The Elementary Teacher as 'First Responder': RTI/MTSS & Struggling Learners

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INTERVENTION
CENTRAL

Handout

RTI/MTSS Classroom Teacher Toolkit

The Teacher as Classroom First-Responder: Resources
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2 September 2021
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Scarsdale, NY

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Workshop Materials: *http://www.interventioncentral.org/edgemont*

Classroom Support Plan Writer: *https://interventioncentral-vue.firebaseapp.com/*

Workshop PPTs and handout available at:

http://www.interventioncentral.org/edgemont

RTI/MTSS & the Classroom: Workshop Agenda

1. INTERVENTIONS. What are research-based academic interventions that can be used in elementary classrooms?

2. DATA COLLECTION. What is an example of a tool to track behavioral interventions?

3. FREE APP. What is a free web-based app to help teachers to create Classroom Support Plans?

RTI/MTSS for Academics: Pyramid of Interventions
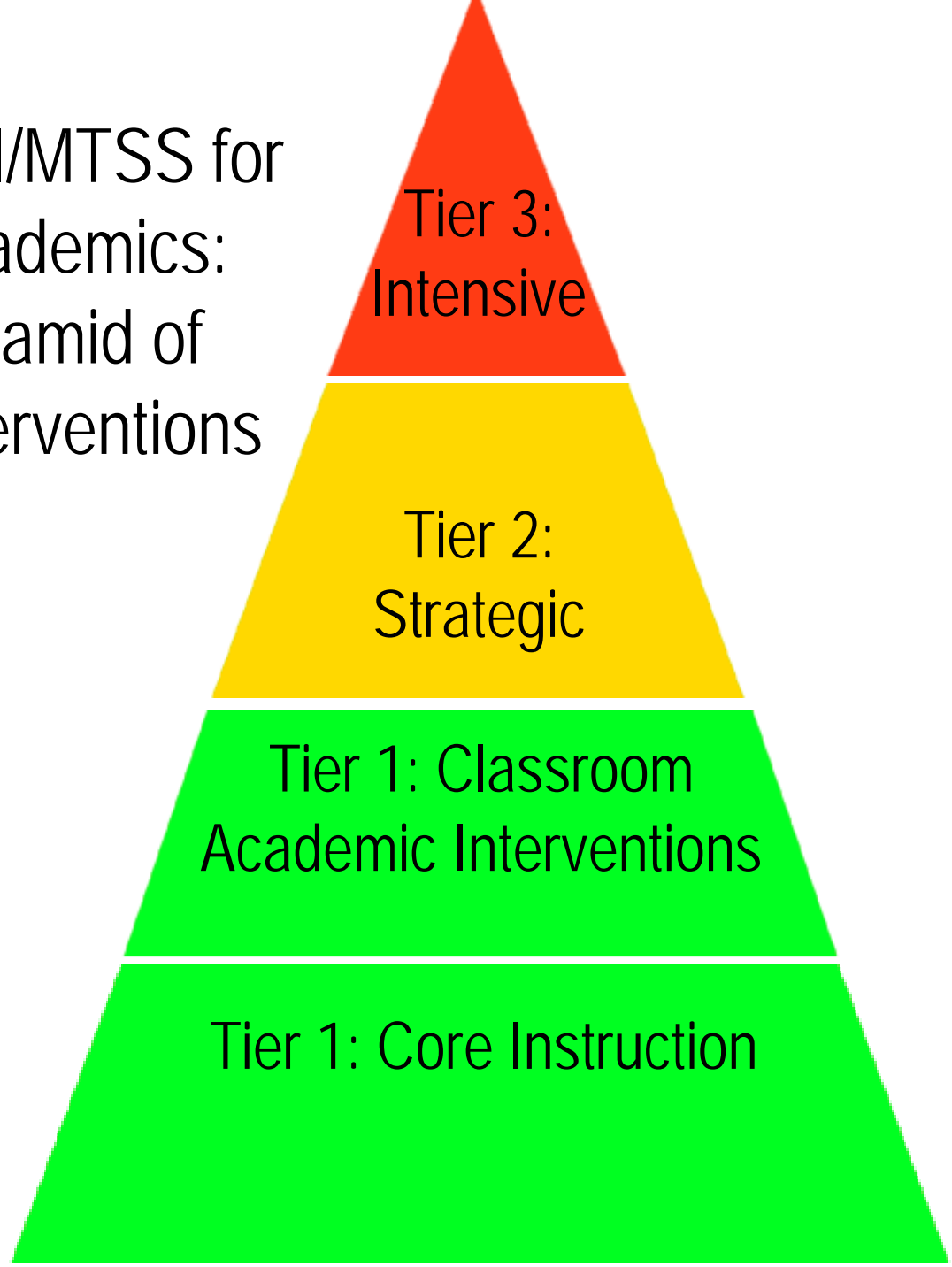
Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

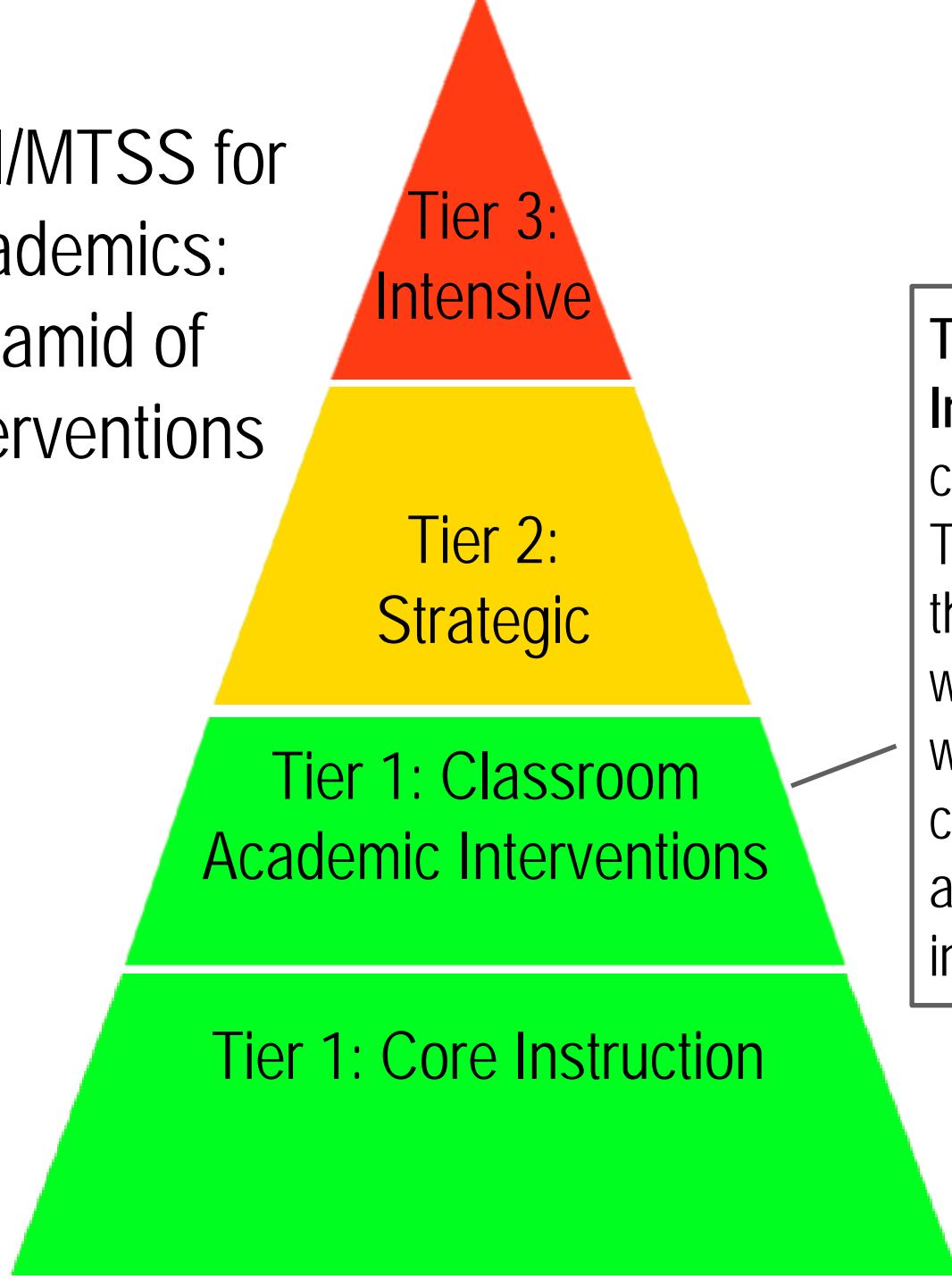Tier 1: Core Instruction

RTI/MTSS for
Academics:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

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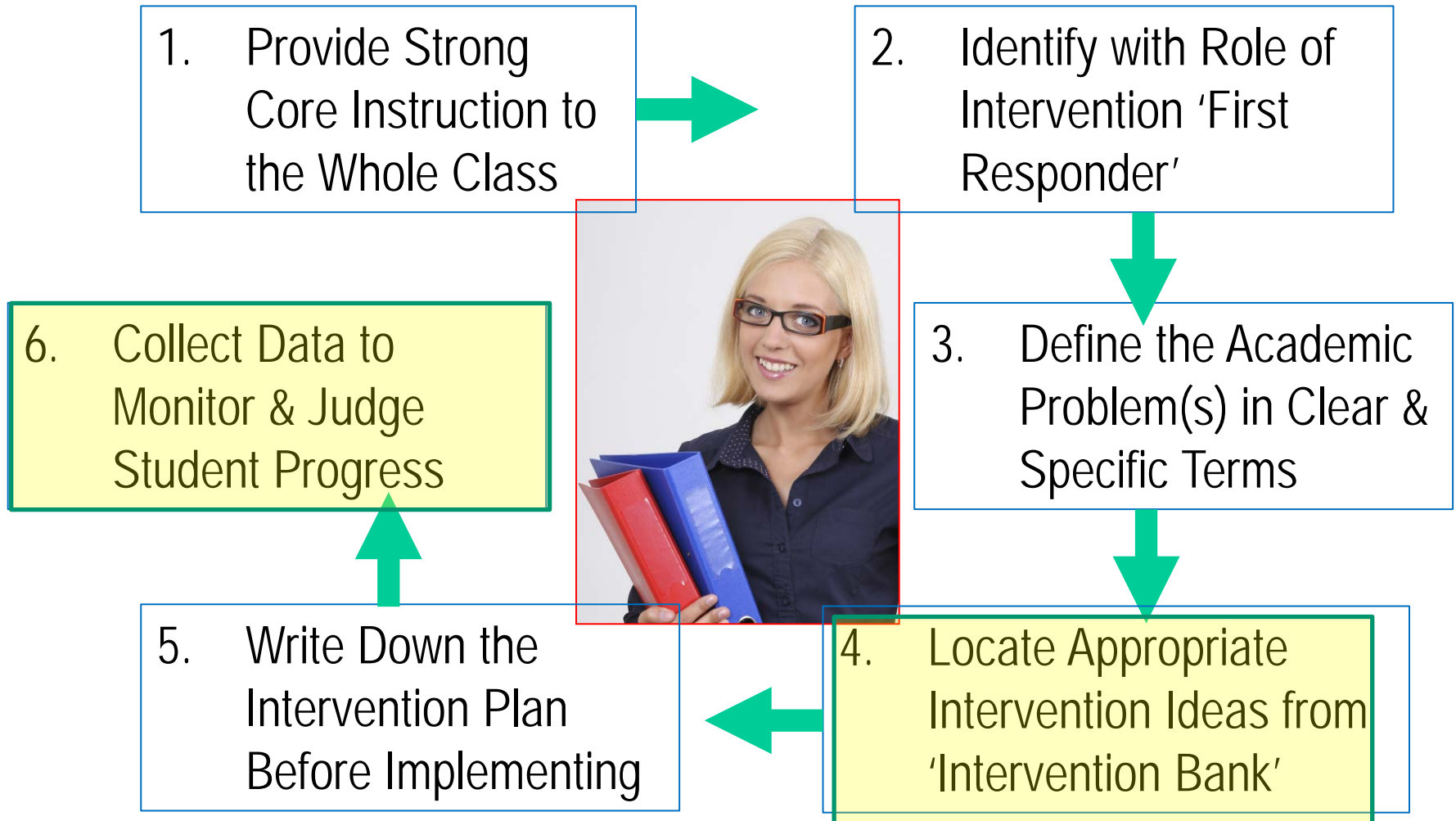
Tier 1: **Classroom
Intervention.** The
classroom teacher provides
Tier 1 interventions to
those individual students
with academic difficulties
who need additional
classroom support to
achieve success in core
instruction.

Tier 1/Classroom Intervention: The Teacher Can:

1. Provide Strong Core Instruction to the Whole Class

2. Identify with Role of Intervention 'First Responder'

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

4. Locate Appropriate Intervention Ideas from 'Intervention Bank'

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

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.

Five Components of Reading

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.

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

Kindergarten: 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 Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

1

2

3

4

5

Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

| had | red | sit | top | rug |

Word Sort Practice Sheet

Word Boxes: Recording Form

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	

pig

tan

pot
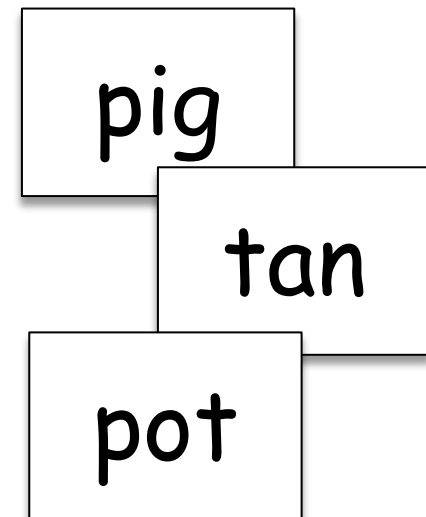
Word Boxes & Word Sort

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: _____

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

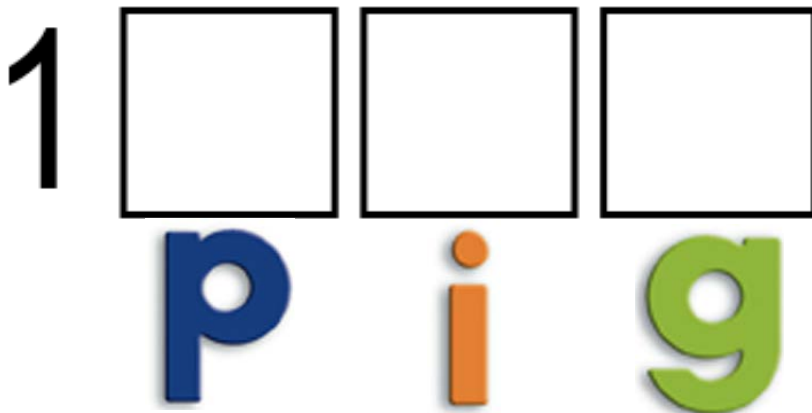Student: _Ricky_____ Date: _____ Interventionist: _____

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: _____

20

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

Word Boxes: Phonics Practice Sheet

Student: _____Ricky_____ Date: _____ Interventionist: _____

1 | p | i | g |

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

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

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

	WORD	Date:**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

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

Intervention: Incremental Rehearsal

Letter Names: Incremental Rehearsal

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

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

'KNOWN' Letters   'UNKNOWN' Letters

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.
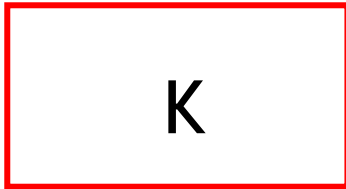
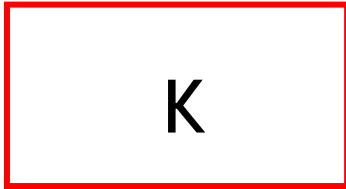|		
b	P	K
Y	C	N
h	q	w
D	a	I
m	t	c

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.
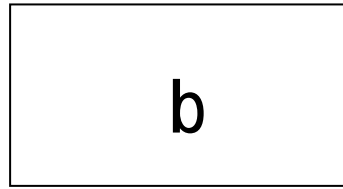
K

Incremental Rehearsal of Letter Names

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

K   b

Incremental Rehearsal of Letter Names

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

K	b	P
Y	C	h
q	D	a
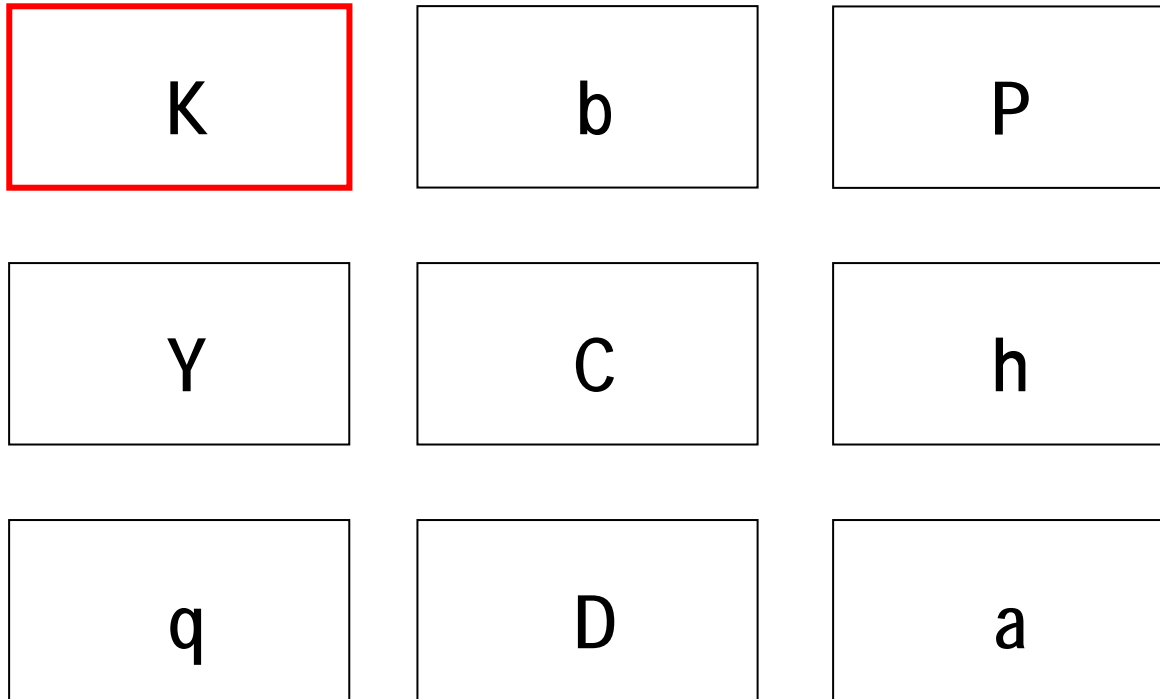
Incremental Rehearsal of Letter Names

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.

K ➡	**b**	**P**
Y	**C**	**h**
q	**D**	~~a~~
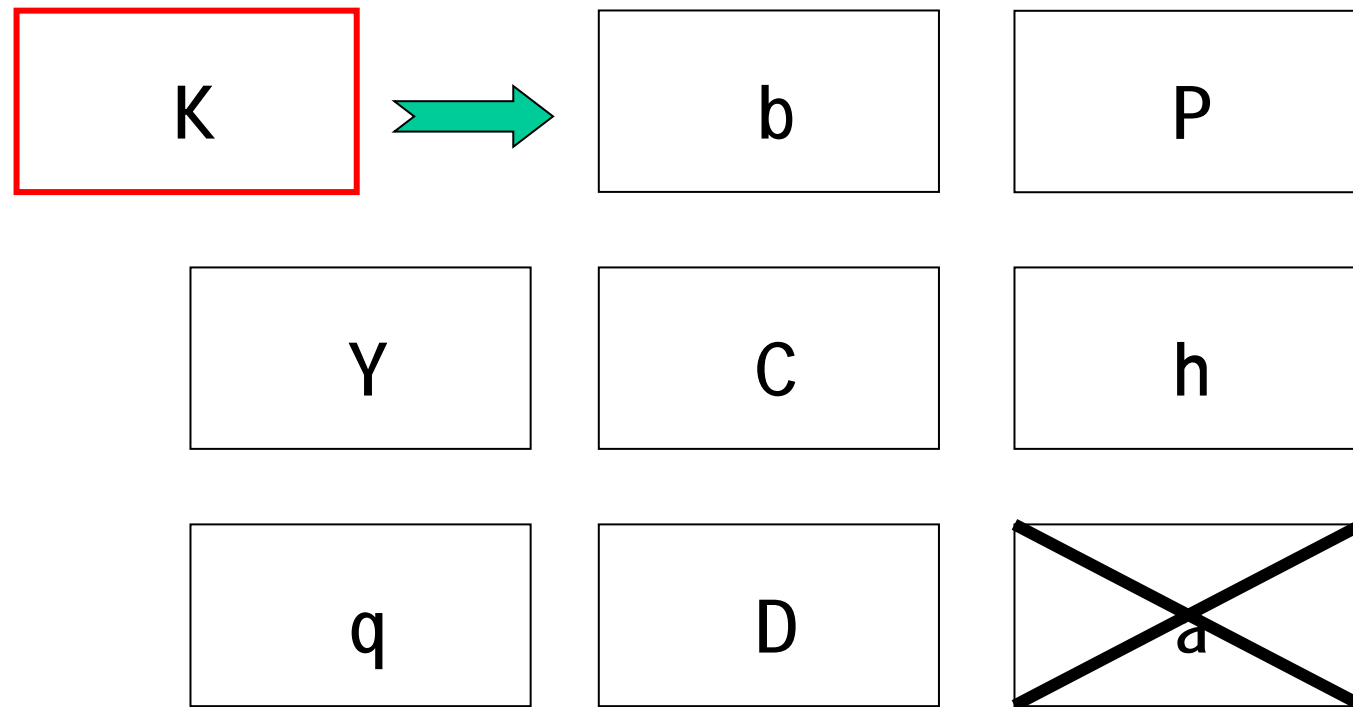
Incremental Rehearsal of Letter Names

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

| N |

| K | b |

| P | Y | C |

| h | Q | D |

Grade 1: Problem: *"Karim needs to develop 'word attack' skills for CVC words."*

Intervention: Letter Cube Blending

Letter Cube Blending

| d | i | r |

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

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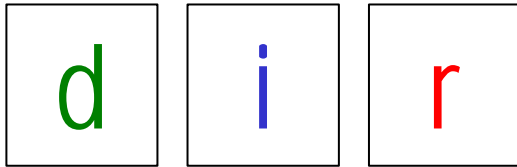
Letter Cube Blending

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 fun	dir

Grade 2: Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his next book."*

Intervention: Reading Racetrack

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.

- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.

- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.

- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

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.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then

Reading Racetrack

Student: _____JAKE_____
Date: _____Sept 17, 2014_____
Wordlist: _____
Circle List Type (**Target #_2_**) or **Review**

1 had	START
2 five	
3 stop	
4 know	
5 then	
6 were	
7 some	

| 21 five |
| 20 some |
| 19 then |
| 18 were |
| 17 had |
| 16 know |
| 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			

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

Grade 3: Problem: *"Terrence is not a fluent reader."*

Interventions:

- Paired Reading

- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

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

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

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.

Grade 4: Problem: *"Malik doesn't closely monitor his understanding of what he reads."*

Intervention: Click-or-Clunk

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.

- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.

- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

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

'Click or Clunk' Check Sheet

The Savvy Teacher's Guide: Reading Interventions That Work   Jim Wright (www.interventioncentral.org)   27

MY READING CHECK SHEET*

Name: _____   Class: _____

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

If you had trouble understanding a word in the sentence, try...
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

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

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

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

If you had trouble remembering what was said on this page, try...
- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

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

Reading Comprehension: Text Summarization

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

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.

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Websites with Research-Based Intervention Ideas for Elementary Classrooms

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.)

FLORIDA CENTER FOR READING RESEARCH

HOME   ABOUT   NEWS   PROJECTS   PEOPLE   RESOURCES   LIBRARY

ARCH / RESOURCES / STUDENT CENTER ACTIVITIES

Student Center Activities

From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offer differentiated instruction and how to use the Student Center materials.

Grades K-1 Student Center Activities

Grades 2-3 Student Center Activities

Grades 4-5 Student Center Activities

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 Mizzo

Evidence Based
Intervention Network

Enter Keyword..   search

Welcome to the EBI Network!

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

Navigation and More
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Overview of the EBI Network
History of the EBI Network
Other Resources
Project Contributors

CLASSROOM SUPPORT PLAN WRITER

Handout

RTI/MTSS Classroom Teacher Toolkit

The Teacher as Classroom First-Responder: Resources

Jim Wright, Presenter

2 September 2021
Edgemont UFSD
Scarsdale, NY

Email: jimw13159@gmail.com

Workshop Materials: *http://www.interventioncentral.org/edgemont*

Classroom Support Plan Writer: *https://interventioncentral-vue.firebaseapp.com/*

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/

Classroom Support Plan Writer

This free online tool contains **214** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.

Get Started

Math Interventions. What are examples of math interventions to support struggling learners?
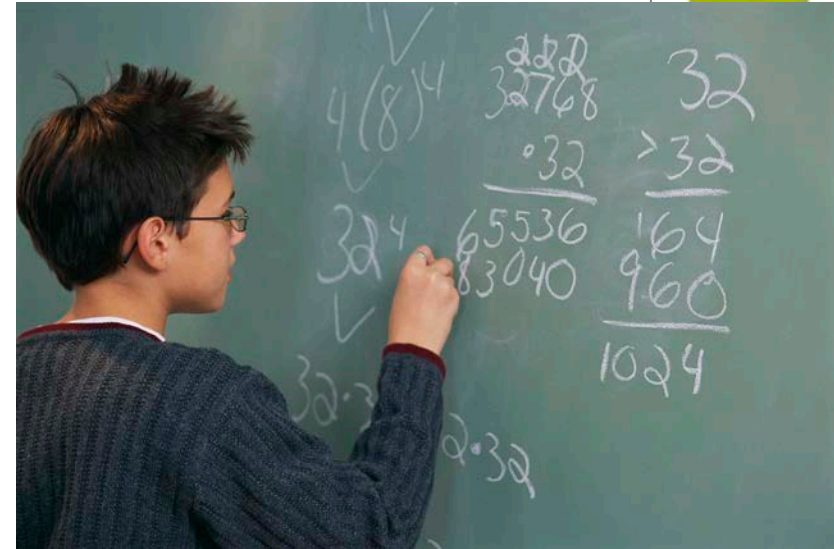
1. **Understanding.** Comprehending mathematical concepts, operations, and relations--knowing what mathematical symbols, diagrams, and procedures mean.

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

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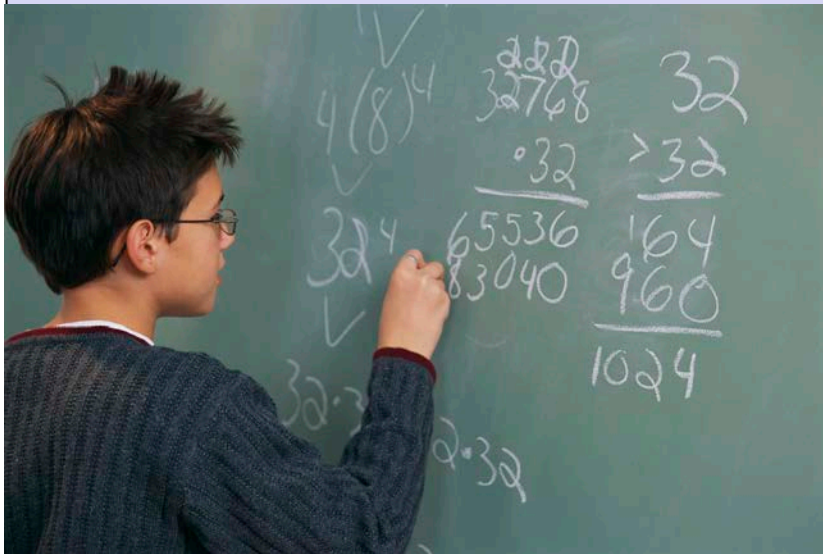
3. **Applying**. Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.

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.

Grade 1: 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!

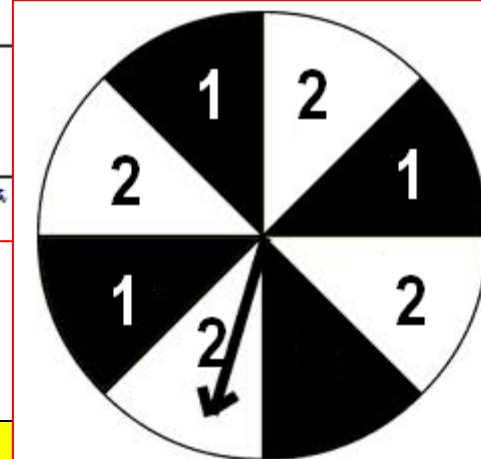| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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.*

Grade 3: Problem: *"Janice is not fluent in her addition math facts."*

Intervention: Cover-Copy-Compare

Cover-Copy-Compare Math Fact Student Worksheet

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

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

Grade 6: Problem: *"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

Behavioral Data Collection. What is a simple way to collect student **behavioral** data?

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale (online) that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO; POOR-FAIR-GOOD). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

  ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

  ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Behavior Report Card Example: Roy: ADHD

Roy: Classroom Attention

Student Name: _Roy_____   Date: _____

Rater: _Wright_____   Classroom: _____

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

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

Did Roy succeed in this behavior goal?

❑ YES   ❑ NO

_____

Ro~~_____~~n most peers.

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

Did Roy succeed in this behavior goal?

❑ YES   ❑ NO

How well Roy did in meeting the behavior goal?

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

_____

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____   Date: _____

Comments:

Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card

Switch to Expert Mode

Save   Save as...   Start New Report Card

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title
Roy's Behavior Report Card

Person to fill out the report card
Mr. Wright

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

Student's classroom
Room 345

Student's first and last name
Roy   Atkins

Gender male

Font family san serif   Font size 10 pt

☑ Append signature section

Instructions for report card signer
I have reviewed this completed Behavior Report with my child.

Person to sign the report card
Parent

Previous   Next

Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

Activity: RTI/MTSS Questions?

What additional RTI/MTSS questions do you have?