

# 2021 Academic Intervention Tools Chart Update

The Academic Intervention Tools Chart comprises studies conducted on programs beyond the core curriculum that target small groups or individuals with the goal of improving academic outcomes for students whose performance is non-responsive to the core procedures. The chart displays the study's results and ratings of the study's quality, provides information on the program administration and whether additional research has been conducted on the program. The chart is intended to assist educators and families in becoming informed consumers who can select academic intervention programs that address their specific needs. The presence of a particular program on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Academic Intervention or NCII.

## Did you know?

NCII now offers [Intervention Taxonomy Briefs](#) to help educators judge whether an intervention on our chart is appropriate for students requiring intervention.



## 9 Updated Studies

- Failure Free Math | Torgesen et al. (2006)
- Lexia Core5 Reading | Macaruso & Rodman (2011)
- Lexia Core5 Reading | Macaruso & Walker (2008)
- Lexia Core5 Reading | Macaruso et al. (2006)
- Lexia Core5 Reading | Schechter et al. (2015)
- Seeing Stars Symbol Imagery | Bell, Hungerford et al. (n.d)
- Seeing Stars Symbol Imagery | Bell, Worthington, et al. (n.d)
- Spring Math | Codding et al. (2016)
- Visualizing and Verbalizing | Burke et al. (2005)



## 24 New Additions

- i-Ready Personalized Instruction for Mathematics | Randal et. al. (2020)
- i-Ready Personalized Instruction for Reading | Randal et. al. (2020)
- Learning Strategies Curriculum | Bui, Shumaker, & Deshler (2006)
- Learning Strategies Curriculum | Fritschmann, Deshler, & Shumaker (2007)
- Learning Strategies Curriculum | Harris, Shumaker, & Deshler (2011)
- Learning Strategies Curriculum | Harris, Shumaker, & Deshler (2011)
- Learning Strategies Curriculum | Hughes & Shumaker (1991)
- Learning Strategies Curriculum | Lenz & Hughes (1990)
- Learning Strategies Curriculum | Schumaker, Fisher, & Walsh (2019)
- Learning Strategies Curriculum | Shumaker, Walsh, & Deshler (2019)
- Lexia Core5 Reading | Macaruso et al. (2020)
- Lexia Core5 Reading | O'Callaghan et al. (2016)
- Lexia Core5 Reading | Wilkes et al. (2016)
- Lexia® PowerUp Literacy® | Hurwitz (2020)
- MILE | Kable et al. (2007) and more
- Pirate Math Equation Quest | Powell et al. (2020)
- ROOTS (Whole Number Foundations Level K) | Clarke et al. (2020)
- Seeing Stars Symbol Imagery | Christodoulou et al. (2017)
- Seeing Stars Symbol Imagery | Huber et al. (2018)
- Seeing Stars Symbol Imagery | Romeo et al. (2017)
- Strategic Math Series | Flores & Hinton (2019)
- Strategic Math Series | Flores & Milton (2020)
- Strategic Math Series | Flores, Hinton, & Schweck (2014)
- Strategic Math Series | Flores, Hinton, & Strozier (2014)

| Compare Tools            |                      | Reset Chart              |              | Quality of Design & Results |                              | Quality of Other Indicators     |                 | Intensity |  | Additional Research |  |
|--------------------------|----------------------|--------------------------|--------------|-----------------------------|------------------------------|---------------------------------|-----------------|-----------|--|---------------------|--|
| All                      | Title                | Study                    | Study Type   | Study Design                | Mean ES (Targeted) (Broader) | Disaggregated ES Data Available | Visual Analysis |           |  |                     |  |
| <input type="checkbox"/> | Achieve Intervention | Tracey & Young (2004)    | Group Design | ○                           | 0.09 (T)<br>--(B)            | None                            | NA              |           |  |                     |  |
| <input type="checkbox"/> | Burst Reading        | Dubal et al. (2012)      | Group Design | ○                           | 0.09* (T)<br>--(B)           | Demographic                     | NA              |           |  |                     |  |
| <input type="checkbox"/> | Burst Reading        | Pappas et al. (2015)     | Group Design | ○                           | 0.16* (T)<br>0.13* (B)       | ≤20th Percentile, Demographic   | NA              |           |  |                     |  |
| <input type="checkbox"/> | Cover Copy Compare   | Becker et al. (2009)     | Single Case  | ○                           | NA                           | None                            | ○               |           |  |                     |  |
| <input type="checkbox"/> | Cover Copy Compare   | Cieslar et al. (2008)    | Single Case  | ◐                           | NA                           | None                            | ◐               |           |  |                     |  |
| <input type="checkbox"/> | Cover Copy Compare   | Codding et al. (2007)    | Single Case  | ●                           | NA                           | None                            | ○               |           |  |                     |  |
| <input type="checkbox"/> | Cover Copy Compare   | Cressey & Ezbicki (2008) | Group Design | ○                           | -0.27 (T)<br>--(B)           | None                            | NA              |           |  |                     |  |
| <input type="checkbox"/> | Cover Copy Compare   | Poff et al. (2012)       | Single Case  | ○                           | NA                           | None                            | ○               |           |  |                     |  |

