

INTENSIVE INTERVENTION

Student Spotlight

Many students who receive intervention struggle to access general education standards on their own using computer-based programs. They need something more: explicit, teacher-led instruction like what Inspire offers. Inspire is n2y's intensive intervention solution for students receiving Tier 3 RTI interventions or receiving services in a resource room setting. Here are some examples of students who would benefit from Inspire. Recognize any?



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Math doesn't make sense to me.



Addison

GRADE 4

ACCESSING WHAT STANDARDS?

General education

RTI OR IEP?

RTI

SETTING SERVICED

General Education Classroom;
Pull-out services with
Special Education Teacher

AREA OF DEFICIT

Math computation

CURRENT SOLUTION PROBLEMS

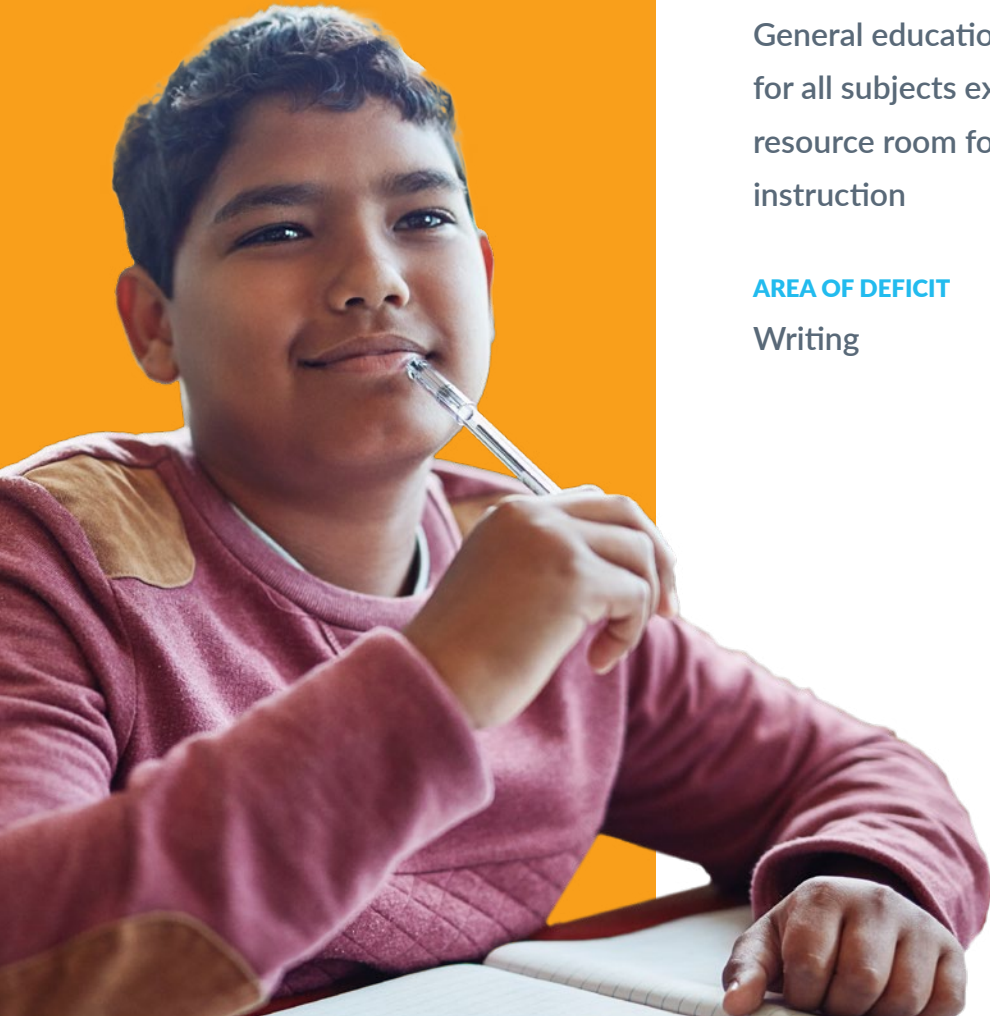
- Virtual math manipulatives alone didn't provide a multisensory approach
- Harder skills taught at the “chronological grade level” were a source of frustration for Addison

The Inspire DIFFERENCE

- Its multisensory approach incorporates evidence-based practices to support learners who need different sensory approaches to be successful—they can “experience” math. Teachers provide manipulatives during the explicit instruction part of the lesson and can also demonstrate how to use them during independent learning (tech based or other)
- Pre-assessment data determines the level of differentiation needed and where to start a course or lesson for success, preventing frustration
- **INSPIRE DELIVERY:** Four days per week, 45 minutes per day, in a one-on-one setting with the special ed teacher

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*Writing is so
frustrating*



Wyatt

GRADE 7

ACCESSING WHAT STANDARDS?

General education

RTI OR IEP?

IEP

SETTING SERVICED

General education classroom
for all subjects except writing;
resource room for writing
instruction

AREA OF DEFICIT

Writing

CURRENT SOLUTION PROBLEMS

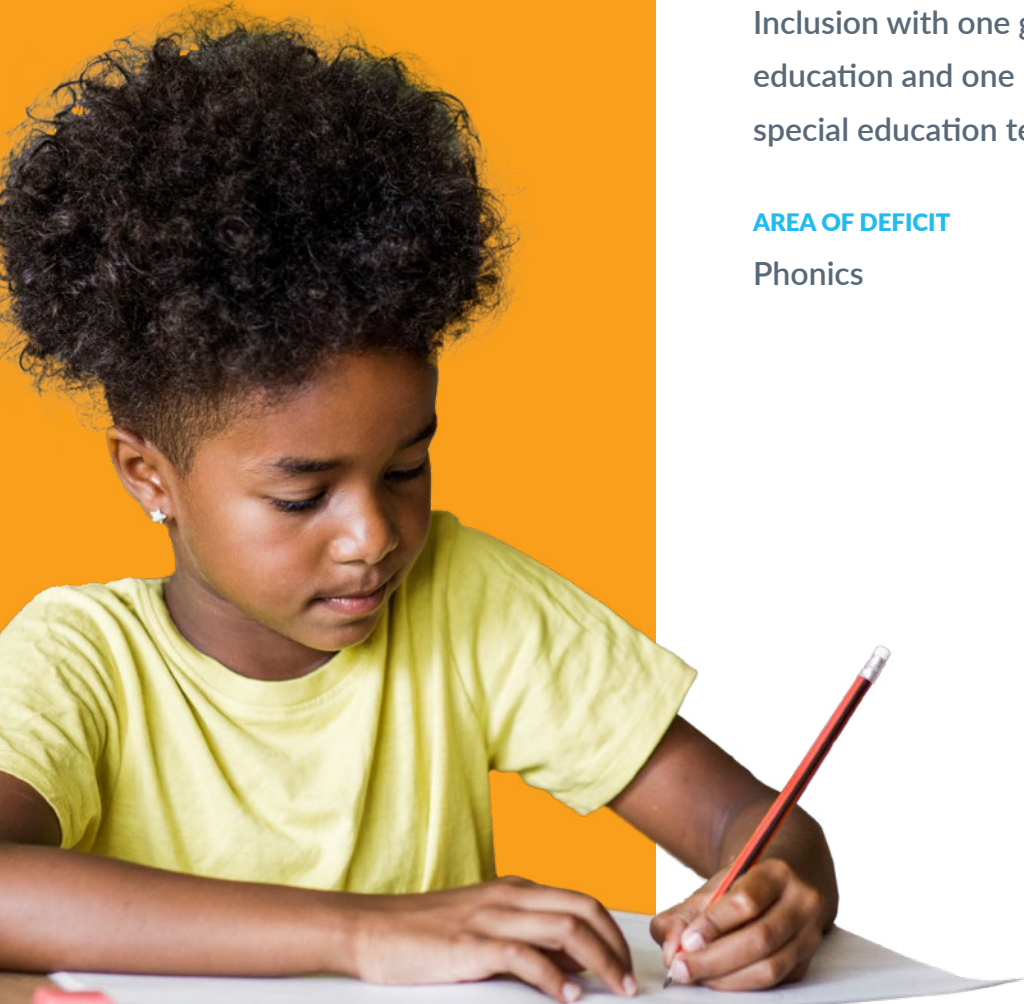
- Wyatt was expected to complete the online content on his own
- Wyatt just clicked through each assignment's buttons to complete the online intervention program, resulting in a poor, inaccurate score
- Wyatt needed to see his scores increase to follow his progress and feel successful

The Inspire DIFFERENCE

- It's based on the gradual release of responsibility model, which involves teacher interaction
- It motivates students who need consistent human feedback
- Lessons target skills and are assigned to students based on assessment results, ensuring engagement and instructional alignment
- **INSPIRE DELIVERY:** Five days per week, 30 minutes per day, in a small-group setting (two other students) with the special ed teacher

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*Why can't I read yet?
My friends can.*



Mia

GRADE 1

ACCESSING WHAT STANDARDS?

General education

RTI OR IEP?

RTI

SETTING SERVICED

Inclusion with one general education and one special education teacher

AREA OF DEFICIT

Phonics

CURRENT SOLUTION PROBLEMS

- Mia used a “sit and get” program that didn’t provide clear lesson goals, offer specific feedback, or use a gradual release of responsibility to support her success
- The intervention wasn’t based on most current reading research, so Mia didn’t make progress

The Inspire DIFFERENCE

- It provides explicit lesson plans that set lesson goals, enables student-specific feedback from the teacher, and offers practice with modeling and teacher support (“I do, we do, you do”)
- **INSPIRE DELIVERY:** Four days per week, 45 minutes per day, in a small-group gen ed classroom setting with either a gen ed or special ed teacher

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I don't know what to do in my lessons.



Jordan

GRADE 6

ACCESSING WHAT STANDARDS?

General education

RTI OR IEP?

RTI

SETTING SERVICED

General, with pull out support due to absences

AREA OF DEFICIT

Math and reading

CURRENT SOLUTION PROBLEMS

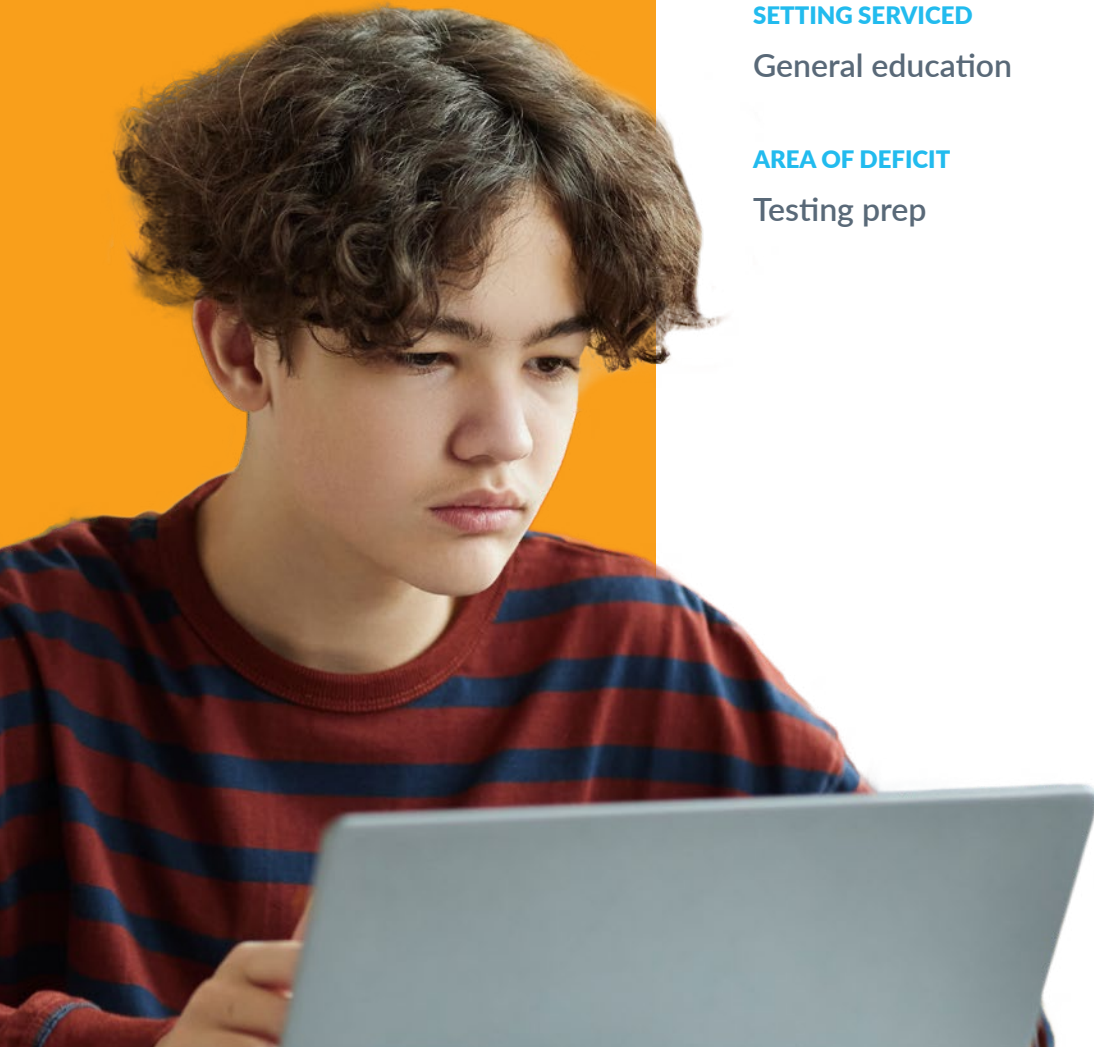
- There was no flexibility in what content was assigned to Jordan—everything was preassigned by the program (not by data or the teacher)
- Jordan moved from one skill to another without mastering the needed foundational skill. Based on Jordan's grade level, the current solution assumed that he had already mastered the foundational skill

The Inspire DIFFERENCE

- Teachers can pinpoint any foundational skill gap based on assessment data, which drives instructional recommendations
- Any lesson can be assigned based on student deficits, even if the foundational skill is from a lower grade level
- **INSPIRE DELIVERY:** Four days per week, 45 minutes per day, in a one-on-one setting with the intervention teacher

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School is just about test scores, I'm not good at test taking.



Alex

GRADE 8

ACCESSING WHAT STANDARDS?

General education

RTI OR IEP?

RTI

SETTING SERVICED

General education

AREA OF DEFICIT

Testing prep

CURRENT SOLUTION PROBLEMS

- It was not based on real-world, end-of-year, high-stakes assessments
- It did not present a wide variety of assessment question and response types
- It did not focus on practicing digital literacy skills

The Inspire DIFFERENCE

- It provides many chances for students to practice the most common item types from end-of-year assessments across the US
- Students feel more prepared and confident in their digital literacy skills when taking high-stakes tests
- **INSPIRE DELIVERY:** Four days per week, 45 minutes per day, in a small-group gen ed classroom setting with a gen ed teacher