

Tips for **START** → **IN**

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Over several years, many professionals have shared instructional and organizational tips for implementing the **START-IN™** program.

The tips we suggest here are appropriate shortcuts when a full-hour session is not possible. To assure maximum effectiveness and fidelity of the intervention, use your professional discretion when using the following tips.

Tip #1 Some students become proficient following the tasks early in the intervention cycle. When students become proficient in these, you may skip them in subsequent sessions.

- Tasks 2, 3, 8, 10, 14, 15

Tip #2 Some skills repeat within the 16-task sequence in slightly different ways to assure mastery and build confidence. The following dyads cover the same skill sets; therefore you may skip one of the tasks per set.

- Tasks 2, 3 (Phonemic Awareness)
- Tasks 4, 5, 6 (Phonics)
- Tasks 7, 8, 10, 11, 12 (Fluency)
- Tasks 9, 14 (Vocabulary)
- Tasks 13, 15 (Text Comprehension)

Tip #3 Combine the tasks below. This will change the order slightly, but will also save time.

- Tasks 3 and 4
- Tasks 6 and 14
- Tasks 7 and 8
- Tasks 10 and 11
- Tasks 12 and 15

Tip #4 Some tasks take less time once students know the routine. You may shorten the following tasks to one-half of the allotted time (e.g., Task 4 is allotted 4 minutes, but only give the students 2 minutes to complete the task), reducing the total lesson time by 15 minutes.

- Tasks 4, 5, 7, 8, 13, 16

Tip #5 Complete some of the tasks in one 30-minute session, and the remainder in a subsequent 30-minute session a day or so later. We suggest the following two 30-minute sessions using the tasks below (use Task #16 once every 10 sessions).

- Session One: Tasks 1, 2, 4, 5, 6
- Session Two: Tasks 7, 8, 9, 11, 13, 15

Notes for Implementation of Full **START-IN™** Program

START-IN™ is an intensive, fast-paced program; however, neither the clinician/teacher or the students are able to work at a rapid rate at the beginning. Try to accomplish as many tasks as possible, and then return to Task 1 the next time, so that the sequence becomes predictable. Once students understand routines and directions, a lively pace is easy to maintain. Experience shows that the pace quickens after the tenth intervention.

START-IN™ materials (e.g., compound word cards, Personal Word Walls, Fluency Notebook pages) should be used for 5–7 sessions. This redundancy is part of the program's efficiency and effectiveness.

