

VILLAGE EDUCATIONAL RESOURCE CENTER
PUSD INTERVENTION PROGRAM

STUDENT NAME: _____
ENROLLMENT DATES _____
GRADE LEVEL _____
TEACHER _____

READING LEVEL IN _____
READING LEVEL OUT _____
CELDT LEVEL _____ DATE _____
SAT9/CAT6 READING _____ MATH _____ GL _____

INTERVENTION

RESULTS

- Modified work at ability level (homework, classwork) _____
- Leveled reading (guided reading, small group, Earobics, Fast Forward) _____
- Phonemic Awareness (Project Read) _____
- Phonemic Awareness (Weekly Poem) _____
- Phonemic Awareness/spelling (Making words) _____
- Sight words/spelling (Word wall activities) _____
- Teacher modeling reading/writing (4 block, Story Form, Report Form, Framing Your Thoughts) _____
- Writing (guided practice, writing process, Star of the Week) _____
- Leveled math focused in number sense, word problems (Digi Blocks, Math Their Way, Mountain Math, Box It and Bag It) _____
- Direct language instruction (DOL) _____
- ESL (Into English) _____
- After School Intervention Program (reading comprehension strategies) _____
- Other _____

COMMENTS: _____

POMONA UNIFIED SCHOOL DISTRICT
DEPARTMENT OF SPECIAL EDUCATION
DOCUMENTATION

School _____

Student _____ Birthdate _____ Teacher _____ Grade _____

Problem (Use a separate form for each problem) _____

DATE (include year) _____

DURATION	INTERVENTION	RESULTS
1)	<p>Enrollment at the VERC (Village Educational Resource Center) - PUSD Intervention Program Structured instruction, strategies and materials have been modified in this intervention program.</p>	<p>(Write details of the results, some examples below)</p>
2)	<ul style="list-style-type: none"> • Modified work to his/her ability level..... (ie. Extended time, less amount of work, oral responses, etc.) • Reading Books: leveled to student's ability..... (Benchmark Book: _____) • Phoneme Awareness Activities: Poetry, Rhymes & Chants..... (ie. Sounds, blending, segmenting) 	<ul style="list-style-type: none"> * Able to complete tasks & finish work * Student is confident and reads * Student demonstrates ability to produce sounds
3)	<ul style="list-style-type: none"> • Modified spelling/writing work..... (ie: snapping, clapping, skywriting, salt trays, highlighters) • Sight Word Activities:..... • Positive Reinforcements (proactive approach)..... • Homework..... 	<ul style="list-style-type: none"> * Student is able to _____ * Student knows _____ * Student responds to _____ * Student returns homework _____
4)	<ul style="list-style-type: none"> • Teacher models reading & writing activities:..... • Teacher / Student Conferences: reading & writing • Small Group Instruction: _____ students in a group... (ie. Reteaching, guided reading, focus on sight words, Project Read, etc.) • Written Expression..... 	<ul style="list-style-type: none"> * Student copies work/reads the book _____ * Student shares _____ * Student _____ * Student written work shows _____
5)	<p>(ie. Student of the Week, sentence starters, story starters, daily news)</p> <ul style="list-style-type: none"> • Behavior Modifications:..... (ie. Participation, class jobs, recognition, stickers, etc.) • Oral Language Skills: (Songs, Chants, Poetry)... .. (ie. classifying, labeling, sentences, retelling stories) 	<ul style="list-style-type: none"> * Charts, tally, student tickets show _____ * Student's expression shows growth in _____