Classroom Tools to Help the Struggling Learner

Jim Wright

www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/bronxvilleschools
Workshop Topics:

- **Growth Mindset:** Increasing Student Motivation Through Teacher Statements

- **Behavior Management Strategies:** Listing of 30 Classroom Behavior Ideas; Learning Contracts

- **Data Collection:** Curriculum-Based Measurement; Cumulative Mastery Logs; Rubrics; Behavior Report Cards; Checklists

- **Academic Interventions:** Reading Fluency, Comprehension, Math Facts

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Motivator: Growth Mindset:
Teachers can combat 'learned helplessness' by structuring classroom statements to encourage optimism and motivation.
Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned helplessness cycle:

1. The student experiences repeated academic failures…
2. …which undermine self-confidence in their intellectual abilities.
3. The student begins to doubt that their efforts will overcome their learning difficulties…
4. …causing that student to reduce efforts toward academic achievement.
5. …resulting in continued failure…
6. …and reinforcing the student’s belief that they lack the ability to learn.

Learned Helplessness: The Effects

Students who experience a sense of ‘learned helplessness’ feel powerless to improve their academic performance and standing. They can also experience these negative effects:

1. Reduced motivation to respond in the classroom
2. Lessened ability to associate responding with desirable outcomes
3. Symptoms of depression or anxiety

Mindsets: Determining Limits on Potential

Research in cognitive psychology (Dweck, 2006) demonstrates that individuals’ performance as learners is profoundly influenced by

– their perceptions of their intelligence and/or abilities and
– their reinforcing these perceptions through an ongoing monologue as they encounter new challenges.

The habitual ways that people have of thinking about their abilities can be thought of as ‘mindsets’. Mindsets fall into two categories: **Fixed vs. growth**.

### Beliefs About Mindsets: Fixed vs. Growth

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence (general ability) is fixed. <strong>Effort</strong> plays a <strong>minor role</strong> in</td>
<td>Intelligence and other attributes are ‘<strong>malleable</strong>’—they can increase with effort.</td>
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<tr>
<td>determining one's level of accomplishment.</td>
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<tr>
<td>Thus, <strong>setbacks</strong> are viewed as a <strong>lack of ability</strong> and result in the</td>
<td>This perspective views <strong>struggle</strong> as a <strong>positive</strong>—&quot;an opportunity for growth, not a sign that a student is incapable of learning.&quot;</td>
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<tr>
<td>student &quot;giving up or withdrawing effort&quot; (Blackwell, et al., 2015).</td>
<td>(Paunesku, et al., 2015).</td>
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The ‘Malleability’ of Intelligence

“It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease.

Rather, it means that for any given individual, intellectual ability can always be further developed.”

## Contrasting Mindsets: Responses to Setbacks

<table>
<thead>
<tr>
<th>Fixed Mindset: The student may:</th>
<th>Growth Mindset: The student will:</th>
</tr>
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<tbody>
<tr>
<td>• give up</td>
<td>• view setback as an opportunity for learning</td>
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<tr>
<td>• withdraw effort</td>
<td>• increase effort</td>
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<tr>
<td>• ‘disidentify’ with challenge subject: e.g., “I don’t like math much anyway.”</td>
<td>• figure out deficiencies in work or study processes and correct them</td>
</tr>
<tr>
<td>• be at greater risk for cheating</td>
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</tbody>
</table>

Mindsets: Fixed vs. Growth

“[Fixed vs. growth] mindsets affect students' achievement by creating different psychological worlds.”

Dr. Carol Dweck

Mindsets: Fixed vs. Growth

Does a student’s type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with fixed and growth mindsets may do equally well.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), growth-mindset students tend to do significantly better than their fixed-mindset peers.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements are those that reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Here are statements to avoid, because they send a fixed-mindset message to students:

• “Excellent essay. You are a natural-born writer!”

• “You need to work harder. I have seen your grades and know that you are smart enough to get an A in this course.”

• “It’s OK—not everyone can be good at math.”
To Promote a ‘Growth Mindset’…Use Process-Oriented Statements

Teachers’ growth-mindset statements are varied. However, they tend to include these elements:

- **Process**. Lays out a specific process for moving forward.

- **Challenge(s)**. Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.

- **Confidence**. Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any ‘help’ resources.

Mindsets: The Power to Help or Hinder Student Motivation

Motivation is central to student academic achievement. And research shows that there is one crucial factor that greatly impacts academic engagement and performance: whether a student has a fixed or open mindset (Dweck, 2006). Students with a fixed mindset view intelligence, or general ability, as having a fixed upward limit. Viewed from this perspective, accomplishments are explained largely by one's intellectual potential, with effort playing only a minor role. In contrast, students with a growth mindset see intelligence as malleable; they have faith that increased effort will result in more effective learning and accomplishment. When growth-mindset learners are challenged by academic tasks, they interpret these struggles as an "opportunity for growth, not a sign that a student is incapable of learning" (Paunesku et al., 2015, p. 785).

Why should teachers be concerned about students having a fixed mindset? When such students encounter difficulty or setbacks, they are likely to respond by becoming discouraged, withdrawing effort, or even giving up entirely. Or even more concern, a fixed mindset can result in learners "identifying" with (i.e., disengaging from) those academic subjects or tasks they find difficult. Research indicates that rates of cheating may also be higher among students with a fixed mindset (Blackwell, Trzesniewski & Dweck, 2007).

Yet students with a growth mindset have a much more positive reaction to setbacks. When they experience difficulty with schoolwork, they respond by viewing the setback as an opportunity to learn, putting more effort into mastering the task, and analyzing where their work or study processes fall short and correcting them. It’s no surprise, then, that—because growth-mindset learners remain optimistic and engaged in the challenging task—they are likely to be successful (Blackwell, Trzesniewski & Dweck, 2007).

Teachers have an important role to play in promoting a growth mindset among their students. First and foremost, instructors should take care not to use statements in their classrooms that reinforce a fixed-mindset. For example, a teacher who says "Excellent essay, Rebecca. You are a natural-born writer!" is implying that writing is an innate talent, immune to skill-building. Similarly, when an instructor responds to the student with a poor math-test grade, "That’s OK. Not everyone is good at math," the educator has suggested that "math ability" is a fixed quantity that cannot expand much despite the learner’s efforts.

On the other hand, when instructors structure their statements of praise, process feedback, and encouragement to reflect a growth-mindset attitude, even learners with a habitual negative fixed-mindset attitude can receive a boost of optimism and motivation. Growth mindset statements can be as varied as the educators, students, and situations they address. However, they typically:

- lay out a specific process for moving forward.
- recognize difficulties or struggles to be faced and frame them as opportunities to learn.
- convey optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any "help" resources.

In their day-to-day communication with students, instructors have many opportunities to craft statements according to growth-mindset principles. Below is a sampling of statements—praise, work-prompts, encouragement, introducing of assignments—that teachers can use to foster motivation in their classrooms.

Praise

Effective teacher praise has two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher (Hawkins & Helin, 2011). Because this process praise ties performance directly to effort, it reinforces a growth mindset in students who receive it. Here is an example of process praise:
Integrate ‘Pro-Growth-Mindset’ Statements into Classroom Discourse

In day-to-day communication with students, instructors have many opportunities use growth-mindset principles to infuse their statements with optimism, including:

- praise
- work-prompts
- encouragement
- introduction of assignments

Process Praise
"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."
Growth Mindset: Teacher Examples

Process Praise

Effective teacher praise has two elements: (1) a description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

**EXAMPLE:**

"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."
Work Prompt

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It's a challenging passage, so if you get stuck, be sure to use your reading fix-up skills.

Remember, it's also OK to ask a neighbor or to come to me for help.

Use your strategies and you will be successful!"
Growth Mindset: Teacher Examples

Work Prompt

When students stop working during an independent assignment, the teacher can structure the "get-back-to-work" prompt to follow a growth-mindset format.

**EXAMPLE:**

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It's a challenging passage,

so if you get stuck, be sure to use your reading fix-up skills. Remember, it's also OK to ask a neighbor or to come to me for help.

Use your strategies and you WILL be successful!"

Prompt: Keep Working

Challenge

Process: Fix-Up Skills & Help Options

Confidence
Encouragement

"I can see that you didn't do as well on this math test as you had hoped, Luis.

Let's review ideas to help you prepare for the next exam.

If you are willing to put in the work, I know that you can raise your score."
Growth Mindset: Teacher Examples

Encouragement

When students have academic setbacks, the teacher can respond with empathy: framing the situation as a learning opportunity, describing proactive steps to improve the situation, and expressing confidence in the learner.

**EXAMPLE:**

"I can see that you didn't do as well on this math test as you had hoped, Luis. Let's review ideas to help you to prepare for the next exam. If you are willing to put in the work, I know that you can raise your score."
To Promote a ‘Growth Mindset’...Use Process-Oriented Statements

Teachers’ growth-mindset statements are as varied as the students and situations they address. However, they tend to include these elements:

– **Process.** Lays out a specific process for moving forward.

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– **Confidence.** Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any ‘help’ resources.

Growth Mindset: Scenario

Brian: Work Prompt

“Brian, it’s time to start your math deskwork. You see that there are 10 word problems, which may seem like a lot.

But remember to use your checklist. It will take you through the right steps to solve each problem.

Follow the checklist and you should be OK. If you need help, though, just raise your hand.”

Growth-mindset statements address:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success with effort.
Growth-Mindset Statement: A Motivational Push

Research studies have shown that even students with an ingrained ‘fixed-mindset’ view of academics can gain a brief motivation ‘push’ when the teacher reframes a past, present, or future learning activity in ‘growth mindset’ terms.

Each classroom, then, becomes its own motivational micro-climate.

And with the teacher’s continued expression of an optimistic, growth-mindset view, students are more likely to apply more effort, attain greater success, and become self-directed learners.

Mindsets Research: Effective Only If We Apply It...

Proponents of growth-mindset statements should be concerned that the average frequency in which teachers use classroom praise is generally low in general- and special-education classrooms (Hawkins & Heflin, 2011).

Frequency of praise is a useful indicator of the rate at which teachers might use ANY growth-mindset statement.

It is of little help if teachers agree that growth-mindset is important to student motivation but fail to actually implement the strategy.

*The ABC Timeline: How Teachers Can Change Behaviors Through Antecedents, Positive Consequences, and Extinction Techniques*

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Behavior intervention plans are highly individualized—as every student displays a unique profile of behaviors. Teachers increase the odds of helping a student to engage in positive behaviors increase when they include these 3 elements in their classroom behavior intervention plans:

- **Antecedents**: Strategies to promote positive behaviors and prevent misbehavior
- **Positive consequences**: Responses that increase positive/goal behaviors
- **Extinction procedures**: Responses that extinguish problem behaviors
Antecedents, Positive Consequences, and Extinction Procedures: A Balanced Behavior Intervention Plan

Each element plays a crucial role in promoting the success of a behavior plan.

- **Antecedent strategies** prevent the student from engaging in problem behaviors in the first place.

- **Positive consequences** motivate the student to show desired behaviors, such as academic engagement.

- **Extinction procedures** remove the 'pay-off' to the student for engaging in problem behaviors.

While any one of the elements might be inadequate to change the student's behavior, their combination can result in a strong, flexible plan and successful intervention outcome.
Antecedents, Positive Consequences, and Extinction Procedures: A Balanced Behavior Intervention Plan

- ADHD (Attention-Deficit/Hyperactivity Disorder)
- ODD (Oppositional Defiant Disorder)
- GAD (Generalized Anxiety Disorder)

Antecedents That Prevent Problem Behaviors

- ADHD:ODD:GAD: Behaviors: Teach Expectations (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
ABC Timeline

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the *Antecedent*, or trigger; (b) the student *Behavior*; and (c) the *Consequence* of that behavior.
1. Antecedents: Strategies to Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs.

Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred.
Behaviors: Teach Expectations (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors.

The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
Instructional Match: Ensure the Student Can Do the Work (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task.

When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.
‘No’: Substitute a Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). This strategy is useful if the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity.

The teacher makes a list of activities or items preferred by the student that are allowed during the academic situation or setting where problems arise. Then, whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides a brief explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the prepared list that are allowable in the current situation or setting.
Response to Intervention

Antecedents: Strategies to PREVENT Misbehavior

**Relocate the Student: Remove From Temptation** (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment—such as a talkative peer or difficulty hearing or seeing the instructor—the teacher may choose to move the student to another, less-distracting location in the classroom.

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.
Antecedents: Strategies to PREVENT Misbehavior

Schedule: Increase Predictability (Kern & Clemens, 2007). When students know the “content, duration, and/or consequences of future events”, their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individual students or an entire classroom, post or provide a schedule outlining the day’s activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers may wish to add information to the schedule, such as reminders of what work materials a student might need for each event.
Work Break: Make It Available on Request (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task.

The teacher can choose an alternative method for the student to use to communicate that he or she would like a brief break, such as requesting that break verbally or pulling out a color-coded break card.

Of course, the student will also require clear guidelines on how long the requested break will last and what activities are acceptable for the student to engage in during that break.
Antecedents: Strategies That ENCOURAGE Goal Behaviors

Checklist for Academic Skills: Make the Complicated Simple (Alter, Wyrick, Brown, & Lingo, 2008). When the student must apply several steps to complete a complex academic task, the teacher can give the student a checklist detailing each step and instructions for completing it.

Before the activity, the student is prompted to preview the checklist; after the activity, the student uses the checklist to review the work.
### Behavioral Checklist: Academic Example: Cognitive Strategy

#### Math Word Problem: Problem-Solving Checklist

When completing a math word problem, the student follows these steps:

1. **Reading the Problem.** The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).
2. **Paraphrasing the Problem.** The student restates the problem in his or her own words.
3. **Drawing the Problem.** The student creates a drawing of the problem, creating a visual representation of the word problem.
4. **Creating a Plan.** The student decides on the best way to solve the problem and develops a plan to do so.
5. **Predicting the Answer.** The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.
6. **Computing the Answer.** The student follows the plan developed earlier to compute the answer to the problem.
7. **Checking the Answer.** The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

Teachers can assist by making up step-by-step checklists that ‘walk’ the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.
## Start-of-Class Checklist

- AT THE START OF CLASS, THE STUDENT:
  - has a sharpened pencil.
  - has paper for taking notes.
  - has homework ready to turn in.
  - has put her cell phone away in her backpack.
  - has cleared her desk of unneeded materials.
  - is sitting quietly.
  - is working on the assigned start-of-class activity.
Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.
Choice-Making: Allow for Student Preference (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as:

- where the activity takes place;
- who the child works with;
- what materials to work with (e.g., choosing a book from several options);
- when to begin or end the activity;
- how long to engage in the activity.
Fix-Up Skills: Foster Work Independence (Rosenshine, 2008). During independent work, the student should know procedures to follow if stuck (e.g., cannot complete an item; does not understand a word in a reading passage).

The teacher creates a routine for the student in how to apply 'fix-up' skills for independent assignments: e.g.,

"If I don't understand what I have read, I should (1) reread the paragraph; (2) slow my reading; (3) focus my full attention on what I am reading; (4) underline any words that I do not know and try to figure them out from the reading." (McCallum et al., 2010).
Goal-Setting: Get a Commitment (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success.

For example, a student about to begin a writing task may choose the goal of finding 3 primary sources for a term paper.

Or a student starting an in-class reading assignment might develop two questions that he would like to have answered from the reading.
High-Preference Requests: Build Behavioral Momentum (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the ‘low-probability’ assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: To Start Assignment</th>
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<tbody>
<tr>
<td><strong>Easy</strong></td>
</tr>
<tr>
<td>‘Take out a piece of paper.’</td>
</tr>
<tr>
<td><strong>Easy</strong></td>
</tr>
<tr>
<td>‘Write your name on your paper.’</td>
</tr>
<tr>
<td><strong>Easy</strong></td>
</tr>
<tr>
<td>‘Copy the topic description that you see on the board.’</td>
</tr>
<tr>
<td><strong>Challenge</strong></td>
</tr>
<tr>
<td>‘Write an introductory paragraph on this topic.’</td>
</tr>
</tbody>
</table>
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: WITHIN AN ASSIGNMENT. The teacher selects a ratio of ‘easy-to-challenge’ problems or items (e.g., 3:1). The instructor then formats the assignment or worksheet according to the ‘easy-to-challenge’ ratio.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: Within Assignment</th>
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<tbody>
<tr>
<td>Easy</td>
<td>12 + 14 =?</td>
</tr>
<tr>
<td>Easy</td>
<td>21 + 8 = ?</td>
</tr>
<tr>
<td>Easy</td>
<td>3 + 14 = ?</td>
</tr>
<tr>
<td>Challenge</td>
<td>9 x 7 = ?</td>
</tr>
</tbody>
</table>
Antecedents: Strategies That ENCOURAGE Goal Behaviors

Opportunities to Respond: Let Feedback Be Its Own Reward (Partin et al., 2010). Student academic engagement is incompatible with misbehavior.

The teacher’s goal is to capture positive student behaviors by structuring lessons and work assignments to require a high rate of opportunities to respond (OTRs). In a complete OTR cycle, the student has an opportunity to respond (e.g., the teacher asks a question, or the student encounters an item on independent work), produces a response (e.g., the student responds to the teacher question or answers the work item); and receives timely performance feedback (e.g., the teacher says, "Right answer!", or the student uses an answer key to check a response).
Positive Teacher Requests: It's How You Say It (Braithwaite, 2000). Non-compliant students have a pattern of ignoring or defying teacher requests.

However, instructors can increase the likelihood of student compliance by stating their requests in positive terms (e.g., "John, I can help you just as soon as you are back in your seat") rather than in negative terms (e.g., "John, I can't help you unless you are sitting in your seat").
Pre-Correction: Plant a Positive Thought (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur.

At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.
Response to Intervention
Antecedents: Strategies That ENCOURAGE Goal Behaviors

Response Effort: Reduce Task Difficulty (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty (‘response effort’) of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.

Examples of strategies that lower response effort include:

- having students pair off to start homework in class;
- breaking larger academic tasks into smaller, more manageable 'chunks'.

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Rewards: Choose Them in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu.

The student is later given that reward if behaviors were appropriate.
Verbal Commands: Keep Them Brief and Powerful
(Matheson & Shriver, 2005; Walker & Walker, 1991). Teacher commands are most likely to elicit student compliance when they:

1. are delivered calmly,
2. are brief,
3. are stated when possible as DO statements rather than as DON'T statements,
4. use clear, simple language, and
5. are delivered one command at a time and appropriately paced to avoid confusing or overloading students.

Effective commands also avoid sarcasm or hostility and lengthy explanations that distract or confuse students.
2. Positive Consequences: Responses That Increase Positive/Goal Behaviors

When positive consequences follow a behavior, they increase the probability that the behavior will be repeated.
Performance Feedback: Information is Rewarding (Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior.

Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.
Positive Consequences: INCREASE Positive/Goal Behaviors

**Praise: Catch Them Being Good** (Kern & Clemens, 2007). Research suggests that teacher praise is one of the most powerful—yet underused—of classroom management tools.

When a student, group, or class displays an appropriate prosocial or pro-academic behavior, the teacher reinforces that behavior with a targeted praise statement containing two elements: (1) a specific description of the praiseworthy behavior, and (2) an expression of teacher approval (e.g., "You worked for the full independent-work period. Nice job!"; "I really appreciate the way that our student groups stayed on-task and completed their entire assignment.").
Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.
3. Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors

Extinction means discontinuing the reinforcing consequences of behaviors to erase an individual's motivation to engage in those behaviors. In effect, extinction procedures 'cut off the oxygen' to problem behaviors. That is, explicit directions should be written into a behavior intervention plan to guide those working with the student to alter their responses to problem behaviors in a manner designed to remove reinforcement for the misbehavior (Hester et al., 2009).

Without extinction procedures, educators are far too likely accidentally to continue reinforcing the very behaviors they are trying to eliminate.
Response to Intervention

Extinction Procedures: REDUCE or ELIMINATE Behaviors

**Escape Breaks: Put Escape on a Schedule** (Waller & Higbee, 2010). One way to manage disruptive behaviors to escape or avoid academic work is by scheduling 'non-contingent escape breaks'. The teacher:

1. selects a reasonable work interval for the student—this should be an interval slightly shorter than the average amount of time that student currently will work before misbehaving (e.g., 5 minutes).

2. decides how long the brief 'escape break' will last (e.g., two minutes).

3. identifies motivating activities that the student can engage in during escape breaks (e.g., coloring; playing a math application on a computer tablet).
Escape Breaks: Put Escape on a Schedule (cont.) (Waller & Higbee, 2010). When the intervention is in effect:

1. the teacher directs the student to begin work and starts a timer.

2. When the student's work interval is done, the teacher directs the student to take a break and again starts the timer.

3. When the break is up, the student is directed to resume work.

This process repeats until the work period is over. As behaviors improve, the teacher can gradually lengthen work periods until the student can remain academically engaged for as long as typical peers.
Choice Statements in 2 Parts: Frame the Alternative Consequences (Walker, 1997). The teacher frames a request to an uncooperative student as a two-part 'choice' statement:

(1) The teacher presents the negative, or non-compliant, choice and its consequence (e.g., "John, you can choose to stay after school today to finish this in-class assignment.");

(2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., "Or you can finish your work now and not stay after school. It’s your choice."). If the student fails to comply, the teacher imposes the negative consequence.
Contingent Instructions: Move from 'Stop' to 'Start'
(Curran, 2006; Gable, Hester, Rock, & Hughes, 2009). When the instructor observes that a student is engaging in problem behavior requiring a response, the teacher delivers contingent instructions in a 3-part format.

1. **STOP statement.** The teacher directs the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."
Contingent Instructions: Move from 'Stop' to 'Start' (Cont.)

2. **START statement.** After a brief (1-2 second) pause, the instruction describes the appropriate replacement behavior that the student should START, e.g., "Open your book to page 28 and begin the end-of-chapter questions."); "Work with your partner to solve the math problem on the board."

3. **PRAISE for compliance.** As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua."); "I see that you and your partner are solving the math problem, Annabelle. Good!"
If/Then Statements: Set the Conditions (Majeika et al., 2011). When the student is engaging in a problem behavior, the teacher can use an 'if/then' statement to prompt that student to engage in the appropriate replacement behavior.

For example, if a student is out of seat without permission, the teacher says, "Shelly, if you return to your seat, then I will come over and answer your question." Of course, when the student responds by displaying the positive behavior, the teacher follows through with the promised action and praises that student for compliance.
Planned Ignoring: Turn Off the Attention (Colvin, 2009). In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.
Praise Peers: Shape Behavior Through Vicarious Reinforcement (Majeika et al., 2011). Teacher approval can be a powerful motivator.

The teacher can capitalize on this fact by publicly praising on-task peers sitting near the target (misbehaving) student. When the target student then engages in academic work, the teacher makes sure to praise that student as well.
Precision Requests: Make Directives and Consequences Clear (De Martini-Scully, Bray, & Kehle, 2000; Musser, Bray, Kehle, & Jenson, 2001). The precision request structures communication with the student in a concise, respectful format that preserves adult authority and increases the likelihood of student compliance. In preparation, the teacher decides on appropriate consequences for non-compliance.

Examples of suitable consequences include loss of free time, phone call to a parent, loss of a point or token, or restriction of activities at recess. When making a precision request, the teacher follows these 3 steps:
Precision Requests: Make Directives and Consequences Clear (cont.)

1. Make first request: "Please...". The teacher states a brief request that starts with the word 'Please' and – whenever possible – frames the request as a goal behavior rather than as a behavior to stop (e.g., "Rick, please open your math book and begin the assignment written on the board").

   The teacher then waits 5 seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment").
Extinction Procedures: REDUCE or ELIMINATE Behaviors

Precision Requests: Make Directives and Consequences Clear (cont.)

2. *Make second request: "I Need...". If the student fails to comply with the first request within 5 seconds, the teacher repeats that request. This time, the teacher starts the request with the phrase "I need..." (e.g., "Rick, I need you to open your math book and begin the assignment written on the board").

Again, the teacher waits 5 seconds for the student to comply. If the student complies, the teacher verbally reinforces the student (e.g., "Thank you for starting your math assignment").
Response to Intervention

Extinction Procedures: REDUCE or ELIMINATE Behaviors

Precision Requests: Make Directives and Consequences Clear (cont.)

3. **Deliver consequence for non-compliance.** If the student fails to comply to the second request within 5 seconds, the teacher follows through in delivering the pre-determined consequence for non-compliance.
Redirect the Student: Get Them Back on Track (Dhaem, 2012; Simonsen et al., 2008). When the teacher observes the student begin to engage in problem behaviors, the instructor redirects that student back to task, either verbally (e.g., "Tom, stop talking and start your assignment") or non-verbally (e.g., giving that student a significant look and negative head shake).

Redirects should be brief and calm in tone. NOTE: Teachers can also redirect without distracting the class by using 'tweets'—brief behavioral reminders written on post-it notes and placed on the student’s desk.
Extinction Procedures: REDUCE or ELIMINATE Behaviors

**Response Cost: Deduct for Misbehavior** (DuPaul & Stoner, 2002). Response cost is a strategy in which the teacher assigns an incentive (e.g., points, tokens, or classroom privileges such as free time) to the student at the start of the session.

Each time that the student misbehaves during the session, that student loses a point, token, or increment of privilege (e.g., losing 5 minutes of free time). At the end of the session, the student is awarded any points, tokens, or privileges that remain.
Response Cost: Deduct for Misbehavior (cont.) In preparation for response cost, the teacher must establish incentives that the student(s) would value—either setting up a classwide or individual point/token system tied to rewards or making available classroom privileges.

The student(s) must also be trained in how the response cost system operates, including a clear understanding of what problem behaviors will result in response-cost deductions and what positive, replacement behaviors they are expected to display.
How To...Promote Academic Self-Management: The Learning Contract
Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

**Sources:**

Troy Blue’s Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

**Negotiable Items**

I have chosen to complete the following actions:

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I will spend a minimum of 1 hour per day reviewing notes and working on assignments.</td>
</tr>
<tr>
<td>2</td>
<td>After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Non-Negotiable Items**

I am also expected to complete the following actions:

<table>
<thead>
<tr>
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<th>Action</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
<td>I will check in with the instructor during his free period at least once per week and bring any questions from current work.</td>
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</table>

**Teacher Responsibilities**

My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

**Sign-Offs**

- **Mr. Frank Smith**  
  Teacher
- **Troy Blue**  
  Student
- **Diane Blue**  
  Parent

---

Learning Contract: Example:

Negotiable and Non-Negotiable Elements
Learning Contracts: Put Student Promises in Writing…

**Benefits.** Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.


Learning Contract:
Example:
Negotiable and Non-Negotiable Elements

Troy Blue’s Learning Contract

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3. 

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1. I will be on-time for class.

2. I will turn in at least 80% of assigned homework, with all work completed.

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3. Supply review copy of class notes each period.

**Sign-Offs**

Mr. Frank Smith
Teacher

Troy Blue
Student

Diane Blue
Parent
Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented. I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

Non-Negotiable Items:

1. I will be on-time for class.

2. I will turn in at least 80% of assigned homework, with all work completed.

3. I will check in with the instructor during his free period at least once per week and bring any questions from current work.

Teacher Responsibilities:

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Sign-Offs:

Mr. Frank Smith

Troy Blue

Diane Blue

Mr. Smith

Troy Blue

Diane Blue

Teacher

Student

Parent
Troy Blue’s Learning Contract

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Response to Intervention

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course. This example divides actions into 2 groups: ‘Negotiable’ & ‘Non-Negotiable’.

Negotiable Items

I have chosen to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

3. 

Non-Negotiable Items

I am also expected to complete the following actions:

1. I will be on-time for class.

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Troy Blue’s Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items

I have chosen to complete the following actions:

1. [Action 1]

2. [Action 2]

3. [Action 3]

Non-Negotiable Items

I am also expected to complete the following actions:

1. [Action 1]

2. [Action 2]

3. [Action 3]
Learning Contract:

Example:

Negotiable and Non-Negotiable Elements
**Teacher Actions.** Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

**Teacher Responsibilities**

My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
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### Troy Blue’s Learning Contract

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**Negotiable Items**

I have chosen to complete the following actions:

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<td>Teacher</td>
<td>Student</td>
<td>Parent</td>
</tr>
</tbody>
</table>
Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.
Learning Contract:
Example:
Negotiable and Non-Negotiable Elements
Good Behavior Game
The Good Behavior Game is a whole-class intervention to improve student attending and academic engagement. It is best used during structured class time: for example, whole-group instruction or periods of independent seatwork.

The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.
Good Behavior Game: Steps

1. The instructor decides when to schedule the Game. (NOTE: Generally, the Good Behavior Game should be used for no more than 45 to 60 minutes per day to maintain its effectiveness.)

2. The instructor defines the 2-3 negative behaviors that will be scored during the Game. Most teachers use these 3 categories:

   - **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
   - **Out of Seat:** The student’s posterior is not on the seat.
   - **Disruptive Behavior:** The student engages in any other behavior that the instructor finds distracting or problematic.
Good Behavior Game: Steps

3. The instructor selects a daily reward to be awarded to each member of successful student teams. (HINT: Try to select rewards that are inexpensive or free. For example, student winners might be given a coupon permitting them to skip one homework item that night.)

4. The instructor divides the class into 2 or more teams.

5. The instructor selects a daily cut-off level that represents the maximum number of points that a team is allowed (e.g., 5 points).
Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student’s team (e.g., as a tally mark on the board) and continues to teach.
Good Behavior Game: Steps

7. When the Game period is over, the teacher tallies each team’s points. Here are the rules for deciding the winner(s) of the Game:

- Any team whose point total is at or below the predetermined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)

- If one team’s point total is above the cut-off level, that team does not earn a reward.

- If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.
Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

• Avoid the temptation to overuse the Game. Limit its use to no more than 45 minutes to an hour per day.

• If a student engages in repeated bad behavior to sabotage a team and cause it to lose, you can create an additional ‘team of one’ that has only one member—the misbehaving student. This student can still participate in the Game but is no longer able to spoil the Game for peers!

• If the Game appears to be losing effectiveness, check to be sure it is being implemented with care and that you are:
  – Assigning points consistently when you observe misbehavior.
  – Not allowing yourself to be pulled into arguments with students when you assign points for misbehavior.
  – Reliably giving rewards to Game winners.
  – Not overusing the Game.
Good Behavior Game

Team 1

[Out of Seat]
[Disruptive]

Team 2

[Call Out]

Game Over

Cut-Off=2

Answer: Both teams won the Game, as both teams’ point totals fell BELOW the cut-off of 5 points.
**Intervention Sampler.** What are examples of academic interventions that teachers can use in the classroom?
Sampling of Academic Interventions:

1. Reading Racetrack (Sight-Word Vocabulary)
2. Group-Based Repeated Reading (Fluency)
3. Click or Clunk (Comprehension)
4. Read-Ask-Paraphrase (RAP) (Comprehension)
5. Ask-Read-Tell Cognitive Strategy (Comprehension)
6. Cover-Copy-Compare (Spelling & Math Facts)
7. Peer Tutoring in Math Computation (Math Facts)
Sample Strategy to Promote...Sight-Word Vocabulary
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.

Response to Intervention

Reading Racetrack Score Sheet

<table>
<thead>
<tr>
<th>TARGET LIST 1</th>
<th>#/Words Correct</th>
<th>#/Errors</th>
<th>Practice Words</th>
<th>TARGET LIST 3</th>
<th>#/Words Correct</th>
<th>#/Errors</th>
<th>Practice Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
<td>Second Read</td>
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<tr>
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<tr>
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<td></td>
<td>Fifth Read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Strategy to Promote...Reading Fluency
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.

Intervention Program Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.
HELPS Reading Fluency Program

www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE

The HELPS Education Fund

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

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

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can still purchase a set of preassembled, professionally developed HELPS Program materials for only $45 per set. Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to the HELPS Education Fund are used to improve educational outcomes for students.

RELATED LINKS
- ADHS web
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CSH
- The Education Trust
- Evidence-Based Intervention Network
- Mandela Center for Reading Research
- Information Control
- National Center for Education Statistics
- National Center for Research in

UPDATES
Program Updates
First posted on July 4, 2013
- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
First posted on July 4, 2013
- Recent journal publication about HELPS
- Pilot studies of small group helprus Program

Website Updates
First posted on July 4, 2013
- HELPS website improves in several ways
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.

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.

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

- When asked to read aloud, I did my best reading.
- When others were reading, I paid close attention.
- I showed good behaviors and followed all directions quickly.

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

# Group Repeated Reading Intervention Behavior Rating Scale

<table>
<thead>
<tr>
<th>Student Name: Reading Group Students</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater: Tutor</td>
<td>Classroom:</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>When asked to read aloud, I did my best reading.</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>😞😊😊</td>
<td>😞😊😊</td>
<td>😞😊😊</td>
</tr>
<tr>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When others were reading, I paid close attention.</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>😞😊😊</td>
<td>😞😊😊</td>
<td>😞😊😊</td>
</tr>
<tr>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I showed good behaviors and followed all directions quickly.</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>😞😊😊</td>
<td>😞😊😊</td>
<td>😞😊😊</td>
</tr>
<tr>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>When asked to read aloud, I did my best reading.</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1       2       3</td>
<td>1       2       3</td>
<td>1       2       3</td>
<td></td>
</tr>
<tr>
<td>Poor     Fair    Good</td>
<td>Poor     Fair    Good</td>
<td>Poor     Fair    Good</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When others were reading, I paid close attention.</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1       2       3</td>
<td>1       2       3</td>
<td>1       2       3</td>
<td></td>
</tr>
<tr>
<td>Poor     Fair    Good</td>
<td>Poor     Fair    Good</td>
<td>Poor     Fair    Good</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1       2       3</td>
<td>1       2       3</td>
<td>1       2       3</td>
<td></td>
</tr>
<tr>
<td>Poor     Fair    Good</td>
<td>Poor     Fair    Good</td>
<td>Poor     Fair    Good</td>
<td></td>
</tr>
</tbody>
</table>
Response to Intervention

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.

Sample Strategies to Promote...Reading Comprehension
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.

‘Click or Clunk’ Check Sheet

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.

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 (1990), Babbie (1994)
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit

- [Student Strategy] Identifying or Constructing Main Idea Sentences (Question Generation) (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. This stack of ‘main idea’ cards becomes a useful tool to review assigned readings.
Response to Intervention

Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- [Student Strategy] **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.”
Response to Intervention

Reading Comprehension: Self-Management Strategies

- **RETAIN TEXT INFORMATION: READ-ASK-PARAPHRASE (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:

Reading Comprehension:
Cognitive Strategy
(Available on Conference Web Page)

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.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
ASK-READ-TELL (ART): Reading Comprehension
Cognitive Strategy
(Available on Conference Web Page)

Step 1: Goal Before Reading:
- Look at title, headings, and illustrations of the passage and ASK myself:
  - What is the main topic of the passage? What does it discuss?
  - What information do I already know about this topic?
  - Based on the title, what are two questions about this passage's topic that I would like to have answered in my reading?
  1. 
  2.

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).

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.
Sample Strategy to Promote...Spelling & Math Facts
Cover-Copy-Compare: Spelling & Math Facts

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

### Cover-Copy-Compare Math

#### Fact Student Worksheet

<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 x 7 = 63</td>
<td>9 x 7 = 63</td>
</tr>
<tr>
<td>9 x 2 = 18</td>
<td></td>
</tr>
<tr>
<td>9 x 4 = 36</td>
<td>3a.</td>
</tr>
<tr>
<td>9 x 1 = 9</td>
<td>4a.</td>
</tr>
<tr>
<td>9 x 9 = 81</td>
<td>5a.</td>
</tr>
<tr>
<td>9 x 6 = 54</td>
<td>6a.</td>
</tr>
<tr>
<td>9 x 3 = 27</td>
<td>7a.</td>
</tr>
<tr>
<td>9 x 5 = 45</td>
<td>8a.</td>
</tr>
<tr>
<td>9 x 10 = 90</td>
<td>9a.</td>
</tr>
<tr>
<td>9 x 8 = 72</td>
<td>10a.</td>
</tr>
</tbody>
</table>

[www.interventioncentral.org](http://www.interventioncentral.org)
<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. product</td>
<td>1a. product</td>
</tr>
<tr>
<td>2. laughter</td>
<td>2a.</td>
</tr>
<tr>
<td>3. string</td>
<td>3a.</td>
</tr>
<tr>
<td>4. summer</td>
<td>4a.</td>
</tr>
<tr>
<td>5. distract</td>
<td>5a.</td>
</tr>
<tr>
<td>6. neighbor</td>
<td>6a.</td>
</tr>
<tr>
<td>7. stable</td>
<td>7a.</td>
</tr>
<tr>
<td>8. geography</td>
<td>8a.</td>
</tr>
<tr>
<td>9. spool</td>
<td>9a.</td>
</tr>
<tr>
<td>10. strict</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Sample Strategy to Promote Math Facts
Peer Tutoring in Math Computation with Constant Time Delay

- **DESCRIPTION:** This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring ‘session’ is brief and includes its own progress-monitoring component—making this a convenient and time-efficient math intervention for busy classrooms.
Response to Intervention

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

Student Packet: A work folder is created for each tutor pair. The folder contains:

- 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.
- Progress-monitoring form for each student.
- Pencils.
Peer Tutoring in Math Computation with Constant Time Delay

**PREPARATION:** To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

**Select Student Participants.** Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telescan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.
Peer Tutoring in Math Computation with Constant Time Delay

Select Student Participants (Cont.). Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).

- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
Peer Tutoring in Math Computation: Teacher Nomination Form

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: ____________________________ Classroom: ____________________________ Date: ____________

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below. Remember, students who are considered for the peer tutoring program should—at minimum— meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors.)
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Miklin, 1977).

<table>
<thead>
<tr>
<th>Number</th>
<th>Student Name</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation with Constant Time Delay

**Tutoring Activity.** Each tutoring ‘session’ last for 3 minutes. The tutor:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.

- *Provides Tutor Feedback.* [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

  [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

- *Provides Praise.* The tutor praises the tutee immediately following correct answers.

- *Shuffles Cards.* When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.
Progress-Monitoring Activity. The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee. The tutor follows this sequence:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
- *Sorts Cards.* Based on the tutee’s responses, the tutor sorts the math-fact cards into ‘correct’ and ‘incorrect’ piles.
- *Counts Cards and Records Totals.* The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.
**Response to Intervention**

Peer Tutoring in Math Computation with Constant Time Delay

**Tutoring Integrity Checks.** As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.
## Peer Tutoring in Math Computation: Intervention Integrity Sheet:
*(Part 1: Tutoring Activity)*

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em> _N</td>
<td>1.</td>
<td>Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>2.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>3.</td>
<td>Provides Tutor Feedback. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>4.</td>
<td>Provides Praise. The tutor praises the tutee immediately following correct answers.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>5.</td>
<td>Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>6.</td>
<td>Continues to the Timer. The tutor continues to present math-fact cards for tutee response until the timer rings.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Intervention Integrity Sheet (Part 2: Progress-Monitoring)

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em> _N</td>
<td>1.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>2.</td>
<td>Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>3.</td>
<td>Sorts Cards. The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>4.</td>
<td>Counts Cards and Records Totals. The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Score Sheet

<table>
<thead>
<tr>
<th>Date:</th>
<th>Cards Correct</th>
<th>Cards Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Response to Intervention
Group Activity: Academic Interventions

At your tables:

- Consider the intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your classroom.

Sampling of Academic Interventions:

1. Reading Racetrack (Sight-Word Vocabulary)
2. Group-Based Repeated Reading (Fluency)
3. Click or Clunk (Comprehension)
4. Read-Ask-Paraphrase (RAP) (Comprehension)
5. Ask-Read-Tell Cognitive Strategy (Comprehension)
6. Cover-Copy-Compare (Spelling & Math Facts)
7. Peer Tutoring in Math Computation (Math Facts)
Intervention Pathways:  
How to Use Data to Set Classroom Intervention Goals and Monitor Student Progress

Jim Wright  
www.interventioncentral.org
Classroom Data Collection. What are efficient ways that teachers can collect data to efficiently monitor growth in a range of student academic skills & behavior?
Interventions: Potential ‘Fatal Flaws’

Any intervention must include 4 essential elements. The absence of any one of the elements would be considered a ‘fatal flaw’ (Witt, VanDerHeyden & Gilbertson, 2004):

1. **Clearly defined problem.** The student’s target concern is stated in specific, observable, measurable terms. This ‘problem identification statement’ is the most important step of the problem-solving model (Bergan, 1995), as a clearly defined problem allows the teacher or RTI Team to select a well-matched intervention to address it.

2. **Baseline data.** The teacher or RTI Team measures the student’s academic skills in the target concern (e.g., reading fluency, math computation) prior to beginning the intervention. Baseline data becomes the point of comparison throughout the intervention to help the school to determine whether the intervention is effective.

Interventions: Potential ‘Fatal Flaws’ (Cont.)

3. **Performance goal.** The teacher or RTI Team sets a specific, data-based goal for student improvement during the intervention and a checkpoint date by which the goal should be attained.

4. **Progress-monitoring plan.** The teacher or RTI Team collects student data regularly to determine whether the student is on-track to reach the performance goal.

### Classroom Assessment Methods

1. Curriculum-Based Measurement
2. Cumulative Mastery Logs
3. Rubrics
4. Checklists
5. Behavior Report Cards
1. Curriculum-Based Measurement

- **What It Is.** Curriculum-based measurement (CBM) is a family of timed assessments to assess fluency in basic academic skills.

  Examples include oral reading fluency (1-minute assessments of student reading from text), and math computation fluency (2-minute math-fact drills).
Curriculum-Based Measurement: Advantages as a Set of Tools to Monitor Basic Academic-Skill Fluency

- **Is reliable and valid** (has ‘technical adequacy’)
- **Has decision rules** to help educators to interpret student data and make appropriate instructional decisions
- **Uses standard procedures** to prepare materials, administer, and score
- **Samples student performance to give objective, observable ‘low-inference’ information** about skills
- **Is efficient** to implement in schools (e.g., training can be done quickly; the measures are brief and feasible for classrooms, etc.)
- **Provides data that can be converted into visual displays** for ease of communication

1. Curriculum-Based Measurement

• **When to Use It.** Curriculum-based measures are ideal tools when the teacher is interested in tracking a student’s increase in basic-skill fluency (i.e., speed plus accuracy).

If a student is slow and halting when reading from text, for example, the instructor may monitor the student weekly using 1-minute oral reading fluency probes to ascertain whether that student is developing fluency as a reader.
1. Curriculum-Based Measurement

- How to assess and where to find materials.
  While CBM covers a wide range of different assessments, all are brief; timed; use standard procedures to prepare materials, administer, and score; and include decision rules to help educators to make appropriate instructional decisions (Hosp, Hosp & Howell, 2007).

There are both free and commercial sources for obtaining CBM materials.
<table>
<thead>
<tr>
<th>CBM</th>
<th>Skill Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Sound Fluency/Letter Name Fluency</td>
<td>Alphabetics/Phonics</td>
<td>1 Minute: Student reads letter names or sounds from a randomly generated list.</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>Reading Fluency</td>
<td>1 Minute: Student reads aloud from a text passage.</td>
</tr>
<tr>
<td>Reading Comprehension Fluency (Maze)</td>
<td>Reading Comprehension</td>
<td>3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.</td>
</tr>
<tr>
<td>Early Math Fluency</td>
<td>Number Sense</td>
<td>1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification</td>
</tr>
<tr>
<td>Computation Fluency</td>
<td>Math Fact Fluency</td>
<td>2 Minutes: Student completes math facts and receives credit for each correct digit.</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Mechanics/Conventions of Writing</td>
<td>4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.</td>
</tr>
</tbody>
</table>
Mechanics & Conventions of Writing

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

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

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

Total Words: ___ Correctly Spelled Words: ___ Correct Writing Sequence: ___

Total Words: 

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

Total Words = 45
**CBM-WE: Total Words Written [4 Minutes].** The student’s writing sample is scored for the total words written.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall TWW (Malecki &amp; Jewell, 2003)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring TWW (Malecki &amp; Jewell, 2003)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth (Tadatada, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>3-13</td>
<td>14</td>
<td>7-21</td>
<td>0.45</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>14-34</td>
<td>31</td>
<td>19-43</td>
<td>0.43</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>23-49</td>
<td>36</td>
<td>24-48</td>
<td>0.35</td>
</tr>
<tr>
<td>4</td>
<td>41</td>
<td>30-52</td>
<td>46</td>
<td>30-62</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>51</td>
<td>34-68</td>
<td>67</td>
<td>43-91</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>44</td>
<td>31-57</td>
<td>58</td>
<td>44-72</td>
<td>--</td>
</tr>
</tbody>
</table>

Correctly Spelled Words:

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

Correctly Spelled Words = 39
• **CBM-WE: Correctly Spelled Words** [4 Minutes]. The student’s writing sample is scored for the number of words spelled correctly.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall CSSW (Malecki &amp; Jewell, 2003)</th>
<th>Fall: +/-1 SD (=16th%ile to 84th%ile)</th>
<th>Spring CSSW (Malecki &amp; Jewell, 2003)</th>
<th>Spring: +/-1 SD (=16th%ile to 84th%ile)</th>
<th>Weekly Growth (Tadatada, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1&lt;sup&gt;-&lt;/sup&gt;9</td>
<td>10</td>
<td>3&lt;sup&gt;-&lt;/sup&gt;17</td>
<td>0.45</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>10&lt;sup&gt;-&lt;/sup&gt;30</td>
<td>27</td>
<td>15&lt;sup&gt;-&lt;/sup&gt;39</td>
<td>0.46</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>19&lt;sup&gt;-&lt;/sup&gt;45</td>
<td>33</td>
<td>21&lt;sup&gt;-&lt;/sup&gt;45</td>
<td>0.37</td>
</tr>
<tr>
<td>4</td>
<td>38</td>
<td>26&lt;sup&gt;-&lt;/sup&gt;50</td>
<td>44</td>
<td>29&lt;sup&gt;-&lt;/sup&gt;59</td>
<td>0.26</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>31&lt;sup&gt;-&lt;/sup&gt;65</td>
<td>65</td>
<td>42&lt;sup&gt;-&lt;/sup&gt;88</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
<td>29&lt;sup&gt;-&lt;/sup&gt;55</td>
<td>56</td>
<td>41&lt;sup&gt;-&lt;/sup&gt;71</td>
<td>--</td>
</tr>
</tbody>
</table>

Correct Writing Sequences:

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

Correct Writing Sequences = 37
• **CBM-WE: Correct Writing Sequences** [4 Minutes]. A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.

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

Writing Probe Generator

Create a probe to assess the mechanics and conventions of student writing.

URL: http://www.interventioncentral.org/tools/writing-probe-generator
1. Curriculum-Based Measurement

- **How to Set a Goal.** CBM measures typically are accompanied by research norms that allow the teacher to set student performance goals.
2. Cumulative Mastery Log

- **What It Is.** The cumulative mastery log is a form on which the teacher tracks a student’s mastery of a finite set of academic items.

- **When to Use It.** The cumulative mastery log is the tool of choice whenever the student is working on the acquisition of basic skills and the set of items is fixed. Examples suitable for this measure include
  - the ability to decode 30 important ‘community’ words;
  - math facts: multiplication 0-9;
  - 20 key vocabulary terms and definitions for a biology course.
2. Cumulative Mastery Log

- **How to assess and where to find materials.** The teacher develops objective guidelines for judging that a student has mastered an item: e.g., "to know a math-fact, the student must answer the fact correctly from a flash-card within 3 seconds and repeat the feat twice in a row during a session".
2. Cumulative Mastery Log

- **How to assess and where to find materials (Cont.).**

  Next, the teacher conducts a baseline assessment. That is, the instructor (1) reviews with the student all items in the larger pool (e.g., letters; multiplication math-facts 0-9, etc.)

  Using the previously developed guidelines for judging mastery, the teacher (2) identifies and (3) records those items that the student already knows at baseline. Then during the intervention, whenever the student masters an additional item, the teacher logs the item and date acquired.
Response to Intervention

Cumulative Mastery Log

Academic Skills: Cumulative Mastery Log

Student: _____________________  School Yr: ___________  Classroom/Course: _______________________

Academic Item Set: Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary items for biology course):

Criteria for Mastery: Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: "A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session.")

Baseline Skills Inventory: Prior to beginning the intervention, inventory the student’s current level of mastery of the skill being measured. (NOTE: Apply the ‘criteria for mastery’ guidelines written above when completing the baseline skills inventory.)

Person completing the inventory: ___________________  Date: ___________

Item 1: ___________________  Item 11: ___________________  Item 21: ___________________
Item 2: ___________________  Item 12: ___________________  Item 22: ___________________
Item 3: ___________________  Item 13: ___________________  Item 23: ___________________
Item 4: ___________________  Item 14: ___________________  Item 24: ___________________
Item 5: ___________________  Item 15: ___________________  Item 25: ___________________
Item 6: ___________________  Item 16: ___________________  Item 26: ___________________
Item 7: ___________________  Item 17: ___________________  Item 27: ___________________
Item 8: ___________________  Item 18: ___________________  Item 28: ___________________
Item 9: ___________________  Item 19: ___________________  Item 29: ___________________
Item 10: ___________________  Item 20: ___________________  Item 30: ___________________
Cumulative Mastery Log p. 2

### Academic Intervention: Cumulative Mastery Log

<table>
<thead>
<tr>
<th>Item 1:</th>
<th>Date:</th>
<th>Item 21:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 2:</td>
<td>Date:</td>
<td>Item 22:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 3:</td>
<td>Date:</td>
<td>Item 23:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 4:</td>
<td>Date:</td>
<td>Item 24:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 5:</td>
<td>Date:</td>
<td>Item 25:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 6:</td>
<td>Date:</td>
<td>Item 26:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 7:</td>
<td>Date:</td>
<td>Item 27:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 8:</td>
<td>Date:</td>
<td>Item 28:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 9:</td>
<td>Date:</td>
<td>Item 29:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 10:</td>
<td>Date:</td>
<td>Item 30:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 11:</td>
<td>Date:</td>
<td>Item 31:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 12:</td>
<td>Date:</td>
<td>Item 32:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 13:</td>
<td>Date:</td>
<td>Item 33:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 14:</td>
<td>Date:</td>
<td>Item 34:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 15:</td>
<td>Date:</td>
<td>Item 35:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 16:</td>
<td>Date:</td>
<td>Item 36:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 17:</td>
<td>Date:</td>
<td>Item 37:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 18:</td>
<td>Date:</td>
<td>Item 38:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 19:</td>
<td>Date:</td>
<td>Item 39:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 20:</td>
<td>Date:</td>
<td>Item 40:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Cumulative Mastery Log**: During the intervention, log each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

- [www.interventioncentral.org](http://www.interventioncentral.org)
2. Cumulative Mastery Log

- **How to Set a Goal.** Typically, the teacher sets the goal of 100% mastery for the academic item sets that are tracked with mastery logs.
3. Rubrics

- **What It Is.** A rubric is an instrument well-suited for measuring a student on complex tasks.

  In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension (Schafer, Swanson, Bene', & Newberry, 2001).
3. Rubrics

- **When to Use It.** Teachers often find that they must evaluate a student on higher-level academic skills that are multi-dimensional and complex (Moskal, 2000). For example, the Common Core ELA Standard for grade 5-speaking and listening states that, in collaborative discussions, the student will show a variety of self-managing behaviors.

  For this standard, a student may show evidence of at least partial fulfillment of some elements. A rubric is a good way to measure such complex skills.
Core Standards & Student Motivation/Self-Regulation

d. Reviews discussion content to summarize learning, draw conclusions. 

Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

3. Rubrics

- **How to Assess and Where to Find Materials.** Teachers can make their own rubrics, following simple guidelines. Rubrics can be used to rate student performance as often as needed.

---

### Analytic Rubric: 'Student Discussion Group' Example

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Needs Work (1-3 pts)</th>
<th>Competent (4-6 pts)</th>
<th>Exemplary (7-9 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Has not completed the assigned readings and/or does not bring notes of the readings to the discussion.</td>
<td>Has completed the assigned reading(s) and brings notes of the readings to the discussion.</td>
<td>Has completed the assigned reading(s), brings notes of the readings to the discussion, and gives evidence of having done additional reading/research in the discussion.</td>
</tr>
<tr>
<td>Compliance With Discussion Rules/Roles</td>
<td>Fails to follow the rules set up for the discussion activity and/or does not adequately carry out the responsibilities of an assigned discussion role.</td>
<td>Follows the rules set up for the discussion activity. When assigned a role in discussion, adequately carries out the responsibilities of that role.</td>
<td>Follows the rules set up for the discussion activity. When assigned a role in discussion (e.g., discussion leader), fully carries out the responsibilities of that role.</td>
</tr>
<tr>
<td>Contribution to Discussion</td>
<td>Does not actively sustain his or her part in the discussion. May pose questions of limited relevance to the discussion topic. May not respond appropriately to the comments of others.</td>
<td>Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a willingness to acknowledge the contributions of others in the discussion group.</td>
<td>Participates fully in the discussion. Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a good grasp of the topic and willingness to acknowledge the contributions of others in the discussion.</td>
</tr>
</tbody>
</table>
3. Rubrics

- **How to Set a Goal.** Teachers have complete discretion in setting goals (thresholds for acceptable performance) using rubrics.

  Generally, goals are defined as point or performance ranges that fall within the ‘typical’ range for a grade or classroom.

<table>
<thead>
<tr>
<th>Analytic Rubric: 'Student Discussion Group' Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong> The student will take part in weekly in-class collaborative peer discussions of assigned readings, contributing ideas and responding appropriately to the ideas of others (from CCSSELA.5.SL.1).</td>
</tr>
<tr>
<td><strong>Dimensions</strong></td>
</tr>
<tr>
<td>Preparation</td>
</tr>
</tbody>
</table>
4. Behavioral Checklists

• **What It Is.** A behavioral checklist is a task analysis in checklist form of the essential steps that the student should follow to complete a connected sequence of events.

Checklist items are written in a manner that allows their presence or absence to be verified (e.g., through direct observation, examination of student work products, interview with student or adult who knows that student).
4. Behavioral Checklists

- **When to Use It.** Any multi-step routine or step-by-step process that the student is expected to master is a good candidate to be measured by a behavioral checklist.

Examples of behavioral goals that can be sequenced and turned into checklists include classroom routines, cognitive strategies, and academic survival skills.
## 4. Behavioral Checklists: Example 1: Classroom Routines

### Start-of-Class Checklist

- **AT THE START OF CLASS, THE STUDENT:**
- has a sharpened pencil.
- has paper for taking notes.
- has homework ready to turn in.
- has put her cell phone away in her backpack.
- has cleared her desk of unneeded materials.
- is sitting quietly.
- is working on the assigned start-of-class activity.
4. Behavioral Checklists

- **How to Assess and Where to Find Materials.**
  Teachers can make their own customized checklists using this free app: **the Self-Check Behavior Checklist Maker.**
Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.
4. Behavioral Checklists: Example 2:

Cognitive Strategy

Math Word Problem: Problem-Solving Checklist

When completing a math word problem, the student follows these steps:

1. Reading the Problem. The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).

2. Paraphrasing the Problem. The student restates the problem in his or her own words.

3. Drawing the Problem. The student creates a drawing of the problem, creating a visual representation of the word problem.

4. Creating a Plan. The student decides on the best way to solve the problem and develops a plan to do so.

5. Predicting the Answer. The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.

6. Computing the Answer. The student follows the plan developed earlier to compute the answer to the problem.

7. Checking the Answer. The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

5. Behavior Report Cards

- **What It Is.** A behavior report card is a type of rating scale that the teacher fills out on a regular basis—e.g., daily—to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007).
Roy: Classroom Attention

Student Name: Roy ___________________________ Date: ___________________________
Rater: Wright ___________________________ 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.

Roy spoke respectfully and complied with Mrs. Smith’s requests within 1 minute without
argument or complaint.

Did Roy succeed in this behavior goal?

☐ YES  ☐ NO

Roy sat in class without fidgeting or squirming more than most peers.

Percentage of times Roy showed this behavior out of total opportunities to engage in it
0%……10%……20%……30%……40%……50%……60%……70%……80%……90%……100%

Roy left his seat only with permission during academic periods.

The degree to which Roy met this behavior goal

😊 😊 😊

Roy took notes on lecture content, capturing the essential information presented.

How well Roy did in meeting the behavior goal?

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

I have reviewed this completed Behavior Report with my child.

Parent Signature: ___________________________ Date: ___________________________
Comments:
5. Behavior Report Cards

• **When to Use It.** Behavior report cards are an optimal measurement tool for teachers to use in tracking classroom behaviors.

Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.
5. Behavior Report Cards

- **How to Assess and Where to Find Materials.** Classroom behaviors that can be assessed via a BRC are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).

- Teachers can use a free online app to create custom BRCs in PDF format.
Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.
Behavior Report Card Maker

- Helps teachers to define student problem(s) more clearly.
- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.
- Provides a fixed response format each day to increase the consistency of feedback about the teacher’s concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.
Behavior Progress-Monitoring Tools: Daily Report Cards

TIP: Behavior Report Cards can become more consistent and trustworthy ratings of behavior when:

– rating items are worded to target specific behaviors of the student

– a criterion for success is set for each rating item (e.g., “Follows class rules with no more than 2 rule violations per period.”)

– the response format for each rating item is YES/NO

– the BRC includes columns to track the student across several periods or locations through the day.

# Sample Behavior Report Card

**Ricky: Daily Report Card**

<table>
<thead>
<tr>
<th>Student Name: ____________________________</th>
<th>Date: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater: Wright</td>
<td>Classroom: __________________________</td>
</tr>
</tbody>
</table>

**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.

**Total YES Score:** ___  **Total NO Score:** ___

<table>
<thead>
<tr>
<th>Follows class rules with no more than 2 rule violations per session.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments within the allocated time.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments with 80% accuracy.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complies with teacher requests. (2 or fewer noncompliance per period)</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Behavior Report Cards

- **How to Set a Goal.** As BRCs are customized rating scales, the teacher selects a response format appropriate to the behavior. The teacher also selects a threshold for appropriate behavior, typically a behavior rating representative of ‘typical’ students in the classroom.

<table>
<thead>
<tr>
<th>Day</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>_____ Pts</td>
</tr>
<tr>
<td>Tue</td>
<td>_____ Pts</td>
</tr>
<tr>
<td>Wed</td>
<td>_____ Pts</td>
</tr>
<tr>
<td>Thu</td>
<td>_____ Pts</td>
</tr>
<tr>
<td>Fri</td>
<td>_____ Pts</td>
</tr>
</tbody>
</table>

Roy completed and turned in his assigned class work on time.

Circle the degree to which Roy met the behavior goal:

1. Never
2. Seldom
3. Sometimes
4. Usually
5. Always

Never/Seldom | Sometimes | Usually/Always
Data Collection: Activity

At your tables:

Review the different classroom data collection methods discussed at this workshop.

Select and discuss one method that your table would most like to pilot or use more often in your classrooms or schools.
Tier 1 Interventions: Putting It All Together:
Classroom interventions are most effective and manageable when teachers can collaborate and follow a consistent problem-solving format.
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.

- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.

- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom ‘at-risk’ status.
### How To: Create a Written Record of Classroom Interventions

#### Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Josh H.</th>
<th>Interventionist(s):</th>
<th>Mr. Smith, Social Studies/Grade 7</th>
<th>Date Intervention Plan Was Written:</th>
<th>23 Oct 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>27 Oct 2014</td>
<td>Date Intervention is to End:</td>
<td>8 Jan 2015</td>
<td>Total Number of Intervention Weeks:</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

#### Description of the Student Problem:

Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information.

#### 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.

**Ask-Read-Tell Cognitive Strategy:**

**Materials**

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

**Training**

What to Write: Note what training—i.e., any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

#### Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Completed ART sheets; quiz grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>None for ART sheets</td>
<td>100% completion/ART sheets: 65%</td>
</tr>
<tr>
<td>Quiz grades: 65%</td>
<td>75% for quiz grades</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td>ART sheets/as readings are assigned; quizzes weekly</td>
</tr>
</tbody>
</table>

#### Additional Resources:

- Ideas for intervention Progress-Monitoring
- Existing data: grades, homework, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

- **Case information.** The opening section of the form includes general information about the case, including:
  - Target student
  - Teacher/interventionist
  - Date of the intervention plan
  - Start and end dates for the intervention
  - Description of the student problem to be addressed

<table>
<thead>
<tr>
<th>Case Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong> Josh H.</td>
</tr>
<tr>
<td><strong>Date Intervention is to Start:</strong> 27 Oct 2014</td>
</tr>
<tr>
<td><strong>Description of the Student Problem:</strong> Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Intervention.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> 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.</td>
</tr>
<tr>
<td><strong>Ask-Read-Tell Cognitive Strategy</strong></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Materials**: The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

### Materials

**What to Write**: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.
Training. If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
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<td>Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.</td>
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Creating a Written Record of Classroom Interventions: Form

- **Progress-Monitoring.** The teacher selects a method to monitor student progress during the intervention, to include:
  - what type of data is to be used
  - collects and enters student baseline (starting-point) information
  - calculates an intervention outcome goal
  - The frequency that data will be collected.

### Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. If you plan to monitor the intervention. Tip: Several ideas for classroom data collection.

**Type of Data Used to Monitor:**
- completed ART sheets; quiz grades

<table>
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**How often will data be collected?** (e.g., daily, every other day, weekly):
- ART sheets/as readings are assigned; quizzes weekly
# How To: Create a Written Record of Classroom Interventions

**Classroom Intervention Planning Sheet**

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

## Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

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<td>8 weeks</td>
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**Description of the Student Problem:**

Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information.

## 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.

**Ask-Read-Tell Cognitive Strategy:**

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</thead>
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<td>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
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## Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

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

ART sheets/as readings are assigned; quizzes weekly

**Ideas for Intervention Progress-Monitoring:**

- Existing data: grades, homework, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
**Tier 1 Intervention Activity:** Discuss your current system for documenting Tier 1 interventions—and whether you see a use for a form like the Classroom Intervention Planning Sheet in your school or district.

---

**Classroom Intervention Planning Sheet**

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