

DEFINITION

Classwide mathematics intervention can be used to supplement any core math curriculum, and involves following a sequence of essential skills and understandings for 15 min per day.

Classwide interventions tend to be standard protocol fluency-building interventions, so the targeted skills should be those that students have acquired.

WHY IS IT IMPORTANT?

Due to COVID closures, students likely have lost learning time and fallen behind in attaining key academic benchmarks. Relying on initial screening assessments alone will produce unreliable data regarding individual student risk. Because students' skill gaps can be anticipated, educators can boost instruction for all students using classwide intervention.

Materials Needed to Implement Classwide Mathematics Intervention^a

Intervention protocol

Criteria for decision making, graphing progress, and implementation support structures

Sequence of skills

Daily practice materials

Weekly assessment materials



WHERE DOES CLASSWIDE INTERVENTION FALL IN THE MTSS FRAMEWORK?



Classwide intervention can be situated at Tier 1.5, between universal screening and before Tier 2 intervention.^d

^aVanDerHeyden et al. (2012)

^bVanDerHeyden et al. (2015)

^cCodding et al. (2016)

^dKovaleski et al., (in press)

^eBarrett & VanDerHeyden (2020)



WHAT ARE THE ACTIVE INGREDIENTS?^a

- Guided practice with corrective feedback (as needed)
- “Think aloud” during problem solving
- High dosage of opportunities to respond at the correct level of task difficulty
- Targeting skills the student has acquired, but not yet mastered
- Independent practice with a goal to try to “beat one’s last best score”
- Delayed error correction/explanation to partner of how error was corrected
- Group contingency delivering reward or celebration based on class growth

Results to Expect from Classwide Mathematics Intervention

Gains on proximal and distal measures, including robust student growth on CBMs and year-end test scores^{a, b, c}

Strong return on investment, such as high cost effectiveness superior to changing the math curriculum^e

More accurate and equitable identification, and determination of risk^{b, d}

HOW CAN EDUCATORS EFFECTIVELY SUPPORT IMPLEMENTATION?^d

- Organize materials for implementation. Students will work in pairs.
- Identify a scheduled time for the intervention to occur.
- Monitor and record students’ progress. Advance to new content when the class median reaches mastery.
- Participate in coaching and weekly feedback sessions to determine students’ gains and discuss and troubleshoot barriers to implementation.

***PRACTICAL ADVICE:** Conduct a brief screening to establish new baseline proficiency, implement the classwide intervention without waiting, and use the data to determine which students need intensive, individualized support.

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^eBarrett & VanDerHeyden (2020)

