

# Widening the Circle

*Celebrating Neurodiversity in Faith Based Schools*

## Focus Strategy: Tutoring vs. Intervention

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### Clarity Matters

Education lingo is a challenge to master. There are some terms that go out of style, acronyms galore, and confusing terminology that is sometimes used interchangeably. Let's be clear. Words and their meanings matter. Clarity is king, especially when it comes to supporting learners who show signs of struggle.

### Vocabulary Check!

Often, the terms tutoring, reteaching, and intervention are confused. This matters because some students do not need a tutor; they need intervention. How do we know if re-teaching is enough or if there is a skill gap that needs to be bridged? Let's explore these terms and define when each is appropriate.

### Intervention

The purpose of an intervention is to close a gap or strengthen a specific skill. Interventions are strategic, evidence-based instructional or behavioral practices implemented to address specific skill gaps that are identified through data. In reading intervention, a student might need to build the skill of blending consonants. There are evidence-based strategies and exercises, often provided by a trained specialist that uses a multi-sensory program or methodology rooted in Science of Reading, that helps a student build a missing skill or set of skills so that he or she can achieve success in Tier 1 instruction. Intervention is meant to be targeted, data-driven, and temporary. It is meant to build the targeted skill in a specific time period (6-10 weeks) with consistent practice and data collection or progress monitoring. Intervention can occur 1-1 or in a small group in the classroom or by pulling students out of the general classroom for more intensive support.

## **Reteaching**

This is the process of revisiting and re-delivering instruction to ensure students master concepts or skills they did not initially understand during the first instructional attempt. Reteaching can be done by a teacher or instructional assistant to a whole class, a small group, or an individual. It can happen anytime, anywhere, and is a flexible strategy to help students grasp a concept before moving on. It could involve new scaffolds for delivery or simply a repeated explanation of the first delivery of the concept.

## **Tutoring**

Tutoring is an activity that typically occurs outside of regular school hours, before or after school with a teacher, peer, or hired content expert that is not an employee of the student's school. Tutors may assist students in specific subjects, usually those in which the student struggles. Tutors can help students organize large tasks, understand broad concepts in order to complete an assignment or task, or assist with regular homework. Tutors may or may not have subject area expertise, training in pedagogy, or a background in evidence-based teaching strategies.

**The Right Term and the Right Activity Matter.** If a student has skills gaps, intervention may be needed, and reteaching or tutoring may not be the answer. Prescribing the right activity--reteaching, tutoring, or intervention--can be based on a specific goal, student progress in the general education classroom, and data collected from a variety of sources.

### **Resources for Teachers:**

[National Center for Intensive Intervention](#)

[Florida Center for Reading Research](#)

[Institute of Educational Sciences](#)

[Scaffolding Reading for High School](#)

