

With Me New, At Home Review: Interventionist Planning Guide

Purpose

This guide was developed by Melanie Kowalick, MTSS Curriculum Specialist in Wichita Falls Independent School District, during the spring of 2020 as part of an NCII community of practice focused on virtual intervention delivery. Please note that NCII does not endorse specific intervention programs. As such, any programs noted in these documents are used for illustrative purposes only, or as potential resources for source materials (e.g., sample text, graphic organizers).

During school closures, we learned that virtual intervention does not look the same as face-to-face intervention. Parent support and planning are going to be the key to helping our students who have difficulties with reading and mathematics. For educators or parents, part of this support includes simple ways to monitor student progress. Depending on school and district guidelines for reopening, interventionists should prepare to deliver short, targeted interventions and monitor progress in various modes.

This planning guide may be used for planning short intervention activities, review and practice activities, or progress monitoring checks. This plan can be modified for face-to-face instruction, synchronous or asynchronous online learning, or blended learning.

Considerations

Logistics

- Who will be delivering the intervention (classroom teacher, interventionist, parent)?
- How will the intervention be delivered, and what format will be used (face-to-face, synchronous or asynchronous online, blended learning, digital or nondigital)?
- When will the intervention be delivered (during small-group class time, scheduled response to intervention [RTI] time, or at-home flex time), and how much time is allotted?
- What materials will you need, and how will the materials be distributed (digital, manipulatives, paper copies)?

Procedures

- Day 1: New content
 - Delivered face-to-face or synchronously by the teacher or interventionist
 - Delivered asynchronously through a video

- Day 2: Review
 - Can be done anywhere with or without the teacher or interventionist
 - Can be a collection of activities that are added to a classroom center or take-home folder
- Day 3: Activity (work or progress check)
 - Keep short and manageable

Follow-up

- Student feedback
- Communication with classroom teacher and parents
- Next steps

What we are striving for

- Students in Tier 2 should get at least two sessions a week.
- Students in Tier 3 should get at least three sessions, including one session of direct contact* with the teacher to receive intervention, progress check, or conference.
- On the days that the students are not receiving direct contact, they should have some way to review and practice the skills they have worked on (online practice, center activity, at-home activity).

Tips for implementation

- Provide frequent, specific student feedback in a timely manner.
- Include the student’s parents and classroom teacher in the process, and share both challenges and progress.
- When and how you deliver intervention sessions will depend on your schedule, the number of students you serve, how many of your students are remote, what resources you have access to, and parent support.
- View a sample intervention plan [here](#) or create a new plan with the template below.

* *Direct contact* does not mean in-person contact. This contact could be through a virtual platform or phone call if needed.

With Me New, At Home Review Intervention Planning

Week(s)	Skill Focus	
Day 1: With Me New (30 minutes)	Day 2: At Home Review (15 minutes)	Day 3: Work and Progress Check (15 minutes)
<p>New activity or skill</p> <p>The activity can be done synchronously with a group or face-to-face if in school.</p>	<p>Review activity</p> <p>The activity can be done with interventionists, at home, or as a center in class.</p>	<p>Assessment</p> <p>Check student work from home.</p> <p>Administer a quick and easy progress monitoring check.</p> <p><i>(The assessment can be done with teacher or parent.)</i></p>
<p>List of materials and procedures for both teacher and student</p>	<p>List of materials and procedures for parent and student</p>	<p>Assignment key(s)</p> <p>Assessment and protocols</p>
Notes		
<ul style="list-style-type: none"> ▪ What worked, and what didn't work? ▪ Next steps ▪ Student progress ▪ Parent communication 		