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Beaver Dam Unified School District
Academic Intervention Menu

This is a menu of possible interventions to be used for academic interventions. This list should not be seen as an exhaustive list or in limiting School Intervention Team options for intervention. However, interventions outside of this list should be vetted to ensure research-based validity.

Universal Skill/Tier III Interventions

These interventions do not take place during identified Tier I instructional time.

Mathematics				
Intervention	Description	Suggested Fidelity	Research Evidence	Progress Monitoring
Number Worlds	<p>Recommended Grade Levels: K+</p> <p>This is an intervention system that provides a research-based curriculum for academic standards through Grade 8.</p>	<p>Sessions Per Week: 3-5 Session Length: 25-40 Minutes</p>	<p>LINK LINK LINK</p> <p>Research Alignment (Below): 1, 2, 4, 7</p>	<p>Aimsweb+: Number Sense Fluency (NSF) / Mathematical - Concepts and Applications</p>
<p>Building Math Fact Fluency: A Toolkit for Addition and Subtraction</p> <p>Multiplication & Division</p>	<p>Recommended Grade Levels: 2+</p> <p>This is a universal instruction (grades K-2) kit for and curriculum for building number sense, addition skills, and subtraction skills. Multiplication and division may also be covered. This toolkit may be used as an intervention across tiers.</p>	<p>To be used as a part of an intervention plan; individualized for students.</p>	<p>LINK LINK LINK</p> <p>Research Alignment (Below): 1, 2, 4, 7</p>	<p>Aimsweb+: Number Sense Fluency (NSF)</p>
Algebra Supports	<p>Recommended Grade Levels: Grade 9</p> <p>This is a “double dip” mathematics intervention that is an additional math course for students in Algebra I. It addresses prerequisites aligned to current units of study in Algebra I and also re-teaching/extended time on current content. This is not a</p>	<p>Sessions Per Week: 5; Daily Session Length: Class Period</p>	<p>Research Alignment (Below): 1, 4, 7</p>	<p>Aimsweb+: Number Sense Fluency (NSF) / Mathematical - Concepts and Applications</p>

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	"homework help" intervention.			
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Reading/Writing				
Intervention	Description	Suggested Fidelity	Research Evidence	Progress Monitoring
Guided Reading Plus	<p>Grades Recommended: Grades 1-3</p> <p>Universal Skill: Fluency, Comprehension</p> <p>Description: A small-group intervention for students who are reading at the emergent to transitional levels of reading and writing, but are lagging behind their classmates in reading abilities. A specially trained teacher provides strategy instruction that focuses on solving problems in reading and writing to lift reading achievement. The intervention enables struggling readers to read for understanding, practice efficient decoding and transfer what they know from one literacy context to another.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p><i>The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through Responsive Teaching.</i> Stenhouse. 2021</p> <p>Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: ORF</p> <p>Grade 3 Option for Comprehension: MAZE</p>
Interactive Writing	<p>Grades Recommended: K-3+</p> <p>Universal Skill: Phonics</p> <p>Description: A supplemental intervention taught by a specially trained teacher for small groups of students at the emergent and early levels who are struggling with literacy processing and acquiring foundational skills and concepts.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p><i>The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through Responsive Teaching.</i> Stenhouse. 2021</p> <p>Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Weekly Sample</p>

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<p>Writing Aloud</p>	<p>Grades Recommended: 1+</p> <p>Universal Skill: Writing</p> <p>Description: A supplemental intervention for small groups of students taught by a specially trained teacher focusing on composing a meaningful message, applying problem-solving strategies for working on words, revising and editing the message and maintaining a focus for completing the writing task.</p>	<p>Sessions Per Week: 4-5 Session Length: 25-30 Minutes</p>	<p><i>The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through Responsive Teaching.</i> Stenhouse. 2021</p> <p>Research Alignment (Below): 1, 2, 4, 6, 7</p>	<p>Weekly Sample</p>
<p>Comprehension Focus Group</p>	<p>Grades Recommended: 2-12+</p> <p>Universal Skill: Comprehension</p> <p>Description: A supplemental small group intervention designed for transitional readers who are struggling with comprehension. The intervention is organized around units of study that require readers to apply higher level comprehension strategies to analyze relationships within and across texts. Reading and writing are viewed as reciprocal processes wherein students are taught to use knowledge from reading to support their writing and vice versa.</p>	<p>Sessions Per Week: <ul style="list-style-type: none"> • Grades 2-5: 4-5/Wk • Grades 6+: 2-5/Wk Session Length: 25-30 Minutes</p>	<p><i>The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through Responsive Teaching.</i> Stenhouse. 2021</p> <p>Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: MAZE</p>
<p>Strategic Processing Intervention (SPI)</p>	<p>Grades Recommended: 2+</p> <p>Universal Skill: Word Recognition & Decoding while serving reading and writing.</p> <p>Description: The SPI incorporates the four essential elements of research-based reading interventions: 1) phonological awareness, decoding, and</p>	<p>Sessions Per Week: 4-5 Session Length: 30 Minutes</p>	<p><i>The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through</i></p>	<p>Aimsweb+: ORF</p>

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	<p>word study, 2) independent reading of progressively more difficult texts, 3) writing activities, and 4) comprehension practice with meaningful texts. Additionally, the SPUI emphasizes listening and speaking comprehension through read-aloud activities, plus formative assessments at designated intervals to monitor students' capacity to transfer knowledge, skills, and strategies to new texts.</p>		<p><i>Responsive Teaching.</i> Stenhouse. 2021</p> <p>Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	
<p>Sunday Let's Play Learn</p>	<p>Let's Play Learn offers structured, systematic, multisensory practice for students in preschool through kindergarten. It is used as a tool to develop foundational reading skills and prevent reading difficulties or as an intervention for those who need to strengthen pre-reading skills. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in whole-class and small-group settings.</p> <ul style="list-style-type: none"> ● Pre-reading and pre-numeracy ● Shapes and colors ● Numbering and counting ● Alphabet / letter names and sounds ● Letter formation 			<p>N/A</p>
<p>Sunday System 1</p>	<p>Grades Recommended: K-2</p> <p>Universal Skill:</p> <ul style="list-style-type: none"> ● Review of pre-reading skills ● Phonics using vowels, vowel pairs and blends ● Consonant blends and digraphs ● Spelling practice throughout lessons ● Rules of language structure ● Compound and non-phonetic words ● Reading and writing fluency ● Handwriting ● Vocabulary and comprehension <p>Description: Sunday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 30 Minutes</p>	<p>LINK</p> <p>Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: ORF</p>

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<p>Sunday System 2</p>	<p>Grades Recommended: 3+</p> <p>Universal Skill:</p> <ul style="list-style-type: none"> ● Syllable types and division ● Prefixes and suffixes ● Roots ● Non-phonetic words ● Vocabulary and comprehension <p>Description: Sunday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers in reading levels from third through eighth grade. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 30 Minutes</p>	<p>LINK Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: ORF</p>
<p>PRESS: Phonemic Awareness</p>	<p>Grades Recommended: K-12</p> <p>Universal Skill: Phonemic Awareness</p> <p>Description: This intervention is actually a menu of phonemic awareness interventions. The Phonemic Awareness Inventory is used to determine the specific intervention and protocol to use and progress through. The sequence of interventions includes:</p> <ul style="list-style-type: none"> ● Phoneme Isolation - Initial Sounds ● Phoneme Isolation - Final Sounds ● Phoneme Segmenting ● Phoneme Blending ● Phoneme Manipulation <p>Interventions may be paired with phonics intervention.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p>LINK Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: ORF</p>
<p>PRESS: Phonics</p>	<p>Grades Recommended: K-12</p> <p>Universal Skill: Phonics</p> <p>Description: This intervention is actually a menu of phonics interventions. The Phonics Continuum and Decoding Inventory is used to determine the specific intervention and protocol to use and progress through. The sequence of interventions includes:</p> <ul style="list-style-type: none"> ● Acquisition Emergent ● Proficiency Emergent ● Acquisition Beginning ● Proficiency Beginning 	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p>LINK Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: ORF</p>

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	<ul style="list-style-type: none"> ● Acquisition Transitional ● Proficiency Transitional 			
PRESS: Fluency	<p>Grades Recommended: K-12</p> <p>Universal Skill: Fluency</p> <p>Description: This intervention is actually a menu of phonics interventions. The interventionist uses assessments and observation to progress through the intervention sequence. The sequence of interventions includes:</p> <ul style="list-style-type: none"> ● Support Cloze Reading in Dyads and Triads ● Repeated Reading ● Repeated Reading With Comprehension ● Partner Reading with Comprehension ● Partner Reading with Paragraph Shrinking 	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p>LINK</p> <p>Research Alignment (Below): 1, 2, 3, 4, 6, 7</p>	<p>Aimsweb+: ORF</p>
PRESS: Vocabulary	<p>Grades Recommended: K-12</p> <p>Universal Skill: Vocabulary</p> <p>Description: This intervention is a sequence that uses texts and vocabulary presented previously in class to provide a “second dose” for students.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p>LINK</p> <p>Research Alignment (Below): 1, 2, 3, 4, 7</p>	<p>N/A</p>
PRESS: Comprehension	<p>Grades Recommended: 3-12</p> <p>Universal Skill: Comprehension</p> <p>Description: This intervention uses reciprocal teaching to apply effective approaches to teaching comprehension. This includes explicit strategy instruction, focus on engagement and motivation, and socio-constructivist theories of reading instruction that place emphasis on expert modeling, social interaction, collaborative learning, and focus on authentic instructional contexts. Reciprocal teaching intervention strategies include prediction, questioning, clarifying, and summarizing.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 25-30 Minutes</p>	<p>LINK</p> <p>Research Alignment (Below): 1, 2, 4, 7</p>	<p>Aimsweb+: MAZE</p>
Rime Magic	<p>Grades Recommended: 2+</p> <p>Universal Skill: Phonics</p> <p>Description: Intensive daily intervention focusing on onset and rime in decoding</p>	<p>Used in conjunction with another intervention if used in Tier III.</p>		<p>N/A</p>

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	to provide practice and awareness of word structure.			
Orton Gillingham	<p>Grades Recommended: K-12</p> <p>Universal Skill: Phonemic awareness/phonics</p> <p>Description: This intervention provides explicit instruction that makes connections between letters and sounds. Concepts are broken down and then built together over time.</p>	<p>Sessions Per Week: 4-5</p> <p>Session Length: 30 Minutes</p>		Aimsweb+: ORF
RISE	<p>Universal Skill: Comprehension, Word-Solving, Fluency, Writing</p> <p>Description: Rise is an intensive daily intervention for students reading at levels C-N. Students rotate through four instructional stations that include support in comprehension (read and reread), word study, and guided writing. Generally, this intervention required multiple staff for maximum effectiveness.</p>	60 minutes daily, adapted based on staff availability and scheduling	<p>Research Alignment (Below):</p> <p>1, 2, 3, 4, 6, 7</p>	Aimsweb+: ORF MAZE
RISE Up	<p>Universal Skill: Comprehension</p> <p>Description: Rise-up is an intensive daily intervention for students reading at levels O-Z. Students rotate through three instructional stations that include support in comprehension by supporting strategies based on the same short text. Generally, this intervention required multiple staff for maximum effectiveness.</p>	45 minutes daily, adapted based on staff availability and scheduling	<p>Research Alignment (Below):</p> <p>1, 2, 4, 6, 7</p>	Aimsweb+: MAZE
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	<p><i>SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)</i> is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia.</p> <p>The program’s systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words.</p>		<p>Research Alignment (Below):</p> <p>1, 2, 3, 4, 6, 7</p>	Aimsweb+: ORF
Read 180	<p>Grades Recommended: 6-12</p> <p>Universal Skill: Comprehension, Vocabulary</p> <p>Description: This intervention combines direct instruction, small group instruction, and independent reading organized to support student</p>	<p>This intervention will be utilized during an identified class period as the school’s schedule will allow.</p> <p>Generally: Middle School: E/O Day during</p>	<p>LINK</p> <p>Research Alignment (Below):</p> <p>1, 2, 4, 6, 7</p>	Aimsweb+: MAZE

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	growth in comprehension and vocabulary.	an identified class period in addition to the student's ELA course. High School: Daily during an identified class period in addition to the student's English course.		
System 44	<p>Grades Recommended: 6-12</p> <p>Universal Skill: Foundational Literacy Skills</p> <p>Description: This intervention combines direct instruction, small group instruction, and independent reading organized to support student growth in foundational skills. It may be combined with comprehension and vocabulary instruction from Read 180.</p> <p>For our purposes, System 44 may be a component for students with an identified need during intervention periods primarily utilizing Read 180.</p>	This intervention will be utilized during an identified class period as the school's schedule will allow.	LINK Research Alignment (Below): 1, 2, 3, 4, 6, 7	Aimsweb+: ORF

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Research Alignment For Effective Intervention Practices

Adapted from the RtI Action Network

#	Practice	Reference
1	Use explicit and systematic instruction	Gersten et al. (2009a)
2	Use groups of three to five students	Elbaum et al. (2000)
3	Provide instruction in up to three foundational reading skills	Gersten et al. (2009a)
4	Focus on underlying skills and structures for math and reading	Gersten et al. (2009a;b)
5	Progress should be closely monitored until approximately eight data points are collected to assure sufficient reliability <i>(Not often directly referenced as the duration of the intervention determines amount of data points)</i>	Christ (2006)
6	Use an intervention with at least three components that are different from Tier 1 & 2 instruction	Swanson & Sachse-Lee (2000)
7	Potential intervention components include (a) highly targeted, (b) provides an appropriate level of challenge for the individual student, (c) explicitly teaches a specific skill, (d) allows many opportunities to respond, and (e) provides immediate corrective feedback for an individual student	Burns et al. (2008)

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). *Best practices in delivery intensive academic interventions*. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Christ, T. J. (2006). Short term estimates of growth using curriculum-based measurement of oral reading fluency: Estimates of standard error of the slope to construct confidence intervals. *School Psychology Review, 35*, 128–133.

Elbaum, B., Vaughn, S., Hughes, M., & Moody, S. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Reading Research Quarterly, 92*, 605–619.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades*. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., et al. (2009b). *Assisting students struggling with mathematics: Response to intervention for elementary and middle schools*. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

Swanson, H. L., & Sachse-Lee, C. (2000). A meta-analysis of single-subject-design intervention research for students with LD. *Journal of Learning Disabilities, 33*, 114–136.