The Teacher as First Responder: Tier 1/Classroom Interventions

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INTERVENTION CENTRAL

RTI/MTSS & the Classroom: Agenda

1. DATA COLLECTION. What are examples of ways to collect data to track classroom interventions?

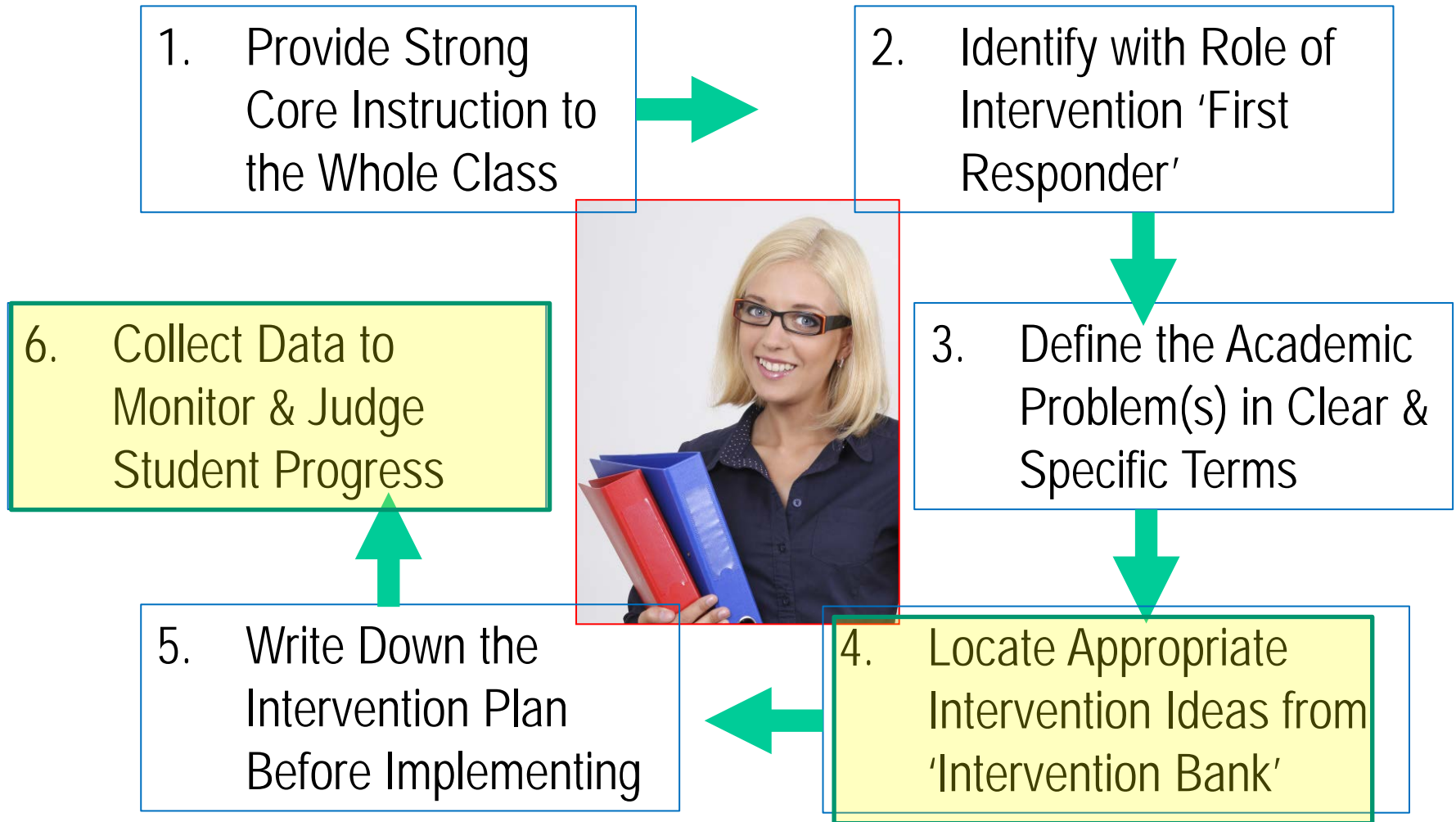2. INTERVENTIONS. What are research-based reading interventions that can be used in elementary classrooms?

3. Q&A. What RTI/MTSS questions do you have?

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction
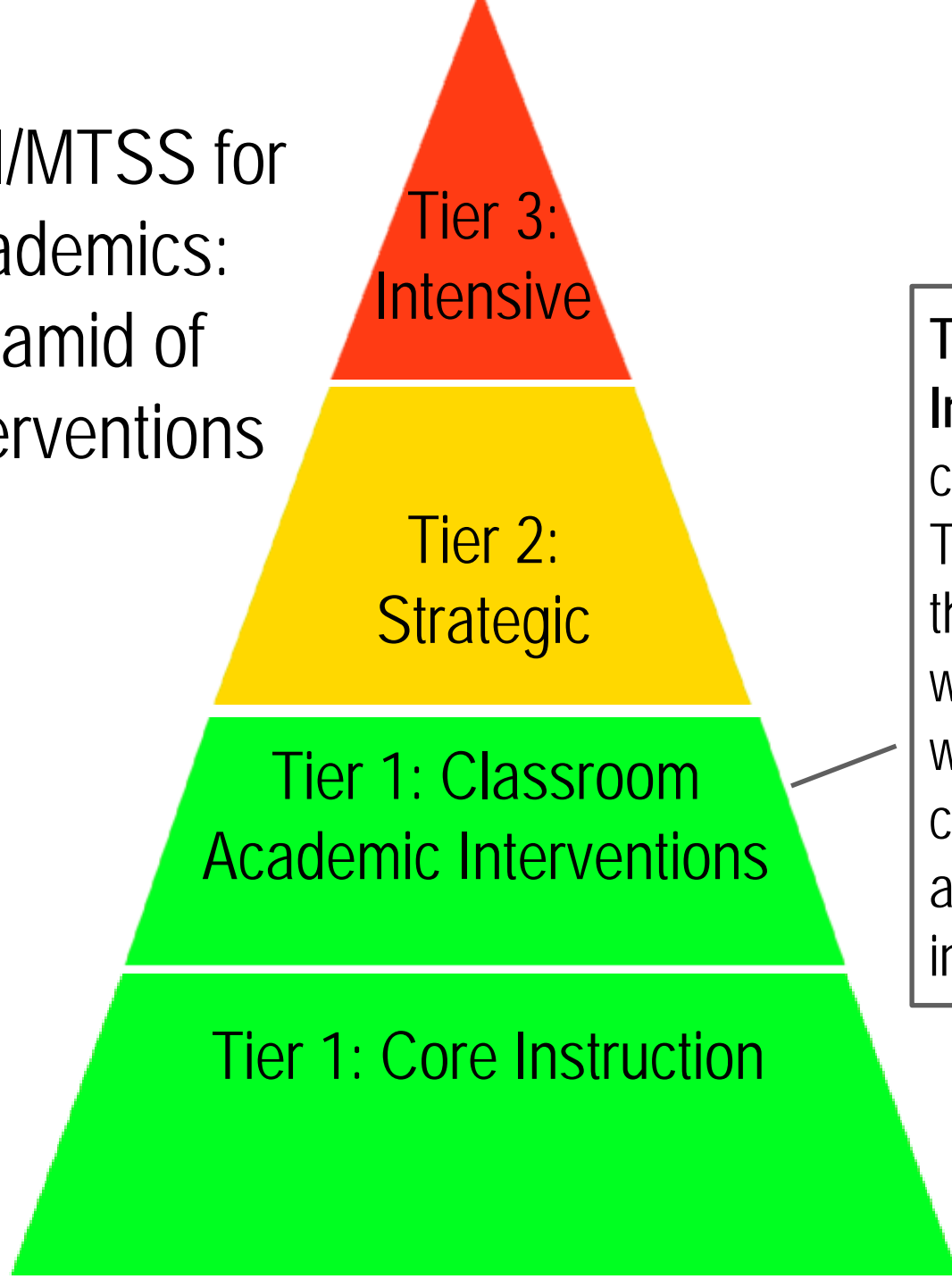
Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

Tier 1/Classroom Intervention: The Teacher Can:

1. Provide Strong Core Instruction to the Whole Class

2. Identify with Role of Intervention 'First Responder'

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Locate Appropriate Intervention Ideas from 'Intervention Bank'

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

Sample Ways to Collect Classroom Data

Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The educator wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

How to Succeed with Tricky Data Collection

What are ways to measure **basic academic skills**?

- Curriculum-Based Measurement:
  – Letter Knowledge
  – Reading Fluency
  – 'Number Sense'/Early Math Fluency
  – Math Fact Fluency
  – Written Expression

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

- **CBM: Letter Knowledge: Letter Name Fluency (LNF)** [1 minute]: The student is given a random list of upper- and lower-case letters and identifies the names of as many letters as possible.

- **CBM: Letter Knowledge: Letter Sound Fluency (LSF)** [1 minute]: The student is given a random list of upper- and lower-case letters and identifies the sounds of as many letters as possible.

Accessing Materials:

- easyCBM.com offers free printable letter-knowledge assessments and norms.

Assessor Copy   **Form K-2**

Student Name: _____   Date: _____

Letter Names

Procedures

Place the probe marked "Letter Names Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions

"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row." Demonstrate by sweeping your finger from left to right across the first row. "Move your marker down after each row." Demonstrate. "Any questions?... Ready?...Begin." At 60 seconds, say "Stop." Mark the last letter with a bracket.]

Note: This is a 60 second timed test.

Scoring

If student:

- Self corrects, write S.C. above letter name and count as correct.
- Says incorrect letter name, slash through letter name, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter name and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

X	o	s	A	B	O	E	a	x	T	10
r	e	S	Z	t	L	N	R	C	p	20
D	m	n	P	f	I	K	F	c	M	30
i	k	G	z	v	U	W	Q	h	w	40
u	l	y	d	V	b	J	q	j	A	50
o	E	T	X	s	A	O	x	B	a	60
e	R	t	C	L	r	S	p	N	Z	70
n	P	K	M	D	f	c	m	F	I	80
z	U	i	h	w	G	v	Q	W	k	90
d	V	u	b	l	j	A	q	J	y	100

Correct _____

Accessing Materials:

- Intervention Central has a free letter-knowledge probe generator and directions for administration and scoring.

Letter Naming Fluency Probe Generator

* Indicates a required field

Alphabet
English

Letter Case
Lowercase

Font Family
Helvetica

Font Size
14

Total number of letters to appear in the probe* (Max: 400)
100

☑ **Add letters as needed to fill out final line of probe**

Name of this list (?)

[Download PDF] [Email PDF]

- **CBM: Oral Reading Fluency** [1 Minute]. The student reads aloud from a passage, with the reading sample scored for words read correctly (WRC) and errors.

  NOTE: The speed and accuracy of a child reading aloud is correlated with increased comprehension and overall reading skill.

Accessing Materials:

- easyCBM.com offers free printable ORF probes and norms.

Assessor Copy   **Form 5-4**

Student Name: _____   Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "This is a story about **Gaby**. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

Text	
Gaby was nervous to start school. She had just moved to California after	13
growing up in Mexico. She didn't speak English very well and hadn't met any other	28
girls in her neighborhood who were her age. She had seen a few of them playing in	45
their yards, but she was too nervous to go and talk with them. She had so many	62
friends back in Mexico who were in her class in school. But she had left that all	79
behind to come and live in California.	86
Her dad had gotten a new job in Los Angeles, and Gaby had to move with	102
him. At first she was angry that she would have to leave her school and all of her	120
friends behind. Her parents convinced her that making new friends would be a good	134
...ides, she would be able to spend time with some of her cousins who	149
...ved to the U.S. She told herself that everything would be okay.	163
...irst day of school, she waited all alone at the bus stop. She saw a	180
...ng up the sidewalk and approaching her. Gaby was extremely	192
...would she say if the girl tried to talk to her? When the girl arrived,	209
...o Gaby and asked her if she was new, Gaby had been practicing for	226
...that she would know what to say. She said hi back and introduced	242
...this wouldn't be so bad after all.	251

...s Read:_____ - # of Errors:_____ = CWPM:_____

Grade 4			
Percentile	**Fall**	**Winter**	**Spring**
10th	69	85	87
25th	87	112	112
50th	107	138	138
75th	132	159	167

Accessing Materials:

- Acadiencelearning.org offers free printable ORF probes and benchmark goals/cut-points.

2 **Acadience Oral Reading Fluency**
Grade 4/Benchmark 2.2

▶ **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Story Tree

0	When you have a lot of relatives you've never met, it's hard to keep	14
14	them all straight. At least, that's how it seemed to Joseph as he listened	28
28	to his grandfather's stories. The stories were about Joseph's ancestors	38
38	from long ago. Many had come to America from Eastern Europe. Some	50
50	had sailed on the Mayflower! Others faced dangers as they went west in	63
63	covered wagons. Even though their names were unfamiliar, Joseph loved	73
73	hearing about their adventures.	77
77	One day, Joseph decided to record the names of the people in the	90
90	stories. Each time Grandpa mentioned a relative, he wrote the name on	102
102	an index card. If Grandpa knew when the person was born or died, he	116
116	recorded that, too. On the back, he added interesting details from the	128
128	person's life.	130
130	"You know, we could lay out those cards so you could see how all	144
144	these people are connected," suggested Grandpa. He helped Joseph	153
153	match cards that named husbands and wives or brothers and sisters.	164
164	Soon, there were clusters of cards scattered everywhere. It seemed very	175
175	complicated, and it was clear that Joseph felt more confused than ever!	187
187	Grandpa laughed. "Maybe you should make a card for yourself and	198
198	arrange the rest to show how everyone is related to you," he said.	211
211	"That's a great idea!" said Joseph. "I'll lay out the cards to show our	225
225	family tree."	227

Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)

0   1   2   3   4   5   6   7   8   9   10
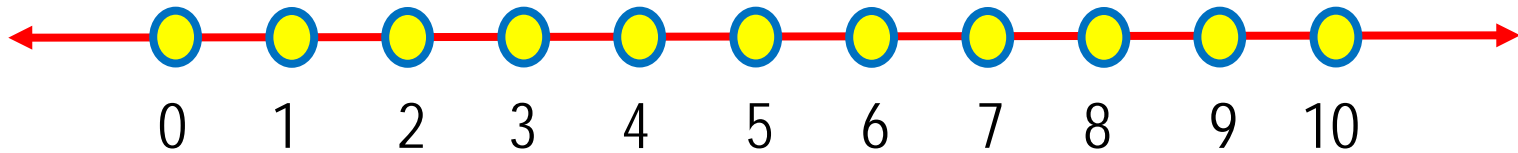
- **CBM: Early Math Fluency: Quantity Discrimination** [1 minute]: The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

  4   12

- **CBM: Early Math Fluency: Missing Number** [1 minute]: The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number.

  14   __   16   17

- **CBM: Early Math Fluency: Number Identification** [1 minute]: The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

  34   37   50   38   1

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

numberfly

The application to create CBM Early Math Fluency probes online

Numberfly Early Math Fluency Generator

http://www.interventioncentral.org

Use this free online application to design and create Early Math Fluency Probes, including:

- Quantity Discrimination
- Missing Number
- Number Identification

Quantity Discrimination (QD)

Description: The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair.

Select the *lowest* and *highest* numbers to be selected in the quantity-discrimination items:

FROM 0   TO 20

How many quantify discrimination items should appear *in each row*?:

3 items

How many *rows* of items should appear on the student worksheet?:

8   Submit

📄 QD Directions: Download directions for administering and scoring *Quantity Discrimination* probes, test statistics, & brief guidelines for use in an RTI process

📄 QD Graph: Access a time-series graph to chart student progress using *Quantity Discrimination* probes

Missing Number (MN)

Description: The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number.

Select the *lowest* and *highest* numbers to be selected in the missing number items:

FROM 0   TO 20

How many missing number items should appear *in each row*?:

3 items

How many numbers should appear in **each number series?**

3 items

CBM: Math Fact Fluency

- Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.

Benefits of Automaticity of 'Arithmetic Combinations'
(Gersten, Jordan, & Flojo, 2005)

- There is a strong correlation between poor retrieval of arithmetic combinations ('math facts') and global math delays

- Automatic recall of arithmetic combinations frees up student 'cognitive capacity' to allow for understanding of higher-level problem-solving

- By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties…

Source: *Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and interventions for students with mathematics difficulties. Journal of Learning Disabilities, 38, 293-304.*

- **CBM: Math Fact Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Example: Student Worksheet   Example: Answer Key

$$\begin{array}{r} 6 \\ \times\,8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times\,8 \\ \hline 48 \end{array}$$

- **CBM: Math Fact Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Math Computation
(Adapted from Deno & Mirkin, 1977)

Grade	Digits Correct in 2 Minutes	
1-3	Frustration	20 or less
	Instructional	21-40
	Mastery	41 or higher
4 & Up	Frustration	40 or less
	Instructional	41-80
	Mastery	81 or higher

Comments: These math computation norms are still widely referenced. They are best regarded as a rough indicator of 'typical' student math computation skills.

Free materials can be created using Superkids.com Math Worksheet Generator

SuperKids®
Education for the Future

educational tools > > > math

SuperKids Math Worksheet Creator

Have you ever wondered where to find math drill worksheets? Make your problem, the maximum and minimum numbers to be used in the problems, specifications, ready to be printed for use.

- Addition
- Subtraction
- Mixed Addition and Subtraction
- Multiplication
- Division
- Order of Operations
- Pre-Algebra

URL: http://www.superkids.com/aweb/tools/math/

CBM: Mechanics & Conventions of Writing

- Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

  However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful--such as total words written, correctly spelled words, and correct writing sequences.

CBM-Written Expression: Sample Story Starter

Source: Writing Probe Generator. Available at http://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing

Curriculum-Based Measurement: *Written Expression Probe*

Student Name:_____ Classroom:_____ Date:_____

One day, I was in my boat and a storm came up and carried me to a desert island. To survive...

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Total Words: _____   Correctly Spelled Words: _____   Correct Writing Sequence: ____

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45

- **CBM-WE: Total Words Written** [4 Minutes]. The student's writing sample is scored for the total words written.

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.					
Grade	Fall TWW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

CBM Writing Assessment: Scoring

Correctly Spelled Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Correctly Spelled Words = 39

- **CBM-WE: Correctly Spelled Words** [4 Minutes]. The student's writing sample is scored for the number of words spelled correctly.

Correctly Spelled Words (CSW): This measure is a count of correctly spelled words written during the CBM-WE assessment.

Grade	Fall CSW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring CSW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	5	1↔9	10	3↔17	0.45
2	20	10↔30	27	15↔39	0.46
3	32	19↔45	33	21↔45	0.37
4	38	26↔50	44	29↔59	0.26
5	48	31↔65	65	42↔88	--
6	42	29↔55	56	41↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

CBM Writing Assessment: Scoring

Correct Writing Sequences:

I *woud* drink water from the ocean and I *woud* eat the fruit off of the trees. Then I *woud bilit* a house out of trees, and I *woud* gather firewood to stay warm. I *woud* try and fix my boat in my spare time.

Correct Writing Sequences = 37

- **CBM-WE: Correct Writing Sequences** [4 Minutes]. A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

Writing Probe
Generator

Create free probes to
assess the
mechanics and
conventions of
student writing.

URL: http://www.interventioncentral.org/tools/writing-probe-generator

zoom Survey

Grades K-6: Intervention Sampler. What are examples of instruction/ interventions that teachers can use in elementary classrooms?

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Five Components of Reading

Sampler: Reading Interventions:

1. Incremental Rehearsal (Phonics/Alphabetics)

2. Letter Cube Blending (Phonics/Alphabetics)

3. Reading Racetrack (Vocabulary)

Grade 1: Problem: *"Roy doesn't know his letter names."*

Intervention: Incremental Rehearsal

Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

'KNOWN' Letters   'UNKNOWN' Letters

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.
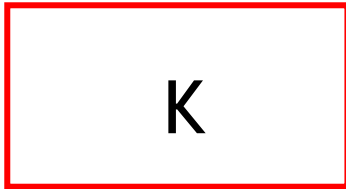
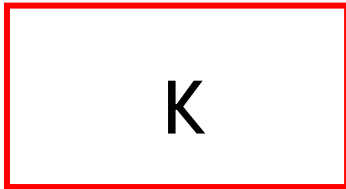| 'KNOWN' Letters		'UNKNOWN' Letters
b	P	K
Y	C	N
h	q	w
D	a	I
m	t	c

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an 'unknown' letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.
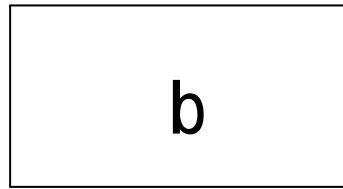
K

Incremental Rehearsal of Letter Names

Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K	b

Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).

K	b	P
Y	C	h
q	D	a
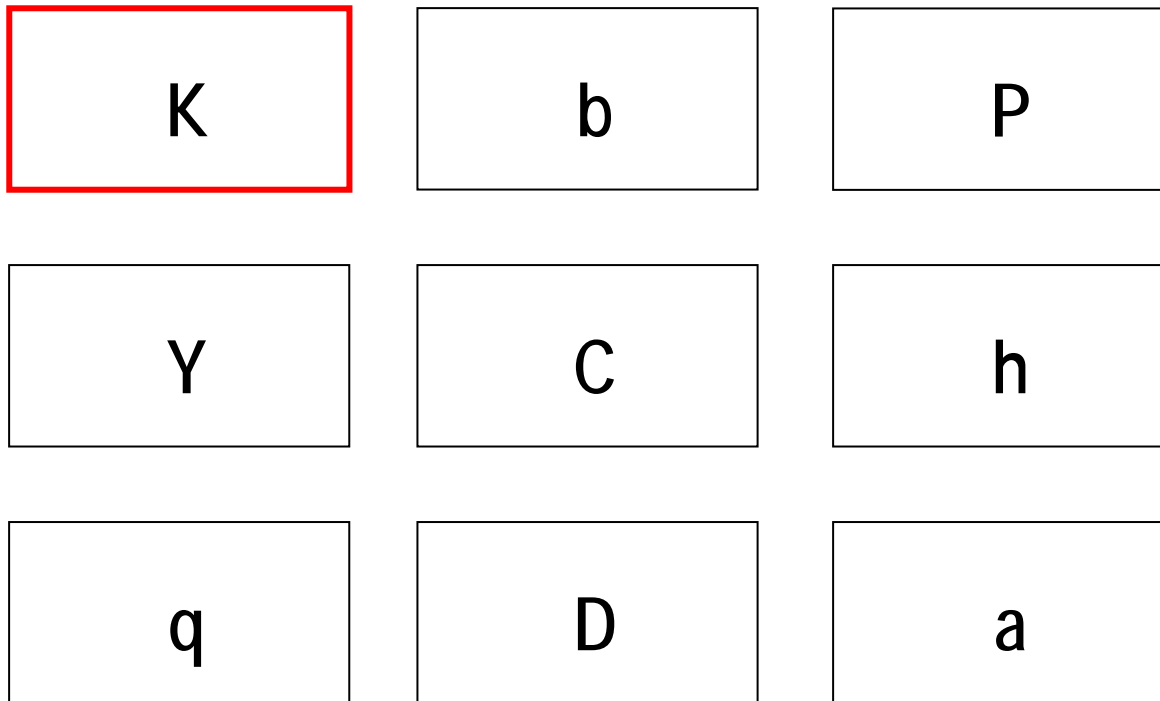
Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.

K → b P

Y C h

q D a
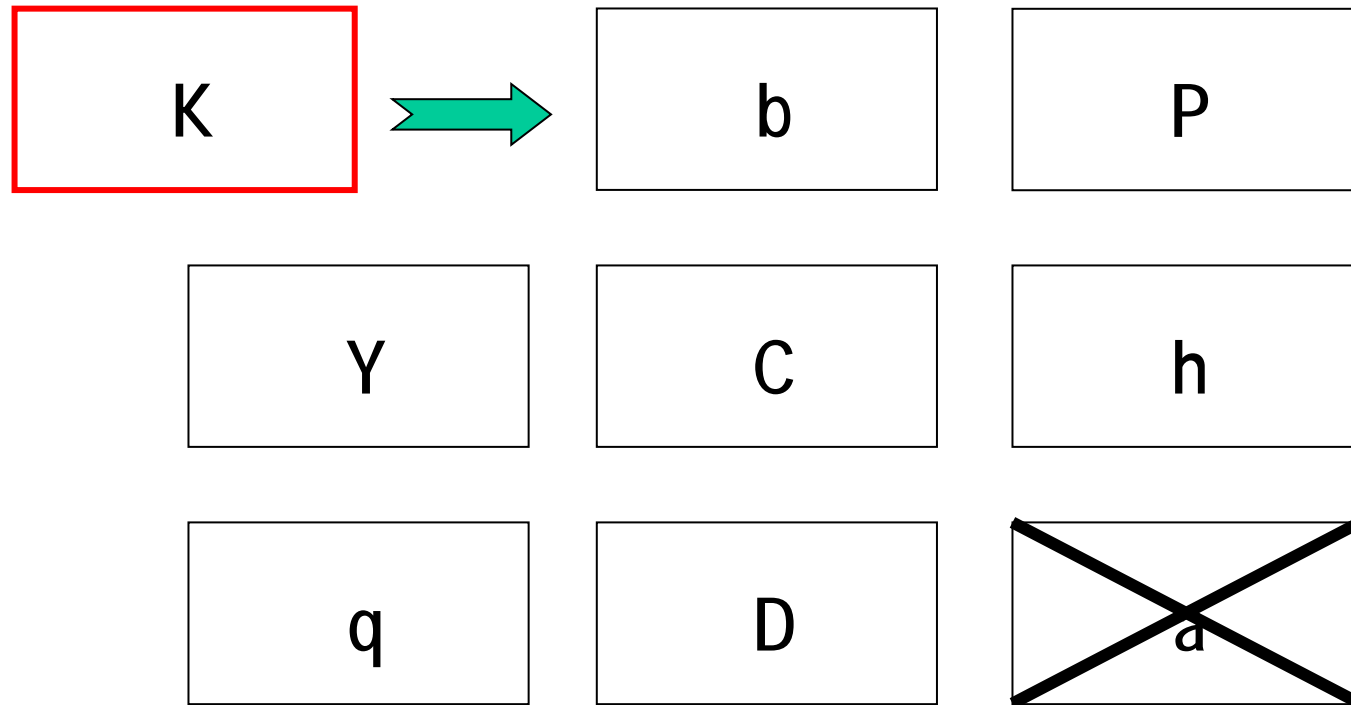
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new 'unknown' letter to identify- and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

N	**K**	**b**
	P	**Y**	**C**
	h	**Q**	**D**

Grade 1: Problem: *"Karim needs to develop 'word attack' skills for CVC words."*

Intervention: Letter Cube Blending

Letter Cube Blending

d   i   r

- The Letter Cube Blending intervention targets alphabetic (phonics) skills. The student is given three cubes with assorted consonants and vowels appearing on their sides. The student rolls the cubes and records the resulting letter combinations on a recording sheet. The student then judges whether each resulting 'word' composed from the letters randomly appearing on the blocks is a real word or a nonsense word. The intervention can be used with one student or a group. (Florida Center for Reading Research, 2009; Taylor, Ding, Felt, & Zhang, 2011).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.

- With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks--with one bold letter displayed per side.
  - Block 1: t,c,<u>d</u>,<u>b</u>,f,m: green marker
  - Block 2: a,e,i,o.u,i (The letter *l* appears twice on the block.): blue marker
  - Block 3: <u>b</u>,<u>d</u>,m,n,r,s: red marker

- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., <u>*b*</u> and <u>*d*</u>).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf
Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

INTERVENTION STEPS: At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. **Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.

2. **The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting 'word'.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.
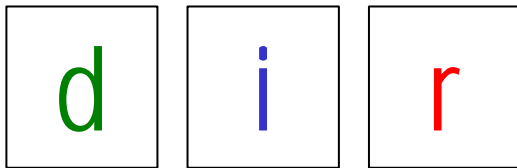
Letter Cube Blending

INTERVENTION STEPS (Cont.):

3. **The student identifies and records the word as 'real' or 'nonsense'.** The student then identifies the word as 'real' or 'nonsense' and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.

4. **The activity continues to 10 words.** The activity continues until students in the group have generated at least 10 words on their recording sheets.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending Sample Recording Sheet

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

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Letter Cube Blending Activity (Florida Center for Reading Research, 2009)

Directions: Have the student toss the Letter Cubes. Line up the Cubes in GREEN-BLUE-RED (G-B-R) order. Have the student sound out each of the letters on the Cubes in G-B-R order. Have the student read the 'word' spelled out on the Cubes. Then have the student decide whether the 'word' is real or nonsense and write the word under the appropriate column below. Continue until at least 10 'words' have been generated by this group activity.
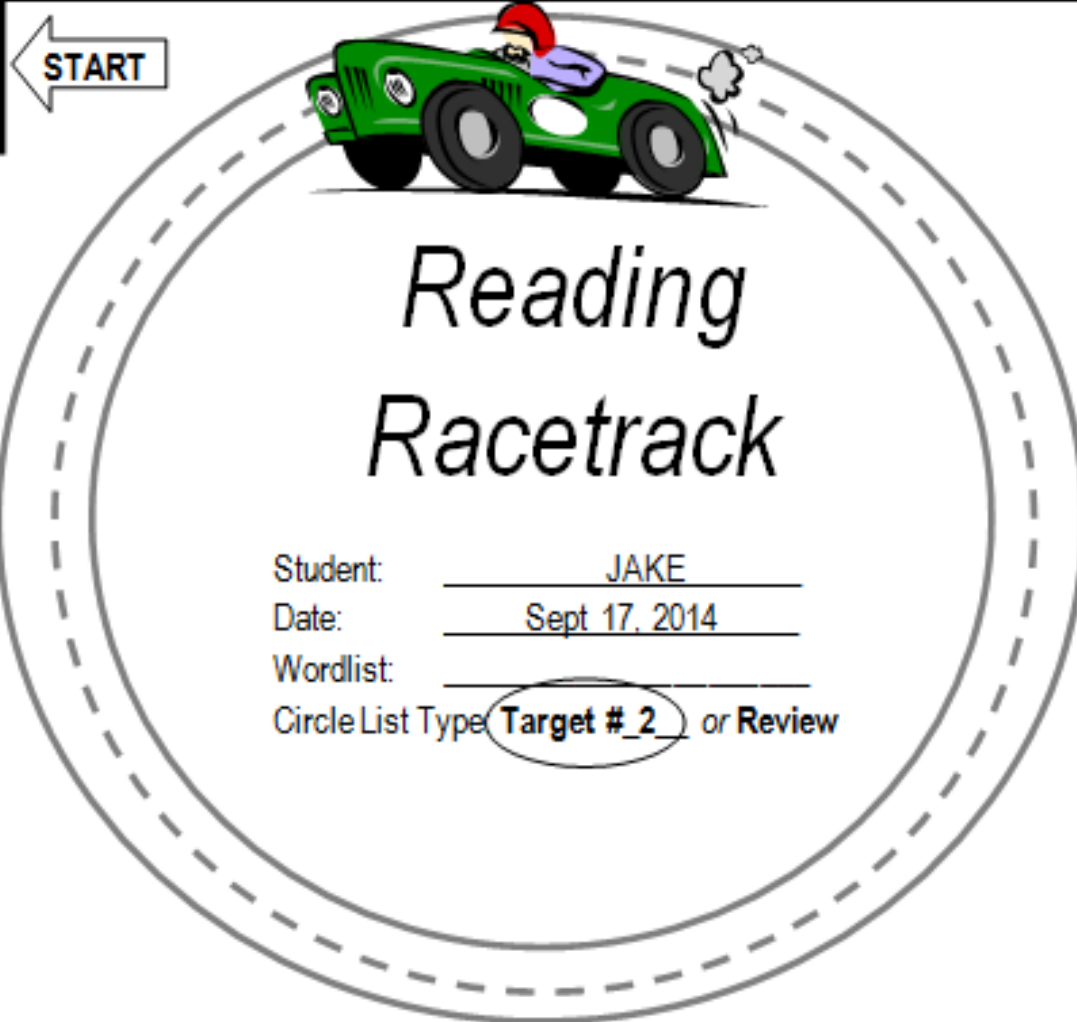
Student Name ___Carrie___

Real Word	Nonsense Word
bar fun	dir

Grade 2: Problem: *"Andrea needs to strengthen her sight-word vocabulary before she can move up to her next book."*

Intervention: Reading Racetrack

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.

- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.

- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.

- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then

| 1 had | START | | | | | 21 five |

Reading Racetrack

| 2 five | | 20 some |

| 3 stop | | 19 then |

| 4 know | | 18 were |

Student: _____ JAKE _____
Date: _____ Sept 17, 2014 _____
Wordlist: _____
Circle List Type (Target #_2_) or Review

| 5 then | | 17 had |

| 6 were | | 16 know |

| 7 some | | 15 stop |

| 8 five | 9 stop | 10 were | 11 had | 12 know | 13 some | 14 then |

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Reading Racetrack Score Sheet
Student:_____ Wordlist: _____Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Sampler: Reading Interventions:

4. Paired Reading (Fluency)

5. Group-Based Repeated Reading (Fluency)

6. Cover-Copy-Compare (Spelling)

7. Click or Clunk (Comprehension)

8. Read-Ask-Paraphrase (Comprehension)

Grade 3: Problem: *"Terrence is not a fluent reader."*

Interventions:

- Paired Reading
- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

- PAIRED READING: INCREASE READING FLUENCY. Teacher and student begin the session reading aloud in unison.

  During the session, at the student's choosing, he/she gives a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher stops reading aloud and instead follows along silently while the student continues to read aloud. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher corrects the error and resumes reading in unison.

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

Group-Based Repeated Reading
(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite,1993--ensures that students pay close attention to the tutor's modeling of text.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

2.   *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

 If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale:*

   – *When asked to read aloud, I did my best reading.*

   – *When others were reading, I paid close attention.*

   – *I showed good behaviors and followed all directions quickly.*

   The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: __Reading Group Students__   Date: _____

Rater: __Tutor_____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3
When others were reading, I paid close attention. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3
I showed good behaviors and followed all directions quickly. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students   Date: _____

Rater: Tutor   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. How well Reading Group Students did in meeting the behavior goal? 1.............2.............3 Poor Fair Good	P F G 1.......2.......3	P F G 1.......2.......3	P F G 1.......2.......3
When others were reading, I paid close attention. How well Reading Group Students did in meeting the behavior goal? 1.............2.............3 Poor Fair Good	P F G 1.......2.......3	P F G 1.......2.......3	P F G 1.......2.......3
I showed good behaviors and followed all directions quickly. How well Reading Group Students did in meeting the behavior goal? 1.............2.............3 Poor Fair Good	P F G 1.......2.......3	P F G 1.......2.......3	P F G 1.......2.......3

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale.* Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Grade 3: Problem: *"Emma is not mastering grade-level spelling words."*

Intervention: Cover-Copy-Compare

Cover-Copy-Compare: Spelling

- **DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).

- **GROUP SIZE:** Whole class, small group, individual student

- **TIME:** Variable up to 15 minutes per session

Cover-Copy-Compare Spelling Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Spelling Words	Student Response
1. product	1a. product
	1b.
2. laughter	2a.
	2b.
3. string	3a.
	3b.
4. summer	4a.
	4b.
5. distract	5a.
	5b.
6. neighbor	6a.
	6b.
7. stable	7a.
	7b.
8. geography	8a.
	8b.
9. spool	9a.
	9b.
10. strict	10a.
	10b.

Grade 4: Problem: *"Malik doesn't always monitor his understanding of what he reads."*

Intervention: Click-or-Clunk

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.

- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.

- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. The Reading Teacher, 38(2), 200-204.

'Click or Clunk' Check Sheet

The Savvy Teacher's Guide: Reading Interventions That Work   Jim Wright (www.interventioncentral.org)   27

MY READING CHECK SHEET*

Name: _____ Class: _____

Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...
- Reading the paragraph over.

Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...
- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

*Adapted from Anderson (1980), Babbs (1984)

Grade 5: Problem: *"Dominic struggles to retain the gist'/main ideas of informational passages."*

Intervention:

- Read-Ask-Paraphrase

Reading Comprehension: Text Summarization

Read-Ask-Paraphrase:
During independent reading, the student: will:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Read-Ask-Paraphrase (RAP) Sheet

Name: _____ Date: _____ Title/Pages of Reading: _____

Student Directions: For *each paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Sampler: Reading Interventions:

9. Read Actively (Comprehension)

10. Reading Reflection Pause (Comprehension)

11. Linking Pronouns to Referents (Comprehension)

12. Mark It/Jot It (Comprehension)

13. Double-Entry Reading Journal (Comprehension)
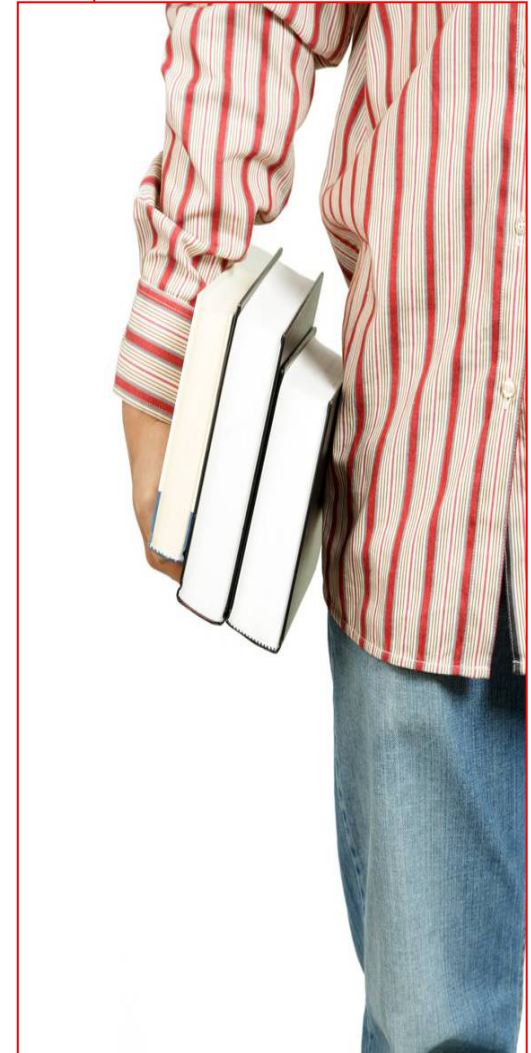
This supplemental handout is available on the workshop page.

It contains instructions for the interventions about to be reviewed.

Sample Classroom Interventions for Reading and Work Engagement from Jim Wright

Reading Comprehension: Self-Monitoring

Read Actively:

- The instructor teaches students to first read through each paragraph, paying attention to the topic and important details and facts.

- The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage.

- Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student accurately recalled.

- This process is repeated with all paragraphs in the passage.

Source: Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp.651-680). Bethesda, MD: National Association of School Psychologists.

Reading Comprehension: Self-Monitoring

- **Reading-Reflection Pause** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every five minutes; at the end of each paragraph).

- At the end of each interval, the student pauses briefly to recall the main points of the reading.

- If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who need to build 'reading endurance'.

Source: Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text through rereading. The Reading Teacher, 63(7), 556–565.

Smithsonian
TweenTribune

search
Teacher Sign Up   Sign In

GRADE K-4   GRADE 5-6   GRADE 7-8   GRADE 9-12   SPANISH   TECH   TEACHER

Reading Comprehension: Tween Tribune

- Text samples used in this part of the workshop are from Tween Tribune (www.tweentribune.com).

- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.

- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage challenged older readers.

Reading Comprehension: Annotation

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles circle in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

Exploring the amazing world of lichens

By: Maggy Benson, *Q?rius*

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is

relationship

called a symbiotic relationship, because it helps both the fungus and algae

survive. Research has shown that lichens are not a natural biological group,

Reading Comprehension: Annotation

- **Mark It/Jot It** prompts text interaction by marking up & annotation.

Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

? How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

! It's weird to have insects in a fancy meal.

Source: Mariage, T.V., Englert, C. S., & Mariage, M. F. (2020). Comprehension instruction for Tier 2 early learners: A scaffolded apprenticeship for close reading of informational text. Learning Disability Quarterly, 43(1), 29-42.

Reading Comprehension: Annotation

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

Double-Entry Reading Journal

Student: _____ Tim S. _____ Date: ___ Feb 24, 2021 ___

Reading Assignment: ___ Would You Eat Soup Made from Crickets? ___

Passage from My Reading	My Thoughts About This Passage
It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.	I would not want to eat insects if they are not safe as food.
In Thailand alone, there are 200 species of insects eaten as food.	This reminds me of how people eat shrimp in the USA.

Sentence Starters: This reminds me of ____.
This makes me think of ____.
This is important because ____.
I think this means _____.

The reason I picked this is _____.
What confuses me about this is _____.
This is interesting, because _____.
Somebody who reads this might believe that _____.

Source: Poch, A.L., & Lembke, E.S. (2018). Promoting content knowledge of secondary students with learning disabilities through comprehension strategies. Intervention in School and Clinic, 54(2), 75-82.

COMING ATTRACTIONS: CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.

- select specific intervention ideas matched to particular groups or individuals.

- add personal notes to the plan to clarify implementation.

- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer. Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

URL: https://interventioncentral-vue.firebaseapp.com/

Classroom Support Plan Writer

This free online tool contains **214** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.
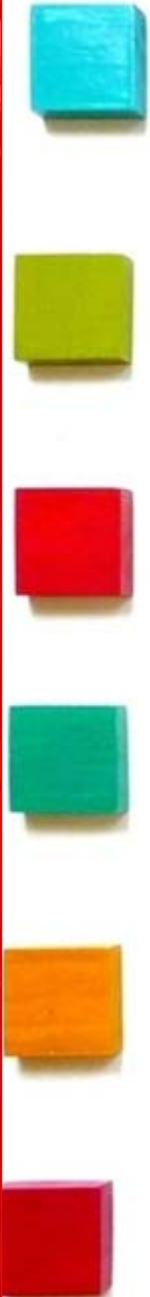
Get Started

Activity: RTI/MTSS Questions?

What additional RTI/MTSS questions do you have?

RTI/MTSS for Academics: Next-Steps Planning. What are the 'next steps' that your school/district will take to improve your RTI/MTSS process?

RTI/MTSS Training Agenda: Tasks

1. US: Review 'best practices' in Tiers 1, 2, and 3 of RTI/MTSS.

2. YOU: Consider Nyack Schools' RTI/MTSS model; identify areas for change.

3. US: Review Nyack Schools' RTI/MTSS process & agree on 'next steps'.

Response to Intervention		
Tier 1	**Tier 2**	**Tier 3**
Purpose: To provide the student with classroom supports to 'get through the next lesson'.	**Purpose:** To find & fix off-grade-level skill gaps.	**Purpose:** To create an individualized intervention plan for intensive-need students.
Team: Classroom teacher meets with **Tier 1 Team**: consultant or grade-level team.	**Team:** **Data Analysis Team** meets after 3 yearly school-wide screenings to place students using data-based entrance criteria.	**Team:** Multi-disciplinary **MTSS Problem-Solving Team** meets on students who fail to succeed with lesser interventions.
Progression: Tier 1 continues as long as needed. The student may also advance to Tier 2 if Tier 1 is unsuccessful—but **only** if student is borderline or qualifies for Tier 2.	**Progression:** If unsuccessful at Tier 2, the student is referred to Tier 3 MTSS Team.	**Progression:** If student has met 'decision rules' for non-responder in MTSS, the Team may refer to CSE.

RTI/MTSS for Your School: Suggested 2020-21 Goals…

Tier 1: Classroom Intervention	Goal 1: Develop shared documentation form. Goal 2: Create/update intervention bank. Goal 3: Develop format for Tier 1 meetings (e.g., meet w grade-level teams or consultant).
Tier 2 ('AIS'): Supplemental Intervention	Goal 1: Clarify mission: To remediate off-level skills. Goal 2: Schedule daily 'intervention period'. Goal 3: Use objective data to recruit students— reducing dependence on teacher referrals. Goal 4: Group students by need, not availability.
RTI/MTSS: District-Wide	Goal 1: Develop 'decision rules' to judge when a 'non-responding' student should be referred to CSE. Goal 2: Update the district RTI/MTSS Plan based on changes agreed upon by this group.

HANDOUT 2:
RTI/MTSS for Academics: District-Wide Planning Tool

Direction: Appsaplecorder tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals or be addressed immediately and provide which goals should be temporarily postponed. Follow these steps: column with a
   '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

Tier 1: Core Instruction. The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

Status (0,1,2)	GOALS: The teacher's whole-group instruction:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- [A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.	
	- [A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.	
	- [A.1.3] for reading and mathematics instruction, uses programs and/or practices supported by research.	

RTI/MTSS Next-Steps Planning Session

1. Join your breakout room.

2. Discuss how you might use resources and ideas from today's workshop to improve your school's MTSS process.

3. Be prepared to report out to the large group at the end of the breakout session.