Revising and Rethinking Intervention

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### Revising and Rethinking Intervention

**Applying Neuroscience and Reading Research to Daily Practice:**

1. Cognitive Factors
2. Lesson Components
3. Instruction

### 1 & 2: Address Cognitive Factors That Underlie a Slow Rate of Progress

<table>
<thead>
<tr>
<th>WHEN students have difficulty with …</th>
<th>THEN provide these scaffolds…</th>
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<tbody>
<tr>
<td><strong>Attention</strong></td>
<td><strong>LP: Big Picture Visual; Hook</strong></td>
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<tr>
<td>- Mental energy to reread lengthy passages</td>
<td>✓ Why = Student's Literacy Goals</td>
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<td>- Noticing important details and evidence of concepts in passages</td>
<td>✓ Interactive Format</td>
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<td>- Previewing text, setting purpose, and making predictions before reading; self-monitoring to adjust rate of reading</td>
<td>✓ 80/20 Ratio of Talk Student - Teacher</td>
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<td>✓ Advance Organizers</td>
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<td>✓ Big Picture Visual</td>
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<thead>
<tr>
<th><strong>Active Working Memory</strong></th>
<th><strong>LP: Sensory Learning Materials; S.L. Episodes; Active Retrieval of Concept</strong></th>
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<tbody>
<tr>
<td>- Linking familiar information to new</td>
<td>□ Visual, Auditory, Tactile, Action, Novelty, Role-Play, Games, Mnemonics, Music</td>
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<tr>
<td>Storing and retrieving information and concepts during reading e.g. story elements, evidence for answers, sight words</td>
<td>□ Consistency in Cues Across Contexts</td>
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<td>- Discriminating what is important/not important</td>
<td>□ Choice and Relevancy</td>
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<td>- Holding onto key details to support main idea or central message</td>
<td>□ Rehearsal with Time-Delay Cues</td>
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<td></td>
<td>□ Repetition–review first 2 sections of lesson</td>
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<td></td>
<td>□ Revisit skill/strategy within 120 minutes</td>
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<tr>
<th><strong>Language</strong></th>
<th><strong>LP: Language of Skill/Strategy; Key Words</strong></th>
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<tbody>
<tr>
<td>- Rapid retrieval of sounds, letters, and word meanings</td>
<td>□ Train in Self-Talk &amp; Dialogue Structures to Internalize Strategy Use; Sort Words by Sound + Meaning Simultaneously</td>
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<tr>
<td>- Understanding of syntax and semantics, such as recognizing pronoun referents within running text; identifying the correct meaning of words that can have multiple meanings</td>
<td>□ Academic Vocabulary and Tier 2 Words</td>
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<td>- Expressing understanding orally with clarity</td>
<td>□ Build Letter-Sound Relationships &amp; Sight Word Automaticity; Syntax: ‘Be the Sentence’- switching nouns for pronouns</td>
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<td></td>
<td>□ Word Retrieval Formats &amp; Games</td>
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<tr>
<th><strong>Higher Order (Complex) Thinking</strong></th>
<th><strong>LP: HOT Prompts; S.L. Episodes</strong></th>
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<tr>
<td>- Using and citing reasoning, understanding and integrating new and abstract concepts</td>
<td>□ Step-by-Step Formats - within Lessons that are divided into 3-4 segments of 8 minutes or less; Gap-filling inference tasks</td>
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<tr>
<td>- Inferring, synthesizing to identify the central message, paraphrasing to summarize, evaluating information/perspectives, extend creatively, self-monitoring understanding</td>
<td>□ Accessible Higher Level Questions</td>
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<td>□ Concrete Analogies and Realism</td>
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<td>□ Co-Constructed Anchor Charts</td>
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**LP = Lesson Plan Components**  
*Sensory Learning Materials are integrated in all lessons*  
(Barrington, 2010; Hardiman, 2012; Medina, 2014; Swanson, 2007; Williams, 2005; Wolf, 2000)
Lesson Plan for Brain-Compatible Reading Instruction

Goal(s)
Which standard(s) does this lesson address? Communicate the learning goals to students in an accessible way.

Text and Key Words
List title, page #’s, text structure, and any vocabulary that requires scaffolding.

Chunk learning into episodes of 8 minutes or less.

Presentation a focus at the beginning of each learning episode.

Incorporate dialogue structures that enable students to verbalize and internalize strategic actions.

Language of Skill/Strategy
List academic vocabulary and language specific to the Goal. Explain meaning in context.

HOT Prompts
List phrases you will use to question, prompt and probe that will support students’ to develop higher-level thinking processes.

.Sensory Learning Materials
For each skill/strategy taught over a series of lessons include:
- visuals - images, icons, v. arts
- tactile manipulatives
- movement - gestures, actions
- auditory tasks - listening and speaking, music or rhythm
- collaboration, role-play, games, humour (affective learning)

Big Picture Visual
Link to chart statement. Illustrate how lesson builds on what they know, and is part of a larger process.

Hook
Engage students’ attention and establish relevancy.

Active Retrieval of Concept
To ensure transfer:
Restate the goal, review the learning in the first 2-3 learning episodes, provide feedback.
Remind students when and how to apply the skill or strategy during independent reading and written responses.
Provide an opportunity to revisit skill/strategy within 120 minutes of this lesson.
3. Put It All Together: Intervention for Profiles of Student Need

Summary of lessons and sensory learning activities shared in the presentation:

**Making Connections**
- Think-Pinch-Share Routine with picture-cued bookmarks (H/O on my website)
- Co-constructed chart & bookmark to support linking of ideas, facts, and events

**Questioning and Inferring**
- Role play QAR using language frames for characters of Quiz Show Host, Detective & Judge
- I Can Figure It Out picture-cued bookmark (H/O on my website)
- Gap-filling inference task

**Retelling & Theme**
- Story/Text Structure Sort
- Slide & Tell; Round the Table Retell; Parts of a Story song www.Heidisongs.com
- Mentor text 'Life Lesson Cards'
- 8 guiding questions in 'Theme Scheme' (Williams)

**Summarizing & Main Idea**
- Retelling Facts bookmark
- Main idea Clue Cards
- Box each paragraph in a different color, sketch and label key info. in same color, and use these words to write a summary

**Integrated Strategy Use**
- Rethinking Reciprocal Teaching: Role-play six strategies: Predict, Connect, Question, Clarify, Summarize & Evaluate.
- Cumulatively practice and review strategies with short sections of text.

**Word Retrieval Strategy Game**
- This word sounds like [provide a rhyme]
- This word begins with [initial conson. + vowel]
- The word is similar to ... [refer to synonym web or give the category] (M. Wolf)

**Naming Speed Memory Game**
- Chunk the alphabet into groups beginning with a vowel. Write on separate cards with vowel in red. Students say the letters on a card, turn it over and recall the letter sequence)

**Flexibility & Self-Talk**
- Vowel switch visual & step by step procedure
- Matrix task - sort by sound & meaning at same time (Cartwright)
- Self-talk lang. frames - analogy strategy & structural analysis

**Self-Monitor for Fluency**
- Students use Role-play characters - 'Talking Speed Reader', 'Racing Speed Reader', Roller Coaster Reader, 'Traffic Light Reader' to identify impact on comprehension.
This…

is connected to…

This connection tells me…
I look for clues in the picture.

I look for clues in the words.

I think about what I know.

I make a picture in my mind.

I check that it makes sense.

I ask why the author wrote this.
Retelling Facts

This is about…

I know…

1. The first fact I learned is…

2. Another fact is…

3. Another fact is…

The author wrote this because…

Retelling Facts

This is about…

I know…

1. The first fact I learned is…

2. Another fact is…

3. Another fact is…

The author wrote this because…
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