

Tier 1: Helping Teachers to Develop Classroom Intervention Plans



Jim Wright

www.interventioncentral.org





Workshop Information

Here are points to review about today's training:

1. This training is interactive. So, you are *encouraged* to ask questions during the training.
2. Please keep microphones muted unless asking Qs.

About Jim Wright



Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

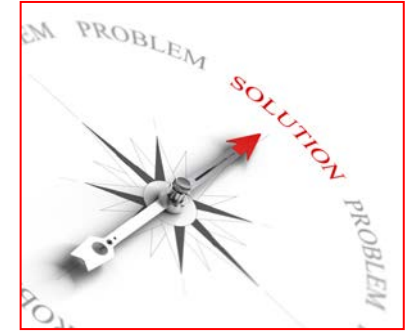
He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the **InterventionCentral.org** website.

Jim Wright: Camden Schools Summer Trainings

- M 11 July 2022: Admin Team: **MTSS: 'Recalibration' Training**
- T 12 July 2022: All Staff: **Tier 1/Classroom Intervention Toolkit**
- W 13 July 2022: All Staff: **Tier 1/Classroom Data-Collection Toolkit**

MTSS & Classroom Intervention: Maintaining Perspective...

1. Nothing changes in your job description based on today's training.
2. My goal is to share with you a framework and resources for Tier 1/classroom intervention.
3. You will then have time to discuss any preliminary step(s) your school or district can take to prepare the way for a successful summer teacher training in classroom intervention.



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 **RTI Data Collection Forms & Organizer**

Latest Updates



September 17th, 2013
[How To: Reduce Time-Outs With Active Response Beads](#)
Active-Response Beads-Time Out replaces in-class time-out, promotes students' use of calm-down strategies, enhances behavioral self-management skills, and minimizes exclusion from academic activities.
[Read more...](#)



Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. [Spread the word about IC!](#)

[20 Nov 2013] **[Building Sight-Word Vocabulary: 4 Methods](#)**. Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency. Review these four quick and efficient [tutoring Interventions](#) that promote student acquisition of common sight words.

[18 Nov 2013]. **[CBM Warehouse: New Resources for Tracking Basic Academic Skills](#)**. Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 6 areas: Letter Knowledge, Oral Reading Fluency, Reading Comprehension (Maze), Early Math (Number Sense), Math Computation, and Written Expression.

Featured Tools

-  [Academic Intervention Planner for Struggling Students](#)
-  [Behavior Intervention Planner](#)
-  [Behavior Rating Scales Report Card Maker](#)
-  [ChartDog Graph Maker](#)
-  [Dolch Wordlist Fluency Generator](#)
-  [Early Math Fluency Generator](#)
-  [Learning Disability Accommodations Finder](#)
-  [Letter Name Fluency Generator](#)
-  [Math Work - Math Worksheet Generator](#)
-  [Reading Fluency Passages Generator](#)
-  [Student Academic Success Strategies - Checklist Maker](#)

Handout



RT/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>

Workshop PPTs and handout available at:

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

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.*
-  6. *'Next steps' planning for Tier 1/classroom interventions.*

MTSS for Academics: Tier 1/Classroom Interventions

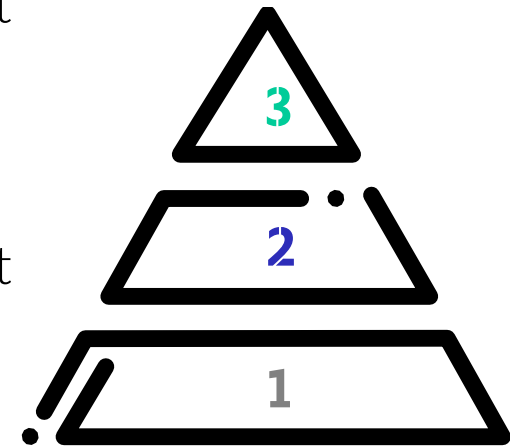


RTI/MTSS Continuum of Services: Tiers 1-3

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.

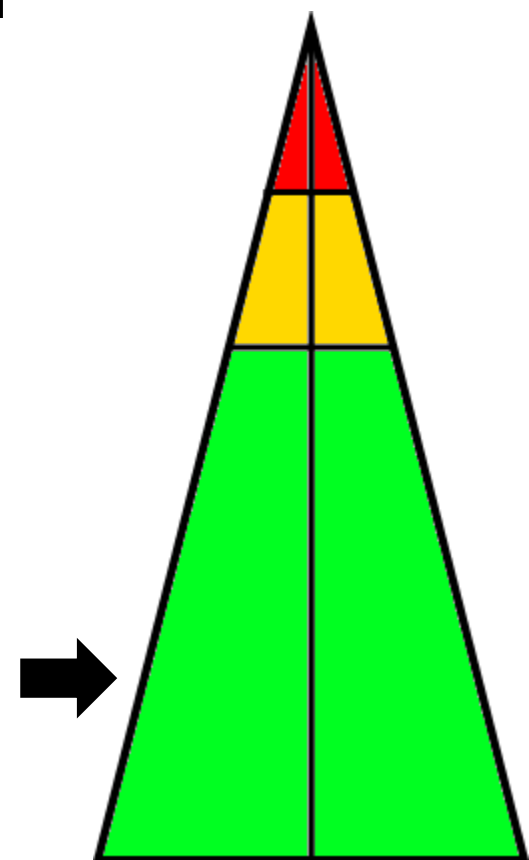


MTSS: Tier 1: Classroom Intervention

- 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.

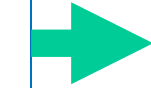
Tier 1 interventions take place in the **classroom**, typically **during core instruction**.

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.

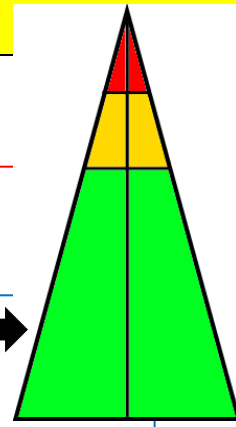


Tier 1: Classroom Intervention. The teacher...

...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.



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



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



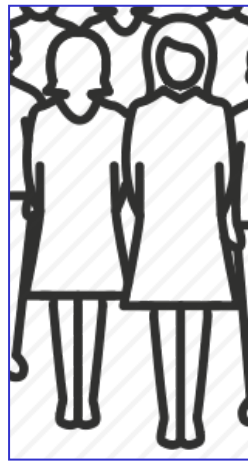
Teachers & Classroom Support Plans: Finding the Balance

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

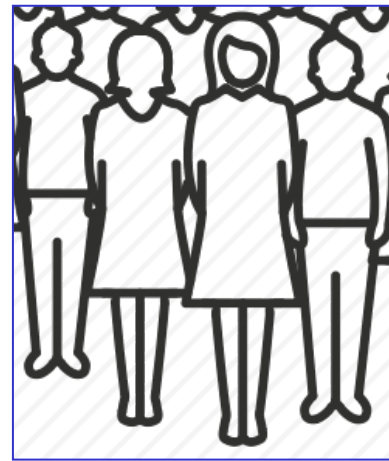
Teacher Alone



Teacher & Consultant



Teacher & Grade-Level/Instructional Team



Teacher & RTI Problem-Solving Team



Too *Little* Support

"Sweet Spot": Appropriate Support

Too *Much* Support

Activity: What Are Your Expectations of the Teacher as Tier 1 Academic 'First Responder'?

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



Elements of Effective Classroom Academic Intervention

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



Tier 1/Classroom Interventions: 'Roadblocks'

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

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

Handout p. 26 Tier 1/Intervention 'Roadblocks'

This list contains common potential roadblocks that schools encounter when implementing RTI/MTSS at the classroom level.

For each roadblock, rate your concern about it as an obstacle in your school/district. For any roadblocks to which you have assigned a '2' rating or higher, come up with ideas to overcome those obstacles.

MTSS for Academics: 'Roadblocks' to Tier 1/Classroom Intervention

Directions. This list contains common potential roadblocks that schools encounter when implementing RTI/MTSS at the classroom level. For each roadblock, rate your concern about it as an obstacle in your school/district. For any roadblocks to which you have assigned a '2' rating or higher, come up with ideas to overcome those obstacles.

Tier 1: Classroom Intervention. The teacher provides Tier 1/classroom interventions to help students at risk in academics to experience success.		
Potential Roadblock	Rating: How Important? Low Concern High Concern 0.....1.....2.....3	How will you overcome this roadblock?
Intervention & Job Description. <i>Roadblock:</i> Teachers do not see classroom interventions as part of their job.	Low Concern High Concern 0.....1.....2.....3	
Intervention Documentation. <i>Roadblock:</i> Teachers provide classroom interventions but do not regularly put those plans in writing.	Low Concern High Concern 0.....1.....2.....3	
Coaching Support. <i>Roadblock:</i> Teachers do not have access to a 'coach' who can walk them step by step through the classroom-intervention planning process and model effective problem-solving.	Low Concern High Concern 0.....1.....2.....3	
Intervention Toolkit. <i>Roadblock:</i> Teachers lack easy access to a 'toolkit' of academic-intervention strategies.	Low Concern High Concern 0.....1.....2.....3	
Data-Collection Toolkit. <i>Roadblock:</i> Teachers lack a 'toolkit' of feasible ways to collect data to track student progress on interventions.	Low Concern High Concern 0.....1.....2.....3	
At-Risk Profile. <i>Roadblock:</i> The school has not defined specific, non-negotiable risk indicators (e.g., failing 2 consecutive marking periods) that identify students as needing Tier 1 intervention—leading to unequal provision of intervention support across classrooms.	Low Concern High Concern 0.....1.....2.....3	

RTI/MTSS: Roadblocks: Tier 1: Core Instruction



Intervention & Job Description.

Roadblock: Teachers do not see classroom interventions as part of their job.

Low Concern | High Concern

0.....1.....2.....3

RTI/MTSS: Roadblocks: Tier 1: Core Instruction



Intervention Documentation.

Roadblock: Teachers provide classroom interventions but do not regularly put those plans in writing.

Low Concern | High Concern

0.....1.....2.....3

RTI/MTSS: Roadblocks: Tier 1: Core Instruction



Coaching Support.

Roadblock: Teachers do not have access to a 'coach' who can walk them step by step through the classroom-intervention planning process and model effective problem-solving.

Low Concern | High Concern

0.....1.....2.....3

RTI/MTSS: Roadblocks: Tier 1: Core Instruction



Intervention Toolkit.

Roadblock: Teachers lack easy access to a 'toolkit' of academic-intervention strategies.

Low Concern | High Concern

0.....1.....2.....3

RTI/MTSS: Roadblocks: Tier 1: Core Instruction



At-Risk Profile.

Roadblock: The school has not defined specific, non-negotiable risk indicators (e.g., failing 2 consecutive marking periods) that identify students as needing Tier 1 intervention—leading to unequal provision of intervention support across classrooms.

Low Concern | High Concern

0.....1.....2.....3



Lab Work: What are Tier 1 Intervention Roadblocks? p.26

- Look over the roadblocks sheet on p. 26 of your handout.
- Rate your level of concern for each potential roadblock.
- Share your results with your table.

MTSS for Academics: 'Roadblocks' to Tier 1/Classroom Intervention

Directions. This list contains common potential roadblocks that schools encounter when implementing RTI/MTSS at the classroom level. For each roadblock, rate your concern about it as an obstacle in your school/district. For any roadblocks to which you have assigned a '2' rating or higher, come up with ideas to overcome those obstacles.

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Low Concern | High Concern
0.....1.....2.....3

Identifying the Academic Problem.

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



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 is the academic task?**'). Describe the environmental conditions or task demands in place when the academic problem is observed. (Assessment data is useful here.)
2. *Problem Description.* ('**What is the student's *current* performance?**'). 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 is the student *expected* performance?**'). 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.*

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
<ul style="list-style-type: none">● <i>Skill Deficit</i>. 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
<ul style="list-style-type: none">● <i>Fluency Deficit.</i> 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
<ul style="list-style-type: none">● <i>Retention Deficit.</i> 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
<ul style="list-style-type: none">● <i>Endurance Deficit.</i> The student can do the skill but engages in it only for brief periods.	<p>Consider these ideas to boost endurance:</p> <ul style="list-style-type: none">● 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
<ul style="list-style-type: none">● <i>Generalization Deficit.</i> 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
<ul style="list-style-type: none">● <i>Motivation (Performance) Deficit.</i> 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.).



Hypotheses for Academic Problems

Skill Deficit

Fluency Deficit

Retention Deficit

Endurance Deficit


Generalization Deficit

Motivation Deficit

Describe the Academic Problem...

Brainstorm **creative ways** that your schools might use this Problem ID framework to help teachers to better **identify student problems**.

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.



Reading Interventions. What are examples of classroom interventions in reading?



Response to Intervention/Multi-Tier System of Supports

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



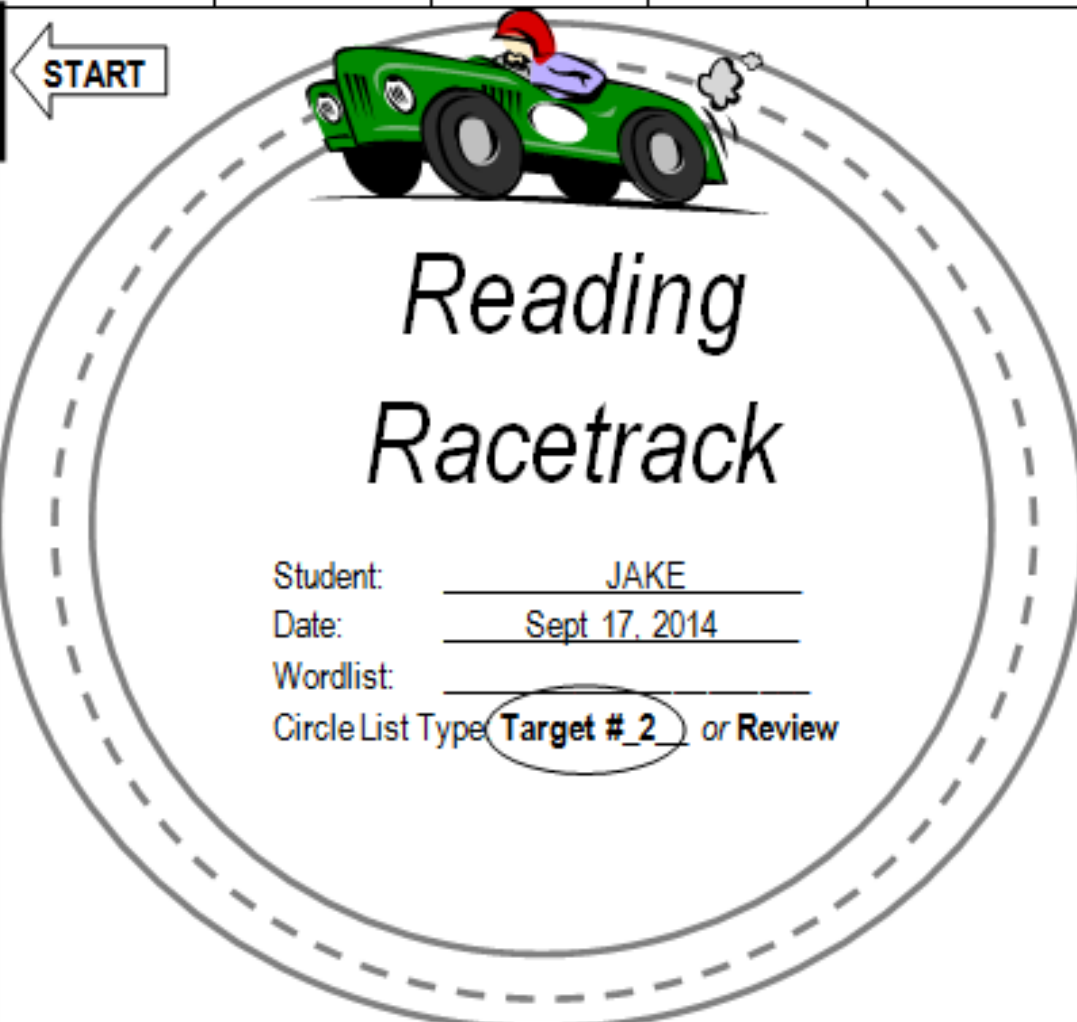
Grade 3: Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his next book."*

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.



26 were	27 five	28 some	25 had	24 know	23 stop	22 then
1 had	<div></div>					21 five
2 five						20 some
3 stop						19 then
4 know						18 were
5 then						17 had
6 were						16 know
7 some	15 stop					
8 five	9 stop	10 were	11 had	12 know	13 some	14 then

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



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			

Grade 4: Problem: *"Terrence is not a fluent reader."*

Interventions:

- Paired Reading
- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

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

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

Group-Based Repeated Reading

(Available on Conference Web Page)

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

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level.

Instructional as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Group-Based Repeated Reading

Procedure.

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

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

Grade 5: 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.

'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: Create a Tier 1 Academic Intervention 'Bank'



Teachers need easy access to effective intervention ideas.

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

Important Qs:

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



Grade 5+: 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

NOTE: As the student self-manages these interventions, they tie up minimal instructional time.

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: 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.

Delivering 'Classroom' Academic Interventions: Options...

Tier 1: Classroom: Whole Class.

Because many students need the intervention, the teacher trains the entire class to use RAP and assigns it as homework for challenging readings.

Tier 1: Classroom: Small Group.

The teacher conducts a group training for several students who need the RAP strategy.

Tier 1: Classroom: 1:1. The teacher trains a single student to use RAP.

Read-Ask-Paraphrase



Tier 1/2: Cross-Age Peer Tutoring. Older students are assigned as tutors/mentors to younger learners. One item in their tutoring toolkit is RAP. Teaching staff supervise these tutors.

Tier 2: Small Group. The AIS provider creates a 6-week mini-course in applied reading comprehension strategies, including RAP. Students are recruited based on school-wide screening data and teacher nominations.

Tier 2: Adult Mentor. A teaching assistant 'checks in' with select Tier 2 students at the the start and end of the school day about their school work. The TA trains students to use RAP, monitors their use of it, and informs classroom teachers as well so they can support its use.

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, [Q2rius](#)

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,

when algae and fungus come together, 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

- Mark It/Jot It prompts text interaction by marking up & annotation.

Would you eat soup made from crickets?

By: Jocelyn Gecker, Associated Press

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

? How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

! It's weird to have insects in a fancy meal.

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
<i>It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.</i>	I would not want to eat insects if they are not safe as food.
<i>In Thailand alone, there are 200 species of insects eaten as food.</i>	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.

Why do we sneeze?

By: Ask Smithsonian, *Smithsonianmag.com*

You asked us, why do we sneeze? Well, when the split-second autopilot reflex kicks in causing us to...a

Anyways, it's basically our bodies' way of getting rid of irritants. The result is that air along with droplets of water and mucus get forcefully puffed out of our mouth and nose. I'm talking up to 100 mph.

That's why you can't see your hand in front of your face when you sneeze. The teacher's a ride on that shot train.

Step 1: Select a passage, ID important information.

Step 2: Create an Anticipation Guide 'quiz': 5-7 items

- A. A sneeze can travel:
☐ 10 mph ☐ 50 mph ☐ 100 mph
 B. Nose mucus contains no microbes.
☐ Agree ☐ Disagree

Step 3: Have the student complete the AG quiz.

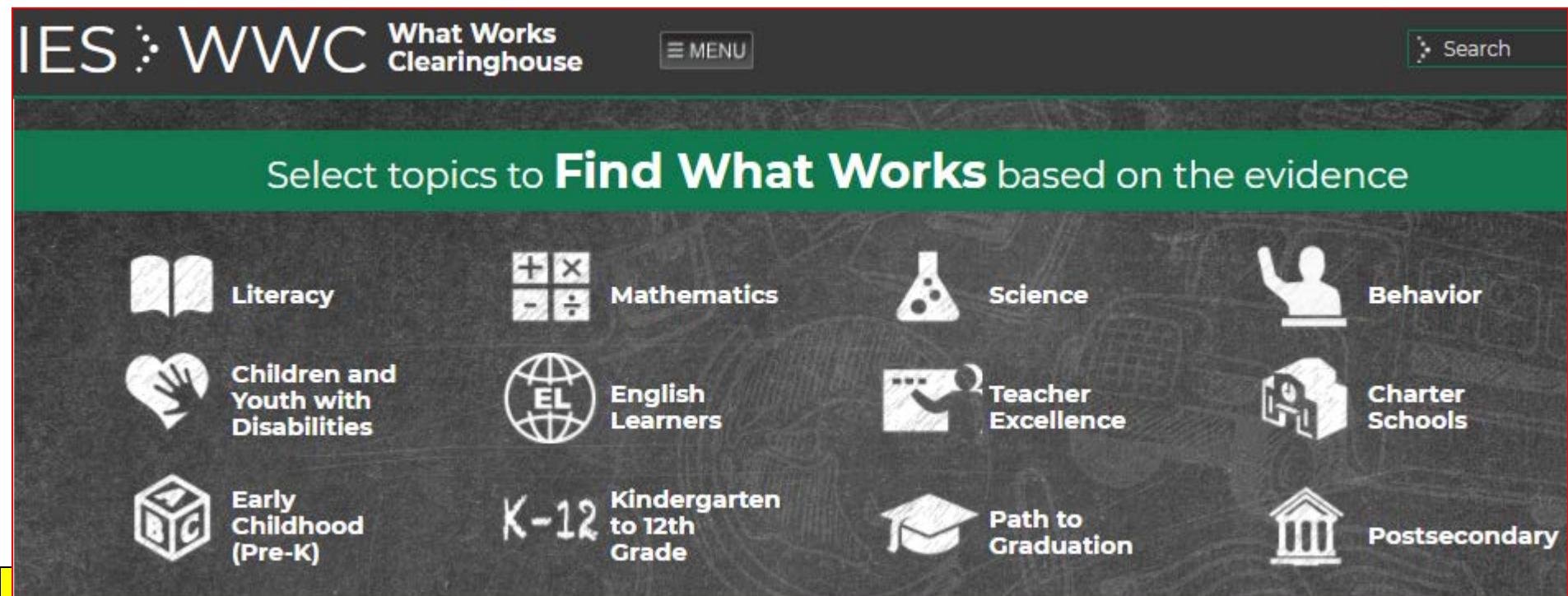
Step 4: Direct the student to complete reading, revise quiz answers if needed.

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.



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.



[University of Missouri](#)

[School Psychology at Mizzou](#) [IU](#) [ECU](#) [Special Education at Mizzou](#)



Evidence Based Intervention Network

Welcome to the EBI Network!

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

Navigation and More

[Home](#)

[Overview of the EBI Network](#)

[History of the EBI Network](#)

[Other Resources](#)

[Project Contributors](#)



Lab Work: Develop a Plan to Train Tier 1 Interventionists

When your school has developed an academic-intervention bank, staff will need to be trained in its use.

- Brainstorm ideas for you and your teaching colleagues to become familiar with items in your 'intervention bank'.
- Consider such methods as: large-group or small-group demonstration, intervention fairs, teacher 'testimonials', peer coaching, classroom visitations, intervention 'book clubs', 'piloting' of interventions.

Running Effective Tier 1 Meetings: The Role of Consultant pp. 24-25

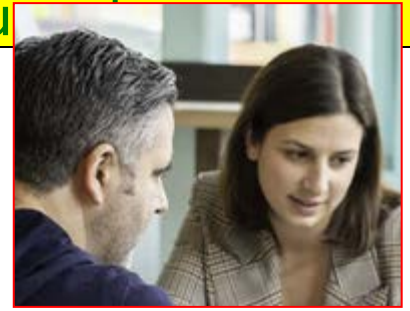




Tips for Teacher Consultation...

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'.



The Structure of a Tier 1/ Classroom Intervention Meeting Introductions/Talking Points.

An effective way for the consultant to open a Tier 1 intervention meeting is briefly to review key 'talking points' that:

- state the purpose of the meeting (to 'focus on the fixable' to develop a classroom intervention plan).
- review the meeting agenda.
- invite the teacher to actively participate, share ideas, and (if needed) raise concerns or ask questions about intervention suggestions.

Beginning with consistent talking points can put the teacher at ease while reinforcing the solution focus of the meeting.



Opening a Tier 1/Classroom Intervention Meeting: Talking Points

Talking Points

Sample Script

State the
purpose of the meeting. ▶

"Good morning, Mrs. Smith. Our purpose today is to put together a plan to help Ricky with the reading difficulties that you identified. Lots of factors can influence learning, but we will focus on those we have control over during the school day."

Review the
meeting agenda ▶

"We will start the meeting by selecting 1 or 2 goals for Ricky, then choosing interventions to match those goals, and decide what data to collect to monitor Ricky's response to the intervention. The meeting will last about 20 minutes."

Invite
teacher participation ▶

"I don't pretend to have all the answers. I hope you will feel comfortable offering your own intervention ideas and asking questions. And if I make a suggestion that sounds unrealistic for the classroom, it's OK to let me know! "



Opening a Tier 1/Classroom Intervention Meeting: Talking Points

Activity: Develop Talking Points.

Look over this sample set of talking points for a Tier 1/teacher consultation.

What would you change in these talking points to use with your teachers?

meeting
agenda

with. Our purpose today is to put together the reading difficulties that you can influence learning, but we will focus on over during the school day."

g by selecting 1 or 2 goals for Ricky, then choosing interventions to match those goals, and decide what data to collect to monitor Ricky's response to the intervention. The meeting will last about 20 minutes."

Invite
teacher
participation

"I don't pretend to have all the answers. I hope you will feel comfortable offering your own intervention ideas and asking questions. And if I make a suggestion that sounds unrealistic for the classroom, it's OK to let me know! "



Tips for Teacher Consultation...

Here are several ideas to encourage positive interactions and outcomes at Tier 1 meetings:



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:
 - the cause(s) and degree of severity of the student's presenting deficits(s).
 - what key 1-2 problems to focus on at the meeting.
 - what intervention strategies to include in the Tier 1 plan.
 - how to monitor intervention progress.



Tips for Teacher Consultation...

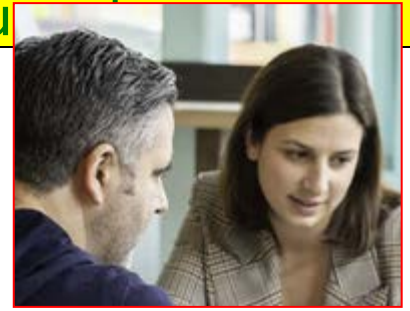
- *Limit conversation to 'the fixable'.* Whenever discussion veers toward factors that educators cannot change (such as patterns of parenting), the consultant should be quick to steer it back to goals that can be achieved within the school setting.



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.

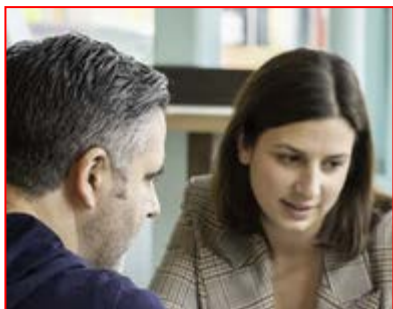
1. Problem ID: Agree on target problem areas.
2. Intervention: Select interventions to match problems.
3. Data: Choose progress-monitoring method(s).
4. Follow-Up: Select check-in date.
5. Obstacles: Identify & plan to address roadblocks. Before adjourning, teacher and consultant briefly review the intervention 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 teachers.

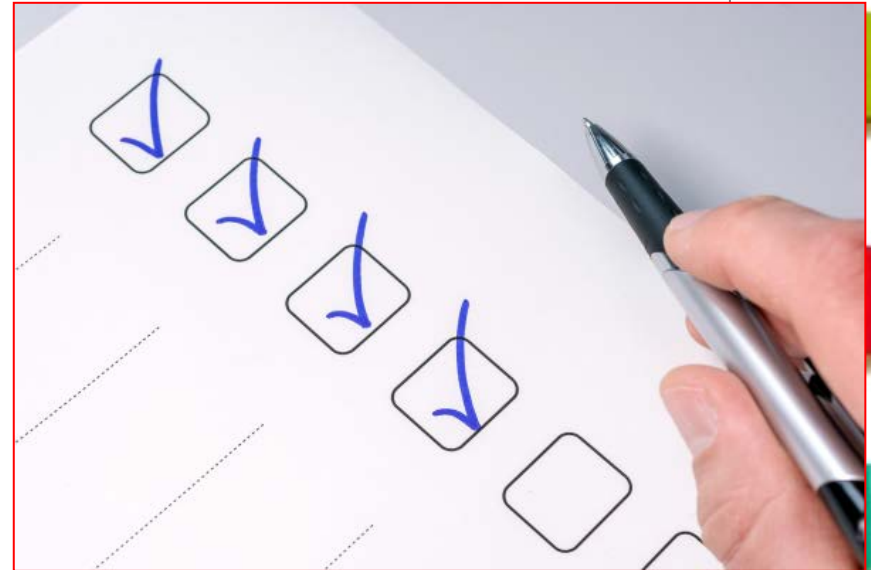
Pick ONE idea from this list that you feel is *especially* important. Brainstorm one or more examples of how a consultant might model this idea when interacting with a teacher.



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.*

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 academic success 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...

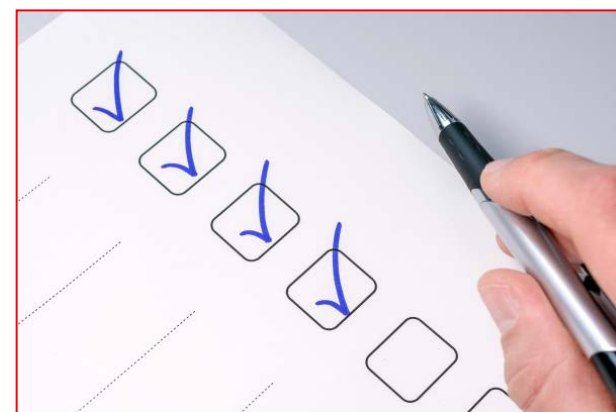
- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully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



If you have any suggestions or comments about this tool, [please mail me](#).

Save

Start New Checklist

Academic Survival Skills Checklist Maker

Success in school depends on the student acquiring effective 'academic survival' skills such as study skills, time management, and homework completion. The **Academic Survival Skills Checklist Maker** is a free application that allows teachers, students, and parents to assemble 'how to' checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability! (For suggestions on how to use these checklists, download Jim Wright's [Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners](#).)

Select Checklist: Study Skills

Selected Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and items on this list are editable.

Study Skills

Study Skills relate to the systematic, purposeful review, practice, and mastery of academic material.

Your Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

Format Checklist as

- ☐ Checkboxes
- ☐ Bulleted List
- ☒ Numbered List
- ☐ No Formatting



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?

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



Gr 8 RDNG

Gr 7 RDNG

Gr 6 RDNG

Gr 5 RDNG

Zone of
Proximal
Development



Independent Reading Level: Gr 4
Assignment

Gr 4 RDNG

Gr 3 RDNG

Zone of
Independence



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.



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



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





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 share with teachers...



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



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.

Discuss how you might help teachers to analyze in-class and homework assignments to identify what supports could be offered without watering down the academic task.

How To: Use Accommodations With General-Education Students: Teacher Guidelines

Classrooms in most schools look pretty much alike, with students sitting at rows of desks attending (more or less) to teacher instruction. But a teacher facing any class knows that behind that group of attentive student faces lies a kaleidoscope of differences in academic, social, self-management, and language skills. For example, recent national test results indicate that well over half of elementary and middle-school students have not yet attained proficiency in mathematics (NAEP, 20011a) or reading (NAEP, 20011b). For students with language differences, the complexities of language acquisition in a new attending American school can be a significant barrier.

Teachers can increase the chances for an array of classwide curricular accommodations (Kem, Bambara, & Fogt, 2002). However, accommodations have the potential to be used in a way that does not compromise learning by holding a general-education student who accesses them to a lesser performance standard than the rest of the class. After all, students with academic deficits must actually accelerate learning to close the skill-gap with peers, so allowing them to do less is simply not a realistic option.

Read on for guidelines on how to select classroom accommodations to promote school success, verify whether a student actually needs a particular accommodation, and judge when accommodations should be used in instruction even if not allowed on state tests.

Identifying Appropriate Accommodations: Access vs. Target Skills. As an aid in determining whether a particular accommodation both supports individual student differences and sustains a demanding academic environment, teachers should distinguish between target and access skills (Tindal, Daesik, & Ketterlin, 2008). Target skills are those academic skills that the teacher is actively trying to assess or to teach. Target skills are therefore 'non-negotiable'; the teacher must ensure that these skills are not compromised in the instruction or assessment of any general-education student. For example, a 4th-grade teacher sets as a target skill for his class the development of computational fluency in basic multiplication facts. To work toward this goal, the teacher has his class complete a worksheet of 20 computation problems under timed conditions. This teacher would not allow a typical student who struggles with computation to do fewer than the assigned 20 problems, as this change would undermine the target skill of computational fluency that is the purpose of the assignment.

In contrast, access skills are those needed for the student to take part in a class assessment or instructional activity but are not themselves the target of current assessment or instruction. Access skills, therefore, can be the focus of accommodations, as altering them may remove a barrier to student participation but will not compromise the academic rigor of classroom activities. For example, a 7th-grade teacher assigns a 5-paragraph essay as an in-class writing assignment. She notes that one student finds the access skill of handwriting to be difficult and aversive, so she instead allows that student the accommodation of writing his essay on a classroom desktop computer. While the access skill (method of text production) is altered, the teacher preserves the integrity of those elements of the assignment that directly address the target skill (i.e., the student must still produce a full 5-paragraph essay).

Matching Accommodations to Students: Look for the 'Differential Boost'. The first principle in using accommodations in general-education classrooms, then, is that they should address access rather than target

Handout:
pp. 9-11

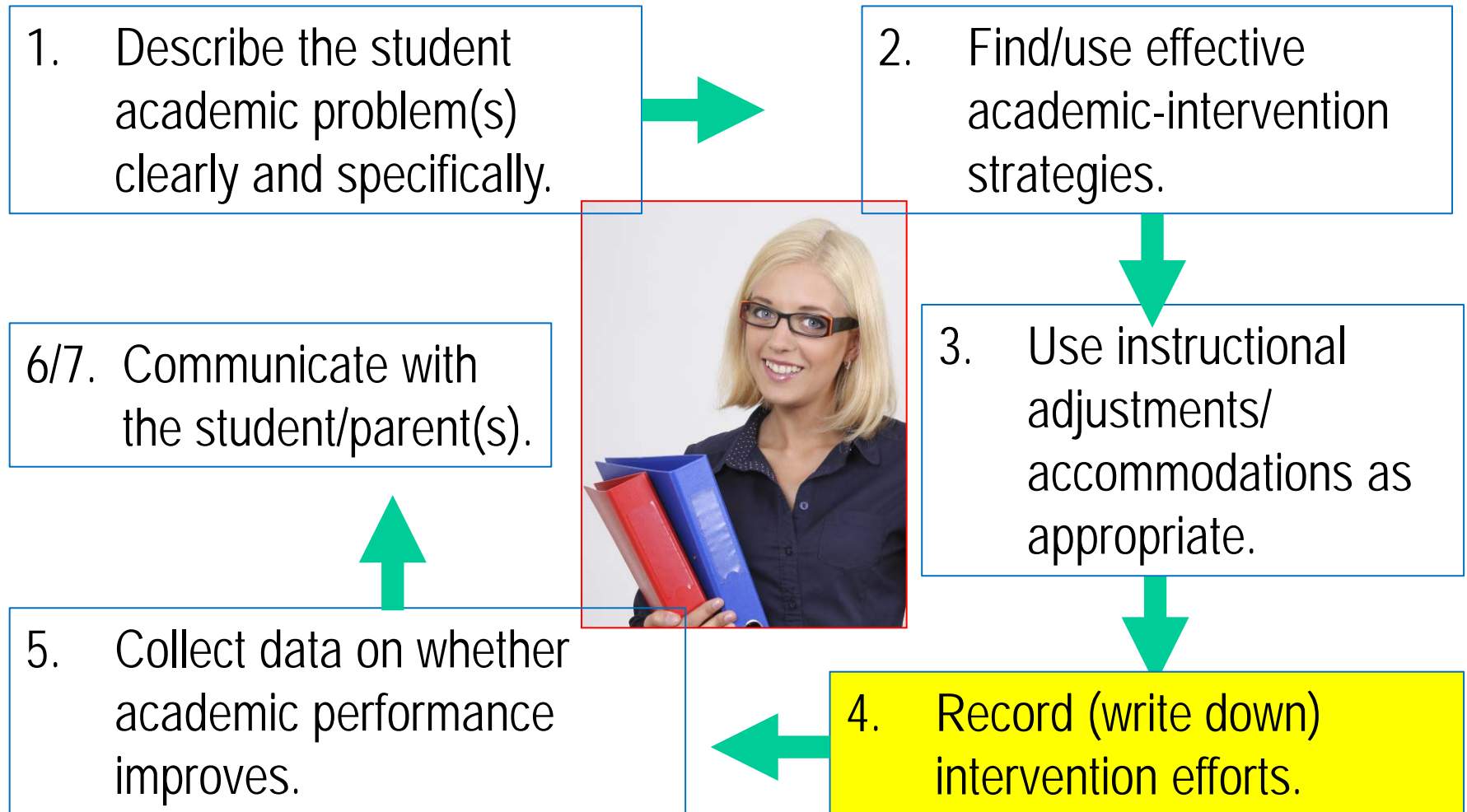
Writing Down Classroom Interventions. What is a convenient form that allows teachers to quickly document classroom intervention plans while following an RTI/MTSS problem-solving process?
pp.16-20



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

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

Tier 1/Classroom: The Teacher Can:



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 interventions**
- **behavior management** strategies
- **accommodations**

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

How To: Create a Written Record of Classroom Interventions pp. 19-20

Case Information

Instructional weeks that intervention will run.					
Student:	Neda J. Gr 4	Interventionist(s):	Mrs. Kennedy	Date of Plan	5 Feb 2018
Intervention Start Date:	10 Feb 2018	Intervention End Date:	30 Mar 2018	Total/Intervention Weeks:	6 weeks

Problem Description

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute multiplication-facts worksheet (0-12)	Neda computes 28 correct digits	while the benchmark for Grade 4 is at least 49 correct digits.

Listing of Intervention Elements

<p>Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention. She will use the self-guided strategy daily for 10 minutes during math independent seatwork.</p> <p>At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.</p>	
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Multi-Tier System of Supports

Materials

Training

Materials

Training

Use the math CCC interactive form from:
<http://www.interventioncentral.org>

Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.

Plan to Monitor Progress

<p>Progress-Monitoring. Select the method (starting-point) you plan to monitor the intervention.</p>	
<p>Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12</p>	
Baseline	Outcome Goal
28 correct digits/2 mins	49 correct digits/2 mins
<p>How often will data be collected? (e.g., daily, every other day, weekly): Weekly</p>	

Creating a Written Record of Classroom Interventions: Form

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

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Neda J. Gr 4	Interventionist(s) :	Mrs. Kennedy	Date of Plan	5 Feb 2018
Intervention: Start Date	10 Feb 2018	Intervention: End Date	30 Mar 2018	Total/Intervention Weeks:	6 weeks

Creating a Written Record of Classroom Interventions: Form

- *Student Problem.* The next section contains a description of the student problem in 3-part format.

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute multiplication-facts worksheet (0-12)	Neda computes 28 correct digits	while the benchmark for Grade 4 is at least 49 correct digits.

Cover-Copy-Compare Math Fact Student Worksheet

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

Creating a Written Record of Classroom Interventions: Form

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

Intervention

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

Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention. She will use the self-guided strategy daily for 10 minutes during math independent seatwork.

At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.

Creating a Written Record of Classroom Interventions: Form

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

Materials

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

Use the math CCC interactive form from:
<http://www.interventioncentral.org>

Creating a Written Record of Classroom Interventions: Form

- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

Training

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

Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.

Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12

Baseline

Outcome Goal

28 correct digits/2 mins

49 correct digits/2 mins

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

Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12

Baseline

Outcome Goal

28 correct digits/2 mins

49 correct digits/2 mins

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

05:00

www.interventioncentral.org

Activity: Documenting Classroom Intervention Plans

- Look over the sample intervention documentation form (p. 17-20 or link posted in chat).
- What ideas do you have to create / improve a form that teachers from your schools can use to document Tier 1/classroom interventions?

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Neda J. Gr 4	Interventionist(s):	Mrs. Kennedy	Date of Plan	5 Feb 2018
Intervention: Start Date	10 Feb 2018	Intervention: End Date	30 Mar 2018	Total/Intervention Weeks:	8 weeks
Description of the Student Problem					
Environmental Conditions or Task Demands		Problem Description		Typical or Expected Level of Performance	
On a 2-minute multiplication-facts worksheet (0-12)		Neda computes 28 correct digits		while the benchmark for Grade 4 is at least 49 correct digits.	
Intervention					
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.					
Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention. She will use the self-guided strategy daily for 10 minutes during math independent seatwork.					
At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.					



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, 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.firebaseio.com/>









Lab Work: Explore Intervention

Resources: Classroom Support Plan Writer

1. Using your computer or phone, open the workshop page:
<http://www.interventioncentral.org/academic>
2. Click on the *Classroom Support Plan Writer* link (first link on the page).
3. Create a sample CSP with at least 1 selected intervention. Add your own notes to that intervention.
4. Download and view your finished product.
5. Share your intervention plan with others in your group.

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.*
-  6. *'Next steps' planning for Tier 1/classroom interventions.*



Lab Work: What are Your 'Next Steps'?

In your breakout groups:

- Introduce yourselves.
- Review these teacher expectations for carrying out classroom interventions.
- Brainstorm 'next steps' to create the tools, training, forms, and process to help teacher to consistently carry out Tier 1/classroom interventions.

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).*