

Golden Rules of Resource

1. Group students by area of difficulty (by forming stations, if necessary)
2. Use screening or assessment tools to target the problem as precisely as possible.
For example:
Literacy k to grade 8:
<https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibelseight>
Numeracy k to grade 3: <http://www.numeracyscreener.org/>
3. Provide evidence-based intervention that specifically targets the area of difficulty:
 - For elementary school students struggling with literacy, see http://www.readingrockets.org/pdfs/Target_the_Problem.pdf
 - For high school students struggling with literacy, see <http://middlesecondarytoolkit.pbworks.com/f/mainidea111509.pdf>
 - For an overview of best practice, familiarize yourself with **Caroline's Top Picks* here: <http://blogs.learnquebec.ca/wordpress-mu/aldi/resource-library/>
4. Provide clear and specific feedback
 - Certain types of prompts may be more ambiguous than you think
5. Elicit as many targeted responses as possible from the student during your session
6. Chart student responses
 - Consider *c* for correct and *i* for incorrect rather than \checkmark or X
 - Can also track through other means
7. Consider a task acquired if a student can perform the task 8 out of 10 times over two sessions
8. Always be prepared to make a task easier or harder
 - Easier if the student cannot do it
 - Harder if the student can do it at least 8 out of 10 times
9. It is best to provide intervention in the language in which the difficulty is occurring
10. Teach students to advocate for their needs

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11. Teach students to circumvent their difficulty using technology
12. Find each student's superpower
13. Be respectful of the student's time and seek help if you do not know how to help him/her make gains
 - Contact your board's special education consultant or the ALDI coordinator
14. Rethink your intervention plan if you are not seeing any progress after 8 sessions
15. All these rules apply to literacy, numeracy, behavior

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