

Bemidji Area Schools

Math Intervention Booklet

What is an Intervention?

An Intervention:

- Is short-term (may extend 8 – 12 weeks or longer)
- Is fast-paced
- Is based on sound, evidence-based instructional practices
- Involves 1-to-1 or small group (no more than 4) students
- Is typically conducted 3 to 5 days a week
- Is typically 10 to 60 minutes long (in chunks), depending on student need
- Is individualized and tailored to meet student need
- Is monitored weekly to twice a month to determine effectiveness
- Is more than an accommodation; it's a teaching strategy or program that requires a change in instruction
- Can be administered by a classroom teacher, specialist, or trained paraprofessional.

BEMIDJI AREA SCHOOLS

Math Intervention Strategies

Intervention Information							
Name of Intervention	Grade Level	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25 th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Exit Criteria: Discontinue Implementation when student reaches Benchmark or at least the 25 th percentile on:	MN State Math Standards Alignment
Oral Counting	K and 1	OCM	At least 3 times per week	At least 10 minutes	AIMSweb OCM	OCM	0.1.1.3., 1.1.1.3.
Number Identification Flashcard Procedure	K and 1	NIM	At least 3 times per week	At least 10 minutes	AIMSweb NIM	NIM	0.1.1.2., 1.1.1.2.
Re-Teaching Using Math Games	K+	Any Early Numeracy, M-COMP, or M-CAP probe	At least 3 times per week	At least 15 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	Any Early Numeracy, M-COMP, or M-CAP probe	Any standard with a related game as selected by the interventionist
Cover, Copy, Compare	1+	M-COMP, or those who are not fluent with basic or complex computation	At least 3 times per week	At least 10 minutes	AIMSweb M-COMP	M-COMP	1.1.2.1., 1.1.2.2., 1.1.2.3., 1.2.2.1., 1.2.2.2., 1.2.2.3., 2.1.2.1., 2.1.2.2., 2.1.2.4., 2.1.2.5., 3.1.2.1., 3.1.2.2., 3.1.2.3., 3.1.2.5., 4.1.2.1., 4.1.2.2., 4.1.2.5., 5.1.1.1., 5.1.1.4., 5.1.3.1., 5.1.3.2., 5.1.3.4.
Flashcard Procedure	1+	M-COMP, or those who are not fluent with basic or complex computation	At least 3 times per week	At least 10 minutes	AIMSweb M-COMP	Any Early Numeracy, M-COMP, or M-CAP probe	1.1.2.1., 1.1.2.2., 1.1.2.3., 1.2.2.1., 1.2.2.2., 1.2.2.3., 2.1.2.1., 2.1.2.2., 2.1.2.4., 2.1.2.5., 3.1.2.1., 3.1.2.2., 3.1.2.3., 3.1.2.5., 4.1.2.1., 4.1.2.2., 4.1.2.5., 5.1.1.1., 5.1.1.4., 5.1.3.1., 5.1.3.2., 5.1.3.4.
Gradual Release of Responsibility (Re-Teach, Pre-Teach)	K+	Any Early Numeracy, M-COMP, or M-CAP probe	At least 3 times per week	At least 10 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	Any Early Numeracy, M-COMP, or M-CAP probe	Any standard on which the student needs work as selected by the interventionist

Name of Intervention	Grade Level	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25 th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Exit Criteria: Discontinue Implementation when student reaches Benchmark or at least the 25 th percentile on:	MN State ELA Standards Alignment
Concrete, Representational, Abstract (CRA)	K+	Any Early Numeracy, M-COMP, or M-CAP probe	At least 3 times per week	At least 20 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	Any Early Numeracy, M-COMP, or M-CAP probe	Any standard on which the student needs work as selected by the interventionist
Word Problem Structures and Schema	2+	M-CAP	At least 3 times per week	At least 20 minutes	AIMSweb M-CAP	M-CAP	1.2.2.4, 2.1.2.2, 2.2.2.2, 3.1.2.2, 3.1.2.3, 3.1.2.4, 3.1.2.5, 4.1.2.4, 5.1.1.2, 5.1.1.4, 5.1.3.4.
Classwide Peer Tutoring	1+	M-COMP or M-CAP	5 times per week	Primary – 20 minutes Intermediate – 30 minutes	M-COMP or M-CAP	M-COMP or M-CAP	1.1.2.1, 1.1.2.2, 1.1.2.3, 1.2.2.1, 1.2.2.2, 1.2.2.3, 2.1.2.1, 2.1.2.2, 2.1.2.4, 2.1.2.5, 3.1.2.1, 3.1.2.2, 3.1.2.3, 3.1.2.5, 4.1.2.1, 4.1.2.2, 4.1.2.5, 5.1.1.1, 5.1.1.4, 5.1.3.1, 5.1.3.2, 5.1.3.4, and related vocabulary for any standard
Math Vocabulary Journal	1+	M-CAP	4 to 5 times per week	At least 15 minutes	M-CAP	M-CAP	Related vocabulary for any standard

Math Interventions – Effective and Promising Practices

Effective and Promising Practice											
Intervention	Direct, Explicit Systematic Instruction				Teach Problem Solving Strategies (Word and Comp)	Pre-Teach or Re-Teach in a Small Group	Provide Self-Monitoring and Self-Correcting Opportunities	Provide Peer Tutoring Opportunities	Have students use Drawings and Visual Representations to Solve Problems	Have Students Use Manipulatives to Solve Problems	Provide Practice in the Fluent Retrieval of Math Facts
	Establish Purpose	Model and Demonstrate	Provide Guided Practice	Provide Independent Practice							
Oral Counting	X	X	X			X					
Number Identification	X	X	X			X					
Re-Teaching Using Math Games	X	X	X			X			X	X	
Cover-Copy-Compare	X		X	X	X	X	X				X
Flashcard Procedure	X	X	X			X					X
Gradual Release of Responsibility	X	X	X	X	X	X			X	X	
Concrete, Representational, Abstract	X	X	X	X	X	X			X	X	
Common Word Problem Structures and Schema	X	X	X	X	X	X			X		
Class-Wide Peer Tutoring	X	X	X	X	X	X		X			X
Vocabulary Journal	X	X	X			X			X (for vocab)		