

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

Jim Wright
www.interventioncentral.org



Response to Intervention

Intervention Central
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo for Intervention Central is on the left, and the tagline "Your source for RTI resources" is on the right. 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 buttons for Facebook, Twitter, Print, Email, and Google+. Below the heading, there are three main sections: "Products" featuring "RTI Data Collection Forms & Organizer", "Latest Updates" with a recent article titled "How To: Reduce Time-Outs With Active Response Beads", and a central image of a teacher and students working together. To the right of the image is a "Featured Tools" list containing various educational resources like "Academic Intervention Planner for Struggling Students", "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".

Handout



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: jimw13159@gmail.com
Workshop Materials: <http://www.interventioncentral.org/academic>

Workshop PPTs and handout available at:

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

31 Jan 2020 Visit: Agenda






1. Review JFK School work on Tier 2 since 14 Nov visit.
2. Workshop: Developing a teacher toolkit and structure for Tier 1/classroom reading interventions.
3. Work Time: Identify and work on 'next steps' for Tier 1 and/or Tier 2.

Questions: Classroom Tier 2 Providers

- What data sources do you use to select students for Tier 2?
- How often during the year are Tier 2 groups updated?
- What reading intervention programs do you have available for Tier 2?
- How do you choose reading interventions for specific students?
- How do you measure student progress on Tier 2 interventions?
- How do you document (put in writing) your Tier 2 intervention plans for each student?

What Classroom Supports Help a Struggling Student?

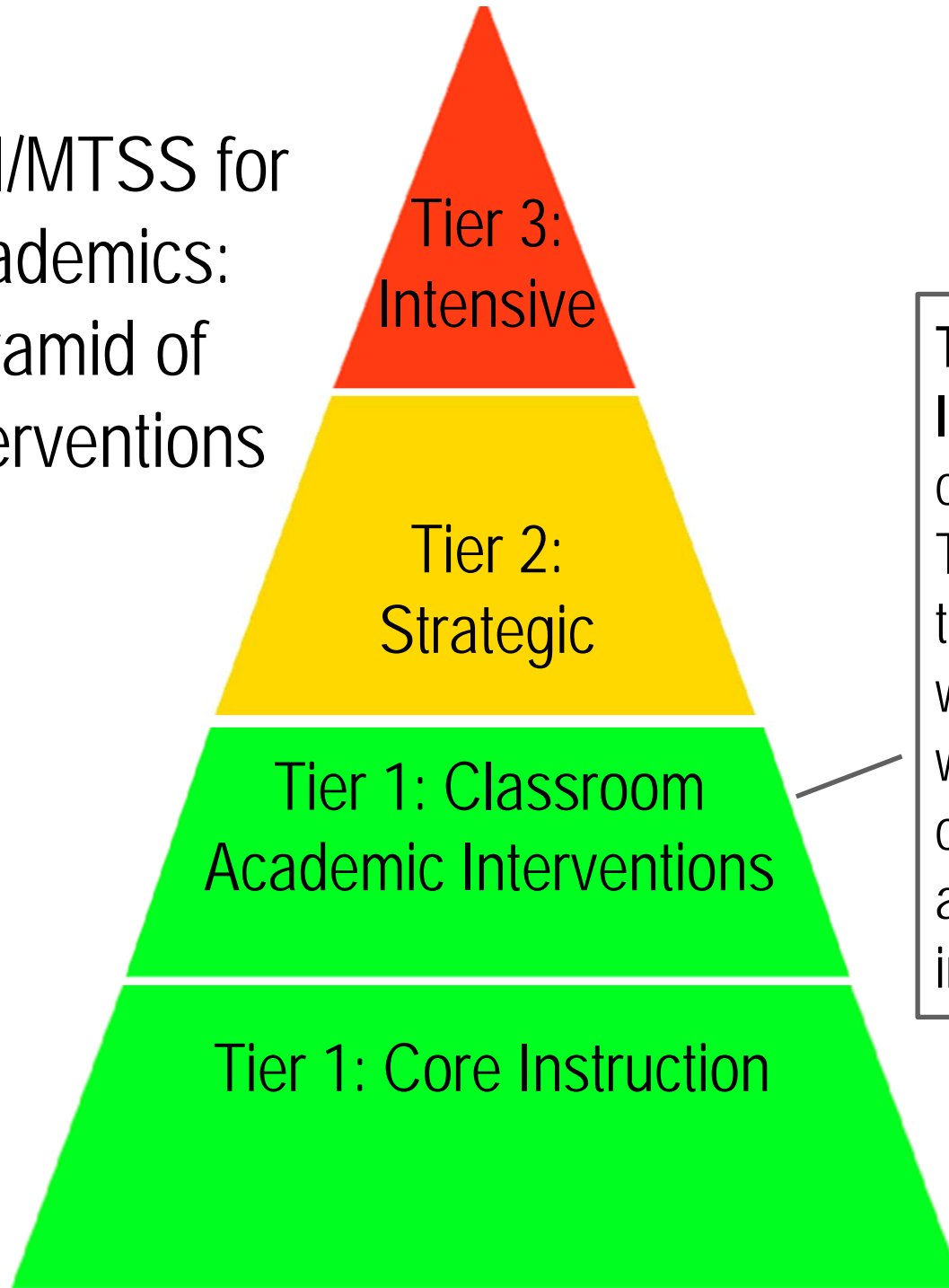


-  1. **PROBLEM IDENTIFICATION.** The student's specific academic deficits have been clearly defined.
-  2. **INTERVENTIONS.** The student receives research-based interventions to help them to succeed in core instruction.
-  3. **ACCOMMODATIONS.** The student has access to classroom accommodations as needed to reach grade-level potential.
-  4. **PLAN.** The student has a written intervention plan.
-  5. **DATA.** The student has assessment data collected to better understand the academic delay and/or to track progress.

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.

Response to Intervention

Activity: What Are Your Expectations of the Teacher as Academic 'First Responder'?

- Imagine a teacher who has a student experiencing ongoing, serious academic difficulty in a class or course.
- For each of these items, decide what you believe should be the *minimum* expectations for that teacher to respond to this profile of struggling student.



Elements of Effective Classroom Academic Intervention

1. *Describe the student academic problem(s) clearly and specifically*
2. *Find/use effective academic-intervention strategies.*
3. *Use instructional adjustments/accommodations as appropriate.*
4. *Record (write down) intervention efforts.*
5. *Collect data on whether academic performance improves*
6. *Communicate with the student.*
7. *Communicate with parent(s).*

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:

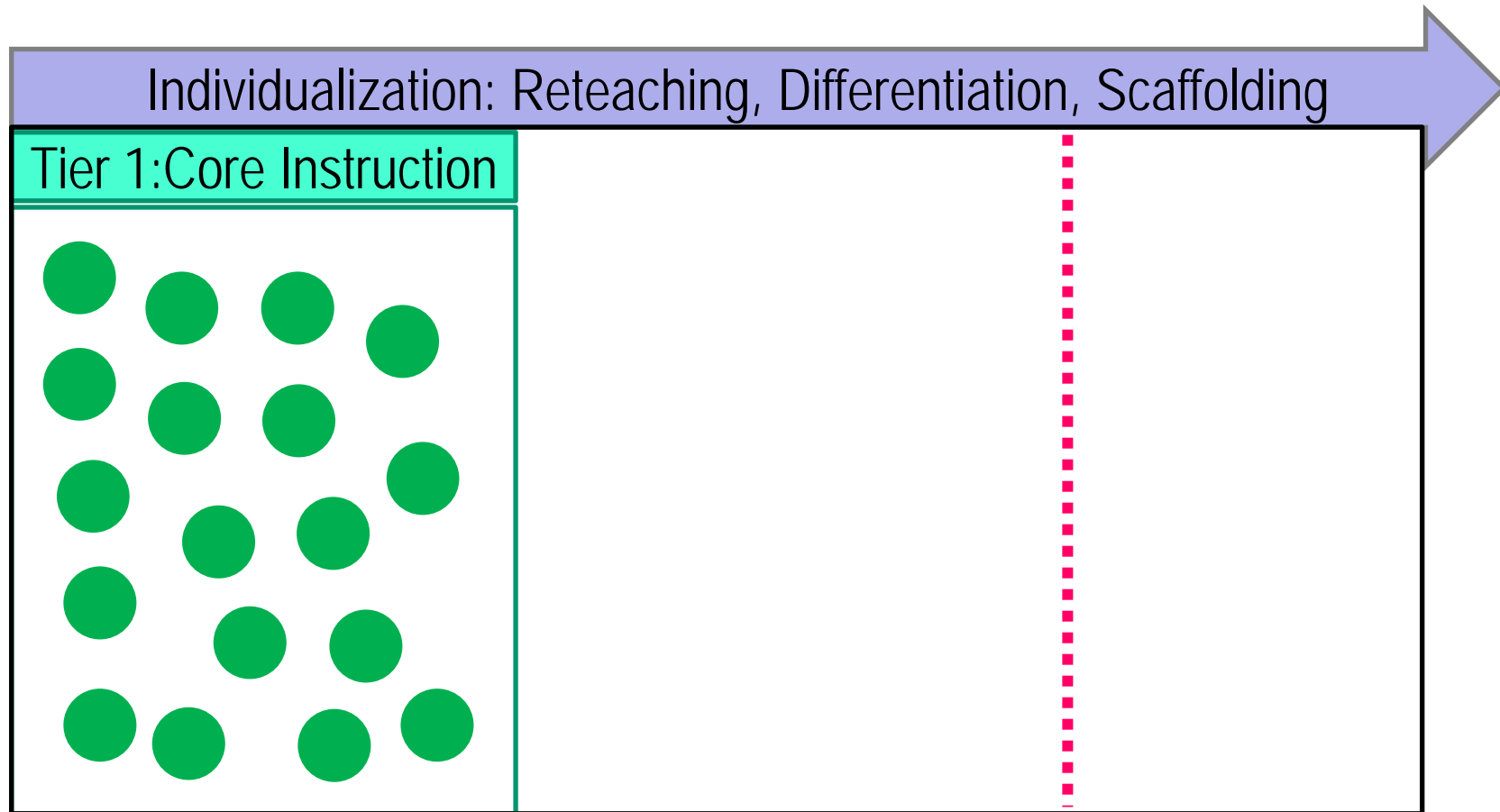
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of 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...

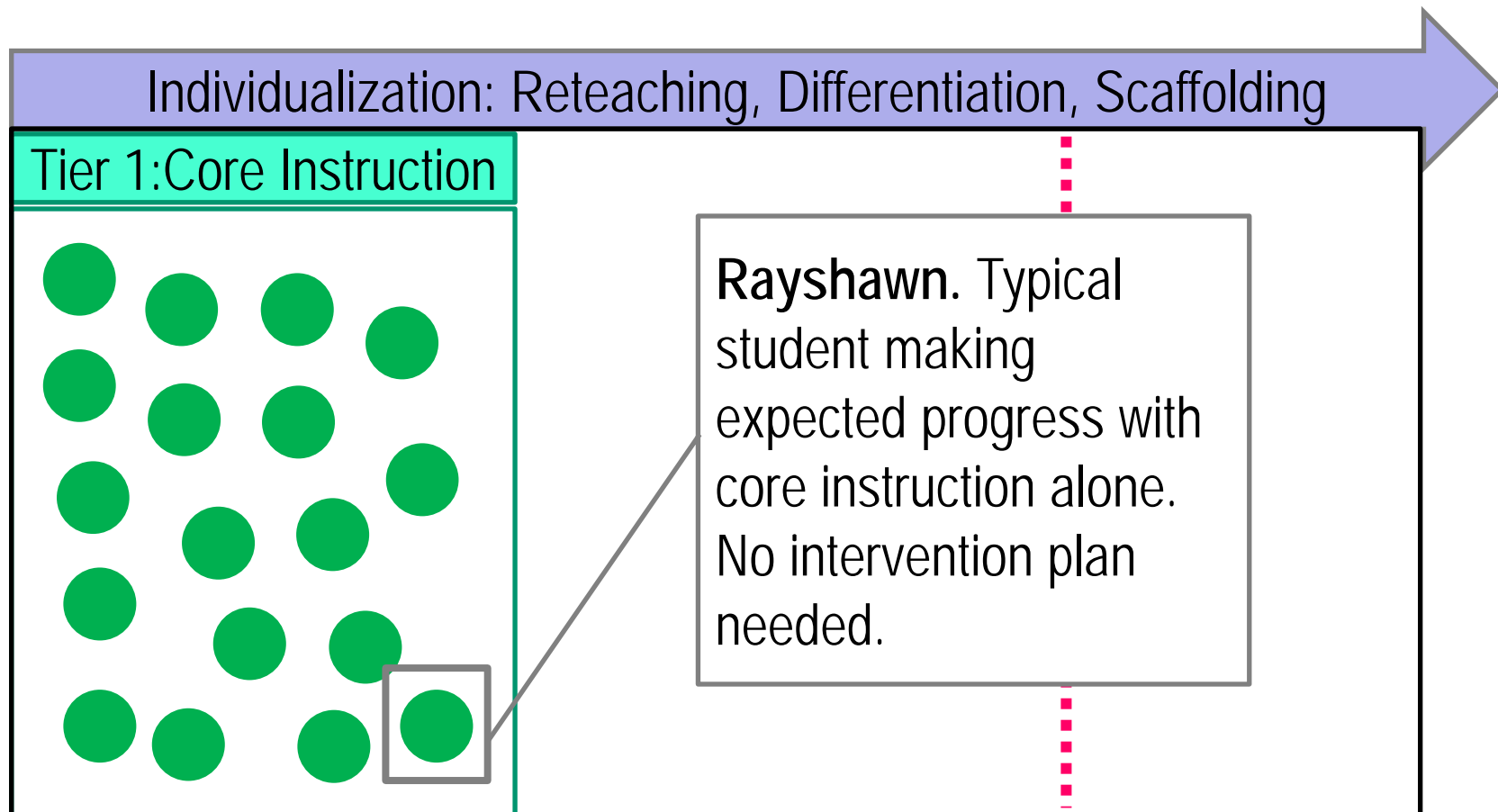
In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

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.

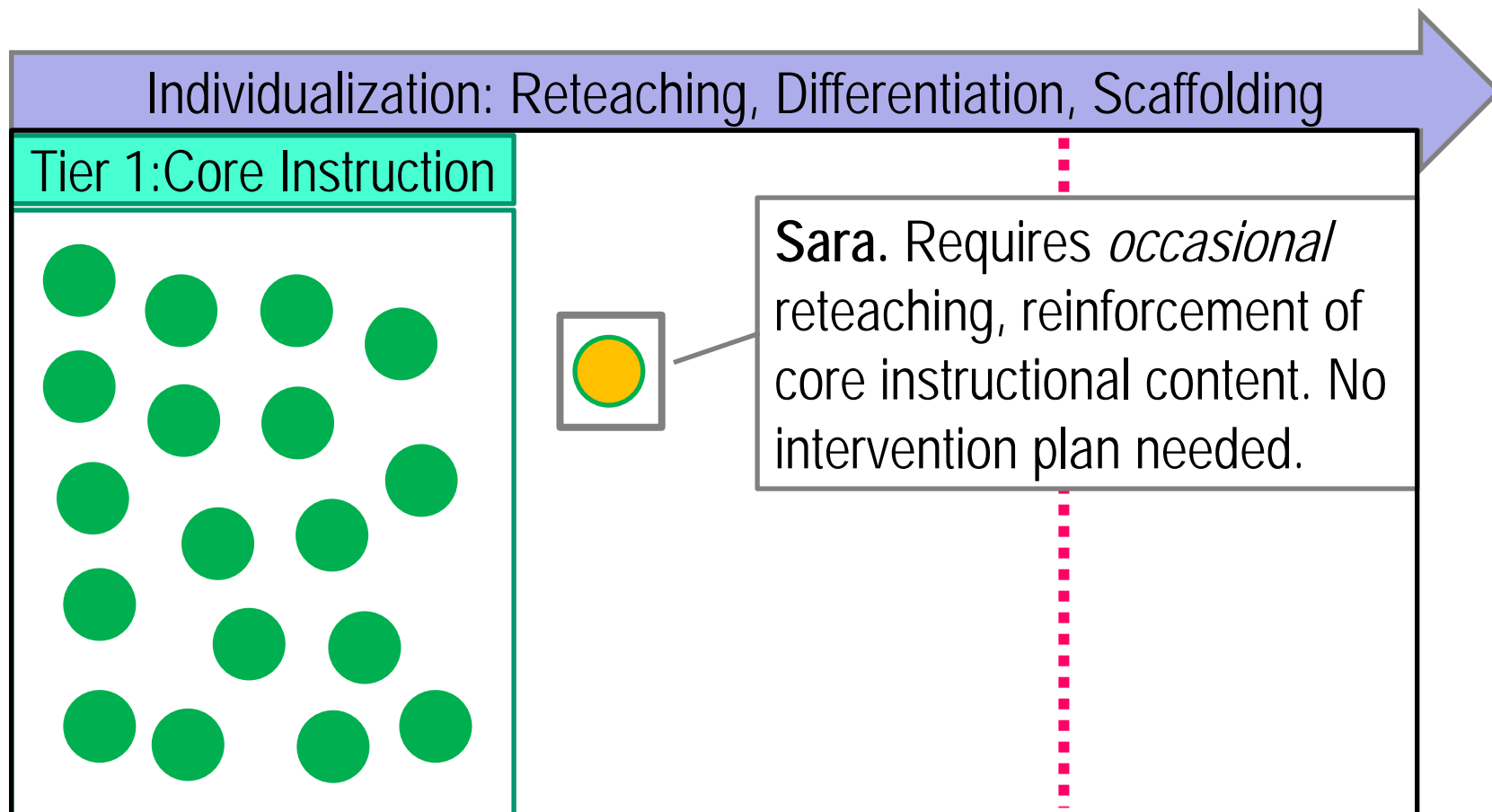
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



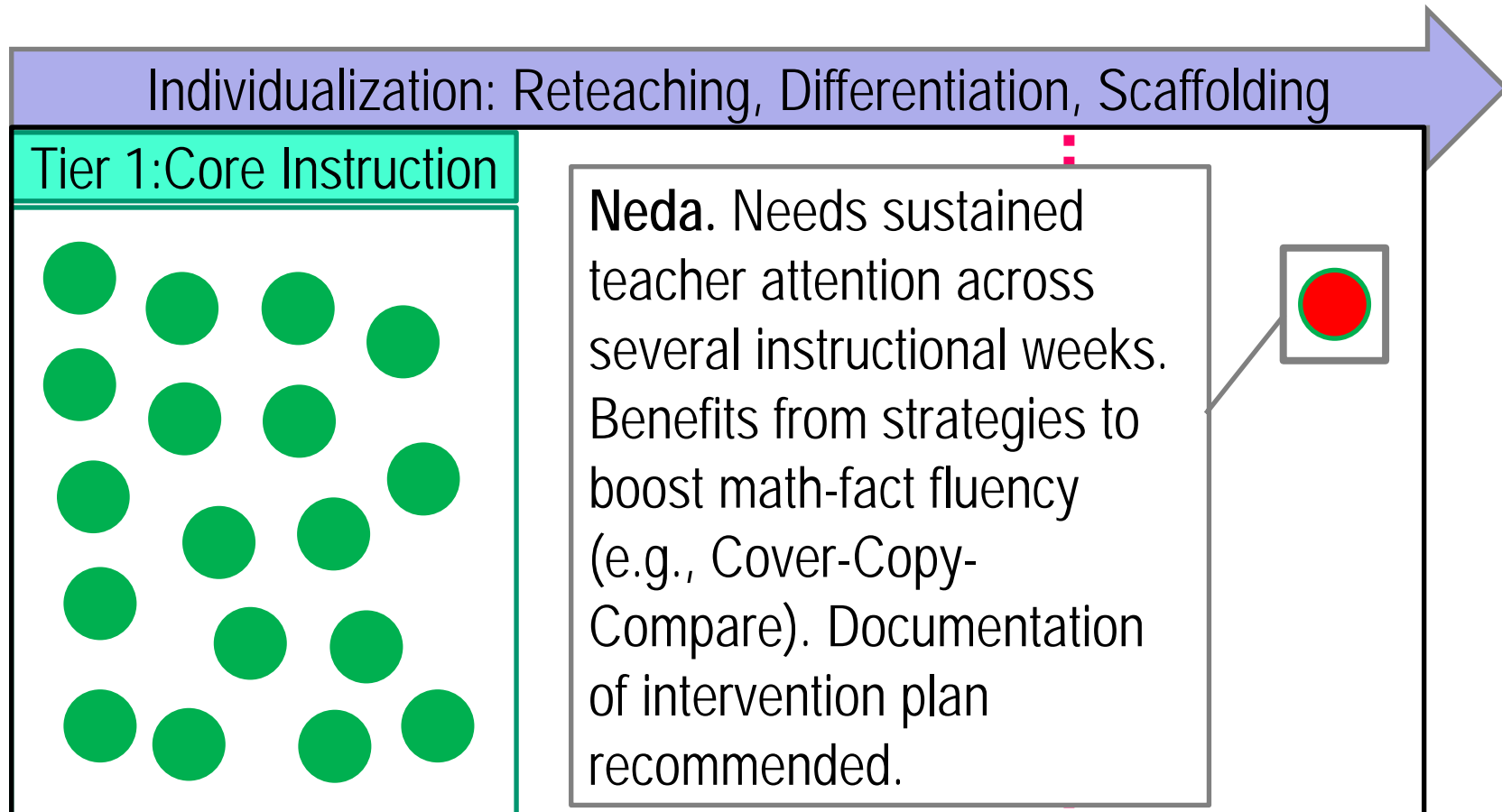
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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

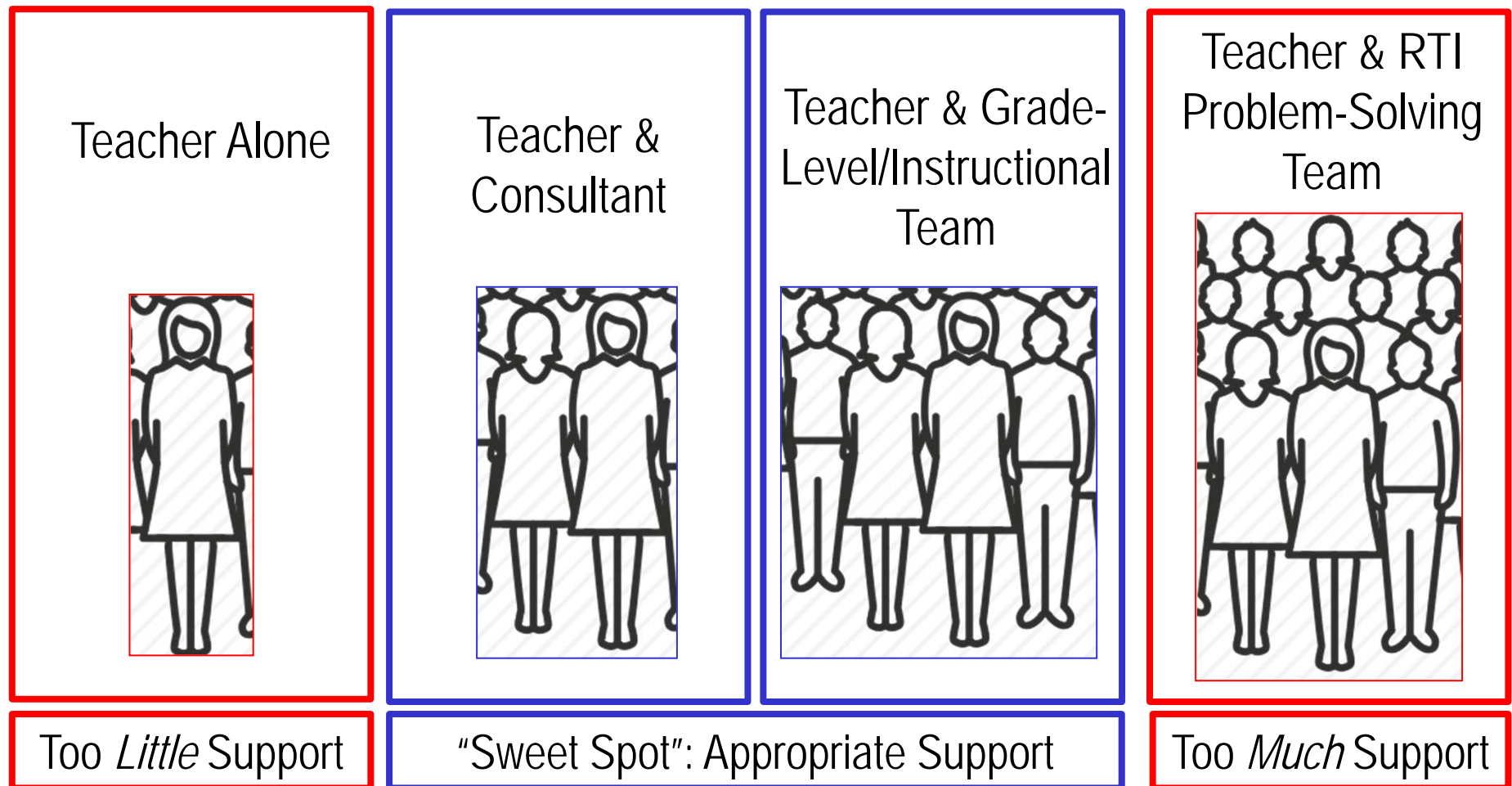


The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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?



Tier 1: Classroom Intervention: Building Capacity

Tier 1 Intervention Plans: Essentials...

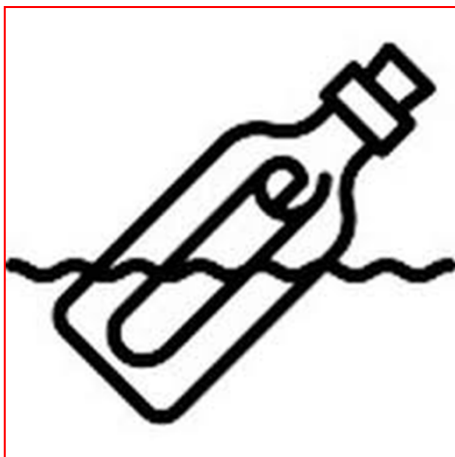


- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with 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.

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.

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.

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.



2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

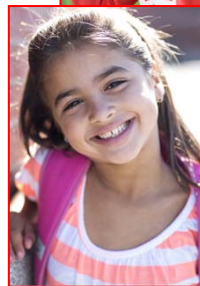
4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

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



Response to Intervention

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		
<p>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.</p>		
<p>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.</p>		
<p>Progress-Monitoring. Select a method to monitor student progress.</p>		
<p>Type of Data Used to Monitor: CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe</p>		
Baseline	Outcome Goal	
8 correct letter names per min	24 correct letter names per min (6 wks)	
<p>How often will data be collected? (e.g., daily, every other day, weekly): Weekly</p>		

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.



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.*

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.

- **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).

Response to Intervention

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

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.)



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.*

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).

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

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

*Word
Boxes:
Phonics
Practice
Sheet*

1

2

3

4

5

Response to Intervention

Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

had

red

sit

top

rug

Word Sort Practice Sheet

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	

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.

Response to Intervention

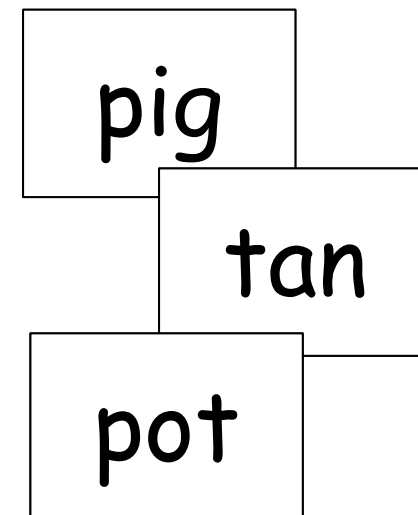
Word Boxes: Recording Form

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	



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



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: _____

1

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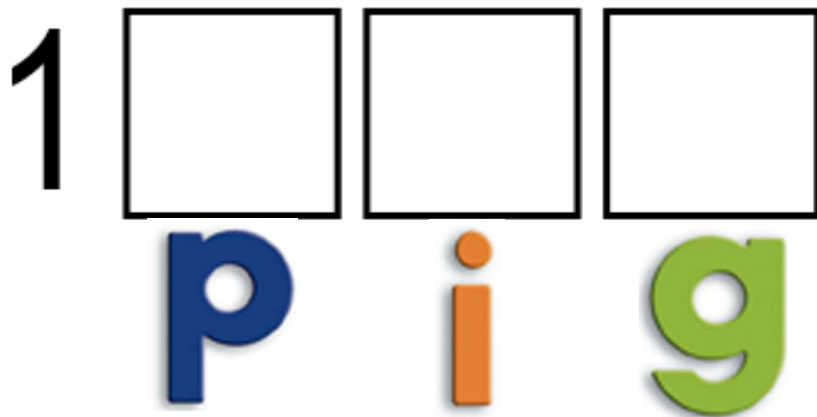
Word Boxes & Word Sort

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: _____



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
---	---	---

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: <u>11/7/17</u> Trial 1	Date: <u>Same</u> Trial 2	Date: <u>Same</u> Trial 3	NOTES
1	pig	<u> </u> Y <u>X</u> N	X <u> </u> Y <u> </u> N	X <u> </u> Y <u> </u> N	Trial 1: R. needed prompts for steps 3,4.

pig

tan

pot

Word Boxes & Word Sort

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

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.

- **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).

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

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.'

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**

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

Number of Rows

Font Type

Font Size

Source: easyCBM.com

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.)



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: 25 th percentile) is 112 CRWs.

easyCBM benchmark norms

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

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., Bokseveld, 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.

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.

- **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**.

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)

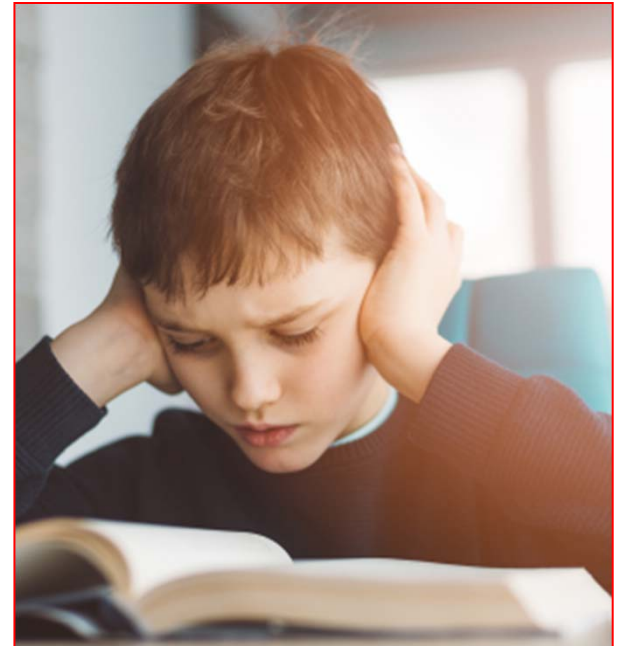
How often will data be collected? (e.g., daily, every other day, weekly): Weekly

RTI/MTSS Files: Case 4

Jared
Grade 5

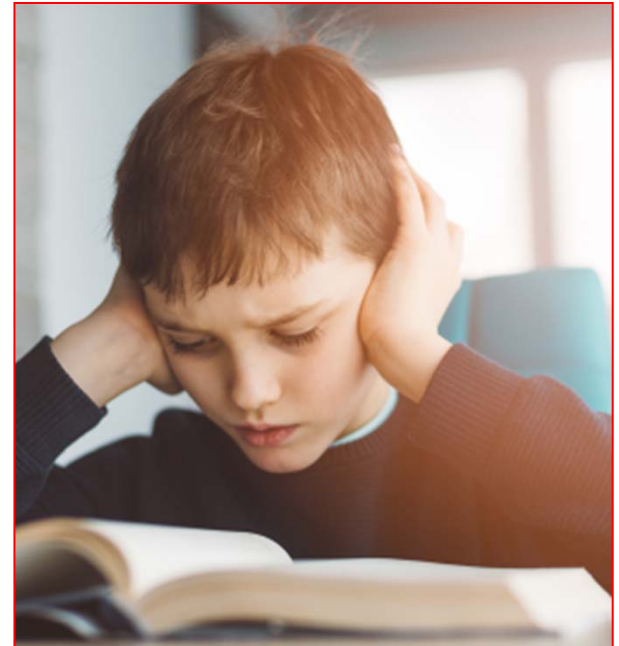
Problem: Failure to recall information from readings

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.



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.*

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.

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.

- **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').

Response to Intervention

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

Response to Intervention

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

Description of the Student Problem (Handout; pp. 5-6)		
Task	Problem Description	Typical or Expected Level of Performance
Identify letter names shown on 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		
<p>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.</p>		
<p>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.</p>		
<p>Progress-Monitoring. Select a method to monitor student progress.</p>		
<p>Type of Data Used to Monitor: CBM/Mixed-Case Letter Names (materials available at easyCBM.com): 1-minute probe</p>		
Baseline	Outcome	
8 correct letter names per min	24 correct letter names per min (6 wks)	
<p>How often will data be collected? (e.g., daily, every other day, weekly): Weekly</p>		

Problem Description

Intervention Description

Plan to Monitor Progress



Documenting Interventions: Activity

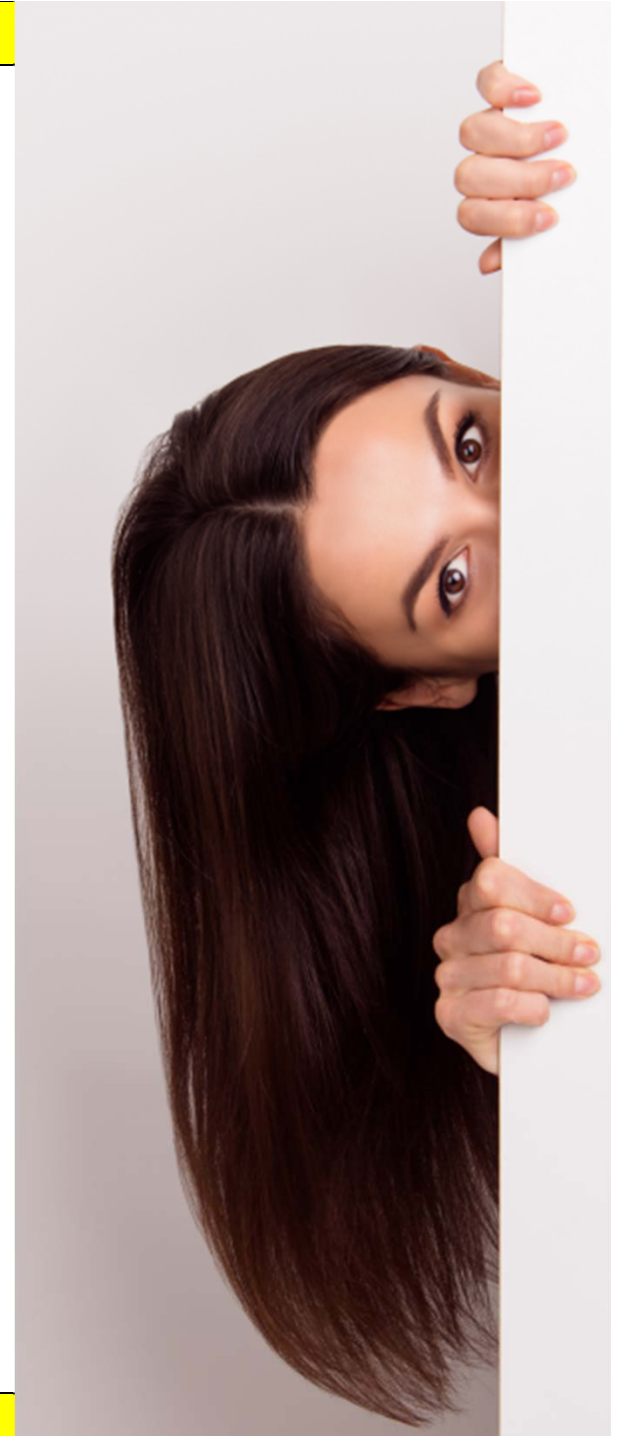
When Would You Document in Your Classroom?

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

How well would the sample form shared today (pp. 17-18) suit their 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		
<p>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.</p>		
<p>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.</p>		
<p>Progress-Monitoring. Select a method to monitor student progress.</p>		
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8 correct letter names per min	24 correct letter names per min (6 wks)	
<p>How often will data be collected? (e.g., daily, every other day, weekly): Weekly</p>		

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



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.

Handout
pp. 24-25



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).

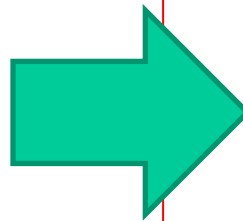
Before selecting your intervention, however, take a moment to consider the root cause you selected in the previous step. Because this root cause explains WHY a problem is probably occurring, you can use it like a compass needle to point you toward intervention ideas that are most likely to be effective 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



Response to Intervention

Handout p. 24



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

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Response to Intervention

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.

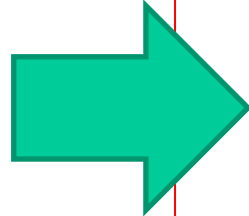
The student is capable of performing the skill and can identify when use of the skill is appropriate—but lacks motivation to use the skill.

1

Step 2:
Select the
Intervention



Response to Intervention



Handout p. 25

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

Type of Student Problem

General Suggestions for Intervention

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Fluency Deficit.

Give the student opportunities to practice the skill(s) and then provide timely performance feedback. Reinforce the student for fluency as well as accuracy.

Response to Intervention

STEP 2: Select the Intervention (Cont.)

Type of Student Problem

General Suggestions for Intervention

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.

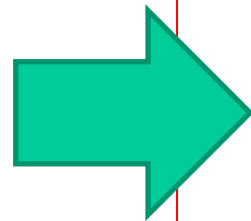
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Step 3:
Choose a
Data-
Collection
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Response to Intervention

Handout p. 25



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Type of Student Problem

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

Type of Student Problem

General Suggestions for Data Collection

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Motivation (Performance) Deficit.

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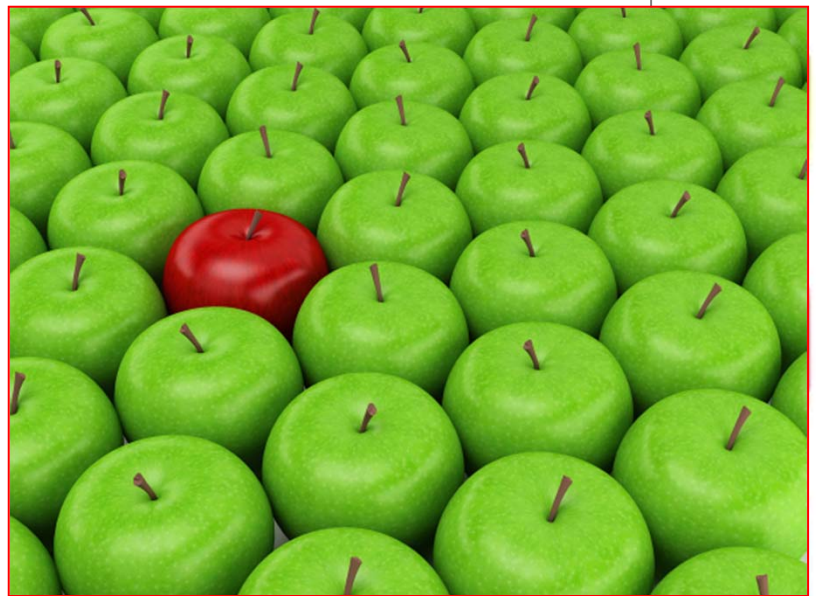
Activity: How to Use the 'Cheat Sheet'?

Look over the intervention-planning 'cheat sheet' (pp. 24-25).

Discuss how you might be able to use this resource to help teachers to feel more confident in developing classroom intervention plans.



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.

Easier assigned readings

Shorter independent work periods

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

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

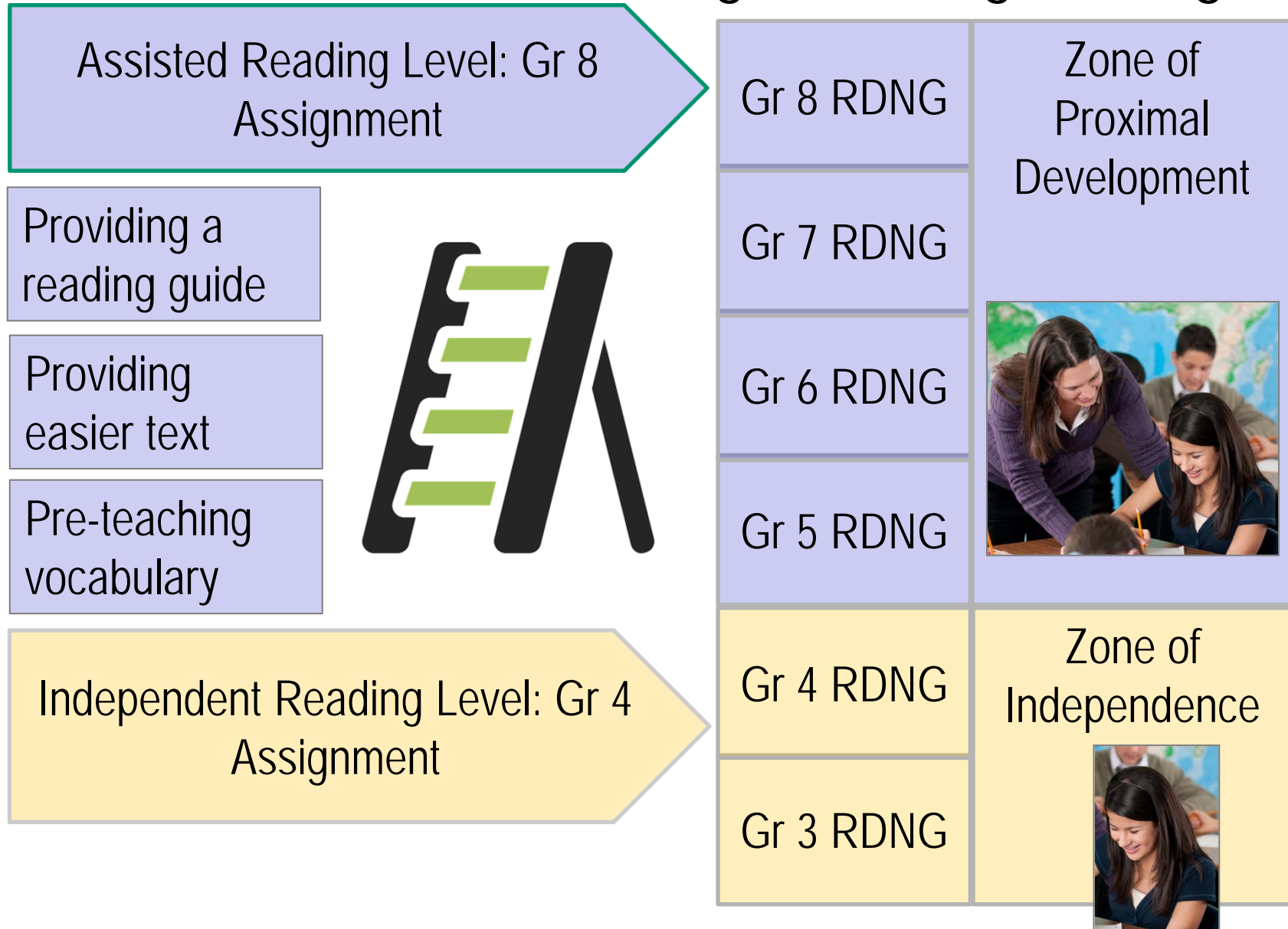
Pre-teaching vocabulary

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>

Differentiation & Scaffolding: Enabling Strategies



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



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.



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



- **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. .




Lab Work: Find an Accommodation for Your Classroom



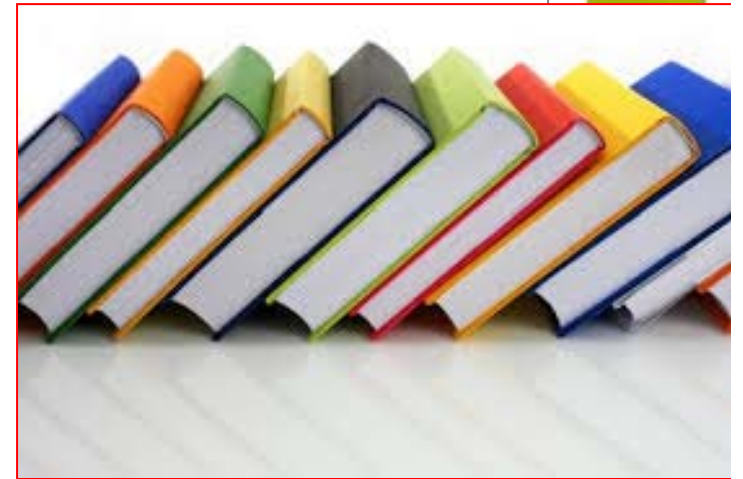
In your groups:

1. Scan the sample accommodation ideas on pp. 13-15 of your handout.
2. Select:
 - one idea that many of your teachers **currently** use in their classrooms.
 - one idea that you would like teachers to **start using** or **use more often**.
3. Share your selections with your group.





Determining Text Difficulty: Lexiles. What is a convenient tool for teachers to assess (and adjust) text difficulty?



Response to Intervention

Predicting Student Reading Success: Lexile Levels

When teachers assign readings, they would like to know whether students have the ability to adequately decode and understand that text.

One tool that can help teachers to find texts that optimally match students' reading skills is the Lexile leveling system (Ardoin et al., 2010). This proprietary formula analyzes a passage—including **sentence length and complexity** and **vocabulary**—to generate a Lexile level/grade equivalent.

LEXILE- GRADE CHART Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	Up to 280L
2	230L to 580L
3	360L to 720L
4	480L to 830L
5	620L to 950L
6	690L to 1020L
7	780L to 1090L
8	820L to 1140L
9	880L to 1170L
10	920L to 1200L
11	940L to 1210L
12	950L to 1220L

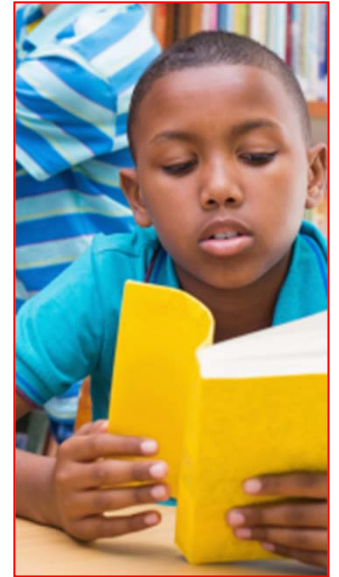
Source: MetaMetrics (2017) Lexile-to-grade correspondence .

Retrieved from <https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>

Empowering the Reader: Matching Student to Text Level

Here is a 3-step process to facilitate a readability match between student and passage:

1. Determine the student's Lexile level. NOTE: Several school-wide readers (e.g., Scholastic Reading Inventory; STAR Reading) provide Lexile estimates.
2. Find the Lexile level of the passage. NOTE: Many commercial texts include information about Lexile level. Teachers can also use the Lexile Analyzer find the Lexile level of a particular passage.
3. [Optional] Edit, simplify challenging texts to lower Lexile level to match student. NOTE: The Lexile Analyzer is a good tool for editing texts for readability.



Lexile Analyzer: Free Teacher Tool

Teachers can calculate the Lexile level of text samples of up to 1000 words for free on **lexile.com**. (Passages of this length can be used for reading-fluency interventions.)

The teacher:

1. creates a free account.
2. types or pastes in the text to be analyzed.
3. views the passage statistics, including Lexile level.

NOTE: Editing a passage (e.g., shortening and simplifying sentences; substituting simpler word choices) will result in a lower Lexile score.

Lexile Analyzer: Sample Passage

Jellyfish Are Efficient Predators

NY Times

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal *Science*, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.

Results

- Lexile® Measure: 1400L - 1500L
- Mean Sentence Length: 26.83
- Mean Log Word Frequency: 3.27
- Word Count: 161

Original Text

1

For animals that drift through the sea without the benefit of eyesight, habitat destruction and overfishing and habitat destruction have reduced fish populations. Despite their sluggish looks, jellyfish are just as effective at hunting and catching meals as fish with fins. A study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. "To our surprise, jellyfish were as good predators as visually preying fish in spite of being slow and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

Results

- Lexile® Measure: 1400L - 1500L
- Mean Sentence Length: 26.83
- Mean Log Word Frequency: 3.27
- Word Count: 161

Reducing Lexile Level by Simplifying Text: Example

Results

- Lexile® Measure: 1200L - 1300L
- Mean Sentence Length: 19.38
- Mean Log Word Frequency: 3.24
- Word Count: 155

Original Text

2

Jellyfish drift through the sea without the benefit of eyesight. They have large, watery bodies and long tentacles. Habitat destruction and overfishing have reduced fish populations, jellyfish are now becoming more common. Despite their sluggish looks, jellyfish are just as effective at hunting and catching meals as fish with fins. They may not be as fast as fish, but researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles. They conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. "To our surprise, jellyfish were as good predators as visually preying fish in spite of being slow and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

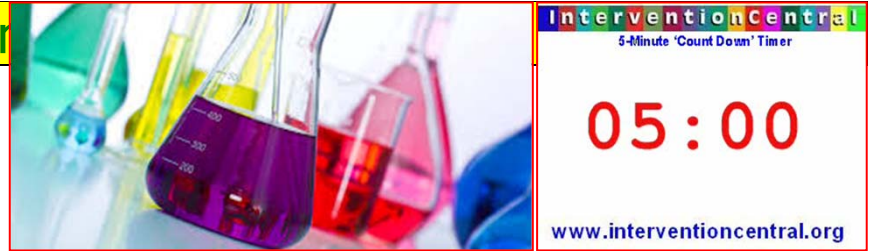
Results

- Lexile® Measure: 1200L - 1300L
- Mean Sentence Length: 19.38
- Mean Log Word Frequency: 3.24
- Word Count: 155

Free Online Sources for Leveled Texts....

- **Newsela.** This news site contains stories written to match multiple Lexile levels. <https://newsela.com/>
- **Smithsonian Tween Tribune.** Articles from this site are written at 4 Lexile levels.
<https://www.tweentribune.com/>
- **ReadWorks.** This site contains comprehensive resources for teaching and reinforcing reading comprehension, including leveled-text articles.
<http://www.readworks.org/>

Lab Work: Determining Text Difficulty: Activity



The ability to analyze text readability and match to student abilities is a key part of classroom literacy support. Discuss how you might accomplish any of these text-leveling goals:

- Find a student's Lexile level via school-wide screening or other data sources.
- Identify the Lexile level for any reading passage (e.g., using the free Lexile Analyzer tool).
- Edit texts (Lexile Analyzer) to align passage difficulty with student ability.
- Explore websites with accessible news articles, etc., written in multiple Lexile levels for use in lessons.

Lab Work: Create a Tier 1 Reading Intervention 'Bank'



Teachers need easy access to effective reading intervention ideas.

- Discuss how your school(s) might develop a bank of reading interventions for teachers to access.

Important Qs:

- Who would participate in this project?
- How would interventions be stored and shared with others?
- What is a timeline for getting a reading bank into the hands of teachers in your school(s)?





Lab Work: Develop a Plan to Train Tier 1 Interventionists

When your school has developed a reading intervention bank, staff will need to be trained in its use.

- Brainstorm ideas to familiarize teachers with items in your 'intervention bank'.
- Consider such methods as:
 - large-group or small-group demonstration,
 - intervention fairs,
 - teacher 'testimonials',
 - peer coaching,
 - classroom visitations,
 - intervention 'book clubs',
 - 'piloting' of interventions.

Academic Interventions.
What are examples of elementary interventions for academic skills?



Response to Intervention

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.

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

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

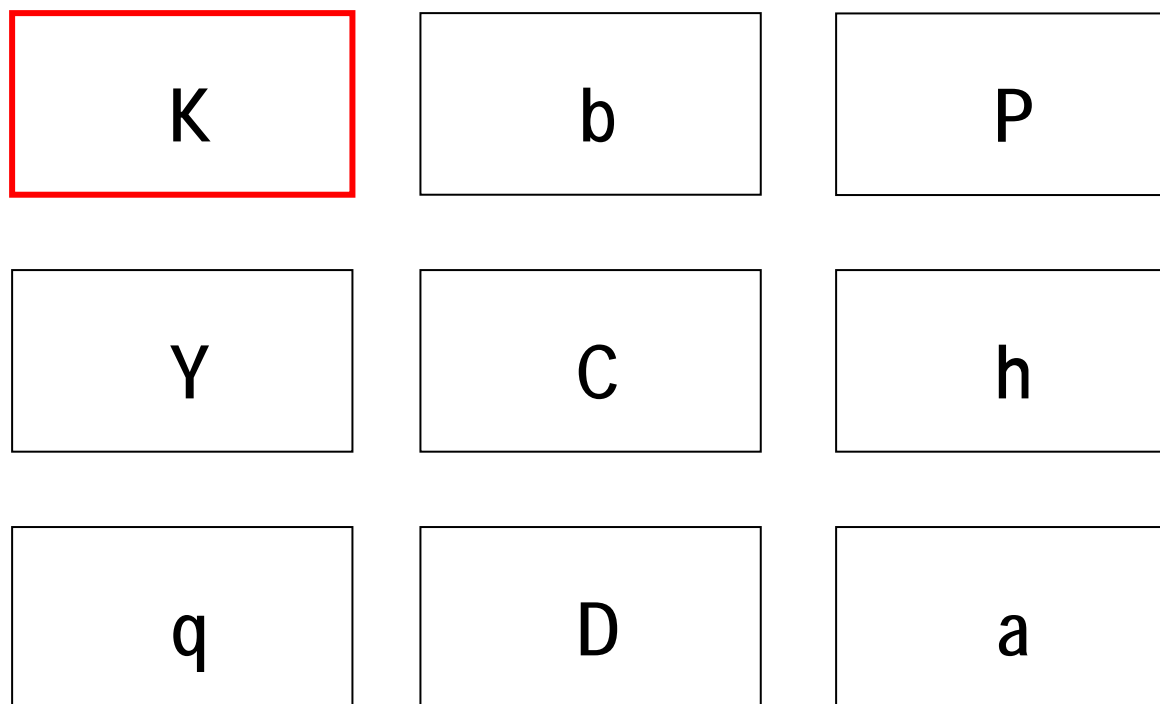
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

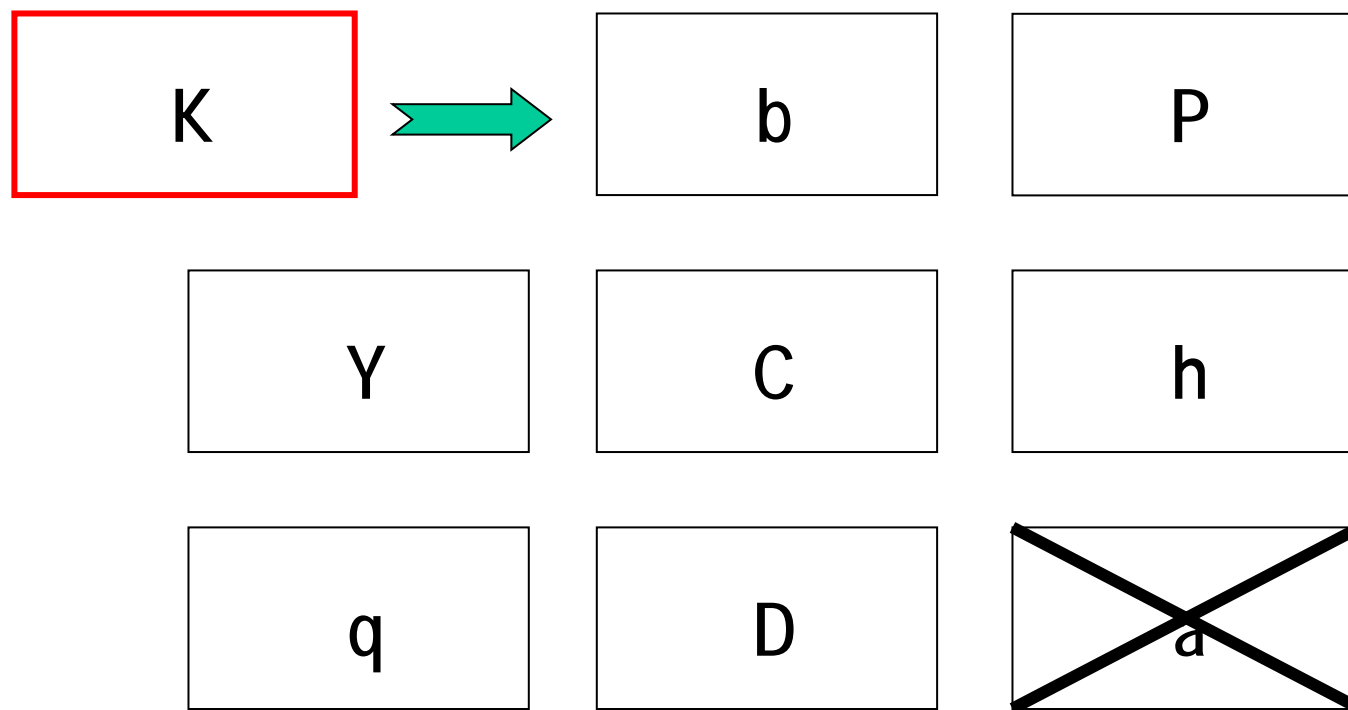
Incremental Rehearsal of Letter Names

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

Grade 1: Problem: *“Karim needs to develop ‘word attack’ skills for CVC words.”*

Intervention: Letter Cube Blending

Letter Cube Blending

d

i

r

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

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

Letter Cube Blending

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

- 1. Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.
- 2. The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting 'word'.

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

Letter Cube Blending

INTERVENTION STEPS (Cont.):

- 3. The student identifies and records the word as 'real' or 'nonsense'.** The student then identifies the word as 'real' or 'nonsense' and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.
- 4. The activity continues to 10 words.** The activity continues until students in the group have generated at least 10 words on their recording sheets.

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

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.

	28 were	27 five	26 some	25 had	24 know	23 stop	22 then
▶	1 had	<p style="text-align: center;"> Reading Racetrack Student: _____ JAKE Date: _____ Sept 17, 2014 Wordlist: _____ Circle List Type: <u>Target # 2</u> or Review </p>					21 five
	2 five						20 some
	3 stop						19 then
	4 know						18 were
	5 then						17 had
	6 were						16 know
	7 some						15 stop
8 five	9 stop	10 were	11 had	12 know	13 some	14 then	

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

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 3: Problem: *“Terrence is not a fluent reader.”*

Interventions:

- Paired Reading
- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

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

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

Group-Based Repeated Reading

(Available on Conference Web Page)

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

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Group-Based Repeated Reading

Procedure.

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

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





































Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>When others were reading, I paid close attention.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3

Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Group-Based Repeated Reading

Procedure.

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

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 (1994)

Lab Work: Create a Tier 1 Reading Intervention 'Bank'



Teachers need easy access to effective reading intervention ideas.

Discuss how your school(s) might develop a bank of reading interventions for teachers to access.

Important Qs:

- Who would participate in this project?
- How would interventions be stored and shared with others?
- What is a timeline for getting a reading bank into the hands of teachers in your school(s)?

Grade 4: Problem: *“Dominic struggles to retain the ‘gist’/main ideas of informational passages.”*

Interventions:

- Repeated Reading with Oral/Written Retell
- Read-Ask-Paraphrase

Repeated Reading with Oral/Written Retell

Teachers can combine repeated reading and oral or written retell as a package to boost student fluency and retention of text details (Schisler, Joseph, Konrad, & Alber-Morgan, 2010).

Repeated Reading with Oral/Written Retell

Materials. To use repeated reading with oral or written retell, the tutor will need these materials:

- Tutor and student copies of an informational passage of at least 200 words.
- Stopwatch
- Lined paper (for written-retell procedure)

Response to Intervention

Informational Passage: Written Retell

Student: _____ Date: _____ Passage Title: _____

Directions: Write everything that you remember about the passage you have just read. Keep writing until you are directed to stop.

Repeated Reading with Oral/Written Retell

Procedures. Below are guidelines for conducting repeated reading and oral or written retell of a passage.

- 1. The student reads the passage twice with error correction.** The tutor gives a copy of the passage to the student and says, "*Read this passage aloud. Do your best reading. If you come to a word you don't know, try your best to read it. I will help you if needed. Begin reading.*"

Repeated Reading with Oral/Written Retell

1. **The student reads the passage twice with error correction.(Cont.)** The student reads the passage aloud, while the tutor follows along silently. Whenever the student misreads a word or hesitates for at least 3 seconds, the tutor uses the phrase-drill error correction technique.

The tutor directs the student to read the passage once more, using the same procedures.

Repeated Reading with Oral/Written Retell

- 2. The student engages in oral or written retell.** When the student has read the passage twice, the tutor directs the student to use either the oral or written retell method:

Written retell. The tutor gives the student a lined sheet of paper and a pen or pencil. The tutor starts the timer and says, "Write about the passage you just read. Write down everything you remember. You will have 3 minutes--I will tell you when the time is up. Begin."

Repeated Reading with Oral/Written Retell

2. The student engages in oral or written retell (Cont.)

At the end of the 3 minutes, the tutor tells the student to stop.

If the student pauses during the 3 minutes, the tutor says, "*Write more about what you read*", and repeats this prompt as needed until either the student has no more details to share or the 3-minute period ends. The tutor then collects the retell worksheet.

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.

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

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)

Grade 5: Problem: *“Neda ‘gets lost’ in difficult informational passages.”*

Intervention:

Linking Pronouns to Referents

Reading Comprehension 'Fix-Up' Skills: A Toolkit

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as 'referents')—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun's referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: *"The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it"* Cambrian Period .

Grade 5: Problem: *“Wade does not create a reading plan before starting an assigned reading.”*

Intervention:

Ask-Read-Tell

Reading Comprehension: Self-Management Strategies

- A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:
 1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
 2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
 3. TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my TWO questions from Step 1:

1.

2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

Grade 4: Problem: *“Emma is not mastering grade-level spelling words.”*

Intervention: Cover-Copy-Compare

Cover-Copy-Compare: Spelling

- **DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).
- **GROUP SIZE:** Whole class, small group, individual student
- **TIME:** Variable up to 15 minutes per session

Cover-Copy-
Compare Spelling
Student
Worksheet

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

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

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.

Grade 6: Problem: *“Brian sticks with simple subject-verb-object sentence structures in his writing.”*

Intervention: Sentence Combining

Sentence Combining

Students with poor writing skills often write sentences that lack 'syntactic maturity'. Their sentences often follow a simple, stereotyped format. A promising approach to teach students use of diverse sentence structures is through sentence combining.

In sentence combining, students are presented with kernel sentences and given explicit instruction in how to weld these kernel sentences into more diverse sentence types either

- by using connecting words to combine multiple sentences into one or
- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.

Sources: Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher*, 58, 468-471.

Strong, W. (1986). *Creative approaches to sentence combining*. Urbana, OL: ERIC Clearinghouse on Reading and Communication Skill & National Council of Teachers of English.

Formatting Sentence Combining Examples

- 'Connecting words' to be used as a sentence-combining tool appear in parentheses at the end of a sentence that is to be combined with the base clause.

Example: **Base clause:** The car stalled.

Sentence to be combined: The car ran out of gas. (because)

Student-Generated Solution: *The car stalled because it ran out of gas.*

- The element(s) of any sentence to be embedded in the base clause are underlined.

Example: **Base clause:** The economic forecast resulted in strong stock market gains.

Sentence to be embedded: The economic forecast was upbeat.

Student-Generated Solution: *The upbeat economic forecast resulted in strong stock market gains.*

Intervention Sources: WWC Practice Guides

- The What Works Clearinghouse is a federally sponsored site that includes a series of 'practice guides': summaries of current best practices in classroom instruction.

All guides are written for teachers and are free for download.

The screenshot shows the top navigation bar of the WWC Clearinghouse website. It includes the IES and WWC logos, the text 'What Works Clearinghouse', a 'MENU' button, and a search bar. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. The main content area features a grid of 12 topic categories, each with an icon and a label: Literacy (book icon), Mathematics (math symbols icon), Science (flask icon), Behavior (person icon), Children and Youth with Disabilities (heart and hand icon), English Learners (globe with EL icon), Teacher Excellence (teacher at board icon), Charter Schools (building icon), Early Childhood (Pre-K) (ABC block icon), K-12 Kindergarten to 12th Grade (K-12 text icon), Path to Graduation (graduation cap icon), and Postsecondary (classroom building icon).

Intervention Sources: Florida Center for Reading Research

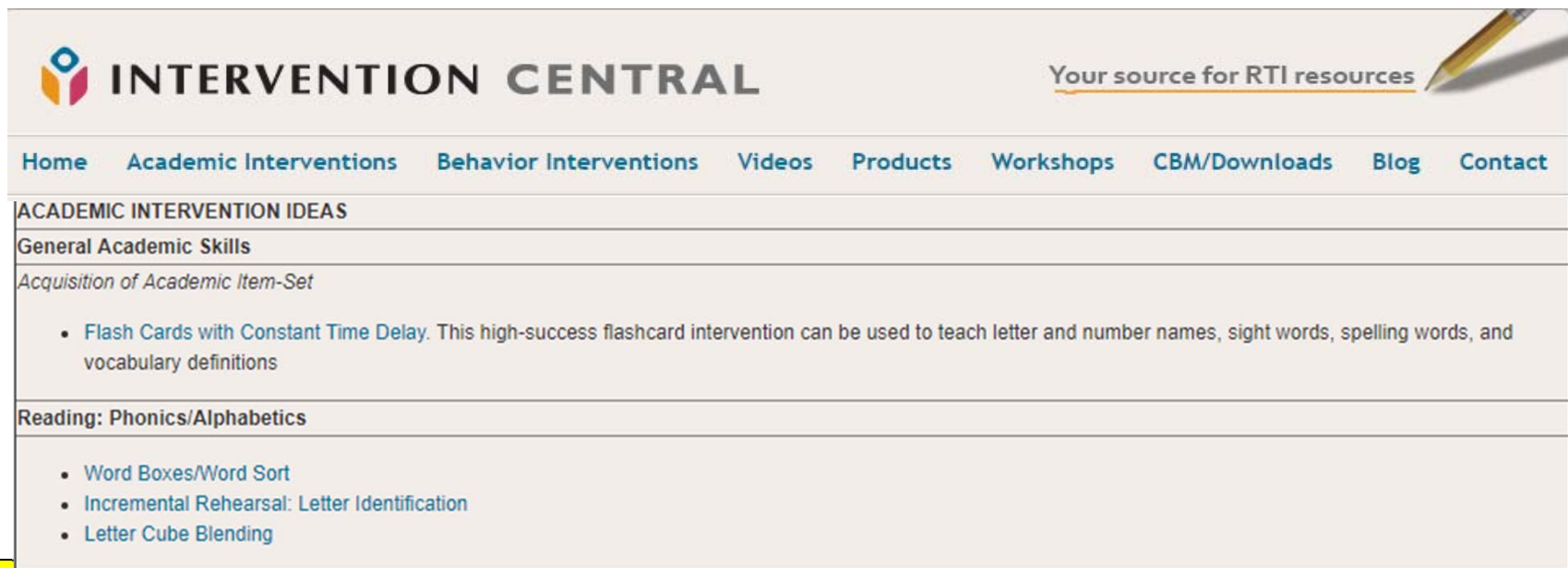
- This website is a product of a research center at Florida State University.
- The site includes free **lesson plans** for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)



The screenshot shows the Florida Center for Reading Research website. The main heading is "FLORIDA CENTER FOR READING RESEARCH". Below this is a navigation menu with links for HOME, ABOUT, NEWS, PROJECTS, PEOPLE, RESOURCES, and LIBRARY. The current page is "STUDENT CENTER ACTIVITIES", as indicated by the breadcrumb "ARCH / RESOURCES / STUDENT CENTER ACTIVITIES". The main title of the page is "Student Center Activities". The introductory text states: "From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use in fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers differentiated instruction and how to use the Student Center materials." Below this text are three links: "Grades K-1 Student Center Activities", "Grades 2-3 Student Center Activities", and "Grades 4-5 Student Center Activities".

Intervention Sources: Intervention Central

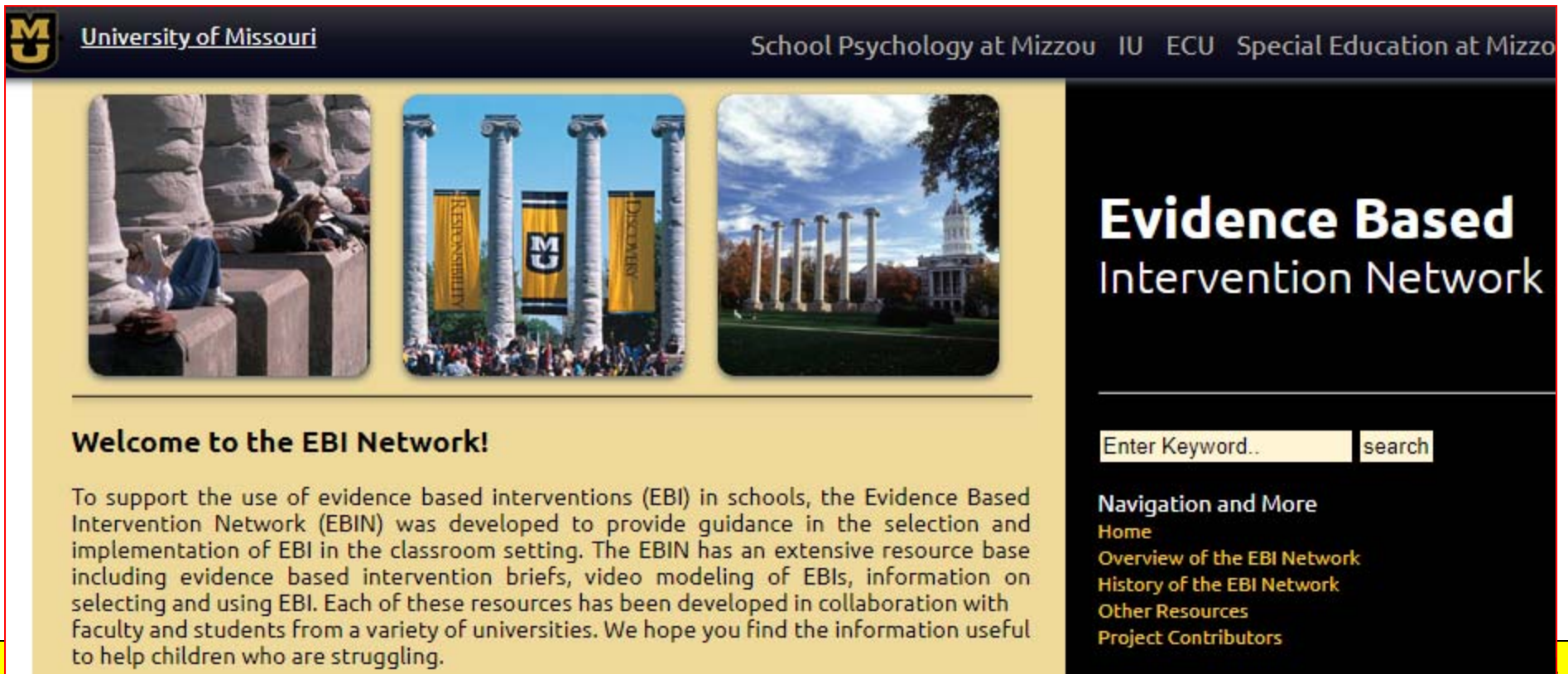
- The Intervention Central website includes a number of intervention write-ups to address common academic concerns.
- The course webpage (<http://www.interventioncentral.org/bedford>) includes a look-up table of academic intervention strategies:



The screenshot shows the top portion of the Intervention Central website. At the top left is the logo, which consists of three colored shapes (blue, red, green) forming a stylized 'I' or 'C' next to the text 'INTERVENTION CENTRAL'. To the right of the logo is the tagline 'Your source for RTI resources' with a pencil icon to its right. Below the logo and tagline is a horizontal navigation menu with the following links: Home, Academic Interventions, Behavior Interventions, Videos, Products, Workshops, CBM/Downloads, Blog, and Contact. Below the navigation menu is a section titled 'ACADEMIC INTERVENTION IDEAS'. Under this section, there are two sub-sections: 'General Academic Skills' and 'Reading: Phonics/Alphabetics'. Under 'General Academic Skills', there is a link to 'Acquisition of Academic Item-Set' which includes a bullet point: 'Flash Cards with Constant Time Delay. This high-success flashcard intervention can be used to teach letter and number names, sight words, spelling words, and vocabulary definitions'. Under 'Reading: Phonics/Alphabetics', there are three bullet points: 'Word Boxes/Word Sort', 'Incremental Rehearsal: Letter Identification', and 'Letter Cube Blending'.

Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.



M University of Missouri

School Psychology at Mizzou IU ECU Special Education at Mizzou

Evidence Based Intervention Network

Enter Keyword.. search

Welcome to the EBI Network!

To support the use of evidence based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence based intervention briefs, video modeling of EBIs, information on selecting and using EBI. Each of these resources has been developed in collaboration with faculty and students from a variety of universities. We hope you find the information useful to help children who are struggling.

Navigation and More
[Home](#)
[Overview of the EBI Network](#)
[History of the EBI Network](#)
[Other Resources](#)
[Project Contributors](#)

Classroom Reading/Writing Interventions

Lab Work: Select Interventions to Pilot.

Review this list of sample classroom reading/writing intervention ideas.

Select 1-2 ideas that you would MOST like to pilot in your classroom and/or share with others in your school or district.



ension

Clunk

d Reading with Oral/Written

k-Paraphrase

Pronouns to Referents

d-Tell

Fluency

- Paired Reading
- Group-Based Repeated Reading

Spelling/Writing

- Cover-Copy-Compare
- Sentence Combining

Classroom Reading/Writing Interventions



Phonics/Alphabetics

- Word Boxes & Word Sort
- Incremental Rehearsal
- Letter Cube Blending

Vocabulary

- Reading Racetrack

Fluency

- Paired Reading
- Group-Based Repeated Reading

Comprehension

- Click or Clunk
- Repeated Reading with Oral/Written Retell
- Read-Ask-Paraphrase
- Linking Pronouns to Referents
- Ask-Read-Tell

Spelling/Writing

- Cover-Copy-Compare
- Sentence Combining