Introduction

As your students work in Fast ForWord, it is possible some students may struggle in certain exercises. The Results tab in MySciLEARN will identify these struggling students with an alert flag. To see these flags, login to MySciLEARN, go to the Results tab, and select All Students or a specific group. If a student begins to struggle in one or more exercises, you will see the word Intervene under the status column on the Implementation Success Report. If you are viewing the Percent Complete Report, you will see a red flag next to each exercise percentage if the student is not progressing as expected in that exercise. You may click the word Intervene or the red flag to access timely interventions to help the student move forward.

This Student Success Guide contains all the interventions that you can access from the alert flags for Literacy Advanced. A Student Intervention Guide for each product is available from the Resource Library. We have designed these interventions for you, the teacher or Fast ForWord coach, who is working directly with the students. The interventions contain the following information:

- Exercise descriptions
- A general framework for working with struggling students
- Using the student data to identify areas for improvement
- One-on-one and small group intervention ideas

Contents

Simple Steps to Student Success ................................................................. 2
Sky Rider ................................................................................................. 3
Laser Match .............................................................................................. 5
Meteor Ball .............................................................................................. 6
Lunar Leap ............................................................................................... 7
Galaxy Theater ......................................................................................... 9
Appendix .................................................................................................. 12
  10 in a Row Worksheet ........................................................................... 13
  Beat the Teacher Worksheet ................................................................. 14
  Galaxy Theater Sample Shapes ............................................................. 15

.................................................................
Simple Steps to Student Success

What Causes Intervention Flags?
When a student does not make expected gains over time, you will see the word Intervene appear next to the student’s name on the Implementation Success Report. You will also see a red alert flag appear next to each exercise percentage on the Percent Complete Report. Both of these reports are located on the Results tab in MySciLEARN using the menu in the upper left hand corner.

Resolving Intervention Flags is Critical to Student Success!
Intervene flags will prevent students from receiving a switch or complete flag and a follow up RPI assessment (while using Auto-Assign). Motivation may become an issue for students with Intervene flags.

Determine Why Students are Receiving Intervene Flags
After looking at the Implementation Success Report or Percent Complete Report to see which students are struggling, follow the steps below and use the rest of the interventions in this guide to help your students move forward.

Check the Equipment
Ensure that headphones are working properly?
Check volume level.
Is the mouse working correctly?
Are keyboard shortcuts working correctly?

Check for Understanding
Ask student to explain the exercise to you.
Do they understand the expectations of the exercise?
Do they understand how to use the mouse or keyboard?
Ask: “Can you tell me what this exercise wants you to do?”

Listen with the Student
Listen in with student (We recommend a stereo audio splitter that enables you to plug in two headsets into the computer).
Listen to what they hear.
Ask the student to tell you what they hear.
Naming sounds can be helpful as well.
Help students understand the difference between sounds that are the same and those that are different.

Select a Specific Intervention
This guide includes interventions for specific exercises.
Make the interventions easy for the student to understand.
Work with your students until they start experiencing success.
If one intervention doesn’t work, try another one in this guide.
Go to the Resource Library and enter the name of the exercise to see more intervention ideas for that exercise.

Monitor for Success
Verify your students are following the protocol (you can use the daily usage report to check this).
Let them work on the exercise for a couple of days.
Review the group level Percent Complete report to see if your students are showing improvement.
Congratulate your students on their hard work.

If you need further assistance please see contact options for our Global Support Team at https://www.scilearn.com/company/contact-us/
Sky Rider

The student is having difficulty with the sound exercise Sky Rider. In this exercise, the student listens to a pair of sounds comprised of a high and low tone and then clicks the up and down arrows in the correct order that the tones were presented in. Make sure the student clearly understands the task of the exercise. Ask student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Sky Rider or Literacy Advanced to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Slow Students Down with “Say it, Touch it, Click it”

Resources: Post It Notes and a Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works.

Activity: “Say it, Touch it, Click it” slows down a struggling student who may be clicking erratically and helps him/her to focus before selecting a response. Ask the student to name the up and down tones. For example, call the UP sound “wheep” and the DOWN sound “whoop.” (Some coaches have also used other names – me/jo, bird/frog for the two tones. Use whatever works best for your students.)

After naming the sounds, write down the names on two sticky notes and place them next to the corresponding arrows on the Sky Rider screen. Have the student click the yellow planet to listen to a pair of tones. After carefully listening to the tones, ask the student to repeat the sounds out loud. If the order was an UP tone followed by a DOWN tone, the student would SAY “wheep/whoop” or the names of the tones the student came up with. Then have the student SAY “wheep/whoop” while TOUCHING the stickers labeled “wheep” and “whoop.” Finally, have the student SAY “wheep/whoop” while clicking the arrows with the mouse.

Use the Help Mode

Resources: The Sky Rider Exercise

Activity: In Sky Rider, once students are above zero percent complete, the help mode becomes available (while at zero percent, there are other forms of assistance such as arrows that light up to provide a visual cue and tones that are farther apart). Have the student click on the question mark symbol to enter the help mode. While in the help mode, the student can listen to examples of the current level he or she is working in. For example, if a student is working with three tones, the help mode will present all the combinations of Up and Down tones for the group of three. Once the student becomes more familiar with the sounds, click the question mark again to return to the normal level.
Challenge Students to “10 in a Row”

Resources: Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works. Print out the 10 in a Row Worksheet in the Appendix to track correct responses.

Activity: The goal is for a student to achieve a minimum of 10 correct answers in a row. Place an X in each circle when the student gets a correct answer. When the student answers incorrectly start on a new row and encourage the student to remain consistent and to try and get another 10 in a row correct. The worksheet in this document provides the visual feedback that some students need to register the number of correct responses in a row.

Challenge Students to “Beat the Teacher”

Resources: A sheet of paper to record responses and a Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works. You may also print out the Beat the Teacher Worksheet in the Appendix.

Activity: In this intervention activity, students compete with you, the teacher, to earn more points by being consistently accurate. Progress in Sky Rider is based on the “3 - Up, 1 - Down” rule. Under this rule of progression, students take one step forward every time they get three answers in a row correct. If they miss one answer, they will go down a step in the exercise. Using this progression rule you can create an engaging activity for students. On the sheet of paper, make two columns and put your name on the top of one column and the student’s name on the top of the other column.

1. Use a y-jack splitter to listen in with the student during the exercise.
2. When the student gets three in a row correct, mark down one point for the student.
3. When the student makes an error, mark one point for yourself.
4. At the end of the intervention, total the points for each column.
5. Calculate the number of student points earned minus the number of teacher points earned. This number represents the total number of steps forward the student has progressed. Consider setting a goal for the number of net points earned; this will help the student strive for even greater consistency and progress more quickly.
Laser Match

The student is having difficulty with the word exercise Laser Match. The object of this exercise is to find and match word pairs in a grid. Make sure the student clearly understands the task of the exercise. Ask student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: "Can you tell me what this exercise wants you to do?"

Once the student demonstrates an understanding of the task, use the intervention below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Laser Match or Literacy Advanced to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Teach Students a Pattern

Resources: Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works.

Activity: After attaching the y-jack and a second headset to the computer, listen with the student as he or she completes the Laser Match exercise. Teach students to move through these exercises in the same pattern we use to read – left to right, top to bottom. Clicking in a pattern will usually help the students remember the sound for each tile. Additionally, you may want the student to try and remember the first tile he or she clicked on and find the matching pair. Early on, the student may forget the original sound of the tile he or she is trying to find. Have the student click the tile again to commit it to memory. It is also important to stress that the student needs at least one point remaining once all the matches have been made in order to advance to the next level. The student begins with a set number of points and each click reduces the number of points. Clicking randomly will decrease the number of points more quickly than developing a pattern.

Additionally, have the student repeat the sounds aloud until the matching sound is located. Have the student click the first tile and whisper the sound or word out loud softly. Continue to click tiles in the pattern above until the sound matches the sound they are whispering softly to themselves. When the student finds the match to the sound he or she is whispering, go back and click the original tile to complete the match. Have the student go back to the top, pick the next tile, and repeat the process again. Eventually, the student will be able to remember the sounds of several tiles which will make the matching task much easier.

Match Pairs of Words (One-on-one Activity or Small Group/Classroom Activity)

Resources: Grid with four squares. Write in ‘cap’, ‘map’, ‘lap’ and ‘cat.’

Activity: For students struggling with matching pairs of words starting with the same initial consonant, draw a four square grid. Ask the student to write one word in each grid: cap, map, lap, and cat. Discuss the initial consonant. Ask the student to then circle the pair of words that start with the same consonant. This exercise can expand using an eight square grid and then a 16-square grid.
Meteor Ball

The student is having difficulty with the sound exercise Meteor Ball. The object of this exercise is to listen to a target word, then recognize and select the target word when it recurs within a series of phonologically similar words that are spoken and written. Make sure the student clearly understands the task of the exercise. Ask student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Meteor Ball or Literacy Advanced to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Target Syllables

Resources: Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works.

Activity: Listen with the student as he or she completes the Meteor ball exercise. When the student begins the trial, he or she will listen to the target word. A series of spoken and written words then appears on the screen. When the original target word appears, the student must click immediately to register a correct response. Timing is critical to success. Encourage the student to pay close attention so he or she is ready to click when the target word is presented a second time.

Use Error Reports

Resources: MySciLEARN Reports

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Meteor Ball to see a record of all the word sets the student has missed. Identify the word sets the student has missed consistently. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

After you have identified the word sets the student has missed most often, work with the student to help him or her identify the beginning and ending sounds of each word. For example, bug is the target word in this set: bug (rug dug tug). You may have the student practice spelling or pronouncing these words, emphasizing the different beginning or ending consonant.
Lunar Leap

The student is having difficulty with the sound exercise Lunar Leap. The object of this exercise is to listen to a target word, and then select the target word from a pair of spoken and written words. Make sure the student clearly understands the task of the exercise. Ask student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Lunar Leap or Literacy Advanced to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Target Syllables

Resources: Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works.

Activity: Listen with the student as he or she completes the Lunar Leap exercise. When the student starts the trial, he or she will listen to the target word. Next, the student will be presented with a pair of spoken and written words, one of which is the target word. After the student listens to the trial, ask him or her what the target word was (the first word he or she listened to) and if this word came first or second when the pair was presented. The student will then select the correct word.

Use Error Reports

Resources: MySciLEARNU Reports

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARNU, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Lunar Leap to see a record of all the word sets the student has missed. Identify the word sets the student has missed consistently. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

After you have identified the word sets the student has missed most often, work with the student to help him or her identify the beginning and ending sounds of each word. For example, got is the target word in this set: got (cot). You may have the student practice spelling or pronouncing these words, emphasizing the different beginning or ending consonant.
Single Syllables (One-on-one Activity or Small Group / Classroom Activity)

Resources: Information from each student's Error Report, flash cards with single syllable word families similar to or identical to those listed on the Error Report.

Activity: If errors do not show a clear pattern, but rather errors appear somewhat random and the number of trials is very high, the student may be impulsive, clicking too quickly. Monitor the student during the activity for five minutes or so to determine if this is the source of the errors. If so, practice the task with the student using flash cards using similar words. For example, the stimulus might be "float" with the flash cards that read "coat", "boat", "moat", etc. Direct the student to tap a pencil on a table when the teacher presents the correct word but not the foils.
Galaxy Theater

The student is having difficulty with the word exercise Galaxy Theater. There are three components to this exercise: Listening Comprehension, Language Conventions, and Following Directions. During Listening Comprehension, the student will listen to a story and answer comprehension questions about it. In Language Conventions, the student listens to a sentence and selects the picture that best represents the sentence. In Following Directions, the student listens to a sentence giving directions to click or manipulate objects on a board. Make sure the student clearly understands the task of the exercise. Ask the student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Galaxy Theater or Literacy Advanced to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Write Down Questions During Listening Comprehension

Resources: Pencil and paper.

Activity: After listening to the story, have the student write down any question that he or she missed. Let the student know that the story will be presented again at a later time and ask the student to pay close attention to the information related to questions he or she missed.

Listen with the Student During the Exercise

Resources: Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works.

Activity: Language Conventions Questions - Listen with the student as he or she completes the Galaxy Theater exercise. Ask the student to repeat the sentence back to you and explain why he or she would choose one picture over the others before clicking on the picture. This will help you identify if the student is having trouble with listening comprehension and/or attention skills or if the student is not familiar with some of the grammatical concepts. If the student selects a picture that is not correct, take that opportunity to teach the concept presented in the sentence and explain which picture is correct. Do this a couple times and then let the student select the picture independently.

Activity: Following Directions Questions - When presented with a 2-step direction, have the student immediately move the mouse to the correct shape as soon as he or she hears the first step. Once the sentence is done, the student simply needs to click the first object and complete the second part of the sentence.
Understanding the Completion Report Details

Resources: MySciLEARN Reports

Activity: The Completion Report Details will tell you if the student has met the goal to advance from one level to the next. In Galaxy Theater, the student must answer 100% of the Listening Comprehension questions correctly and answer at least 90% of the Language Conventions and Following Directions questions correctly.

To access this report, go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Below the Completion History Graph you will find the Completion Report Details. Click the yellow arrow next to Galaxy Theater. Next to each component is a record of the student’s attempts through the exercise. Two red bars indicate the goal was not met. Two green bars indicate the student is currently working through the level. A checkmark indicates the student met the goal. This information is located on a key by clicking the question mark symbol to the right of the Completion Report Details.

Use this information to determine how close the student is to achieving the goal and then go to the next section below on Error Reports to see which questions the student is missing.

Use Error Reports

Resources: MySciLEARN Reports and Galaxy Theater Sample Shapes in the Appendix.

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Galaxy Theater to see a record of all the questions and sentences the student has missed. Identify the questions the student has missed consistently. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

The Listening Comprehension section lists the questions the student missed after listening to the story. The student must answer all the questions in this section correctly to advance to the next story. If a student is missing a question repeatedly, it may be helpful to give the question to the student and have him or her write down the answer when listening to the story.

For the Language Conventions section, determine which sentences the student has missed most often. Work with the student to teach any necessary grammatical concepts (verb singular, verb plural, past/present/future tense, etc.), or help break down the complexity of the sentences. For example, how would the student determine which boy is getting sprayed with water in this sentence? “It’s the wet boy that the muddy dog sprays water on.”

For the Following Directions section, determine which sentences the student has missed most often. If the student is missing a lot of sentences with 1 object and 2 or 3 properties, the student may simply need to pay closer attention to following directions. If the student is missing more answers with 2 objects and 2 or 3 properties, the student may need to improve
his or her working memory. Often, you will see students miss directions based on the removal or manipulation of objects or with relative placement. Be sure to explain what each of these directions means and how the student would manipulate the object on the screen. You may find it useful to print out the Galaxy Theater Sample Shapes in the Appendix so you can demonstrate these directions or have the student practice sentences you have identified from the Error Report.

**Literal Questions and Answers (One-on-one Activity and Small Group Activity)**

Resources: Flash cards with the words 'Who', 'What', 'When', 'Where' and 'How' written on them.

Activity: For those students struggling with answering literal questions, play the flash card game with them. Turn the cards upside down on the table, have a student draw one of the cards and read the question word to you. Talk about what that word means and then create a sentence together that uses the specific 'question' word. For example, "When did you eat your lunch today?" Help the student create a complete sentence by answering "I ate my lunch at _____ o'clock today."

**Following Directions (One-on-one Activity)**

Resources: Assorted items from the classroom such as a pen, pencil, colored sheet of paper, scissors, eraser, or print the Galaxy Theater Sample Shapes in the Appendix.

Activity: If the student is having difficulty following multi-step directions, practice a few commands with him or her using the items from the classroom. For example, (1) "Touch the red piece of paper and the yellow pencil." (2) "Put the eraser on top of the scissors and the pencil on the red piece of paper." Reverse the activity by having the student say the commands and the teacher follow them, with the student acknowledging if the commands are correct.

Additionally, you may find it useful to print the Galaxy Theater Sample Shapes in the Appendix so you can demonstrate these directions or have the student practice sentences you have identified from the Error Report.
Appendix

The following pages contain supplemental materials you can use to help your students if they encounter Intervene Flags.
10 in a Row Worksheet

Can you get 10 correct answers in a row? Cross out the circles below to see how many you can get in a row!
## Beat the Teacher Worksheet

<table>
<thead>
<tr>
<th>Exercise:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Student:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Student:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Student:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
</tr>
</tbody>
</table>