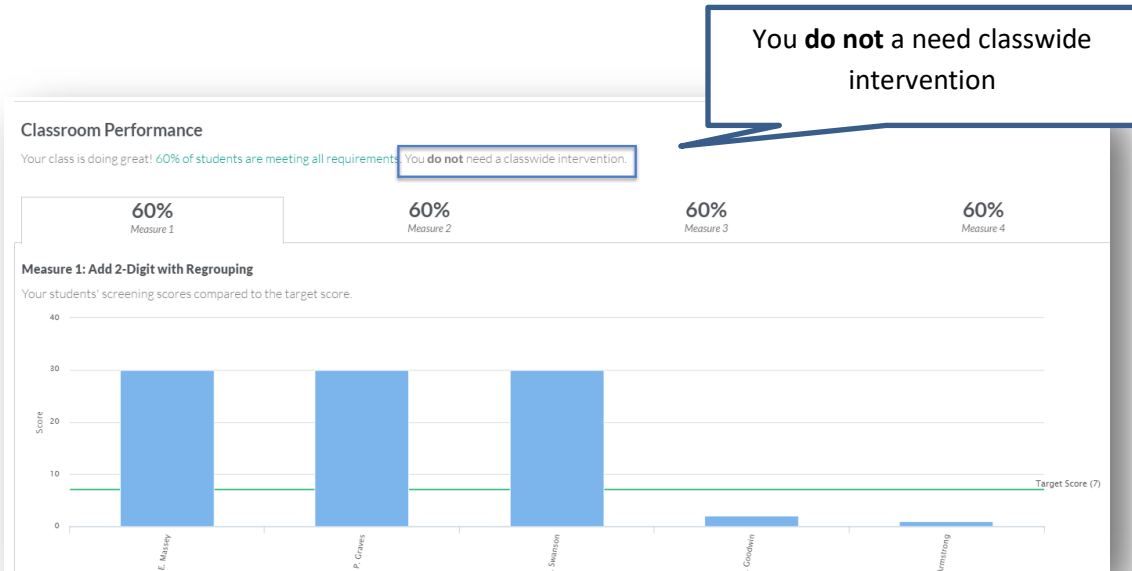
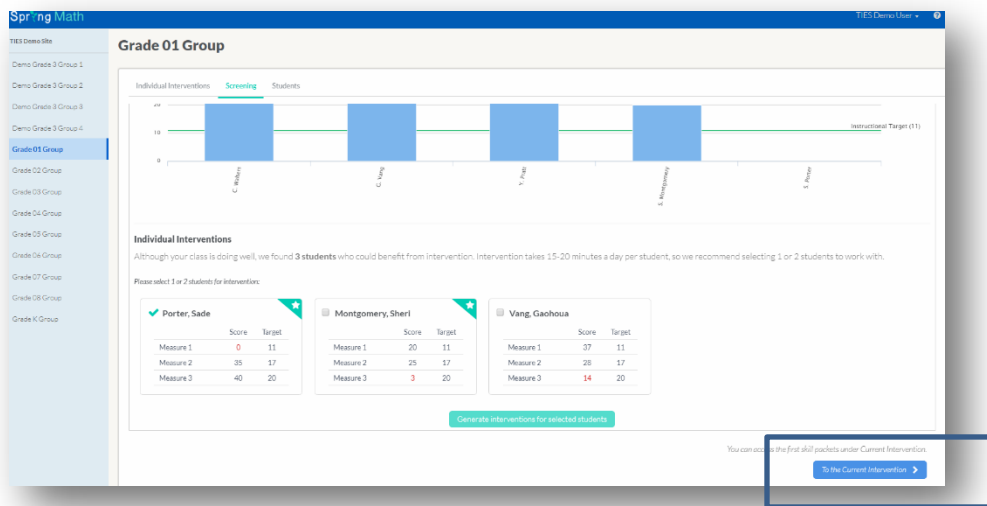


If the screening results show that the majority of your students met the target score for the skills assessed, Spring Math will recommend individual intervention for those students who did not meet the target. Individual interventions are conducted daily and require about 15-20 minutes per day. Follow the process below to administer individual interventions.

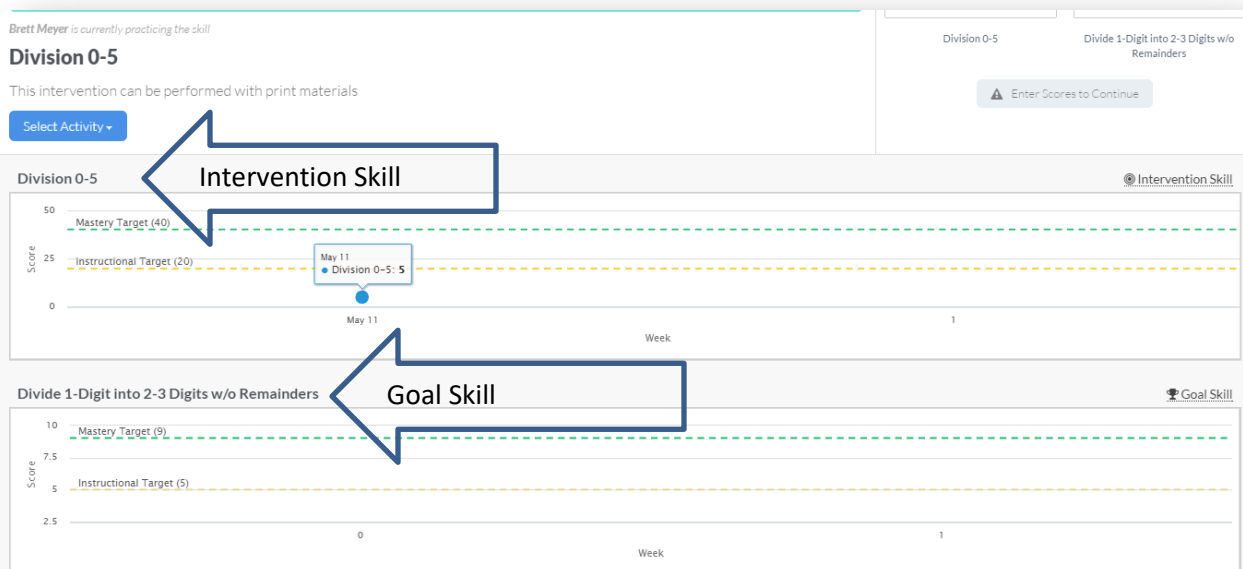


From the screening results page, select 1 or 2 students from the list of recommended students and begin the interventions by clicking the button **To the Current Intervention**. It is strongly recommended that you select no more than 2 students at a time for individual intervention. This helps ensure you have adequate time to spend with your students each day.



For some students it will be necessary to perform additional follow-up or “drill-down” assessments to determine the best intervention for that student. This process takes approximately 15 minutes per student. Print the follow-up assessment and administer it to the student(s). Enter their scores on the intervention page. Repeat the process if another follow-up assessment is necessary. It is often convenient to conduct all follow-up assessment in a single session with your intervention student(s). Enter follow-up assessment scores for each student until the recommended intervention skill and goal skill are displayed.

NOTE: The **Goal Skill** is one of the skills from the screening assessment that the student did not pass. The **Intervention Skill** is a prerequisite skill to the Goal Skill, and your starting place for intervention.



To begin intervention work for a student, select the intervention materials you would like to use from the menu. All of the material options will match the student’s needs. Your choice should be based simply on your preference or what you think the child will find most engaging. In some cases, there will be only one activity choice for the intervention.



Selecting the activity will open up the individual intervention packet PDF for you to print. All the materials that you will need to conduct the intervention are contained within the packet including the protocol, progress monitoring sheet, and daily activities. Some intervention activities may also require small objects for counting.

After printing the packet, read the intervention directions to make sure you understand how to use the intervention. Under the section titled “Intervene,” read aloud the words in boldface as you work one-on-one with the student. Some ad-libbing is fine, but the boldface print provides a model script to follow. Materials for each day’s activity, labeled “Day 1,” “Day 2,” etc., are included in the packet. Complete each step in the “Intervene” section with the student using the day’s activity materials.

When the daily intervention activity is complete, review the section in the packet titled “Build Conceptual Understanding.” This section contains additional scripted activities to deepen the student’s understanding of the skill. Spend about 5-10 minutes doing some of these **activities each day with each student.**

Example:

Build Conceptual Understanding

Complete several of these each day with the child, encouraging the child to solve each problem aloud:

If we are adding, will the solution be greater than or less than the first number (point to top number)?

Will the solution be greater than or less than the second number?

What happens to the number of tens in a number when the ones value becomes greater than 9?

How many ones can we add to 32 before we have to compose a ten?

What happens to the 3 tens value when we compose a ten in the ones column (i.e., it changes to 4 tens or 40)?

Can we re-write $30 + 14 = 40 + 4$? Are these sums equivalent?

You will also find a section in the packet titled “Troubleshooting.” This section outlines the intended method for administering the intervention. It also contains suggestions for addressing common issues.

On the 5th day, you will assess the student’s progress on both the Intervention Skill and the Goal Skill. Assessments are included in the intervention packet, and have a header with directions to be read to the student. Administer the assessment right after the intervention session.

Teacher: _____	Subtraction 0-5					
Grade: _____	Date: 05/15/2017 (version: fe93)					
Student: _____						
<p>"These problems are subtraction. Let's do the first one together." Work the first problem with the student(s) to make sure student(s) understand the task. "When I say begin, start with the second problem on the first row and work across. Don't skip any problems. Work as many problems as you can before the time is up. Do you have any questions?" Set timer for 2 minutes, start timer, and say, "Begin." Stop student after 2 minutes and count up problems correct.</p>						
$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$	()/6

Enter the scores on the intervention page. Spring Math will graph your student’s performance and adjust the intervention for the following week based on the assessment results.

- If the student does not meet the target score for the **Intervention Skill**, Spring Math will recommend another week of intervention on the same skill. When you select an activity, a new packet will generate so the student is not seeing the same problems again.
- If the student meets the target score for the **Intervention Skill**, Spring Math will advance the student to the next skill in the mastery pathway.

Brett Meyer received an **Intervention Skill score of 40!** Excellent work. Brett Meyer will be moving on to a new Intervention Skill.

- If the student meets the target score for both the Intervention and Goal Skill, Spring Math will advance the student to the next Goal Skill.

Great work, Brett just passed a goal skill and is ready to start on a new one!