The K-2 Teacher as ‘First Responder’: Resources to Promote Academic Success

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www.interventioncentral.org
RTI Classroom Teacher Toolkit

The Teacher as Classroom 'First Responder': Ideas for Intervention
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Workshop Materials: http://www.interventioncentral.org/cambridge
Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/cambridge
Response to Intervention

Intervention Central
www.interventioncentral.org
IES Practice Guide (July 2016): Foundational Skills to Support Reading for Understanding in K-3

**Recommendation 1.** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

2. Explicitly engage students in developing narrative language skills.

3. Teach academic vocabulary in the context of other reading activities.

**Recommendation 2.** Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.

2. Teach students letter–sound relations.

3. Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.

**Recommendation 3.** Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
Measuring Positive Classroom Learning Behaviors in Kindergarten: A Predictor of School Success

The US Department of Education oversees the Early Childhood Longitudinal Study. This investigation includes periodic national samplings of children starting kindergarten to determine their average level of ‘positive approaches to learning behaviors’ (Kena et al., 2016). Teachers rate the frequency with which their young students display 7 specific behaviors that support learning, using a scale of 1 to 4 (1=Never; 2=Sometimes; 3=Often; 4=Very Often).

In 2010, students surveyed received an average rating of ‘3’ on all behaviors. However, there was also significant variation across children sampled at the outset of their kindergarten year (Kena et al., 2016):

- 26 percent received an average rating of 4.
- 49 percent received an average rating of 3.
- 24 percent received an average rating of 2.
- 1 percent received an average rating of 1.

Ratings on this behavior scale were found to predict students’ school academic performance across the primary grades (Kena et al., 2016). While the actual rating scale used in this longitudinal study is not accessible, the rating scale below was constructed to include all 7 behaviors tracked in the investigation.

Positive Classroom Learning Behaviors

The student:

1. pays attention in class. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

2. persists in completing tasks. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

3. shows eagerness to learn new things. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

4. works independently. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

5. adapts easily to changes in routine. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

6. keeps belongings organized. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

7. follows classroom rules. || 1/Never.... 2/Sometimes... 3/Often... 4/Very Often

RTI: The Big Picture. What is Response to Intervention? And how can RTI support struggling learners?
Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive

2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains”

3. “Ongoing monitoring of student progress”

4. “Employment of more intensive or different interventions when students do not improve in response” to lesser interventions

5. “Evaluation for special education services if students do not respond to intervention instruction”

Response to Intervention

Reading: The Wide Span of K Through Grade 2...
Teacher as ‘First Responder’: Workshop Topics

1. **Identifying Behaviors That Support Learning.** What ‘pro-learning’ behaviors at the start of kindergarten can help to predict academic success in the primary grades?

2. **Intervention Sampler.** What are examples of reading instruction/interventions that teachers can use in the primary classroom?

3. **Essential Elements of Early Reading Instruction.** What instructional practices and sequence best support developing readers in grades K through 3?

4. **Math Interventions.** What are examples of effective classroom math interventions?

5. **Data Collection.** What are sample ways to monitor student progress in the classroom on number sense and behavior?
Identifying Behaviors That Support Learning. What ‘pro-learning’ behaviors at the start of kindergarten can help to predict academic success in the primary grades?
Measuring Positive Classroom Learning Behaviors in Kindergarten: A Predictor of School Success

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Positive Classroom Learning Behaviors: Informal Rating Scale

The student:

1. pays attention in class. || 1/Never….2/Sometimes…3/Often…4/Very Often
2. persists in completing tasks. || 1/Never….2/Sometimes…3/Often…4/Very Often
3. shows eagerness to learn new things. || 1/Never….2/Sometimes…3/Often…4/Very Often
4. works independently. || 1/Never….2/Sometimes…3/Often…4/Very Often
5. adapts easily to changes in routine. || 1/Never….2/Sometimes…3/Often…4/Very Often
6. keeps belongings organized. || 1/Never….2/Sometimes…3/Often…4/Very Often
7. follows classroom rules. || 1/Never….2/Sometimes…3/Often…4/Very Often
A 2010 national study conducted by the US Department of Education showed a strong correlation between students’ mastery of 7 ‘pro-learning behaviors’ at the start of kindergarten and their later performance (kindergarten, grade 1, grade 2) in reading, math, and science.

In the 2010 study, students surveyed received an average rating of ‘3’ on all behaviors. However, there was also significant variation across children sampled at the outset of their kindergarten year (Kena et al., 2016):

- 26 percent received an average rating of 4.
- 49 percent received an average rating of 3.
- 24 percent received an average rating of 2.
- 1 percent received an average rating of 1.

7 Classroom ‘Pro-Learning’ Behaviors

The student...  
1. pays attention in class.  
2. persists in completing tasks.  
3. shows eagerness to learn new things.  
4. works independently.
7 Classroom ‘Pro-Learning’ Behaviors

The student...

5. adapts easily to changes in routine.

6. keeps belongings organized.

7. follows classroom rules.
To promote classwide ‘pro-learning’ behaviors, teachers can . . .

• teach behavioral expectations to all students.
• reinforce students (using acknowledgement and praise) for appropriate behaviors.
• identify students needing additional behavioral support.
• view displays of problem behaviors as an opportunity to reteach and reinforce appropriate behaviors.
• ensure above all that students have the necessary academic supports for school success (because behavior problems can stem from academic problems).

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.
Behaviors That Support Reading Instruction: Activity

At your tables:

- Review the pro-learning behaviors just discussed.
- Select the top 1-2 behaviors that you find most challenging to promote.
- Brainstorm ideas to help your students attain these goals.

<table>
<thead>
<tr>
<th>‘Pro-Learning’ Behaviors: The student...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pays attention in class.</td>
<td></td>
</tr>
<tr>
<td>2. persists in completing tasks.</td>
<td></td>
</tr>
<tr>
<td>3. shows eagerness to learn new things.</td>
<td></td>
</tr>
<tr>
<td>4. works independently.</td>
<td></td>
</tr>
<tr>
<td>5. adapts easily to changes in routine.</td>
<td></td>
</tr>
<tr>
<td>6. keeps belongings organized.</td>
<td></td>
</tr>
<tr>
<td>7. follows classroom rules.</td>
<td></td>
</tr>
</tbody>
</table>
**Intervention Sampler.** What are examples of reading instruction/interventions that teachers can use in the primary classroom?
Sampler: Reading Interventions:

1. Word Boxes & Word Sort (Phonics/Alphabetic) 
2. Incremental Rehearsal (Phonics/Alphabetic) 
3. Letter Cube Blending (Phonics/Alphabetic) 
4. Reading Racetrack (Vocabulary) 
5. Paired Reading (Fluency) 
6. Group-Based Repeated Reading (Fluency) 
7. Tier 2: HELPS Program (Fluency) 
8. Cover-Copy-Compare (Spelling)
Big Ideas in Reading

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

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

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

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

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

Sample Strategies to Promote Phonics/Alphabetics
Word Boxes & Word Sort

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

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

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

- **Word Boxes: Recording Form** (attached)
- **Word Boxes: Phonics Practice Sheet** (attached)
- **Word Sort: Practice Sheet** (attached)
- Counters (e.g., pennies, poker chips)
- Moveable letters (e.g., magnet letters, cut-out letters)
- Markers for student use
Word Boxes: Phonics Practice Sheet

Student: _____________ Date: _____________ Interventionist: _____________

1

2

3

4

5
Word Sort: Practice Sheet

Student: _______________ Date: ____________ Interventionist: ____________________

had  red  sit  top  rug

Word Sort Practice Sheet
Word Boxes: Recording Form

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

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

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: ___________ Trial 1</th>
<th>Date: ___________ Trial 2</th>
<th>Date: ___________ Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
</tbody>
</table>
**Word Boxes & Word Sort**

**Preparation.** The teacher selects up to 10 consonant-vowel-consonant (CVC) words each tutoring session and writes them into the *Word Boxes: Recording Form*. The teacher also writes these 10 words onto index cards—one word per card. NOTE: These CVC words can be any mix from the five vowel groups: a,e,i,o,u.
**Word Boxes: Recording Form**

**Ricky**  

Student: ______________ Date: ___________ Interventionist: ________________

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

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

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: _____ Trial 1</th>
<th>Date: _____ Trial 2</th>
<th>Date: _____ Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pig</strong></td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td><strong>tan</strong></td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td><strong>pot</strong></td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
</tbody>
</table>
Word Boxes & Word Sort

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

Word Boxes: Phonics Practice Sheet
Student: Ricky  Date: ___________  Interventionist: ___________
Word Boxes & Word Sort


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

<table>
<thead>
<tr>
<th>Word Boxes: Phonics Practice Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ___________ Date: ___________ Interventionist: ___</td>
</tr>
</tbody>
</table>

1 [Blank boxes with pennies]

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

**Word Boxes: Phonics Practice Sheet**

<table>
<thead>
<tr>
<th>Student: Ricky</th>
<th>Date:</th>
<th>Interventionist:</th>
</tr>
</thead>
</table>

```
1  p  i  g
```
Word Boxes & Word Sort


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

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: ____________ Interventionist: ________

1 pig
Word Boxes & Word Sort


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

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

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

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: 11/7/17</th>
<th>Date: <strong>Same</strong></th>
<th>Date: <strong>Same</strong></th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pig</strong></td>
<td>_YX_N</td>
<td>X_Y__N</td>
<td>XY__N</td>
<td>Trial 1: R. needed prompts for steps 3,4.</td>
</tr>
</tbody>
</table>

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

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.
Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.
Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an ‘unknown’ letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.

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

K  b
Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence—adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one ‘unknown’ letter and eight ‘known’ letters (a high ratio of ‘known’ to ‘unknown’ material).
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

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

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

Letter Cube Blending

**PREPARATION:** Here are guidelines for preparing Letter Cubes:

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

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

- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., _b_ and _d_).


Response to Intervention

Letter Cube Blending

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

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

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

INTERVENTION STEPS (Cont.):

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

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

Letter Cube Blending
Sample Recording Sheet

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Carrie</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Real Word</th>
<th>Nonsense Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bar</td>
<td>dir</td>
</tr>
<tr>
<td>fun</td>
<td></td>
</tr>
</tbody>
</table>

Sources:

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.

Sample Strategies 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.

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

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

Group-Based Repeated Reading

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

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

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

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

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.

Group-Based Repeated Reading Procedure.

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

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

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

**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>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
<td>[ ] 1 [ ] 2 [ ] 3</td>
</tr>
</tbody>
</table>
### Response to Intervention

**Group Repeated Reading Intervention Behavior Rating Scale**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Reading Group Students</th>
<th>Date:</th>
</tr>
</thead>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
</tr>
<tr>
<td>1. Poor</td>
</tr>
<tr>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I showed good behaviors and followed all directions quickly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
</tr>
<tr>
<td>1. Poor</td>
</tr>
<tr>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
</tr>
</tbody>
</table>
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.

What is an example of a ‘research-based’ and effective reading program for Tier 2?
Defining High-Quality Tier 2/3 Reading Interventions 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 several intervention elements in a 15-minute 1:1 tutorial session.
Vignette 1: HELPS demonstration

- Student’s name: Sam (2nd grade)
- Teacher’s name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? – Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5
Q: Is the HELPS Program supported by research?

A: Yes. Dr. John Begeny, the program creator, has published several studies demonstrating HELPS’ effectiveness in boosting reading fluency:


Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS allow the tutor to target off-level reading skills?

A: Yes. HELPS has reading passages that span multiple grades and gives the tutor guidelines on how to match the student to the appropriate reading materials.
Q: Does HELPS provide remediation in specific, clearly defined academic skills?

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

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does the HELPS program provide scripted directions to the interventionist to ensure that the intervention is carried out with fidelity?

A: Yes. When an educator creates a free account on the www.helpsprogram.org website, he or she can download a program manual, materials for the student and tutor, and a demonstration video that shows several HELPS sessions. All materials ensure that schools can conduct self-guided trainings to deliver the HELPS tutoring program at a high level of quality.
Sample Strategy to Promote... Spelling
Cover-Copy-Compare: Spelling

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

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

- **TIME:** Variable up to 15 minutes per session
<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>product</td>
<td>product</td>
</tr>
<tr>
<td>laughter</td>
<td></td>
</tr>
<tr>
<td>string</td>
<td></td>
</tr>
<tr>
<td>summer</td>
<td></td>
</tr>
<tr>
<td>distract</td>
<td></td>
</tr>
<tr>
<td>neighbor</td>
<td></td>
</tr>
<tr>
<td>stable</td>
<td></td>
</tr>
<tr>
<td>geography</td>
<td></td>
</tr>
<tr>
<td>spool</td>
<td></td>
</tr>
<tr>
<td>strict</td>
<td></td>
</tr>
</tbody>
</table>
Academic Interventions: Activity

• Review the sample academic interventions just presented.

• Select 1-2 ideas from this list that you would be interested in trying in your classroom.

• Discuss your choices with others at your table.

Sampler: Reading Interventions:

1. Word Boxes & Word Sort (Phonics/Alphabetics)
2. Incremental Rehearsal (Phonics/Alphabetics)
3. Letter Cube Blending (Phonics/Alphabetics)
4. Reading Racetrack (Vocabulary)
5. Paired Reading (Fluency)
6. Group-Based Repeated Reading (Fluency)
7. Tier 2: HELPS Program (Fluency)
8. Cover-Copy-Compare (Spelling)
Essential Elements of Early Reading Instruction. What instructional practices and sequence best support developing readers in grades K through 3?
The What Works Clearinghouse is an impartial, government-funded website whose mission is to bring high-quality educational practices to public, charter, and private schools across the country.
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Response to Intervention

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Mission Statement

“This guide provides teachers, reading coaches, principals, and other educators with actionable recommendations for developing the foundational reading skills of students in kindergarten through 3rd grade.” p. 1

IES Practice Guide (July 2016): Foundational Skills to Support Reading for Understanding in K-3

Recommendation 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

2. Explicitly engage students in developing narrative language skills.

3. Teach academic vocabulary in the context of other reading activities.

Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.

2. Teach students letter-sound relations.

3. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
Recommendation 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

Example: The teacher models and uses inferential prompts for informational texts (e.g., “Why do bears sleep in the winter?”) and narrative texts (e.g., “Why did the tortoise agree to race the hare?”).
Child-directed speech: The research. “Child-directed speech (CDS) is argued to play an important role in language acquisition because it follows the child’s lead, creates joint attention and provides linguistic input that shares the child’s focus of attention, immediately after the child’s utterance.....

To be effective, CDS is also argued to require that adult utterances occur in close proximity to children’s utterances, contain semantic overlap with the child’s utterance, and are used frequently in caregiver–child interactions.” p. 273

Child-directed speech: Teacher recommendations (Burns, VanDerHeyden & Boice, 2008; Wong, Moran & Foster-Cohen, 2012). When adults prompt young children to use language, they can use several techniques to increase children's ability to answer correctly, stay on topic, and remain engaged in the conversation.

First, the adult can use explicit prompts or hints when posing a question to increase a child's confidence in answering and enhance the likelihood of a correct answer.

Child-directed speech: Teacher recommendations (Burns, VanDerHeyden & Boice, 2008; Wong, Moran & Foster-Cohen, 2012). Second, the adult can use simple child-directed language strategies to extend the exchange, allowing the student to practice the give-and-take of conversation.

- Expansion. The adult repeats the child's response and adds additional information.

Example: When the child states about a book character that "the dog was hungry", the adult turns this into an expansion by saying, "Yes, the dog was hungry because he had not had breakfast."

Child-directed speech: Teacher recommendations (Burns, VanDerHeyden & Boice, 2008; Wong, Moran & Foster-Cohen, 2012).

- Expansion plus question. The adult expands the child's response and adds a 'wh-' question.

Example: When the child states about a book character that "the dog was hungry", the adult follows with an expansion plus question: "Yes, the dog was hungry because he had not had breakfast. Why did he miss breakfast?"

Child-directed speech: Teacher recommendations (Burns, VanDerHeyden & Boice, 2008; Wong, Moran & Foster-Cohen, 2012).

- **Expansion plus cloze.** The adult expands the child's response. The adult then adds a partial statement that is to be completed by the child.

  Example: When the child states about a book character that "the dog was hungry", the adult follows with an expansion plus cloze: "Yes, the dog was hungry because he had not had breakfast. He missed breakfast because ____".

Recommendation 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

2. Explicitly engage students in developing narrative language skills.

Example: The student is prompted to predict what will happen next in a story, describe a scene in a picture, explain how to perform a favorite task.
Narrative Language: Definition

“Narrative language refers to the production or comprehension of a fictional or real account of an experience.

Narrative language skills include the ability to clearly relate a series of events, as well as applying more-nuanced grammatical structures to connect pieces of information.”

Recommendation 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

3. Teach academic vocabulary in the context of other reading activities.

Example: The student is prompted to do ‘word work’: such as making connections between a new vocabulary term and words they already know, ask and answer questions that incorporate a target word, decide whether a word is used correctly in a particular sentence, etc. [Reading Racetrack] [Incremental Rehearsal for Sight Words]
Narrative Language: Definition

“Academic vocabulary consists of words and grammatical structures that students do not encounter in their daily conversations but that are common in formal settings, and therefore need to be taught if students are to successfully understand written text. This includes words that commonly appear in instructions, such as contrast, concentrate, select, locate, define, and estimate.” p. 38

Vocabulary Terms: 4 Levels of ‘Knowing’

There are 4 stages, or levels, in ‘knowing’ a vocabulary term:

1. The student does not recognize the term at all.
2. The student vaguely recognizes the term.
3. The student can provide a formal definition of the term.
4. The student can independently use the term flexibly and correctly in various applied oral and written contexts.

Vocabulary Terms: Mastery Through Repetition

According to one estimate, a student typically needs at least 12—and perhaps as many as 17—exposures to a vocabulary term before he or she is able to fully assimilate and use it.

Rec 2.1. Recognize, manipulate sound elements in speech.

**Recommendation 2.** Develop awareness of the segments of sounds in speech and how they link to letters.

1. *Teach students to recognize and manipulate segments of sound in speech.*

Example: The student uses fingers to count off each syllable of a word or listens to syllables spoken by the teacher and blends them into a single word. [Word Boxes]
Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters.

2. **Teach students letter–sound relations. [Letter Cube Blending]**

The teacher follows this sequence when introducing letter sounds:

- Name the letter(s) that represent the phoneme—in both upper- and lowercase forms.
- Show a picture that contains the phoneme. (e.g., “Pig” for /p/).
- Link the picture to a story that helps the student to recall the letter name and corresponding sound when they encounter it in print.
- State the sound that the phoneme makes in isolation; have the student repeat.
Rec 2.3. Link letter-sound relationships to phonemic awareness through word-building.

**Recommendation 2.** Develop awareness of the segments of sounds in speech and how they link to letters.

3. *Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.*

Example: Students are given letter tiles or magnetic letters. They create CVC words, then substitute other letters to change the words to other forms (e.g., ‘fan’ changed to ‘fat’). [Word Sort]
Rec 3.1. Blend letters from left-to-right to sound out words.

**Recommendation 3.** Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.

Example: The student uses *blending* (stating each phoneme making up the word and then reading them in combination to pronounce the word. /h/ /a/ /t/ = ‘hat’

The student uses *chunking* (stating individual phonemes, chunking them into larger units, and then combining chunks to read the final word:/h/ + /a/ = /ha/ + /t/ = ‘hat’ [Word Boxes]
Rec 3.2. Teach common sound-spelling patterns.

**Recommendation 3.** Teach students to decode words, analyze word parts, and write and recognize words.

2. *Instruct students in common sound–spelling patterns.*

Example: Have students group words with a similar spelling pattern on a word wall. [Cover-Copy-Compare: Spelling]
Rec 3.3. Teach word parts and their combinations.

**Recommendation 3.** Teach students to decode words, analyze word parts, and write and recognize words.

3. *Teach students to recognize common word parts.*

   Example: Students are taught prefixes, suffixes, and word roots and take part in activities in which they combine the elements to create words and switch out elements to change words.
Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

4. Have students read decodable words in isolation and in text.

Example: Students practice sight words using ‘Reading Racetrack’.
Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

5. Teach regular and irregular high-frequency words so that students can recognize them efficiently.

Example: Create a Word Wall (Foorman et al., 2016). Make a word wall containing high-frequency words. Partner students to read the word wall together. Challenge students to find specific words on the wall.
Rec 3.6. Introduce important non-decodable words as ‘whole words’.

**Recommendation 3.** Teach students to decode words, analyze word parts, and write and recognize words.

6. *Introduce non-decodable words that are essential to the meaning of the text as whole words.*

Example: Star-Words Activity (Foorman et al., 2016)
The teacher writes 3-5 high frequency words onto flashcards for the student, connected with a ring. Through the week, adults—other teachers, aids, parents—ask the student to read the words. The adult writes a star next to each correctly read word. When the student has 3 or more stars for each word, more words are added to the ring.
Rec 4.1. Support reading fluency through strategies and feedback.

Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.

Example:

- Paired reading
- Group-based repeated reading
Rec 4.2. Teach readers to self-monitor, self-correct.

**Recommendation 4.** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

2. *Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.*

Example: The Fix-It Game (Foorman et al., 2016)

- The teacher reads a series of sentences aloud. Some contain a word that does not belong and does not make sense, while other sentences do make sense.
- If a sentence does not make sense, students must say ‘fix it’ and explain why it does not make sense.
Rec 4.3. Practice reading aloud with fluency, accuracy.

Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

3. Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Example:

– HELPS Program
Literacy

Instruction K-3: Activity

At your tables:
• On your worksheet, look over the guidelines for reading instruction from the WWC Practice Guide.
• Identify up to 2 (numbered) recommendations that you find most challenging to accomplish.
• Brainstorm with your team on how to overcome these challenges.
**Math Interventions.** What are examples of effective classroom math interventions?
Three General Levels of Math Skill Development

(Kroesbergen & Van Luit, 2003)

As students move from lower to higher grades, they move through levels of acquisition of math skills, to include:

- Number sense
- Basic math operations (i.e., addition, subtraction, multiplication, division)
- Problem-solving skills: “The solution of both verbal and nonverbal problems through the application of previously acquired information” (Kroesbergen & Van Luit, 2003, p. 98)

Sample Strategy to Promote...Number Sense
What is ‘Number Sense’?

(Clarke & Shinn, 2004)

“. . . the ability to understand the meaning of numbers and define different relationships among numbers.

Children with number sense can recognize the relative size of numbers, use referents for measuring objects and events, and think and work with numbers in a flexible manner that treats numbers as a sensible system.” p. 236
What Are Stages of ‘Number Sense’?
(Berch, 2005, p. 336)

1. **Innate Number Sense.** Children appear to possess ‘hard-wired’ ability (or neurological ‘foundation structures’) in number sense. Children’s innate capabilities appear also to be to ‘represent general amounts’, not specific quantities. This innate number sense seems to be characterized by skills at estimation (‘approximate numerical judgments’) and a counting system that can be described loosely as ‘1, 2, 3, 4, … a lot’.

2. **Acquired Number Sense.** Young students learn through indirect and direct instruction to count specific objects beyond four and to internalize a number line as a mental representation of those precise number values.

Building Number Sense Through a Counting Board Game

**DESCRIPTION:** The student plays a number-based board game to build skills related to 'number sense', including number identification, counting, estimation skills, and ability to visualize and access specific number values using an internal number-line (Siegler, 2009).

Building Number Sense Through a Counting Board Game

MATERIALS:

- Great Number Line Race! form
- Spinner divided into two equal regions marked "1" and "2" respectively. (NOTE: If a spinner is not available, the interventionist can purchase a small blank wooden block from a crafts store and mark three of the sides of the block with the number "1" and three sides with the number "2".)

The Great Number-Line Race!

Date: ______________ Start Time: _____: _____ End Time: _____: _____

Directions: Mark the winner for each game with an 'X' in the table below.

<table>
<thead>
<tr>
<th>Players</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
<th>Game 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Strategy to Promote...Math Facts: Acquisition
<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9 x 7 = 63</td>
<td>1a. 9 x 7 = 63</td>
</tr>
<tr>
<td>2. 9 x 2 = 18</td>
<td>2a.</td>
</tr>
<tr>
<td>3. 9 x 4 = 36</td>
<td>3a.</td>
</tr>
<tr>
<td>4. 9 x 1 = 9</td>
<td>4a.</td>
</tr>
<tr>
<td>5. 9 x 9 = 81</td>
<td>5a.</td>
</tr>
<tr>
<td>6. 9 x 6 = 54</td>
<td>6a.</td>
</tr>
<tr>
<td>7. 9 x 3 = 27</td>
<td>7a.</td>
</tr>
<tr>
<td>8. 9 x 5 = 45</td>
<td>8a.</td>
</tr>
<tr>
<td>9. 9 x 10 = 90</td>
<td>9a.</td>
</tr>
<tr>
<td>10. 9 x 8 = 72</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Math Review: Incremental Rehearsal of ‘Math Facts’

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an ‘unknown’ math fact. The tutor reads the problem aloud, gives the answer, then prompts the student to read off the same unknown problem and provide the correct answer.

\[
\begin{align*}
3 \times 8 &= \_ \\
4 \times 5 &= \_ \\
2 \times 6 &= \_ \\
3 \times 2 &= \_ \\
3 \times 6 &= \_ \\
5 \times 3 &= \_ \\
8 \times 4 &= \_ \\
6 \times 5 &= \_ \\
4 \times 7 &= \_ 
\end{align*}
\]
Peer Tutoring in Math
Computation with Constant Time Delay
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.
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 (Telecsan, 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

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 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).

<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>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
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<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 cards, the tutor shuffles them before again presenting cards.
Peer Tutoring in Math Computation with Constant Time Delay

**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.
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>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist

Tutoring Session: Intervention Phase

Directions: Observe the tutor and tutee for a full intervention session. Use this checklist to record whether each of the key steps of the intervention were correctly followed.

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>__Y__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>__Y__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>__Y__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>__Y__N</td>
<td>4.</td>
<td>Provides Praise. The tutor praises the tutee immediately following correct answers.</td>
<td></td>
</tr>
<tr>
<td>__Y__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>__Y__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)

**Tutoring Session: Assessment Phase**

Directions: Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed.

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Y___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>___Y___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>___Y___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>___Y___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>
Data Collection. What are sample ways to monitor student progress in the classroom on number sense and behavior?
Math Assessment: How to Track...Number Sense
Classroom Data Tool: Curriculum-Based Measurement/Assessment

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

CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student’s performance.
Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**

  - Speed and accuracy in basic academic skills, such as:
    - letter naming
    - number naming
    - number sense
    - vocabulary
    - oral reading fluency
    - reading comprehension (maze)
    - production of writing
    - math fact computation
Early Math Fluency: Measuring ‘Number Sense’

• Early Math Fluency measures track primary-grade students’ acquisition of number sense (defined as mastery of internal number line)
• **Early Math Fluency: Quantity Discrimination [1 minute]:**
  The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

  ![Example pair](4 12)

---

**Quantity Discrimination (QD): 1 Minute:** The student is presented with pairs of numbers randomly sampled from 1-20 and must identify the larger number in each pair.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall QD (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter QD (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring QD (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>15</td>
<td>8→22</td>
<td>20</td>
<td>8→32</td>
<td>23</td>
<td>12→34</td>
<td>0.25</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>16→30</td>
<td>30</td>
<td>21→39</td>
<td>37</td>
<td>28→46</td>
<td>0.44</td>
</tr>
</tbody>
</table>

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

14 _ 16 17

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall MN (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter MN (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring MN (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>3</td>
<td>0←→7</td>
<td>10</td>
<td>3←→17</td>
<td>14</td>
<td>7←→21</td>
<td>0.34</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>3←→15</td>
<td>17</td>
<td>11←→23</td>
<td>20</td>
<td>14←→26</td>
<td>0.34</td>
</tr>
</tbody>
</table>

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

```
34  37  50  38  1
```

---

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall NID</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter NID</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring NID</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>14</td>
<td>0→28</td>
<td>45</td>
<td>27→63</td>
<td>56</td>
<td>38→74</td>
<td>1.31</td>
</tr>
<tr>
<td>1</td>
<td>34</td>
<td>18→50</td>
<td>53</td>
<td>36→70</td>
<td>62</td>
<td>46→78</td>
<td>0.88</td>
</tr>
</tbody>
</table>

Numberfly Early Math Fluency Generator
http://www.interventioncentral.org

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

• Quantity Discrimination
• Missing Number
• Number Identification
How to Track...Student Behavior
Classroom Data Tool: **Behavior Report Cards**

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

• What It Can Measure:

- General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
- Academic ‘enabling’ behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Rodney: Behavior Report Card

Student Name: Rodney  Date: ____________________________

Rater: Mrs. Smith  Classroom: __________________________

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

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

Did Rodney succeed in this behavior goal?

☑ YES  ☐ NO

Rodney remembered instructions and directions without needing extra reminders.

The degree to which Rodney met this behavior goal

1 2 3

I have reviewed this completed Behavior Report with my child.

Parent Signature: ________________________________  Date: ____________________

Comments:
Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.
Documenting Classroom Interventions. What is a convenient, streamlined way for teachers to put classroom intervention plans into writing? pp. 8-10
RTI: Tier 1: Classroom Intervention
RTI: Tier 1: Classroom Intervention

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

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

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

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

### Case Information

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention(s)</th>
<th>Date Intervention Plan Was Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Intervention is to Start</th>
<th>Date Intervention is to End</th>
<th>Total Number of Intervention Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of the Student Problem:

### 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.

### Materials

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

### Training

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

### 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>Ideas for Intervention Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
</tr>
<tr>
<td>Outcome Goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How often will data be collected? (e.g., daily, every other day, weekly):
**Classroom Intervention Planning Sheet: Math Computation Example**

This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

### Case Information

<table>
<thead>
<tr>
<th>Student:</th>
<th>Intervention(s):</th>
<th>Date Intervention Plan Was Written:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Samuelson-Gr 4</td>
<td>Mrs. Kennedy, classroom teacher</td>
<td>10 October 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Intervention is to Start:</th>
<th>Date Intervention is to End:</th>
<th>Total Number of Instructional Weeks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8 Oct 2012</td>
<td>F 16 Nov 2012</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

**Description of the Student Problem:**
Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).

### Intervention

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

**Math Computation Time Drill (Rhymar et al., 2002)**
- Explode time-drills are a method to boost students’ rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher calls time; stops the stopwatch, and tells the students to underline the last number written and to put their pens in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

**Materials**

<table>
<thead>
<tr>
<th>What to Write:</th>
<th>Training:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jot down materials (e.g., flashcards) or resources (e.g., internet-connected computer) needed to carry out the intervention.</td>
<td>Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
</tbody>
</table>

**Use math worksheet generator on [www.interventioncentral.org](http://www.interventioncentral.org) to create all time-drill and assessment materials.**

**Progress-Monitoring**

**What to Write:** Select a method to monitor student progress on the 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: Curriculum-based measurement: math computation assessments; 2 minute single-skill probes</th>
<th>Ideas for Intervention Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline: 12 correct digits per 2 minute probe</td>
<td>24 correct digits per 2 minute probe</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY</td>
<td></td>
</tr>
</tbody>
</table>
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

### Case Information

<table>
<thead>
<tr>
<th>What to Write:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>John Samuelson-Gr 4</td>
</tr>
<tr>
<td>Interventionist(s):</td>
<td>Mrs. Kennedy, classroom teacher</td>
</tr>
<tr>
<td>Date Intervention Plan Was Written:</td>
<td>10 October 2012</td>
</tr>
<tr>
<td>Date Intervention is to Start:</td>
<td>M 8 Oct 2012</td>
</tr>
<tr>
<td>Date Intervention is to End:</td>
<td>F 16 Nov 2012</td>
</tr>
<tr>
<td>Total Number of Intervention Weeks:</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Description of the Student Problem:</td>
<td>Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).</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><em>Math Computation Time Drill</em> <em>(Rhymer et al., 2002)</em> - See attached description</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.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write</strong>: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
<tr>
<td>Use math worksheet generator on <a href="http://www.interventioncentral.org">www.interventioncentral.org</a> to create all time-drill and assessment materials.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **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><strong>What to Write:</strong> Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
<tr>
<td>Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.</td>
</tr>
</tbody>
</table>
```
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. 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>
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<th>Ideas for Intervention Progress-Monitoring</th>
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<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>12 correct digits per 2 minute probe</td>
<td>24 correct digits per 2 minute probe</td>
</tr>
</tbody>
</table>

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

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet: Math Computation Example

This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

<table>
<thead>
<tr>
<th>Case Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: John Samuelson-Gr 4</th>
<th>Intervention(s): Mrs. Kennedy, classroom teacher</th>
<th>Date Intervention Plan Was Written: 10 October 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start: M 8 Oct 2012</td>
<td>Date Intervention is to End: F 16 Nov 2012</td>
<td>Total Number of Intervention Weeks: 6 weeks</td>
</tr>
</tbody>
</table>

| Description of the Student Problem: Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits). |

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for the intervention, you can just write its name here and attach the script to this sheet.</td>
</tr>
</tbody>
</table>

Math Computation Time Drill (Rhymar et al., 2002)
Exploit time-drills are a method to boost students' rate of responding on arithmetic facts worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stopwatch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher calls time; stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher resets the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets. |

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., internet-connected computer) needed to carry out the intervention.</td>
</tr>
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</table>

Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials. |

<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) or the student to carry out the intervention.</td>
</tr>
</tbody>
</table>

Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments. |

<table>
<thead>
<tr>
<th>Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Select a method to monitor student progress on the 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor: Curriculum-based measurement: math computation assessments: 2 minute single-skill probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline: 12 correct digits per 2 minute probe</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY</td>
</tr>
</tbody>
</table>

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

Plan

Review the key points covered in this training.

Come up with 2-3 **next steps** you intend to take to apply content or resources from the training back in your classroom or school.
A journey of a thousand miles must begin with a single step.

Lao Tzu, Chinese Taoist (600 BC-531 BC)