

## **SPED 246 Intervention Project**

Each candidate will engage in this five part assignment, which is to be written in narrative. Each part is worth 30 points and individual due dates for each section are posted in the syllabus and in Canvas. Guidelines and rubrics will be discussed in class. A description of each of the five parts follows.

### **Part 1: Focus Student**

Select a student with disabilities who is receiving special education services. The student should have goals which address English language arts or mathematics and have challenges in academic, social/emotional or behavior that interfere with learning. Design an intervention to maximize the student's learning that you will implement during your daily instruction and/or service time with the student. Throughout this intervention project, you will use a fictitious name such as 'Student X' to refer to the student. **The student's identifying information is not to be shared.**

In part 1, provide an introduction to the student and describe the student's eligibility for special education services.

- Describe the student's instructional needs/IEP objectives and identify any processing disorder(s).
- Discuss how you address behavior management and engagement in learning, including expectations, accountability, and positive reinforcement.
- Discuss the tailored instruction you currently provide to meet the student's IEP goals and objectives.

### **Part 2: Curriculum-Based Measurements**

For this section, develop and administer 3 curriculum-based measurements to establish a baseline for the intervention project. Include copies of dated, scored assessments.

- Write a description of the measurements, the scoring, and the evaluation rubrics you used.
- Plot the baseline data and target goal on a graph and include the graph in your report.
- Based on this data collection, identify the specific academic, social/emotional or behavioral issue to address.
- Develop observable, measurable, and attainable short-term goals to address the target area.

### **Part 3: Instructional Design**

In this section, you will demonstrate your ability to use the data to plan and implement effective differentiated instruction and interventions across 4 weeks of daily targeted instruction.

- Plan and deliver 4 weeks of daily interventions through universally designed instruction in small group, large group or 1-1 instructional time.
- Administer 3 progress monitoring measurements across the intervention to track the student's progress.
- Plot the data results. Include copies of the dated, scored measurements you used.
- Write a detailed description of your instructional design, including the lessons, explicit instruction, and structured, guided, and independent practice you used as your intervention.

### **Part 4: Analysis of Instructional Decision-Making I**

In this section, write a detailed description of the instructional decisions you made during the project, based on the curriculum-based measurements, student's responses, pacing, teaching to mastery, and student motivation to address the student's changing needs.

- How did you know to make changes? What did the data show?
- What happened as a result of your design changes?
- Did the data result in changes in the student's learning and outcomes as a

### **Part 5: Reflection and Self-Evaluation**

Reflect upon the relationship between your instruction and the student's increased learning outcomes.

- Describe specific strategies and/or curriculum used and their relationship to the student's success.
- Did the student meet the goal?
- What improvements could you make or do differently next time?
- Develop one professional learning goal for yourself, based upon the experience of the project.