



Design a
**System of Scaffolded
Supports**

Classwide Intervention

Key Components



- Classwide intervention is an efficient, effective, and equitable (Ardoin et al., 2005) way to provide support for an entire class when the majority of students have a gap in learning.



Key Components, cont.



- Classwide intervention is put into place during core instruction with the entire class when *50% or more of students are struggling with a specific skill*.
 - If there is a “whole class” problem, then the support is provided to the entire class of students before considering differentiation or individualized supports.
 - Schools often make decisions about which students do and do not get support when large groups of students are in need but resources are limited. Classwide intervention is *equitable* because all students receive support.

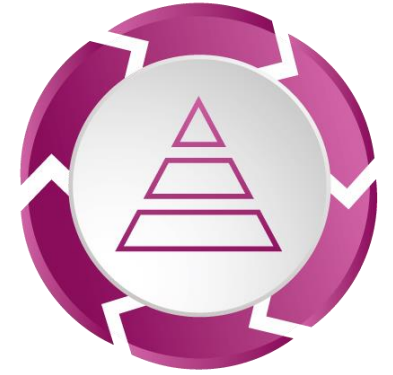
Key Components, cont.



- **Example:** Classwide intervention targeting a specific math deficit should occur daily for 10-15 minutes until data indicates it is no longer a classwide problem. Effective interventions happen 4-5 times per week (Coddling et al., 2016)



What is Classwide?



- Intervention provided to the whole class on specific skills, that the class, as a group are missing. The emphasis at the classwide level is NOT on individual student performance, rather, on the median performance of all students in the class.

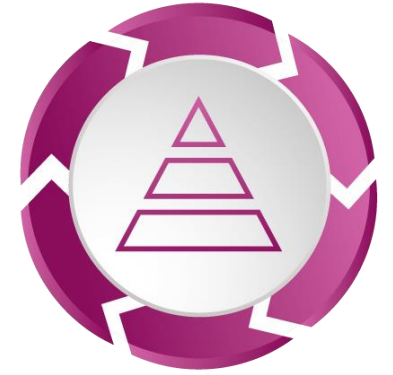
Why use Classwide?



- Classwide reduces the number of students that need “additional supports” outside of core instruction
- Improved performance on state assessments for students participating in CW intervention
(VanDerHeyden, Broussard, & Burns (2019); VanDerHeyden & Coddling (2015)).
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When to use Classwide?

- When 50% or more of the students in a class are performing below the expectation.
- It occurs daily to maximize impact
- It lasts 10-15 minutes



How to do Classwide?



- Provide guided practice (teacher led, or student pairs)
- Provide independent practice
- Provide feedback on independent practice
- Provide self-reflection opportunity
- Provide reinforcement on group contingency for improvement
- Monitor progress of class median during independent practice to determine when to alter instruction or move to a different skill

Questions to Consider

- How will your school collect and analyze data to determine if classwide intervention is needed?
 - Screening? Pretest? Known skill gaps?
- When can classwide intervention be provided for 10-15 minutes daily during core subject areas?
 - Beginning of class, homeroom?, Study hall?



Questions to Consider

- How will your school engage in the Assess, Analyze, Interpret, Instruct, Reflect, and Monitor process to determine when students are ready to move to the next skill for classwide intervention?
 - Weekly Progress monitoring
 - Student track individual performance, teachers track class median
 - When median reaches goal, move on...



Resources



[Classwide Math Intervention Protocol](#)

The National Association of School Psychologists offers a resource for guidance on how to implement classwide intervention for mathematics.

[Considerations for Reading Intervention Upon the Return to School](#)

The National Association of School Psychologists offers a resource for guidance on how to implement classwide intervention for reading.

[How To: Build Vocabulary Knowledge through Classwide Tutoring](#)

Intervention Central offers this resource on how to build students' vocabulary knowledge for a variety of content areas through classwide tutoring.

Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. *Journal of Psychoeducational Assessment*, 23(4), 362-380.

Codding, R. S., VanDerHeyden, A. M., Martin, R. J., Desai, S., Allard, N., & Perrault, L. (2016). Manipulating treatment dose: Evaluating the frequency of a small group intervention targeting whole number operations. *Learning Disabilities Research & Practice*, 31(4), 208-220

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Scaffolded Supports: Classwide Supports

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You may also access the attendance form by scanning this QR code with your smartphone.

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The exit code for this session is: 4 1 2 5 6

