency. Techniques.</i></p> <p><a href="http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing">http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing</a></p>		

Intervention	Target Tier	Grade	Skills Addressed
<ul style="list-style-type: none"> <li>• <b>Self-monitor and Graph Results to increase Writing Fluency (Rathvon, 1999)</b></li> </ul>	Tier 2-3 intervention	1-12	Fluency
<ul style="list-style-type: none"> <li>• <b>Intervention Steps</b></li> </ul>	<ol style="list-style-type: none"> <li>1. It has the teacher assign periods of “free writing” throughout the day.</li> <li>2. Provide an explanation to students that they will be learning how to evaluate their own progress in writing. Explain that they will be doing this by counting the number of words they write and then graphing them.</li> <li>3. Show the class the “class chart” and explain that you will be taking everyone’s scores, then combining and graphing the combined score.</li> <li>4. The students are then permitted to write about anything they would like.</li> <li>5. Provide approximately 15 minutes to write.</li> <li>6. After the time is up, students are then asked to count all the words written down. Misspelled words would not count against them.</li> <li>7. Then the students would be asked to record the number of words written in their own writing journal and to chart that number on a personal graph. <ol style="list-style-type: none"> <li>a. This can be done via line-graph. Explicit teaching of line graph should be done if students do not know what it is.</li> </ol> </li> <li>8. Collect the scores of all students and add them all together. Take the sum and graph it in front of the classroom.</li> <li>9. You can set goals each week for the class to achieve by taking the previous score and increasing it by 5 percent.</li> <li>10. Provide opportunities for students to share their work in front of the class</li> <li>11. Monitor and review journal entries to make sure students are recording accurately.</li> </ol>		
<b>For more information</b>	Rathvon, N. (1999). <i>Effective school interventions: Strategies for enhancing academic achievement and social competence</i> . Guilford Press.		

Intervention	Target Tier	Grade	Skills Addressed
<ul style="list-style-type: none"> <li><b>Anita Archer REWARDS for writing</b></li> </ul>	Tier 2/3 intervention	4-12	Fluency Legibility Conventions Syntactic Maturity Semantic Maturity
<ul style="list-style-type: none"> <li><b>Intervention Steps</b></li> </ul>	<ul style="list-style-type: none"> <li>This is a short-term intervention that focuses on increasing fluency, comprehension of texts, and precision in sentence writing.</li> <li>No steps are available, must purchase the intervention.</li> </ul>		
<b>For more information</b>	<a href="http://www.voyagersopris.com/curriculum/subject/literacy/rewards">http://www.voyagersopris.com/curriculum/subject/literacy/rewards</a>  <a href="http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierISupports/ArcherHandouts.aspx">http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierISupports/ArcherHandouts.aspx</a>		

Intervention	Target Tier	Grade	Skills Addressed
<b>Structured Supplemental Spelling Instruction (Graham, Harris, &amp; Chorzempa, 2002)</b>	Tier 2/3 intervention	2 <sup>nd</sup> graders	Conventions
<ul style="list-style-type: none"> <li>● <b>Intervention Steps</b></li> </ul>	<ul style="list-style-type: none"> <li>● Intervention has 8 parts to it with 6 lessons per part. It is typically done 3 times a week for 20 minutes.</li> <li>● Has very similar components as SRSD, involving: <ul style="list-style-type: none"> <li>○ Teacher modeling/feedback</li> <li>○ Student practice</li> <li>○ Goal Setting</li> <li>○ Self monitoring</li> <li>○ Reinforcement</li> </ul> </li> <li>● Intervention employs 7 different activities that are used throughout different lessons: <ul style="list-style-type: none"> <li>○ Word sort <ul style="list-style-type: none"> <li>▪ Where kids sort words according to certain spelling patterns (i.e CVC/CVCC/CCVC).</li> </ul> </li> <li>○ Word hunt <ul style="list-style-type: none"> <li>▪ Kids look for words that fit certain features or pattern.</li> </ul> </li> <li>○ Word hunt check <ul style="list-style-type: none"> <li>▪ Kids try to identify any words they found at home or at school that fit the certain spelling pattern.</li> </ul> </li> <li>○ Phonics warm-ups <ul style="list-style-type: none"> <li>▪ Kids practice letter-sound combinations</li> </ul> </li> <li>○ Introduction of high frequency spelling words: <ul style="list-style-type: none"> <li>▪ Kids practice spelling eight words that have been previously misspelled at a high-rate. These words align with the spelling pattern discussed.</li> </ul> </li> <li>○ Practice/games related to memorizing eight high frequency spelling words and</li> <li>○ Word building. <ul style="list-style-type: none"> <li>▪ Kids build words that correspond to the specific spelling pattern taught.</li> </ul> </li> </ul> </li> <li>● <b>Intervention Steps</b> <ol style="list-style-type: none"> <li>1. The teacher starts with word sort and models that activity. <ol style="list-style-type: none"> <li>a. Chooses at least two “Master words” that follows a specific spelling pattern.</li> <li>b. The teacher says the word and emphasizes certain parts of the word (i.e. emphasizing “a” in “mad.”).</li> <li>c. Teacher draws a new word from a stack of cards, says the word and puts it underneath one of the</li> </ol> </li> </ol> </li> </ul>		

	<p>“Master words.”</p> <ol style="list-style-type: none"> <li>d. Teacher also models the “thinking process” that led him/her to sort that word.</li> <li>e. Then students generate their own words (writing them on notecards) and then sorting them under the two master words.</li> <li>f. The students get into pairs and try to sort the same pile of words by themselves.</li> </ol> <ol style="list-style-type: none"> <li>2. The teacher then asks the students to “hunt” for words that fit previously taught patterns.</li> <li>3. The teacher progresses onto lesson 2 and provides students with 8 commonly misspelled words.       <ol style="list-style-type: none"> <li>a. Can provide certain strategies such as:           <ol style="list-style-type: none"> <li>i. Say the word and study the letters</li> <li>ii. Close your eyes and say the letters</li> <li>iii. Study the letters again</li> <li>iv. Write the word three times without looking at it</li> <li>v. Check the spellings and correct any misspellings.</li> </ol> </li> </ol> </li> <li>4. Have students play a game that has the child spell a high-frequency word correctly in order to “complete a move.” If misspelled correctly the students partner would try and correct it.</li> <li>5. The teacher then moves on to conducting phonics warm up.       <ol style="list-style-type: none"> <li>a. The teacher provided a card with the letter-sound combination on one side and a picture on the other side.</li> <li>b. Have students go through the cards and identify the word associated with the picture and the location of the specific target letter.</li> </ol> </li> <li>6. Teacher has students build words that align with the spelling patterns taught.       <ol style="list-style-type: none"> <li>a. Teacher provides a rime (i.e. “ig”) and says the sound.</li> <li>b. The teacher then models building a word that corresponds to that rime.</li> <li>c. Students then work together by trying to come up with as many real words with that rime as they can.</li> <li>d. Teacher corrects any mistake if necessary.</li> </ol> </li> <li>7. Teacher can assess spelling skills through a unit test that tests the 8 high-frequency misspelled words Previously learned.</li> </ol>
<p><b>For more information:</b></p>	<p>Graham, S., Harris, K. R., &amp; Chorzempa, B. F. (2002). Contribution of spelling instruction to the spelling, writing, and reading of poor spellers. <i>Journal of educational psychology, 94</i>(4), 669.</p>

<b>Intervention</b>	<b>Target Tier</b>	<b>Grade</b>	<b>Skills Addressed</b>
<ul style="list-style-type: none"> <li><b>Step Up to Writing (Auman, 1999)</b></li> </ul>	Tier 2/3 intervention	K_12 grade	Conventions Syntactic Maturity Semantic Maturity Content Writing Process
<ul style="list-style-type: none"> <li><b>Intervention Steps</b></li> </ul>	<ul style="list-style-type: none"> <li>It is a program that aids students in creating better transitions, writing outlines, uses appropriate conventions, and increasing paragraph quality (i.e. complexity and length). It scaffolds students using models and direct instruction.</li> <li>It provides prompts, multiple heuristics, assessment and progress monitoring materials.</li> <li>Explicit steps unavailable. Must purchase intervention.</li> </ul>		
<b>For more information:</b>	<a href="http://www.voyagersopris.com/curriculum/subject/literacy/step-up-to-writing-fourth-edition">http://www.voyagersopris.com/curriculum/subject/literacy/step-up-to-writing-fourth-edition</a>		



Intervention	Target Tier	Grade	Skills Addressed
<ul style="list-style-type: none"> <li>• <b>Self-regulated Strategy Development (SRSD) [interventions that follow this instructional model] (Rathvon, 2008)</b></li> </ul>	Tier 1-3	2 <sup>nd</sup> -12 <sup>th</sup>	Content Writing Process
<ul style="list-style-type: none"> <li>• <b>Intervention Steps</b></li> </ul>	<ul style="list-style-type: none"> <li>• Typically takes 20-40 minutes per session (3 sessions per week) and done for 6-11 weeks.</li> <li>• Manual is included.</li> <li>• <b>This intervention has 6 steps:</b> <ul style="list-style-type: none"> <li>○ <b>1. Develop background knowledge</b> <ul style="list-style-type: none"> <li>▪ evaluate baseline writing knowledge. This can be done via assessing writing samples.</li> <li>▪ Talk about how to write a good story</li> <li>▪ Talk about the purpose of writing</li> <li>▪ Provide explicit examples of what constitutes good writing.</li> <li>▪ Introduce self-regulation strategies (see below).</li> </ul> </li> <li>○ <b>2. Discuss the strategy</b> <ul style="list-style-type: none"> <li>▪ Talk about how and when using the strategies are appropriate.</li> <li>▪ Set goals</li> <li>▪ Have students write “contracts” where there is an agreed upon goal.</li> </ul> </li> <li>○ <b>3. Model the strategy</b> <ul style="list-style-type: none"> <li>▪ Model the process of writing</li> <li>▪ Incorporate the graphic organizer which can help the student go through the process.</li> <li>▪ Have them use positive self-statements for motivation</li> </ul> </li> <li>○ <b>4. Memorize the strategy</b> <ul style="list-style-type: none"> <li>▪ Students practice the strategies</li> <li>▪ Have them use the graphic organizer to help guide them through the process</li> </ul> </li> <li>○ <b>5. Support the strategy</b> <ul style="list-style-type: none"> <li>▪ Scaffold the students use of strategies and mnemonics</li> <li>▪ Phase out the use of graphic organizers overtime.</li> </ul> </li> <li>○ <b>6. Independent performance</b> <ul style="list-style-type: none"> <li>▪ This is when students no longer use graphic organizers or need any scaffolding. They are successfully using the strategies without prompting.</li> </ul> </li> </ul> </li> </ul>		

- **Self-Regulation Strategies**
  - **Self Monitoring**
    - Students graph their progress towards their goal.
  - **Self-Instruction**
    - Students use a checklist of instructions for writing to help them through the writing process.
  - **Self-reinforcement**
    - Students use positive self-statements to help them become and stay motivated.
  - **Metacognition**
    - Teacher goes through the thought process of the writing process and discusses the mnemonics.
  - **Self-Assessment**
    - Have students evaluate their own writing and writing process. This can be done via checklist or cue cards.
- **Examples of Mnemonics**
  - POW: Pick my idea, Organize my notes, Write and say more
  - POW+C-SPACE: POW+ incorporating Characters, Setting, Purpose of main characters, Action, Conclusion, Emotions.
  - TREE: Topic sentence, Reasons (3 or more), Ending to wrap it up, Examine for all parts
- **5 critical characteristics of SRSD**
  1. Explicit instruction on writing and self-regulation
  2. The teacher and students work together throughout the process.
  3. The instruction is individualized
  4. Students only progress if they have mastered the material
  5. SRSD is an “on-going process” where new strategies are introduced as the intervention progresses.

**For more information**

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. Guilford Press.

Intervention	Target Tier	Grade	Skills Addressed
<ul style="list-style-type: none"> <li>• <b>Strategy Instruction in Story Writing [intervention that follows SRSD instructional model] (Rathvon, 2008)</b></li> </ul>	Tier 1-3	2 <sup>nd</sup> -12 <sup>th</sup>	Content Writing Process
<ul style="list-style-type: none"> <li>• <b>Intervention Steps</b></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Discuss what goes into writing a story and introduce the general goal of the intervention to the class.</b></li> <li><b>2. Talk informally about story writing, specifically the seven common parts of a story (see below) and the goal of writing.</b></li> <li><b>3. Engage in Pre-skill Development: discuss the major components of a story.</b> <ol style="list-style-type: none"> <li>Discuss the seven story elements (1. Main character, 2. location, 3. time, 4. characters' goal(s), 5. action to achieve goals, 6. resolution and 7. character reaction).</li> <li>Provide writing prompts for practice. Allow them to use old writing for them to apply seven story elements.</li> <li>Allow students to graph their use of story parts and their progress, using a bar graph. Explicit instruction on the formation how to graph story parts may be necessary.</li> </ol> </li> <li><b>4. Discussion of the Composition Strategy:</b> <ol style="list-style-type: none"> <li>create and display a chart that has the five strategies and story parts (Can be seen below):           <ol style="list-style-type: none"> <li><b>Five Strategies</b> <ol style="list-style-type: none"> <li>Think of a story</li> <li>"Let your mind be free"</li> <li>Write down Who/what/when/where/why.</li> <li>Write down ideas for each part.</li> <li>Write your story, using good story parts and making sure your story makes sense.</li> </ol> </li> <li><b>Story Parts</b> <ol style="list-style-type: none"> <li>Who is the main character? Who else is in the story?</li> <li>When does the story take place</li> <li>Where does the story take place</li> <li>What does the main character do?</li> <li>What happens when the main character does it? What happens with other characters?</li> </ol> </li> </ol> </li> </ol> </li> </ol>		

6. How does the story end?  
How does the main character feel?

2. Provide a rationale for each of the five strategies

3. Provide an explanation for learning the strategies and discussing how important collaboration and effort is.

4. Model positive self-statements that can help motivate the student to generate ideas for writing (i.e. "I can do it" or "Does this part make sense?").

**4. Modeling**

a. The teacher models this process (the 5 steps) and the story part reminders with her own story.

b. Teacher calls on students to assist the him/her in planning

c. Model self-statements

d. Talk about what the importance of self-talk in the writing process.

**5. Memorization of the 5-steps.**

a. Have students work in groups to memorize the give step strategies and some positive self-statements about writing.

b. Have student pairs review story parts from their own stories and graph the number of parts they used in their writing.

**6. Collaborative Practice:**

a. have students work together to create a story.

b. Teacher moves from pair to pair providing support where needed.

c. When students finish the story then have them count the number of story parts used and graph it.

d. Talk about ways to help maintain the strategy use

**7. Independent performance:**

a. Have students try to do this process alone.

b. Allow them to refer to the strategy cue cards and try to generalize it to other academic areas.

**For more information:**

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. Guilford Press.