A Classroom Academic Intervention Toolkit for Reading & Math:

Jim Wright

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Response To Intervention – RTI Resources

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RTI/MTSS Classroom Teacher Toolkit

A Classroom Academic Intervention Toolkit for Reading & Math: Classroom First Responder Series

Jim Wright, Presenter

19 September 2019
Four Rivers Special Education District
Jacksonville, IL

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/academic
Workshop PPTs and handout available at:

http://www.interventioncentral.org/academic
RTI/MTSS for Academics: An Overview. What does the RTI/MTSS model look like?
For Want of a Nail (proverb)

"For want of a nail the shoe was lost…

For want of a shoe the horse was lost…

For want of a horse the knight was lost…

For want of a knight the battle was lost…

For want of a battle the kingdom was lost…

So a kingdom was lost—all for want of a nail."
Response to Intervention

RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 2: Strategic

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

Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.
Tier 1: Core Instruction. The teacher’s whole-group instruction...

- maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.
- incorporates essential elements of explicit and systematic instruction into lessons.
- provides differentiated instruction matched to student needs.
- for reading and mathematics instruction, uses programs and/or practices supported by research.
RTI/MTSS for Academics:
Pyramid of Interventions

**Tier 1: Core Instruction**

- **Tier 1: Classroom Academic Interventions**

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

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.
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

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

- Students enter and exit Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20-25th% or below), with teacher nomination as only a minor source of recruitment.

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

- The interventionist employs academic programs or practices supported by research.

- Interventions seek to fix ‘off-grade-level’ academic deficits—and are not simply a reteaching of classroom instruction.

- The interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 2: Strategic

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

- Meets on referred students within 1-2 weeks of initial referral.
- Follows a standardized problem-solving meeting format, with defined meeting roles and steps.
- Produces a written record of RTI/MTSS Team meeting discussion, including a customized intervention plan.
- Routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.
- Requires that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.

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**Pivot Points.** What are key classroom competencies that ANY student needs for school success?
### The Struggling Student in a General-Education Setting: Pivot Points

**Directions.** The student competencies in the table below represent ‘pivot points’—opportunities for educators to support the at-risk student to ‘pivot’ them toward school success. Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

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<td>B.</td>
<td>Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.</td>
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<td>C.</td>
<td>Work Completion. The student independently completes in-class work and homework.</td>
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<td>D.</td>
<td>Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).</td>
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<td>E.</td>
<td>Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.</td>
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<td>Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations.</td>
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<td>Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes (‘growth mindset’).</td>
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<td>Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.</td>
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The Struggling Student in a General-Education Setting: Pivot Points

Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.
Pivot Points: Strengthening the Student Skillset

Basic academic skills

Emotional control

Academic ‘survival skills’

Peer interactions

Work completion

Self-efficacy

Transitions

Self-understanding

Attentional focus

Self-advocacy
Pivot Points: The Struggling Student in a General Education Setting

A. Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

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C. **Work Completion.** The student independently completes in-class work and homework.

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Pivot Points: The Struggling Student in a General Education Setting

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Pivot Points: The Struggling Student in a General Education Setting

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J. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.
Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

A. Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

DIRECTIONS. Review the 10 ‘pivot points’ discussed today.

1. Select up to 3 that you or your school find most challenging.

2. Number those selected in order from greatest (‘1’) to least (‘3’) importance.

3. Be prepared to report out.

J. Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.
### Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

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Strong Classroom Instruction. What are the elements of effective whole-group direct instruction? 2-4
RTI: Tier 1: Core Instruction

• Strong core instruction is the foundation of RTI.

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

Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.
RTI: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.

### How To: Implement Strong Core Instruction

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight checklist to make sure that their lessons reach the widest range of diverse learners.

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<td>Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, &amp; Boice, 2008, Rosenshine, 2008).</td>
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| - Checks for Understanding            |
| - Distributed Practice                |
How To Implement Strong Core Instruction

*Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

*Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day’s lesson are shared (Rosenshine, 2008).

4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
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Motivating Students Through Collaboration: Numbered Heads Together

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).
- students should have enough wait-time to formulate an adequate answer.
- the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).
Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)
Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
Motivating Students Through Collaboration:
Numbered Heads Together

4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
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How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

9. Brisk Rate of Instruction. The lesson moves at a brisk rate—sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. Fix-Up Strategies. Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

**Give Timely Performance Feedback**

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
How To Implement Strong Core Instruction

*Provide Opportunities for Review & Practice*

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
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**Activity: Strong Direct Instruction**

1. Review this list of **elements** of direct instruction.
2. Discuss how you might use this checklist in your own classroom or school.
What Classroom Supports Help a Struggling Student?

1. **PROBLEM IDENTIFICATION.** The student’s specific academic deficits have been clearly defined.

2. **INTERVENTIONS.** The student receives research-based interventions to help them to succeed in core instruction.

3. **ACCOMMODATIONS.** The student has access to classroom accommodations as needed to reach grade-level potential.

4. **PLAN.** The student has a written intervention plan.

5. **DATA.** The student has assessment data collected to better understand the academic delay and/or to track progress.
Identifying the Academic Problem. What process for describing academic problems can increase teachers’ chances of finding interventions that work? 5-7
Activity: Write an Academic Problem-Identification Statement for Your Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:
   a. Academic Task. What specific academic task is the greatest academic challenge for this student?
      
   b. Current Performance. How does your student currently perform on this task?
      
   c. Expected Performance. What level of performance would you expect on this task from a typical/average student?
      
2. Write a 3-part Problem-Identification Statement. Use this organizer to rewrite your student’s academic problem in the form of a 3-part Problem ID statement. For examples, see handout:

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical or Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:

   - **Academic Task.** What specific academic task is the greatest academic challenge for this student?
   - **Current Performance.** How does your student currently perform on this task?
   - **Expected Performance.** What level of performance would you expect on this task from a typical/average student?
Academic Problem Identification: 3 Steps

1. Describe the problem.

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

3. Choose a hypothesis for what is the most likely cause of the problem.
Academic Problem Identification: 3 Steps

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

The process of writing this statement can help to make the description of the academic behavior more specific and also prompts the teacher to think about an appropriate performance goal.
Academic Problem Identification: 3 Steps

- **Conditions.** Describe the environmental conditions or task demands in place when the academic problem is observed.

- **Problem Description.** 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.

- **Typical or Expected Level of 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

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

**General Problem:** *Annika doesn’t know all of her letters.*
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>For science homework…</td>
<td>Tye turns in assignments an average of 50% of the time…</td>
<td>while the classroom median rate of homework turned in is 90%.</td>
</tr>
</tbody>
</table>

**General Problem:** *Tye isn’t getting his homework in.*
### 3-Part Problem ID Statement: Examples

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

**General Problem:** *Brad is slow in answering math facts.*
### 3-Part Problem ID Statement: Examples

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

**General Problem:** Ann can’t set up math problems for solution.
Activity: Write an Academic Problem-Identification Statement for Your Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:
   a. Academic Task. What specific academic task is the greatest academic challenge for this student?

   

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

   

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

   

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

   

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<th>Environmental Conditions or Task Demands</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Problem ID: Write a 3-part Problem-Identification Statement. On your worksheet, write your student’s academic problem in the form of a 3-part Problem ID statement. For examples, see handout; pp. 5-6.

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
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<tbody>
<tr>
<td></td>
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</table>
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)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Deficit.</strong></td>
<td>The student has not yet acquired the skill.</td>
</tr>
<tr>
<td></td>
<td>Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.</td>
</tr>
</tbody>
</table>

### Academic Problems: Hypotheses & Recommendations

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

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency Deficit.</strong> The student has acquired the basic skill but is not yet proficient.</td>
<td>Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.</td>
</tr>
</tbody>
</table>
### Academic Problems: Hypotheses & Recommendations
(Adapted from the ‘Instructional Hierarchy’; Haring et al., 1978; Martens et al., 2004)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retention Deficit.</strong></td>
<td>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.</td>
</tr>
<tr>
<td>The student can acquire the skill but has difficulty retaining it over an extended period.</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Problems: Hypotheses & Recommendations
(Adapted from the ‘Instructional Hierarchy’; Haring et al., 1978; Martens et al, 2004)

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

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

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generalization Deficit.</strong></td>
<td>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.</td>
</tr>
<tr>
<td>The student possesses the basic skill but fails to use it across appropriate situations or settings.</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Problems: Hypotheses & Recommendations

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation (Performance) Deficit.</strong> 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.</td>
<td>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.).</td>
</tr>
</tbody>
</table>
Worksheet p. 20

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

Hypothesis Statement

Reason for Academic Problem: Deficit in...

1. Skill. The student is unable to do the academic work.
2. Fluency. The student possesses the necessary academic skills but lacks fluency in completing the work.
3. Retention. The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. Endurance. The student can do the skill but engages in it only for brief periods.
5. Generalization. The student possesses the basic skill but fails to use it across appropriate situations or settings.
6. Motivation (Performance). The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.
2. **Problem ID: Write a Hypothesis Statement.** Consult the table of common reasons for student academic problems (p. 6). Select the one that seems most appropriate for your student.
Literacy Interventions. What are examples of classroom reading/writing interventions?
Response to Intervention

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.

<table>
<thead>
<tr>
<th>Classroom Reading/Writing Interventions</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>• Reading Racetrack</td>
<td>• Sentence Combining</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
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<tr>
<td>• Group-Based Repeated Reading</td>
<td></td>
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<tr>
<td><strong>Comprehension</strong></td>
<td></td>
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<tr>
<td>• Click or Clunk</td>
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<tr>
<td>• Repeated Reading with Oral/Written Retell</td>
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<tr>
<td>• Read-Ask-Paraphrase</td>
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<tr>
<td>• Linking Pronouns to Referents</td>
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<tr>
<td>• Ask-Read-Tell</td>
<td></td>
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<tr>
<td>• Phrase-Cued Text Lesson</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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.** The tutor selects a student passage of 150 words or longer at their instructional level.

**Procedure:**

1. *Passage Preview.* The tutor reads the passage aloud while students follow silently. The tutor stops at random points and calls on a student to read the word.

2. *Repeated Reading.* The tutor directs students to read the passage at rate of 1 sentence per student until passage is read. The tutor does 2 additional readings.

3. *Phrase-Drill Error Correction.* Students practice correct word embedded within sentence for each error.

---

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

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

• If the student understands what is read, he/she quietly says ‘CLICK’ and continues reading.

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

‘Click or Clunk’ Check Sheet

**Sentence Check... “Did I understand this sentence?”**
- If you had trouble understanding a word in the sentence, try...
  - Reading the sentence over.
  - Reading the next sentence.
  - Looking up the word in the glossary (if the book or article has one).
  - Asking someone.
- 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)*
Repeated Reading with Oral/Written Retell

Teachers can combine repeated reading and oral or written retell as a package to boost student fluency and retention of text details (Schisler, Joseph, Konrad, & Alber-Morgan, 2010).

**Materials.** To use repeated reading with oral or written retell, the tutor will need these materials:

- Tutor and student copies of an informational passage of at least 200 words.
- Stopwatch
- Lined paper (for written-retell procedure)

Repeated Reading with Oral/Written Retell

Procedure:

1. *The student reads the passage aloud with error correction.* The tutor follows along silently. For misreads or hesitations of 3 seconds or longer, the tutor uses the phrase-drill error correction technique. The tutor directs the student to read the passage once more.

2. *The student engages in oral or written retell.* When the student has read the passage twice, the tutor directs the student to use oral or written retell: *Written retell*. The student is given a lined sheet and given 3 mins to write down what they can remember from the passage.

Informational Passage: Written Retell

Student: ___________________________  Date: ________  Passage Title: _____________________________

Directions: Write everything that you remember about the passage you have just read. Keep writing until you are directed to stop.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Reading Comprehension: Self-Management Strategies

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

Read-Ask-Paraphrase: STEPS:

1. **Read:** Read the paragraph closely.

2. **Ask:** What is the main idea and 2 supporting details?

3. **Paraphrase:** Write key idea and details in your own words.

---

Read-Ask-Paraphrase (RAP) Sheet

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

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

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

<table>
<thead>
<tr>
<th>Paragraph 3</th>
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<table>
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<tr>
<th>Paragraph 4</th>
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</table>

<table>
<thead>
<tr>
<th>Paragraph 5</th>
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</table>
Delivering ‘Classroom’ Interventions: RAP Example

**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.

**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 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.

**Read-Ask-Paraphrase**
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’)—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: “The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it.”
Comprehension: Cognitive Strategy (Available on Conference Web Page)

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.
If I do not understand the paragraph, I mark it with a minus (-) sign and:
- reread the paragraph;
- slow my reading;
- focus my full attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my two questions from Step 1:

1. 
2. 

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.
Phrase-Cued Text Lessons

- Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student’s ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

Phrase-Cued Text Lessons

**PREPARATION:** Here are guidelines for preparing phrase-cued passages:

1. **Select a Passage.** Select a short (100-250 word) passage that is within the student’s instructional or independent level.

2. **Mark Sentence Boundaries.** Mark the sentence boundaries of the passage with double slashes (///).

3. **Mark Within-Sentence Phrase-Breaks.** Read through the passage to locate ‘phrase breaks’ — naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/).

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic,* 29,
Phrase-Cued Text

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their
Phrase-Cued Text Lessons

INTERVENTION STEPS (Cont.):

Follow the Phrase-Cued Text Reading Sequence: The tutor prepares a new phrase-cued passage for each session and follows this sequence:

a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.

b) The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student’s observance of phrase breaks.

c) The session concludes with the student reading aloud a copy of the passage without phrase-cue marks. The tutor provides feedback about the student’s success in recognizing the natural phrase breaks in the student’s final read-aloud.

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. Intervention in School and Clinic, 29,
Step 1 of 3

Fill out the title, author, and copy & paste a passage of text into the form below:

Title
Jellyfish Are Effective Pre

Author
NY Times

Passage
For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.

"To our surprise, jellyfish were as good predators as visually preying fish in spite of being slow and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

Word Count: 163 (Min: 20 Max: 500)

☐ Remove all line breaks to create a single-paragraph passage
Sentence Combining

Students with poor writing skills often write sentences that lack ‘syntactic maturity’. Their sentences often follow a simple, stereotyped format. A promising approach to teach students use of diverse sentence structures is through sentence combining.

In sentence combining, students are presented with kernel sentences and given explicit instruction in how to weld these kernel sentences into more diverse sentence types either

– by using connecting words to combine multiple sentences into one or

– by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.


Formatting Sentence Combining Examples

- ‘Connecting words’ to be used as a sentence-combining tool appear in parentheses at the end of a sentence that is to be combined with the base clause.

  Example: **Base clause:** The car stalled.
  **Sentence to be combined:** The car ran out of gas. (because)
  **Student-Generated Solution:** The car stalled because it ran out of gas.

- The element(s) of any sentence to be embedded in the base clause are underlined.

  Example: **Base clause:** The economic forecast resulted in strong stock market gains.
  **Sentence to be embedded:** The economic forecast was upbeat.
  **Student-Generated Solution:** The upbeat economic forecast resulted in strong stock market gains.
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.)
Response to Intervention

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.

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.
### Classroom Reading/Writing Interventions

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading Racetrack</td>
<td>• Sentence Combining</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Lab Work: Select Interventions to Pilot.</strong></td>
</tr>
<tr>
<td>• Group-Based Repeated Reading</td>
<td>Review this list of sample classroom reading/writing intervention ideas.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Select 1-2 ideas that you would MOST like to try in your classroom.</td>
</tr>
<tr>
<td>• Click or Clunk</td>
<td></td>
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<tr>
<td>• Repeated Reading with Oral/Written</td>
<td></td>
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<tr>
<td>Retell</td>
<td></td>
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<tr>
<td>• Read-Ask-Paraphrase</td>
<td></td>
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<tr>
<td>• Linking Pronouns to Referents</td>
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<tr>
<td>• Ask-Read-Tell</td>
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<tr>
<td>• Phrase-Cued Text Lesson</td>
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</tbody>
</table>
How to individualize instruction. What are ideas to differentiate/scaffold instruction for academic success?
Classroom Accommodations for Academics: A Teacher Toolkit

pp. 10-13

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ALLOW PHYSICAL MOVEMENT. To accommodate the fidgety student, negotiate appropriate outlets for movement (e.g., allowing the student to pace at the back of the classroom during a lesson).</td>
</tr>
<tr>
<td>2.</td>
<td>CHUNK CLASSWORK SESSIONS AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller segments and include brief breaks to sustain student attention.</td>
</tr>
<tr>
<td>3.</td>
<td>CREATE LOW-DISTRACTION WORK AREA. Set up a study carrel in the corner of the room or another low-distraction work area. Direct or allow distractible students to use this area when needed.</td>
</tr>
<tr>
<td>4.</td>
<td>USE PREFERENTIAL SEATING. Seat the student in a classroom location that minimizes distractions and maximizes the ability to focus on the teacher’s instruction.</td>
</tr>
<tr>
<td>5.</td>
<td>USE SILENT CUES. Meet with the student and agree on one or more silent teacher cues to redirect or focus the student (e.g., placing a paperclip on the student’s desk) during class instruction. Use the cue as needed.</td>
</tr>
<tr>
<td>6.</td>
<td>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.</td>
</tr>
<tr>
<td>7.</td>
<td>REPEAT/REPHRASE COMMENTS. Repeat or rephrase student questions or comments to the class or group before responding.</td>
</tr>
<tr>
<td>8.</td>
<td>DIRECTIONS: ASSIGN A BUDDY. Assign a study buddy who is willing and able to repeat and explain directions to the student.</td>
</tr>
<tr>
<td>9.</td>
<td>DIRECTIONS: SIMPLIFY. Simplify written directions on assignments to promote student understanding.</td>
</tr>
<tr>
<td>10.</td>
<td>PROVIDE SCHEDULES/AGENDAS. Provide the student with an academic agenda or schedule for the class period or school day, to include: instructional activities, independent assignments, other tasks to be covered during the period, as well as their approximate duration. Preview with students to prepare them for upcoming activities.</td>
</tr>
</tbody>
</table>
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

Differentiation & Scaffolding: Enabling Strategies

Assisted Reading Level: Gr 8 Assignment
- Providing a reading guide
- Providing easier text
- Pre-teaching vocabulary

Independent Reading Level: Gr 4 Assignment

Gr 4 RDNG
Gr 3 RDNG
Gr 5 RDNG
Gr 6 RDNG
Gr 7 RDNG
Gr 8 RDNG

Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout; p. 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.*
Deciding How to Accommodate. What are examples of classroom ‘instructional adjustments’ (accommodations) that can benefit struggling learners? pp. 10-13
• **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.
Lab Work: Find an Accommodation for Your Classroom

In your groups:

1. Scan the sample accommodation ideas on pp. 10-13 of your handout.

2. Select:
   - one idea that you currently use in your classroom.
   - one idea that you would like to start using.

3. Share your selections with your group.
Interventions for Math.
What are examples of classroom interventions to address math deficits?
Five Strands of Mathematical Proficiency

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.

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.

The Math-Challenged Student: 12-Pt Profile

2. Difficulty understanding math concepts/abstractions.
3. Limited attention span (difficulty remaining on-task).
4. Difficulty with spatial awareness.
5. Failure to apply previously learned knowledge.
6. Unable to apply math concepts/reasoning to real-life situations.
7. Struggle with visual sequencing—the ability to see objects in a sequential order (e.g., copying from the board, sequencing numbers).
8. Confusion of various math signs and symbols.
10. Limited reading skills (e.g., comprehension).
11. Difficulty following directions.

## Math Interventions

<table>
<thead>
<tr>
<th>Math Fact Fluency</th>
<th>Math Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit Time Drill</td>
<td>• QARs to Interpret Math Graphics</td>
</tr>
<tr>
<td>• Incremental Rehearsal</td>
<td>• Timely Work Completion</td>
</tr>
<tr>
<td>• Cover-Copy-Compare</td>
<td>• Problem-Interspersal Technique</td>
</tr>
<tr>
<td>• Peer Tutoring: Math Facts</td>
<td>Student Self-Monitoring</td>
</tr>
<tr>
<td>• STAR Self-Guided Strategy:</td>
<td>• Math Self-Correction Checklist</td>
</tr>
<tr>
<td>Search-Translate-Answer-Review</td>
<td></td>
</tr>
</tbody>
</table>

### Math Word Problems

- STAR Self-Guided Strategy: Search-Translate-Answer-Review
- Math Anxiety
  - Antecedent (‘Anxiety’) Essay
Sample Strategies to Promote…
Acquisition/Fluency of Math Facts

• Explicit Time Drill
• Incremental Rehearsal
• Cover-Copy-Compare
• Peer Tutoring/Constant Time Delay
Computation Fluency: Benefits of Automaticity of ‘Arithmetic Combinations’ (Gersten, Jordan, & Flojo, 2005)

- There is a strong correlation between poor retrieval of arithmetic combinations (‘math facts’) and global math delays
- Automatic recall of arithmetic combinations frees up student ‘cognitive capacity’ to allow for understanding of higher-level problem-solving
- By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties, such as associative property and commutative property

Math Fact Fluency: Explicit Time Drill

The teacher hands out a math-fact worksheet. Students are told that they will have 3 minutes to work on problems on the sheet. The teacher starts the stop watch and tells the students to start work. At the end of the first minute, the teacher ‘calls time’, stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. This process is repeated at the end of minutes 2 and 3. At the conclusion of the 3 minutes, the teacher collects the student worksheets (Rhymer et al., 2002).
Math Review: Incremental Rehearsal of ‘Math Facts’

Step 1: The tutor writes down on a series of index cards the math facts that the student needs to learn. The problems are written without the answers.

\[
\begin{align*}
4 \times 5 &= ___ \\
2 \times 6 &= ___ \\
5 \times 5 &= ___ \\
3 \times 2 &= ___ \\
3 \times 8 &= ___ \\
5 \times 3 &= ___ \\
6 \times 5 &= ___ \\
9 \times 2 &= ___ \\
3 \times 6 &= ___ \\
8 \times 2 &= ___ \\
4 \times 7 &= ___ \\
8 \times 4 &= ___ \\
9 \times 7 &= ___ \\
7 \times 6 &= ___ \\
3 \times 5 &= ___ 
\end{align*}
\]
Math Review: Incremental Rehearsal of ‘Math Facts’

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

‘KNOWN’ Facts

| 4 × 5 = ___ | 2 × 6 = ___ |
| 3 × 2 = ___ | 5 × 3 = ___ |
| 3 × 6 = ___ | 8 × 4 = ___ |
| 6 × 5 = ___ | 4 × 7 = ___ |
| 9 × 7 = ___ | 7 × 6 = ___ |

‘UNKNOWN’ Facts

| 3 × 8 = ___ |
| 9 × 2 = ___ |
| 5 × 5 = ___ |
| 8 × 2 = ___ |
| 3 × 5 = ___ |
Math Review: Incremental Rehearsal of ‘Math Facts’

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

$$3 \times 8 = \_$$
Math Review: Incremental Rehearsal of ‘Math Facts’

Step 3: Next the tutor takes a math fact from the ‘known’ pile and pairs it with the unknown problem. When shown each of the two problems, the student is asked to read off the problem and answer it.

\[ 3 \times 8 = \_ \quad 4 \times 5 = \_ \]
Math Review: Incremental Rehearsal of ‘Math Facts’

Step 3: The tutor then repeats the sequence—adding yet another known problem to the growing deck of index cards being reviewed and each time prompting the student to answer the whole series of math facts—until the review deck contains a total of one ‘unknown’ math fact and nine ‘known’ math facts.

\[
\begin{align*}
3 \times 8 &= \_ \\
4 \times 5 &= \_ \\
2 \times 6 &= \_ \\
3 \times 2 &= \_ \\
3 \times 6 &= \_ \\
5 \times 3 &= \_ \\
8 \times 4 &= \_ \\
6 \times 5 &= \_ \\
4 \times 7 &= \_ \\
\end{align*}
\]
Math Review: Incremental Rehearsal of ‘Math Facts’

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

\[
\begin{align*}
3 \times 8 &= \_ \\
4 \times 5 &= \\
2 \times 6 &= \\
3 \times 2 &= \\
3 \times 6 &= \\
5 \times 3 &= \\
8 \times 4 &= \\
6 \times 5 &= \\
4 \times 7 &= \xmark
\end{align*}
\]
Math Review: Incremental Rehearsal of ‘Math Facts’

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

9 \times 2 = __

3 \times 8 = __

4 \times 5 = __

2 \times 6 = __

3 \times 2 = __

3 \times 6 = __

5 \times 3 = __

8 \times 4 = __

6 \times 5 = __
Cover-Copy-Compare: Math Facts

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

Intervention Central
<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 \times 7 = 63</td>
<td>9 \times 7 = 63</td>
</tr>
<tr>
<td>9 \times 2 = 18</td>
<td>2a.</td>
</tr>
<tr>
<td>9 \times 4 = 36</td>
<td>2b.</td>
</tr>
<tr>
<td>9 \times 1 = 9</td>
<td>3a.</td>
</tr>
<tr>
<td>9 \times 9 = 81</td>
<td>3b.</td>
</tr>
<tr>
<td>9 \times 6 = 54</td>
<td>4a.</td>
</tr>
<tr>
<td>9 \times 3 = 27</td>
<td>4b.</td>
</tr>
<tr>
<td>9 \times 5 = 45</td>
<td>5a.</td>
</tr>
<tr>
<td>9 \times 10 = 90</td>
<td>5b.</td>
</tr>
<tr>
<td>9 \times 8 = 72</td>
<td>6a.</td>
</tr>
<tr>
<td></td>
<td>6b.</td>
</tr>
<tr>
<td></td>
<td>7a.</td>
</tr>
<tr>
<td></td>
<td>7b.</td>
</tr>
<tr>
<td></td>
<td>8a.</td>
</tr>
<tr>
<td></td>
<td>8b.</td>
</tr>
<tr>
<td></td>
<td>9a.</td>
</tr>
<tr>
<td></td>
<td>9b.</td>
</tr>
<tr>
<td></td>
<td>10a.</td>
</tr>
<tr>
<td></td>
<td>10b.</td>
</tr>
</tbody>
</table>
Peer Tutoring in Math
Computation with Constant Time Delay
Peer Tutoring in Math Computation with Constant Time Delay

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

MATERIALS:

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

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

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

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

- **Provides Tutor Feedback.** [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.
  
  [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

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

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

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

<table>
<thead>
<tr>
<th>Date:</th>
<th>Cards Correct</th>
<th>Cards Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Tutoring Integrity Checks. As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed.

NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.
Peer Tutoring in Math Computation: Intervention Integrity Sheet:
(Part 1: Tutoring Activity)

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

**Tutoring Session: Assessment Phase**

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

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

- STAR: Improving Performance on Math Word Problem-Solving
STAR: Improving Performance on Math Word Problems

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

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

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

STAR: Solving Math Word Problems: 4-Step Strategy
## STAR: Solving Math Word Problems

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

<table>
<thead>
<tr>
<th>Step</th>
<th>What I Do</th>
<th>My Workspace</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search.</strong></td>
<td>I search the problem for important information by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reading it aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- highlighting key words</td>
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<tr>
<td><strong>Translate</strong></td>
<td>I translate the word problem into a number sentence. I can:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- arrange counters/objects to understand the problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- draw the problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- explain the problem in my own words</td>
<td></td>
</tr>
<tr>
<td><strong>Answer</strong></td>
<td>I answer the problem. When doing this, I:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- consider the math operations I will use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- think about the steps I will follow and their proper order</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- check my numbers to make sure they are written clearly and are placed correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- show my work</td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>I review my answer to make sure it is correct. To do this, I:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- recheck my calculations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reread the problem and ask myself whether my answer makes sense.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Strategy to Promote... Accurate Interpretation of Math Graphics

- Question-Answer Relationships (QARs) and Math Graphics
Classroom Challenges in Interpreting Math Graphics

When encountering math graphics, students may:

- expect the answer to be easily accessible when in fact the graphic may expect the reader to interpret and draw conclusions
- be inattentive to details of the graphic
- treat irrelevant data as ‘relevant’
- not pay close attention to questions before turning to graphics to find the answer
- fail to use their prior knowledge both to extend the information on the graphic and to act as a possible ‘check’ on the information that it presents.

Using Question-Answer Relationships (QARs) to Interpret Information from Math Graphics

Students can be more savvy interpreters of graphics in applied math problems by applying the Question-Answer Relationship (QAR) strategy. Four Kinds of QAR Questions:

- **RIGHT THERE** questions are fact-based and can be found in a single sentence, often accompanied by 'clue' words that also appear in the question.
- **THINK AND SEARCH** questions can be answered by information in the text but require the scanning of text and making connections between different pieces of factual information.
- **AUTHOR AND YOU** questions require that students take information or opinions that appear in the text and combine them with the reader's own experiences or opinions to formulate an answer.
- **ON MY OWN** questions are based on the students' own experiences and do not require knowledge of the text to answer.

Using Question-Answer Relationships (QARs) to Interpret Information from Math Graphics: 4-Step Teaching Sequence

Students learn about math graphics in a 4-step teaching sequence:

1. DISTINGUISHING DIFFERENT KINDS OF GRAPHICS. Students are taught to differentiate between common types of graphics: e.g., table (grid with information contained in cells), chart (boxes with possible connecting lines or arrows), picture (figure with labels), line graph, bar graph.

2. INTERPRETING INFORMATION IN GRAPHICS. Students are paired off. They are presented with examples from each of the graphics categories—from the most concrete graphics to the more abstract: Pictures > tables > bar graphs > charts > line graphs. They discuss questions such as: “What information does this graphic present? What are strengths of this graphic for presenting data? What are possible weaknesses?”

Using Question-Answer Relationships (QARs) to Interpret Information from Math Graphics: 4-Step Teaching Sequence

Students learn about math graphics in a 4-step teaching sequence:

3. LINKING THE USE OF QARS TO GRAPHICS. Students are given a series of worked math problems—data questions and correct answers. Each question is accompanied by a graphic that contains information needed to formulate the answer.

Students are also each given index cards with titles and descriptions of each of the 4 QAR questions: RIGHT THERE, THINK AND SEARCH, AUTHOR AND YOU, ON MY OWN.

Working in small groups and then individually, students read the questions, study the matching graphics, and ‘verify’ the answers as correct. They then identify the type question being asked using their QAR index cards.

Using Question-Answer Relationships (QARs) to Interpret Information from Math Graphics: 4-Step Teaching Sequence

Students learn about math graphics in a 4-step teaching sequence:

4. **USING QARS WITH GRAPHICS INDEPENDENTLY.** When students are ready to use the QAR strategy independently to read graphics, they are given a laminated card as a reference with 6 steps to follow:
   
   A. **Read the question,**
   
   B. **Review the graphic,**
   
   C. **Reread the question,**
   
   D. **Choose a QAR,**
   
   E. **Answer the question,** and
   
   F. **Locate the answer derived from the graphic in the answer choices offered.**

   Students are strongly encouraged NOT to read the answer choices offered until they have first derived their own answer, so that those choices don’t short-circuit their inquiry.

Sample Strategy to Promote...Timely Math Work Completion
Math Computation: Problem Interspersal Technique

- The teacher first identifies the range of ‘challenging’ problem-types (number problems appropriately matched to the student’s current instructional level) that are to appear on the worksheet.

- Then the teacher creates a series of ‘easy’ problems that the students can complete very quickly (e.g., adding or subtracting two 1-digit numbers). The teacher next prepares a series of student math computation worksheets with ‘easy’ computation problems interspersed at a fixed rate among the ‘challenging’ problems.

- The ratio of easy to challenge problems can vary from 1:1 for student-completed independent work to 3:1 for problems that are read aloud by another and the student responds.

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

<table>
<thead>
<tr>
<th>Problem-Interspersal Technique: Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>12 + 14 = ?</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>21 + 8 = ?</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>3 + 14 = ?</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>9 x 7 = ?</td>
</tr>
</tbody>
</table>
Sample Strategy to Promote...Student Self-Monitoring
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.


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:


**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.

<table>
<thead>
<tr>
<th>I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td></td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td></td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I lined up all numbers in the right place-value columns.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td></td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I rechecked all of my answers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
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<td><em>Y</em> _N</td>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td></td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
<td>_ _ YES _ _ NO</td>
</tr>
</tbody>
</table>
Sample Strategy to Reduce...Anxiety
Managing Academic Anxiety Through an Antecedent Writing Activity (Online)

**Description.** Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with their work performance.

Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Description (Cont.) One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief (7-to 10-minute) writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure. Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

**Writing Exercise: This Assignment: How Are You Feeling?**

I would like you to write honestly about what you are thinking and feeling as you prepare to take this exam/start this assignment.

Because everyone is unique, there is no ‘correct response’ to this writing task. You should just describe as fully as you can your thoughts and feelings about the exam/assignment. You can also write about how your current thoughts and feelings might be the same as—or different from—those you experienced in similar past situations.

You will have ___ minutes to write. Please keep writing until you are told to stop. I will not collect this assignment.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure (Cont.) The instructor gives students 7-10 minutes to complete the writing assignment.

Students are then instructed to put their compositions away (they are not collected).

The class then begins the high-stakes academic task.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use. Here are suggestions for using this antecedent writing exercise:

• Administer to the entire class. Certain academic tasks, such as important tests, will trigger anxiety in many, if not most, students in a classroom. Teachers can use this writing exercise with the entire group as an efficient way to ‘take the edge off’ this anxiety for all students and potentially improve their test performance.

Math Interventions: Activity

- Discuss the interventions reviewed today.
- Select 1 idea that you would like to try in your classroom/school.

<table>
<thead>
<tr>
<th>Math Interventions</th>
<th>Math Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Fact Fluency</strong></td>
<td><strong>Math Graphics</strong></td>
</tr>
<tr>
<td>• Explicit Time Drill</td>
<td>• QARs to Interpret Math Graphics</td>
</tr>
<tr>
<td>• Incremental Rehearsal</td>
<td><strong>Timely Work Completion</strong></td>
</tr>
<tr>
<td>• Cover-Copy-Compare</td>
<td>• Problem-Interspersal Technique</td>
</tr>
<tr>
<td>• Peer Tutoring: Math Facts</td>
<td><strong>Student Self-Monitoring</strong></td>
</tr>
<tr>
<td><strong>Math Word Problems</strong></td>
<td><strong>Math Self-Correction Checklist</strong></td>
</tr>
<tr>
<td>• STAR Self-Guided Strategy: Search-</td>
<td><strong>Math Anxiety</strong></td>
</tr>
<tr>
<td>Translate-Answer-Review</td>
<td>• Antecedent (‘Anxiety’) Essay</td>
</tr>
</tbody>
</table>
Writing Down Tier 1/Classroom Interventions. What is a convenient form that allows teachers to quickly document classroom intervention plans while following an RTI problem-solving process? pp. 14-18
Teacher Problem-Solving: Just a Part of the Job…

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

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

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

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Tier 1: Core Instruction

Individualization: Reteaching, Differentiation, Scaffolding
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Tier 1: Core Instruction

Rayshawn. Typical student making expected progress with core instruction alone. No intervention plan needed.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Tier 1: Core Instruction

Sara. Requires occasional reteaching, reinforcement of core instructional content. No intervention plan needed.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

**Tier 1: Core Instruction**

_**Tomás.**_ Needs sustained teacher attention across several instructional weeks. Benefits from intervention plan (e.g., Read-Ask-Paraphrase) to fully access core instruction. Intervention plan recommended.
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**
  - Too Little Support

- **Teacher & Consultant**
  - "Sweet Spot": Appropriate Support

- **Teacher & Grade-Level/Instructional Team**
  - Too Much Support

- **Teacher & RTI Problem-Solving Team**

---

[www.interventioncentral.org](http://www.interventioncentral.org)
RTI/MTSS Classroom Support Plan: ‘Message in a Bottle’:

Who might benefit?

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

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

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

**CSE/Special Education Eligibility Team.** Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.
### Classroom Intervention Planning Sheet

**Case Information**

- **Student:** Josh H.
- **Interventionist(s):**
- **Date Intervention is To Start:** 27 Oct 2014
- **Date Intervention is To End:**
- **Number of Intervention Weeks:** 8 weeks
- **Description of the Student Problem:** Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.

**Problem Description**

- **Date Intervention Written:** 23 Oct 2014

**Intervention**

- **What to Write:** Write a brief intervention, you can just write what you did with this student.
- **Ask-Read-Tell Cognitive Link:** http://www.jimwrightoninteractive_form.pdf
- **Plan to Monitor Progress**

**Listing of Intervention Elements**

- **Materials**
  - Note what training it already needs / adult(s) and/or for the student to carry out the intervention.
  - A copy of the interactive ART strategy organizer will be given to the student and the parent.

**Training**

- **What to Write:** what training it already needs / adult(s) and/or for the student to carry out the intervention.
- **Train the Student**

**Materials**

- Flashcards
- Internet-connected computer

**Plan to Monitor Progress**

- **What to Write:** Select a method of intervention. For the method selected, record what type of data to be used, enter student baseline (starting-point) information, and note how frequently you plan to monitor the intervention. Tip: Several ideas.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor Progress</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed ART sheets, quiz grades</td>
<td>100% completion/ART sheets</td>
</tr>
<tr>
<td>Quiz grades: 65%</td>
<td>75% for quiz grades</td>
</tr>
<tr>
<td>How often will data be collected?</td>
<td>ART sheets/as readings are assigned; quizzes weekly</td>
</tr>
</tbody>
</table>

**Progress-Monitoring**

- **Existing data:** grades, homework logs, etc.
- **Cumulative mastery log**
- **Rubric**
- **Curriculum-based measurement**
- **Behavior report card**
- **Behavior checklist**

**Plan to Monitor Progress**

- **What to Write:** Select a method of intervention. For the method selected, record what type of data to be used, enter student baseline (starting-point) information, and note how frequently you plan to monitor the intervention. Tip: Several ideas.
Interventions: Activity

Your Ideal ‘Classroom Intervention Plan’…

Imagine that at the start of this school year, you received copies of last year’s classroom intervention plans for your at-risk students.

What specific information would you look for in these written plans?
Self-Management.
What interventions can help students to better manage their own learning?
Self-Regulation: Motivation. . . With a Plan

“Self-regulation of learning involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress.” p. 451

What is ‘learned helplessness’ and how can this condition undermine motivation?
Attributions: Self-Explanations That Drive Future Actions

“The reasons one assigns for achieving success or failure are called attributions…Students' attributions affect their future expectations and actions.”
(Alderman, 1990; p. 27)
Learned Helplessness: The Failure Cycle

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

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

Learned Helplessness: The Effects

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

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

How to Address ‘Learned Helplessness’: Teachers can help to support a student experiencing learned helplessness by:

- Using optimistic statements that encourage student effort and risk-taking (Dweck, 2006).

- Teaching the student self-management skills, to include cognitive strategies, academic fix-up skills, and other techniques (e.g., ‘process checklists’) to use on challenging assignments.

- Instructing the student in how to create a work plan for extended assignments.


Activity: Learned Helplessness

Discussion Question:

- Do you find that ‘learned helplessness’ is a **problem** in your school or district? If so, give examples.
How To...Promote Academic Self-Management: Work Planning Skills
The student is trained to follow a plan→work→self-evaluate→adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.

- **Work.** The student completes the work.

- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.

- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

**Independent Work: Student Planner**

**Student:** Russell Smith  
**Teacher/Staff Member:** Mrs. Lampe  
**Date:** 11/04/15

<table>
<thead>
<tr>
<th>Date</th>
<th>Task: Describe the assignment or task to be completed.</th>
<th>Time Allocated: E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</th>
<th>Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.</th>
<th>Actual Performance: Amount, accuracy, and/or quality of the work actually completed.</th>
<th>Goal Met?: Did you achieve the goal within the time allocated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>/</strong>/</td>
<td>Select Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/</td>
<td><strong>Locate Sources</strong></td>
<td>2 hours</td>
<td><strong>Find at least 3 reputable sources</strong></td>
<td><strong>Found 3 sources</strong></td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>11/10/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/</td>
<td>Create Notes from Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/</td>
<td>Organize Notes into Paper Outline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adjustment:** Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

- **Number of Goal Not Met & Action Plan to Fix:**

How To...Promote Academic Self-Management: The Learning Contract
Learning Contracts: Put Student Promises in Writing...  

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

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

Sources:  
Learning Contract:

Example

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

Russell B: Success Contract: Science 10

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

Student Responsibilities

I have chosen to complete the following actions:

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

Teacher Responsibilities

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

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

Length of Contract

The terms of this contract will continue until:

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

Sign-Offs

Mr. Rappaport  Russell B.  [Parent Name]
Learning Contracts: Put Student Pledges in Writing...

Benefits. Learning contracts:

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

Learning Contract: Example

Response to Intervention

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

Russell B: Success Contract: Science 10
I am taking part in this learning contract to improve my grades and pass the course.

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Sign-Offs

Mr. Rappaport
Teacher

Russell B.
Student

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

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

Russell B: Success Contract: Science 10
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Sign-Offs

Mr. Rappaport  
Russell B.

Mr. Rappaport  
Teacher

Russell B.  
Student

[Parent Name]  
Parent
Student Responsibilities

I have chosen to complete the following actions:

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

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

Russell B: Success Contract: Science 10

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

Student Responsibilities

1. I have chosen to complete the following actions:
   1. I will arrive to class on time.
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April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport

Russell B.

Mr. Rappaport
Teacher

Russell B.
Student

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

**Teacher Responsibilities**

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

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

Russell B: Success Contract: Science 10

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

Student Responsibilities
I have chosen to complete the following actions:

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

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

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

Length of Contract
The terms of this contract will continue until:

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

Sign-Offs
Mr. Rappaport
Russell B.

Mr. Rappaport
Russell B.
[Parent Name]
**Sign-Off.** Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

<table>
<thead>
<tr>
<th>Name: Russell B.</th>
<th>Teacher: Mr. Rappaport</th>
<th>Class/Course: Science 10</th>
<th>Date: Feb 4, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Russell B: Success Contract: Science 10</strong></td>
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</tr>
<tr>
<td>Mr. Rappaport</td>
<td>Russell B.</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Student</td>
<td>[Parent Name]</td>
<td></td>
</tr>
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</table>
Learning Contract: Example

Russell B: Success Contract: Science 10

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

Student Responsibilities

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Sign-Offs

Mr. Rappaport

Russell B.

[Parent Name]
How To...Promote Academic Self-Management: Academic Survival Skills Checklists
The Problem That This Tool Addresses:
Academic Survival Skills Checklist

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

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

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

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 Checklist

<table>
<thead>
<tr>
<th>Academic Survival Skills Checklist: Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY. Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.</td>
</tr>
<tr>
<td>2. ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS. Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.</td>
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<tr>
<td>3. USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK. Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.</td>
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</table>

### Academic Survival Skills Checklist: Homework

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>CREATE AN OPTIMAL HOMEWORK SPACE. Create an organized space at home for getting homework done. The space can be temporary (e.g., kitchen table) or permanent (e.g., a desk in your bedroom). It should be quiet, well-lit, and include a table or desk large enough to lay out your work materials and a comfortable chair.</td>
</tr>
<tr>
<td>5.</td>
<td>SCHEDULE A REGULAR HOMEWORK TIME. Homework is easier to complete if you set aside sufficient time in your schedule to do it. If possible, your daily routine should include a standing time when any homework is to be done. In deciding when to schedule a homework period, consider such factors as when your energy level is highest, when surrounding distractions are less likely to occur, and when shared resources such as a computer or printer may be available for your use.</td>
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<tr>
<td>6.</td>
<td>DEVELOP A DAILY HOMEWORK PLAN. Before beginning your homework each day, take a few minutes to review all of your homework assignments and to develop a work plan. Your plan should include a listing of each homework task and an estimate of how long it will take to complete that task. It is a good rule of thumb to select the most difficult homework task to complete first, when your energy and concentration levels are likely to be at their peak. At the conclusion of your homework session, review the plan, check off all completed tasks, and reflect on whether your time estimates were adequate for the various tasks.</td>
</tr>
</tbody>
</table>

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. Can guide parent conferences.
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.
Activity: Tools for Self-Management

In your groups:

• Review the academic self-management tools presented in this workshop.

• Discuss how you might use any of these tools in your own practice to motivate students by giving them the skills to break down and complete complex tasks.

Self-Management Tools

• Work Planning Skills & Form
• Learning Contracts
• Academic Survival Skills Checklists
What Classroom Supports Help a Struggling Student?

1. **PROBLEM IDENTIFICATION.** The student’s specific academic deficits have been clearly defined.

2. **INTERVENTIONS.** The student receives research-based interventions to help them to succeed in core instruction.

3. **ACCOMMODATIONS.** The student has access to classroom accommodations as needed to reach grade-level potential.

4. **PLAN.** The student has a written intervention plan.

5. **DATA.** The student has assessment data collected to better understand the academic delay and/or to track progress.
Activity: What Are Your Next Steps?

Identify 2-3 ‘next steps’ to use key ideas and resources from this data-collection training back in your classroom or school.