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**Communities In Schools of North Carolina**  
222 North Person Street, Suite 203 | Raleigh, NC 27601  
Phone: (919) 832-2700 | Toll Free: (800) 849-8881 | Fax: (919) 832-5436  
<http://www.cisnc.org/>

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## Overview

### CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student’s academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at [www.cisnc.org](http://www.cisnc.org).

### Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address coursework, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

CISNC uses the Response to Intervention (RTI) framework as the basis for its practices. RTI is a multitiered framework of academic and behavioral interventions that require school staff to make instructional decisions based on data. This document focuses on a Tier 2 strategy. Tier 2 strategies typically focus on students who have not responded to Tier 1 supports and include supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier 2 supports are targeted, structured, and explicit and can take place in small groups or general education classrooms.

CISNC calls for the use of evidence-based interventions versus generally researched practices. The National Center on Response to Intervention (NCRTI) defines evidence-based interventions as:

... an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention.



Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention (Center on Response to Intervention [Center on RTI] at American Institutes for Research and the National Center on Intensive Intervention (NCII), 2014, p. 4).

Whereas a research based curricula “may” incorporate strategies that have been generally researched, but not studied using a rigorous research design. The following suggestion is based on interventions that have been studied using a scientific, rigorous research design. When incorporated with fidelity and as a part of a systematic process, students should positively respond to these strategies.

This document is written to provide intensive coursework interventions based on the best evidence from prior research and recent evaluations in high schools. In the context of our review, we propose two interventions designed to help struggling high school students:

- Coursework – Supplemental Reading
- Coursework – Organization and Study Skills

This document will focus on one easy to implement reading intervention for high schools.

### Problem/Rationale

The Common Core State Standards for elementary and secondary education have been implemented to ensure that students are college and career ready for a globally competitive society upon high school graduation. A college and career ready student is defined as one who, upon high school graduation, has the foundational knowledge and skills of a first-year college student; in other words, students going directly to college would not require remedial coursework and those going directly to the workforce would have the skills necessary to adapt to progressive work environments (ACT, 2008). Currently, more than 40% of students are leaving high school without being college and career ready (Achieve, 2012).

One way for students to become college and career ready by the time they graduate from high school is to become independent learners. Research indicates that student academic preparation and achievement before high school (i.e., elementary and middle school) plays a greater role in their college and career readiness by the time they graduate from high school than their actual academic achievement in high school (ACT, 2008). Secondary students who struggle academically often lack the necessary organization and study skills, and self-management strategies to manage multiple teachers and assignments.

Organization and study skills are critical to students' academic success as it raises self-confidence and promotes social success. Therefore, in addition to regular screening to identify students who fall below benchmark scores or are not making satisfactory progress with the core curriculum, targeted and sustained interventions should be provided to struggling students, based on individual need, over an extended period of time. The intervention should involve frequent checking and monitoring of the student's academic growth measures, faithful implementation of the core curriculum and supplemental instruction in targeted areas, and data-based decision making (Lembke, Hampton, & Beyers, 2012).

### Purpose

The purpose of this document is to focus on one easy to implement intervention that can be used in high schools. Student Support Specialists can supplement struggling students' development with:

- Intensive strategy instruction and practice in organization and study skill development.
- Additional intervention strategies for schools.

### Implementation Plan

#### Uses

High schools can use the sample intervention plan to assist at-risk students in improving their academic outcomes. As identified in the sample intervention, there may be times when the Student Support Specialist, teacher, or other instructional and support staff will assume primary responsibility for a component of the intervention, while at other times, additional school staff such as a School Intervention Team will be collectively responsible for aspects of implementation of the intervention. Such distinctions will be noted in the sample intervention.

#### Audiences

The primary audience for this intervention is high school students (9<sup>th</sup> grade).

#### Materials/Equipment/Space

- Screening/assessment results
- Blank note taking organizer (2 copies per student)
- Teaching space for 10 students

*Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.*

**Time**

- One semester.
- 45-50 minutes daily.

**Sample Intervention – Freshman Seminar**

Activity	Decision Making Level	Process Notes
<p>Create an intervention portfolio for each student.</p> <ul style="list-style-type: none"> <li>- Closely examine individual student data to identify which topical areas require additional instruction (e.g., comprehension, fluency, etc.).</li> </ul>	<p>Assumes the Student Support Specialist (SSS) is working in collaboration with the school’s Intervention Support Team (IST) and a Student Support Plan (SSP) has been developed for the student.</p>	<p><i>The intervention support team (IST) is a school-level team that serves as the primary problem solving team for all types of academic and behavioral learning issues. The team should include the classroom teacher, parent, resource or specialists as needed, guidance counselor, and principal (or designee).</i></p> <p><i>The Student Support Plan (SSP) is the needs-based plan of CISNC supported intervention/supports provided to students who have been identified as needing targeted (tier 2) or intensive (tier 3) interventions or supports to be successful in school and life.</i></p> <p><i>Sample data sources include: grade level benchmarks/curriculum based measurements (CBMs) such as EOG, EVAAS, PowerSchool, other assessment data, grades/GPA, teacher recommendation, as well as attendance and disciplinary records.</i></p>
<p>Establish intervention framework.</p> <ul style="list-style-type: none"> <li>- Group (10 students max), session length, and number of weeks should align with school schedule and resources.</li> <li>- Seminar should be held in place of an elective such as music or art, and <u>not</u> at a time when the core curriculum is being taught.</li> <li>- Group size should allow for increased opportunities to respond to and receive feedback.</li> </ul>	<p>SSS and IST</p>	<p><i>Ensure that students are matched at the right intervention level, grade level and with students at the same level of need.</i></p>



Activity	Decision Making Level	Process Notes
<p>Determine curriculum content. Seminar components should:</p> <ul style="list-style-type: none"> <li>- Provide explicit instruction appropriate for students' needs and developmental level.</li> <li>- Each unit should build on or incorporate skills from previous units.</li> <li>- Build skills gradually (i.e., vary pace to respond to students' needs).</li> <li>- Follow scope and sequence of instruction for skills/strategies.</li> </ul>	<p>SSS and IST</p>	<ul style="list-style-type: none"> <li>- Determine unit length based on student need and progress.</li> <li>- Spend at least one week on each unit; longer for units using forms, graphic organizers, etc. so that students can become proficient users of the tools.</li> </ul> <p><i>Sample Unit Topics:</i></p> <ul style="list-style-type: none"> <li>- Goal Setting</li> <li>- Using and Maintaining a Planner</li> <li>- Time Management</li> <li>- Self-Management</li> <li>- Using Technology</li> <li>- Asking for Help (self-advocacy)</li> <li>- Notebook Organization</li> <li>- Completing Homework</li> <li>- Note taking Strategies</li> <li>- Study Habits</li> <li>- Text Taking Strategies</li> <li>- Tracking Academic Progress</li> <li>- Creating a Graduation Plan</li> </ul> <p><i>Adapted from Swain-Bradway, J. &amp; Pinkney, C. J. (n.d.). See resource section.</i></p>
<p>Conduct an initial meeting with each student.</p> <ul style="list-style-type: none"> <li>- Incorporate a goal setting and self-monitoring tool.</li> <li>- Provide a progress tracking chart for each student.</li> </ul>	<p>SSS</p>	<ul style="list-style-type: none"> <li>- Meet with each student individually prior to initial seminar (or use the first session) to assess student's own sense of organization and study skills and establish goals.</li> <li>- Work with student to develop a personal reward system for reaching goals (e.g., treat self to movies).</li> </ul> <p><i>Sample resource: ACCESS Weekly Record and Program Overview. Retrieve from <a href="http://wested.mediacore.tv/media/access-class-weekly-record-and-program-overview">http://wested.mediacore.tv/media/access-class-weekly-record-and-program-overview</a></i></p>
<p>Convene seminar at daily designated time.</p> <ul style="list-style-type: none"> <li>- See sample session format below.</li> <li>- Provide corrective and positive feedback in a supportive, neutral tone.</li> <li>- Praise students regularly for their hard work.</li> </ul>	<p>SSS</p>	<ul style="list-style-type: none"> <li>- Create a comfortable class climate. Room should be organized for maximum student-instructor interaction.</li> </ul>
<p>Monitor student progress.</p> <ul style="list-style-type: none"> <li>- Review student self-monitoring forms.</li> <li>- Monitor student</li> </ul>	<p>SSS (predetermined with IST)</p>	<p><i>Progress monitoring provides a valid picture of the student's overall growth. Progress monitoring (e.g., talking with teachers, reviewing performance,</i></p>

Activity	Decision Making Level	Process Notes
<p>engagement level, motivation, behavior, etc.</p> <ul style="list-style-type: none"> <li>- Establish intervention benchmarks to monitor overall student progress.</li> <li>- Review progress with IST every 9 weeks.</li> </ul>		<p><i>attendance, or disciplinary data) should be reviewed at a frequency that matches the risk and need of the student. It can also indicate when a student may no longer need the intervention or to regroup students who continue to need the intervention at different levels/targeted areas.</i></p> <p><i>Suggested intervention benchmarks:</i></p> <ul style="list-style-type: none"> <li>- <u>9 weeks</u>: Review student intervention portfolio, classroom work, behavior charts, etc.               <ul style="list-style-type: none"> <li>• Assess skills needed to be reviewed or re-taught.</li> </ul> </li> <li>- <u>18 weeks</u> (end of semester): Is the student progressing to grade level?               <ul style="list-style-type: none"> <li>• If yes, should student exit the intervention? How will their progress be monitored?</li> <li>• If not, are critical components missing from the lessons/intervention?</li> </ul> </li> </ul>

**Sample Lab Session (Note Taking Unit)**

Activity	Process Notes
<p>Introduce students to the note taking strategy unit.</p> <ul style="list-style-type: none"> <li>- Tell students that strategic note taking is a study skill that aids in learning, applying, recalling and retaining new information for future use (e.g., test taking). This skill will be needed for school and career.</li> <li>- Tell students that effective note taking involves a series of steps that require time and careful attention.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell students this strategy can be used for oral (e.g., taking notes in class) and written presentations (e.g., reading a textbook chapter).</li> <li>- Encourage students that it is important to set aside a set amount of time in a location free of distractions when working on homework. They should also choose a time when they are most alert and focused.</li> </ul>
<p>Step 1: Provide explicit instruction on effective note taking. (10-15 min)</p> <ul style="list-style-type: none"> <li>- Introduce characteristics of effective note taking/studying.</li> <li>- Provide examples of how to use the preview chapter and vocabulary sections in a textbook prior to reading the chapter.</li> <li>- Provide direction on how to record notes from lectures and address questions or content that students do not understand.</li> <li>- Demonstrate how to consolidate information from various sources (lectures, textbooks, other resources) to comprehend and recall critical information for future use.</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of effective note taking/studying:               <ul style="list-style-type: none"> <li>• Obtain an overview before reading.</li> <li>• Look/listen for important information and pay closer attention to it.</li> <li>• Connect important points to each other.</li> <li>• Connect information to what you already know.</li> <li>• Change strategy when having difficulty understanding the material (e.g., re-read the sections, jump back and forth within the paragraph, ask questions during a lecture, etc.).</li> <li>• Monitor understanding and make corrections.</li> </ul> </li> <li>- Teach students how to interpret visuals, identify</li> </ul>





Activity	Process Notes
	<p><i>and understand abbreviations, symbols and important vocabulary and content, and write recall cues and questions. For example, instruct students to look for words in bold in text, write down words/information the teacher verbally emphasizes or writes on the board, look/listen for important language/ phrases such as “main points”, “key words,” etc.</i></p> <ul style="list-style-type: none"> <li>- <i>Provide good and poor (nonexamples) of note taking.</i> <ul style="list-style-type: none"> <li>• <i>Good example: Note taking in math may require memorizing formulas. Practice writing and using the formula with different problems several times.</i></li> <li>• <i>Poor example: Memorizing the meaning of vocabulary words the night before a test. Instead, define the vocabulary term in your own words and practice using words in a new sentence each day leading up to the test.</i></li> </ul> </li> <li>- <i>Provide clear directions on paraphrasing (i.e., avoiding plagiarism).</i></li> </ul> <p><i>Sample resource: “The Cornell Notetaking System” Retrieve from <a href="http://www.usu.edu/arc/idea_sheets/pdf/note_taking_cornell.pdf">http://www.usu.edu/arc/idea_sheets/pdf/note_taking_cornell.pdf</a></i></p>
<p>Step 2: Provide guided practice on strategy use. (10 min)</p> <ul style="list-style-type: none"> <li>- Use a short audio or video (approx. 2-3 min in length) to demonstrate proper note taking.</li> <li>- Take notes on the first minute, and then pause for questions/observations/comments (2-3 min).</li> <li>- Complete the second half of the exercise as a group. Have students listen and jot down their own notes, then work together as a class to summarize the material.</li> <li>- Vary medium (e.g., audio recording, video, student reads out loud, etc.) and subject area (e.g., math, English, science, etc.) daily to demonstrate universality of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Model note taking strategy using a graphic organizer.</i></li> <li>- <i>Think out loud as you take notes, use abbreviations, write summary, etc.</i></li> <li>- <i>Remind/encourage students that their note taking skills will become more effective and efficient with practice.</i></li> </ul> <p><i>See sample note taking organizer. Retrieve from <a href="http://www.alvinisd.net/cms/lib03/TX01001897/Centricity/Domain/2193/CNPaperLined.pdf">http://www.alvinisd.net/cms/lib03/TX01001897/Centricity/Domain/2193/CNPaperLined.pdf</a></i></p>
<p>Step 3: Independent learning/Homework completion. (20-25 min)</p> <ul style="list-style-type: none"> <li>- Have students practice taking their own notes on assigned reading homework from one of their classes.</li> <li>- Tell students to use the note taking organizer the following day (tomorrow) to take lecture notes for the same class in which they completed the chapter reading exercise.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Remind students to review, revise and condense their reading and lecture notes as soon as possible to answer any questions that they wrote down and to make sense of abbreviations and symbols used while taking lecture notes.</i></li> </ul>
<p>Step 4: Provide constructive feedback and support.</p>	<p><i>Alternate activity:</i></p>

Activity	Process Notes
<ul style="list-style-type: none"> <li>- Using both organizers (from chapter reading and lecture), have students refine/summarize notes from reading and lecture to prepare a chapter study guide.</li> <li>- Check student work and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Tell students to record (e.g. use their phones) the lecture while they are taking notes. Have students use the independent learning time the next day (using earphones) to listen to, compare and revise their handwritten lecture notes and enhance their study guide.</i></li> </ul>
<p>Step 5: Student self-evaluation/monitoring/reflection.</p>	<p><i>Have students self-evaluate their acquisition and use of the note taking strategy:</i></p> <ul style="list-style-type: none"> <li>- <i>How easy is the strategy to use?</i></li> <li>- <i>Has the note taking strategy motivated you in your study time? How?</i></li> <li>- <i>How has the strategy affected the amount of time spent on homework/studying?</i></li> <li>- <i>How have you adapted it to work for your unique needs (e.g., by subject, learning style, etc.)?</i></li> <li>- <i>How much more information do you feel like you are retaining or understanding since using this strategy?</i></li> <li>- <i>Have your grades improved since using this new strategy (e.g., homework, tests, papers, etc.)?</i></li> </ul>

### Suggested Supplemental Activities

- Plan professional development days to train school staff on the intervention framework.
- Develop an intervention support team to facilitate intervention (if the school does not already have one in place).
- Conduct a school-wide self-assessment/readiness to implement specific components and practices (e.g., screening and monitoring, core reading topics to be covered during interventions, systematic and intensive instruction in tiered interventions).
- Plan regular data days to review the results of screening, benchmark, and/or end-of-year assessments.

## Resources

The following resources are identified as part of the intervention. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and intervention.

**Swain-Bradway, J. & Pinkney, C. J.** (n.d.) *Academic Seminar, the High School Behavior Education Program, 2<sup>nd</sup> Edition*. Retrieve from [http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic Seminar Handbook Second Edition.pdf](http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic%20Seminar%20Handbook%20Second%20Edition.pdf)

**The Cornell Note Taking Method (includes templates)**  
<http://schools.stlucie.k12.fl.us/phs/files/2013/08/Cornell-Note-Taking-Rubric-PSLHS-20131.pdf>

**How to Take Cornell Notes (YouTube video)**  
<https://www.youtube.com/watch?v=WtW9IyE040Q>

The following resources will provide additional information and suggestions for enhancing intervention activities and using data for decision making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they pertain to the content and the extension of activities, and to determine their level of usefulness to the specific intervention.

### **Center on Response to Intervention**

The Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components to states, districts and schools.

<http://www.rti4success.org/>

### **Doing What Works Library**

Doing What Works helps educators understand and use research-based practices. This library includes interviews with researchers and educators, multimedia examples and sample materials from real schools and classrooms, and tools that can help educators take action.

<http://dwwlibrary.wested.org/>

### **Intervention Central**

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

<http://www.interventioncentral.org/>

Academic Survival Skills Checklist Maker (Manual)

[http://www.interventioncentral.org/sites/default/files/pdfs/pdfs tools/Wright 2012 Academic Survival Skills Checklist Maker Manual.pdf](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs%20tools/Wright%2012%20Academic%20Survival%20Skills%20Checklist%20Maker%20Manual.pdf)

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## Measuring Success

Identifying outcomes and collecting data to measure the success of the intervention can help track the quality of implementation as well as the effectiveness of the intervention. In addition to state/district benchmark assessments, following are some additional suggestions that may be useful to measure success.

- General student outcomes.
  - Curriculum-Based Measurements.
  - Weekly progress monitoring.
  - Attendance and/or disciplinary reports.
- Content mastery.
  - Assess student rate of progress (e.g., # sessions for student to attain consistent mastery).
- Observations (Student Support Specialist, teacher).
  - Student engagement and effort.
  - Documented conversations with teachers, other school personnel, student, etc.
- Fidelity of implementation.
  - Fidelity to lesson plan/sessions.
  - Length of time per session.
  - Effectiveness of intervention curriculum.
- Student feedback.
  - Usefulness of seminar for academic and self-management goals.
  - Areas for improvement/expansion.
- Parental feedback.

## Appendices

A. References

B. Research Alignment

## Appendix A: References

- Achieve (2012). *How well is North Carolina preparing all students for college, careers and life*. [Slide deck]. Retrieved from <http://www.achieve.org/north-carolina>
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- Center on Response to Intervention (Center on RTI) at American Institutes for Research and the National Center on Intensive Intervention (NCII), (March 2014). *RTI glossary of terms*. Center on RTI and NCII: Washington, DC.
- Lembke, E. S., Hampton, D., & Beyers, S. J. (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools*, 49(3), 257-272.
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Appendix B: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Alfassi, M. (1998). Reading for meaning: The efficacy of reciprocal teaching in fostering reading comprehension in high school students in remedial reading classes. <i>American Educational Research Journal</i>, 35(2), 309-332.</p>	<p>The purpose of this study was to investigate the effects of strategy instruction on reading comprehension. The main objective of strategy instruction is to foster comprehension monitoring. The study examined whether reciprocal teaching methods (strategy instruction) were superior to traditional methods of remedial reading (skill acquisition) in large intact high school remedial classes.</p>	<p>75 students; 53 received the strategy instruction compared to 22 students in the control group.</p>	<p>Results indicated that there was a significant difference in the mean scores on measures of passage comprehension between the experimental and control groups from the beginning of the investigation (Phase 1) to the completion of the intervention (Phase 3) and after a maintenance period of 8 weeks (Phase 4), with the experimental group obtaining higher scores.</p> <p>The strategy instruction group improved its performance from the pre-teaching phase to</p>	<p>This study consisted of four different phases.</p> <p>Phase 1: all experimental and control group students were administered the Gates MacGinitie Reading Tests (GMRT) and four reading assessed passages.</p> <p>Phase 2: all experimental group members participated in the reciprocal teaching intervention. Instruction was conducted for five consecutive school days. The daily sessions lasted for 45 minutes. Each day one of the four reciprocal teaching strategies (summary, questioning, prediction and clarification) was</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>the post-teaching phase, whereas the skill acquisition group barely improved its performance. This difference was still apparent after 8 weeks of maintenance.</p> <p>There was no significant group difference on standardized measures of reading.</p>	<p>introduced along with work sheets. The control group continued their regular curriculum of skill acquisition remedial reading.</p> <p>Phase 3: at the completion of the 20 days of intervention, all students entered a maintenance phase lasting 2 days in which they read and answered the questions related to five Reading Assessment Passages.</p> <p>Phase 4: Eight weeks later, all students read two Reading Assessment Passages and answered questions related to the readings. After several weeks, school officials administered the GMRT.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Bemboom, C. M., &amp; McMaster, K. L. (2013). A comparison of lower-and higher-resourced tier 2 reading interventions for high school sophomores. <i>Learning Disabilities Research &amp; Practice, 28</i>(4), 184-195.</p>	<p>The purpose of this study was to examine the effectiveness of a Tier 2 intervention focused on improving reading fluency and comprehension and to compare the effects of the intervention in a teacher-directed versus a peer-mediated context.</p> <p>Students with reading difficulties were randomly assigned to peer-mediated or teacher-directed intervention. A control group, receiving no intervention, was also used for comparison purposes.</p> <p>Maze: a CBM procedure using a passage with approximately every</p>	<p>57 students from the lowest 25<sup>th</sup> percentile of their class in reading; 30 students were in the teacher-directed intervention while 27 were in the peer-mediated intervention.</p> <p>A control group of 31 students was also selected.</p>	<p>Linear regression revealed statistically significant main effects of intervention on maze selection, with both treatment groups outperforming the control group.</p> <p>Participating in peer-mediated intervention and receiving more minutes of instruction were significantly associated with higher performance on the district reading assessment.</p> <p>There were no statistically significant differences on oral reading fluency or maze selection between the peer-mediated and teacher-directed groups.</p>	<p>All instruction occurred during the students' 25 minute homeroom period and was scheduled for 1-2 days per week for 12 weeks.</p> <p>Peer-mediated intervention: students learned to conduct elements of three high school PALS activities, to use a standard error correction procedure and to provide positive feedback. For each activity, one student served as the "Reader," reading and answering questions for 5 minutes, and the other student served as the "Coach," providing help and asking questions while the Reader read. Both students conducted both roles for each activity. To use the standard error</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>seventh word deleted and replaced by three choices from which the student chooses the correct word.</p>			<p>correction procedure, the coach said the word, the reader repeated it, the coach provided feedback, and the reader read the sentence again. Partner Reading included 10 minutes of practice for the pairs, Retell took about 2 minutes, and Paragraph Shrinking consisted of an additional 10 minutes of reading and summarizing main ideas.</p> <p>Teacher-directed intervention: the small-group, teacher-directed condition included the same activities as the peer mediated intervention, but involved the teacher serving as the model and allowed flexibility for the teacher to address individual student needs.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				<p>During Partner Reading, the teacher served as the Reader for the first 4 minutes to provide a fluent model. Subsequently, the students read chorally or were called on randomly to read individually as directed by the teacher for 6 minutes, followed by the students taking turns retelling for up to 2 minutes. The group members then took turns reading and summarizing paragraphs for a total of 10 minutes, with the teacher leading the process.</p> <p>Control group: students in the control group accessed their typical classroom English instruction.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Bruce, A. M., Getch, Y. Q., Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. <i>Professional School Counseling, 12</i>(6), 450-457.</p>	<p>This study evaluated the effectiveness of a group counseling intervention on African American students' achievement on the Georgia High School Graduation Tests.</p> <p>Group sessions covered school success and barriers to success, test taking strategies and test preparation, perceptions of school culture and climate, stereotypes and implications of stereotype threat, school success behaviors and goal setting, and interpersonal relations, conflict resolution and resilience.</p>	<p>15 of 45 African American first-time test takers in the 11<sup>th</sup> grade agreed to participate.</p>	<p>12 out of 15 (80%) who participated in the intervention received passing scores on all four sections tested during the GHSGT.</p> <p>100% scored in the pass range in ELA and 100% met enhanced ELA score.</p> <p>100% scored in the pass range in math and 67% met enhanced math score.</p> <p>87% scored in the pass range in science.</p> <p>80% scored in the pass range for social studies.</p> <p>The pass rate among African American students increased from 38.7% the</p>	<p>The intervention was designed to include 10 weekly group counseling sessions and four monthly booster sessions after the group finished. Due to setbacks, the group met for eight sessions with no follow up booster sessions. Group sessions were scheduled for 1 hour each during the school day.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			previous school year to 63.2% in the intervention year.	
<p>Hawkins, R.O., Hale, A.D., Sheeley, W., &amp; Ling, S. (2011). Repeated reading and vocabulary-previewing interventions to improve fluency and comprehension for struggling high-school readers. <i>Psychology in Schools, 48</i>(1), 59-77.</p>	<p>This study compared the effects of two intervention conditions on the reading fluency, comprehension, and comprehension rate of six high school students reading below grade level.</p> <p>Students were exposed to repeated reading (RR), repeated reading and vocabulary previewing (RR + VP), and no intervention control conditions.</p>	<p>N=6.</p>	<p>Results indicated that the RR + VP condition led to the greatest improvement in reading fluency for all participants.</p> <p>The RR + VP condition led to the highest reading comprehension levels for three participants, and the RR + VP and RR conditions resulted in similar comprehension levels for the other three participants.</p>	<p>In RR interventions, students were asked to repeatedly read a passage either a predetermined number of times or until a predetermined fluency criterion was reached.</p> <p>In RR + VP interventions, students previewed vocabulary words prior to reading material containing the targeted words.</p>



Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
Academic Seminar	Bradway-Swain, J., & Pinkney, C. J. (n.d.). <i>Academic Seminar, the High School Behavior Education Program, 2<sup>nd</sup> Edition</i> . <a href="http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf">http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf</a>	<p>The Academic Seminar Class should be a semester course for credit. Academic Seminar is a secondary level intervention that targets work completion for middle and high school students by:</p> <ul style="list-style-type: none"> <li>- Teaching and providing practice in academic self-management and organizational skills.</li> <li>- Increasing positive adult interaction and specific behavioral prompts through the classroom model of interaction.</li> <li>- Teaching students to recruit necessary support from teachers and school staff.</li> </ul> <p>These goals are accomplished in a 45-minute period that is a combination of explicit teaching of academic management skills and supported homework completion. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects.</p> <p>The Academic Seminar curriculum focuses on the following academic activities: greeting, acknowledgement, feedback request, asking good questions, support request, planner use and maintenance, notebook organization, creating of a graduation plan, goal setting for academic and social behaviors, tracking progress, test taking and study strategies. The learning activities in Academic Seminar focus on teaching students how to organize and prioritize academic tasks, and how to solicit the support they need from teachers.</p>





Promising Practice	Source(s)	Comments/ Limitations
<p>The Educational Navigation Skills Seminar (TENSS)</p>	<p>Caldwell, L. D., &amp; Siwatu, K. O. (2003). Promoting academic persistence in african American and latino high school students: The educational navigation skills seminar in an upward bound program. <i>The High School Journal</i>, 87(1), 30-38.</p>	<p>The Educational Navigation Skills Seminar was designed to augment a five-week Upward Bound Summer Enrichment Program at a mid-western university. It was designed and implemented based on Sedlacek's (1999) "non-cognitive factors of persistence" for African American college students at predominantly White universities. Research has provided evidence that "non-cognitive" variables are just as important as cognitive variables on impacting academic achievement. The TENSS model proposes a modification and implementation of these factors appropriate for African American and Latino high school students participating in pre-college programs.</p> <p>This article provides an example of how to incorporate TENSS into a pre-college program curriculum. There are approximately four components of the TENSS seminar. Each TENSS session begins with the reading of a daily affirmation. Following the reading of the daily affirmations, the TENSS assistants are instructed to give a brief introduction of the topic of day. Following the introduction of the topic, the discussion leader is instructed to facilitate a group discussion by posing questions that are designed to make the dialogue meaningful, while simultaneously encouraging the students to contribute to the conversation. Following the discussions, the TENSS assistants are requested to guide the students in an activity that supplements the topic of the day.</p> <p>The following seminar topics are related to academic achievement: positive self-concept, realistic self-appraisal, addressing the "Isms" and help seeking.</p>



<b>Promising Practice</b>	<b>Source(s)</b>	<b>Comments/ Limitations</b>
<p>Effective Study Skills (ESS) Elective and Study Skills Seminar</p>	<p>Trinity-Pawling School  <a href="http://www.trinitypawling.org/page.cfm?p=1057">http://www.trinitypawling.org/page.cfm?p=1057</a></p>	<p>ESS is an elective course open to grades 9-12. This class offers direct instruction in the area of study skills and strategies. This class invites collaboration between the instructor and content area teachers. In terms of topics, time management, homework habits, organization, note taking, mind mapping and test taking skills comprise the main components of this course.</p> <p>The Study Skills Seminar is designed to enhance organizational and study skills; the program is offered to new upperclassmen. These sessions complement the ESS elective course.</p> <p>At the core of the curriculum are the development of study skills and the enhancement of academic skills. Topics in the curriculum include, but are not limited to: time management, supplies and organization, goal setting, pro-active reading strategies, note taking, homework environment and studying tips, test taking preparation and test taking strategies, and essay construction.</p> <p>Since its inception, the seminar has significantly reduced the number of new students on Academic Probation, while at the same time enabling students to quickly acclimate and focus on their academics.</p>

