

Intervention Groups: Step by Step

Intervention Groups are quickly becoming an expectation amongst all classrooms, and for good reason, they really do work to help prevent learning gaps. It can be tough in the upper elementary and middle school classroom to work in small groups, but I have worked out a system that works and that helped my students to soar academically!

Many upper elementary and middle school teachers are left wondering...

- **What will a 15 minute intervention group really do, anyway???**
- **How can I make intervention groups work in my upper elementary or middle school classroom???**
- **Who has time to put all of the work and effort into daily intervention groups???**

Well, what if I told you that I **use intervention groups every day in upper elementary classrooms, and have made it effectively work in the middle school classroom** –and only with a 60 minute subject block???

What if I also told you I **did not do any additional prep** for these groups???

Check out [My Blog](#) and [YouTube Channel](#), for a more in depth explanation.

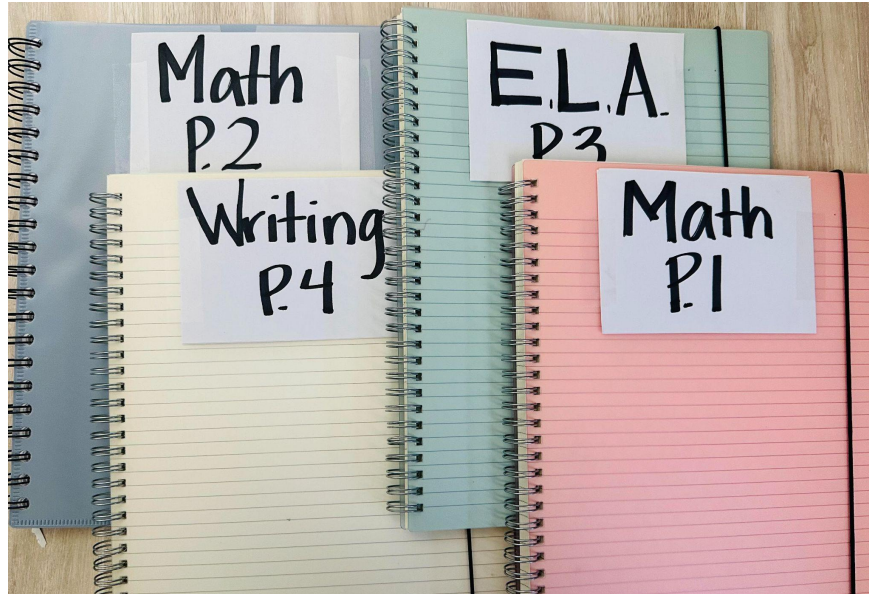
With my Step by Step Guide you can start your cooperative learning tomorrow



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STEP 1: Spiral Notebooks

- Get a spiral notebook for each class or subject.



I suggest a separate notebook for each class/subject. This allows you to easily take the documentation to IEP meetings or Parent/Teacher Conferences. It also allow you to loan the notebook to the Special Education Teacher if they need to record dates or data. My administrator loves flipping through the other notebooks while conducting walkthroughs or during observations. For more detail on this checkout

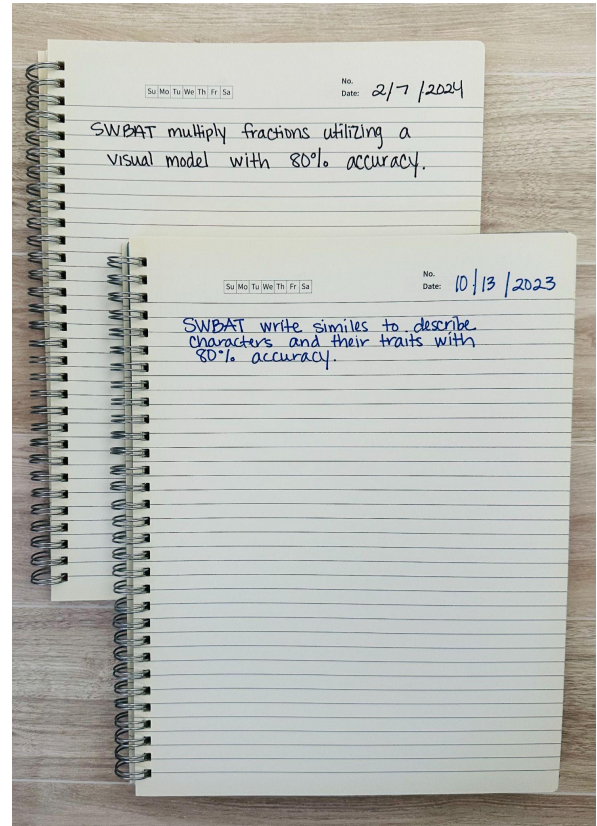
[My Blog](#)



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STEP 2 : Record Date and Lesson Objective

- Copy Lesson Objective from your lesson plans/whiteboard before starting class.
- Use one page for each day.
 - No need to pull students to your group? No problem a blank page will document this win!



I would copy my objectives into my different notebooks prior to school starting or at the end of the previous day when I refreshed/changed my lesson objective on the board for the next class. By writing down your lesson objective, you are recording the skill that you will work on in your intervention group that day.

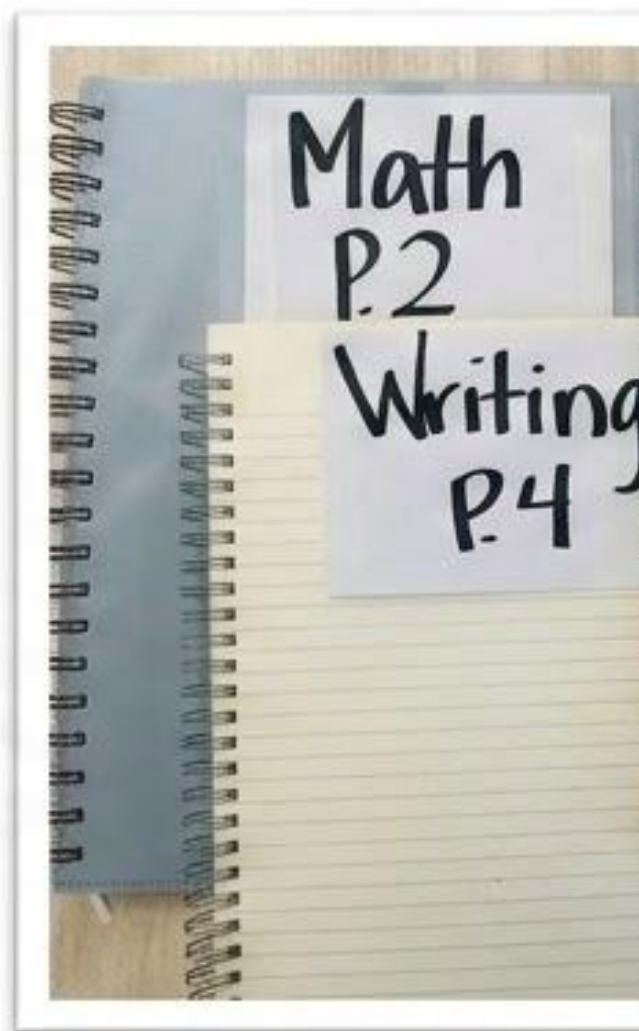


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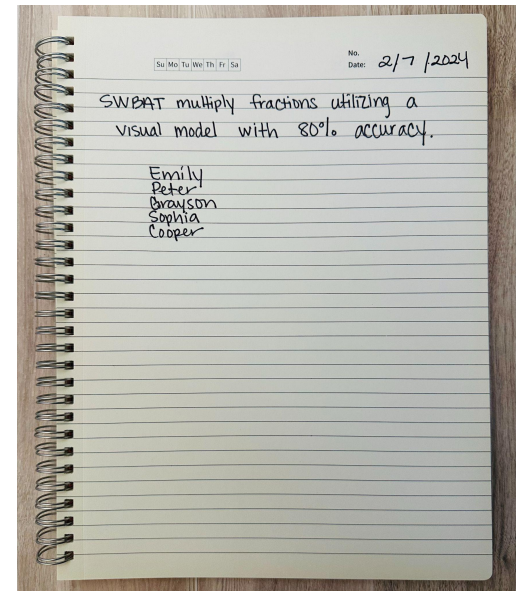


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STEP 3 : Check for Understanding

- Model, conduct guided practice, engage in cooperative learning—teach as you normally would!
- While teaching, look for signs of students that are not fully grasping or confused about the lesson.
 - Look for students who need intervention about the specific lesson objective for that day.
- Record student names on the page of your notebook.



It is important to focus on students that are struggling with the lesson objective for that specific day. Students that need larger learning gaps filled will need to have a separate or tier 3 intervention outside of the lesson time. Search for those students that are hiding, unsure, and not exhibiting confidence in the current lesson.



STEP 4: Call Students to the Intervention Group

- Call Intervention Groups During Independent Practice
 - Intervention group should meet for 15 minutes maximum
 - Call students to separate table/area to conduct group.
- Set Intervention Group Precedent with the Class
 - Groups are fluid and will change depending on the day.
 - Students are to bring all necessary supplies to group (whatever would be needed to complete independent practice).
 - This is a focused work time, ALL students in class will be working through independent practice.

Be sure that the class is crystal clear about behavior expectations. All students not in the intervention group are to be completing their practice, and should be focused and quiet. You are still there to help the entire class, but encourage students to, "Ask 3, then me," during intervention group time.



STEP 5 : Conduct Your Intervention Group

- Use the Same Independent Practice Activity that the Rest of the Class is Completing
 - DO NOT create a new activity for these students to complete, use what you have already created!
 - DOCUMENT/record the activity that you are completing in your notebook.
 - Accommodate the independent practice as needed.
 - Focus on the questions/problems that the group needs the most guidance on.

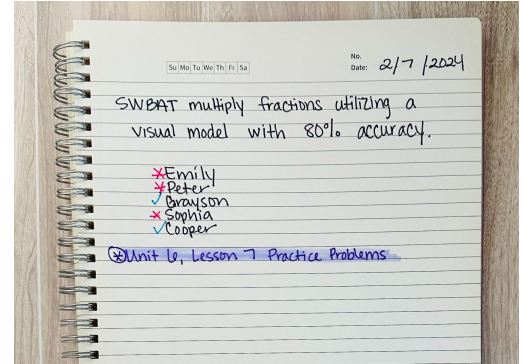
By using the same independent practice, you are saving yourself so much time! Be sure to document what practice you are working through with your group, and what was finished/completed. You will likely NOT finish the entire assignment, but you will prevent students from creating a gap in their learning.



STEP 6 : Document Student Progress

- Document Mastery

- Students that have a strong grasp of the concept and are ready to move on receive an * asterisk next to their name.



- These students are ready to practice on their own, and are ready for the next lesson.

- Further Intervention Needed

- Students in need of a follow up, or further instruction on the topic receive a ✓ check mark next to their name.
- Try to follow up with these students before the next class/lesson.

I typically follow up with, or touch base with students that have a ✓ check mark next to their name during a warm up activity the next day. I look over their homework with them, or try to complete the independent practice from the previous day.



Intervention Groups: Step by Step

Hopefully this step by step guide can help you to implement intervention groups in your classroom tomorrow! Remember, by ensuring that no new learning gaps occur, you are setting your students up for success!

Once You Start Intervention Groups You Will Notice...

- Confidence in students, more participation during your lessons, and academically prepared students.
- Higher test scores and a deeper understanding of concepts taught.
- Fewer learning gaps, ensuring that you are able to continue to move forward with lessons and stay on pace with your district's scope and sequence.

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