

## Intervening When Students Struggle

Reports from the MathsFacts in a Flash software help you identify students who are struggling with mastering levels. Check the Class Progress Report daily to see who needs assistance and then use the Student Progress Report to help pinpoint problems. Step in if you notice students have tested five or more times at a level without passing or if they are experiencing frustration.

When you determine that you need to intervene, first have the student stop testing at the level to avoid frustration. Initiate a discussion with the student to determine the reason for struggling. The reason should guide the intervention strategy you use. Here are some common problems and strategies to use:

- **Struggling with test accuracy:** Give the student more opportunities to practise. Determine if reteaching is necessary by meeting with the student and reviewing TOPS Reports. Consider using Renaissance Responders, NEO2s, flash cards and worksheets provided in the MathsFacts in a Flash software to help the student build the automaticity needed to achieve the 100% accuracy target. Students may also practise through Renaissance Home Connect<sup>™</sup>.
- **Struggling with time target:** In certain cases, consider extending the mastery time target by editing the Time Targets preference in the software. After the student masters the level at the new extended time, lower the time target by 15 seconds. Have the student retest to show mastery at the lowered time target. Keep lowering the time target by 15-second increments until you reach two minutes. Students can practice maths facts offline using Renaissance Responders, NEO2s, flash cards, and worksheets provided in the MathsFacts in a Flash software to help build the automaticity needed to achieve the recommended two-minute time target. Remember that students who have enough time to “figure out” maths facts while testing are not mastering facts with automaticity.
- **Not testing enough:** Set a target with the student for testing frequency. Keep in mind that students should prove through practice that they are ready to test before attempting a mastery time target in the software.
- **Current level is too difficult:** Move the student to an easier level to build confidence. Provide additional teaching before the student works again at the level that caused difficulty.

Also, make sure that students fully understand the basic operations for their current levels. Students should work at levels that review skills already taught to them.