

Number Identification Intervention Strategy – Flashcard Procedure

For: Grades K & 1 students who have not reached the benchmark/target score on the Number Identification assessment or a Number and Operations MN Math Standard regarding number identification.

Materials:

- Number flashcard “practice sets” for each student; each card contains 1 number. (Each student should have a set of 5 “practice” flashcards. Three of the cards should have letters with numbers that the student has previously mastered, and the other two cards contain new or unmastered numbers.) Note: If desired, the interventionist may choose to have a set of 10 “practice” cards—8 “knowns” and 2 “unknowns”. **Flashcards can be commercial/purchased cards or hand-made cards.**
- Flashcard “review sets” for each student (made up of numbers the student has demonstrated s/he knows without help over 3 consecutive days) – “Knowing” means begin able to state the number name within 3 seconds.
- A folder to keep the flashcards in and/or rings to keep the flashcards on; ideally, each child would have an “Unknown Set”, a “Practice Set”, and a “Review Set” of cards.
- 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 Number Identification 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:

1. Administer all flashcards in a set to the student initially, asking for number names. The student should give the name within 3 seconds for it to be counted correct.
2. Select 3 (or 8, if working with a bigger set) “known” flashcards, and 2 flashcards containing numbers that are unknown. This becomes the student’s “Practice Set”. If the student doesn’t know 3 number names, you may select less than 3 “known” cards. If the student knows no number names, select 2 unknown numbers for the “Practice Set” that have already been presented in class.
3. Use the following sequence to implement the intervention:
 - a. **Explain:** Teacher says, “Today you’re going to practice saying the names for some numbers. When I point to the left of a number, figure out the name in your head. When I touch under the number, say the name as long as I continue to touch under the number.”
 - b. **Model:** Teacher says, “I’ll show you how. My turn.” Teacher models for student, first pointing to the left of the number and “thinking”, and then pointing under the number (and saying the number name over and over (“3”, “3”, “3” ...)).
 - c. **Practice:** Teacher says, “Each time I touch to the left of the number, you think about the name. Each time I touch under the number, you say the name until I tell you to stop. Your

turn.” Teacher practices with the student, going through all 5 (10) cards repeatedly until the student consistently responds correctly and immediately to all 5 (10) cards. Teacher maintains a brisk pace, assisting as needed (see “d” below), with little pause between cards. The teacher can mix up the cards periodically throughout the session.

d. **Correction:** Any time a student responds incorrectly, the teacher immediately says, “My turn,” demonstrates the correct response, then says, “Your turn.” The student should then respond to the same card. The teacher backs up 2 cards and continues forward again with the process described in “c” above so that the number name given incorrectly comes back up again. Keep going through the cards until your practice time is over.

4. **Recording Sheet** (attached): Every day that a child gives the name of a “Practice Set” number correctly the first time per day it is presented, a tally mark is placed after the number on the Recording Sheet. When the child has 3 tally marks (3 days in a row of saying the name correctly), the card moves to the “Review Set”, and a new card from the “Unknown Set” is put in its place. If a “Practice card” is read incorrectly, a “—” is recorded instead of a tally. Never should a student’s “Practice Set” contain more than 5 - 10 cards or more than 2 “unknowns”.
5. **Review Set: The “Review Set” should be reviewed once weekly.** An “R” should be recorded on the checklist at the point when the card enters the “Review Set”. Then tallies or “—” marks should continue to be recorded on the checklist. If a “Review Set” card answer is said incorrectly by the child, the card is moved back to the “Practice Set” and a “P” is recorded on the checklist. (If this puts too many cards into the “Practice Set”, an unknown card can be taken out.) The child must then say the answer for this card correctly 3 days consecutively in order to move it back to the “Review Set”.

Sample of a Recording Sheet:

1. 1	R
2. 2	— _ _ R
3. 3	— _ _ _ _ _ _ R
4. 4	— R _ P _
5. 5	— _ _ _

6. **Adaptation:** In addition to following the above sequence, have the student write each of the numbers on a white marker board or on paper. **Many researchers believe that a child doesn’t truly know a number until he can write it without a model. Some teachers using this intervention don’t count the number as a “Review Set” number unless the child can say and write it without a model.**
7. If a student fails to make progress, reduce the number of unknown cards to only 1. Model the “unknown” answer several times before asking the student to give the answer. Have the student write the number while saying it several times.

Number Identification Flashcard Procedure - Integrity Check

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

Descriptor - Student	Yes	No	N/A
Student has scored below benchmark on the NIM or standard assessment.			
Student is in Grade K or 1, or is older and has been assessed using an NIM.			

Descriptor - Materials	Yes	No	N/A
Student has a Practice Set of 5 (or 10, for the bigger set) or fewer cards. Student readily knows the names of 3 (or 8, for the bigger set) numbers in the Practice			
Student has a Review Set of cards s/he has correctly identified on 3 consecutive days.			
Interventionist has a recording sheet.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist follows the steps for implementing the strategy, including explaining, modeling, and using hand signals.			
The "Practice Set" flashcards seem appropriate for the student's skill level.			
Interventionist scores the student responses accurately on the recording sheet.			
Interventionist assists the student if s/he has difficulty using the designated correction procedure.			
The intervention is conducted at a brisk pace at least 3 times per week for 10-15 minutes.			
Flashcards are moved to the "Review Set" if the student produces the number name correctly 3 days consecutively.			
"Practice Set" cards are practiced every time the student meets with the teacher; "Review Cards are practiced once weekly.			
Student's progress is monitored using the NIM at least twice monthly.			

Number Identification Flashcard Procedure Integrity Check Summary: _____ of _____ applicable components are observed.

Notes:

Number Identification Flashcard Procedure - Recording Sheet

Student Name: _____ Inclusive Dates of Intervention: _____

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Number Identification Flashcard Procedure-Recording Sheet (1-50)

Student Name: _____

Dates of Intervention: _____

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