

**Intervention in the Kindergarten Classroom**  
**MELS 2-day workshop session, 2008**

*All materials available online*

<http://www.learnquebec.ca/en/content/curriculum/kinder/index.html>

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## Intervention in the Kindergarten Classroom

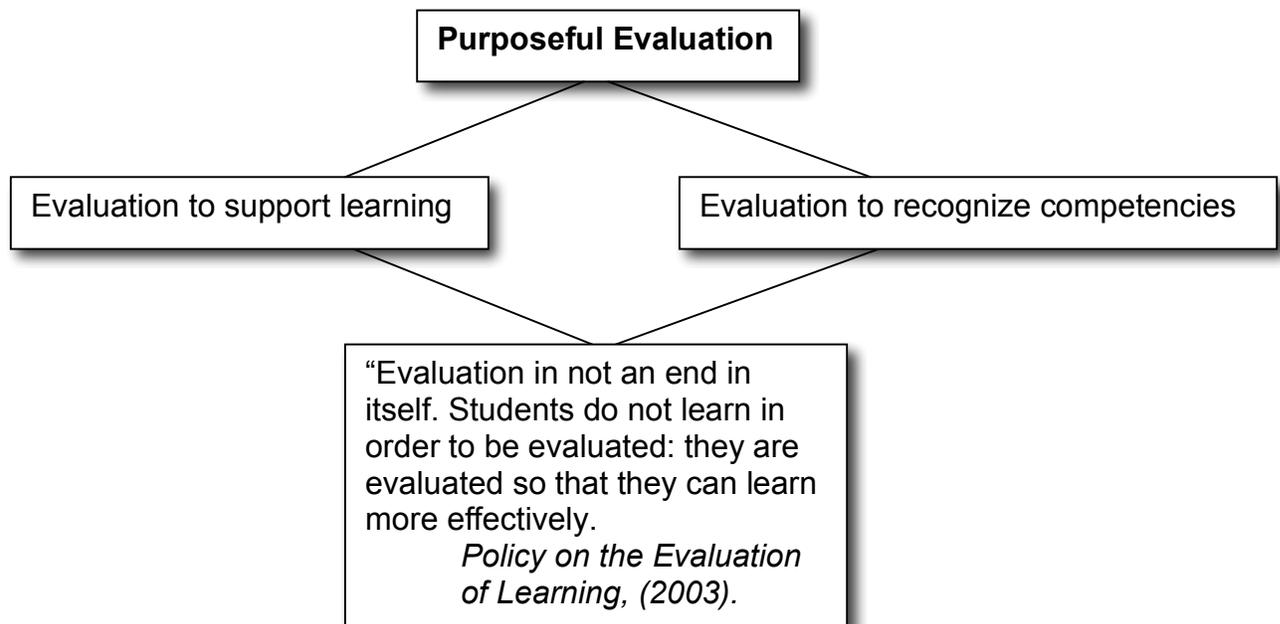
*What is intervention?*

*Intervention* can be defined as, “Voluntarily taking part in an action in order to change the course thereof.”

*MELS (2004). Learning Difficulties.  
Reference framework for intervention.*

*Evaluation* is the process whereby a judgment is made on a student’s learning on the basis of information gathered, analysed and interpreted for the purpose of making pedagogical and administrative decisions.

*MELS (2003). Policy on the Evaluation  
of Learning.*



### ACTIVITY 1: What are *interventions*?

<b>Direct interventions</b>	<b>Indirect Interventions</b>
<i>Definition</i>	<i>Definition</i>
<i>Classroom Examples</i>	<i>Classroom Examples</i>

## Intervention

### Direct Intervention:

Refers to all actions on the part of a teacher in relation to an individual child or the group of children. (Mels-1997, Curriculum Preschool Education)

### Indirect Intervention:

Refers to factors related to the functional organization of the classroom: organization of time and space according to various types of activities; choice of furniture; materials and tools ( Mels-1997, Curriculum Preschool Education).

According to the MELS document entitled *Learning Difficulties: Reference framework for intervention*, four key elements for intervention are highlighted:

### 1. Well thought out planning

This refers to all the elements that must be taken into consideration to support student's learning. The pedagogical and educational aims must be clear. The teacher's responsibility is to plan the learning situation, make allowances for changes or adjustments that may need to be made to meet the needs for specific students. Questions the teacher needs to ask him/herself: "Which learning situation will be selected?", "How will evaluation be carried out?", "How will the school environment be managed?", "Which measures will be adopted in order to meet certain student's specific needs? (16)".

### 2. Flexible Actions

"Flexible action means that the intervention measures must be constantly regulated, based on the information obtained through observation of the students.

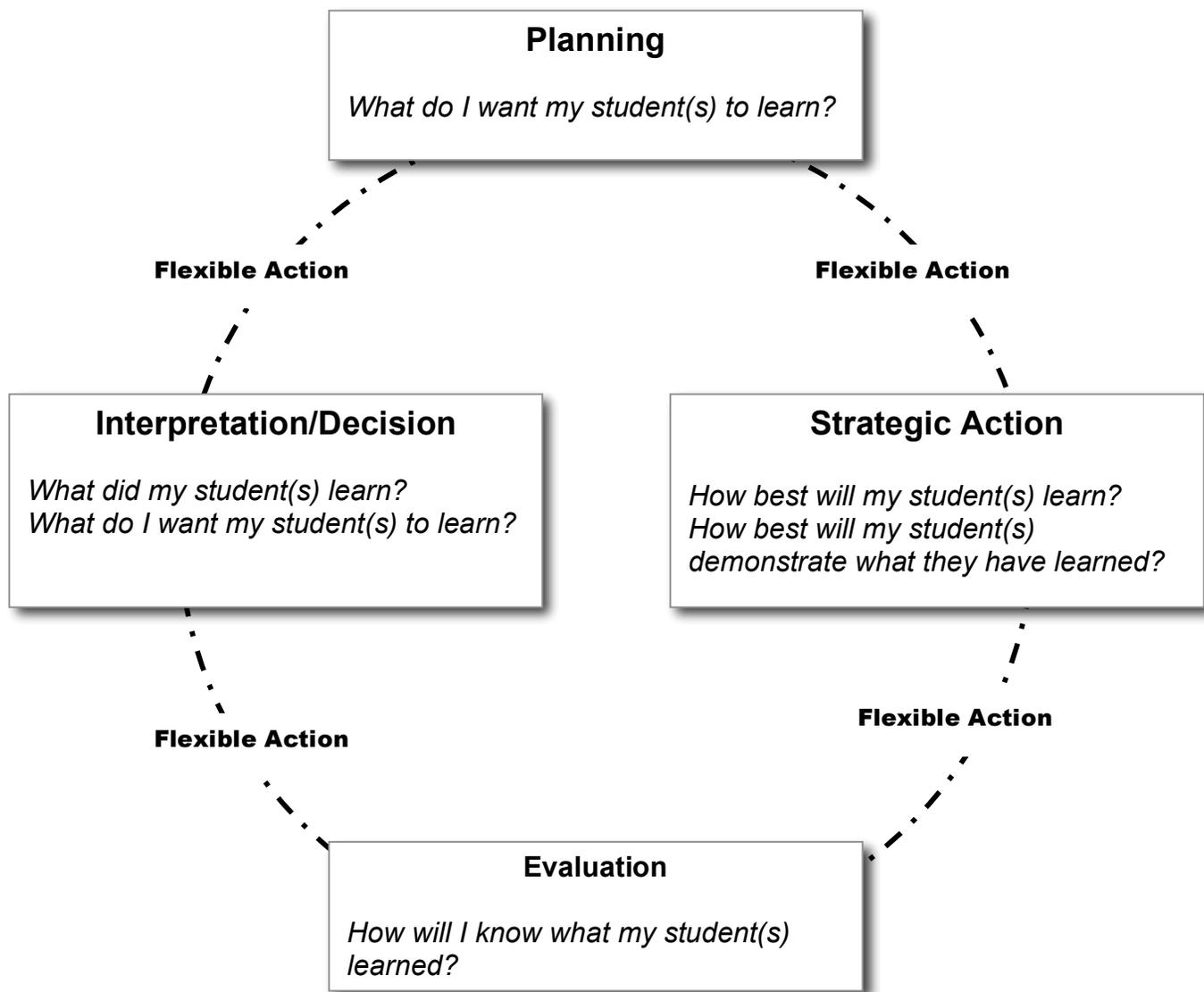
### 3. Strategic Actions

"The aim of strategic action is to focus on the student's learning approach. It takes into account his/her prior knowledge and level of motivation, using cognitive and metacognitive strategies. It also makes transfer of learning a priority (16)".

### 4. Periods of Reflection

Refers to the reflection of planning and actions used. " Reflection and review is a gateway for innovation. Unique approaches are developed by examining past actions and constantly seeking methods that best meet student's needs (17)".

## Evaluation Process



## Differentiated Instruction

Carol Ann Tomlinson (2000) defines differentiated instruction by “tailoring instruction to meet individual needs”.

“Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction”.

In the Mels document Learning difficulties; Reference framework for intervention (2004), Philippe Perenoud “defines differentiating as breaking with pedagogical practices that advocate the same lessons and exercises for all, and implementing organizational methods and instructional mechanisms that ensure optimal learning conditions for all students”.

When looking at differentiating instruction, Tomlinson (2000) suggests using the following four elements:

1. **Content** refers to what the student needs to learn or how the student will have access to the information.
2. **Process** refers to the activities the student engages in order to make sense of or master the content.
3. **Products** refers to culminating projects that ask the student to rehearse, apply and extend what he or she has learned.
4. **Learning context** refers to the way the classroom works and feels.

## Key Elements of Differentiation: Definitions

### *Differentiating Content*

Differentiating the content means making modifications to what students are learning. This may be accomplished by increasing the level of sophistication of the content, or by simplifying the content. Content modifications are important in order to reduce the frustration that is often experienced by struggling learners when faced with too much to do. Often, if the content is broken down (simplified) into manageable chunks, the student is better able to focus on the learning at hand (FOCUS, eerflmc 2003).

### *Differentiating Process*

Differentiating the process means making modifications in the way students will learn. This may be accomplished by changing the process that a student will undertake to learn or the process that you will use to teach a particular lesson. Guiding students with tools to help them organize the task at hand and the information that they are collecting is one way to differentiate the learning process (FOCUS, eerflmc 2003).

### *Differentiating Products of Learning*

Differentiating the product of learning means making modifications in how students will demonstrate their learning. In order for the teacher to see what the students are learning, students are asked to produce work. Traditionally, students write or answer questions in order to demonstrate their learning. This may be fine for many students however there are many other ways to demonstrate one's learning. For this reason it is important to differentiate how you will require students to demonstrate their learning—one way being to keep multiple intelligences in mind. This will provide an opportunity for all students to use their strengths when presenting or sharing their research findings (FOCUS, eerflmc 2003)..

### *Differentiating Learning Contexts*

Differentiating the contexts in which learning will take place means making modifications in where and with whom students will collaborate with in the classroom. Sometimes students require changes in the physical space in order to feel more comfortable or focused when researching or discussion with their group. Not all students work well in groups and may need times during the day or during a project to work individually. As such, breaking down the talk in such a way that students have an opportunity to work alone, as a class, in pairs and in cooperative groups will better meet the needs of all learning in the classroom (FOCUS, eerflmc, 2003).

## Main Elements of Differentiated Instruction

<p style="text-align: center;"><b>Content</b> <i>What will be learned?</i></p>	<p style="text-align: center;"><b>Processes</b> <i>How best will it be learned?</i></p>
<ul style="list-style-type: none"> <li>• Instructional material</li> <li>• Subject matter</li> <li>• Level of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies</li> <li>• Aids used</li> <li>• Time</li> </ul>
<p style="text-align: center;"><b>Products</b> <i>How will I know what they learned?</i></p>	<p style="text-align: center;"><b>Contexts</b> <i>How best will it be learned?</i></p>
<ul style="list-style-type: none"> <li>• Length of the task</li> <li>• Product</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Type of grouping (individual or team)</li> <li>• Environment</li> </ul>

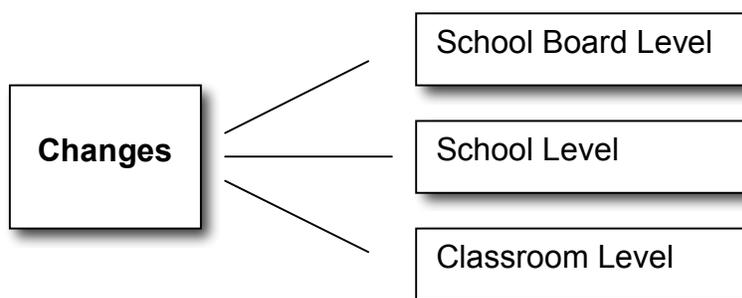
### To be effective at differentiating instruction:

- Know your students level of readiness, interest and learning styles.  
Tomlinson (2000). *What Makes Differentiated Instruction Successful*
- Knowledge of the learning process with respect to the 6 competencies.
- Knowledge of the QEP and the 6 competencies.
- Knowledge of the evaluation process.

## Background Information

In 2000, the Ministry adopted the *Policy on Special Education Adapting Our Schools to the Needs of All Students*.

- This policy emphasizes *success for all* students. Success has different meanings depending on the needs and abilities of the students in question. Thus, schools must adopt methods that will promote the success for their students.
- This policy highlights prevention as a main factor that influences success and encourages all stake holders to create environments that are conducive to learning, detecting learning difficulties and intervening as soon as they appear.
- To further support this approach, the policy introduces the notion of at-risk students to ensure that all students who experience difficulties in school would be granted proper support without having to be labeled as having a handicap, social maladjustment or learning disability.
- This policy moves towards an individualized education whereby the student is at the center. Further, “the Education act, Policy on Special Education, student services programs, Quebec Education Program and now, the teacher’s collective agreement specify that the school must base the organization of services on this approach (MELS (YEAR). *Organization of Education Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties*).

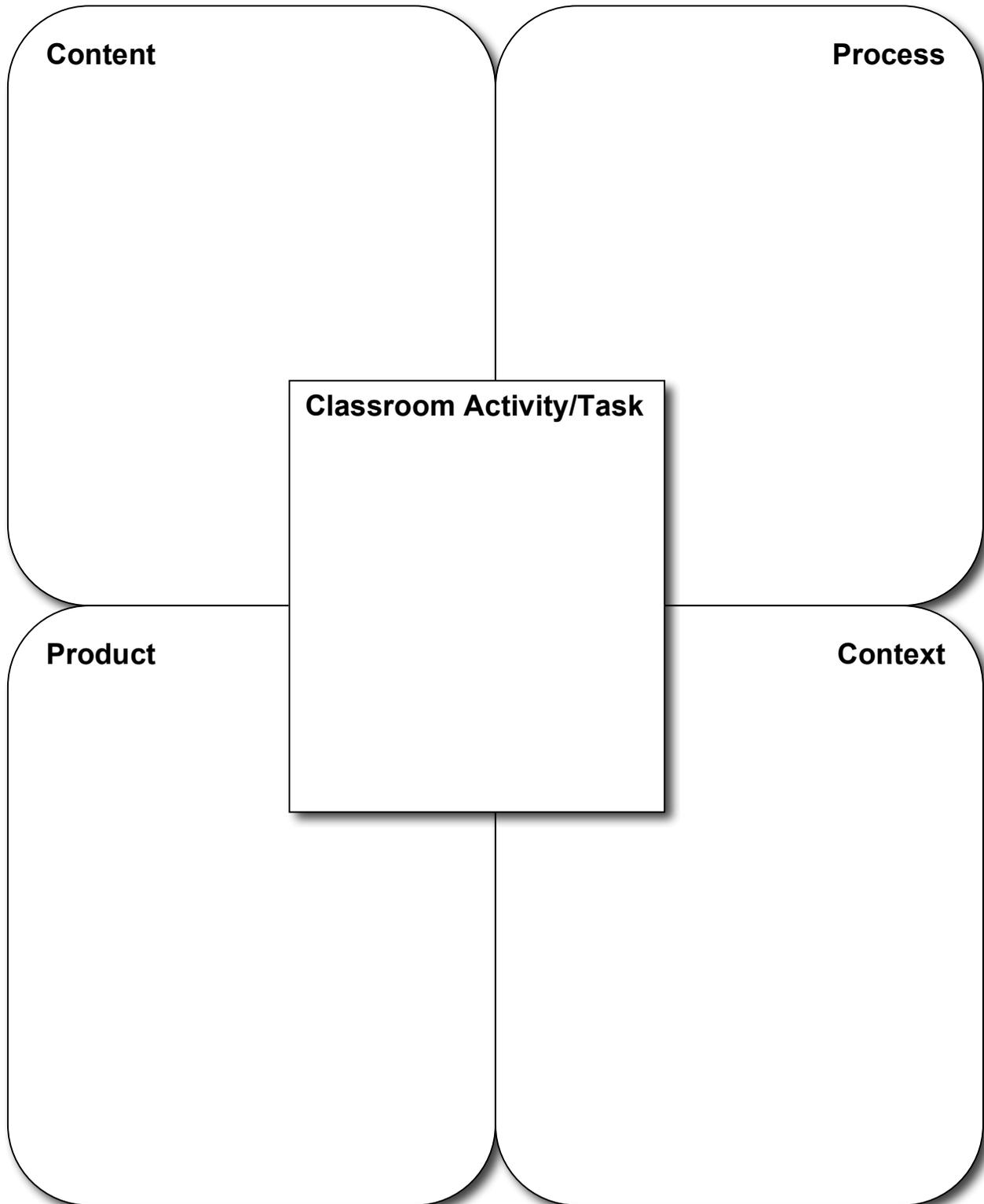


## Policy on Special Education

The policy centers on six lines of action:

- 1- Recognizing the importance of prevention and early intervention
- 2- Making the adaptation of education services a priority for all those working with students with special needs.
- 3- Placing the organization of educational services at the service of students with special needs, by basing it on the individual evaluation of their abilities and needs, by ensuring that these are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the student's integration into regular classes.
- 4- Creating a true educational community, starting with the child and the parents and continuing with outside partners and community organizations.
- 5- Devoting particular attention to at-risk students
- 6- Developing methods for evaluating students' educational success in terms of knowledge, social development and qualifications, assessing the quality of services and reporting results.

### ACTIVITY 4: Planning with Differentiation in Mind



## Planning with a Purpose: QEP Connections

### ① Focus the learning situation

*What do you want your students to learn using this activity? Identify a learning goal.*

### ② Competencies

*Identify the main competencies and evaluation criteria*

### ⑥ Students guide next planning

Students are ready to continue learning, identify the next learning goal based on student competency development to date.

### ③ Process/Strategies

*How will you teach it?*

### ⑤ Interpretation

*Assuming your student is having difficulty making sense or processing the learning goal, how will you plan to assist this child?*

### ④ Evaluation

*How will you know students have learned it? Describe the observable behavior(s). Do you need a tool to keep track of student learning?*

# K-Planning Placemat

1 **Learning Goals** | *What will students learn?*

2 **Evaluation Situations** | *What will be evaluated? How will students be evaluated? When?*

3 

Time: \_\_\_ hrs or classes

Date range:

4 **Kindergarten Competencies**

**C1 To perform sensorimotor actions effectively in different contexts**

To adjust his/her actions to the demands of the environment.  
To recognize ways to ensure his/her well-being.  
To broaden his/her repertoire of actions.

**EVALUATION CRITERIA**

Execution of various gross motor movements  
Execution of various fine motor movements  
Adjustment of actions to the environment  
Recognition of factors that favour well-being (health and safety)

**C2 To affirm his/her personality**

To share his/her tastes, interests, feelings and emotions.  
To show autonomy.  
To develop self-confidence.  
To increasingly meet his/her physical, cognitive, emotional and social needs.

**EVALUATION CRITERIA**

Use of appropriate means to meet his/her needs  
Appropriate expression of his/her tastes, interests, ideas, feelings and emotions  
Demonstration of autonomy in games, activities, projects and everyday life in the class  
Various manifestations of emotional security (setting challenges for himself/herself, speaking up)

**C3 To interact harmoniously with others**

To show interest in others.  
To participate in the group.  
To apply a conflict-resolution process.  
To cooperate with others.

**EVALUATION CRITERIA**

Demonstration of openness to others  
Participation in the group  
Observance of the group's rules of conduct  
Application of a conflict-resolution process, with help  
Personal involvement with others

**C4 To communicate using the resources of language**

To show interest in communication.  
To understand a message.  
To produce a message.

**EVALUATION CRITERIA**

Interest in communication  
Demonstration of understanding of the message  
Production of messages

**C5 To construct his/her understanding of the world**

To show interest and curiosity concerning the arts, history, geography, mathematics, science and technology.  
To exercise thinking in a variety of contexts.  
To organize information.  
To describe his/her learnings.

**EVALUATION CRITERIA**

Demonstration of interest, curiosity and a desire to learn  
Experimentation with various ways of exercising thinking  
Use of pertinent information to learn  
Description of the process and strategies used in learning

**C6 To complete an activity or project**

To become involved in the project or activity, drawing on his/her resources.  
To show tenacity in carrying out the project or activity.  
To transmit the results of the project.  
To show satisfaction with the project or activity.

**EVALUATION CRITERIA**

Involvement in the activity or project  
Use of his/her resources in carrying out the activity or project  
Perseverance in carrying out the activity or project  
Description of the strategies used in carrying out the activity or project  
Assessment of the learnings acquired and difficulties encountered  
Expression of satisfaction with the activity or project

7 **Materials & Resources** |

5 **Activities** |

6 **Differentiation** |

Content       Process       Product       Context       Evaluation

**Strategies...**

## Writing Focused Comments

**Purpose:** *Why do you make written comments?*

**Timeliness:** *When and how do you make comments?*

**Audience:** *For whom do you write the comments?*

**Content:** *What do you base your comments on?*

**Example:** *Write a common comment you would make on a child's progress report.*

## Evaluation Leading to Further Learning: Reflective questions to guide your comments

Did I identify the competencies that I was commenting on?

- **Competency-based comments**

Does the comment I wrote inform the student about what they are doing well and what they need to do next?

- **Comment leads to learning**

Does the comment help this parent to support their child at home in developing this competency?

- **Strategy driven comment**

How do these comments over the course of the year, illustrate the child's learning progress towards developing competency?

- **Comment identifies competency development**

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