



CYY



RTi: Intervention Strategies

Presenters

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Agenda

- Intervention Strategies:
 - Physical: Gross Motor
 - Physical: Fine Motor
 - Cognitive Ability
 - Communication: Language
 - Social/Emotional Learning (SEL)
 - Speech (Articulation, Fluency, Voice)
 - Adaptive
- Intervention Documentation
- Q & A

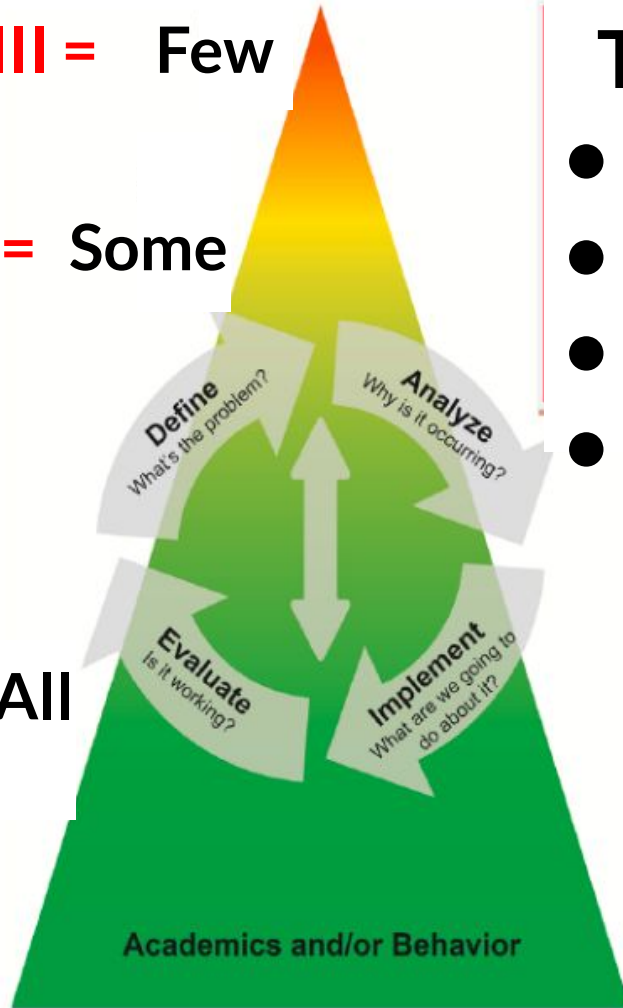
Tiered Framework for Supports and Services

- Tier I: Foundation of quality, universal screening, progress monitoring
- Tier II: More intensive response to children who need additional support to be successful (embedded & explicit), progress monitoring, use of standard protocols, collaborative problem-solving
- Tier III: Additional support that is more intense and individualized, assessments & progress monitoring, collaborative problem-solving

Tier III = Few

Tier II = Some

Tier I = All



The Tier Cycle:

- Define
- Analyze
- Implement
- Evaluate

Five developmental areas in which a child could be found eligible for ECSE services:

1. Physical: Gross Motor, Physical: Fine Motor
2. Cognitive Ability
3. Communication: Language
4. Social/Emotional Learning (SEL)
5. Adaptive

Speech (*Articulation, Fluency, Voice*) is separate from Language and is another area in which a child could be found eligible for services.

Gross Motor



Example: Body Awareness

You are concerned about a student in your classroom who seems very clumsy and uncoordinated. He has difficulty walking in a line with his classmates without running into them. He bumps into walls or furniture and falls down often. He also has difficulty sitting in his chair during table-top activities, often falling completely out of his chair.

What should you do next?



Tier I Interventions: Whole-class activity can be done as a warm-up before you start your day. Yoga for kids is a great option.

P.A.C.E.-part of the brain gym routine, made up of movements to directly target and stimulate the brain to help students reach academic potential.



Target: Areas of the Brain	Target: Area of Education	Target: Movement Purpose	Brain Gym Example
Laterality	Auditory, taking notes, Speech, retention, critical thinking, problem solving, creativity	Midline Movements	Cross Crawls
Centering	Focus, attention, fidgeting, following directions, listening to the teacher, executive functioning	Energy Exercises	Brain Buttons
Focus	Anxiety, anxiousness, tantrums, meltdowns, sensory overload, stress	Lengthening Exercises	Hook-Ups

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Tier II Interventions: Add activities/tools to a classroom center. Can be used for one or more students who continue to struggle after implementing Tier I interventions. Tasks involving heavy work (pushing, pulling, carrying heavy items) help to “ground” the students and make them more aware of what their body is doing.



Tier III Interventions:

A weighted blanket or lap pad can be used when sitting.
Trouble-shoot through specialized seating options.

Special “jobs” can be assigned to a specific student (erasing whiteboard, wiping off desks) to prepare their bodies for especially challenging times of their day.



A special note on lap-sitting:

It's tempting to have students who struggle to sit up/sit still to sit on your lap, BUT...



OT/PT can consult to develop a long-term seating solution that can follow your students to kindergarten and beyond.

Nothing is working...now what??

If interventions have been implemented (starting with Tier I and moving up to Tier II and Tier III as appropriate) for 6-8 instructional weeks without a documented change in student performance...

AND

...the student's delays are affecting their ability to physically access their educational environment....

Then it may be time for a referral for a possible special education evaluation.

Fine Motor / Visual Motor

Tier I Fine and Visual Motor Interventions

- Brain Gym
- Motor Lab
- Fine Motor Centers –
 - Small blocks with designs to build
 - Twist-top containers – sprinkle/spice size
 - Beads with string – could add design cards to copy
 - Playdoh/Putty
- Put items that students will need in twist-top containers as part of a lesson or daily routine

Tier I Fine and Visual Motor Interventions cont.

- Dress-up clothes with fasteners
- Watch for students that can zip/unzip jackets as they get ready for recess
- Classroom “I CAN” charts or clubs – students show skills and then mark off name when they master these
ie. button shirt, snap pants, zip jacket
- HWT Curriculum – pre-writing, uppercase letters
- HWT pencil grasp lessons/tips



Tier I Fine and Visual Motor Interventions cont.

- Have students “sign-in” by putting a tally, or vertical line by their name
- Teach hand placement and use consistent language for cutting skills ie. thumb in small hole, fingers in large hole, thumbs up, keep material between hands
- Fine/Visual Motor Checklist – use as guide for all

Tier II Fine and Visual Motor Interventions

- **Stacking**

- Use larger blocks for stacking to develop skill/ transition back to small 1" size
- Rubber blocks hold position better – use when struggling to keep blocks in place
- Use duplo blocks or connecting cups to develop skill and transition back to small 1" size

- **Block Designs**

- Start simple and add in more complex designs
- Use visual cards as needed

Tier II Fine and Visual Motor Interventions

- Fastener mat/board
- Putty for strengthening needed for pencil grip
- Clothespins
- Pegs/pegboard
- Use small crayons, short pencils to facilitate grasp
- Small group pre-writing – top/bottom, side-side
vertical line, horizontal line, circle, cross, square, X, tri
- Introduce tongs, eye droppers, tweezers for pre-cutting
- Cutting bold lines – may use springload or loop scissors
to build skill, then transition to standard

Tier III Fine and Visual Motor Interventions

- Work with OT/COTA to identify skills not mastered on Fine/Visual Motor Checklist
- Target skills in small group setting daily
- Small group to individual teaching

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AND

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Sensory Processing

Sensory Processing Interventions

When children are not able to take in information from their senses, make sense of it, and then use it in their day, they may need assistance with this self-regulation process, so that they can respond appropriately in their environment.

TOO LOW	JUST RIGHT	TOO HIGH
My body feels sluggish, sleepy, unmotivated, <u>lazy</u> .	My body feels <u>alert</u> and <u>ready</u> to focus, not too fast, not too slow.	My body feels like it is moving too quickly. I can't put on the brakes.
Hop on one foot Skip or gallop Bounce on ball Jump on trampoline Superman Jumping jacks Animal walk Chair/Wall push ups Bear hug/Self hug Figure 8 walk Finger pulls Exercise band Wheelbarrow walk Marching in place Scooter on tummy Music with quick beat Drink of cold water	I follow directions. I sit in my space. I transition from one activity to another. I keep my hands and feet to myself. My voice is off when my teacher is speaking. I use my inside voice when I'm inside. I use walking feet inside the school.	Chair/wall push ups Bear hug/Self hug Animal walk Rocking chair/Glider Wheelbarrow walk Roll over exercise ball Heavy work activities Squeeze ball Crab walk March in place Slow music without words Exercise band Headphones Weighted blanket Weighted vest Weighted lap pad Pressure vest Joint Compressions Swing - front-back, side-side *See OT for weighted/pressure tools, joint compressions, swing precautions

Sensory Processing Interventions (cont'd)

Vision

- Minimize classroom materials hanging, on shelves, etc
- Turn off classroom lights and use natural light through windows or lamp
- Provide personal visual schedule – can use daily schedule, activity schedule – typically kids that need this aren't able to attend a classroom schedule on a board
- Seat student near teacher, away from frequent visual distractions such as near doorway, at end of table

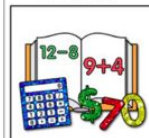


First THEN

Visual Picture Boards

First

Then



Daily Schedule Chart

Circle Time

Centers

Snack

Group Time

Lunch

Outside

Nap Time

Art

Centers

Story Time

Sensory Processing Interventions (cont'd)

Hearing

- Prep kids about upcoming drills, sirens, etc. when they may encounter loud sounds
- Use headphones to help filter noisy environments, block loud or startling noises such as bells, sirens, whistles
- Use whisper phone for students making noises, humming, singing, etc. to self to help register noises appropriately

Touch

- Provide firm touch rather than light touch that can be startling or alerting

Sensory Processing Interventions (cont'd)

Taste/Smell

- Minimize air fresheners, perfume, etc. when kids are sensitive to smells
- Can use alerting fragrances for kids that seem tired or lethargic ongoing
- Provide appropriate oral input using “chewy” or chewy, crunchy, sour snack when kids are putting nonfood items in their mouth

Sensory Processing Interventions (cont'd)

Body Awareness

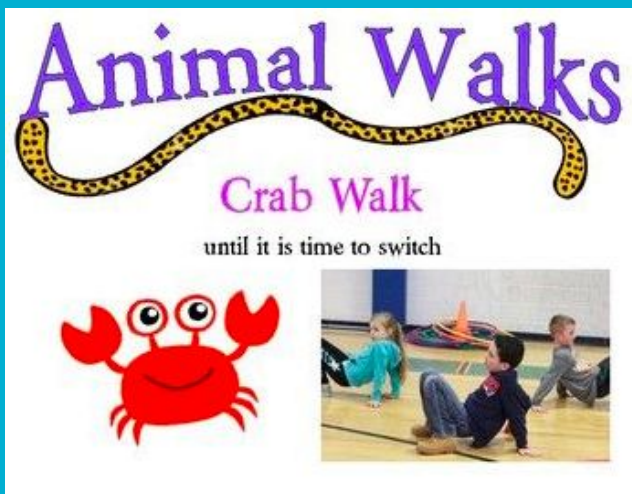
- Encourage student to complete deep pressure activities that provide calming and organizing input, this is recommended every hour and a half to a couple of hours but can be completed more frequently
- Use pressure and/or weighted tools - ie hug vest, weighted vest, weighted blanket/lap pad, weighted animals - CONTACT OT for use of weighted/pressure tools

Sensory Processing Interventions (cont'd)

Balance and Motion

- Encourage student to complete movement activities at an appropriate, designated time so that they are able to sit and attend for a certain activity or amount of time, be sure to follow movement activities with a deep pressure activity to help calm and organize the body – movement is good but can be alerting
- Linear swinging is calming, spinning is alerting.

See OT for guidance on need/type movement input.



Social/Emotional Development

Social/Emotional/Behavioral Tier I Interventions

- Use a student's favorite item to initiate play when a child is having difficulty choosing an area of play
- Provide opportunities for small group participation as opposed to only and always having large group participation
- Allow student to be present during group activities without requiring active participation
- Encourage empathy and differing perspective


A musical staff with five lines, featuring a series of notes and rests that curve upwards from left to right. The notes are black, and the staff lines are black.

Someone is Gone Today

Someone is gone today.
Someone is gone today.
Oh, oh, we miss them so.
Someone is gone today.

OR

No one is gone today.
No one is gone today.
Oh, oh, we don't miss them so,
No one is gone today.

A musical staff with five lines, featuring a series of notes and rests that curve upwards from left to right. The notes are black, and the staff lines are black.



Social/Emotional/Behavioral Tier II Interventions

- Plan activities which encourage play and interaction, with increasingly complex levels of interaction (water play, shaving cream, bubbles, working on large piece of paper on the floor or table where children can draw/color with others and “create” together)
- Provide intentional individual support for children who need support/modeling to appropriately interact while working/playing beside other children
- Set up the opportunity for one child to engage in a game or activity with one other peer. With success, gradually increase the size of the group to include more peers.







Our

Ideas

Be nice to friends.



No throwing toys.



Keep fingers out of mouth and nose.

• Use inside voices.



We should run outside.

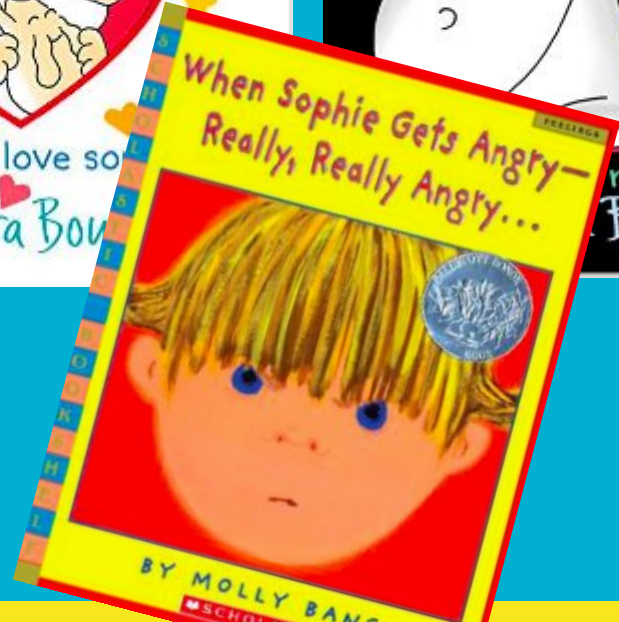
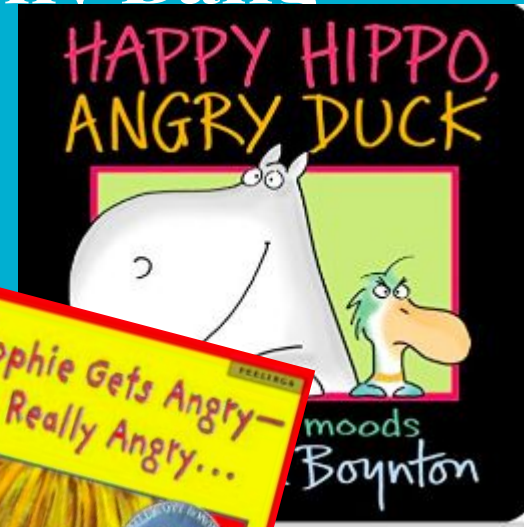
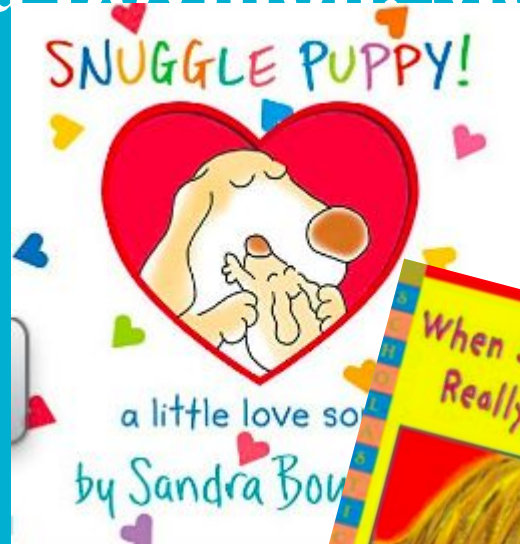
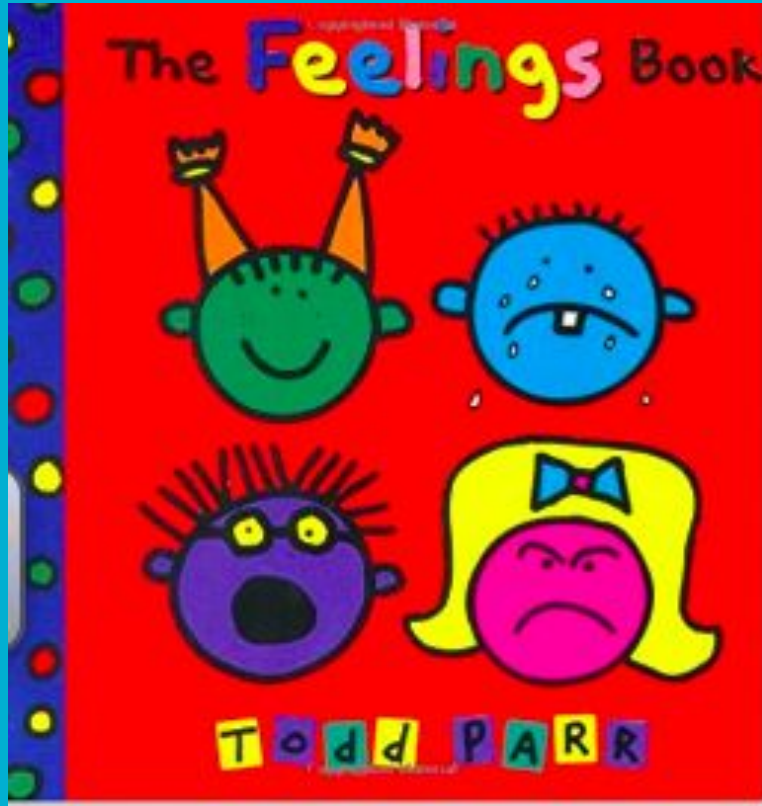


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Social/Emotional/Behavioral Tier III Interventions

- Capitalize on opportunities to share and help (assigned “jobs”, promote problem solving as a class, social responsibilities)
- Intentionally choose a peer to model appropriate interactions with another student on a one-on-one basis
- Provide redirection with purpose, in a positive manner
- Use pictures of faces to identify various feelings of others
- Use specific stories/books to teach about actions and feelings
- Maintain a consistent, dependable, predictable schedule

Quality authors for books about feelings: Todd Parr, Sandra Boynton, Molly Bang



Nothing is working...now what??

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Adaptive Development

Adaptive Skills Tier I Interventions

- Plan activities which allow for recognition of feelings
- Read stories utilizing nonverbal facial expressions which must be interpreted
- Use snack and meal times at school for practice with utensils
- Use opportunities in the daily classroom routine to practice adaptive skills: restroom use with child performing tasks as independently as possible, independence in preparation for going outside or at arrival and dismissal with coat, backpack
- Have a specific plan for using dramatic play clothing with fasteners (theme in dramatic play of doctor office, etc)
- Encourage self direction with verbal prompts



Adaptive Skills Tier II Interventions

- Intentionally work on specific self-care skills with two to three individuals in small groups, depending on ability and need
- Encourage self-direction with pictorial prompts
- Plan activities which support thinking, reasoning, problem-solving and understanding
- Support language use for meeting self-care needs
- Specifically plan for opportunities to initiate peer contact
- Plan for group play activities
- Practice/plan activities for gross and fine motor skill development, (hopping, jumping, throw/catch, drawing, stacking)



Adaptive Skills Tier III Interventions

- Stock learning centers with specific clothing which includes large buttons to button/unbutton, other fasteners
- Implement guided practice in hand washing until independent
- Provide supports as needed until independent in toileting
- Support the act of blowing nose with a tissue, caring for hair
- Serve classroom snacks which require the use of utensils (knife)
- Intentionally plan activities where students remove shoes so that they are guided and encouraged to put shoes back on to a level of independence
- Practice situations where danger is recognized and appropriate actions are known by a child

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Cognitive Development

Cognitive Skills Tier I Interventions

- Ask open-ended questions, and allow for multiple answers
- Present problems to the large group, encourage group problem solving (language and cognitive skill development)
- Ask questions after reading a story about a character's intentions, thoughts, the "whys"
- Encourage matching, pairing objects by shape, color, other attributes
- Use new vocabulary paired with known words to 'stretch' a child's receptive and eventually expressive language



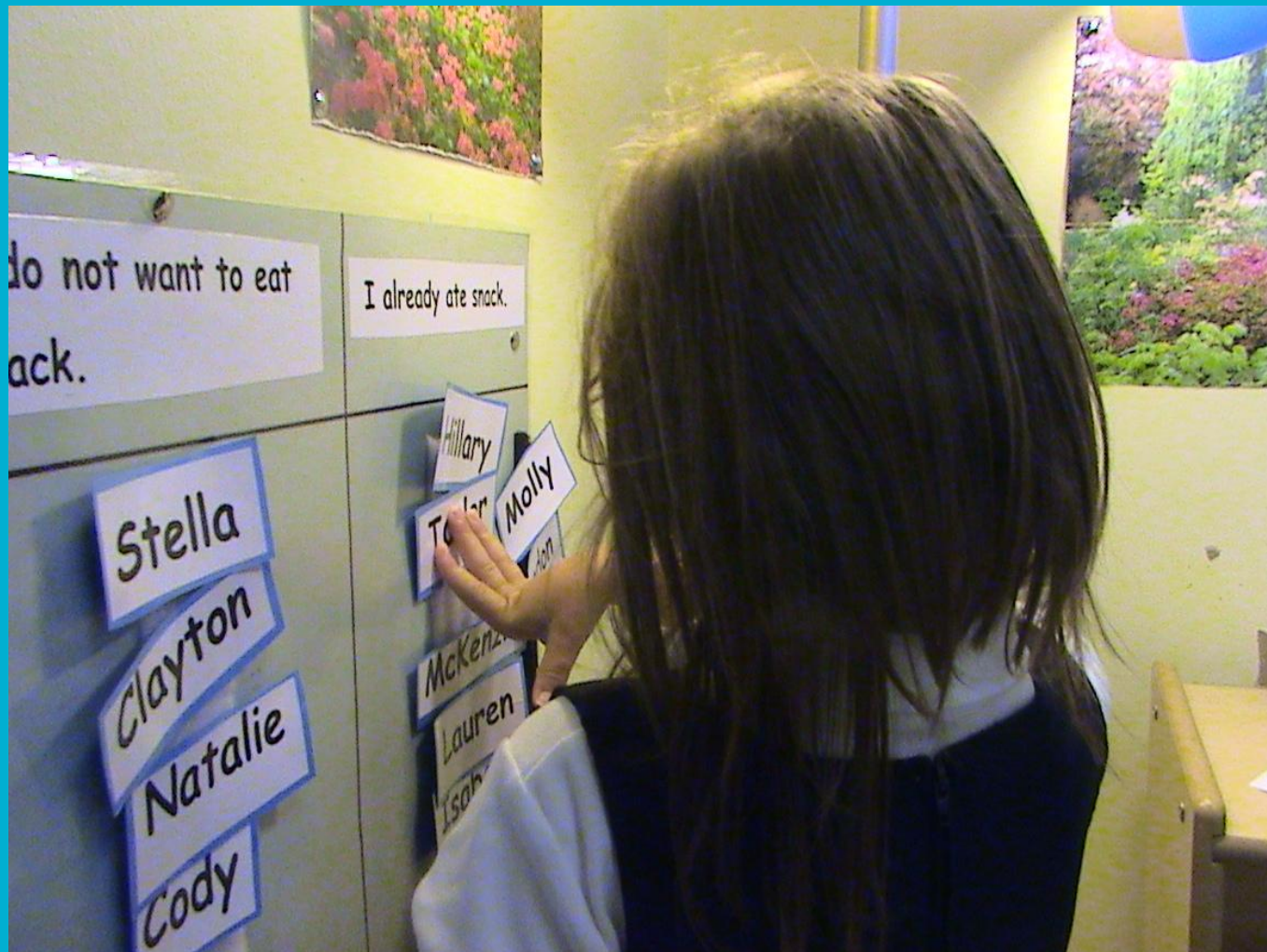
Cognitive Skills Tier II Interventions

- Modeling flexibility and substituted use of objects for items needed in play (wooden block for a phone, box for a bridge)
- Supporting collaboration with peers for acting out stories
- Intentional everyday associations planned and lead by teacher to help with teaching natural organization of items (having colored cups for storing different colors of crayons)
- Increase the number of mental representations - a bowl can be a bowl, or a hat, or a bed for a baby mouse, or a cave for pretend people



Cognitive Development Tier III Interventions

- Plan firsthand, meaningful experiences in your classroom where relationships of objects or experiences are the focus
- Intentionally plan for make-believe/pretend play with guidance and support from adults that present opportunities for extending thinking (use of objects, appropriate responses)
- Encourage children to mentally engage in challenging situations which allow them to stretch their logical thinking (choose stories, discussions, group games which allow this)
- Rotate frequently the variety of materials requiring different levels of cognitive skill (puzzles, drawing) in your classroom





Reynolds

Isabel

Ellise

Jordyn

Lauren

Khaden

Samuel

Alex

Joshua

Molly



Clayton

Bryce N.

Genevieve

Elizabeth

Khale

Karter

Avery

Bryce W.

Rodie



08/17/2012

**Everyday
Problem
Solving**

**Facilitating
Thinking**



**Everyday
Problem Solving**

**Facilitating
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Language Development

Tier I Language Interventions

Provided by the Parent, Teacher, or the PAT Parent Educator

Model—Providing a clear, simple, correct example when talking with children. Children learn what they hear from others around them.

Preferential Seating

Place the child so your face can be seen when talking. Seating the child next to you at circle time is not the best seat for children with language or hearing difficulties.

Tier I Language Interventions

Choices

A powerful tool! Use choices to simplify the asking of a question. If the child does not respond to your question, follow it with a related question including a choice of responses. This makes a word recognition task out of a word retrieval task.

Purposeful Pairing

Pair a child having difficulties with a peer who is tolerant and patient with others.



Tier II Language Interventions

Provided by the Teacher (under direction of the SLP)

Repetition by Child—Encourage a child to repeat your language model.

Recast—Repeat the child's utterance adding a correction of a word form.

Expansion—Like a recast, the child's comment is repeated with an additional word to broaden vocabulary and concept development.

Tier II Language Interventions

Visual Support

Always add visual representations to support vocabulary development and remember when you plan for visual support to help a specific child it becomes an intervention!

Document and take data re: the outcome.



Tier III Language Interventions

Provided by the SLP for limited time period

Adjust Level of Difficulty

Consider the # of words in your utterances, consider the complexity of your sentences, and consider the children's familiarity with your vocabulary. Use this strategy with all students. If you simplify for specific children—it becomes an intervention!

Location of Stimuli

If you want the child to watch your face, hold the stimulus (picture or object) next to your face.

Tier III Language Interventions

Wait Time

Allow at least 5 seconds of wait time for children having processing or comprehension problems.

Phonemic Cues

Prompting the child to say a particular word by modeling the beginning sound of the word.



Language is about conversation
with others....

Using words to get things to
happen.

Speech Development

Tier I Speech Interventions

Provided by the Parent, Teacher, or the PAT Parent Educator

Talk about sounds in words and describe how they are made.....

- Lip sounds

- Tongue sounds

- Popping sounds

- Hissing sounds

Teach the parts of the structures used...

- Tip of the tongue

- Back of the tongue

Tier I Speech Interventions

When teaching sound/symbol associations, be VERY careful to avoid adding a vowel to the sound!

Ensure that the child is able to see your mouth as you make a target sound.

Have the child imitate the error sound in isolation. Then try the sound in combination with a vowel (CV). Finally, vary the Vowels used in the CV syllables.

DON'T expect the child to immediately start using the sound in words!

Tier II Speech Interventions

Provided by the Teacher (under direction of the SLP)

Choices (Still a powerful tool!)

Give the child feedback re: what they are saying....one way is by asking,

“Did you say punny or funny?”

Involves discrimination and self-correction.

Recast—Repeat the child’s utterance with a correction of a speech sound.

The child says, “*You are fu-ee.*” I recast with, “*Yes, I am funny!*” with emphasis on the target sound.

Tier II Speech Interventions

Use hand cues to remind the child how and where the sound should be made.

Increase awareness further.....know the sound a child is working on and when you hear that sound in a word, help the child hear it and recognize that it is the sound he/she is working on.

Tier III Speech Interventions

Provided by the SLP for limited time period

Specific and targeted drillwork on error sounds.

Use articulation pictures grouped by sound and have the child name the pictures, while documenting accuracy of response.

Play simple card games with the articulation cards to practice correct production of target sounds in words, phrases, and sentences.

Intervention Documentation:

Teacher: _____ Student: _____

Area of concern: _____ Specific concern: _____

Intervention: _____

When used: breakfast lunch calendar time wiggle break circle time/carpet time recess centers

Dates the intervention was tried: _____

Frequency & how long: _____

Outcome: _____

Intervention Documentation:

Teacher: Ms. Happy Student: Jim

Area of concern: social / emotional Specific concern: interacting with others

Intervention: try various groupings to determine socially successful situation

When used: breakfast lunch calendar time wiggle break circle time/carpet time recess centers

Dates the intervention was tried: Sept 19 - Dec 18

Frequency & how long: daily, 15 weeks

Outcome: Jim would interact with others appropriately for first
4-5 minutes when placed in a group of less than 3 peers of same
sex (all boys or all girls).

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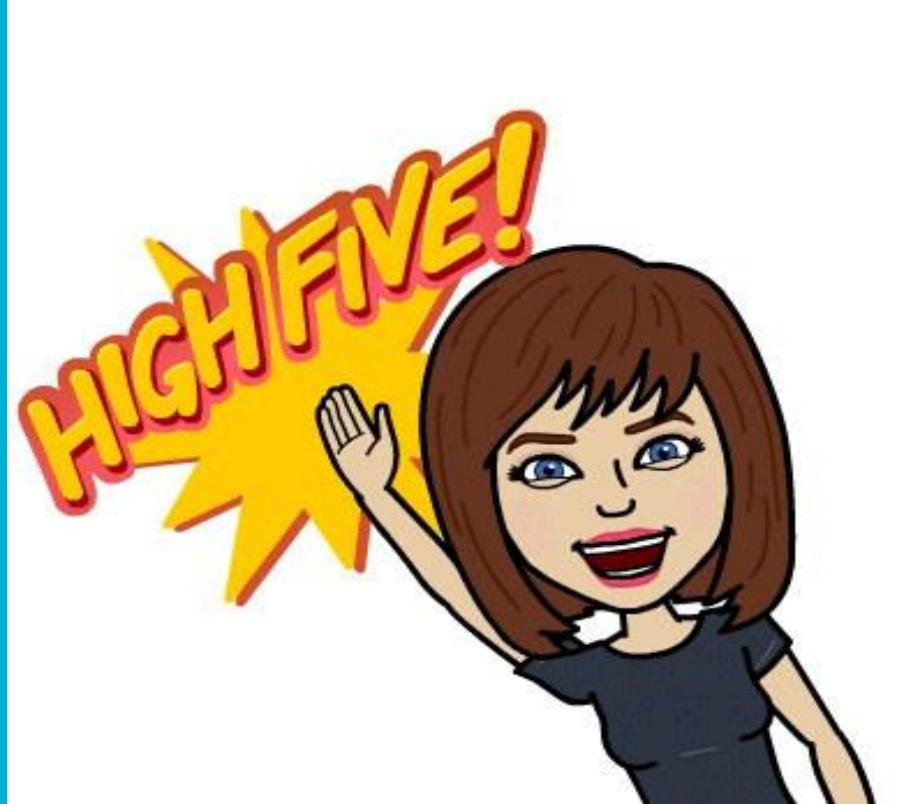
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Expert line



Thank you for your participation!



Question and Answer time