



Flooding Model: An Intervention Plan by Linda Hoyt

In a flooding model, specialists and support staff work in collaboration with classroom teachers to provide a double dose of small group instructional support within the regular classroom.

To create this model, a classroom teacher sets up a Readers Workshop format and schedules several small groups each day as though support services do not exist. The classroom teacher sees him or herself as the primary support to accelerated learning and gives priority scheduling to students who are at risk of not meeting benchmark even if they are identified for a specialized support system such as ELL, Special Education or Title I.

Then, a “flooding” time segment is integrated into the classroom. This additional 30 minutes of small group time brings personnel from Title I, Special Education, and/or ELL into the classroom. While the classroom teacher continues to confer with individuals or meet with small groups, the “flood team” members each take a small group of students as is appropriate to their focus. Special education teachers would take a small group of identified students, ELL personnel would pull a small group of ELL students should there be any in that classroom, and Title I staff members pull small groups of students at high risk of not meeting benchmark. (In a targeted-assistance school, these must be identified students.) It is important to note that this is a double dose of small group support for the highest risk students. It should never supplant small group instruction by the classroom teacher.

The result of the flooding model is that for 30 minutes, the classroom has several small groups operating simultaneously in the classroom, leaving a smaller than normal portion of students working independently.

Time with text is elevated as students spend more time reading with an expert coach. Cross-program collaboration is increased as all flood team members can see and hear what the others are doing.

Considerations to Increase Success and Comfort for Teachers:

1. The classroom teacher is always with individuals and/or a small group during flooding interventions. There is no whole class instruction attempted during this time.
2. The staff members guiding each group direct their voice toward a wall, away from the center of the room, to reduce overall noise and reduce distractions to students in other groups.
3. Conversation time needs to be built in for flood team members and classroom teachers as they will need time to share data on students, and often find it is beneficial to link strategy instruction to focus points being supported in the classroom. Running records taken by flood team members and classroom teachers are shared so the observations of multiple stakeholders are taken into account for high-risk learners.