



# The PIVOT Classwide Academic Intervention Program



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## Disclaimer

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## INTRODUCTION

**Dear Teacher,**

Welcome to the PIVOT Classwide Academic Intervention Program! It is great to have you on board and work together! The PIVOT program aims (a) to equip classroom teachers with tools and empirically validated strategies for supporting diverse student learners and (b) to support all students by promoting active participation and increasing student oral language skills.

Specifically, the PIVOT program is built on the following principles of effective instructional design (Carnine et al., 1997) that benefit all students in an inclusive classroom:

- ***Principle 1: Teach Big Ideas***

- Improving oral language skills entails a broad set of language skills (e.g., semantic, syntactic). The PIVOT program focuses on two main oral language components: vocabulary and retelling, which are mandatory oral language skills in our national curriculum.

- ***Principle 2: Teach Conspicuous Strategies***

- Students should be taught conspicuous strategies to achieve the oral language goal. The PIVOT program introduces the story map strategy to enable learners to break the story into smaller episodes in chronological order. The beginning-middle-end story map organizer allows students to break the story content into explicit and clear steps so that they can comprehend and then narrate it coherently and fluently.



- ***Principle 3: Use Time Efficiently***

- Students with diverse learning needs should be taught explicitly to keep their attention, memory, and effort intact throughout the lesson. To achieve this, instruction should be organized around strands. A strand is a sequence of lessons targeting a specific big idea. The PIVOT program is built on two major strands (Strand A: Lessons 1, 3, 5, 7 and Strand B: Lessons 2, 4, 6, 8) so that students learn to practice retelling and vocabulary skills systematically.

- ***Principle 4: Communicate Strategies in a Clear and Explicit Manner***

- Effective teachers communicate strategies clearly in three ways. First, explicit instruction is incorporated to teach retelling and vocabulary. The PIVOT program introduces explicit instruction in Strand A lessons. A lesson that is based on explicit instruction presents the following structure: modeling-guided practice- independent practice. Second, scaffolding is critical between initial instruction and independent practice. The PIVOT program provides scaffolded supports (i.e., guidance, prompting) throughout the instructional process so that diverse learners see how teachers and peers model the correct academic response and then are self-directed to apply the relevant knowledge or skill. Additionally, students are presented with visual aids (word lists, checklists) and graphic organizers (story maps) so that such supports will gradually assist learners in producing effective retelling. Finally, delivering specific positive feedback in a consistent manner is a critical element in effective teaching. Responding to student errors immediately by prompting them to try again and providing opportunities for reteaching enhances skill mastery. Effective teachers



ensure a 4:1 ratio in their overall feedback to students. Teachers should deliver four positives (e.g., verbal and non-verbal responses) to cultivate a positive student-teacher relationship for every corrective response they provide to students. The PIVOT program emphasizes behavior-specific praise throughout various activities. Teachers are asked to respectfully acknowledge appropriate academic and social behaviors and provide immediate corrective feedback on student errors.

- ***Principle 5: Provide Practice and Review to Facilitate Retention***

- The next stage of learning after acquisition is practice (Heward, 1994). Effective teachers should plan for skill automaticity by providing integrated practice opportunities to all students. Further practice allows for skill maintenance and generalization. The PIVOT program has been designed to provide practice opportunities in Strand B lessons by introducing the PIVOT partner game, where students work in pairs to practice the components of retelling. The peer-mediated lessons purposefully follow the explicit instruction lessons so that students obtain additional retelling practice in a fun and organized way.

Additionally, the PIVOT Classwide Academic Intervention Program utilizes an innovative instructional tool: the wordless texts. Wordless texts are visual narratives found in books, videos, and theatre plays that describe a sequence of story events through fixed or moving illustrations with no words (Arizpe, 2014; Bosch, 2014). Several systematic reviews have been carried out about the empirical basis of wordless texts (e.g., Arizpe, 2021), denoting the educational utility of wordless texts as a learning tool and its positive impact on student learning. In our PIVOT program, we incorporated four wordless videos that promote the ideas



of inclusion, teamwork, and diversity acceptance, which are the fundamental principles for creating inclusive and safe school environments.



## PIVOT CLASSWIDE ACADEMIC INTERVENTION PROGRAM

### SCOPE AND SEQUENCE

The PIVOT Classwide Academic Intervention program is designed for students ages 9-11 and includes nine sessions: one student training and eight lessons. The following process should be followed for implementing the PIVOT Program:

| Session | Lesson Number                  | Instructional Focus  | Aim                                                                                                                                     |
|---------|--------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1.      | Lesson 1 (Video “Heads-Up”)    | Explicit instruction | Students use the story map to identify and describe the story plot from the wordless video “Heads-Up”                                   |
| 2.      | Student Training               | Set-up procedures    | Training students on the PIVOT materials and procedures                                                                                 |
| 3.      | Lesson 2                       | Partner Game         | Students participate in pairs at the PIVOT Partner Game to practice changing and retelling a revised story from the “Heads-Up” video    |
| 4.      | Lesson 3 (Video “Super Grand”) | Explicit instruction | Students use the story map to identify and describe the story plot from the wordless video “Super Grand”                                |
| 5.      | Lesson 4                       | Partner Game         | Students participate in pairs at the PIVOT Partner Game to practice changing and retelling a revised story from the “Super Grand” video |
| 6.      | Lesson 5 (Video “Nightshift”)  | Explicit Instruction | Students use the story map to identify and describe the story plot from the wordless video “Nightshift”                                 |
| 7.      | Lesson 6                       | Partner Game         | Students participate in pairs at the PIVOT Partner Game to practice changing and retelling a revised story from the “Nightshift” video  |
| 8.      | Lesson 7 (Video “Ant”)         | Explicit Instruction | Students use the story map to identify and describe the story plot from the wordless video “Ant”                                        |
| 9.      | Lesson 8                       | Partner Game         | Students participate in pairs at the PIVOT Partner Game to practice changing and retelling a revised story from the “Ant” video         |



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