***Potential Stations for Students during Intervention Periods***

*One of the challenges for teams interested in creating intervention periods designed to provide struggling students with additional time to master essential learning targets is finding ways to engage students who have already mastered key concepts. The following activities – which can be supervised by parent volunteers or staff members who are not involved in providing remediation – can absorb large numbers of students from learning teams during intervention periods.*

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| ***Physical Activities***  Despite having a direct connection to the mental readiness of students (Ratey & Hagerman, 2008), time for physical activity during the school day has been cut dramatically as buildings focus their time and attention on tested subjects. Consider scheduling your intervention periods during times when PE teachers have planning and then using the fields/gym to create spaces for large groups of students to participate in structured physical activities. | ***Team Building Challenges***  Cooperation, creative thinking, and group problem solving are soft skills that teachers recognize as important but often struggle to find time for during the course of their regular instruction. They are, however, perfect for intervention periods. Consider purchasing Team Challenges by Kris Bordesa (<http://amzn.to/Tnb6Nz>) and using the 170+ activities inside to engage large groups of students during intervention periods. |
| ***Club Time***  While most schools offer a wide-range of extracurricular clubs, many students can’t participate because they are held after-school. Consider asking teachers, parents and staff members who are not involved in providing remediation lessons to sponsor interest-based clubs – science fair teams, quiz bowl competitions, jump rope teams, reading groups, tech clubs, school garden clubs – that can absorb large groups of students. | ***Missing Work Sessions***  One of the keys to intervening on behalf of students is remembering that there is a difference between failing and unmotivated learners. While failing learners need additional instruction, unmotivated learners often need nothing more than to be held accountable for completing missing tasks. Consider asking a guidance counselor or administrator to supervise work periods for capable students with missing tasks during intervention periods. |
| ***Organization Time***  Spend any time working in middle and/or high school classrooms and you are likely to know more than a few students with notebooks and lockers that are in need of organization. The challenge, however, is that there is rarely time during the school day for students to tackle these tasks. Consider asking parent volunteers or school staffers who are working beyond the classroom to supervise groups of students who are in need of nothing more than a bit of time to get organized. | ***Peer Tutoring Sessions***  In many schools, students are trained to become peer tutors – capable of guiding others through practice activities or helping others to review content missed during an absence. Developing cadres of peer tutors can help teams to absorb large groups of students and to provide students who are close to mastering concepts with one-on-one attention. Consider asking a school guidance counselor to develop a training session for students interested in becoming peer tutors. |
| ***Sustained Silent Reading Periods***  Research has shown time and again that regular opportunities to engage in sustained silent reading benefits every student. Instead of conducting SSR in individual classrooms on intervention days, consider asking parent volunteers to supervise large groups of students who are interested in silent reading in your school’s outdoor spaces, media center or auditorium. | ***Enrichment with Other Support Professionals***  Chances are that there are other support professionals – media specialists, academically gifted teachers, instructional resource teachers, technology specialists – that would love the chance to spend time working with small groups of students on focused projects. Tapping into these professionals can often help teams to find meaningful learning spaces for 20-30 students during intervention periods. |