RTI/MTSS First Responder: How K-6 Teachers Can Provide Effective Tier 1 Reading Interventions

Jim Wright
www.interventioncentral.org

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Jim Wright: Training with Edison School

- *24 April 2019: Half-day visit to audit school's RTI/MTSS process for reading.*

- *6 Nov 2019: Grade-level workshops: Tier 2 reading services.*

- 11 Feb 2020: Grade-level workshops: Tier 1/classroom reading interventions.

RTI/MTSS First Responder: Reading Interventions K-6

1. **READING INTERVENTIONS.** What are examples of classroom reading-related interventions?

2. **TIER 1/CLASSROOM INTERVENTIONS.** What students need Tier 1 and how are intervention plans created?

3. **DEFINING STUDENT PROBLEMS:CHEAT SHEET.** What are the most frequent reasons for student academic problems?

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Handout

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RTI/MTSS Classroom Teacher Toolkit

The Teacher as 'First Responder': Creating Academic-Intervention Plans to Motivate Learners

Jim Wright, Presenter

Fall/Winter 2019
Port Chester Schools
Port Chester, NY

Email: jimw12150@gmail.com
Workshop Materials: http://www.interventioncentral.org/academic

Workshop PPTs and handout available at:

http://www.interventioncentral.org/portchester

Literacy Interventions. What are examples of classroom reading-related interventions?

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.

Five Components of Reading

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.

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

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.

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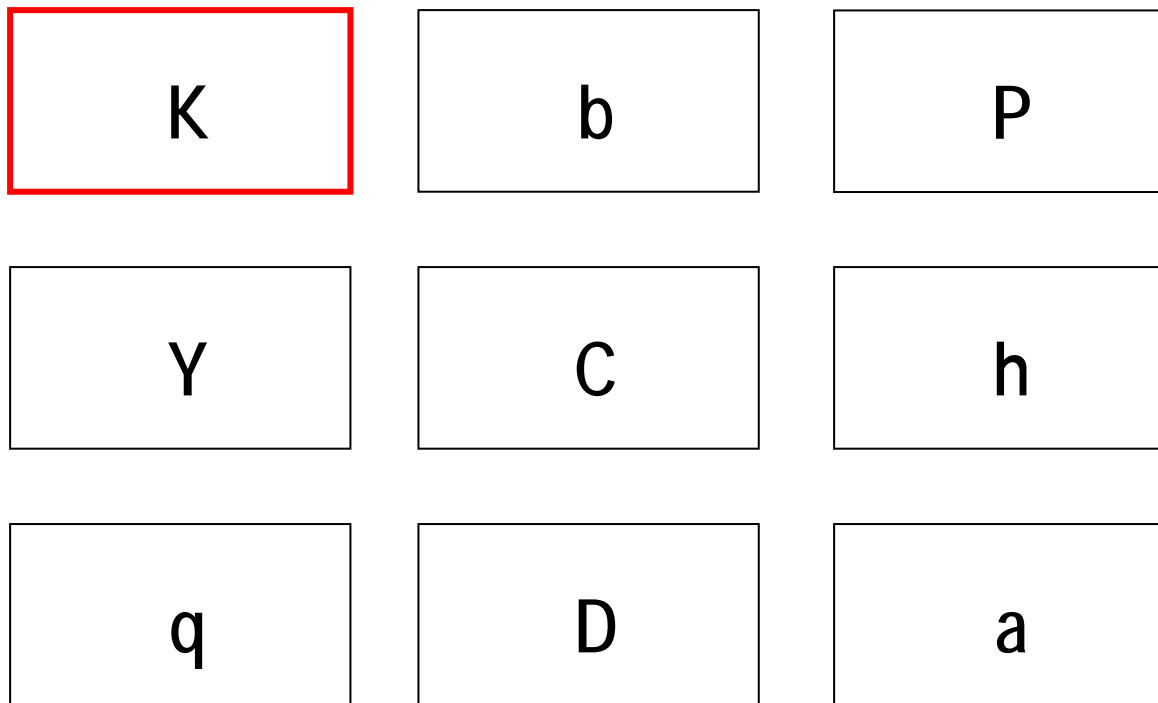
Incremental Rehearsal of Letter Names

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.
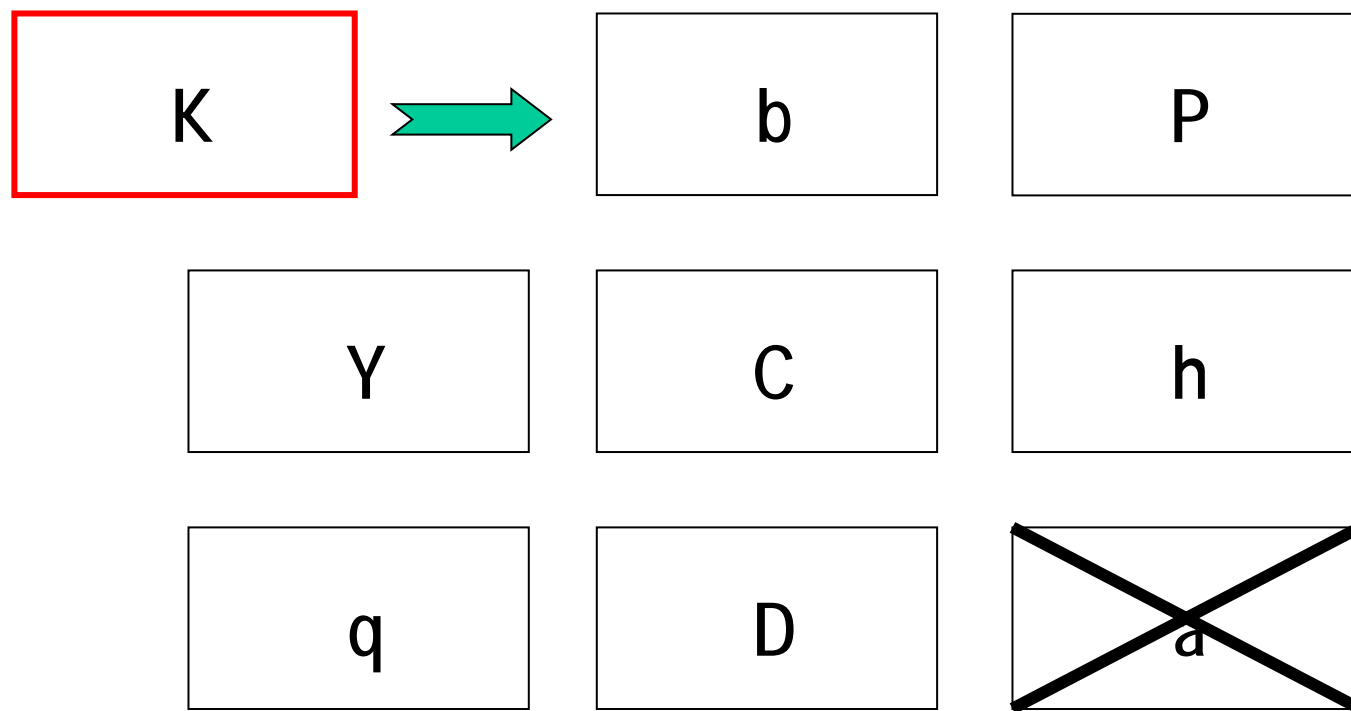
Incremental Rehearsal of Letter Names

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 2: Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his 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.

Reading Racetrack

#	Word
1 (START)	had
2	five
3	stop
4	know
5	then
6	were
7	some
8	five
9	stop
10	were
11	had
12	know
13	some
14	then
15	stop
16	know
17	had
18	were
19	then
20	some
21	five
22	then
23	stop
24	know
25	had
26	some
27	five
28	were

Student: JAKE

Date: Sept 17, 2014

Wordlist: _____

Circle List Type: Target #_2 or Review

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.

Response to Intervention

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.

Grade 4: Problem: *"Malik doesn't closely 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)

Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself 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 into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy-to be used as an organizer and verifiable work product.

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.

Read-Ask-Paraphrase:
STEPS:
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.

Page)

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

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

RTI/MTSS for Academics: Pyramid of Interventions
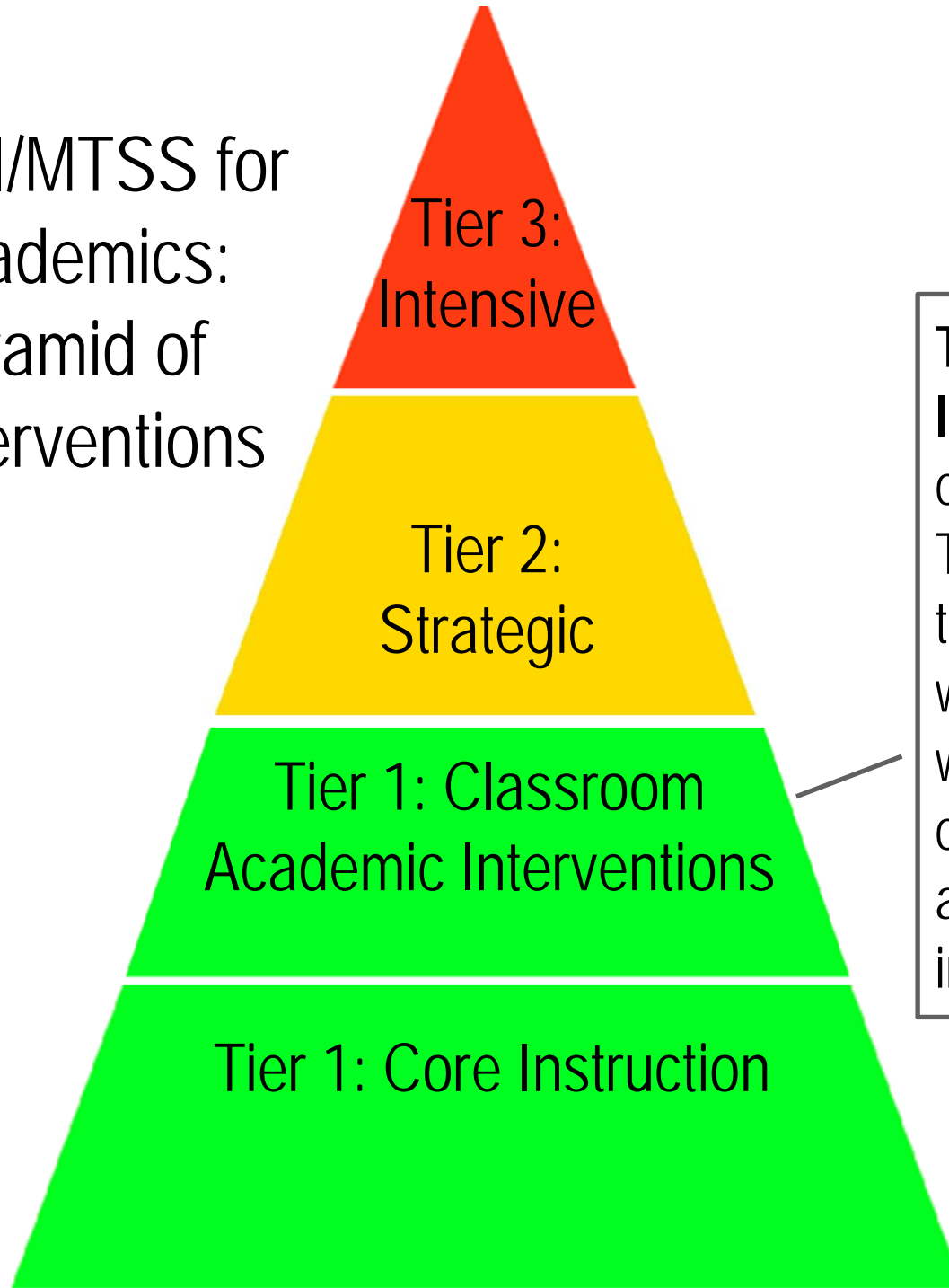
Tier 3: Intensive

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.

MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put reading (or other academic) interventions in place for **'red flag' students**. These are students whose **delays** or **difficulties** require a sustained **remediation plan** that will last at least several weeks.

  Tier 1 interventions take place in the **classroom**, typically **during core instruction**.

  Tier 1 interventions are often modest in scope but can still have strong **positive outcomes**. They follow the full MTSS **problem-solving approach-**-adapted to the realities of a busy classroom environment.

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?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Rayshawn. Typical student making expected progress with core instruction alone. No intervention plan needed.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Sara. Requires *occasional* reteaching, reinforcement of core instructional content. No intervention plan needed.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Neda. Needs sustained teacher attention across several instructional weeks. Benefits from strategies to boost comprehension (e.g., Read-Ask-Paraphrase). Documentation of intervention plan recommended.

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?

Teacher Alone	Teacher & Consultant	Teacher & Grade-Level/Instructional Team	Teacher & RTI Problem-Solving Team

Too *Little* Support	"Sweet Spot": Appropriate Support	Too *Much* Support
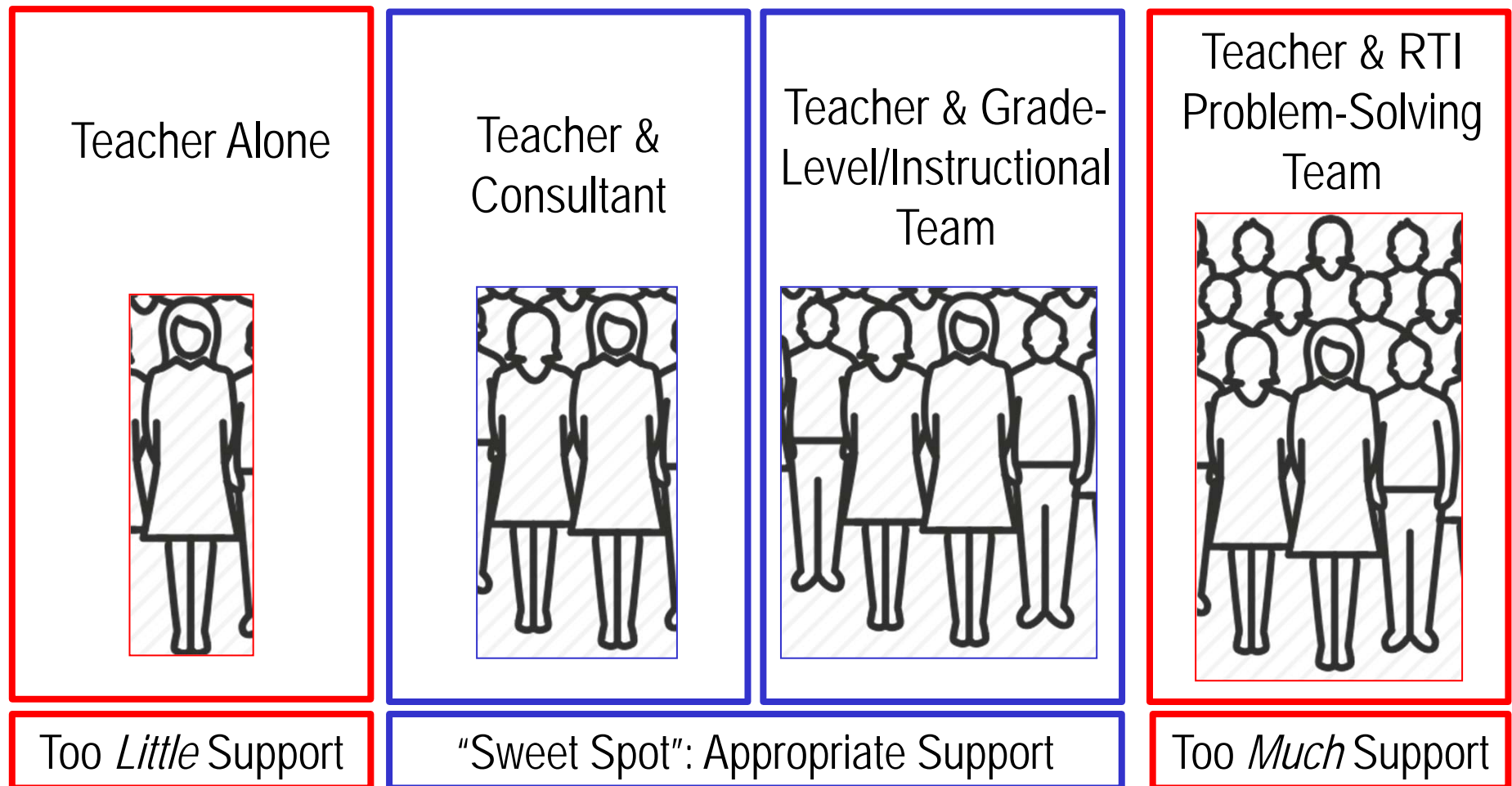
Tier 1 Intervention Plans: Essentials…

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
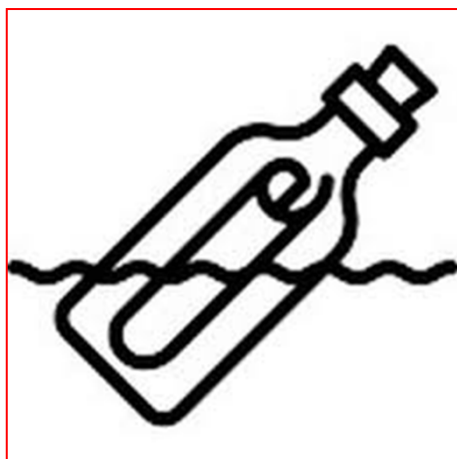
Tier 1/Classroom Intervention Plan

Description of the Student Problem (Handout; pp. 5-6)

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	Andrew correctly identifies 34 out of 52	while most classmates can correctly identify all letter names.

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

Progress-Monitoring. Select a method to monitor student progress.

Type of Data Used to Monitor:
   CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe

Baseline	Outcome Goal
8 correct letter names per min	24 correct letter names per min (6 wks)

How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**

RTI/MTSS Classroom Intervention 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.

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.

Creating Effective Tier 1/Academic Intervention Plans: A Cheat Sheet
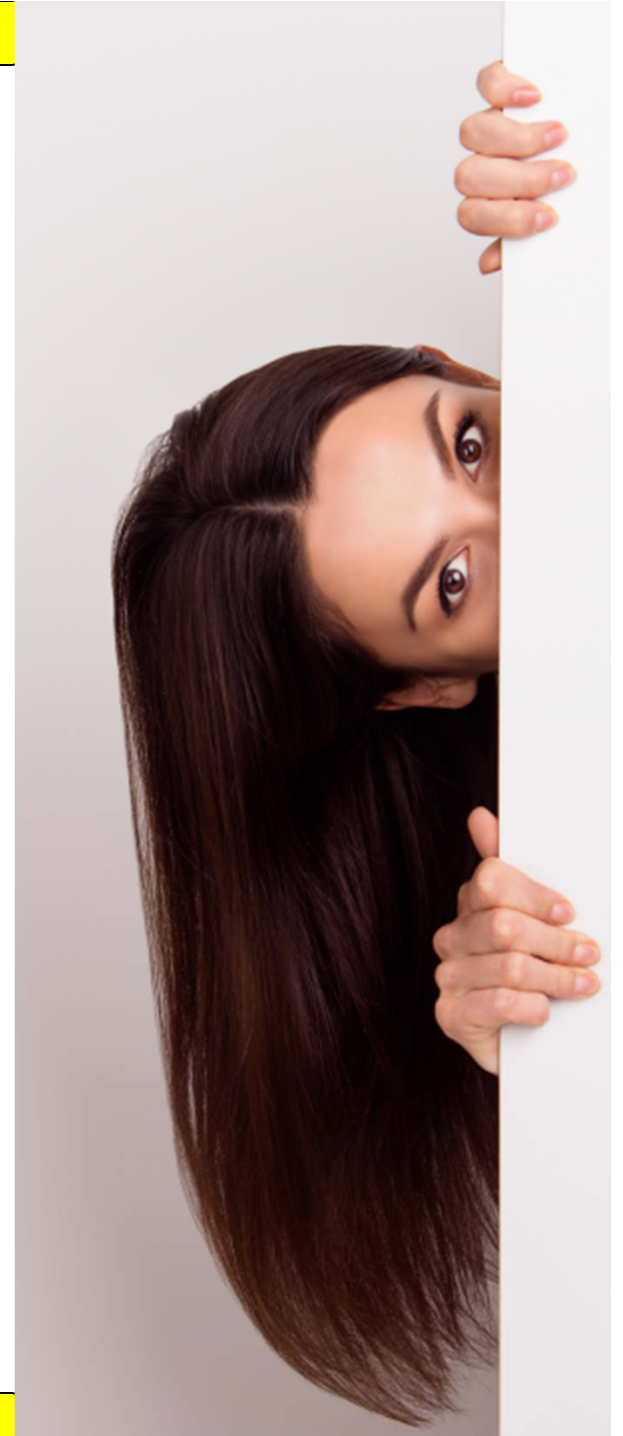
Pick a Student…

Think of a student in your classroom that you believe would benefit from a Tier 1/classroom intervention…

Creating a Classroom Intervention Plan: 3 Steps

When putting together a classroom plan to support a struggling student, the teacher goes through these steps:

1. Problem Identification: Define the student problem(s) in specific terms.

2. Intervention: Select at least one intervention strategy to address the problem.

3. Data Collection: Choose a way to collect data to track student progress.

The Stages of Learning: Common Sources of Student Academic Problems

Students move through predictable stages when learning new skills:

- Skill **Acquisition**: The student is just acquiring the skill.

- **Fluency**: The student can perform the skill but must make that skill 'automatic'.

- **Generalization**: The student must perform the skill across situations or settings.

These 3 categories—along with **motivation**– are the most frequent sources of classroom academic problems.

Source: Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). The fourth R: Research in the classroom. Columbus, OH: Charles E. Merrill Publishing Co.

Handout
pp. 24-25

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Creating Effective Tier 1/Academic Intervention Plans: A Cheat Sheet

Students needing Tier 1/classroom academic interventions are typically those with gaps in skills or performance who require additional teacher support to successfully get through the next lesson. However, finding strategies that work for these 'difficult-to-teacher' students can be a challenge. Here is a 3-step 'cheat sheet' with tips for planning and documenting a Tier 1/classroom academic intervention plan.

Step 1: Problem Identification: Define the student problem(s) in specific terms. The first and most important step in creating any intervention plan is to identify the specific 1-2 problems that you believe are the greatest obstacle to the student's success. Here are some tips:

- *Use available data sources to understand the problem.* When the key student problem(s) elude you, use information that is easily accessible to analyze and better understand their academic abilities, such as observing the student engaged in academic tasks, reviewing work products, interviewing the student, or talking with others who know the student (e.g., reading teacher).

- *Describe deficits through academic tasks.* If you find it difficult to narrow down an academic problem (e.g., "Riley has limited letter knowledge"), try describing the student's performance on specific academic tasks that the learner finds challenging (e.g., "When shown flashcards with mixed-case letter names for 3 seconds, Riley can name only 33 of 52 correctly").

- *Link the problem to a root cause.* Once you have defined the student problem(s), it can be extremely helpful to link that surface problem to its probable underlying ('root') cause. While student academic problems can arise for a variety of reasons, the 4 most common root causes are deficits in skill, fluency, generalization, and motivation. See the table below for definitions:

STEP 1: Identify the Problem: Root Cause	
Type of Student Problem	Definition
Skill Deficit.	The student has not yet acquired the skill.
Fluency Deficit.	The student has acquired the skill but is not yet fluent, efficient, and comfortable in performing the skill.
Generalization Deficit.	The student possesses the basic skill but does not think to use it in appropriate situations or settings.
Motivation (Performance) Deficit.	The student is capable of performing the skill and can identify when use of the skill is appropriate—but lacks motivation to use the skill.

Step 2: Select at least one intervention strategy to address the problem. Once you have named the problem(s) that will be the focus of your plan, you will next match them to appropriate academic interventions. Of course, the interventions that you select will be unique to the student's presenting concern(s).

Before selecting your intervention, however, take a moment to consider the root cause you selected in the previous step. Because this root cause explains WHY a problem is probably occurring, you can use it like a compass needle to point you toward intervention ideas that are most likely to be effective while minimizing wasted time and effort. Use the table below for general guidelines about what an intervention plan should include for each type of academic problem:

Step 1: Identify the Problem: Root Cause

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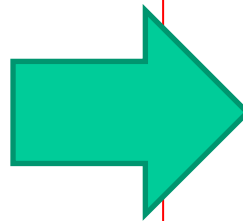
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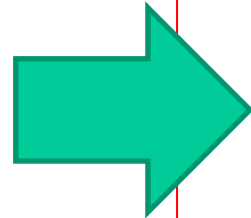| Type of Student Problem	Definition
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1

Step 2: Select the Intervention

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STEP 2: Select the Intervention	
Type of Student Problem	General Suggestions for Intervention
Skill Deficit.	Teach the student the skill(s) through direct instruction. Reinforce the student for effort and accuracy. (Your documented intervention plan can include an outline of what you plan to teach the student, any methods and/or materials that you will use in your instruction, and a schedule of number and length of teaching sessions.)
Fluency Deficit.	Give the student opportunities to practice the skill(s) and then provide timely performance feedback. (Note: The teacher or tutor may lead these activities or have the student practice independently with adult supervision.) Reinforce the student for fluency as well as accuracy.
Generalization Deficit.	Train the student to recognize situations or settings when the skill(s) should be used. Prompt the student to use the skill(s). Provide incentives for the student to self-monitor and independently use the skill(s) in the appropriate settings.
Motivation (Performance) Deficit.	Use reinforcing strategies to engage the student in the skill(s) (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

Step 3: Choose a way to collect data to track student progress. Your final step is to choose a method for monitoring student progress on the intervention—and to set an end-of-intervention goal that will represent success. Here are some tips:

- *Link the problem to a data-collection method.* The method used to measure a student intervention will of course vary, depending on the academic skill(s) that are your intervention focus. However, each of the 4 possible types of academic problem discussed in this handout has its own suggestions for progress-monitoring, as seen in the table below:

STEP 3: Choose Data-Collection Approach	
Type of Student Problem	General Suggestions for Data Collection
Skill Deficit.	Use teacher judgment to select ways to monitor that logically measure progress in the skill area(s) that you are working on. If working on letter-naming, for example, a teacher may keep an ongoing record of those letters the student can accurately name within 3 seconds from flashcards.
Fluency Deficit.	Administer brief, timed measures to track growth in speed and efficiency on the target skill(s) (e.g., using teacher-made, DIBELS or easyCBM materials).
Generalization Deficit.	Choose those target situations/settings to which the student should generalize specific skill(s). In those situations/settings, record when the student (1) successfully displays the target skill(s) or (2) fails to display the skill(s).
Motivation (Performance) Deficit.	Regularly track student work completion and/or quality of completed work to see if motivation strategies are successful.

- *Use easy-to-access progress-monitoring tools.* When possible, make use of methods to track student academic progress that are easily accessible in a classroom, such as: behavior report cards, checklists, observational logs, rubrics, or work samples.

- *Collect baseline data.* As your intervention begins, you will want to collect initial data to estimate your student's starting point (pre-intervention or baseline data). If you are ready to launch your intervention, however, and you do not yet have baseline data, don't worry. Just start the intervention immediately, collect your first week of progress-monitoring data, and count that kick-off week of data as 'baseline.'

STEP 2: Select the Intervention

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2

STEP 2: Select the Intervention (Cont.)

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Motivation (Performance) Deficit.	Use reinforcing strategies to engage the student in the skill(s) (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

2

Step 3: Choose a Data-Collection Approach

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STEP 2: Select the Intervention

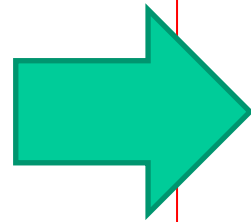| Type of Student Problem	General Suggestions for Intervention
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Motivation (Performance) Deficit.	Use reinforcing strategies to engage the student in the skill(s) (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

Step 3: Choose a way to collect data to track student progress. Your final step is to choose a method for monitoring student progress on the intervention—and to set an end-of-intervention goal that will represent success. Here are some tips:

- *Link the problem to a data-collection method.* The method used to measure a student intervention will of course vary, depending on the academic skill(s) that are your intervention focus. However, each of the 4 possible types of academic problem discussed in this handout has its own suggestions for progress-monitoring, as seen in the table below:

STEP 3: Choose Data-Collection Approach

Type of Student Problem	General Suggestions for Data Collection
Skill Deficit.	Use teacher judgment to select ways to monitor that logically measure progress in the skill area(s) that you are working on. If working on letter-naming, for example, a teacher may keep an ongoing record of those letters the student can accurately name within 3 seconds from flashcards.
Fluency Deficit.	Administer brief, timed measures to track growth in speed and efficiency on the target skill(s) (e.g., using teacher-made, DIBELS or easyCBM materials).
Generalization Deficit.	Choose those target situations/settings to which the student should generalize specific skill(s). In those situations/settings, record when the student (1) successfully displays the target skill(s) or (2) fails to display the skill(s).
Motivation (Performance) Deficit.	Regularly track student work completion and/or quality of completed work to see if motivation strategies are successful.

- *Use easy-to-access progress-monitoring tools.* When possible, make use of methods to track student academic progress that are easily accessible in a classroom, such as: behavior report cards, checklists, observational logs, rubrics, or work samples.

- *Collect baseline data.* As your intervention begins, you will want to collect initial data to estimate your student's starting point (pre-intervention or baseline data). If you are ready to launch your intervention, however, and you do not yet have baseline data, don't worry. Just start the intervention immediately, collect your first week of progress-monitoring data, and count that kick-off week of data as 'baseline.'

STEP 3: Choose Data-Collection Approach

Type of Student Problem	General Suggestions for Data Collection
Skill Deficit.	Use teacher judgment to select ways to monitor that logically measure progress in the skill area(s) that you are working on. If working on letter-naming, for example, a teacher may keep an ongoing record of those letters the student can accurately name within 3 seconds from flashcards.
Fluency Deficit.	Administer brief, timed measures to track growth in speed and efficiency on the target skill(s) (e.g., using teacher-made, DIBELS or easyCBM materials).

3

STEP 3: Choose Data-Collection Approach (Cont.)

Type of Student Problem	General Suggestions for Data Collection
Generalization Deficit.	Choose those target situations/settings to which the student should generalize specific skill(s). In those situations/settings, record when the student (1) successfully displays the target skill(s) or (2) fails to display the skill(s).
Motivation (Performance) Deficit.	Regularly track student work completion and/or quality of completed work to see if motivation strategies are successful.

3

Activity: What Type of Problem?

Pick one of your Tier 1 intervention students.

Discuss whether your student falls into one of the 4 common categories of academic problem: *skill (acquisition), fluency, generalization, motivation*. See if the handout recommendations apply to your student.

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org
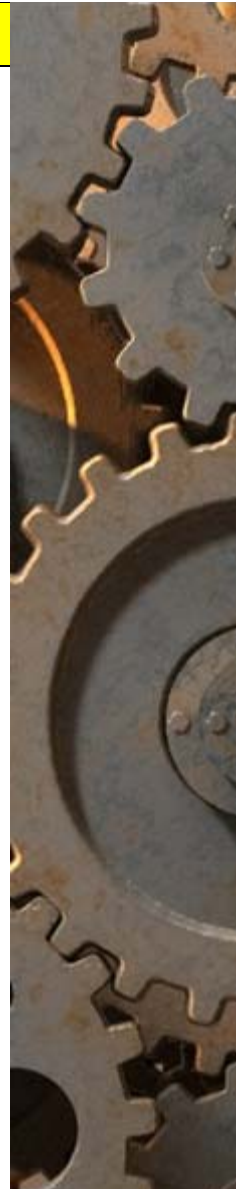
How to individualize instruction. What are ideas to differentiate/ scaffold instruction for academic success?

Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ…

Differentiation. The academic task itself is altered to match student abilities.

Scaffolding. The student is given supports that allow them to meet the demands of the original academic task.

Easier assigned readings

Shorter independent work periods

Different assignment format (e.g., multiple-choice vs. short-answer)

Pre-teaching vocabulary

Chunking of tasks into smaller increments

Use of organizers to highlight key information from text

Source: Alber, R. (2014). 6 scaffolding strategies to use with your students. Edutopia. Retrieved from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout; p. 11)

- **Academic Intervention.** An *academic intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage application of an existing skill to new situations or settings. *Example: Read-Ask-Paraphrase.*

- **Instructional Adjustment/ Accommodation.** An *instructional adjustment* (also known as an 'accommodation') helps the student to fully access and participate in the general-education curriculum without changing the instructional content or reducing the student's rate of learning. *Examples: Chunking larger tasks into smaller sub-tasks; keyboarding a writing assignment in lieu of handwriting.*

- **Modification.** A *modification* changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. *Example: Open book test for one.*

Deciding How to Accommodate. What are examples of classroom 'instructional adjustments' (accommodations) that can benefit struggling learners? pp. 13-15

Classroom Accommodations for Academics: A Teacher Toolkit

pp. 13-15

Accommodations: Teacher Toolkit © 2019 Jim Wright   www.interventioncentral.org

Classroom Accommodations for Academics: A Teacher Toolkit

An accommodation ("instructional adjustment") is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Here is a list of possible accommodations that teachers can consider using for specific students or with the entire class.

1.	ALLOW PHYSICAL MOVEMENT. To accommodate the fidgety student, negotiate appropriate outlets for movement (e.g., allowing the student to pace at the back of the classroom during a lesson).	Attention/Impulsivity
2.	CHUNK CLASSWORK SESSIONS AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller segments and include brief breaks to sustain student attention.	
3.	CREATE LOW-DISTRACTION WORK AREA. Set up a study carrel in the corner of the room or other low-distraction work area. Direct or allow distractible students to use this area when needed.	
4.	USE PREFERENTIAL SEATING. Seat the student in a classroom location that minimizes distractions and maximizes the ability to focus on the teacher's instruction.	
5.	USE SILENT CUES. Meet with the student and agree on one or more silent teacher cues to redirect or focus the student (e.g., placing a paperclip on the student's desk) during class instruction. Use the cue as needed.	
6.	USE 'VISUAL BLOCKERS'. Encourage the student to reduce distractions on assignments by using a blank sheet of paper or similar aid to cover sections of the page that the student is not currently working on.	

7.	REPEAT/REPHRASE COMMENTS. Repeat or rephrase student questions or comments to the class or group before responding.	Communication
8.	DIRECTIONS: ASSIGN A BUDDY. Assign a study buddy who is willing and able to repeat and explain directions to the student.	
9.	DIRECTIONS: SIMPLIFY. Simplify written directions on assignments to promote student understanding.	
10.	PROVIDE SCHEDULES/AGENDAS. Provide the student with an academic agenda or schedule for the class period or school day, to include: instructional activities, independent assignments, other tasks to be covered during the period, as well as their approximate duration. Preview with students to prepare them for upcoming activities.	

- **Attention/Impulsivity**: USE 'VISUAL BLOCKERS'. Encourage the student to reduce distractions on assignments by using a blank sheet of paper or similar aid to cover sections of the page that the student is not currently working on.

1

- **Communication:** DIRECTIONS: SIMPLIFY. Simplify written directions on assignments to promote student understanding.

2

- **Independent Work:** STRUCTURE ASSIGNMENTS FOR INITIAL SUCCESS. Promote student motivation on worksheets and independent assignments by presenting easier items first and more challenging items later. .

3

Lab Work: Find an Accommodation for Your Classroom

In your groups:

1. Scan the sample accommodation ideas on pp. 13-15 of your handout.

2. Select:

   – one idea that you **currently** use in your classroom.

   – one idea that you would like to **start using** or **use more often.**

3. Share your selections with your group.

RTI/MTSS Files...

Case 1: Andrew:
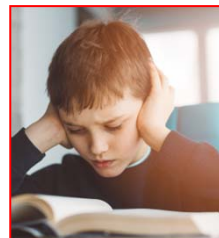Kdg: Letter knowledge

Case 2: Miranda:
Grade 1: CVC words

Case 3: Lyla:
4th Grade: Reading fluency

Case 4: Jared:
5th Grade: Reading comprehension

Classroom Intervention Plan

Description of the Student Problem (Handout; pp. 5-6)

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	**Andrew correctly identifies 34 out of 52**	**while most classmates can correctly identify all letter names.**

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

Progress-Monitoring. Select a method to monitor student progress.

Type of Data Used to Monitor:
   CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe

Baseline	Outcome Goal
8 correct letter names per min	**24 correct letter names per min (6 wks)**

How often will data be collected? (e.g., daily, every other day, weekly):   **Weekly**

RTI/MTSS Files: Case 1

Andrew Kindergarten

Problem: Limited letter knowledge

Intervention: Flashcards: 3-Second Delay

RTI/MTSS Files: Case 1

- **Problem:** Andrew is a Kindergarten student who does not know the names of all mixed-case letters (skill deficit).

- **Intervention:** His teacher, Ms. Coleman, decides to use **Flashcards with 3-Second Delay** to teach unknown letter names.

1

Classroom Intervention Plan for Andrew

Description of the Student Problem (Handout; pp. 6-7)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	Andrew correctly identifies 34 out of 52	while most classmates can correctly identify all letter names

Classroom peer performance

General Problem: *Andrew does not know all letter names.*

1

Phonics: Letter Names: Flashcards/3-Second Delay

- The tutor has a deck of 5 letter-name flashcards and has defined a session criterion for mastery: e.g., *the student will name all letters in the deck correctly 3 times in a row.*

- The tutor shows each flashcard to the student, saying, "Look at this letter and say the name of the letter."

- If the correct response comes within 3 seconds, the tutor says, "Yes, the name of the letter is [letter name]."

- If the student responds incorrectly or hesitates, the tutor says, "No, the name of the letter is [letter name]. Say [letter name]."

- When all flashcards are presented, tutor shuffles cards and repeats.

- When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 letter flashcards.

Source: Ferkis, M. A., Belfiore, P. J., & Skinner, C. H. (1997). The effects of response repetitions on sight word acquisition for students with mild disabilities. Journal of Behavioral Education, 7, 307-324.

Classroom Intervention Plan for Andrew

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

1

- **Progress-Monitoring:** Mrs. Coleman selects free progress-monitoring probes for CBM Letter Names from easyCBM to monitor Andrew's flashcard intervention.
Each probe contains a randomized list of mixed-case letters and takes 1 minute to administer to the student.

  At **baseline**, Andrew can correctly name 8 mixed-case letters in 1 minute. The **goal** at the end of 6 weeks is for Andrew to correctly name 24 letters per minute (Kdg: Fall: 50th percentile).

1

Letter Name/Sound Fluency Probe Generator

http://www.interventioncentral.org

Use this free online application to design and create Letter Name and Letter Sound Fluency Probes.

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]

1

Classroom Intervention Plan for Andrew

Progress-Monitoring. Select a method to monitor student progress.

Type of Data Used to Monitor:
    CBM/Mixed-Case Letter Names (materials from
    easyCBM.com): 1-minute probe

Baseline	Outcome Goal
8 correct letter names per min	24 correct letter names per min (6 wks)

How often will data be collected? (e.g., daily, every other day, weekly):   Weekly

1

RTI/MTSS Files: Case 2

Miranda

Grade 1

Problem: Inconsistency with CVC words

Intervention: Word Boxes/Word Sort
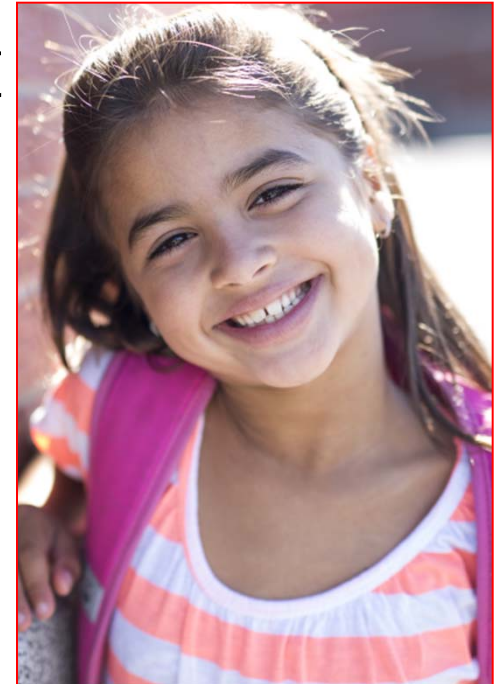
RTI/MTSS Files: Case 2

- **Problem:** Miranda is in the 1st Grade but is not able consistently to decode CVC words (skill deficit).

- **Intervention:** Her teacher, Mr. Diaz, selects **Word Boxes/Word Sort** as an intervention to strengthen her CVC decoding skills. (A Teaching Assistant assigned to the classroom for 45 minutes every other day will assist with this intervention.)

2

Classroom Intervention Plan for Miranda

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown a CVC word	Miranda often requires several verbal prompts to decode successfully	while most classmates can decode with a minimum of adult help.

Classroom peer performance

General Problem: *Miranda has inconsistent skills in decoding CVC words.*

2

Word Boxes & Word Sort

Young children must master phonics--the mapping of the sounds of speech to the symbols of the alphabet--before they can become accomplished readers.

Word boxes/word sort is a one-to-one intervention that can strengthen essential phonics skills through work on CVC words (Joseph, 2002).

2

Word Boxes & Word Sort

Materials. To use word boxes and word sort, the teacher will need these additional materials:

- *Word Boxes: Recording Form* (attached)

- *Word Boxes: Phonics Practice Sheet* (attached)

- *Word Sort: Practice Sheet* (attached)

- Counters (e.g., pennies, poker chips)

- Moveable letters (e.g., magnet letters, cut-out letters)

- Markers for student use

2

Word Boxes: Phonics Practice Sheet

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

1 ☐ ☐ ☐

- -

2 ☐ ☐ ☐

- -

3 ☐ ☐ ☐

- -

4 ☐ ☐ ☐

- -

5 ☐ ☐ ☐

2

Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

| had | red | sit | top | rug |

Word Sort Practice Sheet

2

Word Boxes: Recording Form

Word Boxes: Recording Form

Student: _____ Date: _____ Interventionist: _____

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record "Y" in a trial if the student is able to:

1. place a counter in each box of the word-box form while correctly stating the matching letter-sound.
2. place the appropriate movable letter into each box of the word box form while correctly stating the matching letter-sound.
3. write the appropriate letter into each box of the word box form while correctly stating the matching letter-sound.
4. pronounce the entire word as written in the word box form.

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1		__Y __N	__Y __N	__Y __N	
2		__Y __N	__Y __N	__Y __N	
3		__Y __N	__Y __N	__Y __N	
4		__Y __N	__Y __N	__Y __N	
5		__Y __N	__Y __N	__Y __N	
6		__Y __N	__Y __N	__Y __N	
7		__Y __N	__Y __N	__Y __N	
8		__Y __N	__Y __N	__Y __N	
9		__Y __N	__Y __N	__Y __N	
10		__Y __N	__Y __N	__Y __N	

2

Word Boxes & Word Sort

Preparation. The teacher selects up to 10 consonant-vowel-consonant (CVC) words each tutoring session and writes them into the *Word Boxes: Recording Form*.

The teacher also writes these 10 words onto index cards--one word per card. NOTE: These CVC words can be any mix from the five vowel groups: a,e,i,o,u.

2

Word Boxes: Recording Form

Student: __Ricky_____ Date: _____ Interventionist: _____

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place** a **counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place** the **appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write** the **appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce** the **entire word** as written in the word box form.

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1	pig	__Y __N	__Y __N	__Y __N	
2	tan	__Y __N	__Y __N	__Y __N	
3	pot	__Y __N	__Y __N	__Y __N	

pig

tan

pot

2
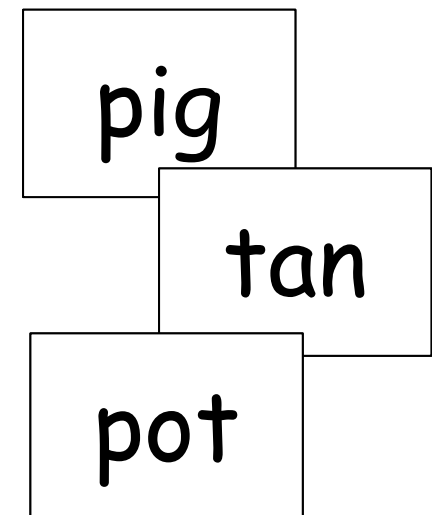
Word Boxes & Word Sort
Part 1: Word Box: Procedures.

1. **The teacher sounds out word and puts counters into word boxes.** The teacher places counters under the blanks of the appropriate word box.The teacher next reads aloud a word from the CVC word list **('p-i-g')**, sounds out each letter sound in the word, and slides a counter into the corresponding word box.

Word Boxes: Phonics Practice Sheet

Student: ___Ricky_____ Date: _____ Interventionist: _____

1

2

86

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

2. **The teacher sounds out word and the student puts counters into word boxes.** The teacher directs the student to put counters into the word boxes while the teacher pronounces the letter sounds of the CVC word.

Word Boxes: Phonics Practice Sheet

Student: ___Ricky_____   Date: _____   Interventionist: _____

2

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

3. **The student sounds out word, puts letters into word boxes.** The teacher lines up magnetic/cut-out letters for the target word under each of the appropriate blanks on the *Word Boxes: Phonics Practice Sheet*. The student sounds out each letter sound while sliding the letter counter into its word box.

Word Boxes: Phonics Practice Sheet

Student: ___Ricky___ Date: _____ Interventionist: _____

1

p i g

2
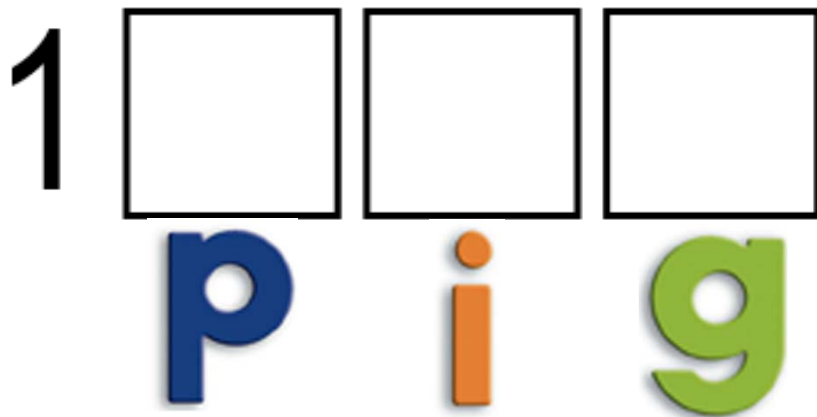
Word Boxes & Word Sort
Part 1: Word Box: Procedures.

4. **The student writes letters of word into word boxes.** The student is given a marker and directed to write the letters of the target word into the appropriate word boxes. The student is then prompted to read the word aloud.

Word Boxes: Phonics Practice Sheet

Student: _____Ricky_____ Date: _____ Interventionist: _____

1 | p | i | g |

2

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

5. **[Optional] The teacher records student responses**. The instructor may want to keep a record of student performance on the word-box activity—using the *Word Boxes: Recording Form.*

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place** a **counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place** the **appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write** the **appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce** the **entire word** as written in the word box form.

	WORD	Date: 11/7/17 Trial 1	Date: Same Trial 2	Date: Same Trial 3	NOTES
1	pig	__Y **X** N	**X** _Y __N	**X** Y __N	Trial 1: R. needed prompts for steps 3,4.

2

Word Boxes & Word Sort

| pig | tan | pot |

Part 2: Word Sort: Procedures.

1. **The student completes a word sort.** At the end of the session, the student uses the Word Sort Practice Sheet to sort the word flashcards under their CVC 'family'. If a word is incorrectly sorted, the teacher points to that word and asks, "Is this word in the right place?"

Word Sort: Practice Sheet

Student: _____ Ricky _____   Date: _____   Interventionist: _____

| had | red | sit | top | rug |

2

Classroom Intervention Plan for Miranda

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Teacher to review CVC words using Word Boxes/Word Sort 3 times per week for 15 minutes with Miranda.

2

- **Progress-Monitoring:** To track Miranda's CVC-word intervention, Mr. Diaz chooses to use 1-min Nonsense Word Fluency (NWF) probes, available for free download from DIBELS Next/Acadience Learning.

  At **baseline**, Miranda is correctly reading 4 correctly read NWFs (Whole Words Read or WWR). The norms from DIBELS (Winter: Gr 1) indicate that a typical reader at her grade level should read at least 8 NWF items (WWR).

- So Mr. Diaz sets a goal for Miranda at the end of 6 instructional weeks to be able to read at least **8 NWFs** (WWR).

2

Classroom Intervention Plan for Miranda

Progress-Monitoring. Select a method to monitor student progress.	
Type of Data Used to Monitor: 1-min Nonsense Word Fluency Probes/DIBELS Next/Acadience Learning	
Baseline	Outcome Goal
4 correctly read NWFs: Whole Words Read	8 correctly read NWFs: Whole Words Read(6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

2

Dolch Word List Builder: Free App

Curriculum-Based Measurement Dolch Word List Builder

Select List Type

To create a composite CBM assessment list, select any checkbox and click 'Submit.'

Submit

Wordlist/Dolch

☐ Dolch Word List:**All Items**
☐ Dolch Word List: Preprimer
☐ Dolch Word List: Primer
☐ Dolch Word List: First Grade
☐ Dolch Word List: Second Grade
☑ Dolch Word List: Third Grade

Submit

Set List Format Settings

Change the format of your measurement list by changing any of the settings below:

☐ Check to display list labels on examiner answer key.

Number of Columns
4 ▾

Number of Rows
8 ▾

Font Type
Serif ▾

Font Size
Medium ▾

Source: easyCBM.com

2

RTI/MTSS Files: Case 3

Lyla

Grade 4

Problem: Reading fluency

Intervention: Passage Preview in Stages

RTI/MTSS Files: Case 3

- **Problem:** Lyla reads with accuracy but reads aloud at a much slower rate than her 4th-grade classmates (fluency deficit).

- **Intervention:** Her general-education teacher, Ms. Robinson, decides to use **Passage Preview in Stages** to promote oral reading fluency. (Because Lyla is in a co-taught classroom, both teachers will assist in providing the intervention.)

3

Classroom Intervention Plan for Lyla

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When reading aloud for 1-min from a Gr 4 easyCBM Passage Reading Fluency probe	Lyla reads an average of 98 correctly read words (CRWs) per minute	while the peer norm (winter: 25th percentile) is 112 CRWs.

easyCBM benchmark norms

General Problem: *Lyla is not a fluent reader in grade-level passages.*

3

Reading Fluency: Passage Preview in Stages

- The student and tutor sit side-by-side at a table with a book between them.

- The tutor begins by reading aloud a section from the book for about 2 minutes while the student reads silently.

- At the end of the 2 minutes, the tutor stops reading and asks the student to read aloud the passage just read. If the student commits a reading error or hesitates for longer than 3-5 seconds, the tutor tells the student the correct word and has the student continue reading.

- For each new section in the passage, the tutor first reads that section aloud before having the student read aloud with feedback.

Sources: Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. Learning Disabilities Quarterly, 7, 39-44.

Van Bon, W.H.J., Boksebeld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. Journal of Learning Disabilities, 24, 471-476.

3

Classroom Intervention Plan for Lyla

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
The 2 classroom teachers will each work with Lyla on alternate days for 10-minute sessions, using the Passage Preview in Stages intervention.

3

- **Progress-Monitoring:** A good tool to monitor reading fluency is CBM Passage Reading Fluency/Oral Reading Fluency. Mrs. Robinson is already using free reading probes and benchmark norms from easyCBM (www.easycbm.com) in her classroom—so she will also use them to monitor Lyla's intervention.

  At **baseline**, Lyla is reading 98 correctly read words per minute (CRWs). An ambitious but realistic fluency **goal** is for Lyla to grow at a rate of 1.5 words per week across the span of the 6-week intervention. So, if the intervention is successful, Lyla should gain 9 words in reading fluency (6 weeks x 1.5 CRW/Week) and end at **107 CRWs.**

3

Classroom Intervention Plan for Lyla

| **Progress-Monitoring.** Select a method to monitor student progress.	

Type of Data Used to Monitor:
 	
   1-min Passage Reading Fluency Probes (Gr 4)
   from easyCBM.com	

Baseline	Outcome Goal
98 CRWs per min	107 CRWs per min (6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

3

RTI/MTSS Files: Case 4

Jared

Grade 5

Problem: Failure to recall information from readings

Intervention: Read Actively
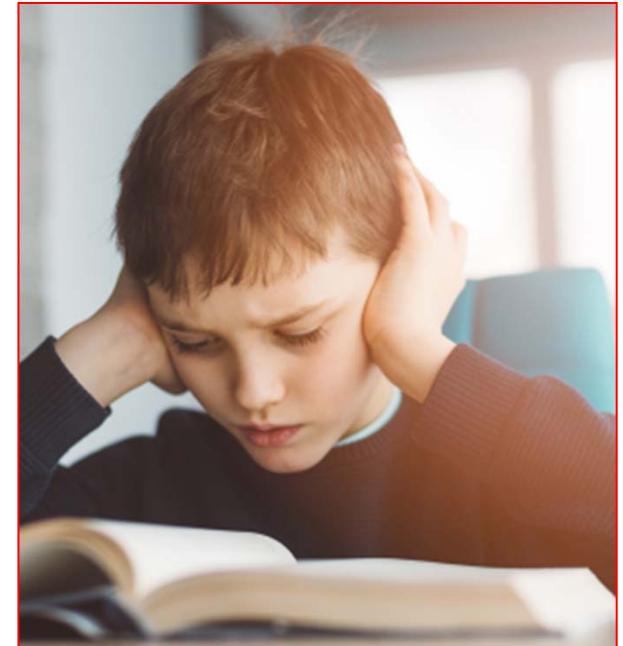
RTI/MTSS Files: Case 4

- **Problem:** Jared is a fluent reader but frequently fails to monitor his understanding when reading assigned non-fiction passages. As a result, he often fails to recall key information (generalization deficit).

- **Intervention:** Jared's 5th-grade teacher, Mr. Griffin, chooses **Read Actively** as a student strategy to promote better recall of key ideas.

4
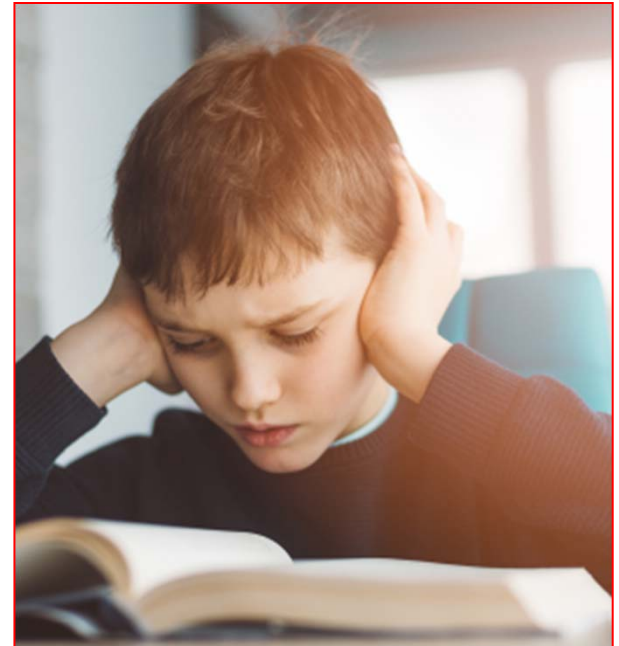
Classroom Intervention Plan for Jared

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When assigned to read an informational passage and to complete a written recall	Jared is inconsistent in recalling main ideas/details from the passage	while written recalls from the majority of the class include mo ide

Classroom peer performance (work samples)

General Problem: *Jared does not recall key ideas from readings.*

4

Reading Comprehension: 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.

4

Classroom Intervention Plan for Jared

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Mr. Griffin will supervise Jared's use of the Read Actively intervention during independent reading time.

Initially, Mr. Griffin will sit with Jared and coach him in use of the strategy. The goal at the end of the initial 6 weeks is for Jared to use the strategy independently.

4

- **Progress-Monitoring:** Mr. Griffin decides to collect and evaluate Jared's written retells, using a written-retell rubric. After each reading, Jared writes a retell summarizing key information from the reading. The rubric scores the retell using 4 categories ("General Purpose/Gist"; "Organization", etc.), with each evaluated on 4-point scale—16-point rubric maximum.

  At **baseline**, Jared scores an average of 7 points of 16 on the rubric. If the intervention is effective, the teacher expects that Jared's rubric ratings will rise to at least 12 of 16 (a rating of 'Capable').

4

Sample Retell Rubric

MLPP RETELLING RUBRIC K - 12
INFORMATIONAL TEXT

Qualities of Retelling	4 Mature	3 Capable	2 Developing	1 Beginning
Central Purpose/Gist	Retelling indicates a **clear and elaborated** understanding of the central purpose of the selection.	Retelling indicates a **basic** understanding of the central purpose of the selection.	Retelling indicates an **incomplete** or **inaccurate** understanding of the central purpose of the selection.	Retelling indicates no understanding of the central purpose of the selection.
Restatement/ Elements	Retelling contains a **clear** and **accurate** restatement of important and supporting elements. May contain related prior knowledge.	Retelling contains a clear and accurate restatement of **most** important and supporting elements.	Retelling **lacks** important elements and/or contains **inaccurate** information.	Retelling is **minimal and inaccurate.**
Organization	Important **and** supporting elements are logically presented and **clearly** connected.	**Most** important and supporting elements are presented logically and connected.	Elements are presented in a **random** or **disconnected** order.	There is **little or no** development of elements.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated and personalized** understanding of the information.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the information.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little or no** use of language, conventions, and/or format from the selection.

Source: Source: Michigan's Mission: Literacy Website: Informational Passage Retell Rubric. Retrieved from
http://www.missionliteracy.com/uploads/3/4/4/5/34456187/retelling_rubric_-information_text_k-12.doc

Classroom Intervention Plan for Jared

Progress-Monitoring. Select a method to monitor student progress.	

Type of Data Used to Monitor:
     Written Retells and Informational-Passage Retell
     Rubric from www.missionliteracy.com	

Baseline	Outcome Goal
Global Rubric Rating: 7/16 pts	Global Rubric Rating: 12/16 pts (6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

4

How To: Create a Written Record of Classroom Interventions (Online)

Problem Description

Description of the Student Problem (Handout; pp. 5-6)

...sk	Problem Description	Typical or Expected Level of Performance
...en shown fl...shcards with mixed-case letter names for 3 seconds	Andrew correctly identifies 34 out of 52	while most classmates can correctly identify all letter names.

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Intervention Description

...alternate days, teacher or teaching assistant will spend 10 mins ...h Andrew using Flashcards with 3-Second Delay to review mixed-...letter names.

...gress-Monitoring. Select a metho... student progress.

Type of Data Used to Monitor:
   CBM/Mixed-Case Letter Names (materials... **easyCBM.com): 1-minute probe**

Plan to Monitor Progress

Baseline	Outcome...
8 correct letter names per min	24 correct letter names ...min (6 wks)

How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**

Documenting Interventions: Activity

Intervention Central
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

When Would You Document in Your Classroom?

List situations at your school when you may want to document (put into writing) a Tier 1/classroom intervention plan.

How well would the sample form shared today suit your needs?

Description of the Student Problem (Handout; pp. 5-6)

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	Andrew correctly identifies 34 out of 52	while most classmates can correctly identify all letter names.

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

Progress-Monitoring. Select a method to monitor student progress.

Type of Data Used to Monitor:
    CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe

Baseline	Outcome Goal
8 correct letter names per min	24 correct letter names per min (6 wks)

How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**