

Low-Prep, High-Impact Intervention Strategies for Struggling Students

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CA-K

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What is Differentiated Instruction?

Differentiated instruction is a way of teaching that operationalizes and maximizes personal learning for all students. It is a collection of evidence-based, instructionally intelligent best practices and strategies that make it possible for teachers to create **multiple pathways** that respond to the diverse needs of each student.

If children aren't learning
the way that we teach,
then we need to teach them
the way that they learn.

Amendments

to make better

change for the better

alteration for the better

repair an oversight

to set straight

rectify inequities

modify for the better

repair an oversight

the act of correcting

Preparing for Success

Meeting the Language and Learning Needs of Young Children from Poverty Homes

by Carolyn Weiner, Ed.D., CCC-SLP

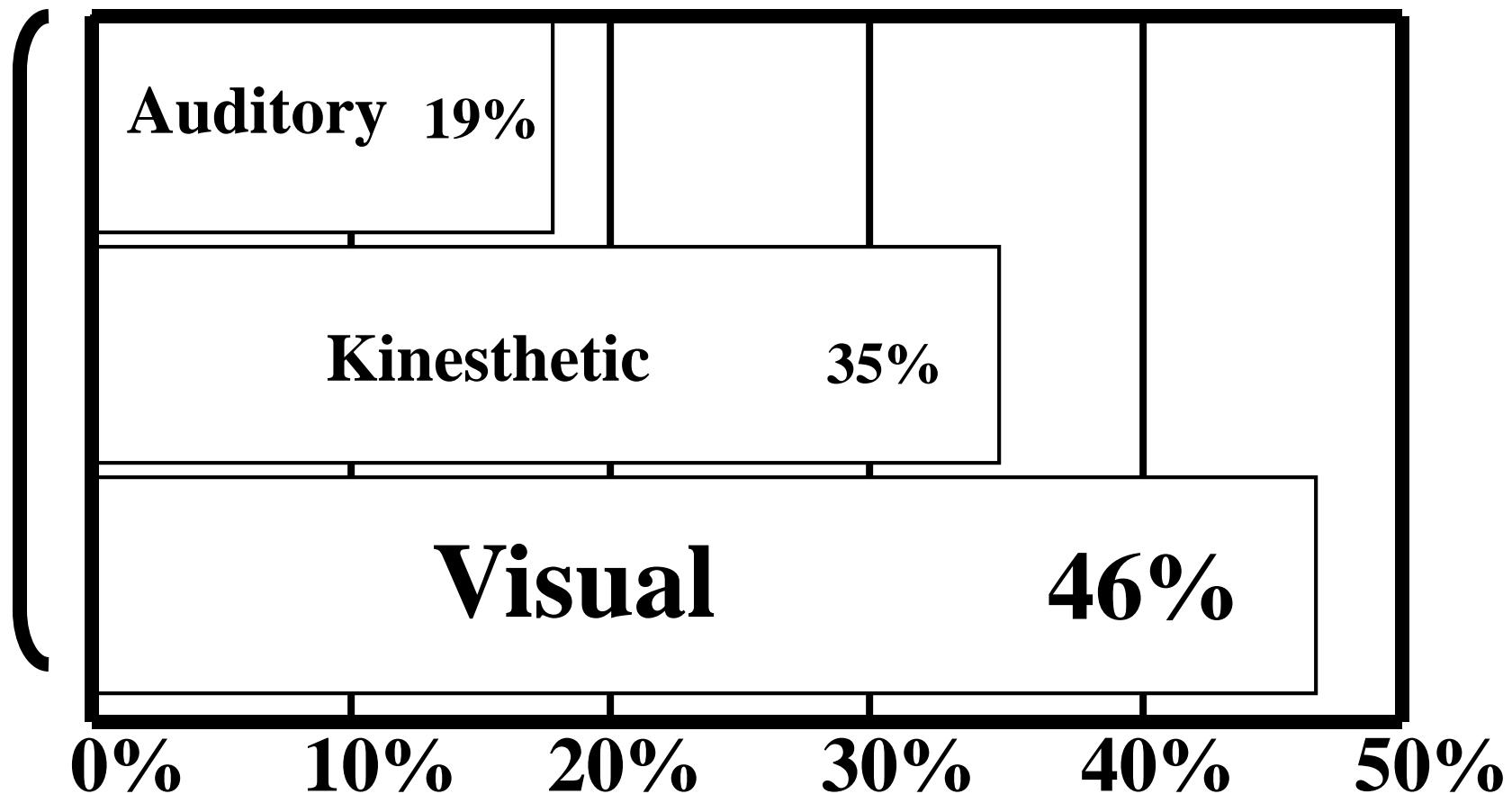
Class	Number of Words Heard per Hour	Estimated Number of Words Heard per Week	Encouragement vs. Discouragement per week
Welfare			
Children	616	62,000	1,200 vs. 1,100
Working Class			
Children	1,251	125,000	1,200 vs. 700
Professional Class			
Children	2,153	215,000	3,200 vs. 500

Reading Aloud Tips

Engaging readers

- read with enthusiasm.**
- make different sounds.**
- are animated.**
- vary their tone of voice.**
- fluctuate their voice volume.**
- vary their pacing.**
- use facial expressions.**
- use “*eye talk.*”**
- incorporate different gestures.**
- utilize various postures.**
- use both smiles and frowns.**

K-12 Modality Preference



The more senses that are activated, the more likely the information will be encoded.

Marilee Springer

“Mother’s Math”

- **Back**
- **Front**
- **Above**
- **Below**
- **Bottom**
- **Top**
- **Small**
- **Big**
- **Large**
- **Empty**
- **Full**
- **Up**
- **Down**
- **First**
- **Last**
- **Under**
- **Over**
- **Low**
- **Off**
- **On**
- **More**
- **Less**
- **Same**
- **Different**
- **Short**
- **Tall**
- **Average**
- **Close**
- **Far**
- **Before**
- **After**
- **Beginning**
- **Middle**
- **End**
- **High**

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Dolch-Sight Words*

Inform parents that if their child knows 10 words on
the Dolch-Sight Word Lists,
they know 24% of all book words.

Let parents know that If their child knows
100 words on the Dolch-Sight Word Lists,
they know 50% of all book words.

Dolch-Sight Word List: *Preprimer-*

A	Go	Make	The
Away	Help	Me	Three
Big	Here	My	To
Blue	I	Not	Two
Can	In	One	Up
Come	Is	Red	We
Down	It	Run	Where
Find	Jump	Said	Yellow
For	Little	See	You
Funny	Look	7.	* There are 220 Dolch-Sight Words.

Dolch-Sight Word List*

Parents Need to Know....

Only 13 words (a, and, for, he, is, in, it, of, that, the, to, was, you) account for over 25% of the words in print.

Kylene Beers

Note: The Dolch sight word list contains 220 words.

These sight words can be accessed:

- alphabetically by grade level.
- by frequency by grade level.
- by frequency by all grade levels.

* The Dolch-Sight Words were first published by E. W. Dolch in 1948.

Print Referencing

When reading aloud:

- ___ point to letters.**
- ___ showing what a letter is and what it means.**
- ___ tell what a word means.**
- ___ point to capital letters.**
- ___ point to lower case letters.**

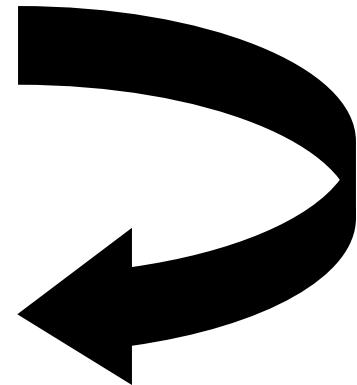
Research Findings

- Untrained teachers referenced 8.5 times per reading session compared to 36 times for those who were trained.**
- Parents did it even less typically making only one reference in a 10-minute reading session.**

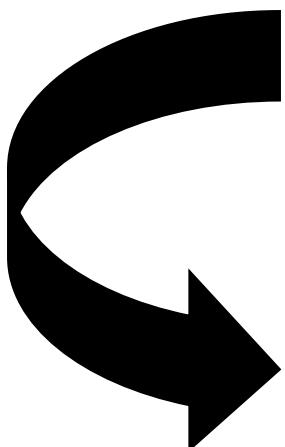
**Dr. Shayne Piaster
Assist. Professor of teaching and Learning**

Children's Books ... A Pattern of Three

**1. Main character (s)
needs/wants something, but
don't get what they want.**

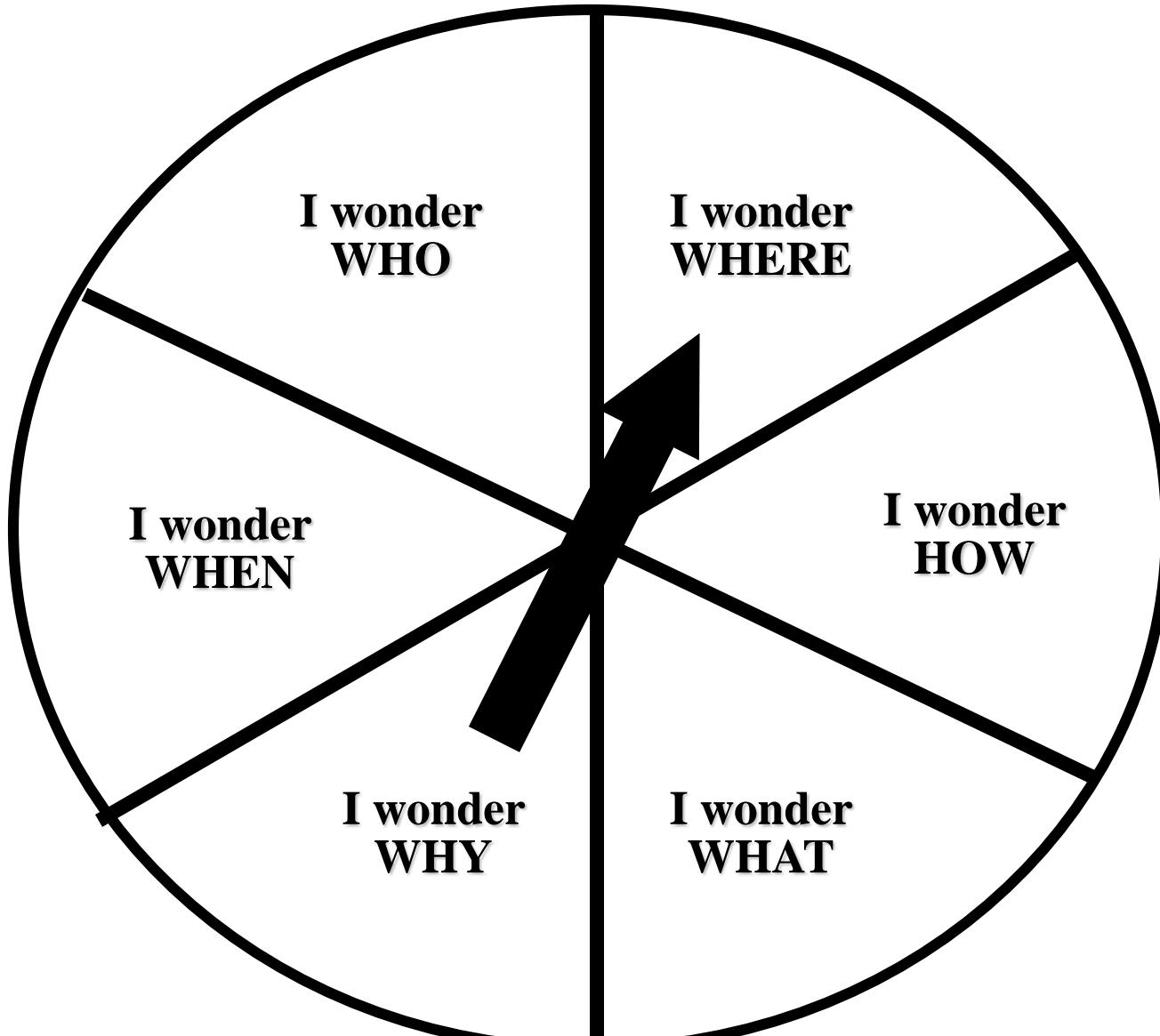


**2. They have to
overcome 3 or more
obstacles or hurdles.**



**3. Resolution (They
overcome obstacles or
hurdles).**

Asking Word Wheel



Supports slide 10.

Asking Word Wheel by Pat Pavelka

Key Ideas and Details

Place	Season
Time	See
Hear	Smell
Touch	Taste

Understanding Setting

Crossing the Midline

Children that have difficulty crossing or working in the midline may

- 1. have difficulty hitching up the car seat belt.
- 2. have difficulties working the zipper on their jacket or buttons on their shirt.
- 3. may stop printing in the middle of the page and then return to a new line.
- 4. may make the letter “t” by switching hands to do the horizontal line.
- 5. may “move” as they print across a page or paint across a page so that their arms don’t have to cross the midline; they move their bodies instead.
- 6. may show a lot of “shoulder” rotation (circular movement) while printing, cutting or doing other fine motor tasks.

Adapted from a discussion with Janis Leonard

A Parent Gift...

It is helpful if children are able to count on their parents/guardians to:

- 1. provide them routine and consistency.
- 2. give them the gift of predictability.
- 3. teach them to run on ***“Lombardi Time.”***
- 4. maintain a family reputation to be proud of.
- 5. provide them unconditional love.
- 6. provide for their material needs.
- 7. be patient with them.

Parents... The Child's First Teacher

It would be helpful if parents:

- 1. read to their children **EVERY** day.
- 2. developed a read-aloud voice.
- 3. sing with their children. 
- 4. taught their children new words **EVERY** day.
- 5. taught their children number sense and help them learn their math facts.
- 6. teach their children basic manners.

Wait-Time/Think-Time

Positive outcomes associated with 3 or more seconds of “wait-time” include:

- 1. increased length and correctness of student responses.**
- 2. a decreased number of “I don’t know” responses.**
- 3. an increased number of appropriate volunteered responses.**
- 4. the scores of students on academic achievement tests tend to increase.**

Adapted from Using “Think-Time” and “wait-Time” Skillfully in the Classroom

by Robert J. Stahl, 1994
Mary Budd Rowe, 1972

A.

Highly-Engaging Teachers Differentiate Wait-Time/Think-Time

Wait-time allow students sufficient time to process and develop a response to a question before the teacher asks a specific student to respond.

- 1. Provide a 30-60 second *turn-n-talk* breaks for students to process information.**
- 2. Give students 3-5 seconds of wait-time for literal/recall questions.**
- 3. Some students need more than 5 seconds when the question is above their recall level (critical thinking).**

- 4. Some boys may need up to 60 seconds to bring information up on their “screen.”**
- 5. Many “*information poor*” students from poverty need additional think-time.**
- 6. Students whose primary language is NOT English benefit from additional processing time for translation.**

They need “*time-lapse*” processing!

- 7. Students who are introverted thinkers need a little more wait-time to process silently before answering. Some need quiet reflection time.**
- 8. Students with expressive language (speaking & writing) difficulty often need more think-time for the retrieval of words and thoughts.**
- 9. Students with learning disabilities who have difficulty locating and retrieving “*stored*” information will benefit from increased think-time.**

LEARNING PYRAMID

Dale's Cone of Seven Experiences

- Teach Others/Using Your Learning
 - Reading
 - Lecture
- Practice By Doing
 - Discussion Group
 - Audio-Visual
 - Demonstration

Brainstorm With A Colleague

Identify the one experience that has the **most** impact on the learner and the one that has the **least** impact.

Personalized Instruction With The Overactive Student in Mind

- 1. Give students something to do with their hands, (i.e., squeeze ball, play dough, clay, Wikki Stix, etc.) Provide some students with a “fidget box” or let them hold a stuffed animal.**
- 2. Attach a bungee cord around the legs of the chair about 4" off the floor (makes a bouncing footrest) Be sure to bend over the hooks to prevent the cord from disconnecting. Provide some students with a foot roller (can be made from cutting the floatation device known as a noodle into one foot sections).**
- 3. Provide two desks/chairs, one up front and one in the back of the classroom.**

- 4. Provide rocking chairs (glue felt on the bottom of the runners). Allow some children to sit on a large ball chair.**
- 5. Encourage thigh tapping.**
- 6. Attach a tennis ball to the bottom of each chair leg. (Split the tennis ball with a razor blade). Caution: Slicing a tennis ball indoors may cause an allergic reaction to latex powder.**
- 7. Allow children to stand when they work (encourage toe rocking).**
- 8. Provide opportunities for physical movement in the classroom.**

- 9. Encourage children to “*self-ground*” themselves by leaning and pressing against a wall or bookcase as a way to increase his/her feelings of security.**
- 10. Try using a weighted vest or a weighted lap pillow. Allow some students to wear a heavy coat/vest in class or lay a sand filled, door draft-stopper across their lap. Children love kneading the draft-stopper.**
- 11. Attach a 12" adhesive strip of Velcro™ (female side) or hot glue a piece rug remnant to the underside of a student’s desk for the children to touch.**

- 12. Provide priority seating in “*first class*” for ADHD students.**
- 13. Teach overactive children to use positive self-talk as a way to self-regulate their actions.**
- 14. Strive to create a gender-balanced classroom.**
- 15. Provide a desk carrel to help some students with ADD.**

1st Class Seating Benefits

Students provided priority seating near the front of the classroom and in close proximity to the teacher:

- 1. are more attentive.**
- 2. tend to be less distracted by other students.**
- 3. exhibit better behavior.**
- 4. are better able to see.**
- 5. are better able to hear instruction.**
- 6. tend to be better students.**
- 7. are more likely to receive additional help and attention when needed.**

Teacher Affection

**Appropriate ways to show
affection include:**

- 1. praising children for reaching a milestone.**
- 2. greeting children before/after class.**
- 3. greeting children with a high-five/fist bump/handshake.**
- 4. calling children by name.**
- 5. making eye contact with students.**
- 6. winking at a child.**
- 7. touching a child's shoulder.**
- 8. granting a child's wish or by doing a favor.**

Be creative when you dismiss your class.

Dismiss your class by the

type of footwear worn.

color of their eyes.

letters on their T-shirt.

month of birth.

color of their top.

beginning letter of their first name.

color of their hair.

first letter of their mother's maiden name.

color of their socks.

color of their coat.

number of siblings they have.

type of pet they own.

first digit of their phone number.

Five Guidelines to Balancing the Student Population in Your Classroom

- Place an equal number of boys and girls in each classroom.
- Strive for a racial/cultural/linguistic balance.
- If and when possible, balance the class socio-economically.
- Provide an equal range of student ability levels.
- The percent of special needs students in each class should be the same as the overall school percentage.

Caveat:

Remember, it is **NOT** always possible to achieve the above guidelines.

- 16. Have some students stretch their T-shirt over the back of their chair to help hold them in place (“*shoulder belt*”).**
- 17. Allow some students to listen to music/white noise to mask distractions.**
- 18. Equip your classroom with a _____ — _____.**

19. Help students understand that NO means **NO!**

20. “*Un Entitled*” students who have been allowed to do whatever they want and have just plain NOT been disciplined.

21. Discipline with “*the look!*”

Head-Toes-Knees-Shoulders:

A Self-Regulation Game

Have your students perform the opposite of a response to four oral commands.

- 1. For example, if you say, “touch your head”...they touch their toes.**
- 2. For example, if you say, “touch your toes”...they touch their head.**
- 3. If you say, “touch your knees”... they touch their shoulders.**
- 4. If you say, “touch your shoulders”... they touch their knees.**

Head-Toes-Knees-Shoulders: A Self-Regulation Game

The HTKS task tests kindergarteners on important classroom-related behavior such as

- listening.**
- following directions.**
- remembering instructions.**

Results:

- 1. Children who performed well on this task in the fall, achieved strong scores in reading, vocabulary, and math in the spring.**
- 2. Children who performed well on this task scored 3.4 months ahead of peers who performed at average levels on mathematics learning.**

~Math Talk~

“Math should not be learned in silence.”

Dr. Yeap Ban Har

7 points of light:

- 1. Teach children foundational skills that build number sense including one-to-one correspondence.**
- 2. Help children understand that they are surrounded by math.**
- 3. Encourage children to “*talk math*” with parents, siblings, and peers.**

- 4. Teach children “*look & talks*” and “*look and counts*” using thematic scenes.**
- 5. Provide children opportunities to learn, practice, and master early math concepts and skills in a language based-setting.**
- 6. Teach children to find math in their surroundings and to create their own stories.**
- 7. Think of pictures as a reading lesson by:**

- discussing vocabulary.
- activating prior knowledge.
- building background knowledge.
- asking comprehension questions.

Guiding Through Questions

Beginning Questions

These questions are designed to guide the child in his understanding of number concepts.

Intermediate Questions

This level of questioning helps the child who needs to use sight, touch, and sound when counting.

Advanced Questions

This level helps deepen a child's number sense, as he is able to subitize, or rapidly and accurately perceive how many items he sees without counting.

Challenging Questions

These questions are for the child who has an understanding of cardinality (the number of items in a set).

Universal Gift

The **Math Talk** concept is a *gift* to

- 1. “*information poor*” children.
 - 2. English language learners.
 - 3. students with learning disabilities.
-

MATH TALK

Think of pictures as a reading lesson by

1. discussing vocabulary.
2. activating prior knowledge.
3. building background knowledge.
4. asking comprehension questions.

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