QUICK TIPS FOR PARENTS
from the Interventionists

ENGLISH LANGUAGE ARTS	MATHEMATICS
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Marlena McDonnell has been an elementary teacher for over 19 years. She taught elementary grades and joined NCES in 2022 as a Reading Interventionist. She enjoys working in small groups to help students grow to reach their full potential. She works closely with Mrs. Peppe to ensure all students' needs are met.

Linda Peppe has worked at NCES for over 35 years! She taught elementary grades before becoming a Reading Interventionist. She loves to read and adores helping children develop reading and comprehension skills. Her goal is to help children become efficient, confident, lifelong readers.

Sarah Ponkos joined NCES in 2020 as the Math Interventionist with over a decade of math support experience. She loves working with students who need support seeing the connections between concepts and helping students find the "ah-ha" moment. Whether in small groups helping students learn number bonds or working with older students to make connections between topics, she is always excited working with students!

Be positive about all abilities!
Let your child know that you use reading and math every day. Help your child understand that these skills develop over time. Express confidence in your child's increasing ability.

Show children that reading and math are all around them!
Words are everywhere, not just in books. Read signs, point out interesting words when shopping, and expose children to text of any kind.
Let your child bake and measure with you. Estimate the length of time it takes to get through a morning routine. Take your child to the grocery store to compare prices.

Reading and math require thinking and time.
Let your child know that sometimes our brain needs time to make sense of what we read or think about. Encourage conversations about books and math problems

Find the joy in these activities!
Encourage your child to see that reading can be for entertainment and pleasure.
Play board games with dice and money to practice counting and addition. Use cards to practice facts. Cut and sort objects into different shapes and sort or organize them into patterns.

What is intervention?

- Sometimes students have not mastered expected skills as soon as others in their grade level. When this occurs, students are recommended for intervention.
- Intervention is small targeted group instruction to address specific student needs.
- At times intervention can be done in the regular classroom, but at other times, students are taken into another classroom to work on particular skills.
- Once children have demonstrated mastery over the skill(s) they no longer need intervention support.

Who qualifies for intervention?

- We give a wide variety of screening assessments to determine a student's skills, strengths, and weaknesses.
- If it is determined that the child might need additional support to master an expected skill, intervention is recommended.
- Intervention may be short or long-term depending on the child's specific needs.

How does it work?

- Those students who would benefit from additional support are identified and then grouped with other students with similar needs.
- We classify instruction into 3 categories which we refer to as Tiers.
    - Tier One is the regular classroom instruction.
    - Tier Two provides support for students from a qualified teacher. These interventions are usually 20 - 30 minutes in length and may happen from 3 - 5 times per week.
    - Tier Three support is also provided by a qualified teacher and occurs 4 - 5 times a week for up to 45 minutes per session.
    - Some students receive all 3 Tiers of instruction.
- Progress monitoring (quick, small, informal assessment) is done frequently to determine how the student is progressing.
    - Once students are proficient at a skill or is achieving grade-level expectations, they are released from intervention.