



Classroom Intervention Planning Sheet: Math Computation Example

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	<i>John Samuelson-Gr 4</i>	Interventionist(s):	<i>Mrs. Kennedy, classroom teacher</i>	Date Intervention Plan Was Written:	<i>10 October 2012</i>
Date Intervention is to Start:	<i>M 8 Oct 2012</i>	Date Intervention is to End:	<i>F 16 Nov 2012</i>	Total Number of Intervention Weeks:	<i>6 weeks</i>
Description of the Student Problem:		<i>Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).</i>			

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
<i>Math Computation Time Drill. (Rhymer et al., 2002)</i> <i>Explicit time-drills are a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls time', stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.</i>

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
<i>Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials.</i>	<i>Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.</i>

Progress-Monitoring		
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.		
Type of Data Used to Monitor: <i>Curriculum-based measurement: math computation assessments: 2 minute single-skill probes</i>		<u>Ideas for Intervention Progress-Monitoring</u> <ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist
Baseline	Outcome Goal	
<i>12 correct digits per 2 minute probe</i>	<i>24 correct digits per 2 minute probe</i>	
How often will data be collected? (e.g., daily, every other day, weekly): <i>WEEKLY</i>		