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## **SUPPLEMENTAL RESOURCES GUIDE: LEARNING MORE ABOUT INTENSIVE INTERVENTIONS**

*Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide* provides general practice guidelines for adapting instructional practices to respond to the complex needs of students with learning difficulties. In addition to that publication, the helpful resources in the following list can expand understanding of delivering relevant, intensive, individualized instruction to students.

Resources are listed in alphabetical order and include the following:

- Title
- Hyperlink
- Brief description
- Developer organization (the  symbol indicates resources the Center on Instruction developed)
- Format (e.g., PDF, PowerPoint, online module)
- Topics addressed

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p><b>Cognitive Strategy Instruction</b>  <a href="http://cehs.unl.edu/csi">http://cehs.unl.edu/csi</a>  <b>Description:</b> This website provides information about strategy instruction in reading, writing, mathematics, study skills, and self-regulation.  <b>Organization:</b> University of Nebraska-Lincoln  <b>Format:</b> Website; includes downloadable lesson plans</p>	✓				✓	✓	✓
<p><b>CSR: A Reading Comprehension Strategy (Star Legacy Module)</b>  <a href="http://iris.peabody.vanderbilt.edu/csr/chalcycle.htm">http://iris.peabody.vanderbilt.edu/csr/chalcycle.htm</a>  <b>Description:</b> This online Star Legacy module demonstrates how Collaborative Strategic Reading (CSR) can be used to support reading comprehension.  <b>Organization:</b> IRIS Center for Training Enhancements  <b>Format:</b> Online module; includes video clips</p>	✓				✓		
<p><b>Doing What Works</b>  <a href="http://dwww.ed.gov">http://dwww.ed.gov</a>  <b>Description:</b> This website provides teachers with support in the implementation of effective instructional practices, including interventions for students struggling in reading and mathematics.  <b>Organization:</b> Office of Planning, Evaluation, and Policy Development, U.S. Department of Education  <b>Format:</b> Website; includes videos, interviews, research summaries, and downloadable materials</p>		✓			✓	✓	

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p><b>Effective Instruction for Adolescent Struggling Readers – Second Edition</b>  <a href="http://www.centeroninstruction.org/effective-instruction-for-adolescent-struggling-readers--second-edition">www.centeroninstruction.org/effective-instruction-for-adolescent-struggling-readers--second-edition</a></p> <p><b>Description:</b> This set of resources provides guidance on the implementation of reading interventions for students in grades 4–12. It includes a meta-analysis, practice guide, and professional development materials.</p> <p><b>Format:</b> PDF, PowerPoint</p>		✓			✓		
<p><b>Extensive Reading Interventions in Grades K–3: From Research to Practice</b>  <a href="http://www.centeroninstruction.org/extensive-reading-interventions-in-grades-k-3-from-research-to-practice">www.centeroninstruction.org/extensive-reading-interventions-in-grades-k-3-from-research-to-practice</a></p> <p><b>Description:</b> This report summarizes 12 peer-reviewed, high-quality research studies between 1995 and 2005 and synthesizes their findings on the effects of extensive reading interventions (comprising at least 100 instructional sessions) for struggling K–3 readers. It then explains the related implications for practice for students with reading problems or learning disabilities in a response to intervention (RTI) setting.</p> <p><b>Format:</b> PDF; webinar also available</p>		✓	✓	✓	✓		

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p> <b>Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide</b>  <a href="http://www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide">www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide</a></p> <p><b>Description:</b> This guide provides information critical to developing and implementing an effective school-level intervention program. It suggests guiding principles and examples of how to operationalize these principles to develop an effective school-level system for meeting the instructional needs of all students.</p> <p><b>Format:</b> PDF; webinar also available</p>			✓	✓	✓		

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p> <b>Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers</b></p> <p><a href="http://www.centeroninstruction.org/mathematics-instruction-for-students-with-learning-disabilities-or-difficulty-learning-mathematics-a-guide-for-teachers">www.centeroninstruction.org/mathematics-instruction-for-students-with-learning-disabilities-or-difficulty-learning-mathematics-a-guide-for-teachers</a></p> <p><b>Description:</b> This guide for teachers is a companion piece to a meta-analysis from the Center on Instruction, Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research. This report identified seven effective instructional practices for teaching mathematics to K–12 students with learning disabilities. It describes these practices and, incorporating recommendations from The Final Report of the National Mathematics Advisory Panel, specifies research-based recommendations for students with learning disabilities and for students who experience difficulties in learning mathematics but are not identified as having a mathematics learning disability.</p> <p><b>Format:</b> PDF</p>						✓	

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p><b>Organizing Instruction and Study to Improve Student Learning</b>  <a href="http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf">http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf</a></p> <p><b>Description:</b> This guide includes a set of concrete actions relating to the use of instructional and study time that are applicable to subjects that demand a great deal of content learning, including social studies, science, and mathematics. The guide was developed with some of the most important principles to emerge from research on learning and memory.</p> <p><b>Organization:</b> National Center for Education Research, Institute of Education Sciences</p> <p><b>Format:</b> PDF</p>	✓					✓	
<p><b>Principles of Effective Instruction and Intervention</b>  <a href="http://www.fcrr.org/interventions/recreading.shtml">www.fcrr.org/interventions/recreading.shtml</a></p> <p><b>Description:</b> This webpage is a list of references for resources that support effective reading instruction and intervention.</p> <p><b>Organization:</b> Florida Center for Reading Research</p> <p><b>Format:</b> Webpage; includes list of references</p>		✓		✓	✓		

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p><b>Project Write</b>  <a href="http://www.kc.vanderbilt.edu/projectwrite">www.kc.vanderbilt.edu/projectwrite</a></p> <p><b>Description:</b> This website provides lesson plans and support materials for story and persuasive writing strategies to improve the writing and self-regulation behaviors of students in early elementary grades (1–3).</p> <p><b>Organization:</b> Project Write</p> <p><b>Format:</b> Website; includes lesson plans</p>	✓						✓
<p><b>RTI (Part 5): A Closer Look at Tier 3 (Star Legacy Module)</b>  <a href="http://iris.peabody.vanderbilt.edu/rti05_tier3/chalcycle.htm">http://iris.peabody.vanderbilt.edu/rti05_tier3/chalcycle.htm</a></p> <p><b>Description:</b> This online Star Legacy module provides information about Tier 3 intervention in an RTI model.</p> <p><b>Organization:</b> IRIS Center for Training Enhancements</p> <p><b>Format:</b> Online module; includes video clips</p>		✓	✓	✓			
<p><b>SOS: Helping Students Become Independent Learners (Star Legacy Module)</b>  <a href="http://iris.peabody.vanderbilt.edu/sr/chalcycle.htm">http://iris.peabody.vanderbilt.edu/sr/chalcycle.htm</a></p> <p><b>Description:</b> This online Star Legacy module describes self-regulation strategies, including self-monitoring, self-instruction, goal setting, and self-reinforcement.</p> <p><b>Organization:</b> IRIS Center for Training Enhancements</p> <p><b>Format:</b> Online module; includes video clips</p>	✓						

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p><b>SRSD: Using Learning Strategies to Enhance Student Learning (Star Legacy Module)</b>  <a href="http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm">http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm</a></p> <p><b>Description:</b> This online Star Legacy module provides information about strategy instruction, including the Self-Regulated Strategy Development (SRSD) model.</p> <p><b>Organization:</b> IRIS Center for Training Enhancements</p> <p><b>Format:</b> Online module; includes video clips</p>	✓						
<p><b>✿ Synopsis of “Improving Comprehension of Expository Text in Students with Learning Disabilities: A Research Synthesis”</b>  <a href="http://www.centeroninstruction.org/synopsis-of-improving-comprehension-of-expository-text-in-students-with-learning-disabilities-a-research-synthesis">www.centeroninstruction.org/synopsis-of-improving-comprehension-of-expository-text-in-students-with-learning-disabilities-a-research-synthesis</a></p> <p><b>Description:</b> This synopsis discusses the results of a synthesis of 29 studies that addressed instructional approaches for enhancing reading comprehension and their implications for helping students with learning disabilities improve their reading comprehension in content-area instruction. The authors describe two main types of interventions: content enhancement and cognitive strategy instruction, both found to be highly effective in this population.</p> <p><b>Format:</b> PDF</p>	✓				✓		

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<p><b>A Synopsis of “The Power of Feedback”</b>  <a href="http://www.centeroninstruction.org/a-synopsis-of-the-power-of-feedback">www.centeroninstruction.org/a-synopsis-of-the-power-of-feedback</a></p> <p><b>Description:</b> This synopsis highlights findings from a synthesis of research that examined feedback as an instructional strategy, reviews the evidence related to its impact on learning, and suggests applications in the context of overall classroom instruction as well as interventions with students who are struggling or who have learning disabilities.</p> <p><b>Format:</b> PDF</p>	✓	✓					
<p><b>A Synopsis of “A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students”</b>  <a href="http://www.centeroninstruction.org/a-synopsis-of-a-synthesis-of-empirical-research-on-teaching-mathematics-to-low-achieving-students">www.centeroninstruction.org/a-synopsis-of-a-synthesis-of-empirical-research-on-teaching-mathematics-to-low-achieving-students</a></p> <p><b>Description:</b> This synopsis highlights key findings from a synthesis of research on interventions for struggling mathematics students. Baker, Gersten, and Lee (2002) synthesized findings from 28 years of research on interventions for students struggling with learning mathematics.</p> <p><b>Format:</b> PDF; webinar also available</p>						✓	

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<p><b>Synopsis of “Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School”</b>  <a href="http://www.centeroninstruction.org/synopsis-of-writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-high-schools">www.centeroninstruction.org/synopsis-of-writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-high-schools</a></p> <p><b>Description:</b> This synopsis distills the findings reported in Writing Next, with special attention to findings for students with learning disabilities. It identifies 11 instructional strategies, listed in decreasing order of effect size. Although writing has received less attention than reading, it is a critical aspect of literacy and one in which effective instructional techniques and intervention models are needed.</p> <p><b>Format:</b> PDF; webinar also available</p>	✓						✓

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Resource Information	Supporting Cognitive Processes	Intensifying Instructional Delivery	Increasing Instructional Time	Reducing Group Size	Reading	Math	Writing
<p> <b>Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers</b> <a href="http://www.centeroninstruction.org/using-student-center-activities-to-differentiate-reading-instruction-a-guide-for-teachers">www.centeroninstruction.org/using-student-center-activities-to-differentiate-reading-instruction-a-guide-for-teachers</a></p> <p><b>Description:</b> This guide describes a wide range of student center activities to engage students in differentiated reading activities during small-group work. The activities target specific skills, scaffold student learning, and provide engaging practice to extend student learning and increase the time focused on critical reading skills at all levels of reading proficiency. Originally prepared for use in Florida schools, these activities are appropriate in any elementary school context and are consistent with scientific research on reading instruction.</p> <p><b>Format:</b> PDF</p>				✓	✓		