

Math General Intervention Strategy – Gradual Release of Responsibility in a Small Group Setting (Re-Teach or Pre-Teach)

For: Students of any grade who are experiencing difficulty with any mathematics concept, or have not reached the benchmark on the AIMSweb Math COMP, CAP, or any Early Numeracy assessment

Materials:

- Curricular materials for any concept in which the student needs assistance (i.e. worksheets, flashcards, related manipulatives, etc.)
- Recording sheet

Recommended Duration and Frequency: This intervention should be conducted at least 3 times per week for 10 – 15 minutes per session. Monitor the student’s progress once a week or twice monthly using the AIMSweb M-COMP, M-CAP or Early Numeracy probes. When the student’s score is at the benchmark/target for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.

Steps for Intervention:

Note: The teacher/interventionist must determine which concepts or strategies the student is struggling with before beginning this intervention. The intervention can be completed one-on-one or in a small group of no more than 6 students who require the same reinforcement. The interventionist should plan on instructing in a different way than the instruction was presented in the core (increasing the use of manipulatives, increasing the amount of modeling, increasing the amount of practice, etc.)

1. Gather teaching materials related to the concept being taught. The use of manipulatives is highly recommended.
2. Explicitly **model** the concept for the student(s). **Problems modeled should be of only 1 type, at this point** (i.e. long division with a one-digit divisor and no zeros in the dividend, or word problems requiring subtraction of the “Equalize” structure). The student should simply be watching the teacher and listening. The teacher must be expressing aloud their thinking as they do the math. Model the concept several times for at least 2 intervention sessions before expecting any writing or “doing” from the student. Write the dates and notes in the recording sheet for each session in which modeling was completed.
3. After at least 2 modeling sessions have been completed, begin the Guided Practice sessions. During **Guided Practice**, the teacher and the student (or student pairs, with teacher assistance) work together to solve the problems **of only the type modeled in Step 2**. The teacher starts off in the first several problems doing most of the work, but gradually releases responsibility to the student. Or, in the case of student pairs, the teacher supports their work more at the beginning, but gradually backs off. During this phase the teacher should be continuing the thinking aloud dialogue and questioning students. (i.e. What do you do first? Next? Why do you have to do this? What does this mean?) Continue Guided

Practice for at least 2 intervention sessions, or longer as required by the student(s). Write the dates and notes in the recording sheet for each session in which Guided Practice was completed.

4. After at least 2 Guided Practice sessions have been completed, move into the “**Guided Practice Mixed with Previously-Known Skill**” stage. At this phase, the just-learned skill from steps #2 and #3 is mixed in with some problems the student(s) already know(s) how to do. The teacher continues to support the student or student pairs with assistance and the use of questioning strategies. The teacher should also help the student to distinguish when, where, and why do I use the new skill. Continue the “Guided Practice Mixed with Previously-Known Skill” step for at least 2 intervention sessions, or longer as required by the student(s). Write the dates and notes in the recording sheet for each session in which this type of Guided Practice was completed.
5. After at least 2 Guided Practice Mixed with Previously-Known Skill” sessions, move into the “**Teacher-Monitored Independent Practice**” stage. In this phase, the student is working on his own, but the teacher is monitoring so he/she can jump in if the student starts to make a mistake. This is what is typically thought of as seatwork. The student needs to be very accurate in completing the work at this point. If the student is less than 90% accurate on his own, return to the Guided Practice phase in either Steps #3 or #4. Continue with the “Teacher-Monitored Independent Practice” stage for at least 2 intervention sessions, or longer as required by the student (s). Write the dates and notes and indicate the percentage of accuracy in the recording sheet for each session in which this type of practice was completed.
6. After the student has demonstrated 90- 100% accuracy at the “Teacher-Monitored Independent Practice” stage, move into the “**Independent Practice**” or homework stage. The difference between “Teacher-Monitored Independent Practice” and “Independent Practice” is that the teacher cannot jump in to correct any errors as they are being made. This phase should not be skipped because here is where the student builds fluency and confidence in the skill. Initially, provide the student with Independent Practice 2 days in a row, but then move to every other day for 2 sessions, then once per week for 2 weeks. Write the dates and notes and indicate the percentage of accuracy in the recording sheet for each session in which this type of practice was completed. If the student retains the skill with at least 90% accuracy, you may move the student into another concept using this intervention model. If at least 90% accuracy is not maintained, revert back to Teacher-Monitored Independent Practice until student maintains 90% accuracy for at least 2 sessions.
7. **Progress Monitoring:** Check the student’s progress at least twice monthly using an AIMSweb M-CAP, M-COMP, or Early Numeracy probe.

Math General Intervention Strategy – Gradual Release of Responsibility in a Small Group Setting (Re-Teach or Pre-Teach) – Recording Sheet

Student: _____ Interventionist: _____

Skill or Concept being Reinforced: _____

Stage of Intervention	Dates when Stage was worked on	Accuracy Percentage	Notes
Stage 1: Teacher Modeling (at least 2 sessions recommended)	Date:		
	Date:		
	Date:		
	Date:		
	Date:		
Stage 2: Guided Practice (at least 2 sessions recommended)	Date:		
	Date:		
	Date:		
	Date:		
	Date:		
Stage 3: Guided Practice Mixed with Previously-Known Skill (at least 2 sessions recommended)	Date:		
	Date:		
	Date:		
	Date:		
	Date:		
Stage 4: Teacher-Monitored Independent Practice (at least 2 sessions recommended)	Date:		
	Date:		
	Date:		
	Date:		
	Date:		
Stage 5: Independent Practice (2 days in a row, then every other day for at least 2 times, then once a week for at least 2 times)	2 consecutive days:		
	Date:		
	Date:		
	Every Other Day:		
	Date:		
	Date:		
	Once a Week:		
	Date:		
	Date:		

Results/Notes:

**Math General Intervention Strategy – Gradual Release of Responsibility in a Small Group
Setting (Re-Teach or Pre-Teach) – Integrity Check**

Interventionist: _____ **Date:** _____ **Grade Level:** _____ **Tier** _____
Integrity Monitor: _____

Descriptor - Student	Yes	No	N/A
Student has scored below benchmark on the AIMSweb M-COMP, M-CAP, or Early Numeracy universal screening or has difficulty with math concepts as demonstrated on classroom tests or activities.			
Student is in Grade K or higher.			
Student is one-on-one with the teacher or in a group no larger than 6 students.			

Descriptor - Materials	Yes	No	N/A
Interventionist has determined concepts on which the student needs work, and has gathered appropriate materials, possibly including manipulatives.			
Interventionist has a recording sheet.			

Descriptor - Interventionist	Yes	No	N/A
The Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist explicitly Models the concept for the student, using think-alouds and manipulatives where appropriate and introducing only one type of problem. (If student is beyond this stage, check the recording sheet to be sure it is documented for at least 2 sessions.)			
Interventionist applies Guided Practice for the student, assisting when necessary and asking relevant questions to lead the student to successful completion of the task, still working with only one type of problem. (If student is beyond this stage, check the recording sheet to be sure it is documented for at least 2 sessions.)			
Interventionist applies Guided Practice Mixed with Previously-Known Skill for the student, adding previously-known problems to the work and assisting when necessary, asking relevant questions to lead the student to successful completion of the task. (If student is beyond this stage, check the recording sheet to be sure it is documented for at least 2 sessions.)			
Interventionist applies Teacher-Monitored Independent Practice for the student, assisting the student only minimally if the student is “stuck” and calculating an accuracy percentage. (If student is beyond this stage, check the recording sheet to be sure it is documented for at least 2 sessions.)			
If accuracy percentage at the Teacher-Monitored Independent Practice stage is less than 90%, Interventionist returns to the Guided Practice stage of intervention. (If the student is beyond this stage, check the recording sheet to monitor the interventionist’s steps if accuracy level was low.)			
Interventionist applies Independent Practice for the student, not assisting the student at all and calculating an accuracy percentage. Interventionist applies this stage in distributed practice as indicated in the intervention instructions. (If student has completed this stage, check the recording sheet to be sure the distributed practice sessions are documented.)			
If accuracy percentage at the Independent Practice stage is less than 90%, Interventionist returns to the Teacher-Monitored Independent Practice stage of intervention, moving back into the Independent Practice stage when the student is at least 90% accurate for at least 2 sessions.			
The interventionist dates and makes notes on the Recording Sheet regarding student accuracy, performance, and any difficulty the student had.			
Student’s progress is monitored using AIMSweb M-COMP , M-CAP, or an Early Numeracy assessment at least twice monthly.			

Gradual Release of Responsibility Integrity Check Summary: _____ of _____ applicable components are observed.

Notes: