

Increasing Intervention Intensity with the Learning Hierarchy

	Strategies to Use for Specific Academic Domain When Students are Not Making Growth					
Learning Hierarchy Phase	Phonemic Awareness (PA)	Decoding	Reading Fluency	Reading Comprehension	Math Computation	Math Problem Solving
Example Tier 2 Intervention	LiPS Road to the Code	Sound Partners REWARDS	Read Naturally Six Minute Solution	Reciprocal Teaching	Math Facts in a Flash Reflex Math	Schema-Based Math Instruction
Acquisition Exit Goal: Student can perform the skill accurately with minimal support Question – After completing an intervention session, can the student accurately complete the skill?	Validated Program - Target easier PA skill Adaption - Reduce number of targets based on acquisition rate (AR) - Use more meaningful visual cues	Validated Program - Check PA skills – target PA Adaption - Reduce number of targets based on AR - Use visual cues	Validated Program - Check Decoding skills – target Decoding - Duet Reading - Listening Passage Preview Adaption - Add phase drills - Use easier passages	Validated Program - Check fluency – target reading fluency Adaption - Pre-teach key words (with IR) - Add paragraph shrinking to connected text reading	Validated Program - Check conceptual understanding – target conceptual understanding - Cover-copy-compare Adaption - Reduce number of targets based on AR - Use visual cues with the numbers	Validated Program - Check computation skills –target computation - Cognitive routine for word problems Adaption - Provide more instruction in visually representing the problem
Proficiency/fluency Exit Goal: Student a) has learned skill well enough to retain b) has learned skill well enough to combine with other skills Question – If the student can immediately complete the skill after it is taught, does she or he remember the next day?	Validated Program - Picture sorts - Ship is loaded with Adaption - Increase repetitions for each skill taught - Increase review of previous targets taught	Validated Program - Build a word - IR to teach sounds and sound combos - Pocket Words with target sounds in them - Word sorts with target sounds in them Adaption - Start with review - Review the taught sounds two times throughout the day	Validated Program - IR with high-frequency words - Pocket words with high-frequency words - Preteach frequently occurring words Adaption - Increase number of practice reads in repeated reading - Partner reading by sentence	Validated Program - Preteach key words Adaption - Increase practice with the comprehension skills - Conduct short reviews of skills taught that day throughout the day	Validated Program - IR with math facts - Response cards - Pocket facts - Timed math drills - Taped problems Adaption - Start interventions with review - Review the taught facts two times throughout the day	Validated Program - Practice with steps in cognitive routine for word problems Adaption - Provide more practice visually representing the problem

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Generalization Exit Goals: Student a) uses skill across settings b) does not confuse targets with similar skills Question – If the student can accurately demonstrate the skill immediately after it is taught and remembers it the next day, can she or he apply it?	• Practice interventions with and without picture cards	• Practice reading books that contain target word families (Reading A-Z) • Teach all sounds within words and end intervention sessions by reading sentences that contain the words	• Practice reading across mediums and type of texts	• Practice applying the strategies in different mediums and types of texts	• Teach flexibility in solving equations • Teach relationship between operations (division for multiplication and subtraction for addition) • Fill in missing numbers in equations	• Cue cards for cognitive routine

Created with help from Anne Birchem