

# The Elementary Teacher as 'First Responder': Building the Classroom Intervention Toolkit

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



# Response to Intervention

Intervention Central  
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo and tagline "Your source for RTI resources" are visible. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", accompanied by social media sharing options (Like, Tweet, Print, Email, Google+) and a page count of 56. On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section lists two recent articles: one from September 17th, 2013, about reducing time-outs with active response beads, and another from November 20, 2013, about building sight-word vocabulary. The central area contains a photograph of a teacher and four students working together at a table. To the right, a "Featured Tools" list includes various educational utilities such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Res

Handout



*RTI/MTSS Classroom Teacher Toolkit*

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## Effective Classroom Interventions: Resources

Jim Wright, Presenter

24/26 April 2019  
Port Chester Schools

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Workshop Materials: <http://www.interventioncentral.org/portchester>

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/portchester>

## Teacher as Intervention 'First Responder': Agenda



-  1. **Review of RTI/MTSS.** What are the essential components, or 'Tiers', that should be part of any school's RTI/MTSS plan?
-  2. **Classroom Intervention Toolkit.** What are sample academic interventions and methods of data collection useful in elementary classrooms?
-  3. **Your Questions.** What are your questions about RTI/MTSS?

*RTI/MTSS for  
Academics: An  
Overview.* What does  
the RTI/MTSS model  
look like?



### RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

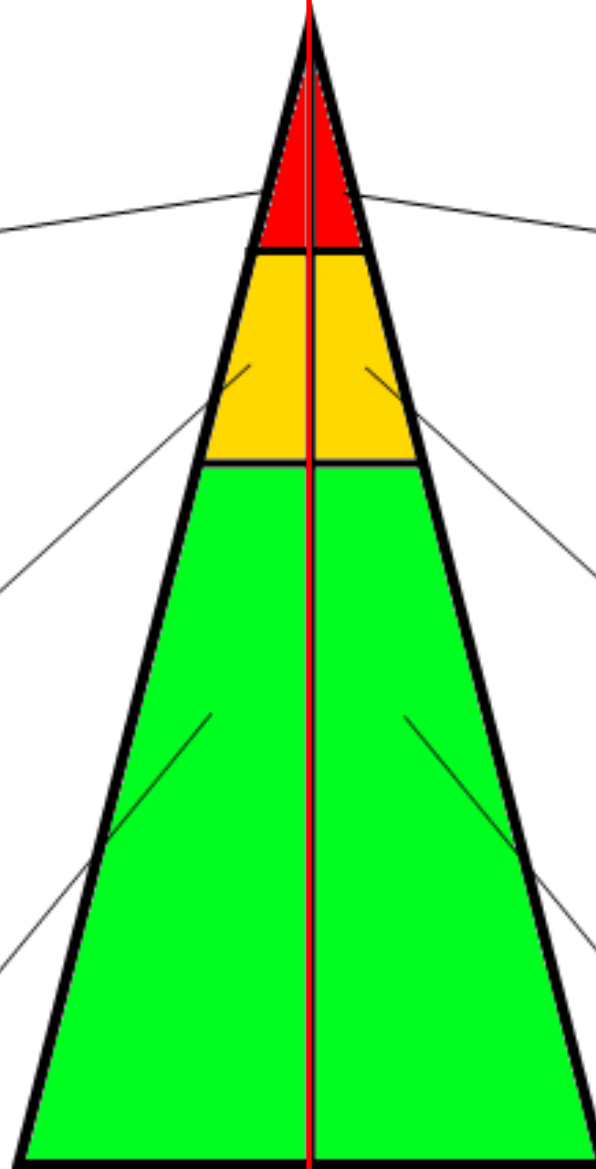
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

### **Tier 1: Universal: Core Instruction: 80%**

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



## MTSS: BEHAVIOR

### **Tier 3: High-Risk Students: 5%**

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

### **Tier 1: Universal: Classroom Management: 80%**

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

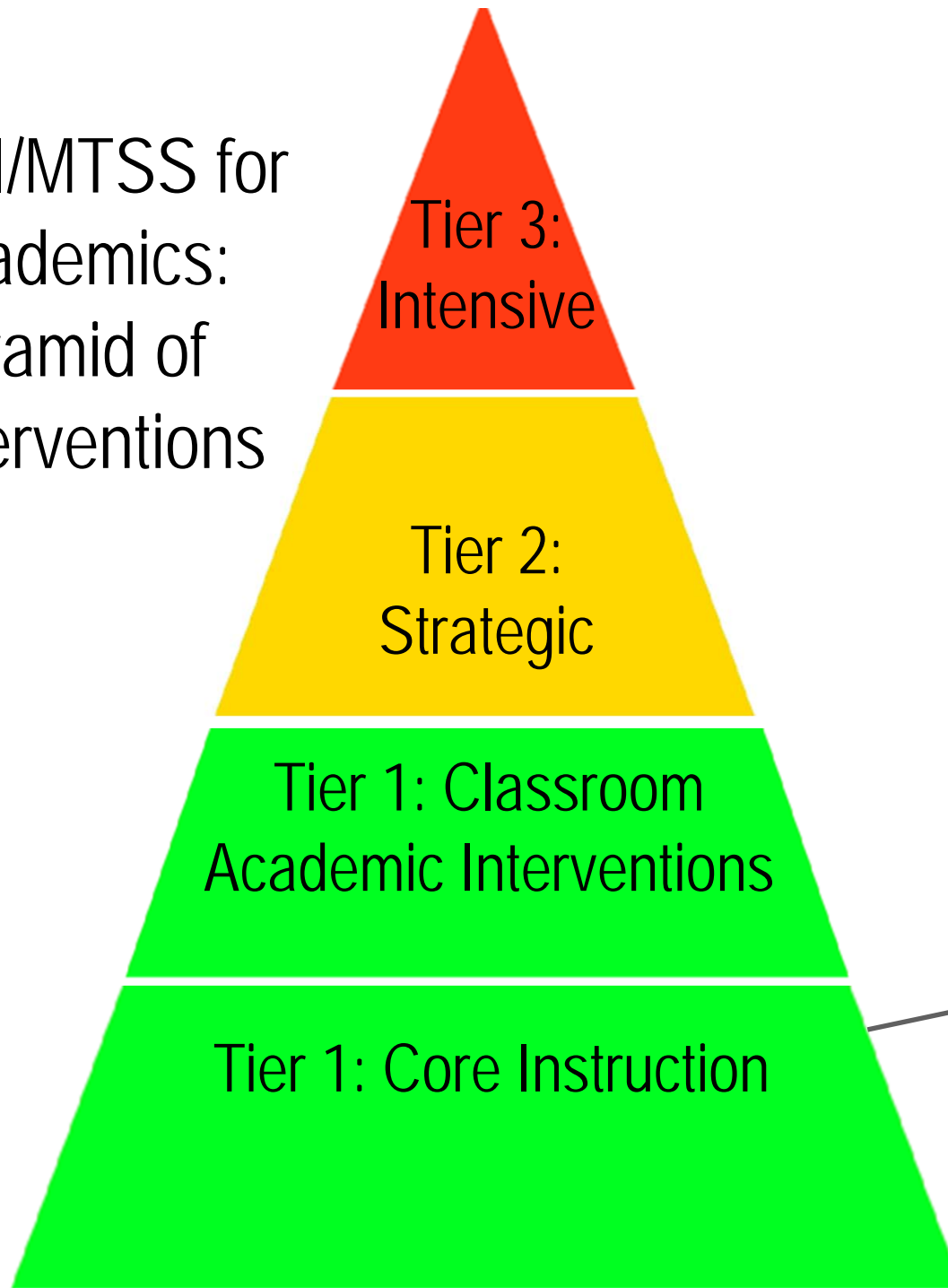
Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>



*Tier 1: Core Instruction.* What are the elements of strong direct instruction that promote student success?



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



Tier 3:  
Intensive

Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction

**Tier 1: Core Instruction (100%).** Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

### MTSS: Tier 1: Core Instruction

- Strong core instructional practices are the **foundation** of MTSS. They underlie and strengthen **classroom instruction**.

When teachers are able successfully to teach across the **full range** of classroom ability levels, individualized **interventions** may not be needed.

Strong instruction includes making optimal use of **instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations & supports** as appropriate.

## MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.

Handout; pp. 2-3

Jim Wright, Presenter  
 How the Common Core Works' Series © 2013 Jim Wright  
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### How To: Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction	
Instructional Element	Notes
<input type="checkbox"/> <b>Instructional Match.</b> Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Content Review at Lesson Start.</b> The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> <b>Preview of Lesson Goal(s).</b> At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
<input type="checkbox"/> <b>Chunking of New Material.</b> The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> <b>Detailed Explanations &amp; Instructions.</b> Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Think-Alouds/Talk-Alouds.</b> When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> <b>Work Models.</b> The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
<input type="checkbox"/> <b>Active Engagement.</b> The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
<input type="checkbox"/> <b>Collaborative Assignments.</b> Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
<input type="checkbox"/> <b>Checks for Understanding.</b> The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

# How to: Implement Strong Core Instruction

## 1. Access to Instruction

- Instructional Match
- Content Review at Lesson Start
- Preview of Lesson Goal(s)
- Chunking of New Material

## 2. 'Scaffolding' Support

- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models
- Active Engagement
- Collaborative Assignments
- Checks for Understanding

## 2. 'Scaffolding' Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

## 3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

## 4. Opportunities for Review/ Practice

- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice

# How to: Implement Strong Core Instruction

## 1. Access to Instruction

Instructional Match

Co  
 Pre  
 Ch

### Activity: Strong Direct Instruction

1. Review this list of elements of **direct instruction**.
2. Select 1-2 of these elements that you find most challenging in whole-group instruction. Discuss possible ways to overcome these challenges.

De

Tal

Wo

Act

Co

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## 2. 'Scaffolding' Support (Cont.)

Group Responding

h Rate of Student Success

sk Rate of Instruction

Up Strategies

timely Performance Feedback

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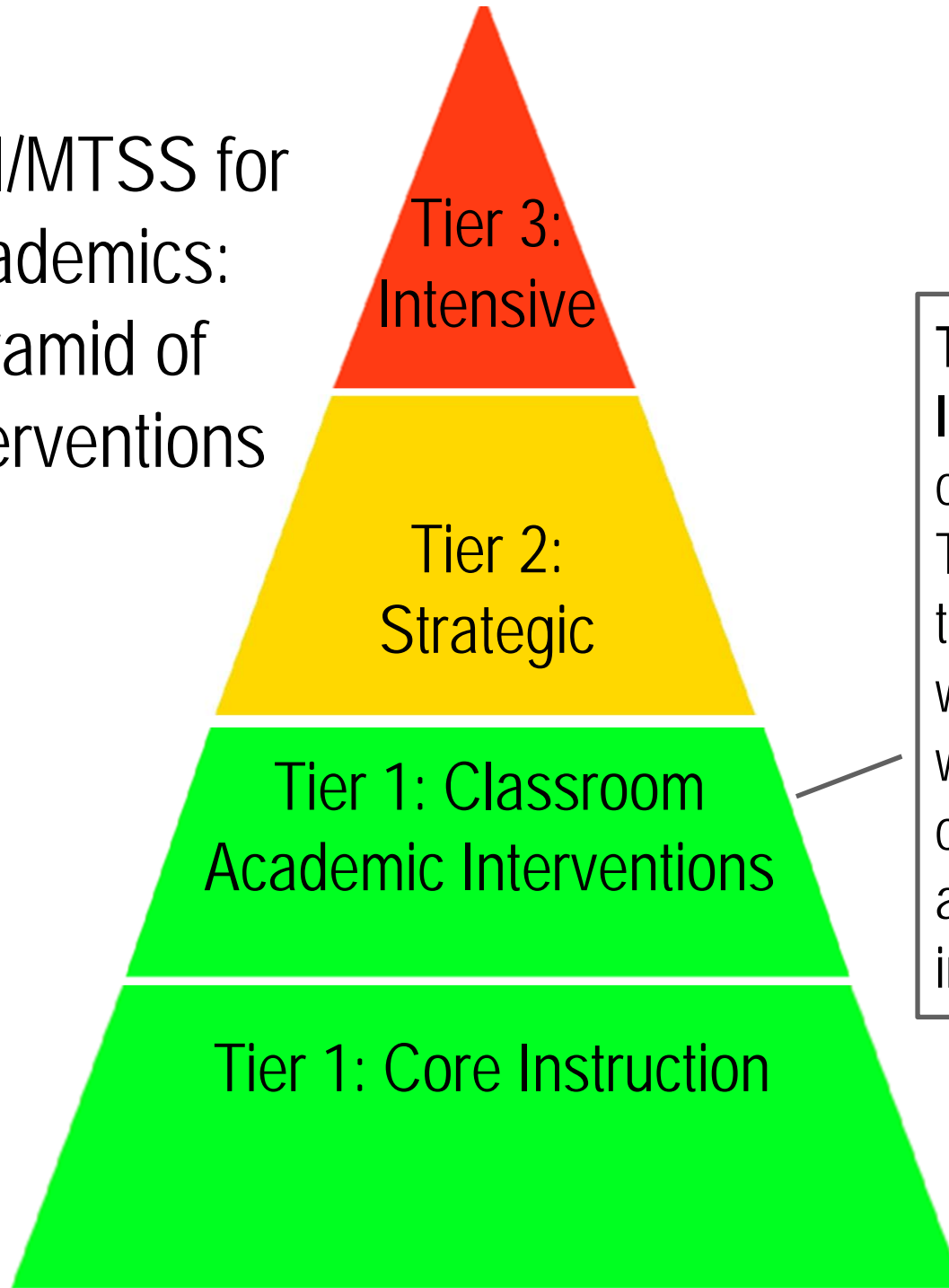
Distributed Practice



*Tier 1: Classroom Intervention.* How can teachers create, document, and implement academic intervention plans for specific students?



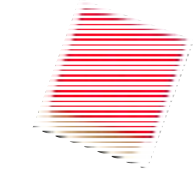
RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



**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.



# RTI Files...



Case 1: Jacqueline:  
1<sup>st</sup> Grade: Letter Knowledge



Case 2: Neda:  
4<sup>th</sup> Grade: Math-Fact Fluency

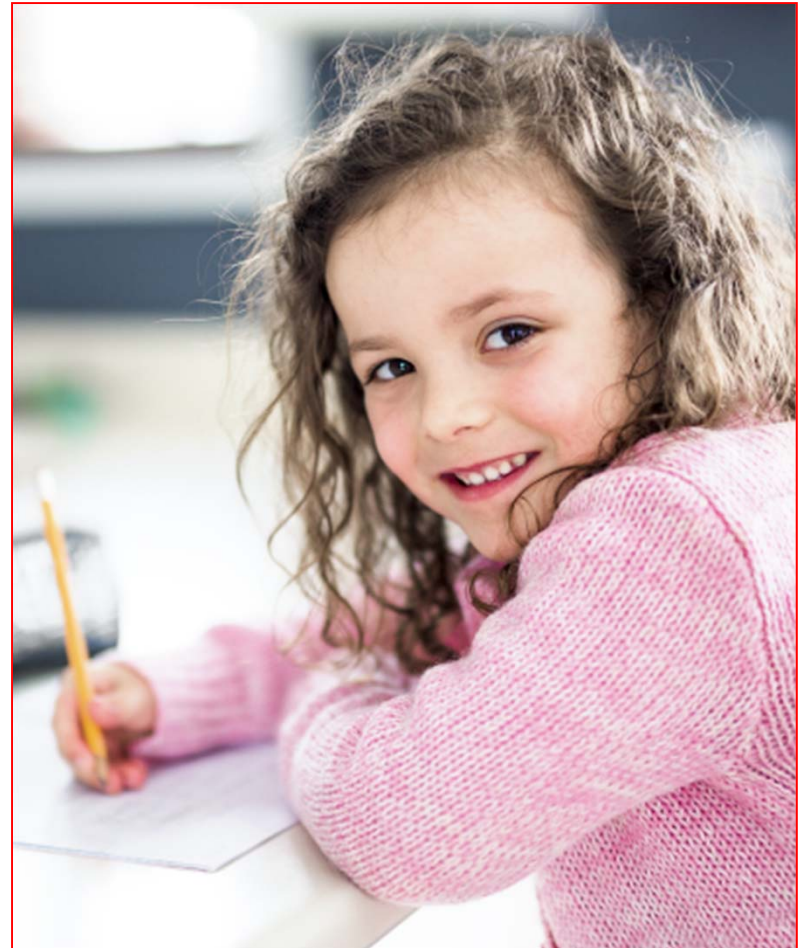


# RTI Files: Case 1

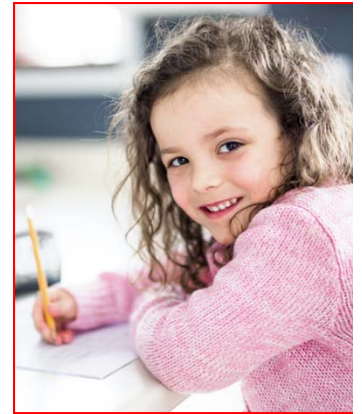
Jacqueline  
Grade 1

*Problem:* Limited  
letter knowledge

*Intervention:*  
Incremental  
Rehearsal



# RTI Files: Case 1



- **Problem:** Jacqueline cannot identify all mixed-case letters.
- **Intervention:** Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.

## 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

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

b	P
Y	C
h	q
D	a
m	t

## 'UNKNOWN' Letters

K
N
w
l
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

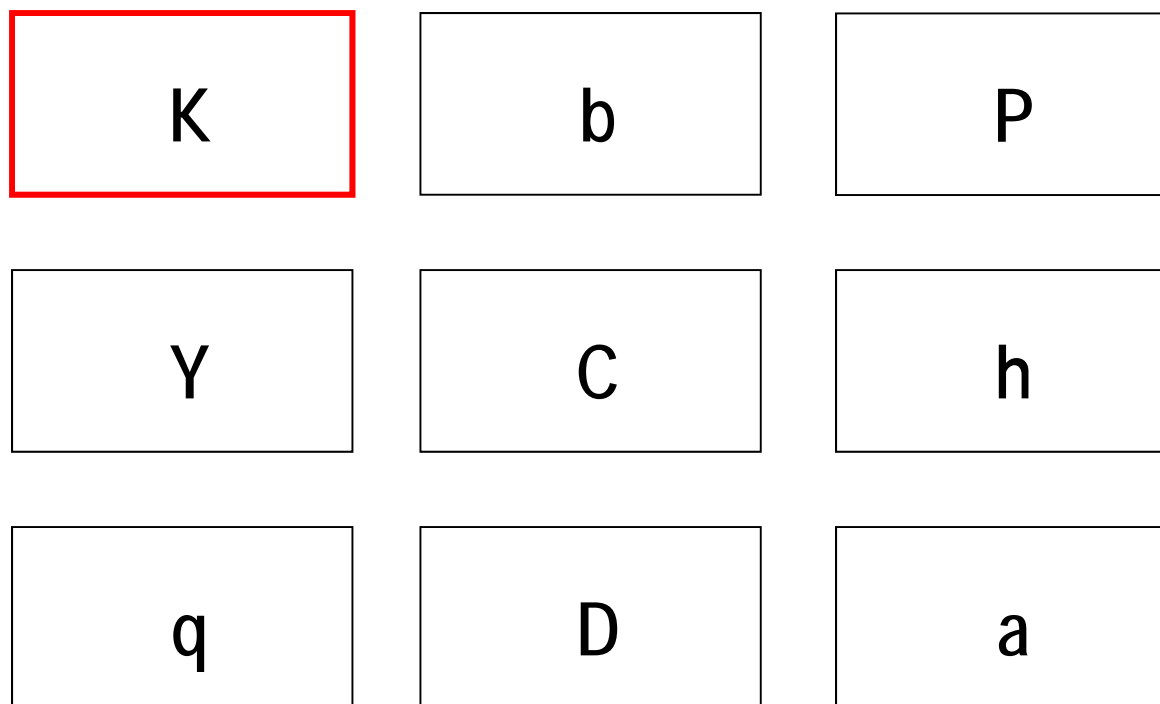
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

## Incremental Rehearsal of Letter Names

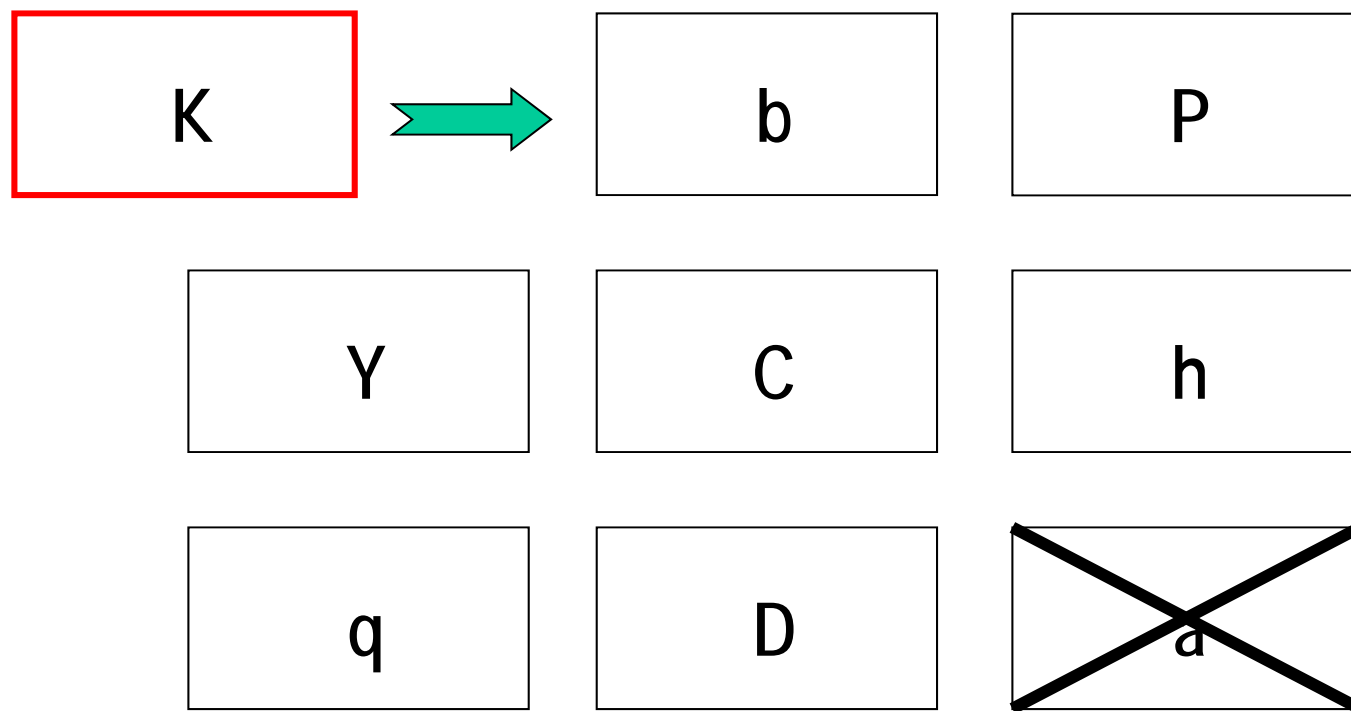
Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter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





## 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.



### 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**

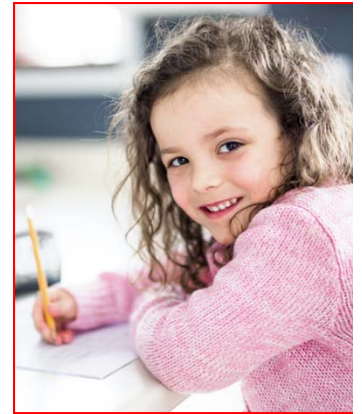
**C**

**h**

**Q**

**D**

# RTI Files: Case 1

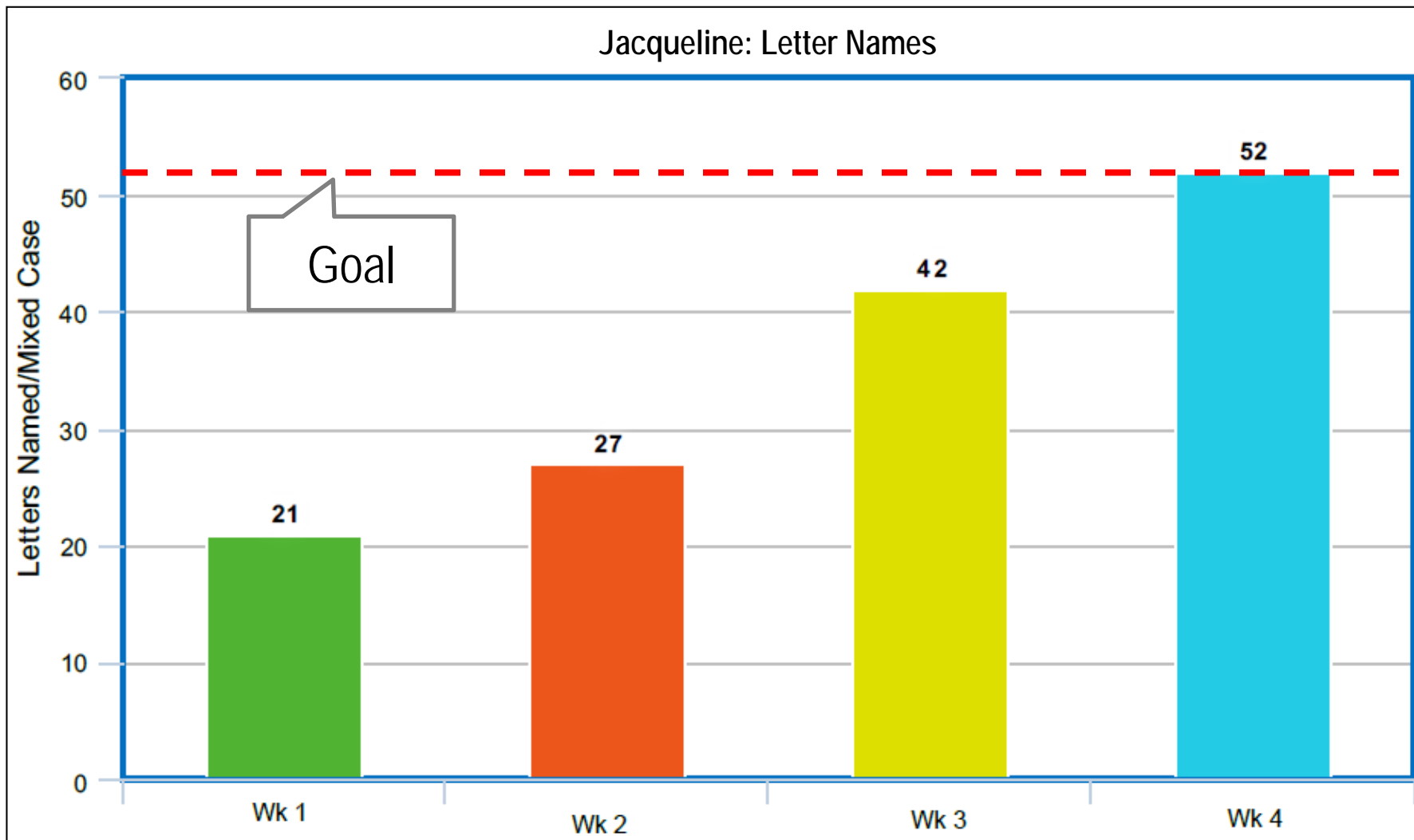


- **Progress-Monitoring:** During the intervention, Mrs. Sampson keeps a cumulative record of any additional letter-names that Jacqueline masters, entering them on a log sheet.

At **baseline**, Jacqueline can identify 21 letters correctly. The **outcome goal** for Jacqueline is to name **all** 52 mixed-case letters accurately and quickly.

# RTI Files: Case 1

Jacqueline: Grade 1: Incremental Rehearsal



# RTI Files: Case 1: Take-Away

- Interventions are not...
  - an object ('flashcards')
  - a person ('the Reading Teacher')
  - a place ('The Learning Center').
- Instead, interventions are the actual instructional strategies/steps used to teach the struggling learner.
- So while 'flashcards' are **not** an intervention, 'incremental rehearsal using mixed-case letter ID flashcards' is an intervention.

## RTI Files: Case 2

Neda

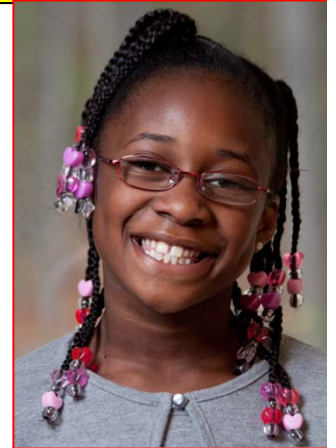
Grade 4

*Problem:* Limited  
math-fact fluency

*Intervention:*  
Cover-Copy-  
Compare



## RTI Files: Case 2



- **Problem:** Neda is slow in solving basic multiplication facts.
- **Intervention:** Neda's math teacher, Ms. Tanger, decides to use **Cover-Copy-Compare (CCC)**, a student-directed strategy that relies on short-term memory retrieval to memorize math facts. The student will use CCC during daily deskwork.

# Cover-Copy-Compare: Math Facts

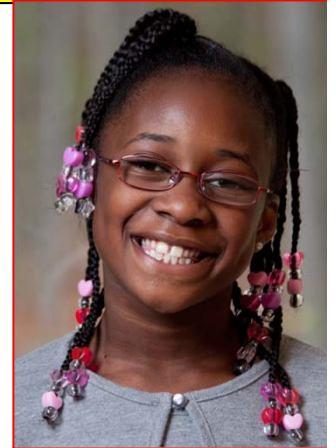
In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).



Cover-Copy-  
Compare Math  
Fact Student  
Worksheet

Math Facts	Student Response
1. $9 \times 7 = 63$	1a. $9 \times 7 = 63$
	1b.
2. $9 \times 2 = 18$	2a.
	2b.
3. $9 \times 4 = 36$	3a.
	3b.
4. $9 \times 1 = 9$	4a.
	4b.
5. $9 \times 9 = 81$	5a.
	5b.
6. $9 \times 6 = 54$	6a.
	6b.
7. $9 \times 3 = 27$	7a.
	7b.
8. $9 \times 5 = 45$	8a.
	8b.
9. $9 \times 10 = 90$	9a.
	9b.
10. $9 \times 8 = 72$	10a.
	10b.

## RTI Files: Case 2

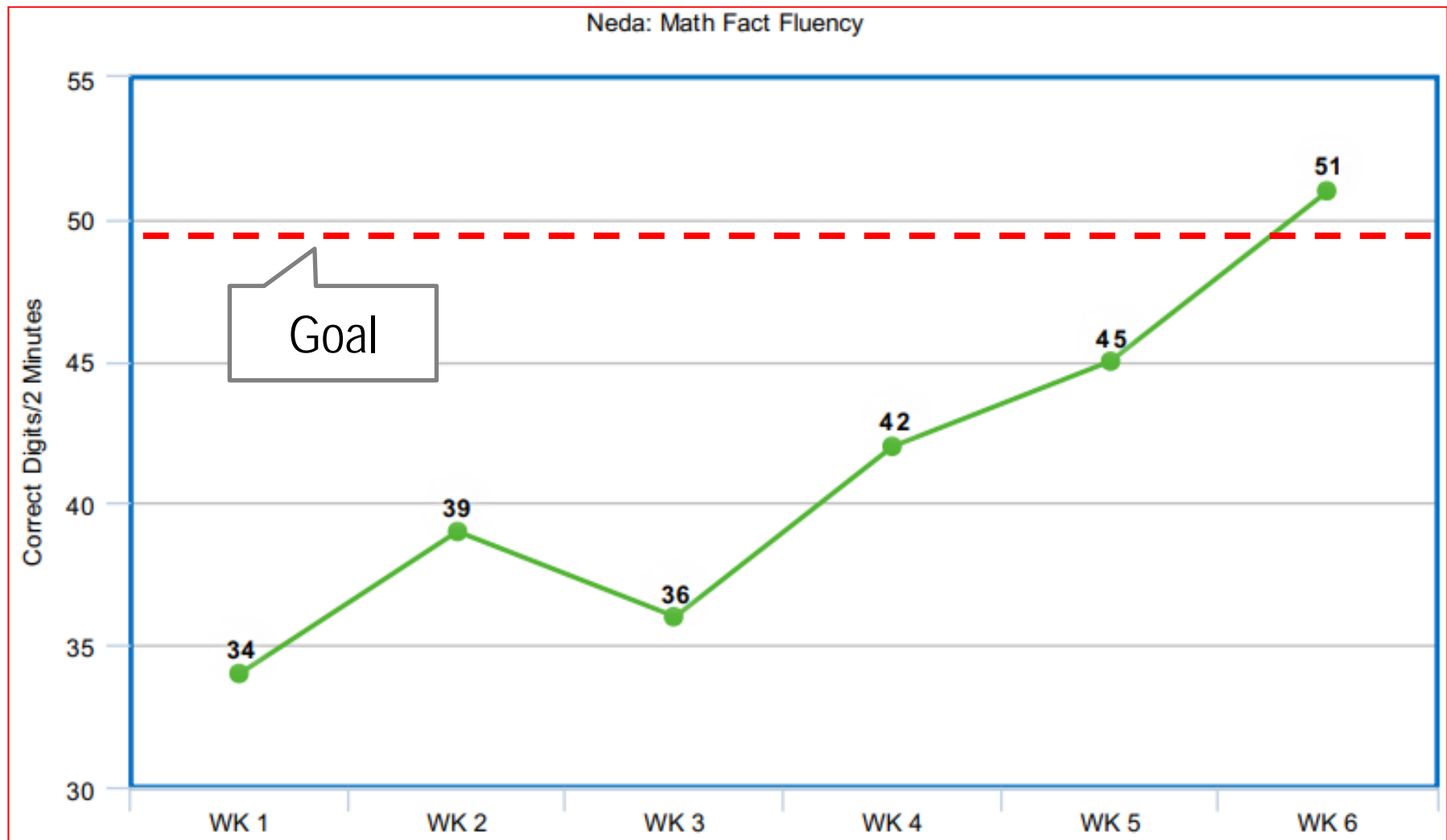


- **Progress-Monitoring:** Ms. Tanger will assess Neda's math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.

# RTI Files: Case 2

Neda: Grade 4: Math-Fact Fluency



## RTI Files: Case 2: Take-Away

- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.
- Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!
- Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.

# RTI Files...



Case 1: Jacqueline:  
1<sup>st</sup> Grade: Letter Knowledge



Case 2: Neda:  
4<sup>th</sup> Grade: Math-Fact Fluency



### *Tier 2: Strategic Interventions for Academics.* What quality

indicators

define Tier 2 RTI/MTSS

support for students

whose moderate-to-

severe academic

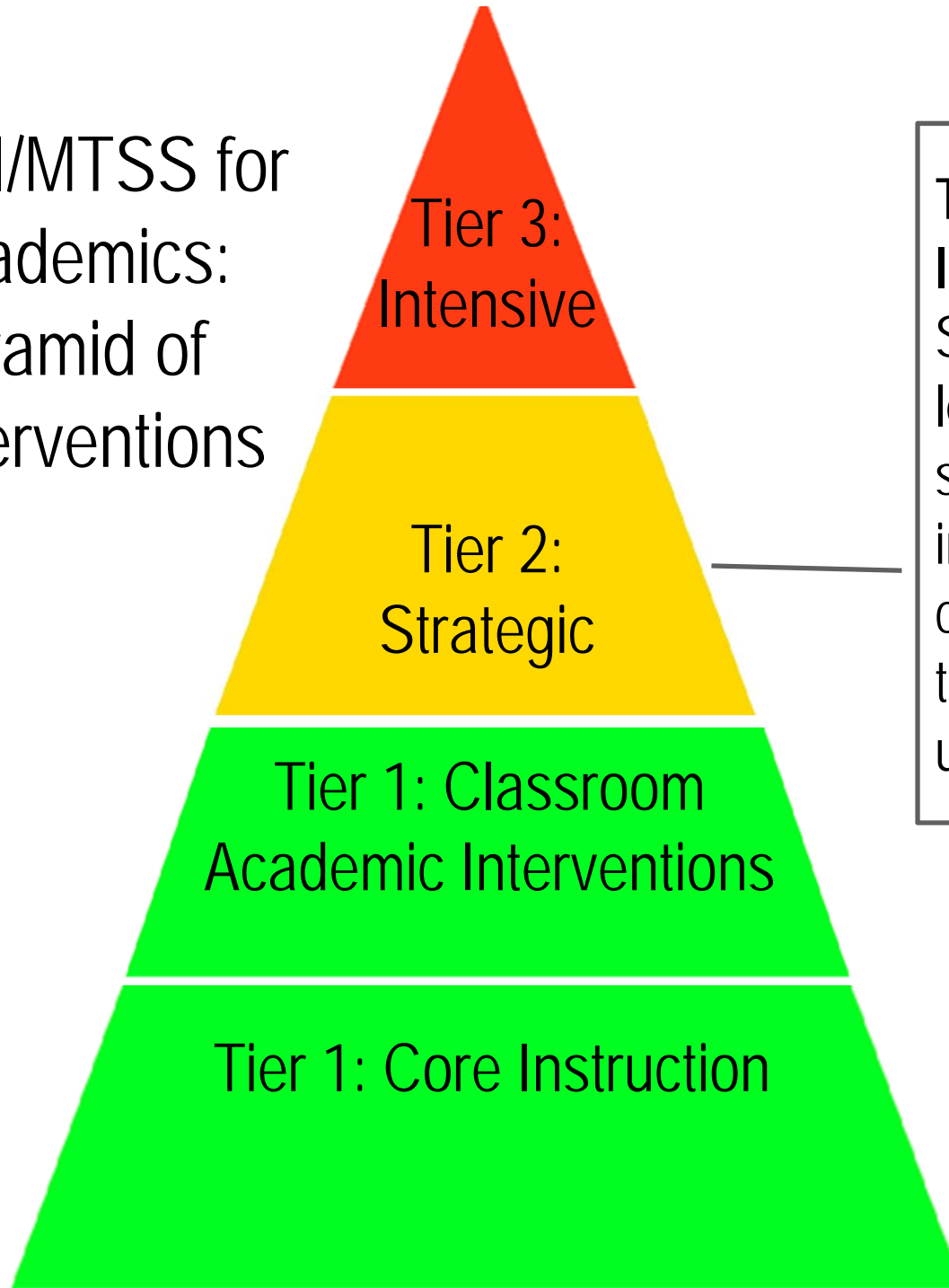
deficits lie beyond the capacity of

the classroom teacher alone to

repair?



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



Tier 3:  
Intensive

Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction

**Tier 2: Strategic Intervention (10-15%).** Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

## Evaluating the Quality of Tier 2 Academic Interventions/Programs

High-quality Tier 2 interventions have these 4 important attributes. They:

- are supported by research.
- target off-grade-level academic skills to fill in gaps and catch the student up with grade peers.
- provide remediation in specific, clearly defined academic skills.
- are described in enough detail to allow interventionists to carry them out with fidelity.



# Defining High-Quality Tier 2 Reading Interventions

Example:

HELPS ([www.helpsprogram.org](http://www.helpsprogram.org))

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- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.



HELPS Reading Fluency Program  
www.helpsprogram.org  
LINK AVAILABLE ON  
CONFERENCE WEB PAGE

### One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.

[READ MORE](#)

### Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

[READ MORE](#)

### Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

[READ MORE](#)

### Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

[READ MORE](#)

## The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$40 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

### RELATED LINKS

- All5web
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center for Response to Intervention

### UPDATES

#### Program Updates

Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

#### Research Updates

Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

#### Website Updates

Posted on July 8, 2010

- HELPS website improves in several ways

# HELPS: Tier 2 Reading-Fluency Program



## Evaluating the Quality of Tier 2 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.

## Evaluating the Quality of Tier 2 Interventions/Programs

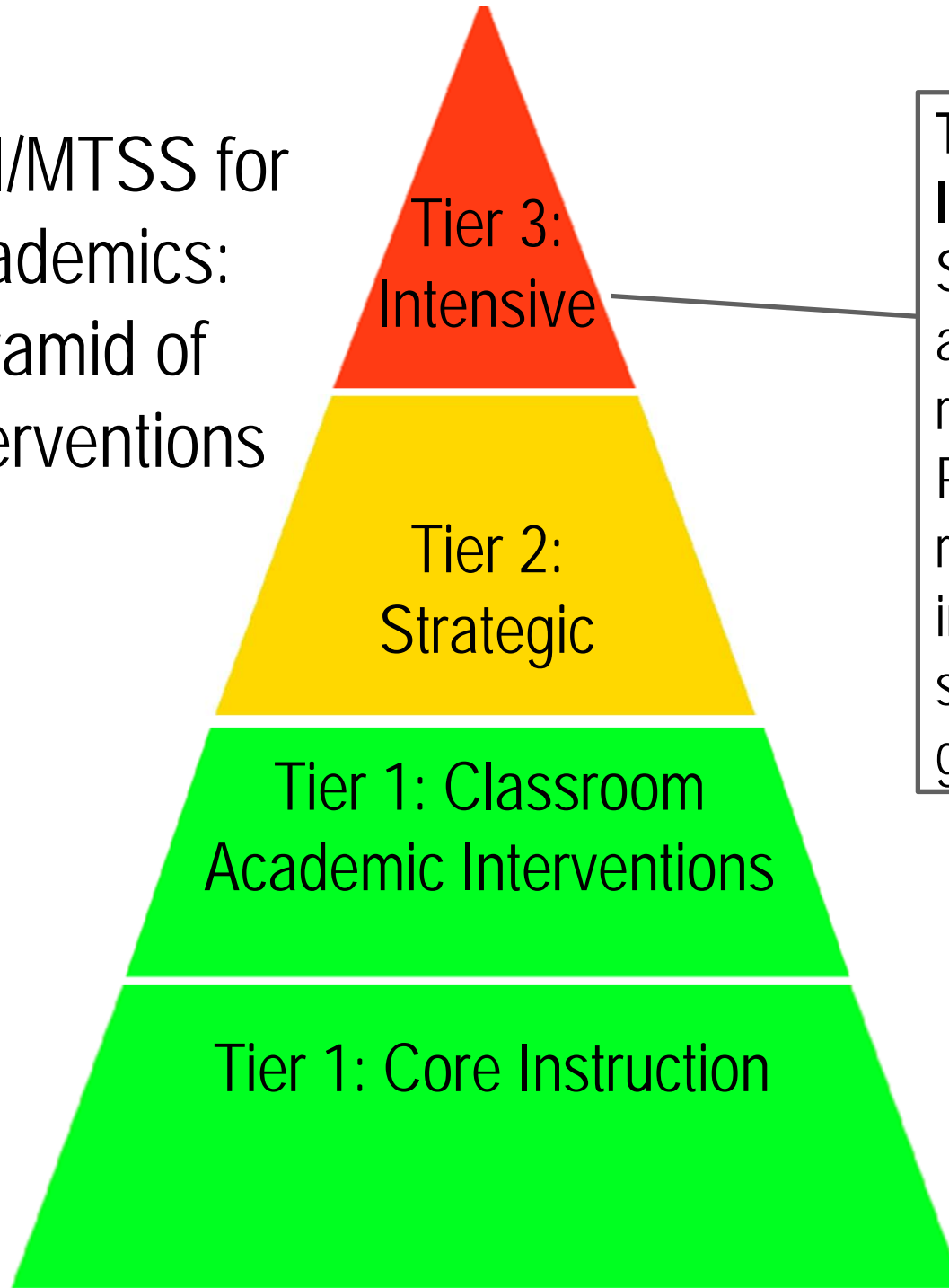
Here are 3 things that high-quality Tier 2 academic interventions are NOT:

- Homework help, test preparation, or reteaching of core-instructional content.
- People. (The 'reading teacher' is not an intervention.)
- Locations. (The 'Learning Lab' or 'Academic Support Center' is not an intervention.)

*Tier 3: Intensive Intervention: The RTI/MTSS Problem-Solving Team.* When a student fails to respond to academic interventions at Tiers 1 and 2, what is the Problem-Solving Process at Tier 3?



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



**Tier 3: Intensive Intervention (1-5%).** Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.





# RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

### Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1:** Select Intervention Target(s)
- **Step 2:** Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

*Writing Down Tier  
1/Classroom*

*Interventions.* What is a convenient form that allows teachers to quickly document classroom intervention plans while following an RTI problem-solving process? pp. 4-8



### Teacher Problem-Solving: Just a Part of the Job...

Instructors regularly engage in problem-solving efforts, such as:

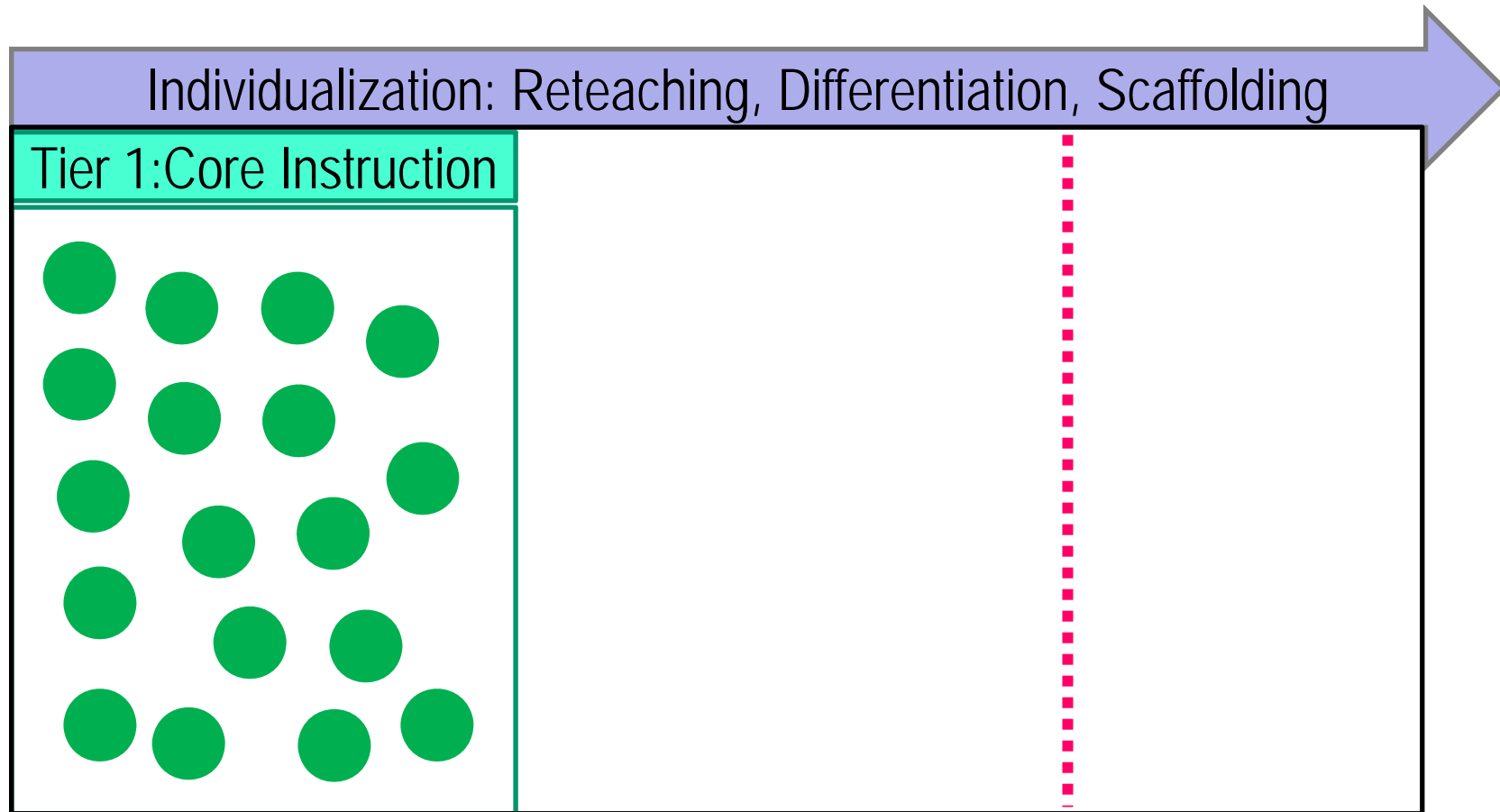
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit...

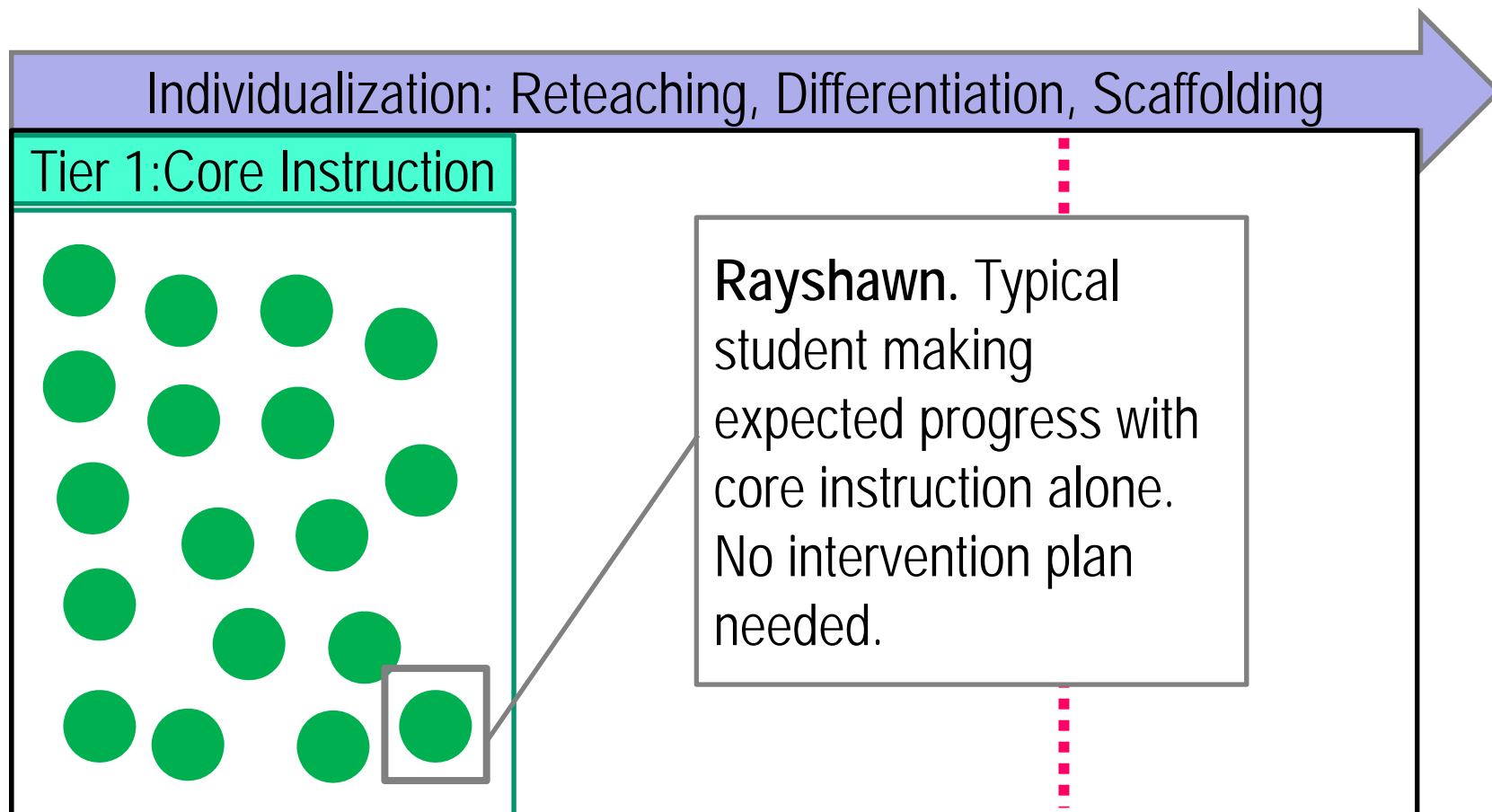
In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

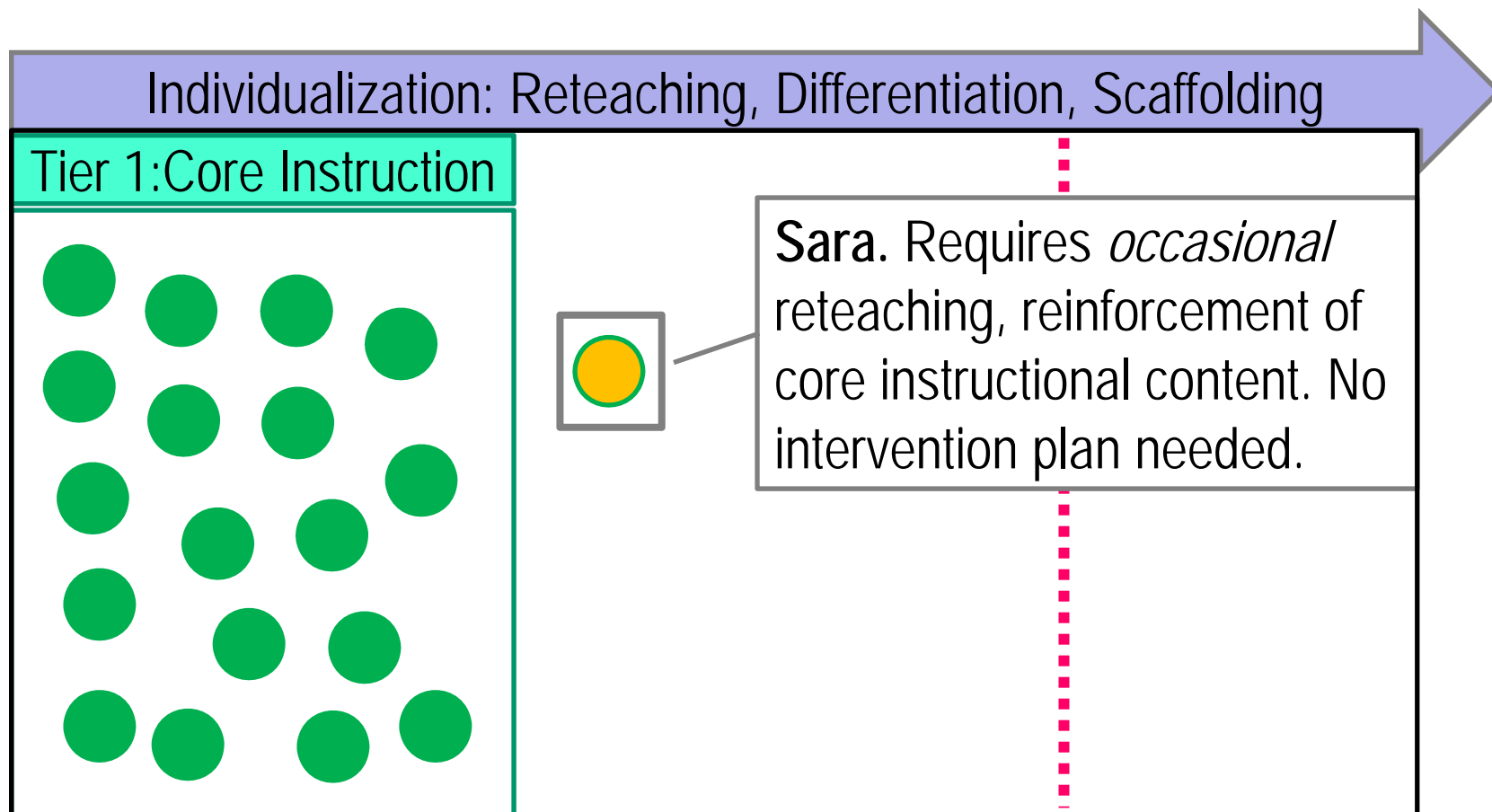
# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

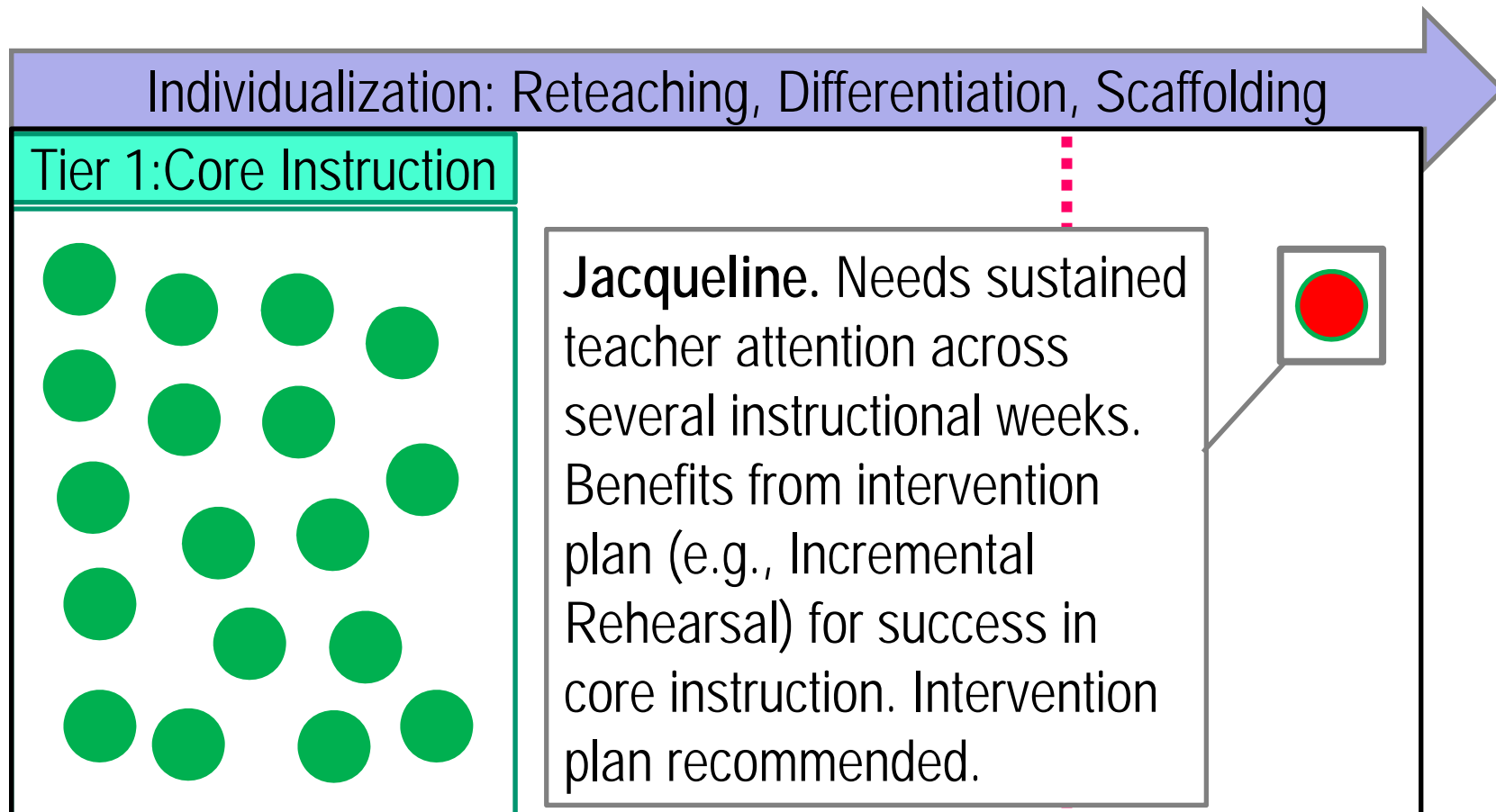


# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



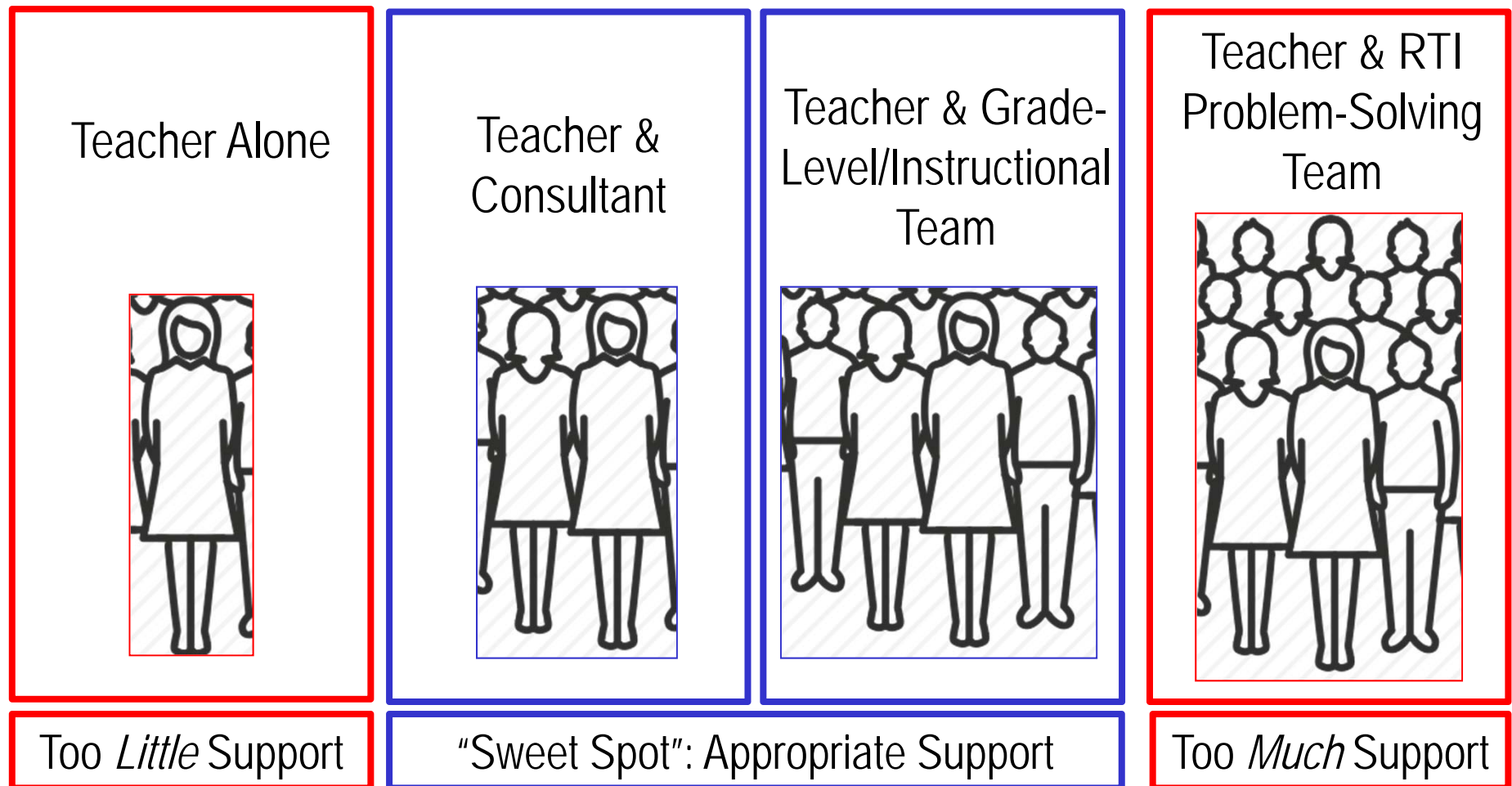


# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



# Teachers & Classroom Support Plans: Finding the Balance

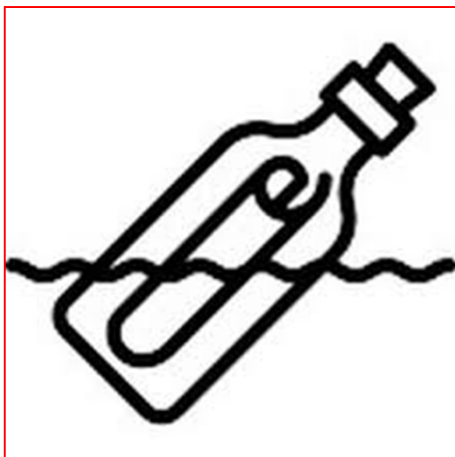
When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?



# RTI/MTSS Classroom Support Plan: 'Message in a Bottle': Who might benefit?

**Colleagues.** Your intervention efforts can be read by your fellow teachers and future educators

**Parents & Student.** You can make the creation of the Classroom Support Plan the focus of student and parent conferences.



**RTI/MTSS Problem-Solving Team.** Your classroom intervention plan helps the team to make better recommendations.

**CSE/Special Education Eligibility Team.** Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

# How To: Create a Written Record of Classroom Interventions (pp. 5-6)

## Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information

Case Information			
What to Write: Record the important case information, including student name, date of plan, start and end dates for the intervention plan, and the total number of instructional days.			
Student:	Josh H.	Interventionist(s):	Mr. St...
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015
Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.	

Problem Description

Listing of Intervention Elements

Intervention
What to Write: Write a brief description of the intervention, including the materials and procedures used with this student. TIP: If you have a script for this intervention, attach it to this sheet.
Ask-Read-Tell Cognitive Strategy Link: <a href="http://www.jimwrighton.com/interactive_form.pdf">http://www.jimwrighton.com/interactive_form.pdf</a>

Training

Materials

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed for the adult(s) and/or the student to carry out the intervention.
Copy of the interactive ART strategy organizer will be provided to the parent.	Teacher will train Josh to use the ART strategy and will have the student log its use and to email completed ART form to the teacher after each reading.

Plan to Monitor Progress

Progress-Monitoring	
What to Write: Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for data collection appear on the right side of this table.	
Type of Data Used to Monitor: completed ART sheets; quiz grades	
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	

- Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

*Building the Behavior/Social-Emotional Toolkit.* What are research-based strategies that can help teachers to motivate students and decrease problem behaviors?





# Behavior Toolkit pp. 12-21

## A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. Antecedents: Strategies to promote positive behaviors and prevent misbehavior
2. Positive consequences: Responses that increase positive/goal behaviors
3. Extinction procedures: Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

### 1. Antecedents: Strategies to Prevent Misbehavior

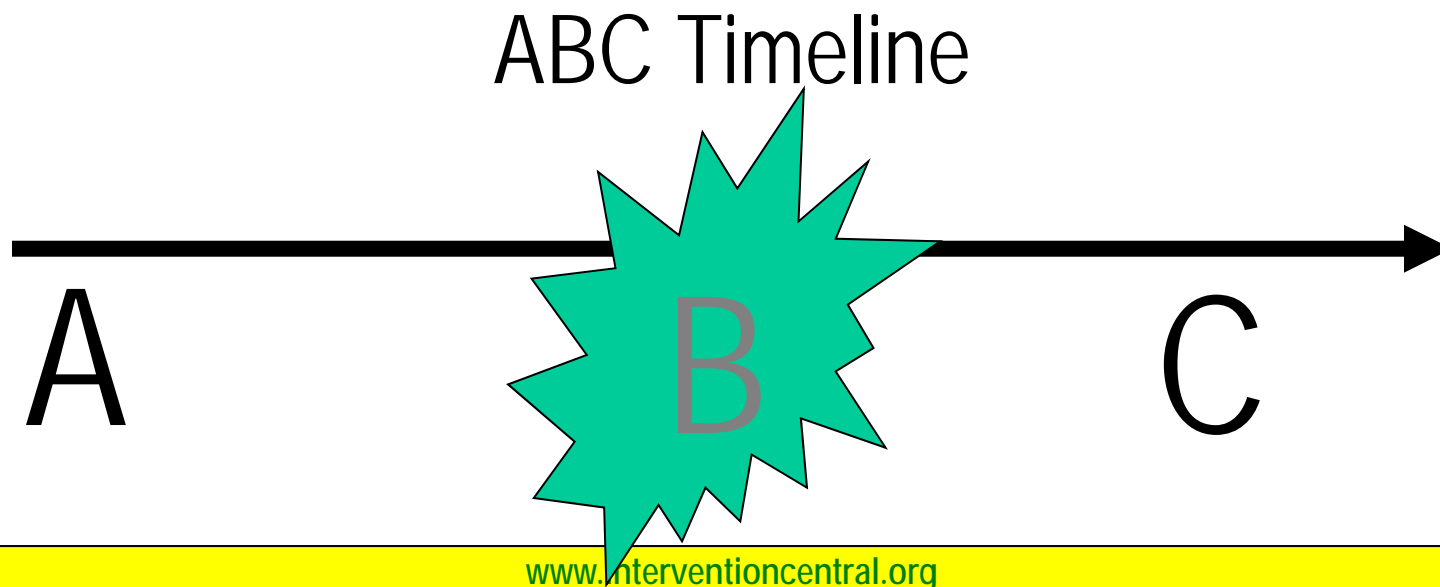
Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

#### *Antecedents That Prevent Problem Behaviors*

- Behaviors: Teach Expectations** (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

## ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the **A**ntecedent, or trigger; (b) the student **B**ehavior; and (c) the **C**onsequence of that behavior.



### Extinction Procedures: REDUCE or ELIMINATE Behaviors

#### **Planned Ignoring: Turn Off the Attention** (Colvin, 2009).

In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.



### Positive Consequences: INCREASE Positive/Goal Behaviors

**Scheduled Attention: Rechannel Adult Interactions** (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.

- **'Two by Ten': Engage in Brief Positive Chats** (Mendler, 2000). If a teacher has a strained (or nonexistent) relationship with a particular student, that instructor may want to jump-start a more positive pattern of interaction using the 'two-by-ten' intervention.

With this time efficient strategy, the teacher commits to having a positive 2-minute conversation with the student at least once per day across 10 consecutive school days. The active ingredient in the intervention is regular and positive teacher attention delivered at times when the student is engaged in appropriate behavior.

## Response to Intervention

# Problem Behaviors: Common 'Functions'

p. 22

Problem Behaviors: Common 'Functions'	
Hypothesis	Considerations
<ul style="list-style-type: none"> <li>• <b>SKILL DEFICIT.</b> The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).</li> </ul>	If the student has never explicitly been taught the desired behaviors, there is a strong likelihood that behavior-skill deficit is a contributing factor.
<ul style="list-style-type: none"> <li>• <b>PERFORMANCE DEFICIT.</b> The student possesses the skills necessary to display the desired behavior but lacks sufficient incentive/motivation to do so (Gable et al., 2009).</li> </ul>	Poor motivation is a real and frequent cause of behavior problems. However, schools should first carefully rule out other explanations (e.g., skill deficit; escape/avoidance) before selecting this explanation.
<ul style="list-style-type: none"> <li>• <b>ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.</b> The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).</li> </ul>	The student may use behavior as a means to gain access to reinforcing experiences, such as food treats, desirable objects to play with, or high-preference activities (e.g., computer games, texting).
<ul style="list-style-type: none"> <li>• <b>PEER ATTENTION.</b> The student is seeking the attention of other students (Packenham, Shute &amp; Reid, 2004).</li> </ul>	The student may be motivated by general attention from the entire classroom or may only seek the attention of select peers.
<ul style="list-style-type: none"> <li>• <b>ADULT ATTENTION.</b> The student is seeking the attention of adults (Packenham, Shute &amp; Reid, 2004).</li> </ul>	The student may be motivated by general attention from all adults or may only seek the attention of select educators.
<ul style="list-style-type: none"> <li>• <b>ESCAPE/AVOIDANCE.</b> The student is seeking to escape or avoid a task or situation (Witt, Daly &amp; Noell, 2000).</li> </ul>	If the student demonstrates academic ability (e.g., via grades or observed work) close to or at grade level, behavior problems may be tied to motivation issues or attention-seeking. Students with delayed academic abilities are more likely to be driven by escape/avoidance.
<ul style="list-style-type: none"> <li>• <b>EMOTIONAL OR ATTENTIONAL BLOCKERS.</b> The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)</li> </ul>	Students fitting this profile typically have difficulty managing their emotions (e.g., anxiety, anger) across settings and situations. However, if evidence suggests that emotional outbursts are linked to specific settings, situations, or tasks, the student may instead be attempting to escape or avoid those particular situations—suggesting poor academic skills or interpersonal difficulties.

*Interventions: Collecting Data.* What are ways to collect data on classroom academic interventions?



# Classroom Data Tools pp. 9-11

Jim Wright, Presenter  
Data Collection: How to Monitor Classroom Interventions © 2016 Jim Wright www.interventioncentral.org

## Classroom Data Tools: What Are They and What Can They Measure?

When a teacher wants to monitor a student's progress on a classroom academic intervention, the instructor will (1) decide what data 'channel' to use to collect that data, and then (2) select a data tool designed to capture the desired information. Here are those steps:

**Step 1: Select a Data 'Channel'.** While there are many ways to collect data to monitor student academic performance, virtually all information is gathered through one of four general 'data channels': direct observation, interviews, work products, or self-monitoring.

- **Direct observation.** The evaluator watches the student engaged in the academic task and records significant behaviors observed during that observation.
- **Interviews.** The evaluator talks with the student and/or adults familiar with the student to collect useful information about the student's academic performance.
- **Work products.** The evaluator reviews completed student work (e.g., in-class or homework assignments, quizzes and tests, etc.) to draw conclusions about that student's academic performance.
- **Self-monitoring.** The student collects information about his or her own academic performance and shares that data with the evaluator.

The four channels described here give teachers access to vital information on student performance. However, it is likely that the data the teacher collects across multiple situations will be highly variable and subjective—unless that instructor makes an effort to collect information in a structured, consistent format over time.

For example, a teacher might observe a student weekly during independent work to monitor whether the learner is consistently applying all steps of an academic strategy. If the teacher simply jots down random notes during these observations, the information collected will probably vary considerably across time, depending on what the teacher decides to include in his notes on any given day. If instead, however, the teacher uses a checklist that includes the essential steps in the academic strategy, that instructor's observations are far more likely to record accurately and consistently what steps in the strategy the student actually uses.

Checklists, rubrics, and other tools can transform information collected via observation, interviews, work products, or self-monitoring into objective formative data that can be charted over time to track the outcomes of classroom interventions.

**Step 2: Select a Data Tool.** Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Office disciplinary referrals</li> <li>• Other aspects of behavior or academic performance captured in the school database</li> </ul>

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<b>Behavior Report Cards</b>	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	<ul style="list-style-type: none"> <li>• General behaviors (e.g., complies with teacher requests; waits to be called on before responding)</li> <li>• Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)</li> </ul>
<b>Checklists</b>	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	<ul style="list-style-type: none"> <li>• Step-by-step cognitive strategies</li> <li>• Behavioral routines</li> <li>• Generalization: Target behavior carried out across settings</li> </ul>
<b>Cumulative Mastery Records</b>	A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.	<ul style="list-style-type: none"> <li>• Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts, spelling words, letter or number names</li> </ul>
<b>Curriculum-Based Measures/Assessment</b>	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.	<ul style="list-style-type: none"> <li>• Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation</li> </ul>
<b>Grades</b>	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	<ul style="list-style-type: none"> <li>• Homework grades</li> <li>• Test grades</li> <li>• Quarterly report card grades</li> </ul>
<b>Logs</b>	Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.	<ul style="list-style-type: none"> <li>• Homework completion</li> <li>• Incidents of non-compliance</li> <li>• Student record of dates when he or she uses a self-guided academic intervention.</li> <li>• Listing of student-teacher meetings.</li> </ul>
<b>Rubrics</b>	An instrument designed to measure a student on complex tasks.  In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.	<ul style="list-style-type: none"> <li>• Any complex, multi-dimensional task: e.g., participation in a discussion; writing a research paper; preparing and presenting a PowerPoint; completing and documenting a science lab project, etc.</li> </ul>
<b>Work Products</b>	Student work that reflects performance on a series of similar in-class or homework	<ul style="list-style-type: none"> <li>• Work completion</li> <li>• Work accuracy</li> </ul>

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# Classroom Data Collection: The Basics...

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

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. 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.
- **include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student's baseline performance (starting point) and uses that information to calculate an outcome goal.

# Classroom Assessment Methods: Elementary

1. Archival Data

6. Grades

2. Behavior Report Cards

7. Logs

3. Checklists

8. Rubrics

4. Cumulative Mastery  
Records

9. Work Products

5. Curriculum-Based  
Measures/Assessment

## Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.



## Classroom Data Tool: Behavior Report Card

- What It Can Measure:
  - General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

# Response to Intervention

## Behavior Report Card



Curriculum-Based Measurement: **Behavior Rating Scales Report Card Maker**

### Rodney: Behavior Report Card

Student Name: Rodney Date: \_\_\_\_\_

Rater: Mrs. Smith 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.

**Rodney spoke respectfully and complied with Mr. Jones' requests within 1 minute without argument or complaint.**

Did Rodney succeed in this behavior goal?

YES  NO

**Rodney remembered instructions and directions without needing extra reminders.**

The degree to which Rodney met this behavior goal



**Rodney remembered instructions and directions without needing extra reminders.**

The degree to which Rodney met this behavior goal



1



2



3

I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

# Response to Intervention

## Behavior Report Card

### *Charlene: Behavior Report Card*

Student Name: Charlene Date: \_\_\_\_\_

Rater: Mr. Wright Classroom: Classroom 345

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.

***Charlene brought all necessary work materials to class.***

***Charlene brought all necessary work materials to class.***

How well Charlene did in meeting the behavior goal?

1.....2.....3  
Poor Fair Good

\_\_\_\_\_  
I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

## Response to Intervention

Free Online App:  
Behavior Report Card  
Maker. Teachers can use  
this free app to create and  
download (in PDF format)  
customized Behavior  
Report Cards.

### Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

#### Roy's Report Card

Switch to Expert Mode

Save Save as... Start New Report Card

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title <sup>?</sup>  
Roy's Behavior Report Card

Person to fill out the report card <sup>?</sup>  
Mr. Wright

Directions <sup>?</sup>  
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's classroom <sup>?</sup>  
Room 345

Student's first and last name <sup>?</sup>  
Roy Atkins

Gender <sup>?</sup> male ▾

Font family <sup>?</sup> san serif ▾ Font size <sup>?</sup> 10 pt ▾

Append signature section <sup>?</sup>




Instructions for report card signer <sup>?</sup>  
I have reviewed this completed Behavior Report with my child.

Person to sign the report card <sup>?</sup>  
Parent

Previous Next

## Teacher as Intervention 'First Responder': Agenda



-  1. **Review of RTI/MTSS.** What are the essential components, or 'Tiers', that should be part of any school's RTI/MTSS plan?
-  2. **Classroom Intervention Toolkit.** What are sample academic interventions and methods of data collection useful in elementary classrooms?
-  3. **Your Questions.** What are your questions about RTI/MTSS?

05:00

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# Activity: What Are Your Next Steps?

- Review the key information shared at today's workshop.
- What questions do you still have about RTI/MTSS?

