



Intervention

- Spiritual
- Academic
- Behavioral
- Praise



Spiritual Intervention

- Integrate in all subjects
 - Science – We are fearfully and wonderfully made . . .Psalm 139:14
 - Math – But even the very hairs of your head are numbered . . . Luke 12:7
 - Social Studies – the Bible is rich in maps, historical facts, etc.
 - English – line upon line . . . Isaiah 28:10, 28:13



Spiritual Interaction

- Example
- Speech
- Mannerisms
- Encouragement
- Scripture Memory
- Songs



Academic Intervention

- Health of the child has an influence on mental ability.
- Emotional stability of student influences academic success.
- Developmental Timing – the earlier children receive help usually equals great results whether it requires physical, emotional, or academic intervention.



Types of Intervention

- Primary – Steps taken to stop a certain outcome from happening at all
- Secondary – Steps taken to address the problem at the first signs of symptoms
- Tertiary – Actions taken after the problem has already happened



Reading Intervention

- Cooperative Learning
 - 2 to 4 member teams
 - Team succeeds when every member succeeds
 - Allows students to be noisy, active and social
- Summarization
- Prediction
- Questioning
- Clarifying
- Become strategic, thoughtful readers, gaining skills

Main Ideas
Graphic Organizers



Teacher Role

Think – Pair – Share
Number Individuals in Teams
Mix Instructional Levels
Teacher Sets Pace
Moves From Group to Group
Read, Focus, Question, Repeat



- Question the Issue
 - Eyesight
 - Phonemic Awareness
 - Sight Word Understanding
 - Interpretation of Illustrations
 - Need for Reading
 - Learning Style
 - Give Time to Read
- Coordinated and Systematic Intervention and Assessment Activities Can Make A Difference



Math Intervention

The roots of many students' math difficulties are evident as early as kindergarten.

- Dyscalculia – math disabilities
- Difference between math disabilities and math difficulties
- All can be assisted
- Weak computational fluency
- Not a memorization issue, but a number sense issue.
- Visuals to help representing, comparing, ordering numbers, and joining and separating sets.



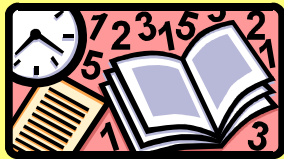
Is Our Curriculum Current and Enough?????????

- Are we equal to or above public schools?
- How do we compare to other private schools?
- Previewing of curriculum.
- Are our grades a true picture of a students work?
- Should we add a new section for effort?
- Are our comments realistic?



Behavioral Intervention

- Consistency vs. Circumstances
- Age & Grade, Knowledge of Behavior
- Teacher Choice vs. Administration
- Recess, Detention, Suspension
- Parent Support



Perils and Promises of Praise

Object: To praise students in ways that yield motivation and resilience.



Praise

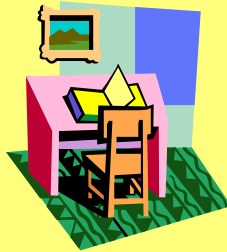


- Praising students' intelligence gives them a short burst of pride, followed by a long string of negative consequences.
- Intelligence - (You must be smart at these problems.) vs.
- Effort - (You must have worked hard at these problems.)
- Praise for intelligence put students in a fixed mind-set (intelligence is fixed, and you have it.)
- Praise for effort tended to put students in a growth mind-set (you're developing these skills because you're working hard.)



Praise

- Examples:
- You really studied for your English test, and your improvement shows it. You read the material over several times, outlined it, and tested yourself on it. That really worked!
- I like the way you tried all kinds of strategies on that math problem until you finally got it.
- It was a long hard assignment, but you stuck to it and got it done. You stayed at your desk, kept up your concentration, and kept working. That's great!
- I like that you took on that challenging project for your science class. It will take a lot of work – doing the research, designing the machine, buying the parts, and building it. You're going to learn a lot of great things.



Praise



- What if a student works hard and doesn't do well?
- I like the effort you put in. Let's work together some more and figure out what you don't understand.
- Process praise keeps students focused, not on something called ability that they may or may not have and that magically creates success or failure, but on processes they can all engage in to learn.
- Growth mind-set creates motivation and resilience and leads to higher achievement.



Praise Intervention

- Study Skills
- Time Management
- Memory Strategies
- How to help the brain to grow – like a muscle; the more it is used the stronger it gets; trying hard to learn something new forms new connections which increases intelligence. (You mean I don't have to be dumb?)
- When students believe that they can develop their intelligence, they focus on doing just that.