

Polson Middle School

Academic Intervention

Reading, Writing, Mathematics

Here at Polson Middle School, we set high expectations for all students and use a variety of supports and intervention to help students meet them. Our SRBI (Scientific Researched-Based Intervention) Programs aim to do just this. Our goal is to provide high-quality instruction that is differentiated within the general curriculum according to students' needs. We seek to identify, through screening, students who are at risk of educational failure. We provide early intervention and appropriate instructional programming to ensure success for all students. Students in our SRBI programs have their progress closely monitored and reviewed by our Student Support Team every six weeks.

Frequently Asked SRBI Questions

Q. What is Scientific Research-Based Intervention (SRBI)?

A. SRBI provides services and interventions to all students based on academic and /or behavioral needs. The progress that students make at each stage of intervention is monitored closely. Results of this monitoring are used to make decisions about further need for research-based instruction.

Q. Is SRBI a specific program?

A. No. SRBI is not a specific program. However, there are district and school expectations set by the State Department of Education which ensure that all students receive a high-quality education. Schools must use instructional strategies and programs for which there is scientific research-based evidence of effectiveness. SRBI is a way of teaching students and making sure that they are within the range of grade-level expectations. If students start to struggle with academics or behavior, they get help quickly. Specific interventions vary because they are based on student needs.

Q. What are the scientific research-based strategies that will be used?

A. The Madison Public Schools uses many different programs and strategies that can target the area of need on an individual basis. Each student and grade level can have multiple strategies. The intervention strategies are selected based on the academic or behavioral concern.

Q. How does the teacher decide my child needs intervention?

A. Students are assessed several times during the school year. Teachers compare each student's scores to "benchmark scores." Benchmark scores are the expected grade-level performance for that time of year. Through these scores and other measures in the classroom, students who are not meeting the expected range of performance are identified. A teacher will bring concerns to a building-based Student Support Team (SST).

Q. If my child needs support, what will he/she miss during the school day?

A. Intervention time is almost always scheduled so students do not miss core subject instruction. Sometimes the intervention is provided in the classroom setting, while at other times, it is offered in small group or individual sessions outside the classroom. The amount of time out of the classroom varies based on the student needs.

Q. How many students could be involved in the intervention lessons?

A. Several factors are considered. If your child is receiving Tier 2 instruction, the support may be presented through small group instruction. If your child requires more intensive intervention, instruction may be individual or in very small groups.

Q. Who provides the intervention?

A. Classroom teachers, Special Education teachers, paraprofessionals, social workers, school psychologists, reading teachers, language arts and mathematics specialists.

Q. How much time is needed for an intervention?

A. The type of support the student needs determines the amount of time. An estimate of time is determined when the student intervention plan is developed. The team monitors the student's progress regularly to determine if the support methods are working in a timely way. Some interventions may last for only a few weeks while others can last for several months.

Q. How do you know my child is making progress through the intervention you are providing?

A. We use a process called "progress monitoring." Progress monitoring includes observations and other types of assessment. Learning rates can be different from one child to the next. Some students quickly learn what they were missing and no longer need intervention; others take more time and instruction. If progress monitoring shows that a student's needs are not being met through the intervention, she/he may need increased frequency of intervention instruction or an alternate intervention.

Q. Am I informed of progress if my child is receiving interventions?

A. Yes. The classroom teacher or an interventionist will report progress and can discuss how the intervention is working to meet your child's needs. You can also work with the teacher or interventionist to learn about strategies you might use at home.

Q. What do I do if I think my child is struggling in school?

A. Please talk with your child's teacher or guidance counselor. Learn more about the curriculum, assessments, and interventions being used in your child's school. Participate in conferences and other meetings about your child.