

## Oral Counting Intervention Strategy

**For:** Grades K & 1 students who have not reached the benchmark/target score on an Oral Counting assessment or MN Math Number and Operations standard.

### Materials:

- Recording sheet (attached)

**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 Oral Counting recording sheet. 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:

1. **Preparation and Finding the Baseline:** Ask the student to count orally for you by saying, "Starting with '1', I want you to count for me as high as you can. Ready? Begin." If the student doesn't start counting, say, "1, 2..." and wait in anticipation for the student to start. On the Recording Sheet, record the highest number the student counts to before making an error.
2. On each consecutive day of this intervention, the interventionist should attempt to help the student add two more numbers to his/her oral counting sequence. Use the following daily instructions:
  - a. **Review:** Interventionist says, "Do you remember how high you counted yesterday? Let's see if you can do it again. Start counting for me as high as you can go." Record the highest number the student counted on the Recording Sheet, and date it. If the student was able to count the sequence practiced yesterday, continue with Steps b, c, d, and e, adding 2 more numbers to the sequence. If the student was unable to count the sequence, skip step b and continue with Steps c, d, and e, modeling only the counting sequence done previously and NOT adding two more numbers.
  - b. **Explain:** Interventionist says, "Yesterday you counted to \_\_\_\_\_. Today, let's see if we can add two more numbers when you count."
  - c. **Model:** (This example assumes the student counted to "3" in the previous intervention session.) Interventionist says, "I'll show you how. My turn. (say slowly) 1...2...3...4...5! Listen again: 1...2...3...4...5!"
  - d. **Practice:** Interventionist says, "Now it's your turn. I'll help you if you get stuck." Allow the student to try repeating the appropriate counting sequence. If the student is correct, offer praise, have him repeat the sequence 2 more times, and move to Step e. If incorrect, return to Steps c and d again, modeling the sequence and allowing more practice. When the student counts the sequence correctly and consistently, move to step e.
  - e. **Reinforce:** Provide the student with numerous ways to accompany his counting with an action. Some examples might be to: jump, clap, turn around, snap fingers, move a chip, etc. each time a number is said in sequence. You may also reinforce the sequence by

alternating saying the numbers with the child. For example, the child says, “1”, the interventionist says, “2”, the child says, “3”, etc.

3. **Recording Sheet** (attached): Every day you meet with the student, record how high he/she could count using the first counting trial of the day on the Recording Sheet, and date it.
4. **Progress Monitoring:** Administer an Oral Counting probe at least twice per month to determine if the student is making progress.
5. **If a student fails to make progress**, add only 1 number on to the counting sequence per day. Model the correct counting sequence at least 4 times instead of just 2. Have the student say the sequence chorally with you a couple of times before trying it on his own.



## Oral Counting Intervention - Integrity Check

**Interventionist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Tier** \_\_\_\_\_

**Integrity Monitor:** \_\_\_\_\_

<b>Descriptor - Student</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student has scored below benchmark or low on the OCM screening.			
Student is in Grade K or 1, or is older and has been assessed using an OCM.			

<b>Descriptor - Materials</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Interventionist has a recording sheet.			

<b>Descriptor - Interventionist</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist has found a baseline for how high the student can count, and has begun the intervention there.			
When beginning the daily intervention, the interventionist has the student count aloud the sequence worked on the previous day and records how high the student counts.			
Interventionist follows the Explain, Model, Practice, and Reinforce sequence appropriately, depending on the responses of the student, skipping Step b if the student counted incorrectly.			
Interventionist assists the student if s/he has difficulty by returning to Steps c and d.			
Interventionist moves to the Reinforce step only when the student has demonstrated the correct counting sequence correctly at least 3 times in a row.			
If the student fails to make progress, the interventionist implements an alternative strategy as suggested in the instructions.			
The intervention is conducted at a brisk pace at least 3 times per week for 10-15 minutes.			
Student's progress is monitored using the OCM screener at least twice monthly.			

Oral Counting Intervention Integrity Check Summary: \_\_\_\_\_ of \_\_\_\_\_ applicable components are observed.

Notes: