Building an Intervention Toolkit: Classroom First Responder Series

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

Camden Central School District

Camden High School

Camden Middle School

Camden Elementary School

McConnellsville Elementary School

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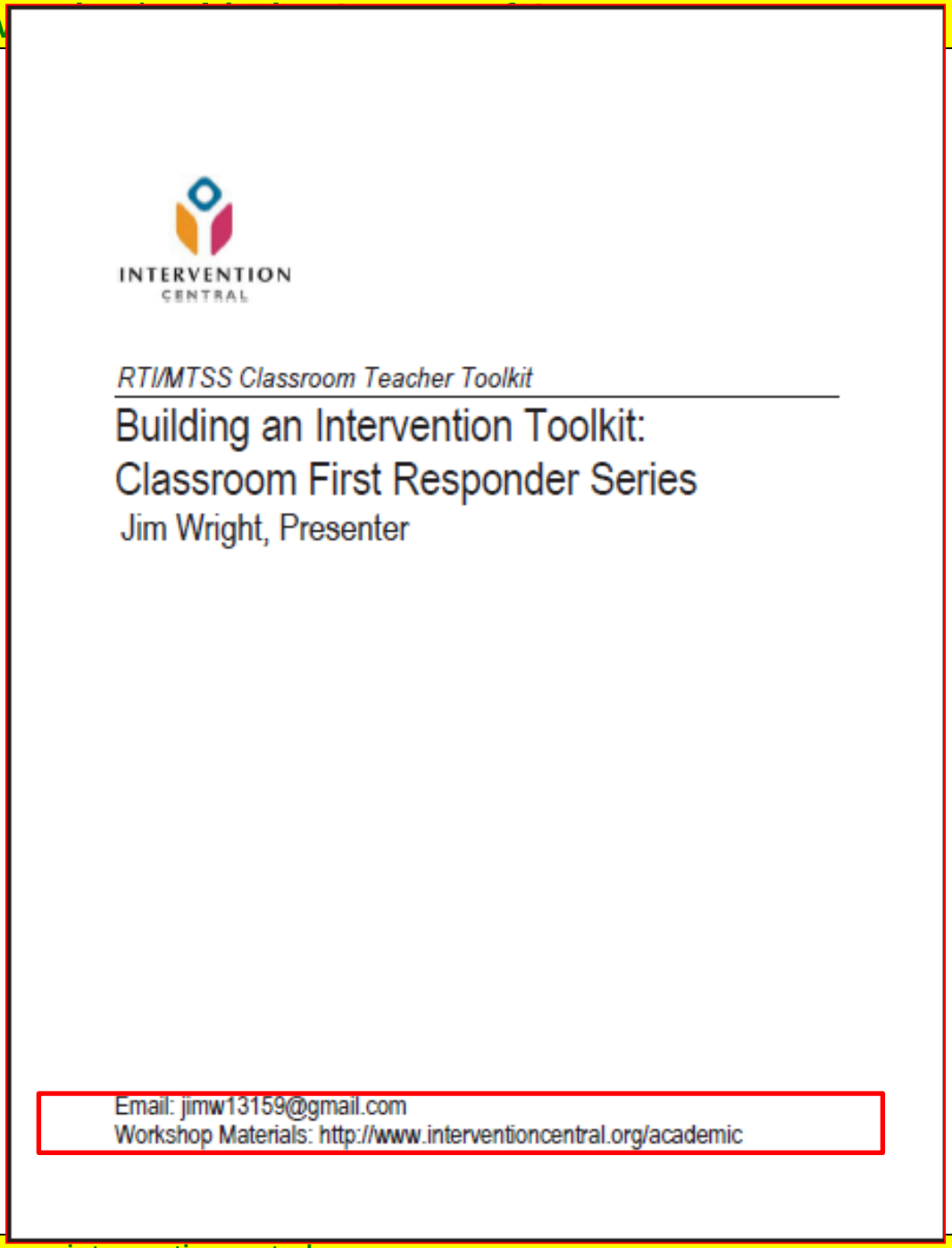
Handout



INTERVENTION CENTRAL

RTI/MTSS Classroom Teacher Toolkit

Building an Intervention Toolkit: Classroom First Responder Series

Jim Wright, Presenter

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

2-Day Workshop: Outcome Goals…

"We are looking forward to the launch of the District's MTSS Initiative on July 12 & 13 with Jim Wright…. The work completed this summer and fall…will guide our MTSS work throughout the school year.

As a result of this work, we will increase our effectiveness of:

- *implementing research-based Tier 1 interventions to help struggling students in the classroom, and*
- *utilizing data to progress monitor and share in highly structured and efficient MTSS Committee Meetings."*

Source: Camden Schools MTSS Training Invitation Memo: June 2022

Today's Tier 1 Intervention Training…

Expected Outcomes…Knowing:	NOT Expected Outcomes…
• The importance of Tier 1/classroom interventions in supporting MTSS school-wide. • The teacher's unique MTSS role in helping at-risk students. • Where to find research-based intervention ideas, • How to fill out a classroom intervention form. • What supports your school & district are assembling to help you with classroom intervention. • That your feedback will be crucial in shaping MTSS in Camden Schools.	• That you will fully master classroom interventions today. • That you will start interventions on the first day of school. • That you alone are responsible for finding intervention ideas and putting together classroom intervention plans.

Workshop intervention resources available at:

http://www.interventioncentral.org/academic

Today's PowerPoints can be accessed at:

http://www.interventioncentral.org/camden

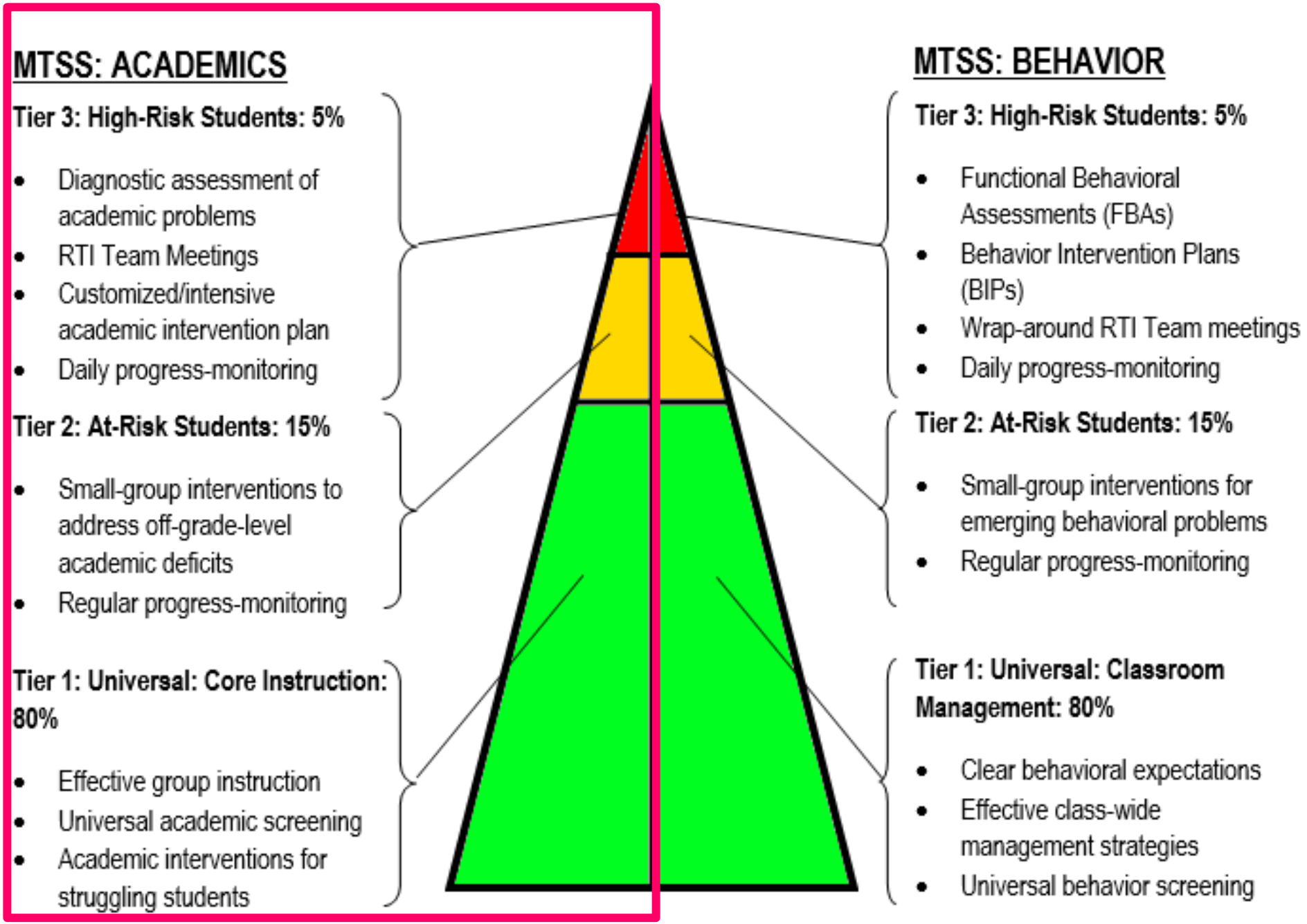
MTSS & Your School: Maintaining Perspective…

1. Nothing changes in your current problem-solving process based on this 2-day training.

2. The goal is not to convince you to adopt an MTSS model. MTSS is about providing support to at-risk learners, so it is not a 'new thing' for your schools. In fact, you've been doing it all along.

3. Many things you already do in your classroom probably 'count' as Tier 1 activities. This 2-day workshop series will be a conversation about how you can repurpose your current intervention practices to get even better MTSS results: "Work smarter, not harder" will be our mantra.

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

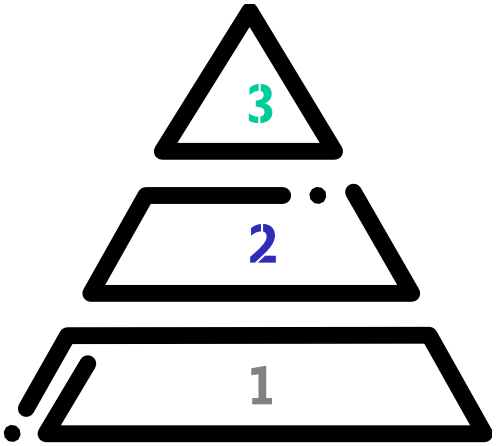


Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

RTI/MTSS Continuum of Services: Tiers 1-3

Tier 3: Intensive Intervention (1-5%). Students who failed to respond to lesser interventions are reviewed by the RTI/MTSS problem-solving team and receive an individualized intervention plan. Groups are capped at 3 students and meet daily for at least 30 minutes.

Tier 2: Strategic Intervention (10-15%). Students receive small-group intervention (group size of 5-7) at least 3 times weekly for 30 minutes. The focus is on finding and fixing off-grade-level skill gaps.

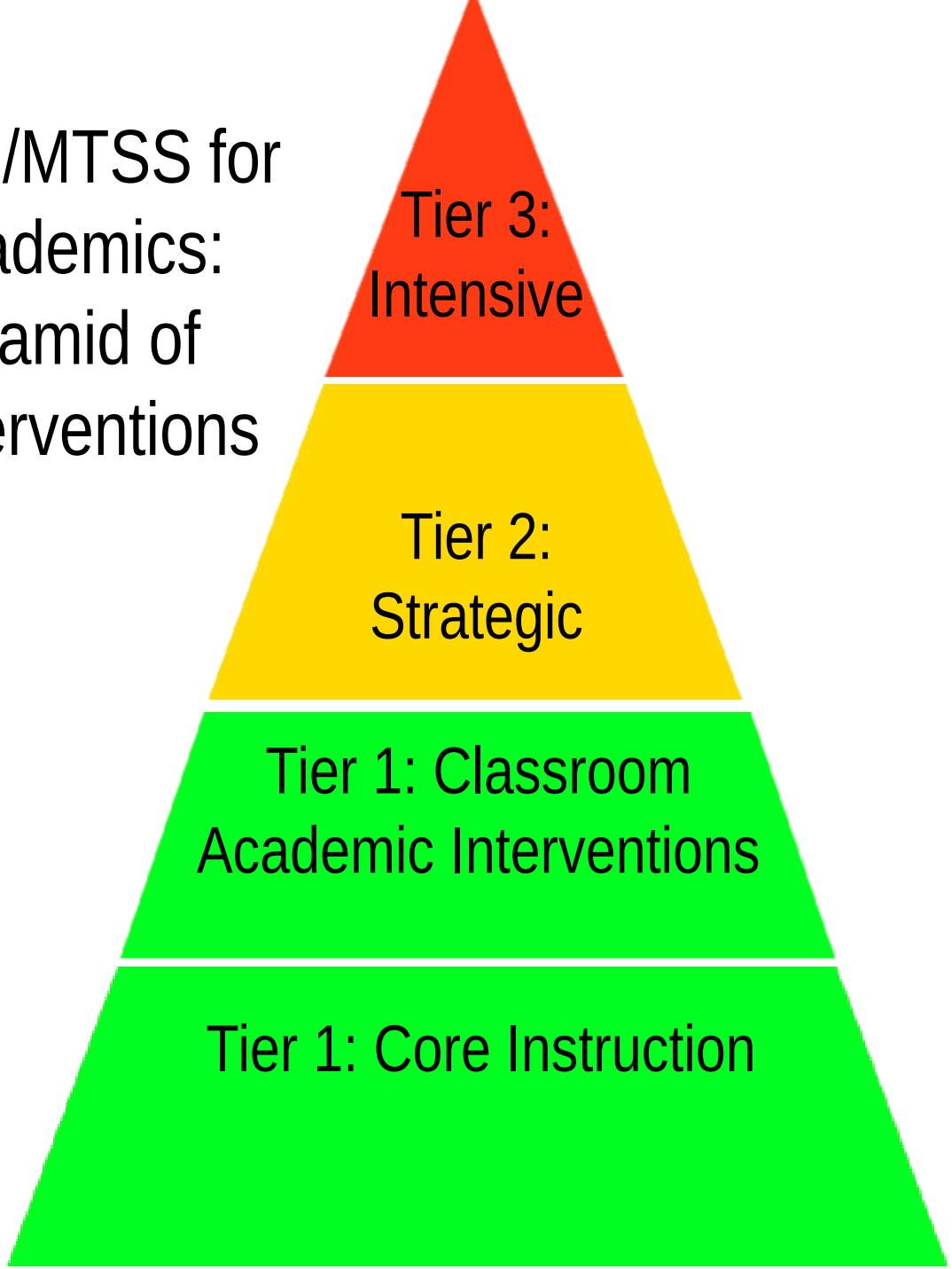


Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students.

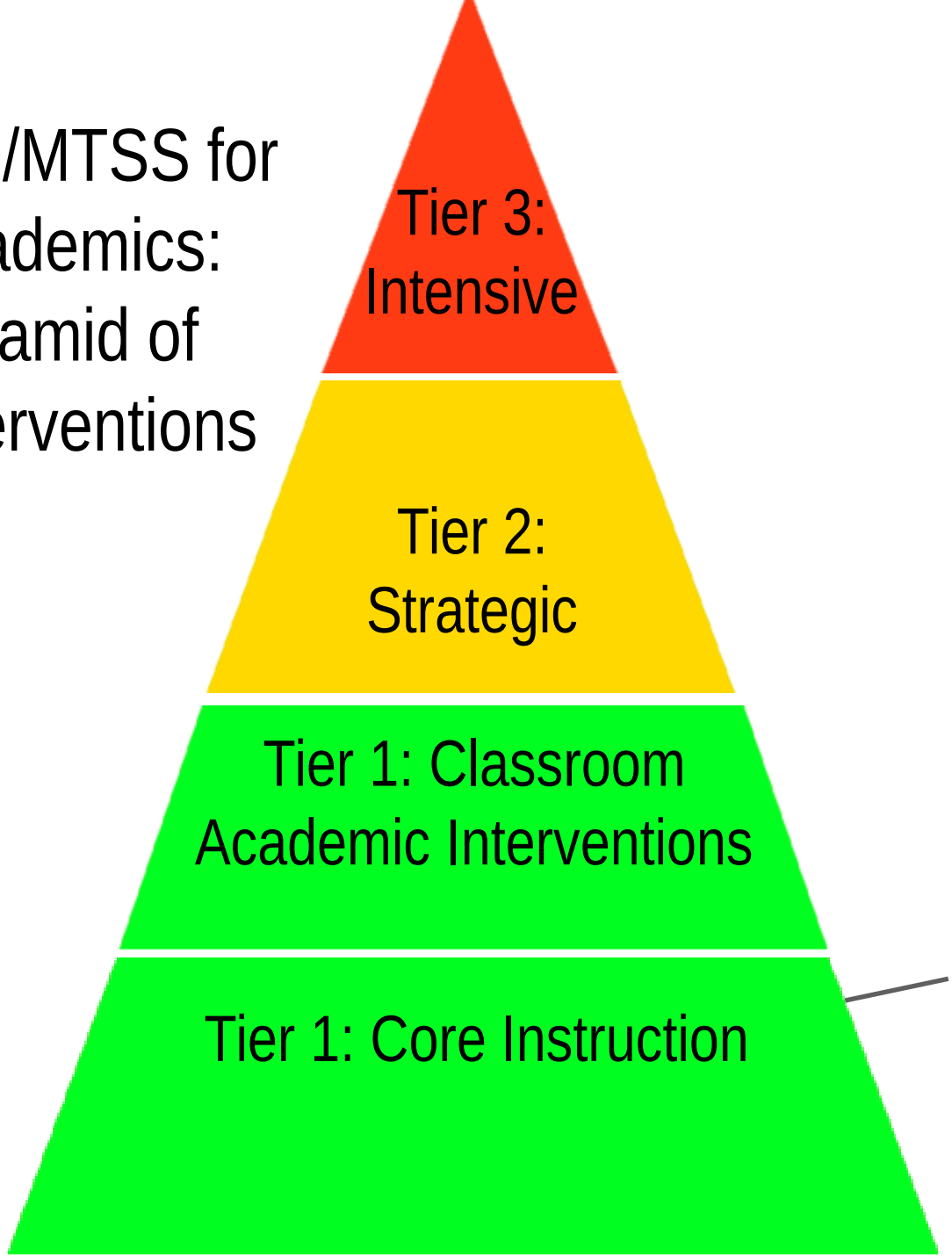
RTI/MTSS for Academic Support: Key Ideas

1. **Early intervention is cost-effective.** Small academic problems are easier and less costly to fix than big problems.
2. **Interventions are put into writing.** Teachers write down individual interventions so that other educators can know what strategies do or do not benefit those learners.
3. **Data determines who needs interventions.** The school uses academic data to move students into / out of intervention services.
4. **Interventions are monitored.** Teachers collect progress-monitoring data for any RTI/MTSS intervention that 'counts' –so they can judge whether it is actually helping the student.
5. **RTI/MTSS is everyone's responsibility.** Every educator in the school has a defined role and toolkit of resources to participate in RTI/MTSS for academics.

RTI/MTSS for Academics: Pyramid of Interventions



RTI/MTSS for Academics: Pyramid of Interventions



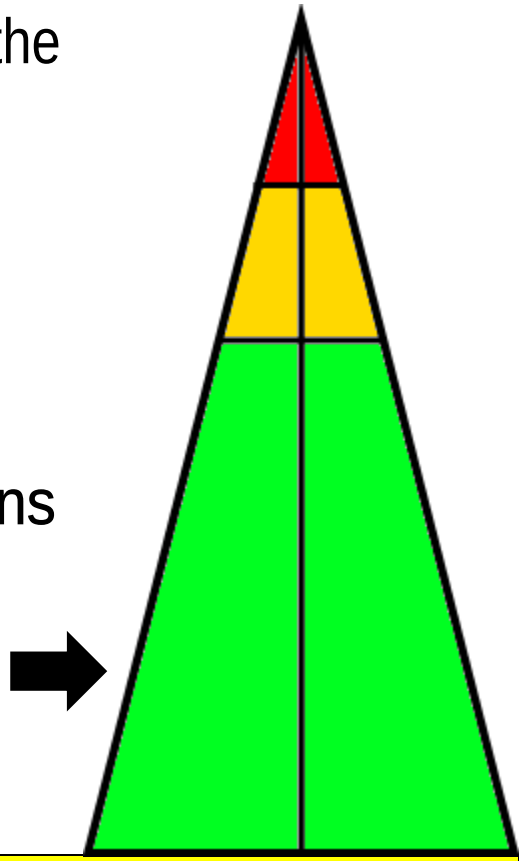
Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

MTSS: Tier 1: Whole-Group Instruction

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

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

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



The Challenge of Learning Differences…

Students often bring learning differences to their general-education classrooms that significantly impact their success.

Learning Problems

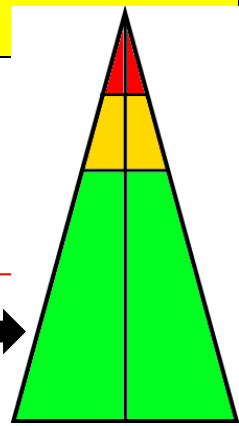
Attention

Behavior

Language Issues

One positive step is to have an efficient toolkit of research-based instructional strategies appropriate for the entire class.

Tier 1: Core Instruction. The teacher's whole-group instruction...



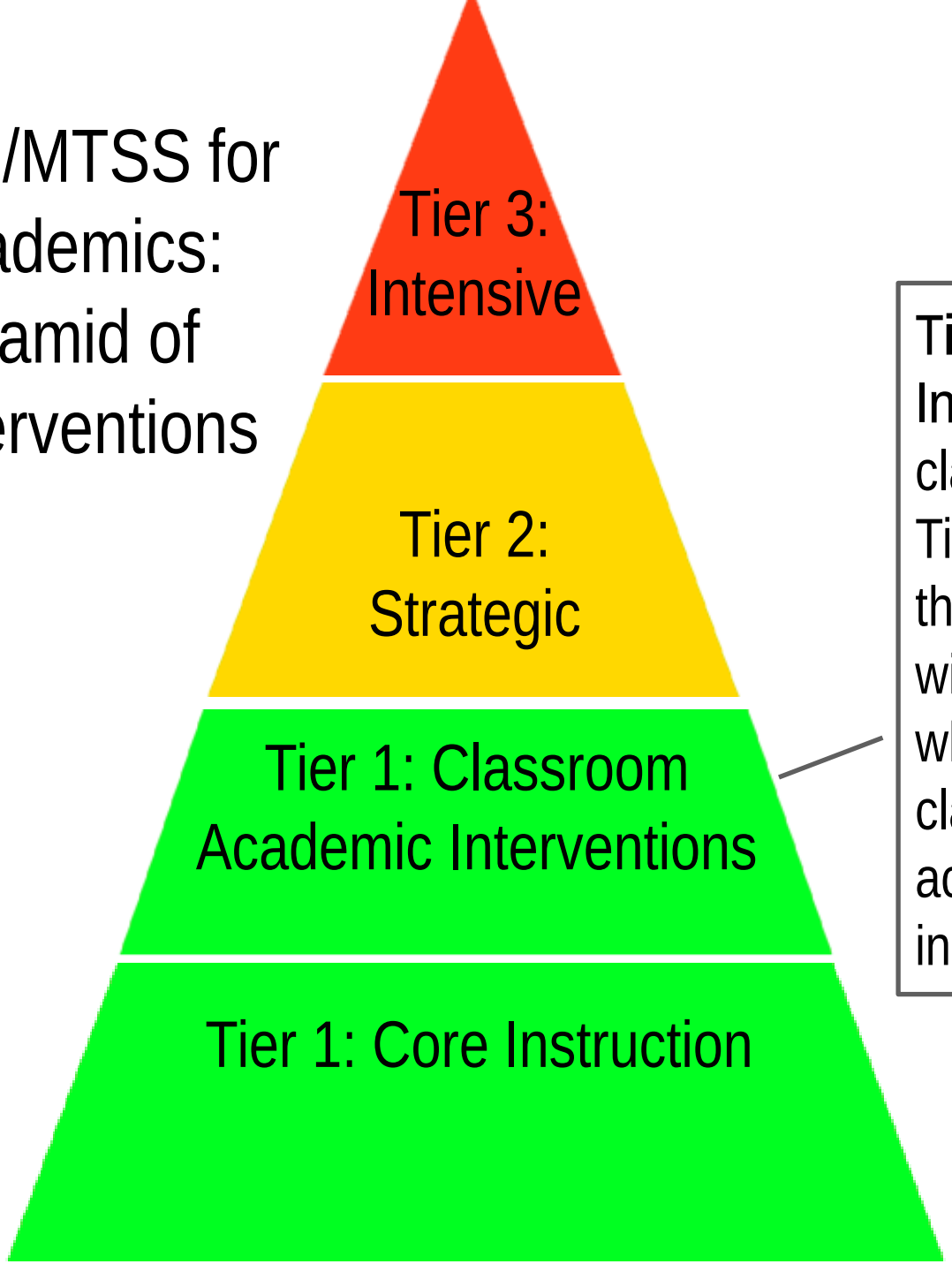
…incorporates essential elements of **explicit and systematic instruction** into lessons.

…uses strategies to promote **student engagement.**

…includes **frequent assessment** to gauge student mastery in real time.

…provides **differentiated instruction** matched to student needs.

RTI/MTSS for Academics: Pyramid of Interventions



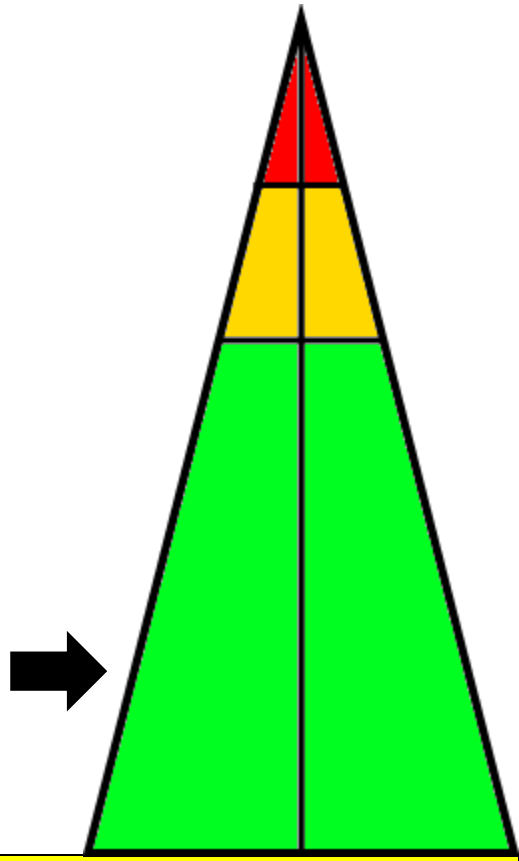
Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

MTSS: Tier 1: Classroom Intervention

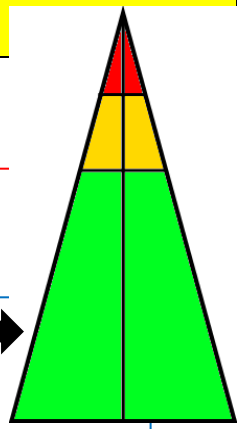
- Teachers sometimes need to put academic interventions in place for **'red flag' students**. These are students whose **academic delays** or **difficulties** require a sustained **remediation plan** that will last at least several weeks.

  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 MTSS **problem-solving approach**--adapted to the realities of a busy classroom environment.



Tier 1: Classroom Intervention. The teacher...



…has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.

…uses standardized form(s) to record classroom interventions.

…defines the student's presenting academic problem(s) in clear and specific terms.

…chooses appropriate academic intervention(s) supported by research.

…selects method(s) to monitor student progress, setting a goal and collecting baseline data.

Teacher Problem-Solving: Just a Part of the Job…

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

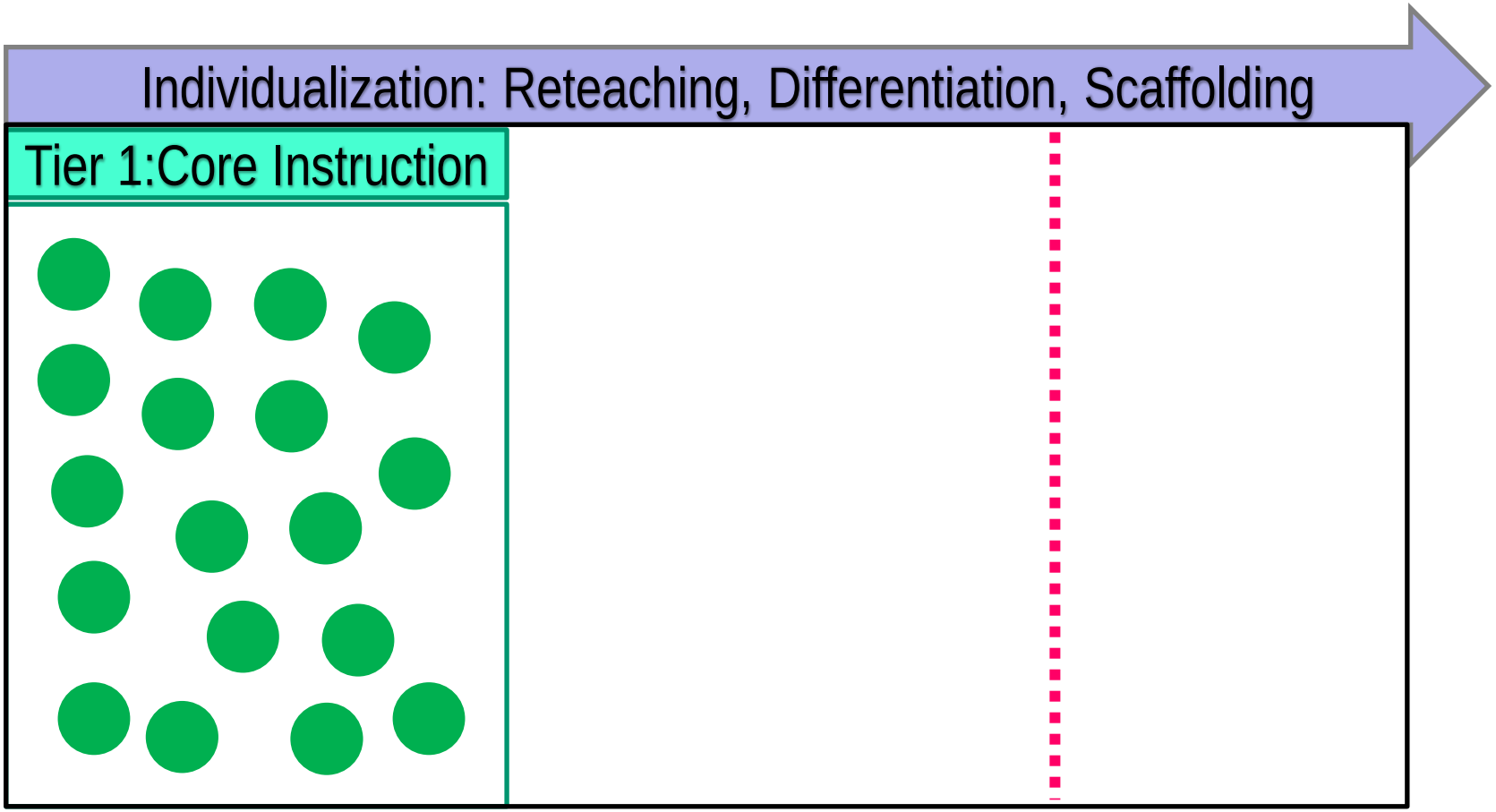
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of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

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

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

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

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



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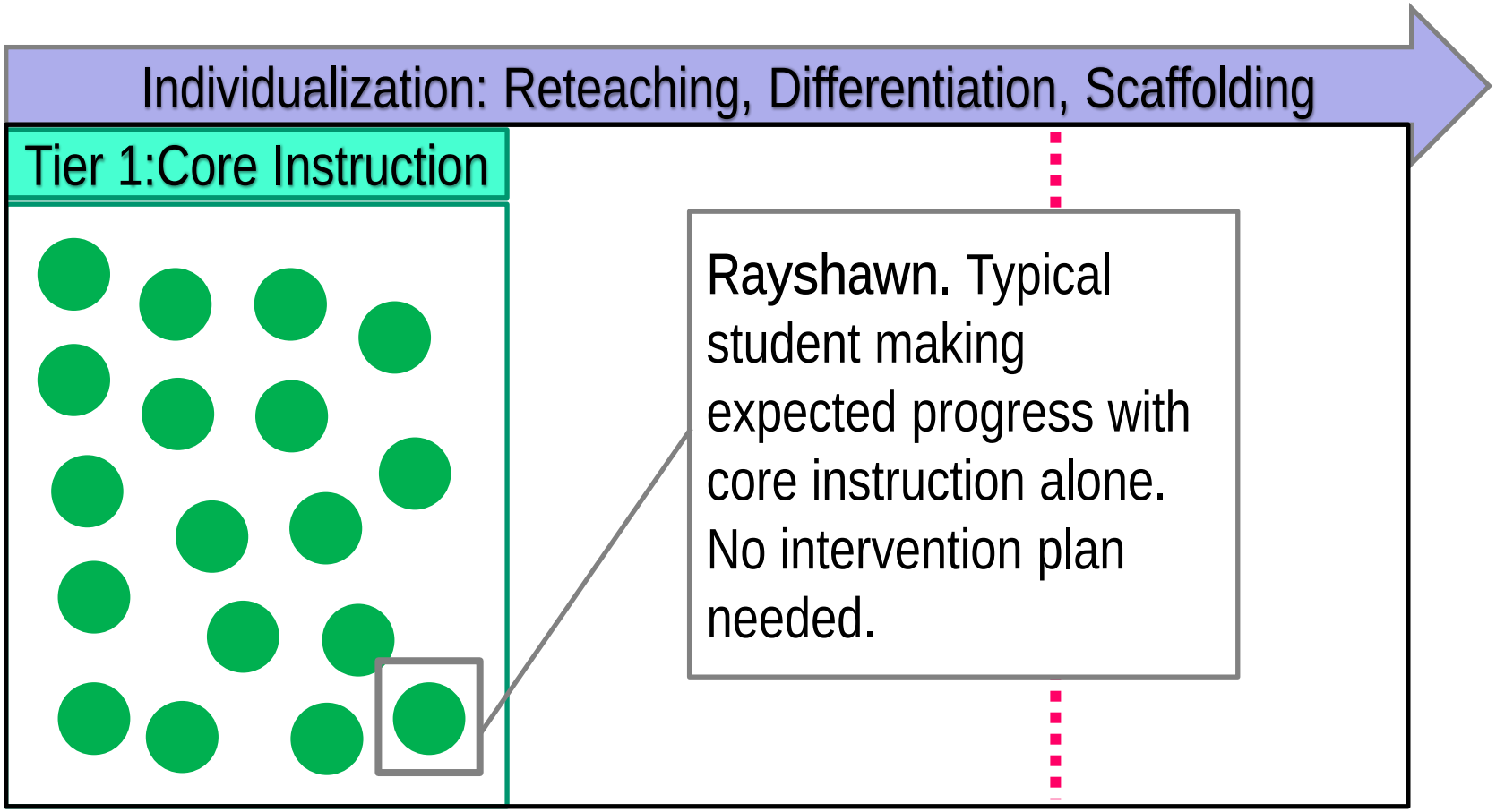

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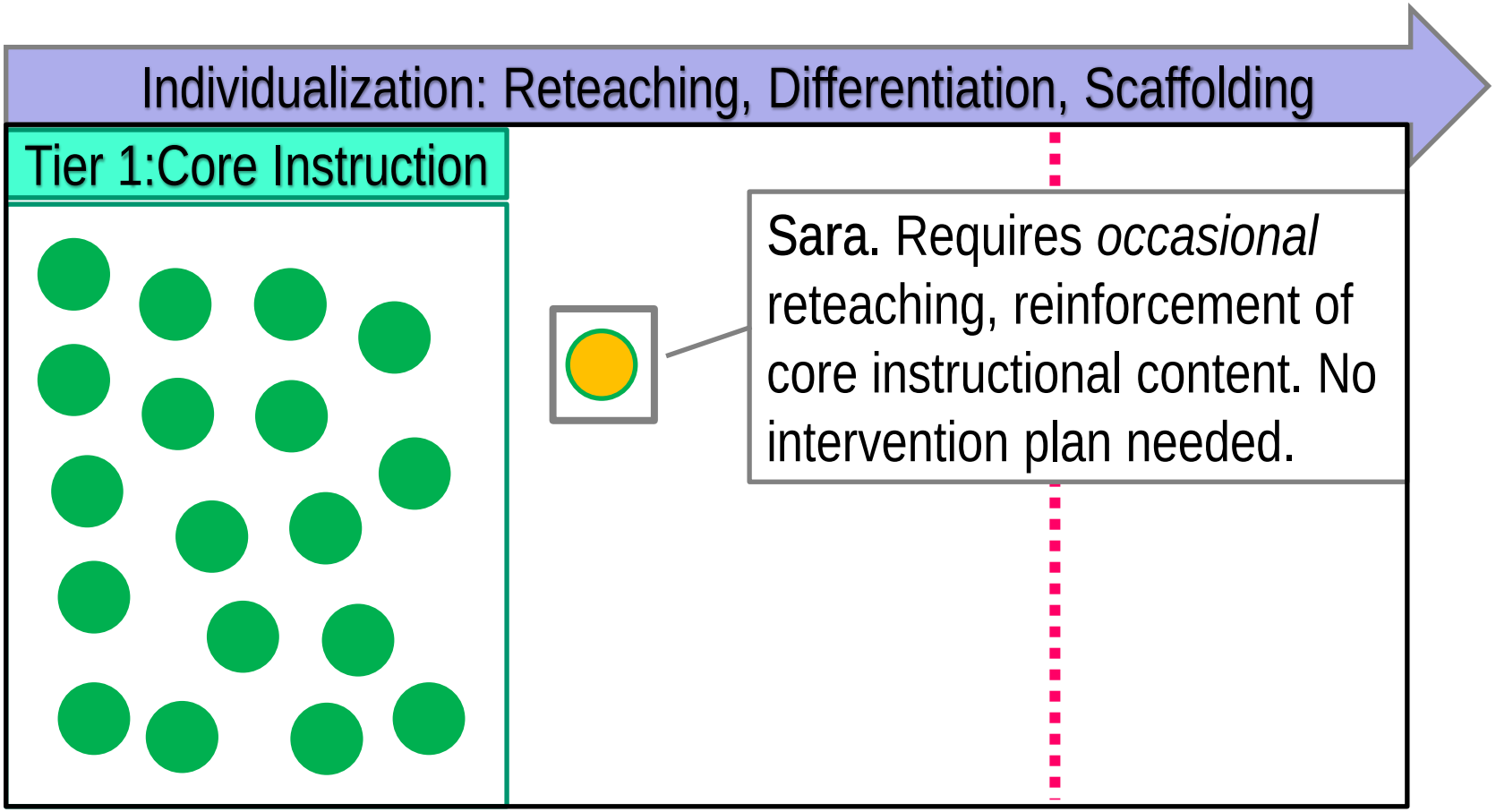

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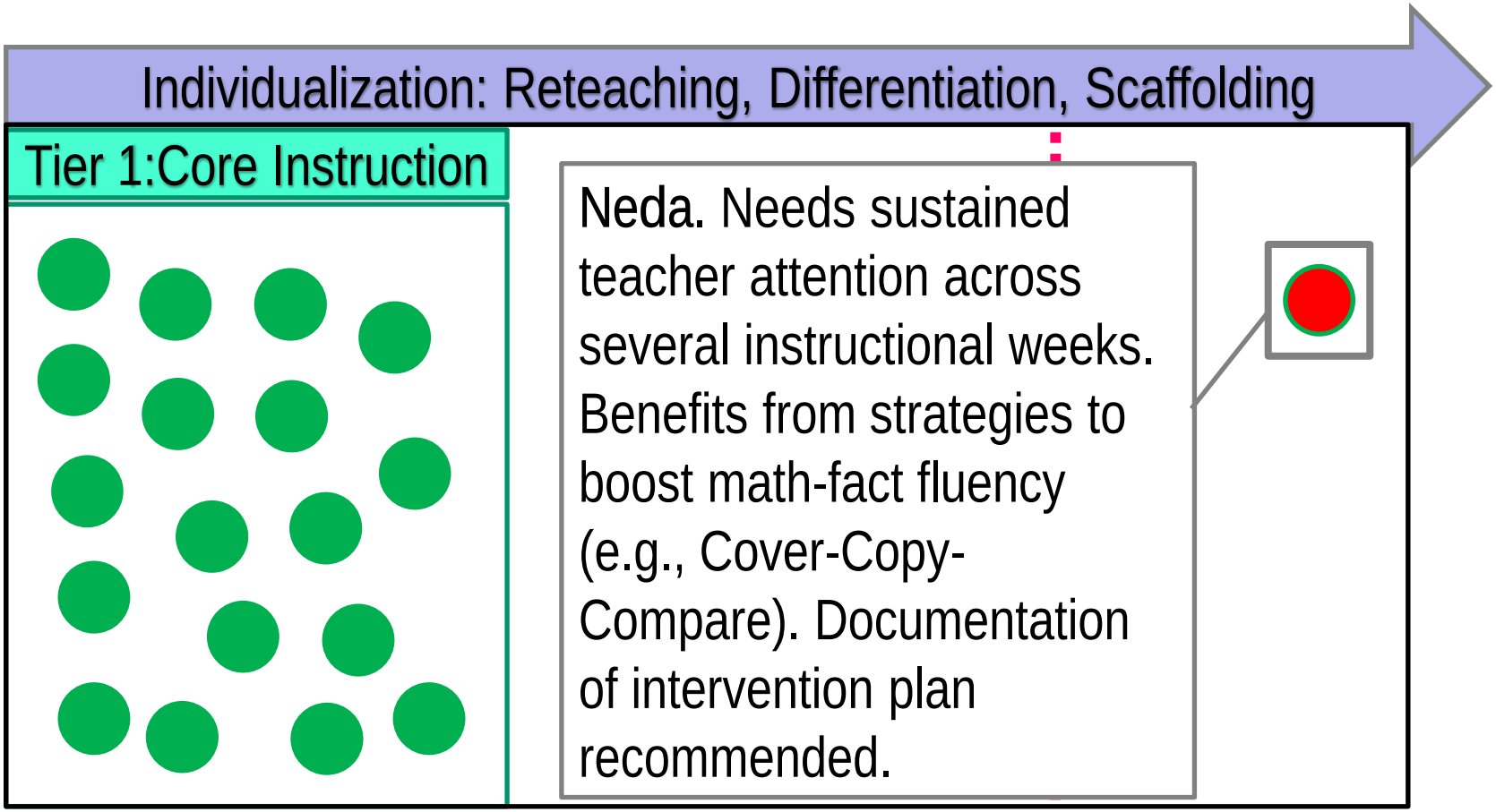
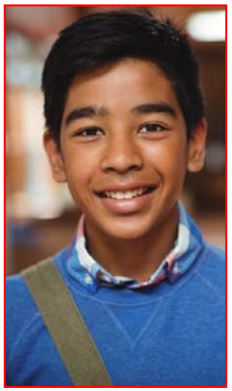


RTI Files...

Case 1: Neda: Grade 4: Math-Fact Fluency

Case 2: Tomás: Grade 7: Reading Comprehension



Case 3: Russell: Grade 10: Attendance & Preparedness

RTI Files: Case 1

Neda
Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare

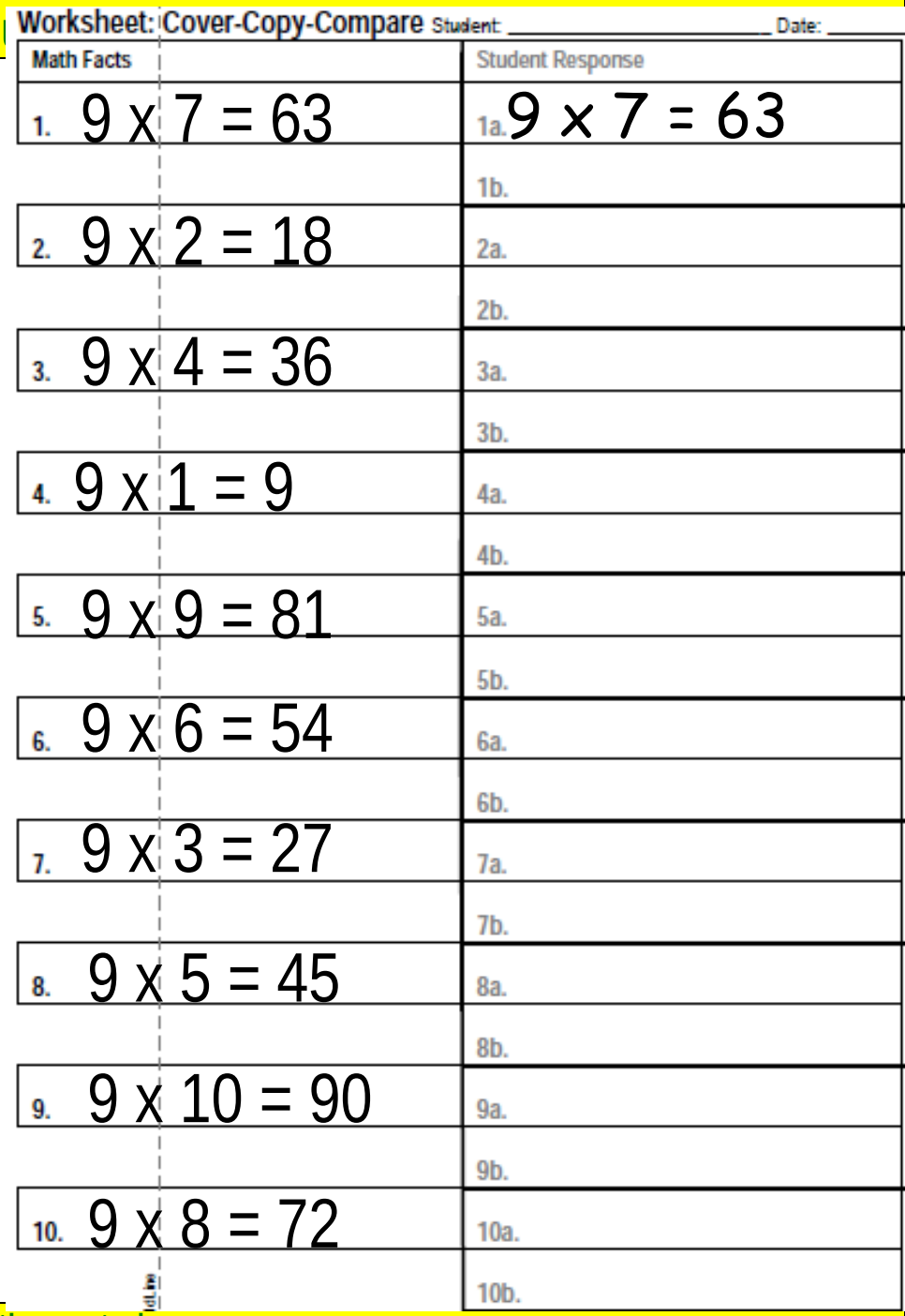
RTI Files: Case 1

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

Cover-Copy-Compare: Math Facts

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

Cover-Copy-Compare Math Fact Student Worksheet



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

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

Cover-Copy-Compare Spelling Student Worksheet

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

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

Fold Line

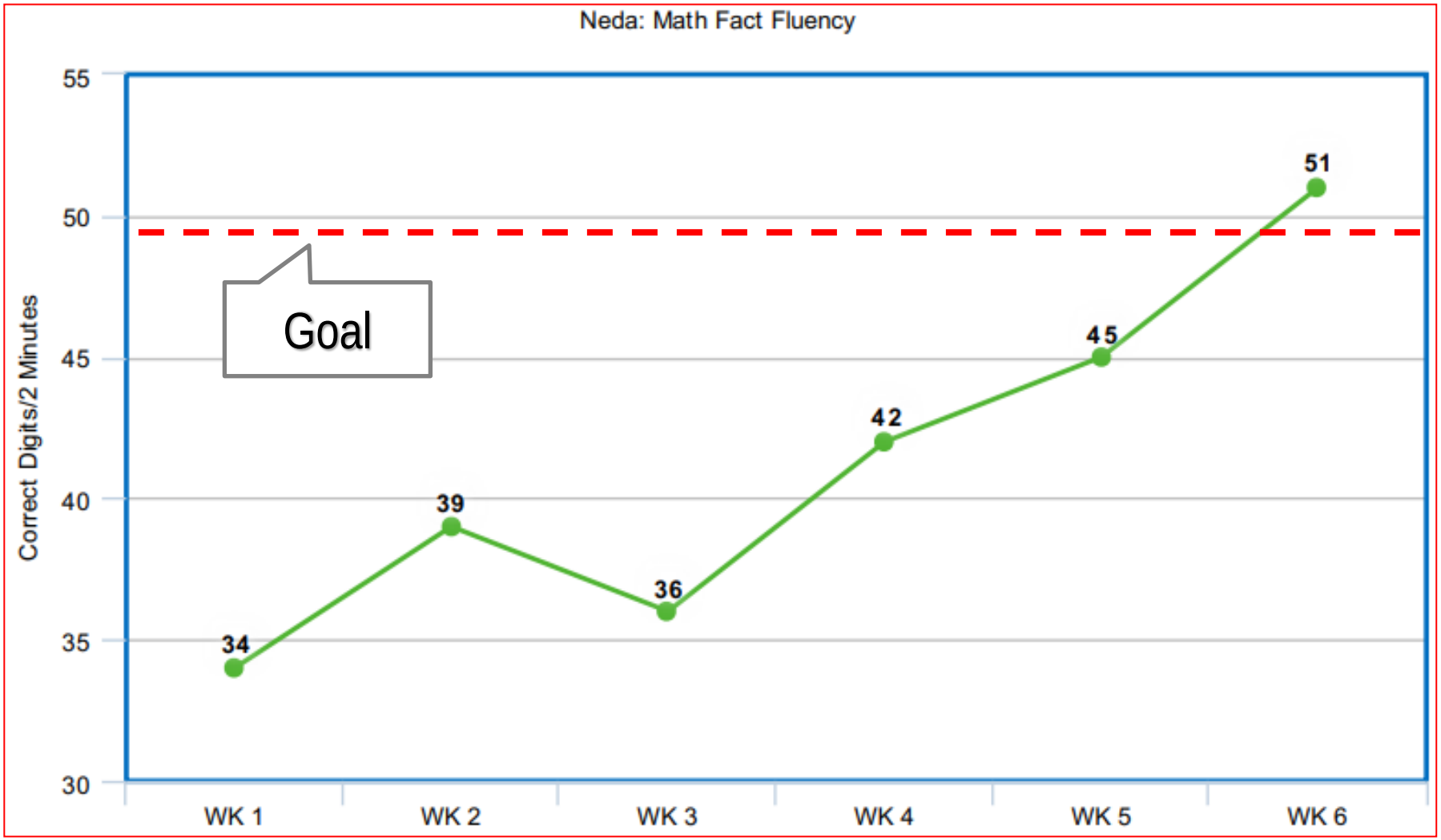
RTI Files: Case 1

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

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

RTI Files: Case 1

Neda: Grade 4: Math-Fact Fluency



RTI Files: Case 1: Take-Away

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

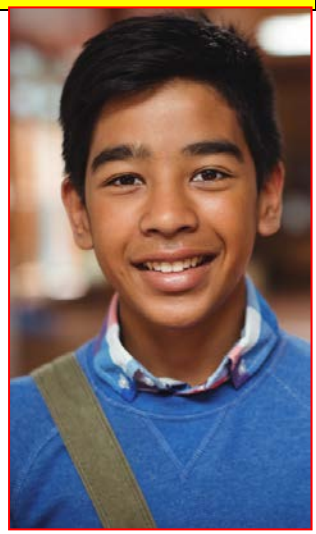
RTI Files: Case 2

Tomás
Grade 7

Problem: Reading comprehension

Intervention: Read-Ask-Paraphrase

RTI Files: Case 2



- **Problem:** When Tomás reads assigned informational passages independently, he does not always retain the key ideas.
- **Intervention:** His Social Studies instructor, Mr. Garber, decides to teach Tomás to use **Read-Ask-Paraphrase** (RAP), a self-managed reading comprehension strategy. The student will then use RAP on all assigned readings.

Reading Comprehension: Self-Management Strategies

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

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

Read-Ask-Paraphrase:
STEPS:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For *each paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

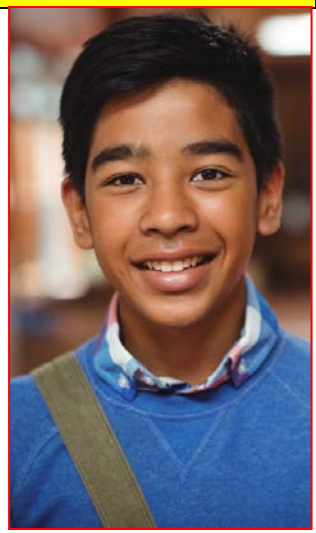
Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

RTI Files: Case 2

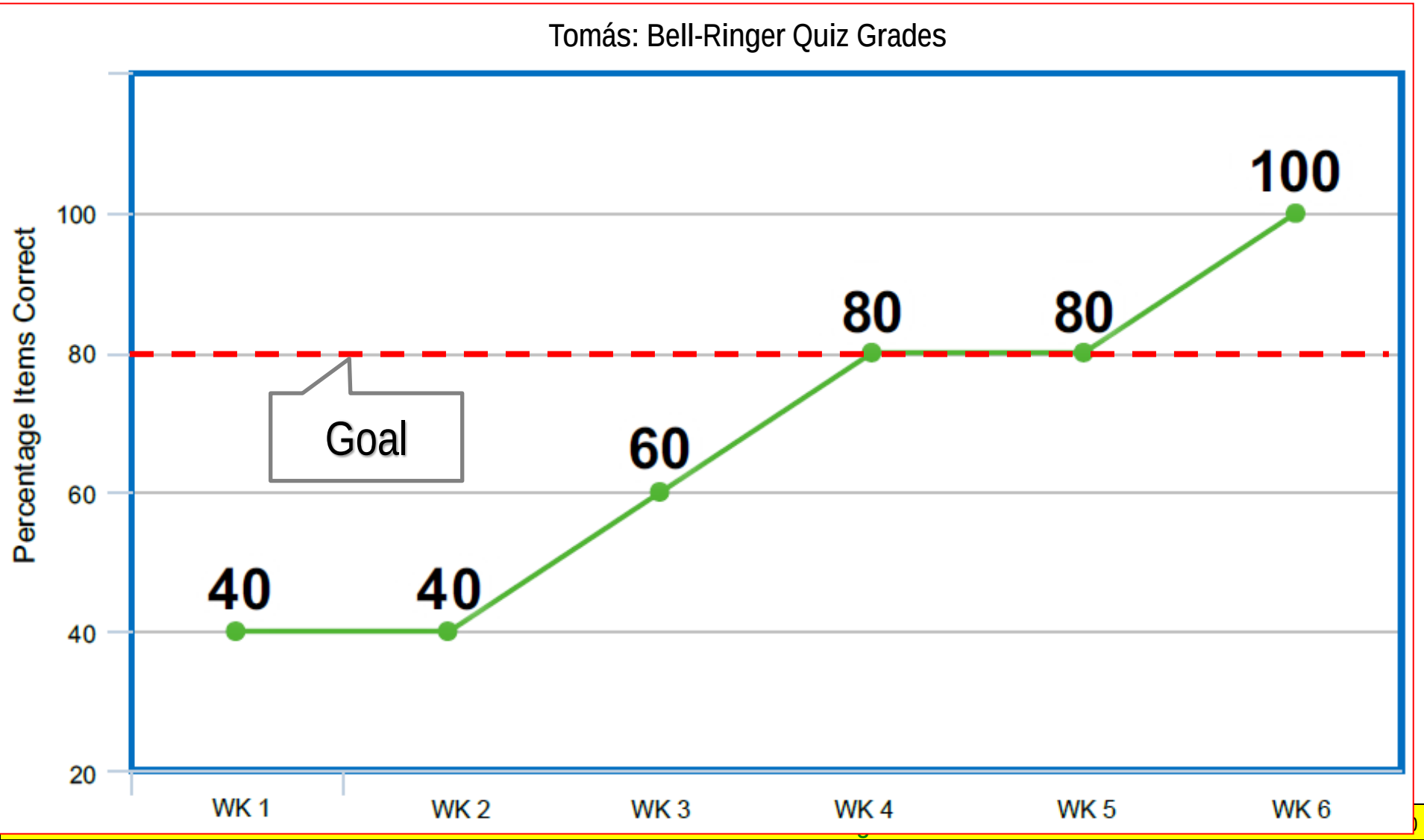


- **Progress-Monitoring:** Mr. Garber already assesses class-wide comprehension of assigned readings once per week with a brief bell-ringer quiz (5-item: short-answer).

  At **baseline**, Tomás is earning quiz grades averaging 40 percent (2 of 5 correct). The **outcome goal** in 6 weeks is for Tomás to earn quiz grades of 80 percent or higher.

RTI Files: Case 2

Tomás: Grade 7: Read-Ask-Paraphrase



RTI Files: Case 2: Take-Away

- With many middle- and high-school classroom academic interventions (such as **Read-Ask-Paraphrase**), the student is the interventionist and the teacher is the coach.
- That is, students are encouraged to become self-managing learners, mastering and using effective strategies on their own.

RTI Files: Case 3

Russell
Grade 10

Problem:
Attendance and preparedness

Intervention:
Learning Contract

RTI Files: Case 3

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.
- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **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: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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.

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Learning Co

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

ntract: Science 10

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Russell B: Success Contract: Science 10

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4. I will submit any current homework at the start of class.

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course.

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Mr. Rappaport	Russell B.	[Parent Name]
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2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

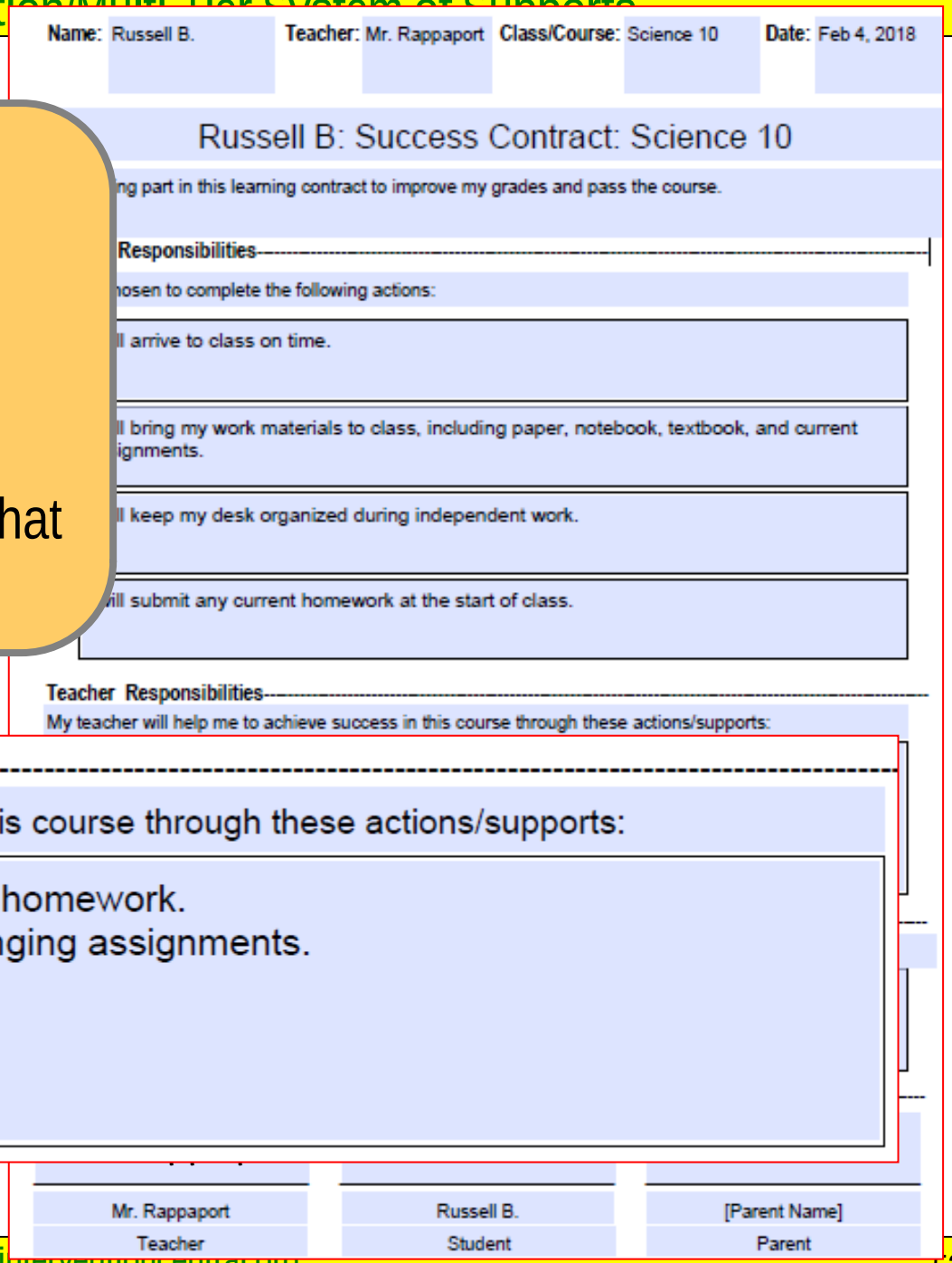
The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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.



Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

ng part in this learning contract to improve my grades and pass the course.

Responsibilities

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ll arrive to class on time.

ll bring my work materials to class, including paper, notebook, textbook, and current ignments.

ll keep my desk organized during independent work.

ill submit any current homework at the start of class.

Teacher Responsibilities

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

Mr. Rappaport — Teacher

Russell B. — Student

[Parent Name] — Parent

Teacher Responsibilities

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

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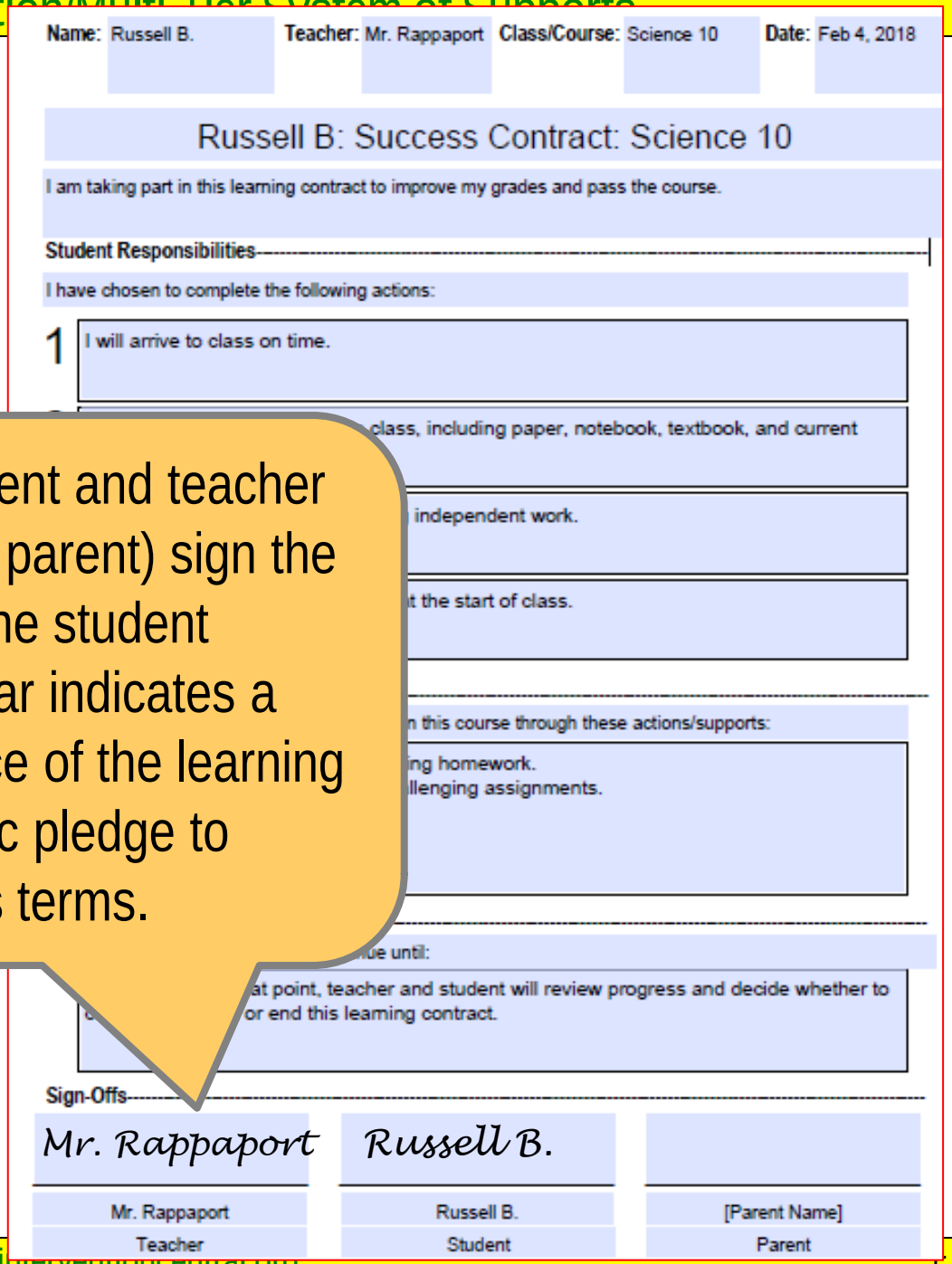
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent



Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

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llenging assignments.

ue until:

at point, teacher and student will review progress and decide whether to
or end this learning contract.

Sign-Offs

Mr. Rappaport — Mr. Rappaport, Teacher

Russell B. — Russell B., Student

[Parent Name], Parent

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

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

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Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

RTI Files: Case 3

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.

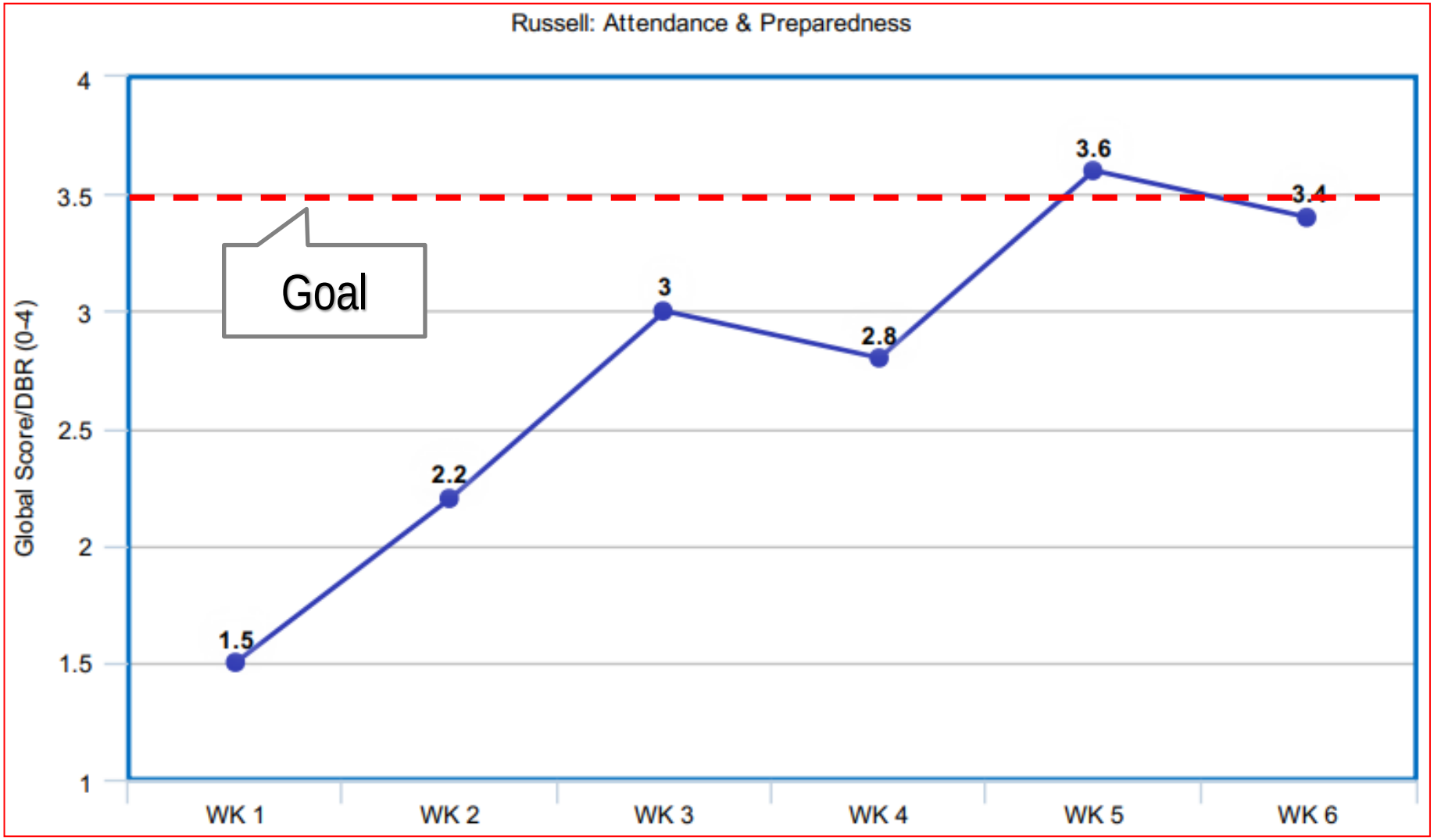
Russell was on-time to science class.

❑ YES ❑ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files: Case 3

Russell: Grade 10: Attendance & Preparedness



RTI Files: Case 3: Take-Away

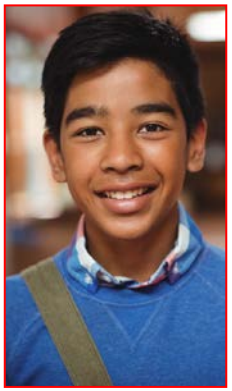
- **Learning Contracts** are a great tool to record the outcome of parent conferences.

  The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

RTI Files...

Case 1: Neda: Grade 4: Math-Fact Fluency

Case 2: Tomás: Grade 7: Reading Comprehension



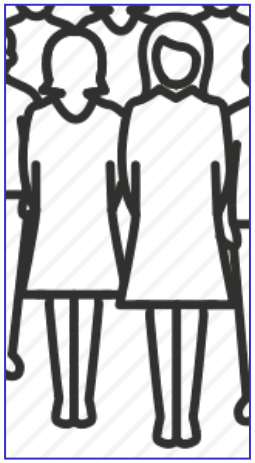
Case 3: Russell: Grade 10: Attendance & Preparedness

Teachers & Classroom Support Plans: Finding the Balance

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

Teacher Alone

Teacher & Consultant



Teacher & Grade-Level/Instructional Team

Teacher & RTI Problem-Solving Team

Too *Little* Support

"Sweet Spot": Appropriate Support

Too *Much* Support

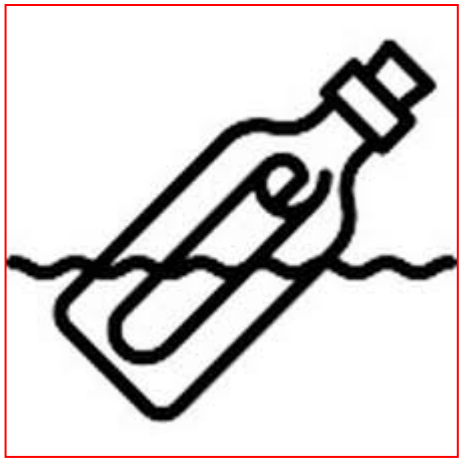
Tier 1 Intervention Plans: Essentials…

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

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

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

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



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

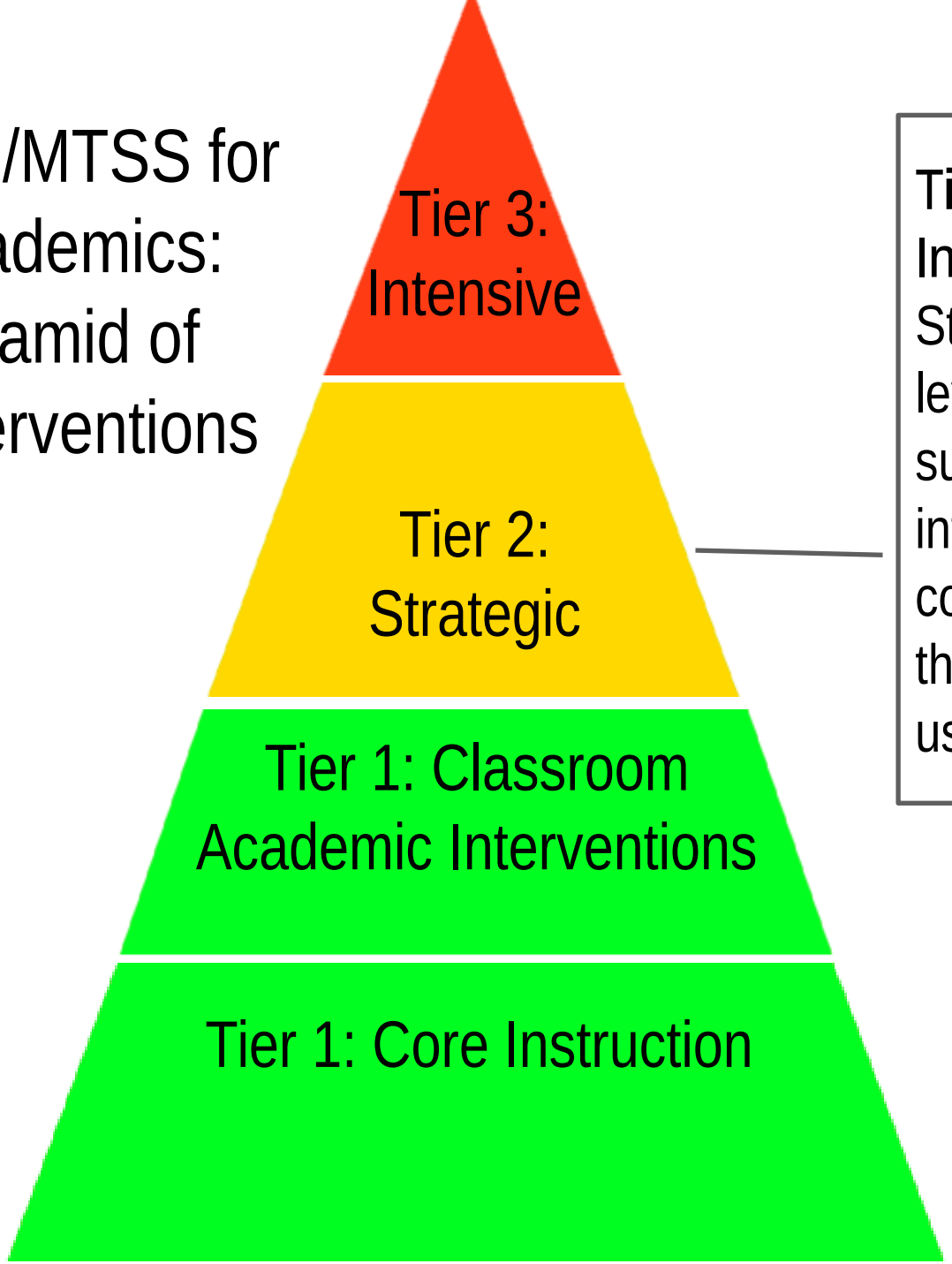
Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

Activity: What Are Expectations of the Teacher as Academic 'First Responder'? (Handout 1, p. 9)

- Review this list of teacher steps to implement Tier 1/classroom interventions.
- Which steps might be most challenging for teachers?
- What training, resources, and/or support will teachers need to perform these steps?

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

RTI/MTSS for Academics: Pyramid of Interventions

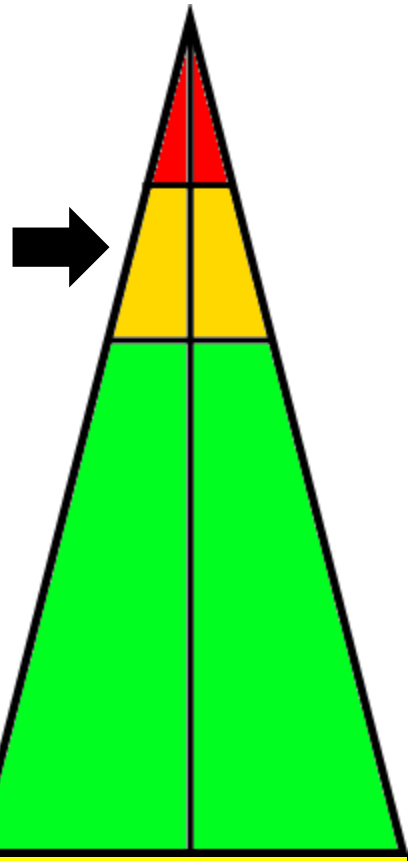


Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

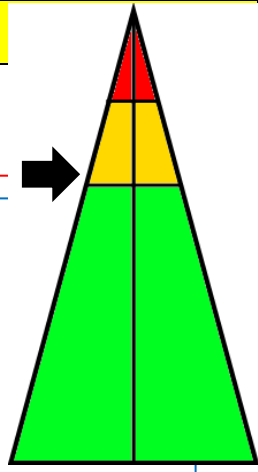
MTSS: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

  Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students' progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.



Tier 2: Supplemental Intervention. At Tier 2,...



…students enter and exit Tier 2 services based primarily on objective academic data (e.g., school-wide screening tool(s): 20-25th% or below).

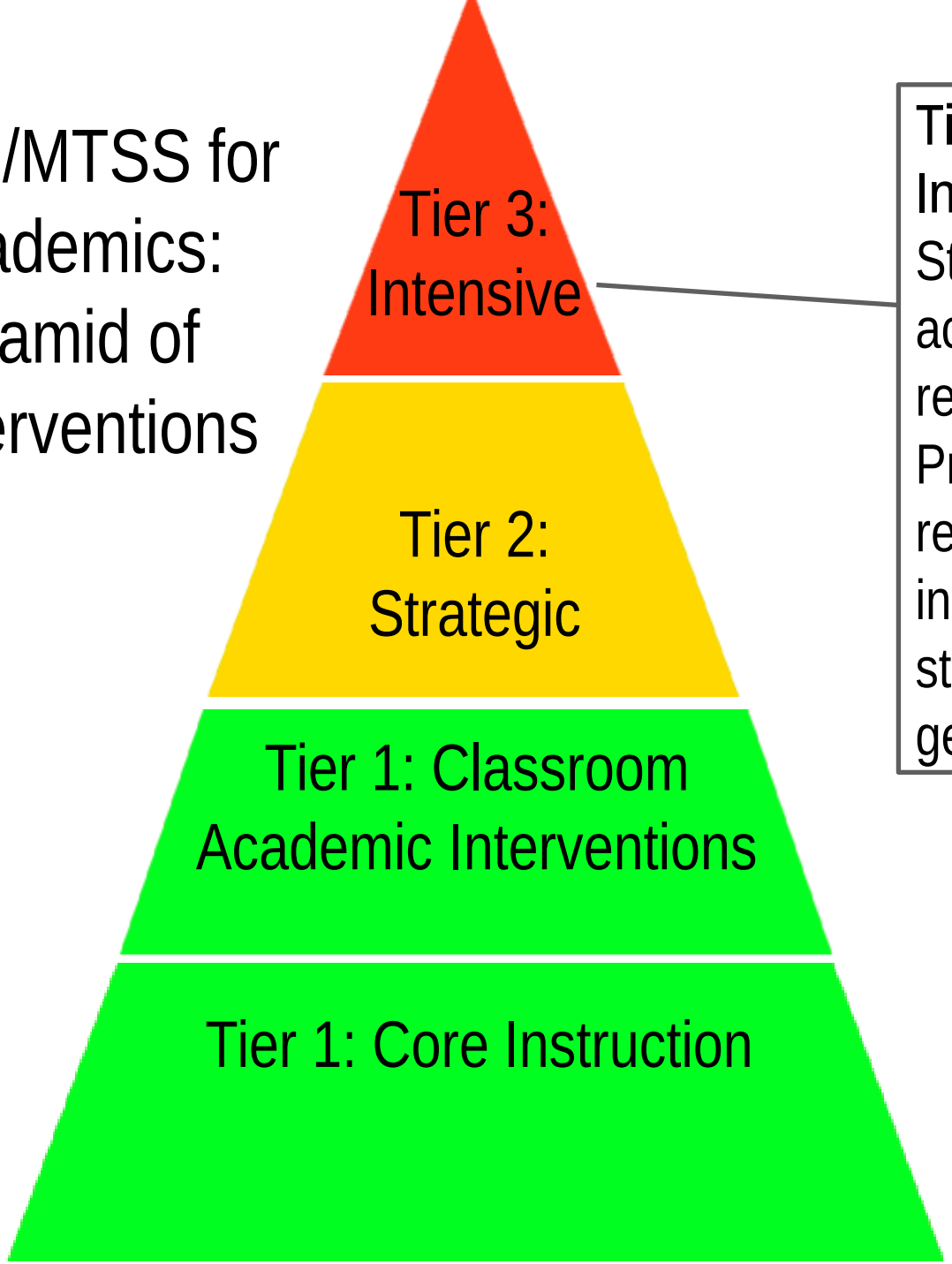
…interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.

…the interventionist employs academic programs or practices supported by research.

…interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .

…the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.

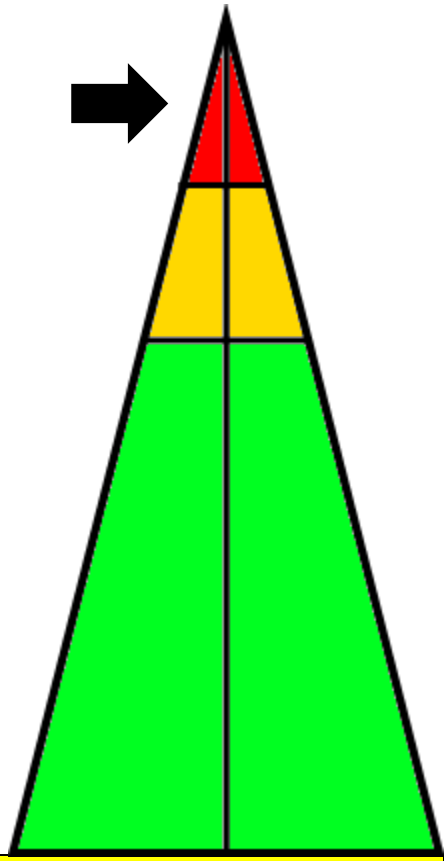
RTI/MTSS for Academics: Pyramid of Interventions



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

MTSS: Tier 3: Intensive Intervention

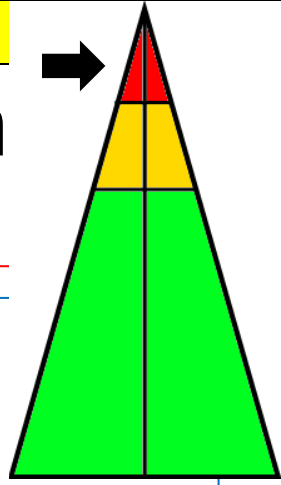
- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, **1-5% of students** may need Tier 3 support in a given year. The **MTSS Problem-Solving Team** designs and implements the Tier 3 intervention plan.



The Team identifies the most important blockers to student success and develops a customized **intervention plan** to address those concerns.

Tier 3 stands apart from lesser Tiers because of the **intensity of intervention** and **customized, problem-solving focus**.

Tier 3: Intensive Intervention. The MTSS Problem Solving Team…



…meets on referred students within 1-2 weeks of initial referral.

…follows a standardized problem-solving meeting format, with defined meeting roles and steps.

…produces a written record of RTI/MTSS /MTSS Team meeting discussion, including a customized intervention plan.

…expects that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.

…routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

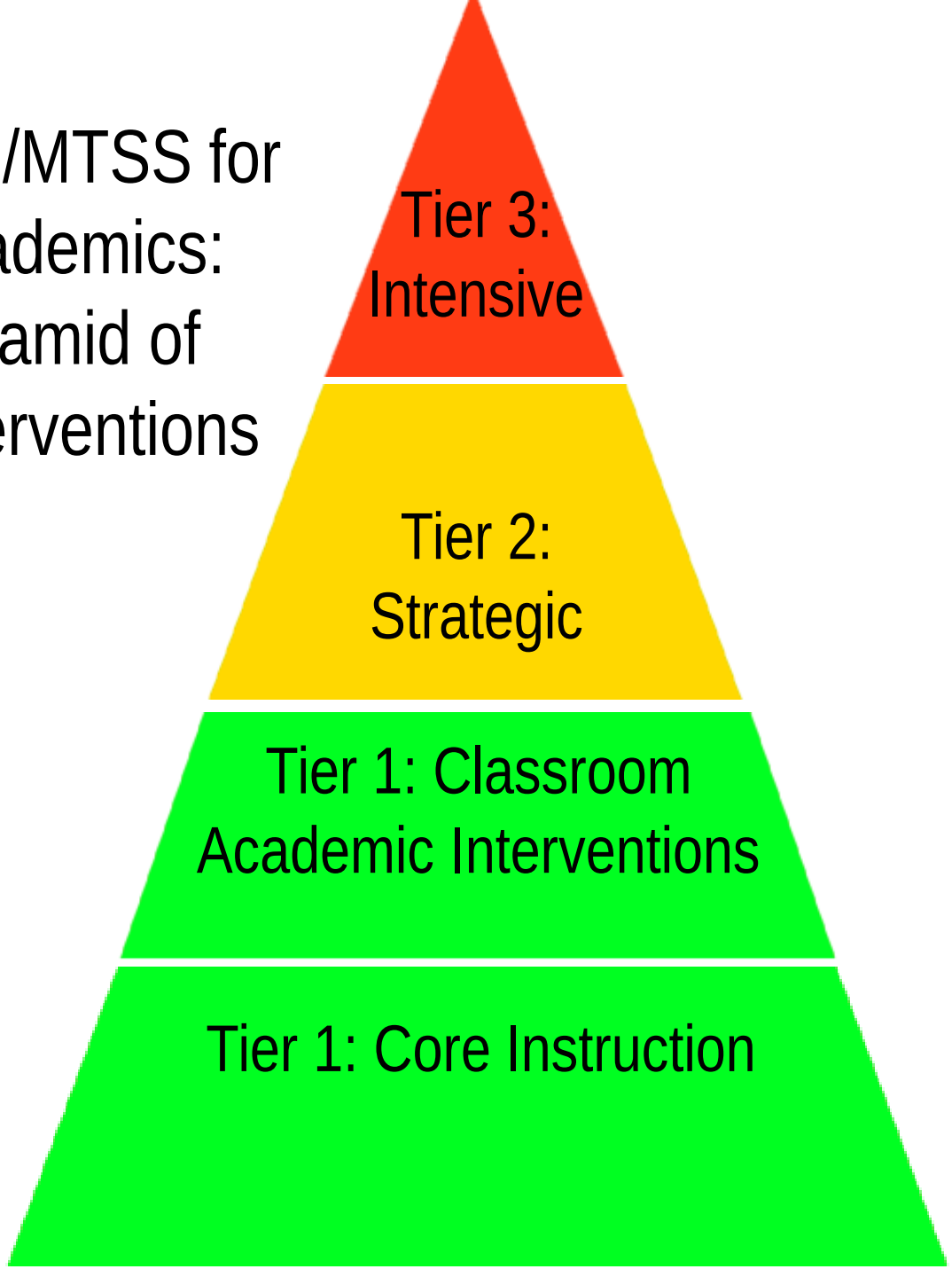
RTI Problem-Solving Team Roles

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

Tier 3: RTI Team: Meeting Format

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

RTI/MTSS for Academics: Pyramid of Interventions



Lab Work: Open a Copy of Camden Tier 1 Intv Form

- Go to the workshop page: http://www.interventioncentral.org/camden
- Click on the link to open the Google Doc: "Tier 1 Intervention Form: Camden Schools"
- Save a copy of that document to your Google Drive. You will use this form for activities today and tomorrow.

Tier 1 Student Intervention Plan

Student Name: Teacher Name: Date:

Area of Concern (target area):

Factors to be considered:

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Intervention start date: Intervention end date:

Student goal:

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data: Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

Comments:

Academic-Intervention Workshop Agenda:

1. *How to write an effective problem-identification statement.*
2. *Sampling of reading interventions.*
3. *Consultants: Tips for productive meetings with teachers.*
4. *Including accommodations in classroom intervention plans.*
5. *Tool demonstration: Classroom Support Plan Writer.*

Identifying the Academic Problem.

What process will help teachers to define academic problems more clearly? pp. 2-7

Worksheet p. 5

Activity: Write an Academic Problem-Identification Statement for Your Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:

   a. **Academic Task.** What specific academic task is the greatest academic challenge for this student?

   b. **Current Performance.** How does your student currently perform on this task?

   c. **Expected Performance.** What level of performance would you expect on this task from a typical/average student?

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

Lab Work: Choose a Student…

1. Choose a student you have worked with that had one or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:

   - **Academic Task.** What specific academic task is the greatest academic challenge for this student? (Assessment data)
   - **Current Performance.** How does your student *currently* perform on this task?
   - **Expected Performance.** What level of performance would you expect on this task from a *typical/average* student?

Academic Problem Identification: 3 Steps

1. Describe the problem.
2. Format the problem description as a 3-part problem-identification statement.
3. Choose a hypothesis for what is the most likely cause of the problem.

Academic Problem Identification: 3 Steps

Format the problem description as a 3-part problem-identification statement.

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.

Academic Problem Identification: 3 Parts

1. *Conditions*. ('What are you asking the student to do?'). Describe the environmental conditions or task demands in place when the academic problem is observed. (Assessment data is useful here.)
2. *Problem Description*. ('What *can* the student do?'). Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant quantitative information.
3. *Typical or Expected Level of Performance.* ('What do you *expect* the student to do?'). Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom) norms, or expert opinion.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When shown flashcards with mixed-case letters for 3 seconds	Annika can name 38 of 52 correctly	while most peers in her class can name all letters correctly.

General Problem: *Annika doesn't know all of her letters.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
For science homework…	Tye turns in assignments an average of 50% of the time…	while the classroom median rate of homework turned in is 90%.

General Problem: *Tye isn't getting his homework in.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When given a 2-minute timed worksheet of multiplication facts 0-9...	Brad computes an average of 21 correct digits...	while the math-computation benchmark norm for Brad's grade level is 42 correct digits.

General Problem: *Brad is slow in answering math facts.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When completing an introductory-level algebra word problem…	Ann is unable to translate that word problem into an equation with variables…	while most peers in her class have mastered this skill.

General Problem: *Ann can't set up math problems for solution.*

Worksheet p. 5

Activity: Write an Academic Problem-Identification Statement for Your Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:

   a. **Academic Task.** What specific academic task is the greatest academic challenge for this student?

   b. **Current Performance.** How does your student currently perform on this task?

   c. **Expected Performance.** What level of performance would you expect on this task from a typical/average student?

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

Academic Problems: Think of a Student

Problem ID: Write a 3-part Problem-Identification Statement. On your worksheet, write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout; pp. 2-3.

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**
What are you asking the student to do?	*What can the student currently do?*	*What do you expect the student to do?*

Academic Problem Identification: 3 Steps

Choose a hypothesis for what is the most likely cause of the problem.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Skill Deficit.* The student has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

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

Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. Psychology in the Schools, 41(1), 19-30.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Fluency Deficit.* The student has acquired the basic skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Retention Deficit.* The student can acquire the skill but has difficulty retaining it over an extended period.	Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Endurance Deficit.* The student can do the skill but engages in it only for brief periods.	Consider these ideas to boost endurance: • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Generalization Deficit.* The student possesses the basic skill but fails to use it across appropriate situations or settings.	Train the student to identify the relevant characteristics of situations or settings when the skill should be used. Provide incentives for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
• *Motivation (Performance) Deficit.* The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.	Use various strategies to engage the student in the skill (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

Worksheet p. 6

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See table below for a listing of possible hypotheses.

Hypothesis Statement

Reason for Academic Problem: Deficit in...
1. *Skill*. The student is unable to do the academic work.
2. *Fluency*. The student possesses the necessary academic skills but lacks fluency in completing the work.
3. *Retention*. The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. *Endurance*. The student can do the skill but engages in it only for brief periods.
5. *Generalization*. The student possesses the basic skill but fails to use it across appropriate situations or settings.
6. *Motivation* (Performance). The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.

Academic Problems: Think of a Student

2. **Problem ID: Write a Hypothesis Statement.** Consult the table of common reasons for student academic problems (p. 3). Select the one that seems most appropriate for your student.

Hypothesis Statement

Describe the Academic Problem...

At your tables, discuss how you might use this 3-part Problem ID format and/or list of reasons explaining academic problems to better understand a student's academic problem(s).

Conditions	Problem Description	Typical/Expected Level of Performance
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.

Hypotheses for Academic Problems

- Skill Deficit
- Fluency Deficit
- Retention Deficit
- Endurance Deficit
- Generalization Deficit
- Motivation Deficit

Reading Interventions. What are examples of classroom interventions 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.

Five Components of Reading

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

Problem: *"Erica has trouble connecting word sounds to their alphabetic equivalent."*

Intervention: Word Boxes/Word Sort

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.

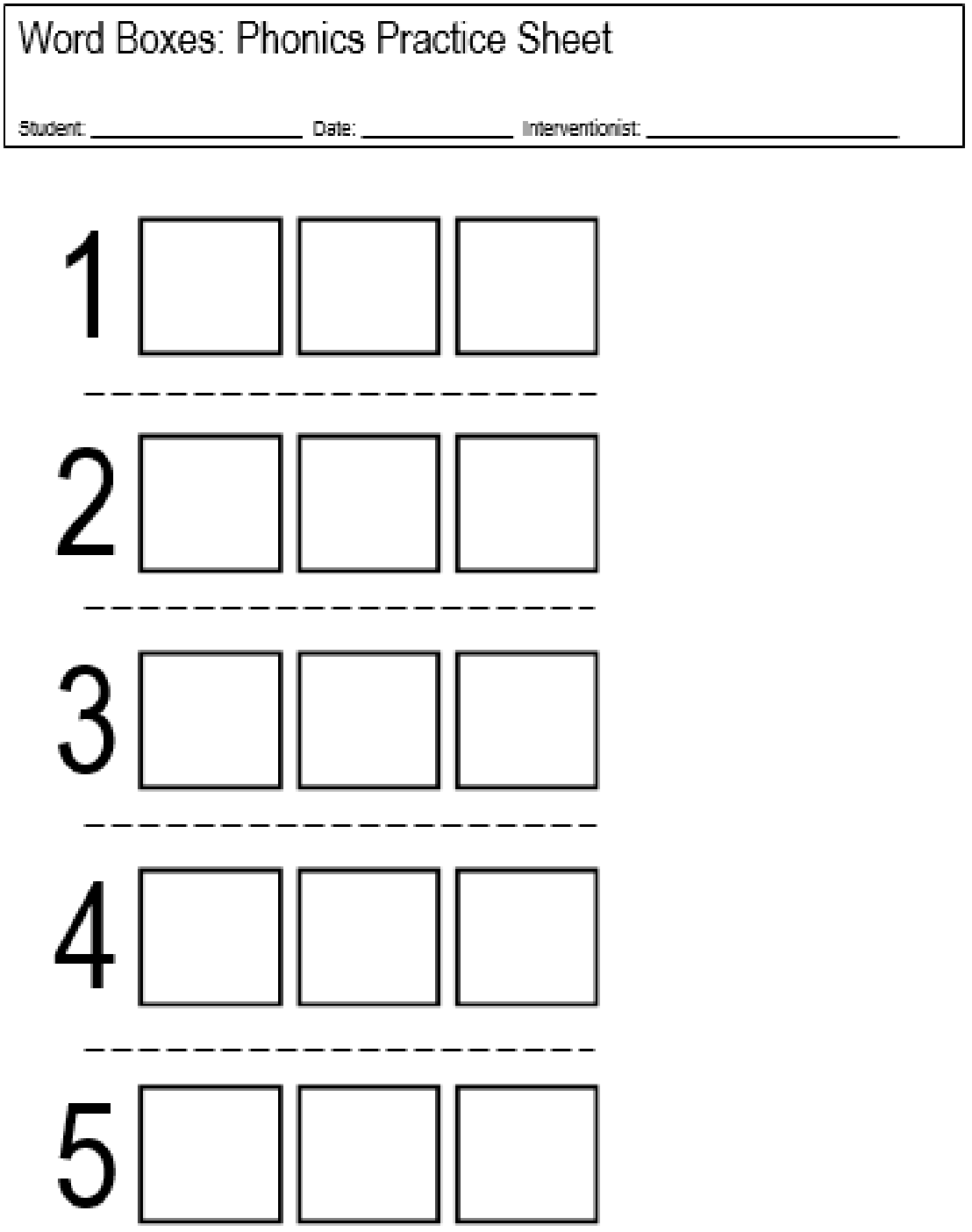
Word boxes/word sort is a one-to-one intervention that can strengthen essential phonics skills through work on CVC words (Joseph, 2002).

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



Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

had	red	sit	top	rug

Word Sort Practice Sheet

Word Boxes: Recording Form

Word Boxes: Recording Form

Student: _____ Date: _____ Interventionist: _____

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

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

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

Word Boxes & Word Sort

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

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

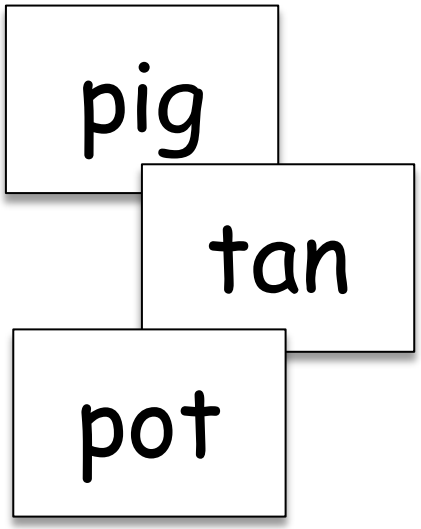
Word Boxes: Recording Form

Student: Ricky Date: _____ Interventionist: _____

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

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

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1	pig	_Y _N	_Y _N	_Y _N	
2	tan	_Y _N	_Y _N	_Y _N	
3	pot	_Y _N	_Y _N	_Y _N	



Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

1

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

1

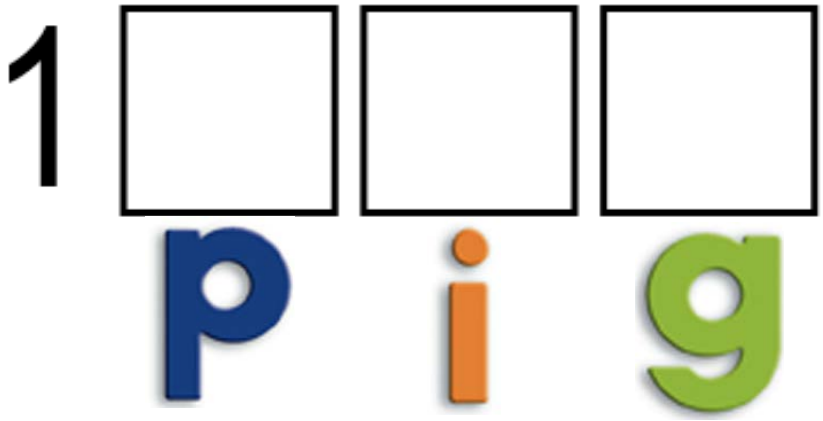
Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

Word Boxes: Phonics Practice Sheet

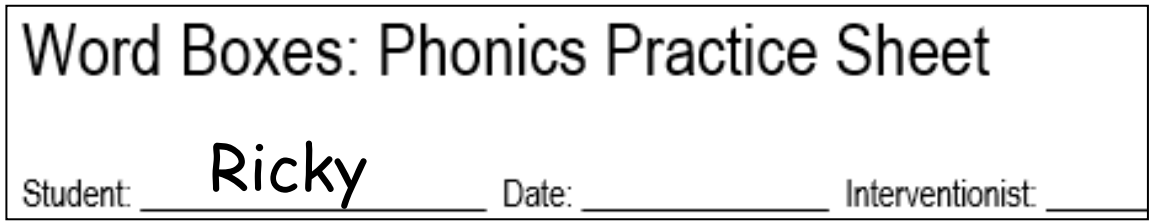
Student: Ricky Date: _____ Interventionist: _____

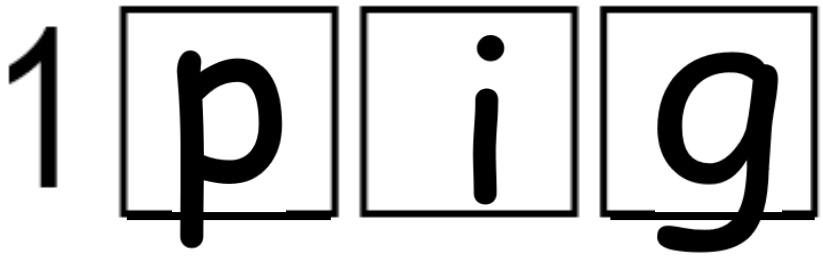


Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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





Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

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

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

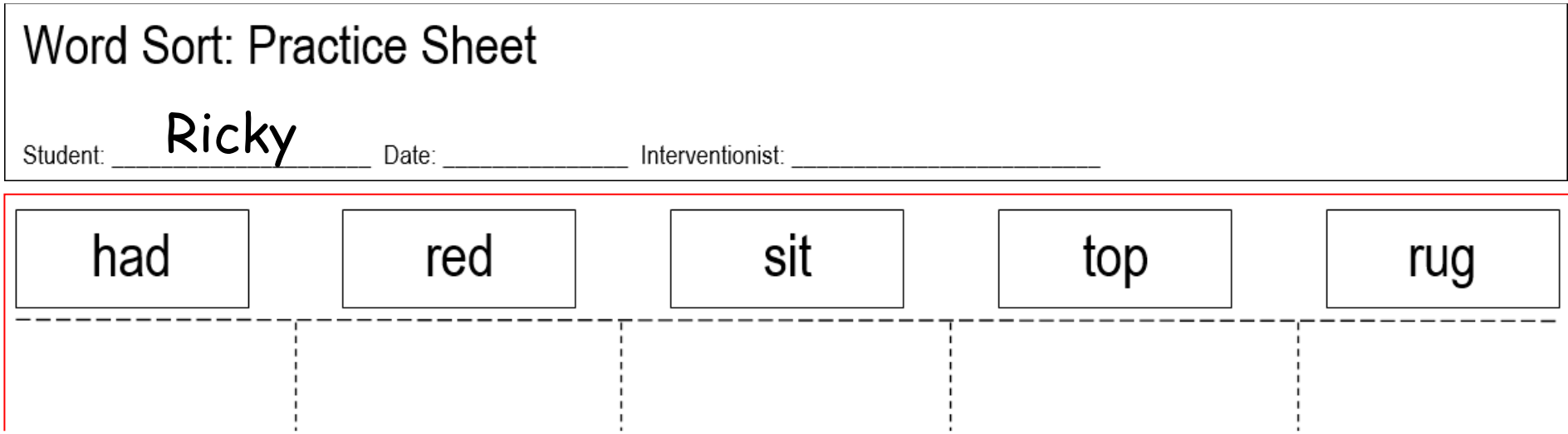
	WORD	Date: 11/7/17 Trial 1	Date: Same Trial 2	Date: Same Trial 3	NOTES
1	**pig**	__Y**X**_N	**X**_Y __N	**X**Y __N	Trial 1: R. needed prompts for steps 3,4.

pig tan pot

Word Boxes & Word Sort

Part 2: Word Sort: Procedures.

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


Word Sort: Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

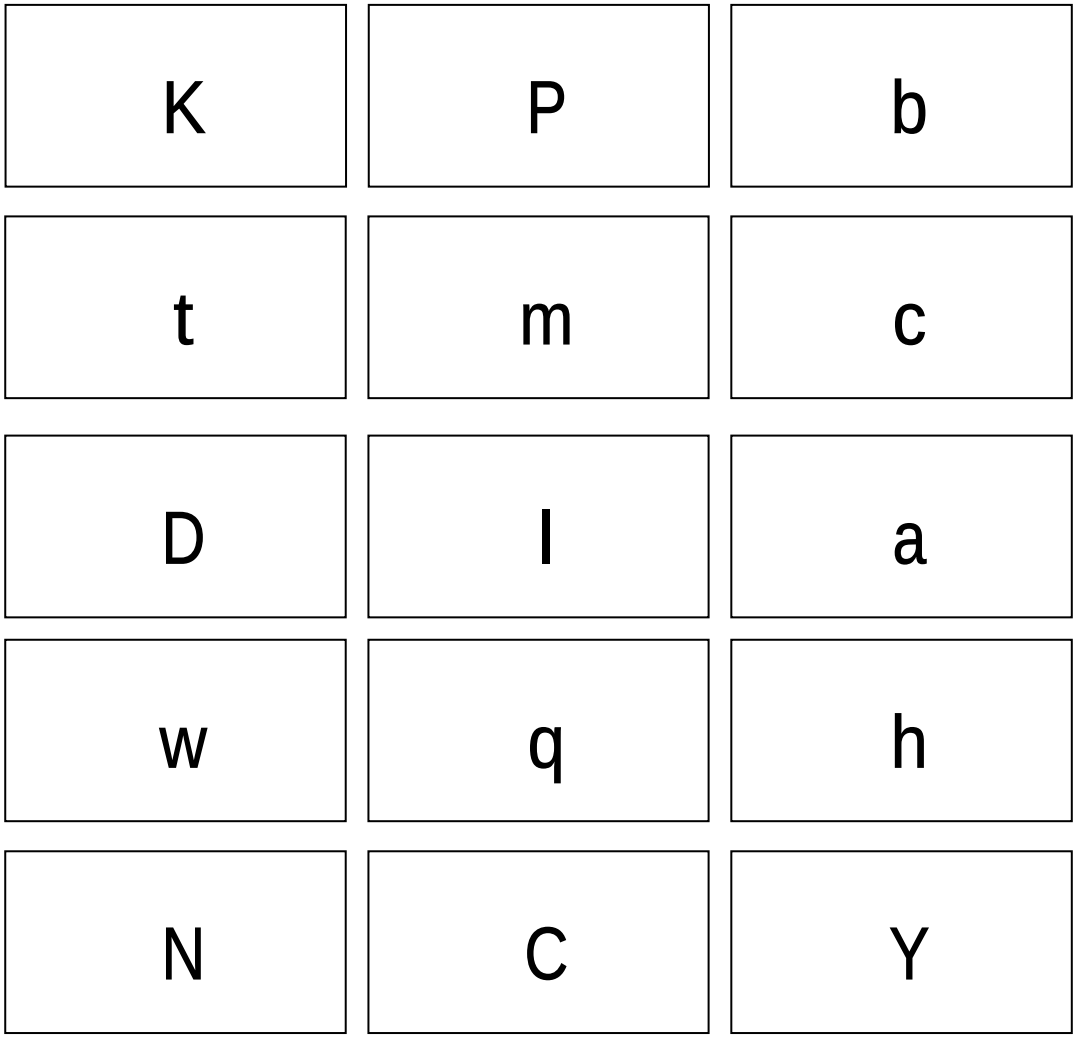
had red sit top rug

Problem: *"Roy doesn't know his letter names."*

Intervention: Incremental Rehearsal

Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.



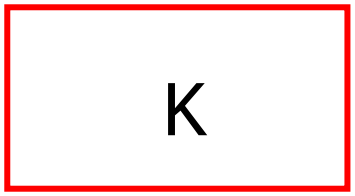
Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.

'KNOWN' Letters		'UNKNOWN' Letters
b	P	K
Y	C	N
h	q	w
D	a	I
m	t	c

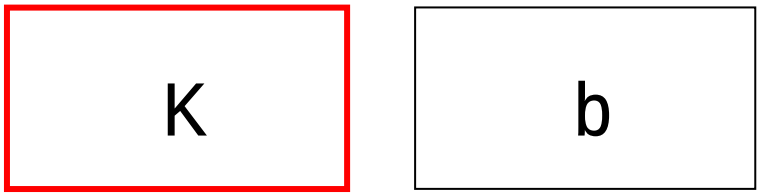
Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an 'unknown' letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.



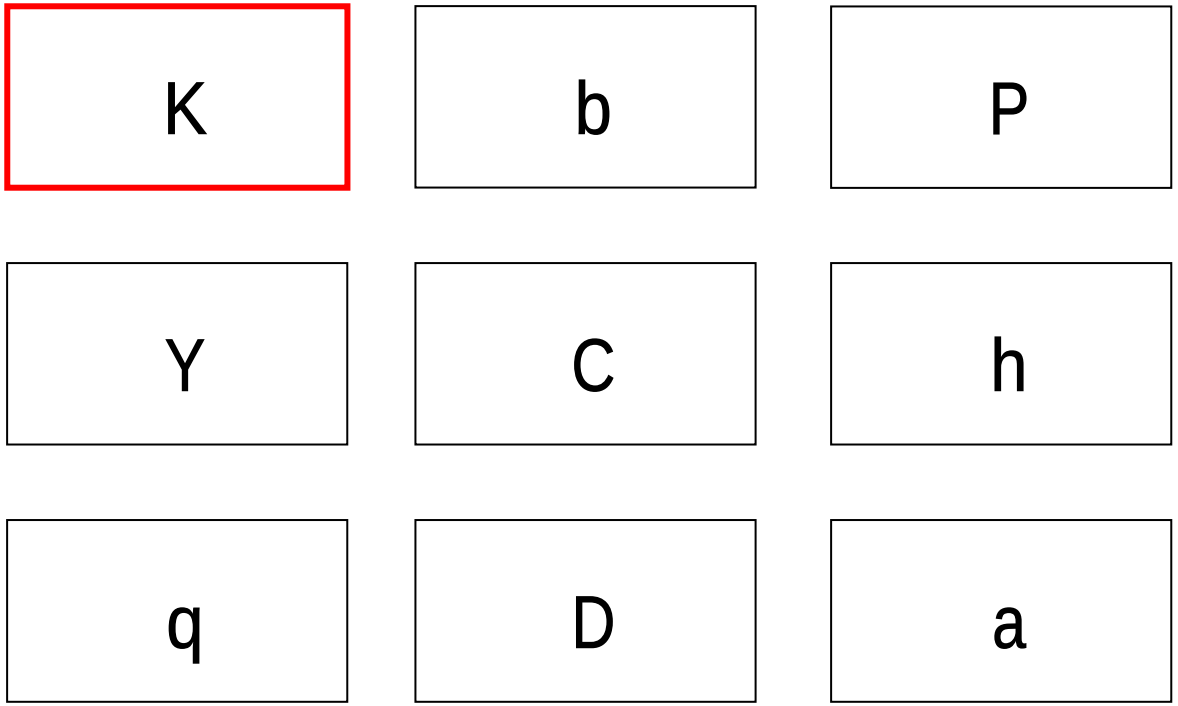
Incremental Rehearsal of Letter Names

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



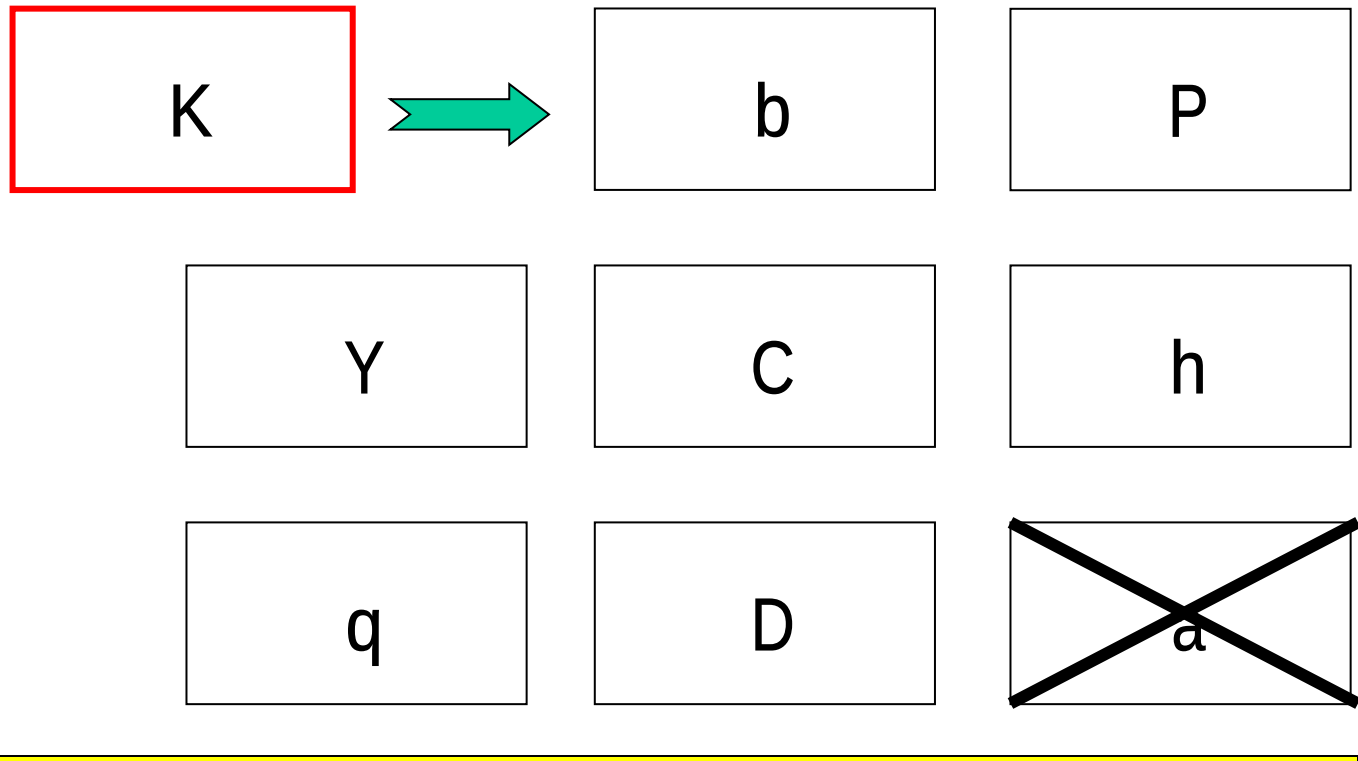
Incremental Rehearsal of Letter Names

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



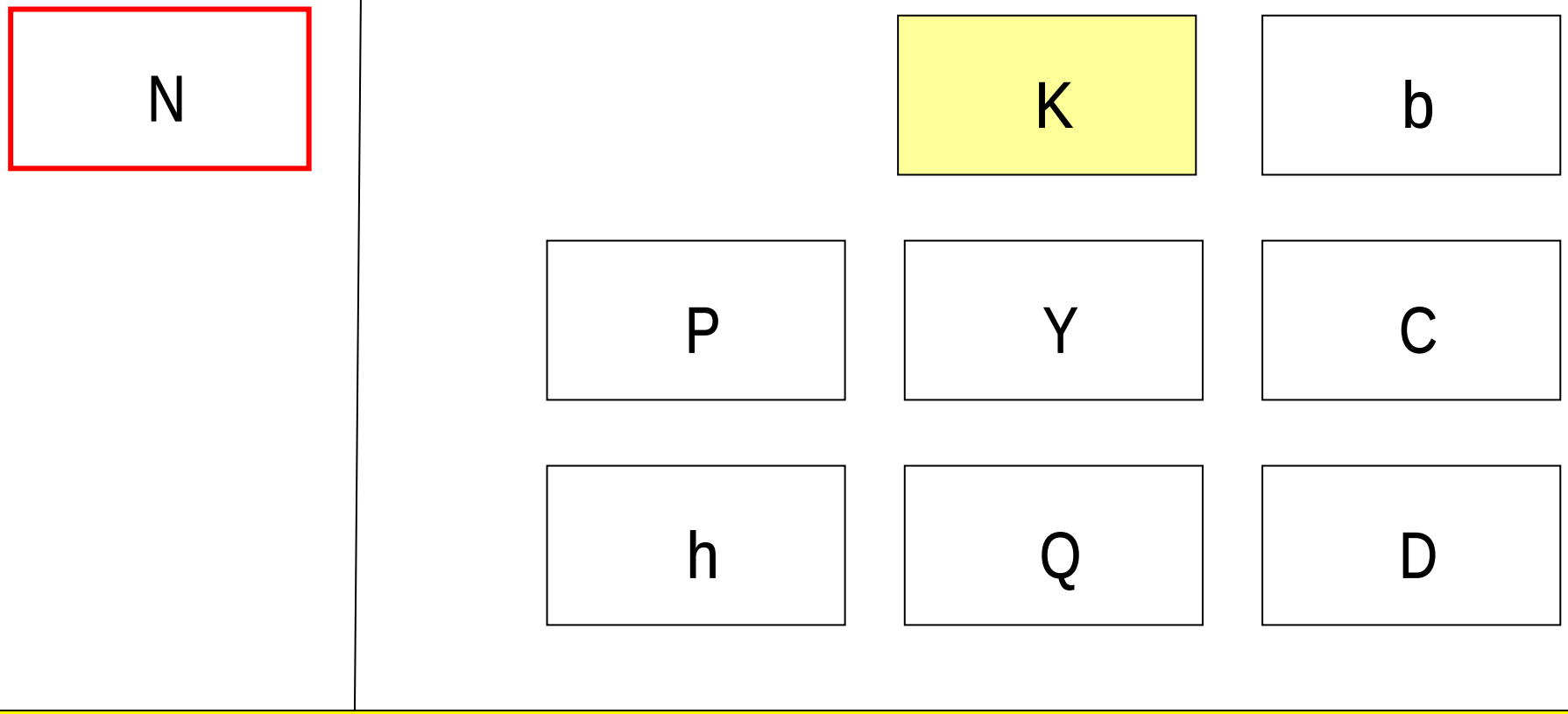
Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.



Incremental Rehearsal of Letter Names

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



Problem: *"Karim needs to develop 'word attack' skills for CVC words."*

Intervention: Letter Cube Blending

Letter Cube Blending

d i r

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

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

Letter Cube Blending

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 *l* 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).*

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

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

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

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

Letter Cube Blending

INTERVENTION STEPS (Cont.):

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

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

Letter Cube Blending Sample Recording Sheet

d	i	r

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending Activity (Florida Center for Reading Research, 2009)

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.

Student Name Carrie

Real Word	Nonsense Word
bar	dir
fun	

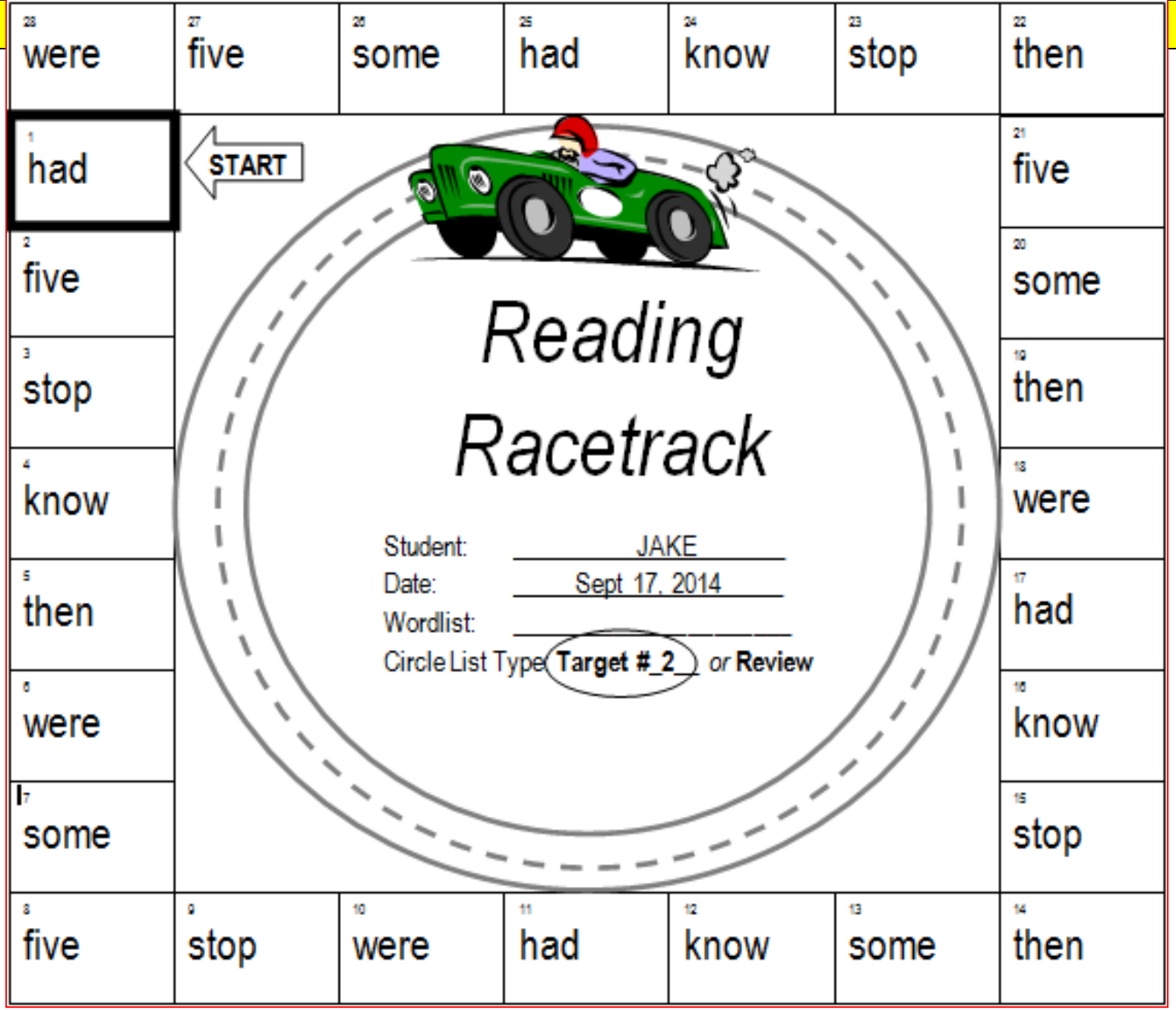
Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his next book."*

Intervention: Reading Racetrack

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.
- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.
- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.
- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

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



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

Response to Intervention/Multi-Tier System of Supports

Reading Racetrack Score Sheet

Student:_____ Wordlist:_____ Date:_____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

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

Problem: *"Terrence is not a fluent reader."*

Interventions:

- Paired Reading
- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

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

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

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation*. Journal of Behavioral Education, 19, 7-29.*

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

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.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

Group-Based Repeated Reading

Procedure.

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

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

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

Problem: *"Malik doesn't closely monitor his understanding of what he reads."*

Intervention: Click-or-Clunk

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.
- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.
- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. The Reading Teacher, 38(2), 200-204.

'Click or Clunk' Check Sheet

My Reading Check Sheet*

Name: _____ Class: _____

Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...

- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- Reading the paragraph over.

Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

*Adapted from Anderson (1980), Babbs (1984)

Lab Work: What's In Your Tier 1 Academic Intervention 'Bank'?

- Appoint a recorder.
- For common classroom academic problems, list any 'go-to' intervention strategies that you commonly use with at-risk students.

Problem: *"Dominic struggles to retain the 'gist'/main ideas of passages."*

Interventions:

- Read-Ask-Paraphrase
- Linking Pronouns to Referents
- Mark It/Jot It
- Double Entry Journal
- Anticipation Guides
- Partner Retell
- Collaborative Strategic Reading

NOTE: These self-management interventions tie up minimal instructional time.

Reading Comprehension: Text Summarization

Read-Ask-Paraphrase: During independent reading, the student: will:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For *each paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

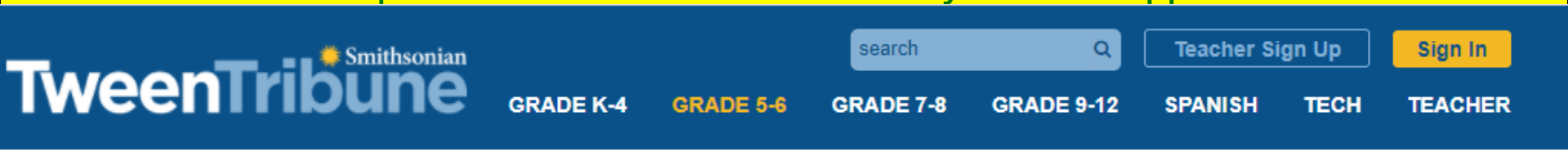
Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5



Reading Comprehension: Tween Tribune

- Text samples used in this part of the workshop are from Tween Tribune (www.tweentribune.com).
- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.
- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage challenged older readers.

Reading Comprehension: Annotation

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles circle in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

Exploring the amazing world of lichens

By: Maggy Benson, *Q?rius*

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group,

relationship

algae and

fungus

we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group, meaning they do not all come from a single common ancestor, in other words, lichens have many origins. Currently there are almost 20,000 species of lichenized fungi known.

Reading Comprehension: Annotation

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

Double-Entry Reading Journal

Student: Tim S. Date: Feb 24, 2021

Reading Assignment: Would You Eat Soup Made from Crickets?

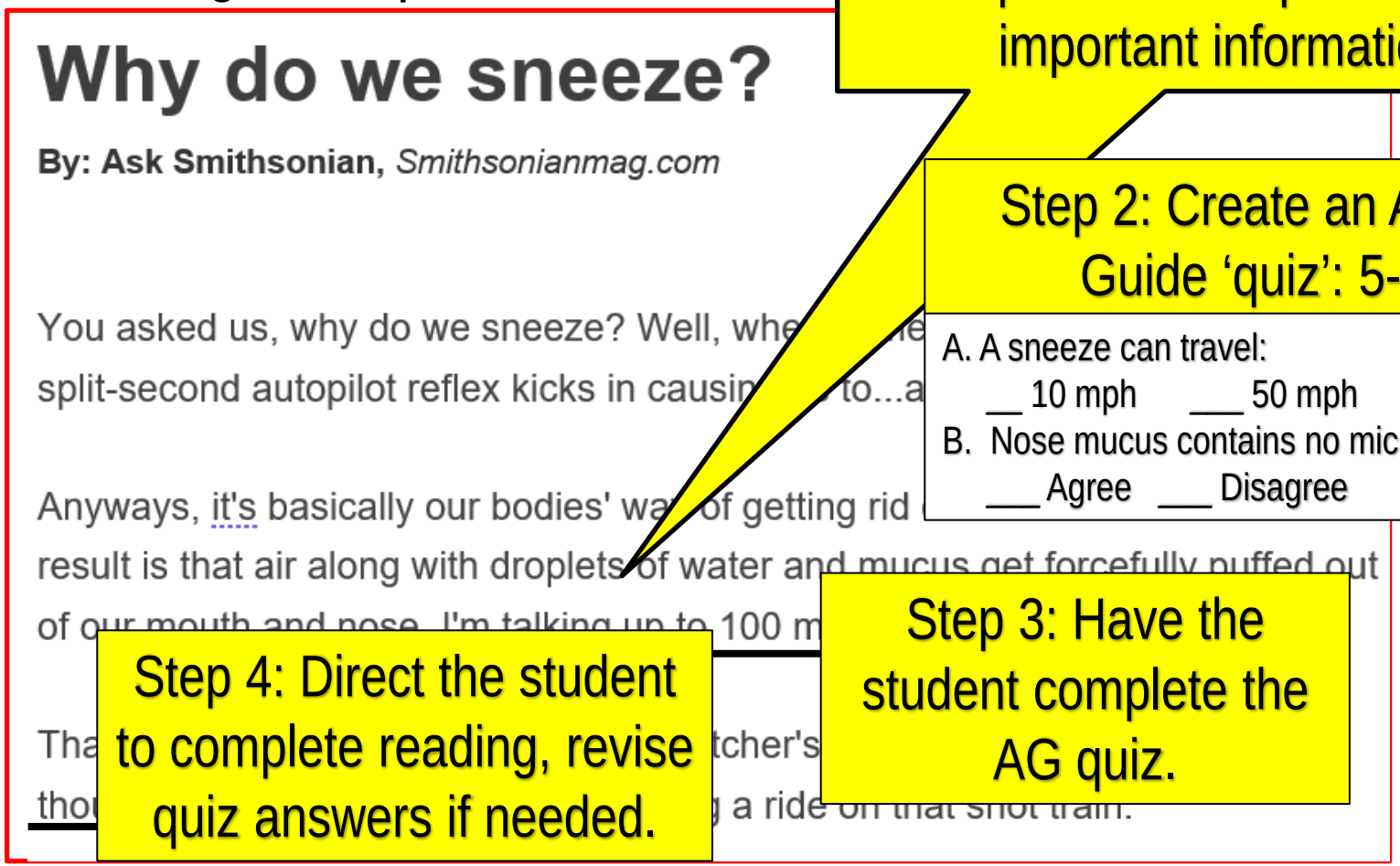
Passage from My Reading	My Thoughts About This Passage
It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.	I would not want to eat insects if they are not safe as food.
In Thailand alone, there are 200 species of insects eaten as food.	This reminds me of how people eat shrimp in the USA.

Sentence Starters: This reminds me of ____.
This makes me think of ____.
This is important because ____.
I think this means _____.
The reason I picked this is _____.
What confuses me about this is _____.
This is interesting, because _____.
Somebody who reads this might believe that _____.

Source: Poch, A.L., & Lembke, E.S. (2018). Promoting content knowledge of secondary students with learning disabilities through comprehension strategies. Intervention in School and Clinic, 54(2), 75-82.

Reading Comprehension: Activating Prior Knowledge

- **Anticipation Guides** preview key information for students through a non-graded pre-assessment.



Source: Duffelmeyer, F. A. (1994). Effective Anticipation Guide statements for learning from expository prose. Journal of Reading, 37(6), 452-457.

Reading Comprehension: Cooperative Learning

- **Partner Retell** builds students' ability to summarize and recall main ideas from assigned readings.

For the first time, a Observatory has be female astronomer:

By: Katherine J. Wu, *Smithsonian Magazine*

Just two years before it's slated to take its f
much-anticipated Large Synoptic Survey Te
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for Space.com.

For those keeping close tabs
surprise. The initiative to rena
in the making, after chairwom
Committee, Eddie Bernice Jo
Colón introduced a bill arguin
into law on December 20, 20

STEP 1: Pair off students. Direct them to read the passage (independently or taking turns).

STEP 2: The pairs assume exchangeable roles: Reteller and Listener. During a 1-2 minute discussion, Reteller recounts passage main idea to the Listener, who can comment or ask questions.

Source: Carnine, L., & Carnine, D. (2004). The interaction of reading skills and science content knowledge when teaching struggling secondary students. Reading & Writing Quarterly, 20, 203-218.

Reading Comprehension: Cooperative Learning

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STEP 3: Bring the class together. With group input, summarize the passage main idea and write on the board.

STEP 4: Direct student pairs to resume their work: The Reteller is to locate two key details from the reading that support the passage main idea and share these with the Listener. .

Source: Carnine, L., & Carnine, D. (2004). The interaction of reading skills and science content knowledge when teaching struggling secondary students. Reading & Writing Quarterly, 20, 203-218.

Reading Comprehension: Cooperative Learning

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For those keeping close tabs on the facility surprise. The initiative to rename the observatory has been more than six months in the making, after chairwoman of the House Science, Space and Technology Committee, Eddie Bernice Johnson, and congresswoman Jenniffer González-Colón introduced a bill arguing for Rubin's recognition. Officials enacted the bill into law on December 20, 2019.

STEP 5: At the end of the activity, conduct a spot check by randomly calling on one or more students in the Listener role and asking them to recap what information on key details was shared by their Reteller.

Source: Carnine, L., & Carnine, D. (2004). The interaction of reading skills and science content knowledge when teaching struggling secondary students. Reading & Writing Quarterly, 20, 203-218.

Reading Comprehension: Cooperative Learning

- Collaborative Strategic Reading (CSR) guides students through the reading timeline (pre-reading, reading, post-reading).

Get out your binoculars—birds are making their annual trek north

By: Jennifer Nalewicki, *Smithsonianmag.com*

Daffodils, cherry blossoms and tulips are
thawing landscape now that spring is nea
now, dozens of species of birds have left
embarking on their annual journey north
coming weeks, even more will spread the
ancestors once did.

Facts About Spring Migration

Spring is a particularly wonderful time for
research technician at the Smithsonian M
Smithsonian.com. "During the spring, the
to attract mates," he says. "So you'll see birds at their most vibrant." Another bonus to spring migration is that it occurs as a mass movement. It takes place over a shorter timeframe than its fall counterpart, since birds are anxious to reach their breeding grounds and begin mating.

Step 1: Preview. The student pairs preview the text (headings, illustrations, etc.) and share predictions about content. They write predictions in their learning log.

Source: Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. Remedial and Special Education, 21(6), 325-335.

Reading Comprehension: Cooperative Learning

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Get out your binoculars—birds are making their annual trek north

Step 2: Comprehension Check. The students take turns reading aloud. When either reader stumbles on a section (e.g., difficult vocabulary), they say 'clunk' and apply fix-up strategies:

- *I reread the clunk segment at a slower pace.*
- *I focus my full attention on what I am reading.*
- *I read the sentences before and after the clunk for clues about its meaning.*
- *I reread the sentence without the clunk to see what word-meaning might make sense.*

Source: Vaughn, S., Chard, D. J., Bryant, D. P., Co
and comprehension interventions for third-grade st

Reading Comprehension: Cooperative Learning

- Collabora
  Strategic
  (CSR) gui
  students t
  reading tir
  reading, re
  post-readi

Step 3: Gist. The students next review each paragraph, asking these 2 questions:

- *Who or what is the paragraph about?*
- *What is the most important information shared about the who or what?*

They enter gist summaries for each paragraph in the learning log.

Sample Paragraph Summary:
In spring, large numbers of birds fly north. Their plumage is bright. Many birds fly north at the same time.

Source: Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. Remedial and Special Education, 21(6), 325-335.

Reading Comprehension: Cooperative Learning

- Collaborative Strategic Reading (CSR) gu
students
reading t
reading,
post-read

Step 4: Q Generation: Students review gist entries. For each paragraph, the students generate one or more questions that can be answered by gist summary. These questions can be used later as a convenient review tool.

Sample Paragraph Question:
What number of birds migrate north in spring?

Get out your binoculars—birds are making their annual trek north

…ghtening up the
…s March 19. Right
… the south and are
…ation. In the
…e same route their

…y Guida, a
…research technician at the Smithsonian Migratory Bird Center, told Smithsonian.com. "During the spring, the males have on their beautiful plumage to attract mates," he says. "So you'll see birds at their most vibrant." Another bonus to spring migration is that it occurs as a mass movement. It takes place over a shorter timeframe than its fall counterpart, since birds are anxious to reach their breeding grounds and begin mating.

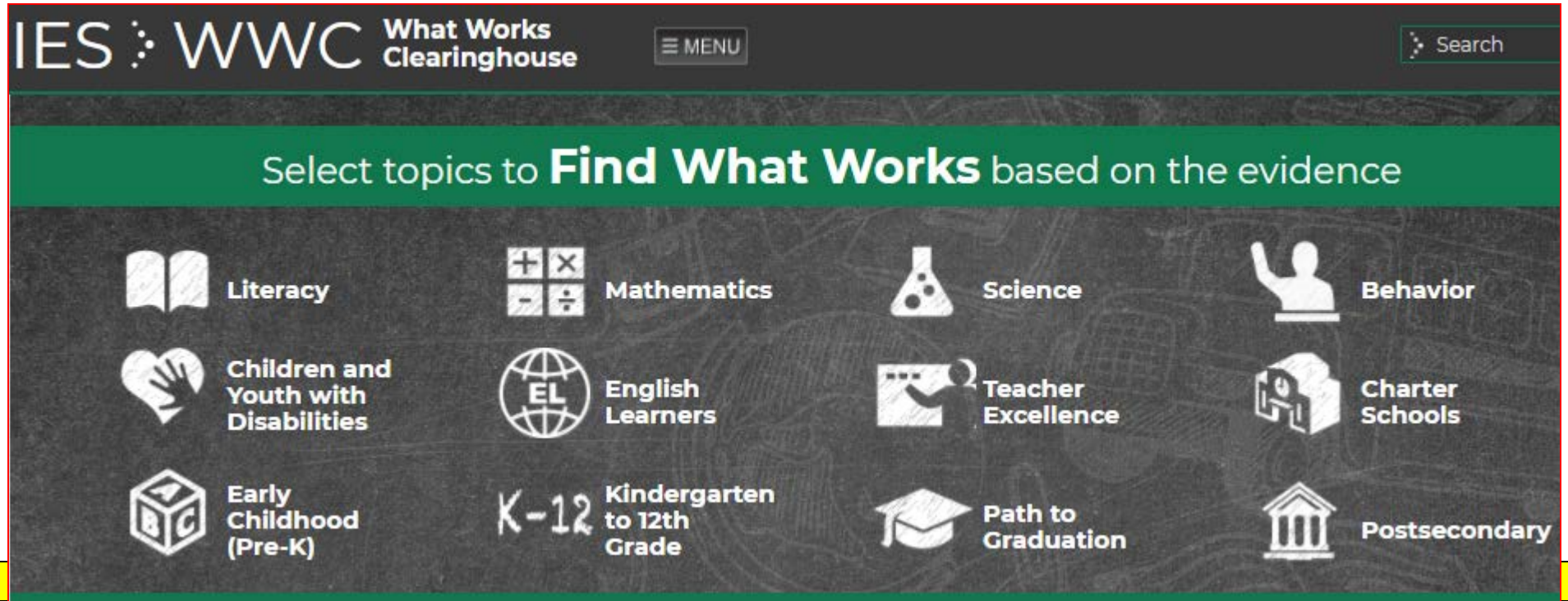
Source: Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. Remedial and Special Education, 21(6), 325-335.

Websites with Research-Based Intervention Ideas

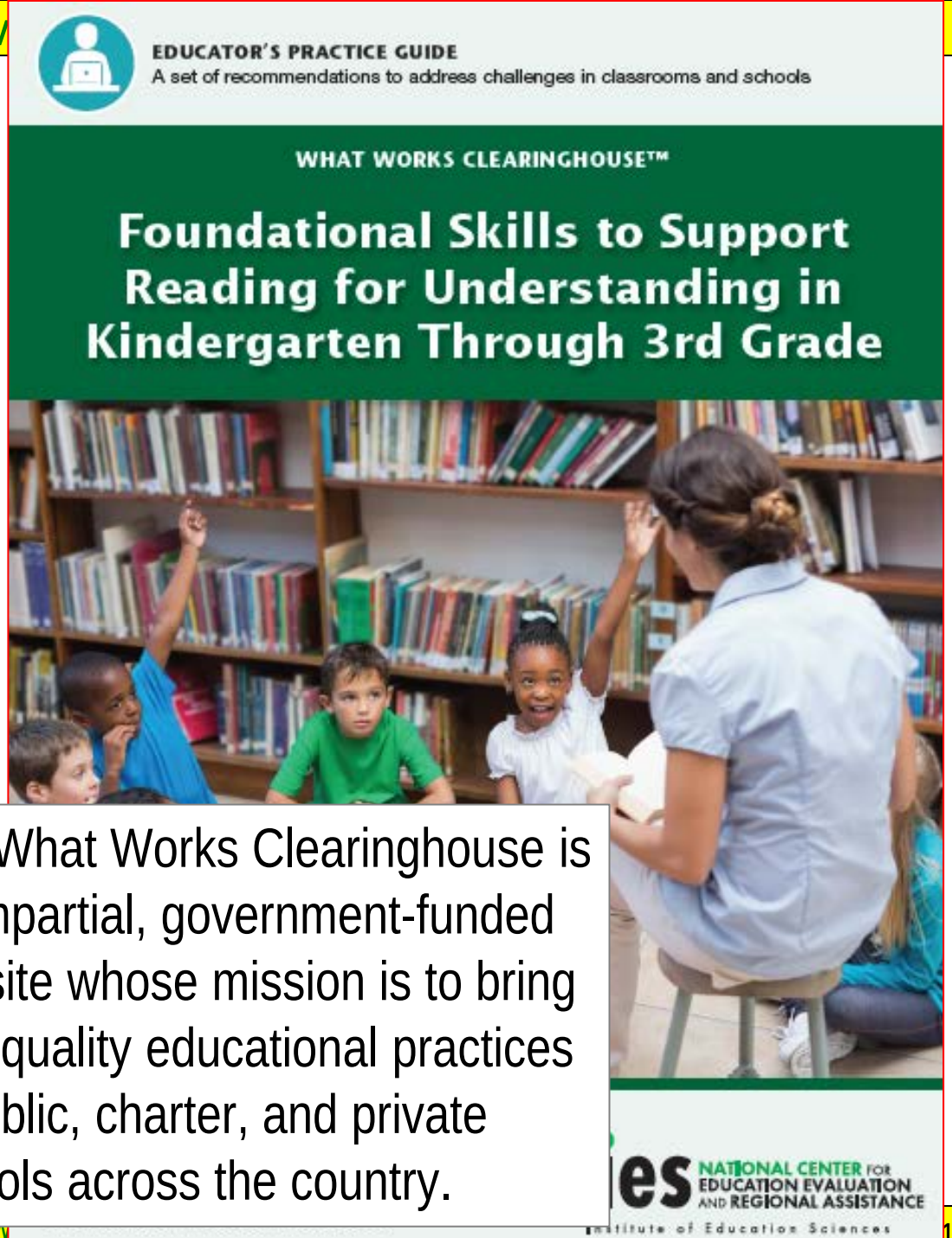
Intervention Sources: WWC Practice Guides

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

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



WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Online)



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.

Sources: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

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.*

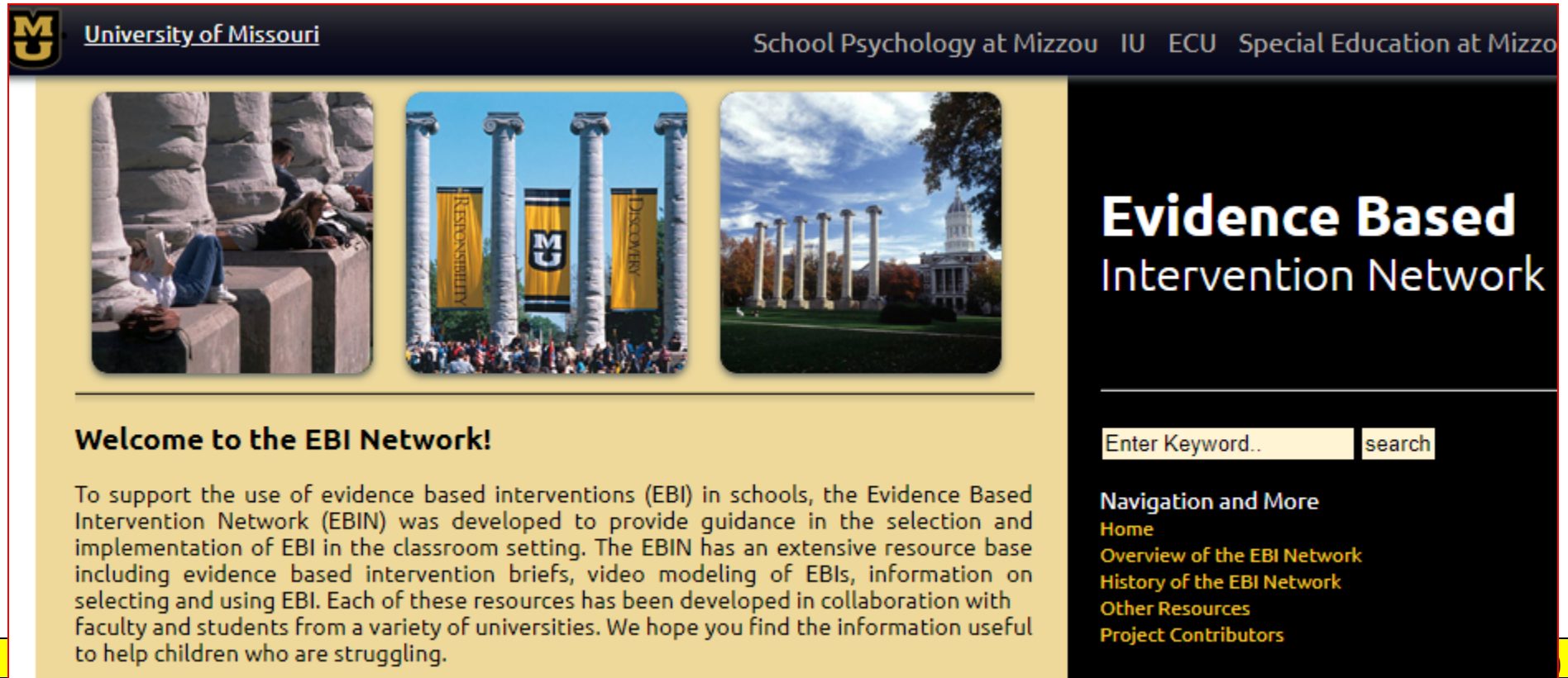
   Example: Star-Words Activity (Foorman et al., 2016)
   The teacher writes 3-5 high frequency words onto flashcards for the student, connected with a ring. Through the week, adults—other teachers, aides, parents—ask the student to read the words. The adult writes a star next to each correctly read word.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

Intervention Sources: Florida Center for Reading Research

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

Intervention Sources: Evidence-Based Intervention Network

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



CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.
- select specific intervention ideas matched to particular groups or individuals.
- add personal notes to the plan to clarify implementation.
- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer. Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

URL: https://interventioncentral-vue.firebaseapp.com/

Lab Work: Intervention Scavenger Hunt

1. Go to the workshop page: http://www.interventioncentral.org/camden

2. Find the links under the heading **Free Intervention Websites/Resources.**

3. Review any of these links to find at least 1 intervention strategy that you believe could address the student problem you identified earlier today.

4. Share this intervention idea with your table.

Running Effective Tier 1 Meetings: The Role of Consultant

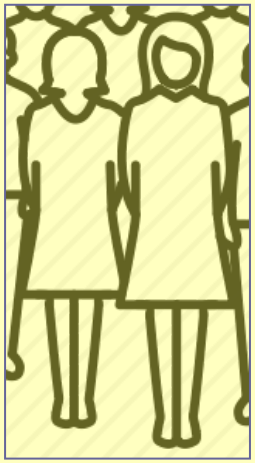
Handout pp. 24-25

Teachers & Classroom Support Plans: Finding the Balance

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

Teacher Alone

Teacher & Consultant



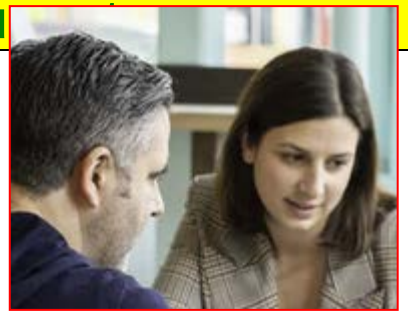
Teacher & Grade-Level/Instructional Team

Teacher & RTI Problem-Solving Team

Too *Little* Support

"Sweet Spot": Appropriate Support

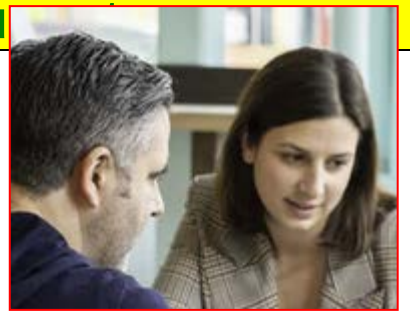
Too *Much* Support



Tips for Teacher Consultation…

The goal of consultant and teacher is to reach shared agreement in developing a Tier 1/classroom intervention plan.

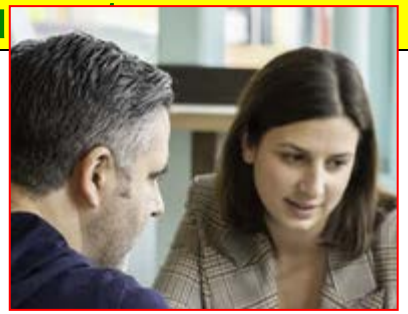
Consultants can use an array of communication strategies to engage and motivate teachers to serve as classroom 'first responders'.



Tips for Teacher Consultation…

Here are several ideas to encourage positive interactions and outcomes during Tier 1/classroom intervention-planning conversations:

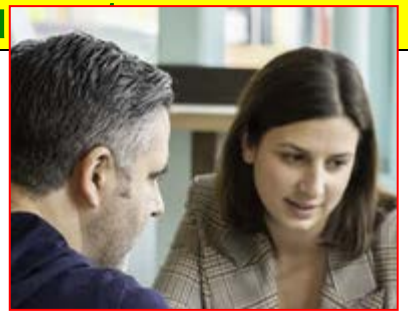
Tips for Teacher Consultation…



- *Classroom interventions address classroom problems.* When a teacher has a student requiring a Tier 1/classroom intervention, the instructor's goal is to create a plan that will help the student to 'get through the next lesson' (i.e., achieve success in the classroom).

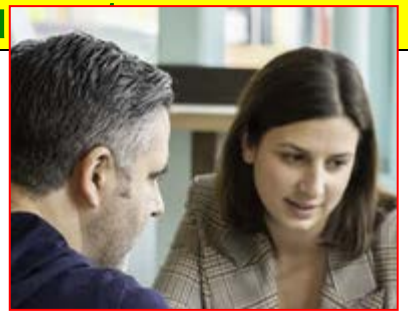
  The teacher is NOT expected to fill in the student's off-grade-level skill gaps—as that is the responsibility of Tier 2.

Tips for Teacher Consultation…



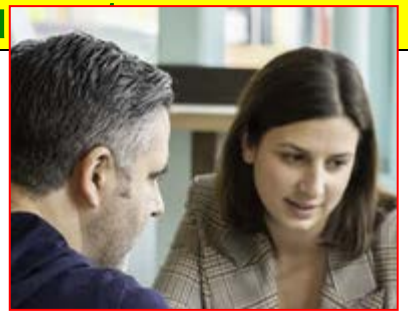
- **Intervention-planning is negotiation.** The consultant is co-equal with the teacher—able to *suggest* strategies but not dictate them. Tier 1 problem-solving meetings represent a process of *negotiation*, with consultant and classroom teacher reaching agreement on:
  - o the cause(s) and degree of severity of the student's presenting deficits(s).
  - o what key 1-2 problems to focus on at the meeting.
  - o what intervention strategies to include in the Tier 1 plan.
  - o how to monitor intervention progress.

Tips for Teacher Consultation…



- *Limit conversation to 'the fixable'.* Whenever discussion veers toward factors that educators cannot change (such as patterns of parenting), the consultant should be quick to steer it back to goals that can be achieved within the school setting.

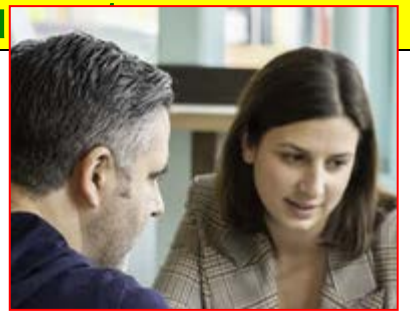
Tips for Teacher Consultation…



- *Focus on the needs of the 'struggling learner'.* The consultant can increase teacher acceptance of intervention recommendations by framing those recommendations as matching the unique needs of the struggling student.

  For example, instead of saying "You should pre-teach vocabulary for Ricky to prepare for challenging reading assignments", the consultant might say, "Ricky is a halting reader. He would benefit from having difficult vocabulary terms pre-taught before a challenging reading assignment."

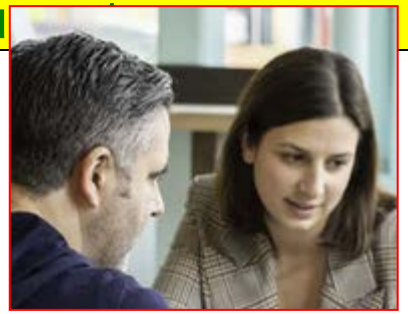
Tips for Teacher Consultation…



- *Redefine 'successful intervention'.* Teachers can be reluctant to try a classroom intervention because they worry that—if the student fails to respond—this will reflect badly on the instructor.

  Teachers should be reassured, however, that if an intervention is implemented with care and yet the student fails to respond, that outcome actually represents valuable new information about what attempted intervention strategies the student did NOT respond to.

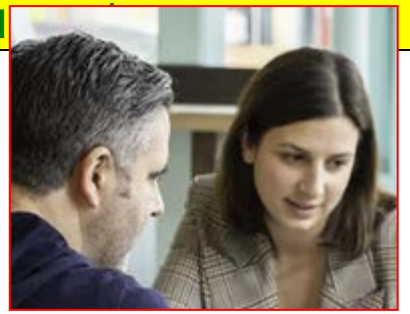
Tips for Teacher Consultation…



- *The teacher remains responsible for the intervention.* The consultant assists the teacher in the process of creating a viable intervention plan. That assistance may even include the consultant visiting the classroom to demonstrate specific intervention strategies.

  However, the teacher is the classroom 'first responder' and retains ultimate responsibility for carrying out the intervention.

The Structure of a Tier 1/ Classroom Intervention Meeting



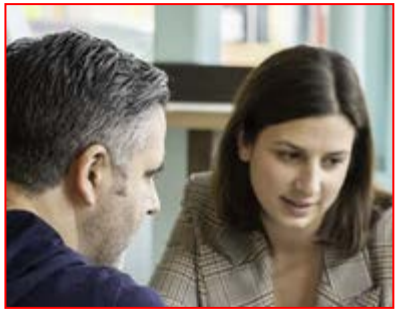
Talking Points: Introduce meeting expectations.

1. Problem ID: Agree on target problem areas.
2. Intervention: Select interventions to match problems.
3. Data: Choose progress-monitoring method(s).
4. Follow-Up: Select check-in date.
5. Obstacles: Identify & plan to address roadblocks. Before adjourning, teacher and consultant briefly review the intervention plan and identify any likely roadblocks / problems that may arise. They then brainstorm ideas to address each potential roadblock.

Lab Work: Consulting with Teachers…

Review the tips shared today for consulting with your teacher colleagues.

Pick ONE idea from this list that you feel is *especially* important for teaching staff to remember.



Consultation Tips:

1. *Classroom interventions address classroom problems.*
2. *Intervention-planning is negotiation.*
3. *Limit conversation to 'the fixable'.*
4. *Focus on the needs of 'the struggling learner'.*
5. *Redefine 'successful intervention'.*
6. *The teacher remains responsible for the intervention.*

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

Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout; pp. 7-8)

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

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

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

Differentiation vs. Scaffolding: Two Kinds of Support

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

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

- Easier assigned readings
- Shorter independent work periods
- Different assignment format (e.g., multiple-choice vs. short-answer)

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

- Pre-teaching vocabulary
- Chunking of tasks into smaller increments
- Use of organizers to highlight key information from text

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

Differentiation & Scaffolding: Enabling Strategies

Assisted Reading Level: Gr 8 Assignment

- Providing a reading guide
- Providing easier text
- Pre-teaching vocabulary

Independent Reading Level: Gr 4 Assignment

Gr 8 RDNG	Zone of Proximal Development
Gr 7 RDNG	
Gr 6 RDNG	
Gr 5 RDNG	
Gr 4 RDNG	Zone of Independence
Gr 3 RDNG	

Source: Clark, K. F., & Graves, M. F. (2004). Scaffolding students' comprehension of text. The Reading Teacher, 58(6), 570-580.

Deciding How to Accommodate. What are examples of classroom 'instructional adjustments' (accommodations) that can benefit struggling learners? pp. 12-15

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

1

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

2

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

3

Activity: Pick an Accommodation

Look over the sample accommodation ideas on pp. 12-15.

Pick one idea from the list that you would like to use (or use more often) in your classroom…

Deciding How to Accommodate. What is a process to find the 'right' accommodations for an individual or group? pp. 9-11

When Are Accommodations Appropriate?: Target vs. Access Skills. Teachers can divide student skills for any task into **access** and **target** skills.

- *Target skills* are those **'non-negotiable'** skills that the teacher is actively trying to assess or to teach. The teacher must ensure that these skills are not compromised in the instruction or assessment of any general-education student.

- *Access skills* are required to complete a class assessment or instructional activity but are **not** the target of current assessment or instruction. Altering them can remove a barrier to student participation—but will not compromise academic rigor.
- *Takeaway:* Instructional adjustments/accommodations are appropriate for 'access skills'.

Example 1: Easier Reading Assignment

Task. The class is to read a passage on the Industrial Revolution.

Target (non-negotiable) skills. The class must read 6 key terms and definitions relating to the topic of the Industrial Revolution.

Access (negotiable) skills. This reading assignment is not a formal reading test. Therefore, the teacher can allow a target student to substitute a less-challenging passage that still contains the original 6 terms and definitions.

Example 2: Independent Work: Extra Time

Task. The class has 10 minutes to complete an in-class reading assignment with a short-answer review exercise. One student has the skills to read the passage but is less fluent and cannot finish the entire exercise within the allotted time.

Target (non-negotiable) skills. Students must complete the passage and the short-answer items, which reinforce skills taught in the class lesson.

Access (negotiable) skills. The ability to complete this task efficiently is an access skill—as the teacher is *not* measuring work speed. So he decides to allow the student *additional time* to complete this instructor-made task.

Lab Work: Separating Target and Access Skills

Handout: pp. 9-11

Use of classroom accommodations requires the teacher to analyze a task and distinguish **target** (non-negotiable) from **access** (negotiable) skills—with access skills the focus for accommodations.

Think about 'gray area' situations in which you may want to provide students specific accommodations but are not sure if doing so will compromise instruction.

Discuss these situations with your group, analyze target vs access skills, and decide if the accommodation is allowable in MTSS.

Writing Down Classroom Interventions. What is a convenient form that allows teachers to quickly document classroom intervention plans while following an RTI/MTSS problem-solving process? Pp.16-20

Tier 1 Academic Intervention: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention 'First Responder'

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Develop an Appropriate Small-Group or Individual Intervention Plan Matching the Student Problem(s)

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

Three Reasons Teachers Should Write Down MTSS Tier 1/Classroom Intervention Plans…

1. **Consistency.** When strategies are put into writing, they are more likely to be carried out routinely instead of used sporadically.
2. **Memory aid.** Teachers have MUCH better recall and fidelity in carrying out interventions if captured in written form.
3. **Permanence.** When plans are documented, they can be archived and shared with future teachers, MTSS Team, CSE, etc.

Question: What Does a Teacher Write into a Tier 1/Classroom Intervention Plan?

Teachers can document any elements of support that address the identified student academic deficit or delay, including:

- academic & behavioral **interventions**
- **differentiation** strategies
- **scaffolding** techniques

This documentation allows others to replicate successful instructional elements and avoid ineffective strategies.

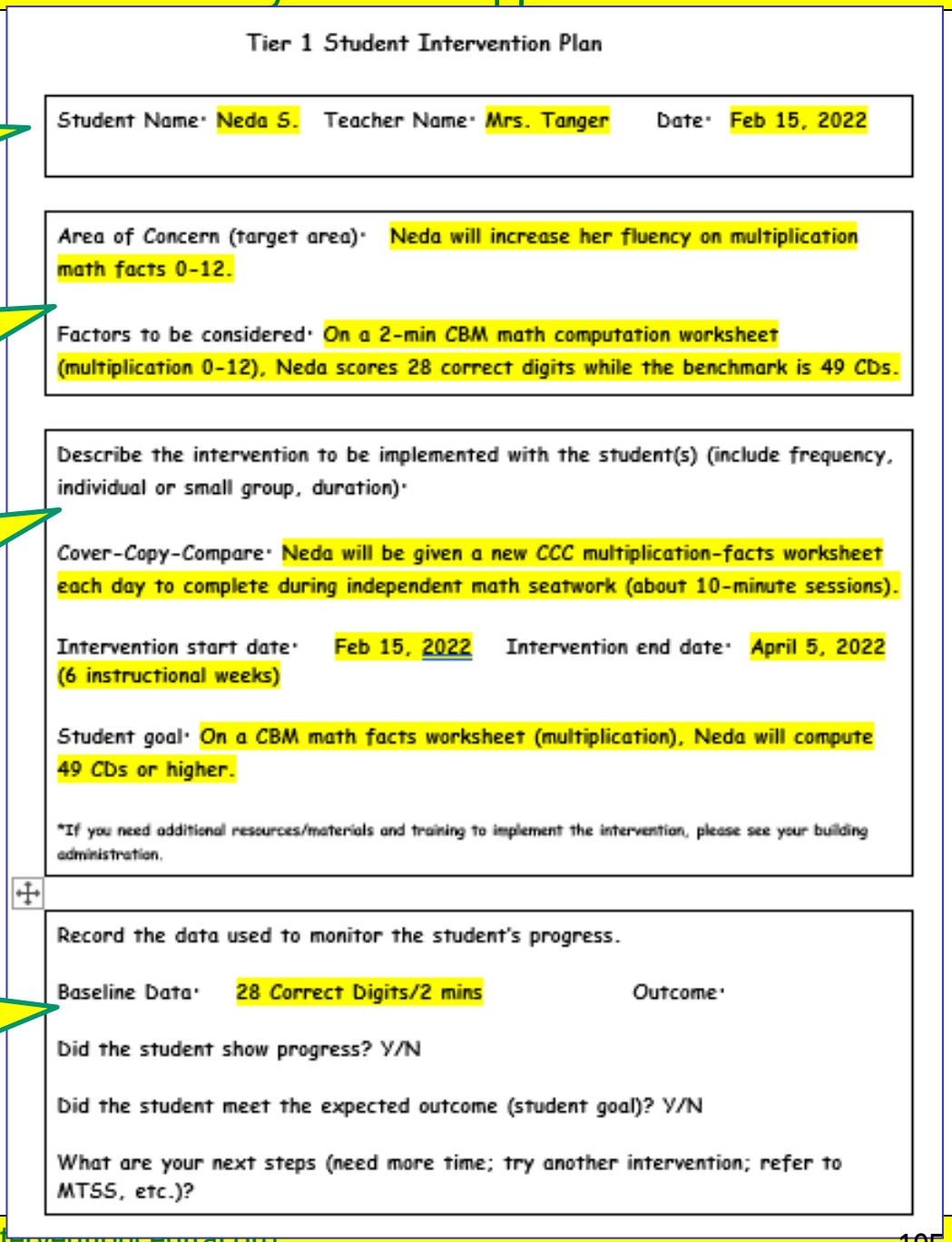
Case Information

Problem Description

Interventions

How To: Create a Written Record of Classroom Interventions pp. 19-20: *Camden Schools Form*

Plan to Monitor Progress



Tier 1 Student Intervention Plan

Student Name: Neda S. Teacher Name: Mrs. Tanger Date: Feb 15, 2022

Area of Concern (target area): Neda will increase her fluency on multiplication math facts 0-12.

Factors to be considered: On a 2-min CBM math computation worksheet (multiplication 0-12), Neda scores 28 correct digits while the benchmark is 49 CDs.

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022 (6 instructional weeks)

Student goal: On a CBM math facts worksheet (multiplication), Neda will compute 49 CDs or higher.

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data: 28 Correct Digits/2 mins Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

Camden Schools Tier 1 Intervention Form

Tier 1 Student Intervention Plan

Student Name:	Teacher Name:	Date:

Camden Schools Tier 1 Intervention Form

Tier 1 Student Intervention Plan

Student Name: Neda S. Teacher Name: Mrs. Tanger Date: Feb 15, 2022

Camden Schools Tier 1 Intervention Form

Area of Concern (target area):

Factors to be considered:

Camden Schools Tier 1 Intervention Form

Area of Concern (target area): Neda will increase her fluency on multiplication math facts 0-12.

Factors to be considered:

Camden Schools Tier 1 Intervention Form

Area of Concern (target area): Neda will increase her fluency on multiplication math facts 0-12.

Factors to be considered: On a 2-min CBM math computation worksheet (multiplication 0-12), Neda scores 28 correct digits while the benchmark is 49 CDs.

Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

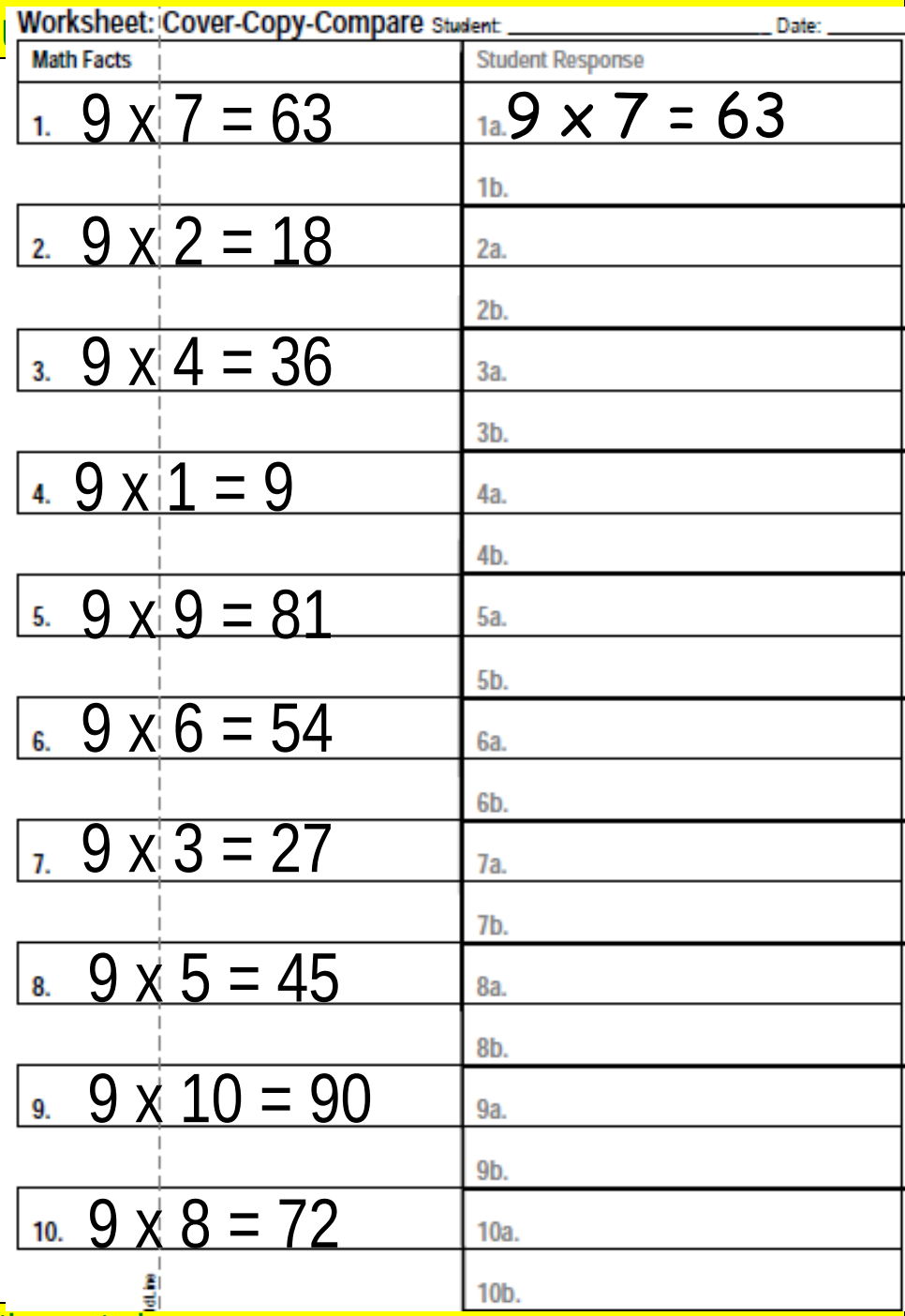
Intervention start date:

Intervention end date:

Student goal:

***If you need additional resources/materials and training to implement the intervention, please see your building administration.**

Cover-Copy-Compare Math Fact Student Worksheet



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

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

Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Intervention end date:

Student goal:

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022 (6 instructional weeks)

Student goal:

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022 (6 instructional weeks)

Student goal: On a CBM math facts worksheet (multiplication), Neda will compute 49 CDs or higher.

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Camden Schools Tier 1 Intervention Form

Record the data used to monitor the student's progress.

Baseline Data: Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

Camden Schools Tier 1 Intervention Form

Record the data used to monitor the student's progress.

Baseline Data: 28 Correct Digits/2 mins Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

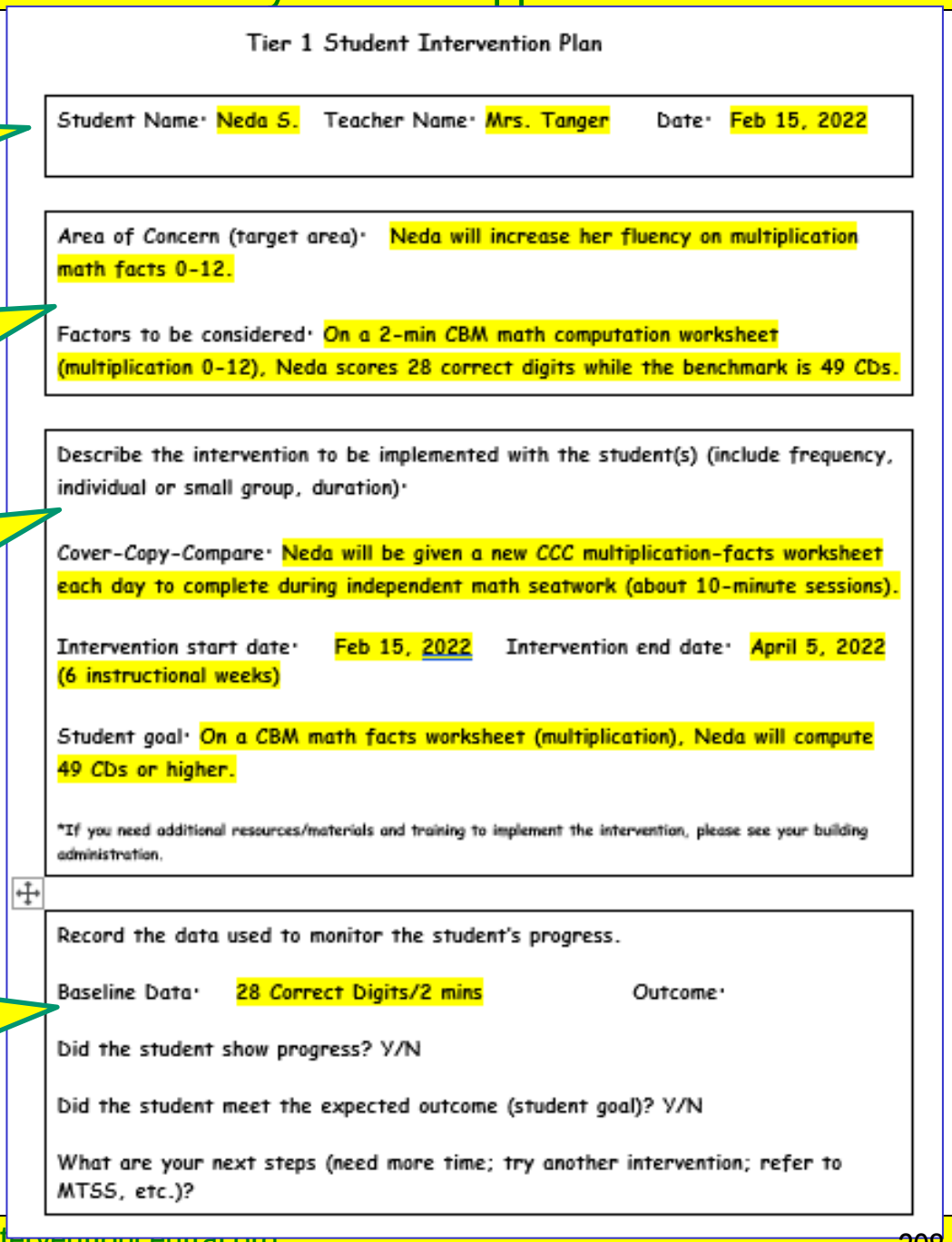
Case Information

Problem Description

Interventions

How To: Create a Written Record of Classroom Interventions pp. 19-20: *Camden Schools Form*

Plan to Monitor Progress



Tier 1 Student Intervention Plan

Student Name: Neda S. Teacher Name: Mrs. Tanger Date: Feb 15, 2022

Area of Concern (target area): Neda will increase her fluency on multiplication math facts 0-12.

Factors to be considered: On a 2-min CBM math computation worksheet (multiplication 0-12), Neda scores 28 correct digits while the benchmark is 49 CDs.

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022 (6 instructional weeks)

Student goal: On a CBM math facts worksheet (multiplication), Neda will compute 49 CDs or higher.

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data: 28 Correct Digits/2 mins Outcome:

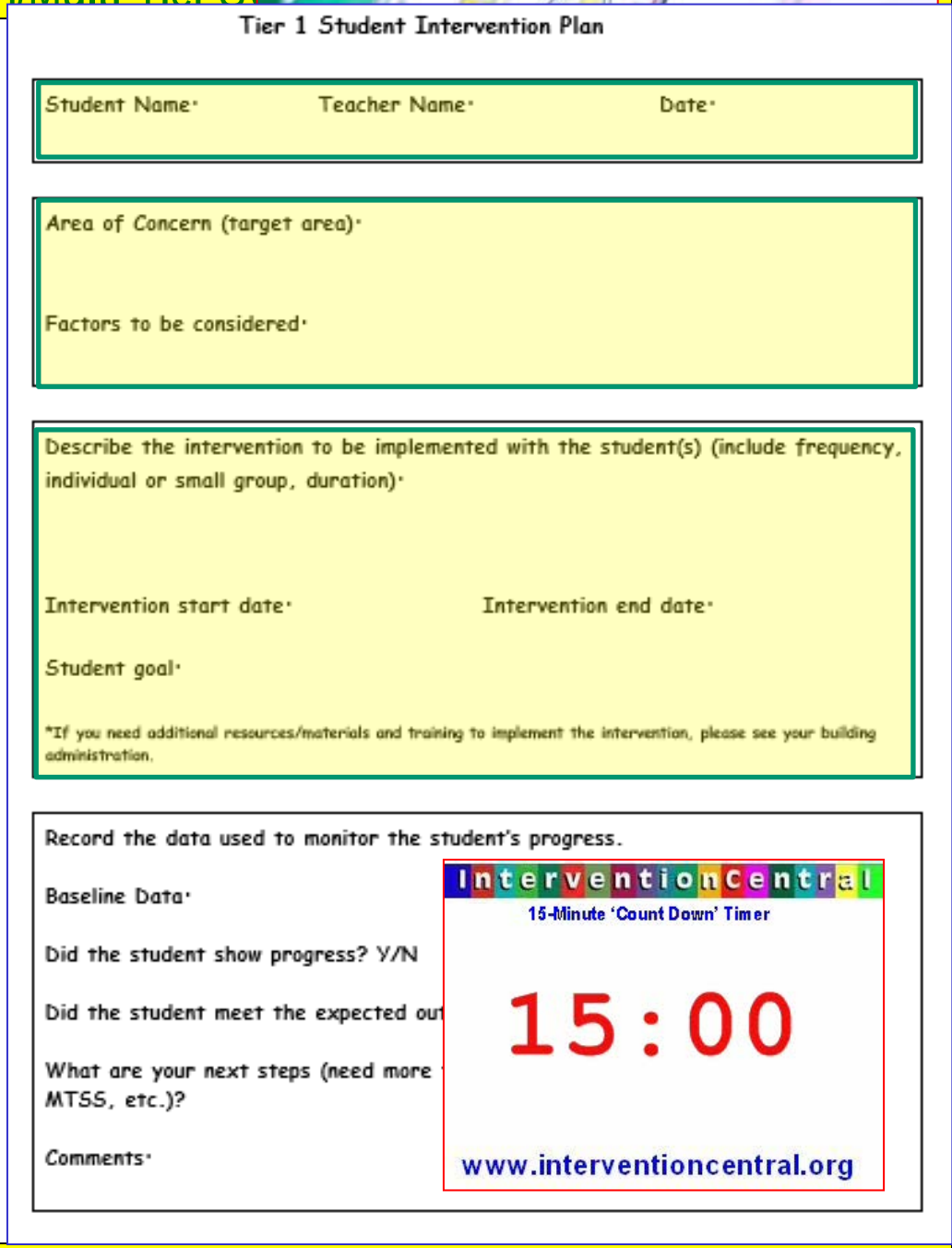
Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

Lab Work: Fill Out the Camden Tier 1 Intervention Form

1. Open a blank, writeable copy of the Camden Intervention Form.
2. Fill in the first 3 sections of the form with the information on your selected student that you gathered in this session.



Tier 1 Student Intervention Plan

Student Name· Teacher Name· Date·

Area of Concern (target area)·

Factors to be considered·

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration)·

Intervention start date· Intervention end date·

Student goal·

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data·

Did the student show progress? Y/N

Did the student meet the expected out

What are your next steps (need more MTSS, etc.)?

Comments·

Lab Work: Review the Camden Tier 1 Intervention Form

- Appoint a recorder.
- Look over your copy of the Camden Schools Tier 1 intervention form.
- What ideas does your table have on how to 'tweak' the form to make it even better?

Tier 1 Student Intervention Plan

Student Name· Teacher Name· Date·

Area of Concern (target area)·

Factors to be considered·

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration)·

Intervention start date· Intervention end date·

Student goal·

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data· Outcome·

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

Comments·

Lab Work: Final RTI/MTSS Questions…

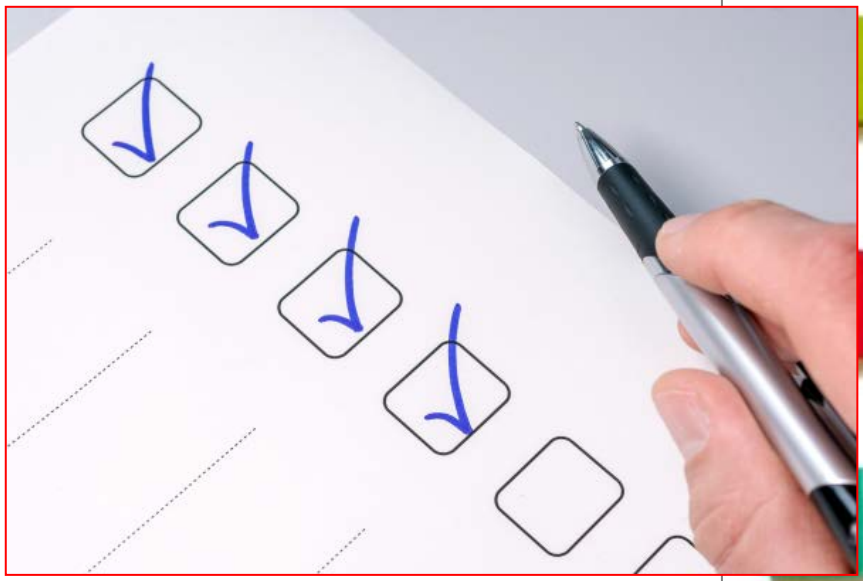
1. Go to the workshop page: http://www.interventioncentral.org/camden

2. Open the Google Doc link: "RTI/MTSS Questions Sheet"

3. At your table, come up with at least one RTI/MTSS question that you would like answered.

4. Recorder: Type questions from your team into the questions sheet.

Academic Survival Skills. How can checklists be used to instruct students in academic self-management?



The Problem That This Tool Addresses:

Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. Psychology in the Schools, 43, 7-17.

Academic Survival Skills Checklist: What It Is…

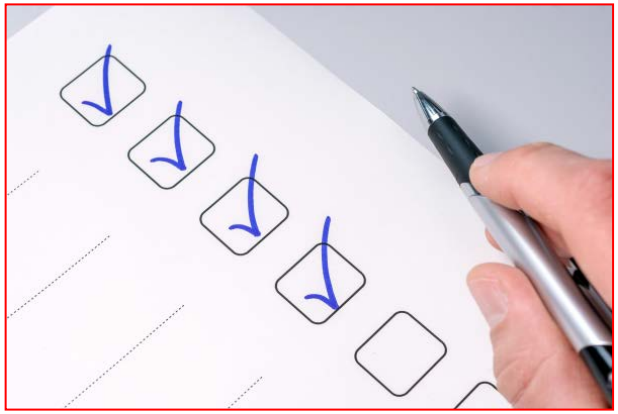
- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.

Academic Survival Skills: Homework

1. Write down assignments correctly.
2. Assemble all necessary homework materials.
3. Use available school time to get started on homework.
4. Create an optimal homework space.
5. Schedule a regular homework time.
6. Develop a daily homework plan….

Academic Survival Skills Checklists: 5 Uses

1. Create consistent expectations among teachers.
2. Allow for proactive training of students.
3. Encourage students to self-evaluate and self-manage.
4. Monitor progress in acquiring these 'survival skills'.
5. Use to guide parent conferences.



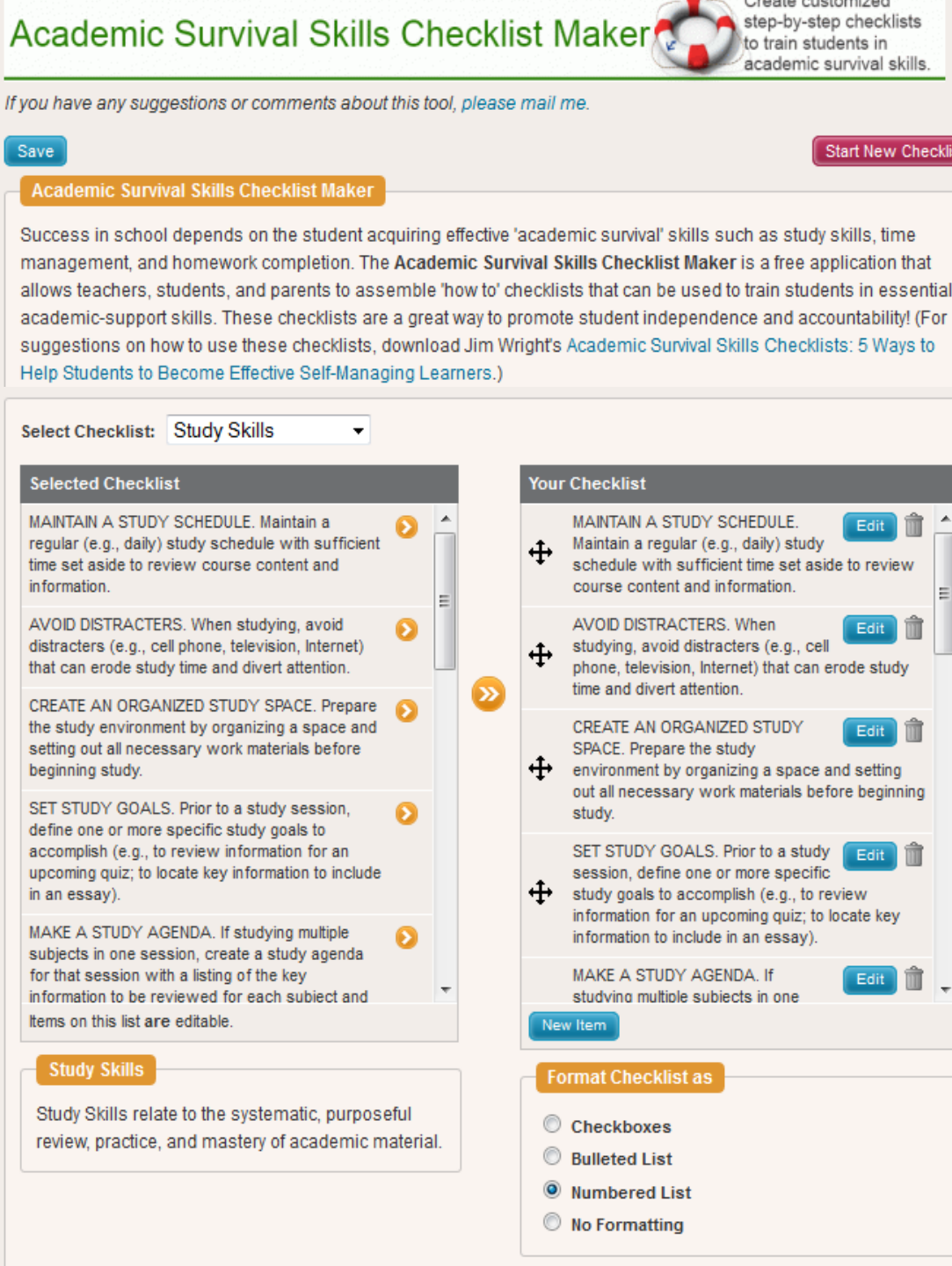
Academic Survival Skills Checklist Maker

(Posted on workshop page)

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

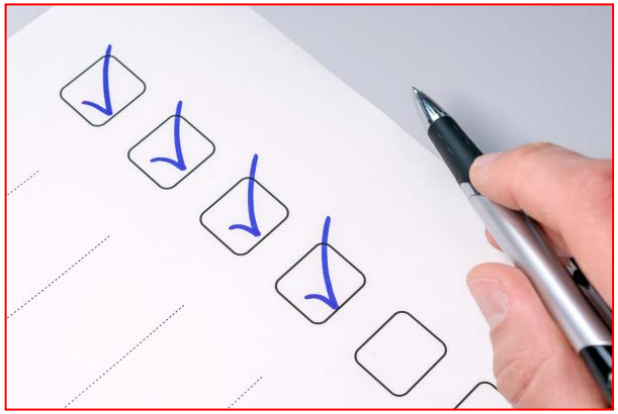
- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.



Lab Work: Academic Survival Skills Checklists…

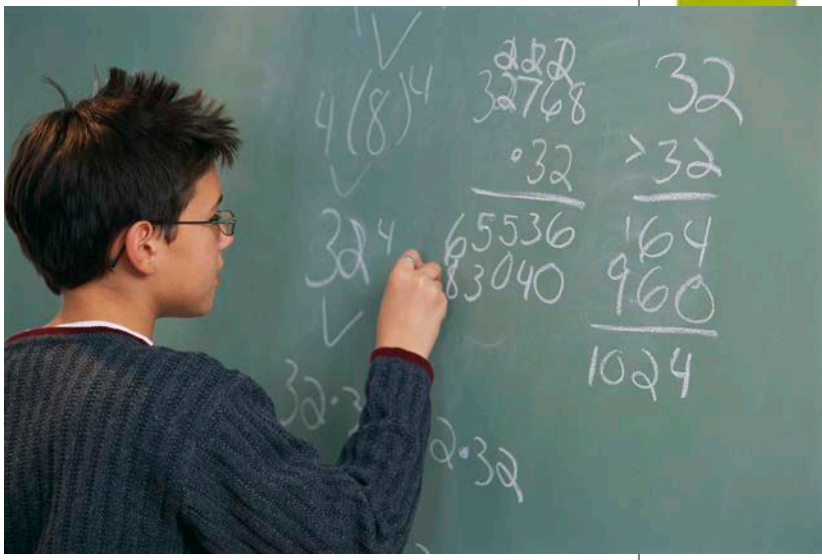
Individual teachers can use checklists to define, teach, and measure 'academic survival skills.'



However, there are **major benefits** when faculty **agree** on checklists for study skills, organization, etc.

What ideas does your group have to encourage teachers **to work together** to create standardized checklists for common student academic survival skills?

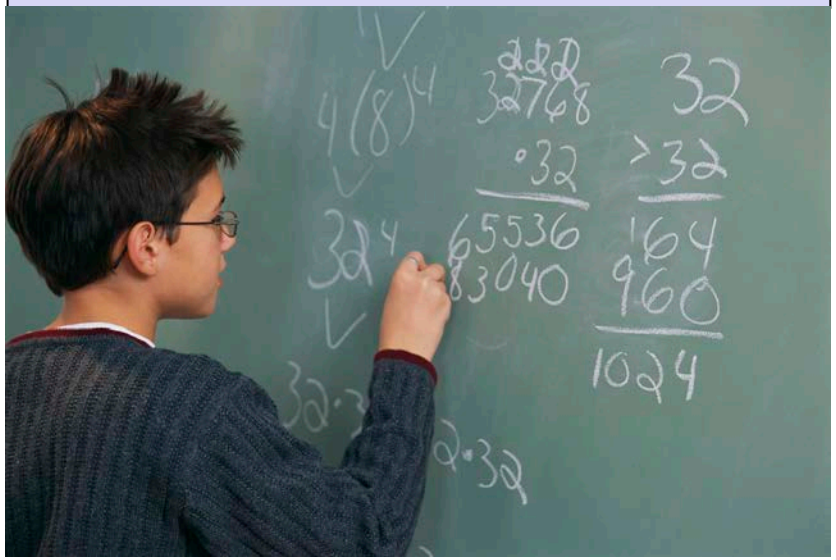
Math Interventions.
What are practical math interventions to support struggling learners?



1. **Understanding.** Comprehending mathematical concepts, operations, and relations--knowing what mathematical symbols, diagrams, and procedures mean.

2. **Computing.** Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.

Five Strands of Mathematical Proficiency



3. **Applying.** Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.

4. **Reasoning.** Using logic to explain and justify a solution to a problem or to extend from something known to something less known.

5. **Engaging.** Seeing mathematics as sensible, useful, and doable—if you work at it—and being willing to do the work.

Source: : National Research Council. (2002). Helping children learn mathematics. Mathematics Learning Study Committee, J. Kilpatrick & J. Swafford, Editors, Center for Education, Division of Behavioral & Social Sciences & Education. Washington, DC: National Academy Press.

Problem: *"Ricky cannot rapidly access values between 1 and 10 (number line)."*

Intervention: Building Number Sense Through a Counting Board Game

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).

Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

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".)

Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

The Great Number-Line Race!

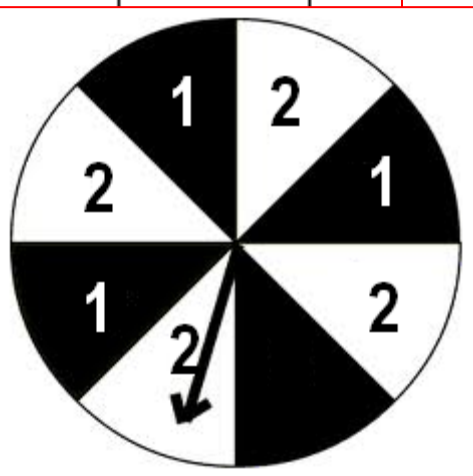
Start 1 2 3 4 5 6 7 8 9 10

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

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

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

Source: Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives,*



Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game.* The student is told that he or she will attempt to beat another player (either another student or the interventionist). The student is then given a penny or other small object to serve as a game piece. The student is told that players takes turns spinning the spinner (or, alternatively, tossing the block) to learn how many spaces they can move on *the Great Number Line Race!* board.

Each player then advances the game piece, moving it forward through the numbered boxes of the game-board to match the number "1" or "2" selected in the spin or block toss.

Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game (cont.).*

   When advancing the game piece, the player must call out the number of each numbered box as he or she passes over it. For example, if the player has a game piece on box 7 and spins a "2", that player advances the game piece two spaces, while calling out "8" and "9" (the names of the numbered boxes that the game piece moves across during that turn).

Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

2. *Record Game Outcomes.* At the conclusion of each game, the interventionist records the winner using the form found on the *Great Number Line Race!* form. The session continues with additional games being played for a total of 12-15 minutes.
3. *Continue the Intervention Up to an Hour of Cumulative Play.* The counting-board game continues until the student has accrued a total of at least one hour of play across multiple days. (The amount of cumulative play can be calculated by adding up the daily time spent in the game as recorded on the *Great Number Line Race!* form.)

Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

The Great Number-Line Race!

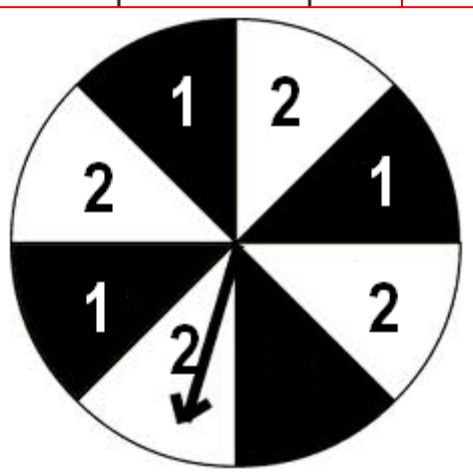
Start 1 2 3 4 5 6 7 8 9 10

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

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

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

Source: Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives,*



Source: *Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

Problem: *"Janice is not fluent in her addition math facts."*

Intervention: Classwide Math Peer Tutoring

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

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.

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

Math Tutoring: Score Sheet

Tutor 'Coach': _____ Tutee 'Player': _____

Directions to the Tutor: Write down the number of math-fact cards that your partner answered *correctly* and the number answered *incorrectly*.

Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:

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.

Correctly Carried Out?	Step	Tutor Action	NOTES
__Y__N	1.	**Promptly Initiates Session.** At the start of the timer, the tutor immediately presents the first math-fact card.	
__Y__N	2.	**Presents Cards.** The tutor presents each card to the tutee for 3 seconds.	
__Y__N	3.	**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.	
__Y__N	4.	**Provides Praise.** The tutor praises the tutee immediately following correct answers.	
__Y__N	5.	**Shuffles Cards.** When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.	
__Y__N	6.	**Continues to the Timer.** The tutor continues to presents math-fact cards for tutee response until the timer rings.	

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.			
Correctly Carried Out?	Step	Tutor Action	NOTES
__Y__N	1.	**Presents Cards.** The tutor presents each card to the tutee for 3 seconds.	
__Y__N	2.	**Remains Silent.** The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.	
__Y__N	3.	**Sorts Cards.** The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses.	
__Y__N	4.	**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.	

Problem: *"Ally is inconsistent when setting up and solving math word problems."*

Intervention: STAR Math Problem-Solving Strategy

STAR: Improving Performance on Math Word Problems

Students can improve their performance on math word problems when they follow STAR, a simple 4-step self-guided strategy.

STAR is easy to recall and prompts the student to apply problem-solving steps in a logical order. It was found to be particularly effective with students with emotional/behavioral disorders.

Source: *Peltier, C., & Vannest, K. J. (2016). Utilizing the STAR strategy to improve the mathematical problem-solving abilities of students with emotional and behavioral disorders. Beyond Behavior, 25(1), 9-15.*

STAR: Solving Math Word Problems: 4-Step Strategy

Step	What I Do
Search	I search the problem for important information by: • reading it aloud • highlighting key words • crossing out information that is not important.
Translate	I translate the word problem into a number sentence. I can: • arrange counters/objects to understand the problem • draw the problem • explain the problem in my own words.
Answer	I answer the problem. When doing this, I: • consider the math operations I will use • think about the steps I will follow and their proper order • check my numbers to make sure they are written clearly and are placed correctly • show my work.
Review	I review my answer to make sure it is correct. To do this, I: • recheck my calculations • reread the problem and ask myself whether my answer makes sense.

STAR: Solving Math Word Problems

Student Name: _____

Directions: Use this step-by-step organizer as you solve each math word problem.

Step	*What I Do*	*My Workspace*
Search.	I **search** the problem for important information by: • reading it aloud • highlighting key words • crossing out information that is not important.	
Translate	I **translate** the word problem into a number sentence. I can: • arrange counters/objects to understand the problem • draw the problem • explain the problem in my own words.	
Answer	I **answer** the problem. When doing this, I: • consider the math operations I will use • think about the steps I will follow and their proper order • check my numbers to make sure they are written clearly and are placed correctly • show my work.	
Review	I **review** my answer to make sure it is correct. To do this, I: • recheck my calculations • reread the problem and ask myself whether my answer makes sense.	

Problem: *"Elijah makes a lot of careless errors on his math work."*

Intervention: Math Self-Correction Checklist

Student Self-Monitoring: Customized Math Self-Correction Checklists

DESCRIPTION: The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.

Sources: *Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. Journal of Applied Behavior Analysis, 229, 309-314.*

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. Intervention in School and Clinic, 39(5), 269-275.

Increase Student Math Success with Customized Math Self-Correction Checklists

MATERIALS:

- Customized student math error self-correction checklist
- Worksheets or assignments containing math problems matched to the error self-correction checklist

Sources: *Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. Journal of Applied Behavior Analysis, 229, 309-314.*

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. Intervention in School and Clinic, 39(5), 269-275.

Sample Self-Correction Checklist

Math Self-Correction Checklist

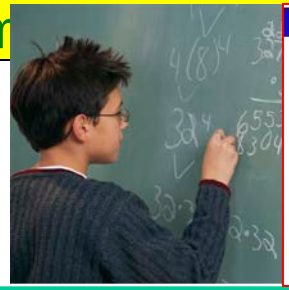
Student Name: _____ Date: _____

Rater: Student Classroom: _____

Directions: To the Student: BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment. AFTER EACH PROBLEM: Stop and rate YES or NO whether you performed each goal correctly.

	Problem#1	Problem#2	Problem#3	Problem#4	Problem#5
I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I lined up all numbers in the right place-value columns. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I rechecked all of my answers. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Math Interventions: Activity



- Discuss the interventions reviewed today.
- Select at least one idea that you would like to share with other teachers.

Math Interventions	
Number Sense	
• Counting Board Game	
Math Fact Fluency	
• Peer Tutoring: Math Facts	
Math Word Problems	
• STAR Self-Guided Strategy: Search-Translate-Answer-Review	
Student Self-Monitoring	
• Math Self-Correction Checklist	

Classroom Intervention Roadblocks

Teacher skills: Teachers do not identify and prioritize student concerns in clear and specific terms.

System: Schools lack objective risk profiles to ensure equity in identifying students eligible for Tier 1/classroom interventions (e.g., being considered for retention; failing a course in second consecutive marking period).

System: Teachers lack an easily accessible intervention bank with sufficient ideas to address most common classroom concerns.

System: Teachers lack a supportive setting (e.g., consultant, instructional team meeting, etc.) to discuss interventions.

System: Schools lack a single, shared form/format to document (put into writing) Tier 1/classroom interventions.

System: Tier 1/classroom intervention plans are not routinely archived for long-term storage, indexing, and retrieval.