Intervention Pathways: How to Use Data to Set Classroom Intervention Goals and Monitor Student Progress

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Workshop Information

Here are some points to review about today's training:

1.If you have questions during the workshop, type them into the chat bar and I can review at the end of the session.

2.The PowerPoint/recorded webinar for today's training is posted at this URL:

http://www.interventioncentral.org/goalacademy

Handout

RTI Classroom Teacher Toolkit

How to Use Data to Set Classroom Intervention Goals and Monitor Student Progress

Jim Wright, Presenter

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

Supplemental Handout: Intervention Ideas

Posted on workshop page

Sample Classroom Interventions for Reading and Work Engagement from Jim Wright

About Jim Wright

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

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

Thoughts Before We Begin…

- Nothing changes in your current classroom practice based on today's training.

- Today's session will give you additional ideas to consider for intervention and data collection. While **all** of these ideas can work at the high-school level, there is only limited research about how to apply them in a remote learning environment.

- Your goal is to reflect on the resources shared today and select any ideas that might be useful for you.

RTI/MTSS Continuum of Services: Tiers 1-3

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

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

Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students.
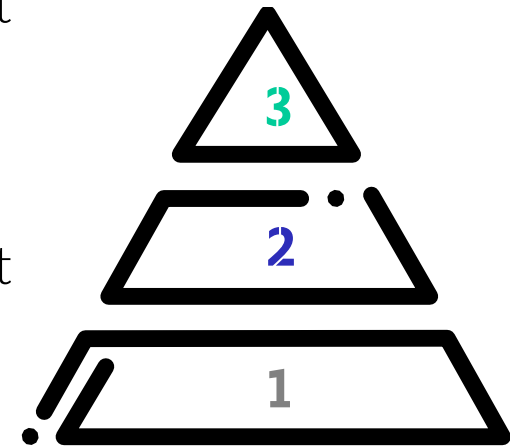
RTI First Responder: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

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

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

4. Locate Appropriate Intervention Ideas from 'Intervention Bank'

5. Write Down the Intervention Plan Before Implementing

6. **Collect Data to Monitor & Judge Student Progress**
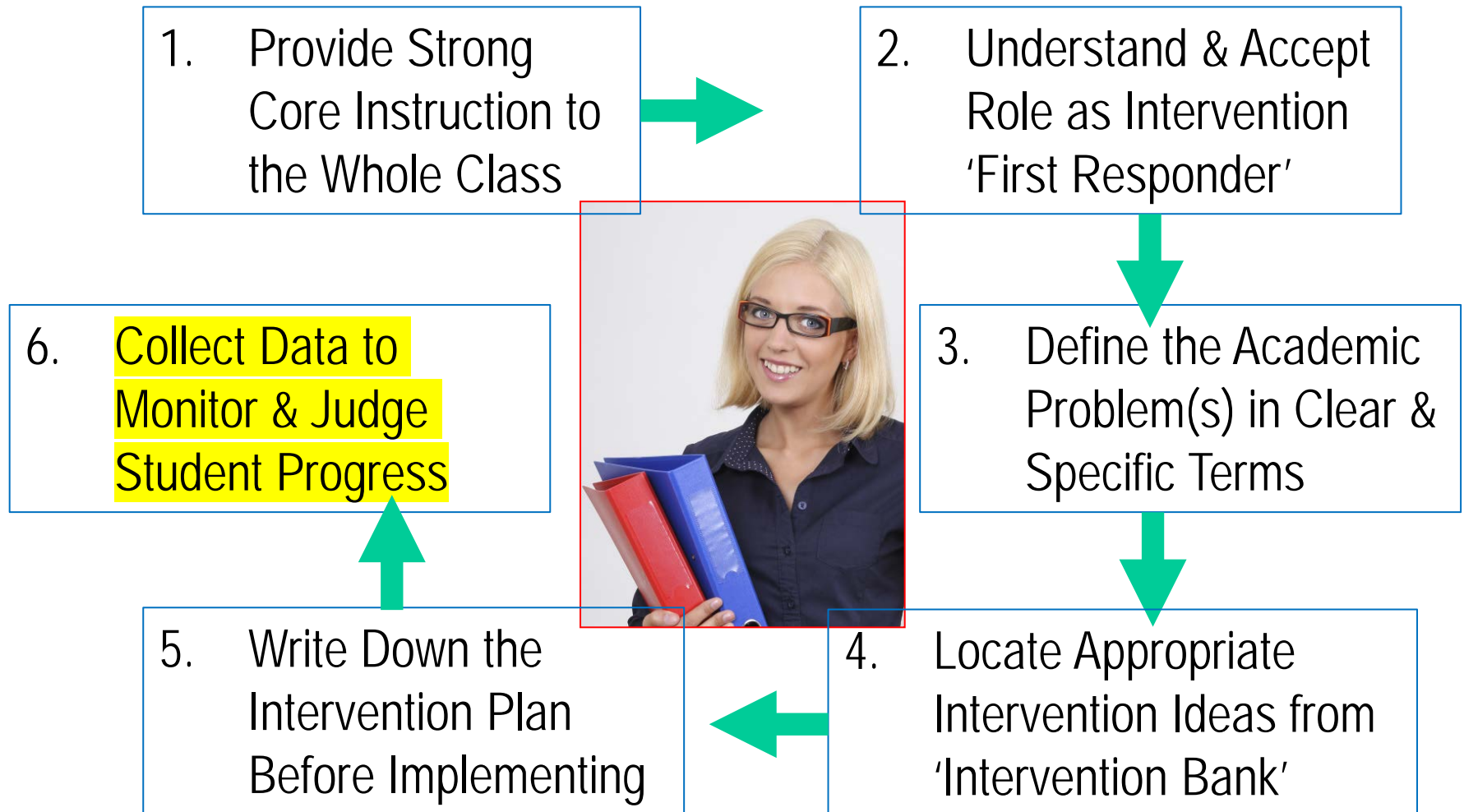
Classroom Data Collection: Agenda

1. *Data Collection: Case Studies.* What are examples of data collection (and intervention) for common concerns?

2. *Data Collection: Big Ideas.* What key concepts can give better results from data?

3. *How to Monitor Student Progress on Classroom Interventions.* What are the 7 steps to creating a strong monitoring plan?

4. *Q&A.* What questions do you have about data collection?
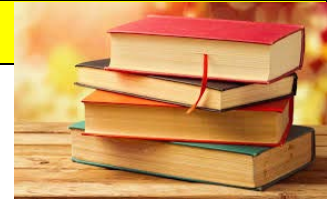
The Struggling Student: Data Tells a Story...

Whenever a student has academic or behavioral challenges, you look to data to tell a coherent story. If any of these elements are missing, the 'data story' can become garbled:

❖ **What academic/behavior problem(s) is the student experiencing?**

❖ **What is the student's current performance?**

❖ **What goal will you set to show that the behavior has improved?**

❖ **How will you use data as feedback to judge your intervention's effectiveness?**

Cameron does not retain key information from assigned readings.

On a written-retell rubric, Cameron scores only 7 of 16 possible pts.

On a written-retell rubric, Cameron's goal is to score at least 12 of 16 pts.

The teacher will collect a written retell from Cameron at least weekly to score using the rubric.

RTI Files: Cameron

Problem: Does not retain key ideas from assigned readings.

Interventions:
Read-Ask-Paraphrase
Linking Pronouns to Referents
Mark It/Jot It
Double Entry Journal pp.

Progress-Monitoring:
Readiness Assessment Test
Written-Retell Rubric

RTI Files

- **Problem:** When Cameron completes assigned readings, he often fails to recall important details.

- **Intervention:** His English teacher, Mr. Tyne, considers several intervention choices, all of which are student-managed…

Reading Comprehension: Text Summarization

Read-Ask-Paraphrase:
During independent reading, the student: will:
1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Read-Ask-Paraphrase (RAP) Sheet

Name: _____ Date: _____ Title/Pages of Reading: _____

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

ww

Reading Comprehension: Tween Tribune

- Text samples used in the next few slides are from Tween Tribune (www.tweentribune.com).

- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.

- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage older students with reading delays.

Reading Comprehension: Annotation

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

Exploring the amazing world of lichens

By: Maggy Benson, *Q?rius*

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

fungus come together to form this house, we see a lichen. This partnership is

called a symbiotic relationship, because it helps both the fungus and algae

survive. Research has shown that lichens are not a natural biological group,

relationship

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

Reading Comprehension: Annotation

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

Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

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

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

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

? How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

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

Source: Mariage, T.V., Englert, C. S., & Mariage, M. F. (2020). Comprehension instruction for Tier 2 early learners: A scaffolded apprenticeship for close reading of informational text. Learning Disability Quarterly, 43(1), 29-42.

Reading Comprehension: Annotation

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

Double-Entry Reading Journal

Student: _____Tim S._____ Date: ___Feb 24, 2021___

Reading Assignment: ___Would You Eat Soup Made from Crickets?___

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

Sentence Starters: This reminds me of ____.
This makes me think of ____.
This is important because ____.
I think this means _____.

The reason I picked this is _____.
What confuses me about this is _____.
This is interesting, because _____.
Somebody who reads this might believe that _____.

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

RTI Files

- **Progress-Monitoring:** Mr. Tyne finally chooses Read-Ask-Paraphrase as the intervention to use with Cameron.

  The instructor weighs 2 choices to progress-monitor:

  - **Readiness Assessment Test** (a brief short-answer quiz based on the assigned reading)
  - **Written-Retell Rubric**

Readiness Assessment Test

Classroom Data Tool: **Readiness Assessment Test**

Comprehension: Measuring retention of assigned readings.

Readiness Assessment Tests (RATs). RATs are brief teacher-made assignments that students complete *after* reading but *before* that reading is reviewed in class (Weinstein & Wu, 2009). The teacher identifies the most relevant information from the assigned reading and constructs a few questions (e.g., 5) to test that knowledge.

The instructor selects the RAT-question format: short-answer; essay; multiple-choice, or any combination.

Readiness Assessment Tests (RATs): Sample Questions.

Multiple Choice.

A solar eclipse occurs when:

- ○ A. the sun cools and dims.
- ○ B. the moon passes between the earth and sun.
- ○ C. the earth spins on its axis.
- ○ D. the earth blocks moonlight.

Short Answer.

A solar eclipse occurs when the _____ passes

between the _____ and sun.

Essay

Write a brief essay explaining the cause of a solar eclipse.

Written-Retell Rubric

Classroom Data Tool: **Rubric**

- **What It Is:** An instrument designed to measure a student on complex tasks.

  In a rubric, the teacher:

  - defines the categories that make up the important dimensions of a task,

  - develops written exemplars representing mastery for each dimension, and

  - creates a rating scale to be used in evaluating a particular student's work for each dimension.

Classroom Data Tool: **Rubric**

- **What It Can Measure:**

  ❑ Any complex, multi-dimensional task, such as:
    - ✓ participating in a discussion;
    - ✓ demonstrating comprehension via written retell;
    - ✓ writing a research paper;
    - ✓ preparing and presenting a PowerPoint;
    - ✓ completing and documenting a science lab project.

Classroom Data Tool: **Written Retell Rubric**

- **What It Is:** An instrument designed to measure a student's immediate recall of key information from an assigned reading.

1. The student completes the reading.

2. The student writes a brief summary of what they recall from the passage ('written recall' or 'written retell').

3. The instructor then 'grades' the recall/retell using a rubric.

Retell Rubric: Courtesy of Saddleback Valley (CA) School District. Available online.

This resource includes sample rubrics for:
- Descriptive Text
- Narrative Text
- Problem/Solution Text
- Sequential/Time Order Text
- Procedural Text
- Compare/Contrast Text
- Cause/Effect Text

Individual Reading Retelling Rubric: Cause/Effect Text Structure

Name: Jared P. Date: March 17, 2021.

Text Title: The Boston Tea Party. Level: 1010 Lexile

Circle one: Oral Retelling **(Written Retelling)**

Prompt: Tell me about what you read.

Rubric

4 Gives accurate information using explicit details with elaboration

3 Gives accurate information with explicit details

2 Gives limited information; may include some inaccuracies

1 Unable to give information related to the text

0 No score indicates no response

	Unaided	Aided	Rubric Score
• States author's intended purpose			1 2 3 4
• States and understands the importance of the concept	X		1 (2) 3 4
• States the event or happening	X		1 2 (3) 4
• Provides details about the cause of the event	X		1 2 (3) 4
• Provides details about the effect of the happening or event	X		1 2 (3) 4
• Clearly links causes and effects	X		1 (2) 3 4
• Demonstrates an understanding of diagrams, tables, or graphs encountered in the text	X		1 (2) 3 4
• Provides a summary of the concept and how it has personal relevance			1 2 3 4
Comments:		Total Rubric Score	15

Monitoring Student Progress on Classroom Interventions: Big Ideas. These 8 big ideas can help teachers to more effectively and efficiently collect and interpret student data in the classroom … pp. 2-4

Monitoring Student Progress on Classroom Interventions: Big Ideas

Teachers collect and interpret multiple streams of classroom data continuously to make ongoing judgments about whether groups or individual learners are understanding instructional content, making adequate progress in coursework, and behaving appropriately. Here are key 'big ideas' about monitoring student progress that can assist teachers in collecting more useful data efficiently and making better decisions about students' response to classroom interventions.

1. **Define the student problem clearly.** Before the teacher can select a method of data collection to monitor student progress, that instructor must first define the academic or behavioral problem clearly (Christ, 2008). Clear definitions of the presenting concern are called 'problem identification [ID] statements'.

   Problem ID statements can often be improved by making them more specific and, when appropriate, by adding information about frequency, intensity, or other objective data to clarify the severity of the problem. For example, an instructor may initially come up with this problem ID statement, 'Angela is disruptive in class.' This vague [...]roved with detail, e.g., 'Angela argues and refuses to comply when given a teacher [...]eacher's concern that 'Sam never turns in homework' can be improved if she consults her [...]ation about how frequently the student submits work, e.g., 'Sam turns in homework only about 25 percent of the time.'

   Table 1 provides examples of how to compose specific, data-based problem-ID statements.

Table 1: How to Strengthen Descriptions of Academic and Other Behaviors		
Descriptions needing improvement.	*Joshua does not know his math facts.* This description is too general: what does it mean to 'know a math fact' and what specific facts does the student not know?	*Anne doesn't respect adults.* This description is vaguely worded and includes an unnecessary value judgement.
1. **Get Specific.** Describe behaviors in specific terms without added value judgments.	*Joshua does not know his multiplication 0-12 math facts.*	*Anne often fails to comply with teacher requests.*
2. **Use Data.** Make use of available data (when available) to provide additional information about current student performance.	*When shown multiplication 0-12 Scholastic math-fact flash cards for 3 seconds, Joshua can answer 32 of 58 correctly.*	*When given directives in math class, Anne complies with those directives about 50% of the time.*
3. **Reframe.** State behaviors (when possible) as positive 'goal' statements.	*When shown multiplication 0-12 Scholastic math-fact flash cards for 3 seconds, Joshua will answer 58 of 58 correctly [with 95% accuracy].*	*When given directives in math class, Anne will comply with those directives within 1 minute without argument or complaint at least 90% of the time.*

2. **Take full advantage of practical progress-monitoring tools available in the classroom.** There are a range of data-collection methods that teachers can use to track student progress on academic or behavioral interventions, such as grades, rubrics, student interviews, behavior report cards, and checklists. Many of these measures are teacher-made and have the advantage of measuring the student's actual observed behavior or academic performance (Howell, Hosp & Kurns, 2008).

Handout: pp. 2-4
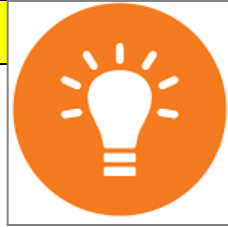
Data Collection: Big Ideas…

■ *Define the student problem clearly.* Before selecting a method of data collection to monitor student progress, the teacher must first define the academic or behavioral problem clearly (Christ, 2008).These are called 'problem identification [problem ID] statements'.

1

Table 1: How to Strengthen Descriptions of Academic and Other Behaviors

	Descriptions needing improvement. Handout: p. 2	*Joshua does not know his math facts.* This description is too general: what does it mean to 'know a math fact' and what specific facts does the student not know?	*Anne doesn't respect adults.* This description is vaguely worded and includes an unnecessary value judgement.
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1

Data Collection: Big Ideas…

■ *Take advantage of practical classroom progress-monitoring tools.* Teachers can use lots of data-collection methods to track student progress on academic or behavioral interventions: e.g., grades, rubrics, interviews, behavior report cards, and checklists.

Such 'informal' measures may appear to lack the rigor of more formal norm-referenced assessments. But the reduced stakes of classroom interventions mean that measures used to track success on these general-education interventions can also be less rigorous (Hosp, 2008).

2

Data Collection: Big Ideas…

■ *Use measures that yield a specific number value.* Instructors should select progress-monitoring tool(s) that can be converted to numeric data, so that the results can be charted over time as a coherent data series.

For example, a teacher uses writing samples to monitor a student's ability to construct complete sentences. The teacher converts each qualitative writing sample into chartable, numeric data by (1) counting up number of correctly formed sentences and (2) dividing this figure by the total number of sentences attempted to calculate percent of correctly formed sentences in the sample.
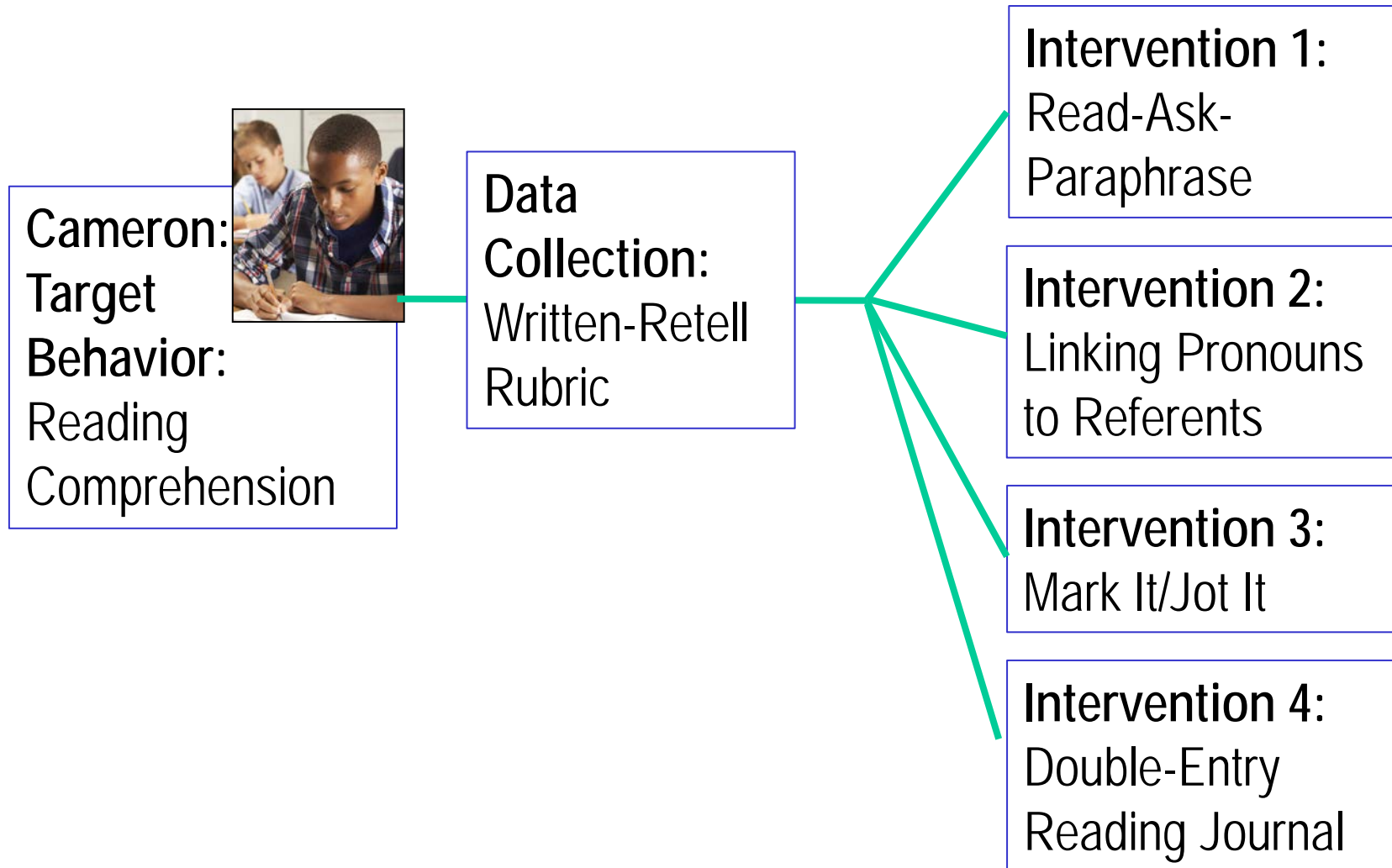
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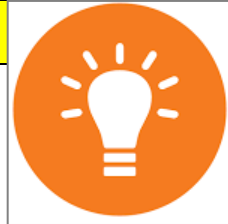
Data Collection: Big Ideas…

■ *Choose measures that are sensitive to short-term gains.* Progress-monitoring should reveal in weeks—not months– whether the intervention is effective. When possible, teachers should select data-collection tools (e.g., CBMs) that accurately capture incremental student improvement within a 6-to-8-week timespan.
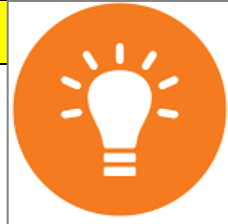
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Data Collection: Big Ideas…

■ *Measure target behaviors, not 'interventions'.* The goal of interventions is to *improve a target behavior*—by positively impacting academic performance or general conduct. So, teachers can actually choose a method to monitor a student progress *before* selecting an intervention. For example, a teacher wishes to increase a student's reading fluency. The teacher can next select from interventions such as repeated reading, duet reading, etc.. However, no matter what intervention(s) the teacher finally selects, the goal for progress-monitoring remains unchanged: reading fluency.

5

# Measure Target Behaviors, Not Interventions...

Cameron:
Target
Behavior:
Reading
Comprehension

Data
Collection:
Written-Retell
Rubric

Intervention 1:
Read-Ask-
Paraphrase

Intervention 2:
Linking Pronouns
to Referents

Intervention 3:
Mark It/Jot It

Intervention 4:
Double-Entry
Reading Journal

Data Collection: Big Ideas…

■ *Baseline: Know the student's starting point.* When preparing to monitor a student on intervention, the teacher typically first collects 'baseline' data. The instructor assesses the student's academic or behavioral performance on one or more occasions *before* the intervention starts—and uses this preliminary data to estimate that student's starting point or current level of performance (Hixson, Christ & Bruni, 2014).

Baseline information is also used as a point of comparison throughout the intervention period to judge whether that student has made progress.

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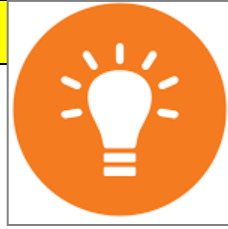
Data Collection: Big Ideas…

■ *Set an intervention goal.* Before launching an intervention and monitoring progress, the teacher establishes a student outcome goal (Hixson, Christ & Bruni, 2014). To compute this outcome goal, the instructor decides how many instructional weeks the intervention will last and calculates a 'realistic but ambitious' performance goal for the student to meet or exceed by the end of the intervention period.

The intervention goal allows the teacher a simple, unambiguous standard against which to judge the success of the intervention.

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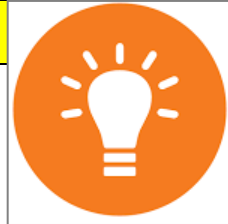
Data Collection: Big Ideas…

■ *Reduce the 'noise' in the data.* All real-world student performance data contains both real information and an element of error (Hosp, 2008). Error in data collection is ever-present. Teachers, however, can take action to minimize the 'noise', or 'error', that data contains.

Common Sources of Data 'Noise' (Error)

Variance in administration of assessments. Staff vary in their use of the data-collection instrument.

Variance in student performance. Factors such as emotional state, physical needs (hunger, fatigue) impact assessments.

Variance in environment. Distractions, unexpected changes in routine, etc., affect assessment results.

8

Big Ideas in Data Collection

zoom Survey

RTI Files: Sara

Problem: Lacks fluency as a writer.

Intervention: Self-Monitoring and Graphing of Journal Entries

Progress-Monitoring: Curriculum-Based Measurement: Writing

RTI Files

- **Problem:** Sara takes a long time to produce writing and typically turns in very brief written responses.

- **Intervention:** Mr. Henry, her instructor, uses journals to communicate with his students. He decides to use **self-monitoring and graphing** of Sara's journal entries to encourage increased fluency.

Journal Entries: Self-Monitoring & Graphing

- Assign journal-writing for fixed periods (e.g., 10 minutes) several times per week.

- At the end of each journaling, the student counts total words written in the session and records in their journal.

- The student then plots their daily total words written on a graph.

- At the start of each week, the student (or teacher) notes the previous week's average words written and increases by 5% to set current week's goal.

Source: Rathvon, N. (1999). Effective school interventions. New York: Guilford Press.

RTI Files

- **Progress-Monitoring:** To monitor Sara's writing fluency, Mr. Henry chooses Curriculum-Based Measurement (CBM) Writing Fluency.

  This assessment consists of timed (3 minute) writing samples, scored for total number of words in the writing sample.

Classroom Data Tool: Curriculum-Based Measurement/Assessment

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

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**
  - ❑ Speed and accuracy in basic academic skills, such as:
    - ❑ oral reading fluency: 1 min
    - ❑ reading comprehension (maze): 3 mins
    - ❑ production of writing: 3 mins
    - ❑ math fact computation: 2 mins

Mechanics & Conventions of Writing

- Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

  However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful--such as total words written, correctly spelled words, and correct writing sequences.

CBM-Written Expression: Sample Story Starter

Source: Writing Probe Generator. Available at http://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing

Curriculum-Based Measurement: *Written Expression Probe*

Student Name:_____ Classroom:_____ Date:_____

One day, I was in my boat and a storm came up and carried me to a desert island. To survive...

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Total Words: ____   Correctly Spelled Words: ____   Correct Writing Sequence: ___

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45

- **CBM-WE: Total Words Written** [4 Minutes]. The student's writing sample is scored for the total words written.

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.					
Grade	Fall TWW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

CBM Writing Assessment: Scoring

Correctly Spelled Words:

I **woud** drink water from the ocean and I **woud** eat the fruit off of the trees. Then I **woud** **bilit** a house out of trees, and I **woud** gather firewood to stay warm. I **woud** try and fix my boat in my spare time.

Correctly Spelled Words = 39

- **CBM-WE: Correctly Spelled Words** [4 Minutes]. The student's writing sample is scored for the number of words spelled correctly.

Correctly Spelled Words (CSW): This measure is a count of correctly spelled words written during the CBM-WE assessment.					
Grade	Fall CSW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring CSW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	5	1↔9	10	3↔17	0.45
2	20	10↔30	27	15↔39	0.46
3	32	19↔45	33	21↔45	0.37
4	38	26↔50	44	29↔59	0.26
5	48	31↔65	65	42↔88	--
6	42	29↔55	56	41↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

CBM Writing Assessment: Scoring

Correct Writing Sequences:

I *woud* drink water from the ocean and I *woud* eat the fruit off of the trees. Then I *woud bilit* a house out of trees, and I *woud* gather firewood to stay warm. I *woud* try and fix my boat in my spare time.

Correct Writing Sequences = 37

- **CBM-WE: Correct Writing Sequences** [4 Minutes]. A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

Writing Probe Generator

Create a probe to assess the mechanics and conventions of student writing.

URL: http://www.interventioncentral.org/tools/writing-probe-generator

RTI Files: Russell

Problem: Attendance and preparedness

Intervention: Learning Contract

Progress-Monitoring: Behavioral Checklist

RTI Files

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.

- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

Learning Contracts: Put Student Promises in Writing…

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

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

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

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

Learning Contract: Example

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

Russell B: Success Contract: Science 10

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

Student Responsibilities--

I have chosen to complete the following actions:

1 | I will arrive to class on time.

2 | I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3 | I will keep my desk organized during independent work.

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

Teacher Responsibilities--

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

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

Length of Contract--

The terms of this contract will continue until:

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

Sign-Offs---

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

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

- provide academic structure and support,

- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and

- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

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

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Example

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Sign-Offs

Mr. Rappaport   *Russell B.*

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

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

Learning Contract

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

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

...ntract: Science 10

...s and pass the course.

I have chosen to complete the following actions:

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

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

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

Russell B: Success Contract: Science 10

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

Student Responsibilities--

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, note[s] 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.

Sign-Offs--

Mr. Rappaport

Mr. Rappaport
Teacher

Russell B.

Russell B.
Student

[Parent Name]
Parent

Learning Contract: Example

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

Russell B: Success Contract: Science 10

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

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

Russell B: Success Contract: Science 10

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...Responsibilities--

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

...ll keep my desk organized during independent work.

...ill submit any current homework at the start of class.

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

> *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.

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

Learning Contract:
Example

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

Russell B: Success Contract: Science 10

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Sign-Offs

Mr. Rappaport   *Russell B.*

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

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

Russell B: Success Contract: Science 10

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or end this learning contract.

Sign-Offs---

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

Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Learning Contract: Example

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

Russell B: Success Contract: Science 10

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

Student Responsibilities

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Sign-Offs

Mr. Rappaport   *Russell B.*

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

RTI Files

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a behavioral checklist. Each item is scored as CHECKED=1/ UNCHECKED=0— so Russell can earn a maximum of 4 points per day.

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

Russell: Science Start-of-Class Checklist

- ☐ The student arrived to class on time.
- ☐ The student brought work materials to class: paper, notebook, textbook, and current assignments.
- ☐ The student kept his desk organized during independent work.
- ☐ The student submitted his current homework at the start of class.

Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

  Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

Classroom Data Tool: **Checklist**

- **What It Can Measure:**

  - ❑Step-by-step cognitive strategies
  - ❑Behavioral routines
  - ❑Generalization: Target behavior carried out across settings

Classroom Data Tool: **Checklist**

Checklist Example: Classroom Routine

Start-of-Class Checklist

❑ AT THE START OF CLASS, THE STUDENT:

❑ has a sharpened pencil.

❑ has paper for taking notes.

❑ has homework ready to turn in.

❑ has put her cell phone away in her backpack.

❑ has cleared her desk of unneeded materials.

❑ is sitting quietly.

❑ is working on the assigned start-of-class activity.

Classroom Data Tool: Checklist

How to Disagree Respectfully
☐ Remain calm.
☐ Listen actively and ask clarifying questions.
☐ Think about the other person's point of view.
☐ Explain your viewpoint clearly.
☐ Act nonjudgmentally.

Task Analysis Example: Math Word Problem: 7-Step Self-Check

Checklist Item
1. **Reading the problem.** I read the problem carefully. When I do not understand part of the problem (such as a vocabulary word), I try to figure it out before going forward.
2. **Paraphrasing the problem.** I put the math problem into my own words--and keep at this step until I feel that I am describing the problem correctly.
3. **Drawing the problem.** I make a drawing that presents the problem as one or more pictures.
4. **Creating a plan to solve the problem.** Now that I understand what the problem is asking me to do, I make a plan to solve it.
5. **Predicting/Estimating the answer.** Using my estimating skills, I come up with my best guess for what the answer will be.
6. **Computing the answer.** I solve the problem, showing all of my work so that I can remember the steps that I followed.
7. **Checking the answer.** I check my work for each step of the problem to make sure that it is correct. I also compare my actual answer to make sure that it is close to my estimate.

Advantages of Behavior Checklists…

1. **DEFINING BEHAVIORAL EXPECTATIONS.** The teacher creates a behavioral checklist to clarify behavioral expectations.

2. **TEACHING THE BEHAVIOR.** The teacher uses the checklist as a guide to teach the behavior to the student.

3. **REINFORCING SHARED EXPECTATIONS.** The checklist encourages multiple educators working with the student to share the same behavioral expectations.

4. **PROMPTING THE BEHAVIOR.** Adults can use the checklist to prompt the student to show desired behaviors.

5. **SELF-MANAGING THE BEHAVIOR.** The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

6. **COMMUNICATING WITH PARENTS.** The checklist is a convenient tool to communicate expectations to the student's parent(s).

Classroom Data Tool: **Checklist**

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

RTI Files: Trevor

Problem: Unreceptive to constructive teacher feedback about his writing skills.

Intervention: Wise Feedback

Progress-Monitoring: Work Products

RTI Files

- **Problem:** Whenever his social studies teacher Ms. Carbone hands Trevor a paper with feedback in the form of instructor comments, Trevor appears to shutdown and ignores most of the feedback in his next draft.

- **Intervention:** Ms. Carbone decides to use **Wise Feedback** to help the student to view her comments in a more favorable (and accurate) light.

Wise Feedback. Increase Acceptance of Academic Feedback

- **What It Is.** Wise feedback follows a specific structure to signal to the student that the critical feedback is well-intentioned and appropriately matched to the student's abilities.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

Critical Feedback. The Problem…

The intention of teachers' instructional feedback is often ambiguous, leaving learners free to impose their own interpretations.

Students already sensitive to being stereotyped (e.g., because of race, gender, or economic class) may construe teacher feedback in a negative light—as a sign of stereotyping or bias (Cohen, Steele, & Ross, 1999; Yeager et al., 2013). So the student 'tunes out' that adult feedback—resulting in the 'mentor's dilemma'.

Sources: Cohen, G. L., Steele, C. M., and Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25(10), 1302-1318.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., & Williams, M. E. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143, 804-824.

'Wise' Feedback. Formatting Critical Feedback to Promote Student Acceptance

'Wise feedback' prevents the student from taking criticism about their work personally. Written or verbal feedback about a student's academic performance follows this format:

- HIGH STANDARDS. The teacher emphasizes and explains the high standards used to evaluate the student work.
- ASSURANCE OF ABILITY. The teacher states explicitly his or her confidence that the student has the skills necessary to successfully meet those standards.

Source: Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25, 1302-1318.

Wise Feedback Example

High Standards
"I'm giving you these comments because I have very high expectations…"

Assurance of Student Ability
"…and I know that you can reach them."

Wise Feedback: Additional Suggestions…

- *Do not pair grades with wise feedback.* When possible, teachers should avoid attaching grades to any student work that contains wise feedback.

  Students tend to view a summative number or letter grade as the 'real' evaluation of an assignment and are therefore likely to ignore comments that accompany them (Yeager et al., 2013). So grades can 'short-circuit' the positive impact of wise feedback.

  One strategy to keep wise-feedback and grading separate on an assignment is to return the first draft of the assignment ungraded with wise feedback. The student is then directed to use the feedback to revise the assignment and submit for a grade.

RTI Files

- **Progress-Monitoring:** Ms. Carbone will use **work products** as a progress-monitoring tool.

  She directs Trevor (and the rest of the class) to incorporate her feedback when revising their first draft of papers and to turn in both the first and final drafts.

  For Trevor, the teacher selects her **five** most significant comments on each first draft and notes whether he acted on that feedback in his final draft.

  At baseline, Trevor would respond to no more than 1 of five comments (20%). The goal by the end of the Wise Feedback intervention is for Trevor to acknowledge and act on at least 4 of five comments (80%).

Classroom Data Tool: **Work Products**

- **What It Is:** Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework).

  A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).

Classroom Data Tool: **Work Products**

- **What It Can Measure:**

  - ❏ Work completion
  - ❏ Work accuracy
  - ❏ Written evidence of problem-solving steps
  - ❏ Quality of student work (e.g., on writing assignments)

Classroom Data Tool: **Work Products**
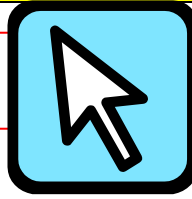
- **Converting Work Products from Artifact to Data: Tutorial:**

Teachers can find many inventive ways to convert work products into objective data. Here are some ideas to get started:

1. *Work Accuracy: Percentage.* Tracks the accuracy of student work containing a finite number of items, such as math number problems or end-of-chapter questions. Compute by dividing the number of correct answers by the total number of assigned items.

Classroom Data Tool: **Work Products**
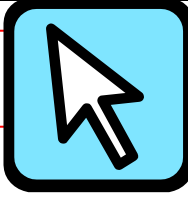
- **Converting Work Products from Artifact to Data: Tutorial:**

2. *Work Attempted: Percentage.* Measures effort on student work containing a finite number of items. Calculate by dividing the number of items attempted (whether correct or not) by the total number of items.

3. *Work Time: Time Log.* Indicates the amount of time required to complete the assignment. Compute by (1) having the student or teacher record the student's start and end time in working on the assignment and then (2) calculating the number of elapsed minutes.

Classroom Data Tool: **Work Products**

- Text annotation. Students can increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text (Sarkisian et al., 2003).

Classroom Data Tool: **Work Products**

- Syntax elements. The teacher can tally correct/incorrect syntactic usage in writing samples. Example: For the goal of writing complete sentences, the teacher (1) counts all **attempted** sentences in the sample, (2) counts number of **correctly formed** sentences, and (3) divides number of correct sentences by all sentences attempted to get a **percentage of correct sentences**.

Classroom Data Tool: **Work Products**

- Syntax elements. The teacher can tally correct/incorrect syntactic usage in writing samples. Example: For the goal of writing complete sentences, the teacher **(1) counts all attempted sentences in the sample**, (2) counts number of **correctly formed** sentences, and (3) divides number of correct sentences by all sentences attempted to get a **percentage of correct sentences**.

Classroom Data Tool: **Work Products**

- Syntax elements. The teacher can tally correct/incorrect syntactic usage in writing samples. Example: For the goal of writing complete sentences, the teacher (1) counts all attempted sentences in the sample, (2) counts number of **correctly formed** sentences, and (3) divides number of correct sentences by all sentences attempted to get a **percentage of correct sentences**.

Percentage/correct sentence use

Total attempted sentences = 9

Classroom Data Tool: **Work Products**

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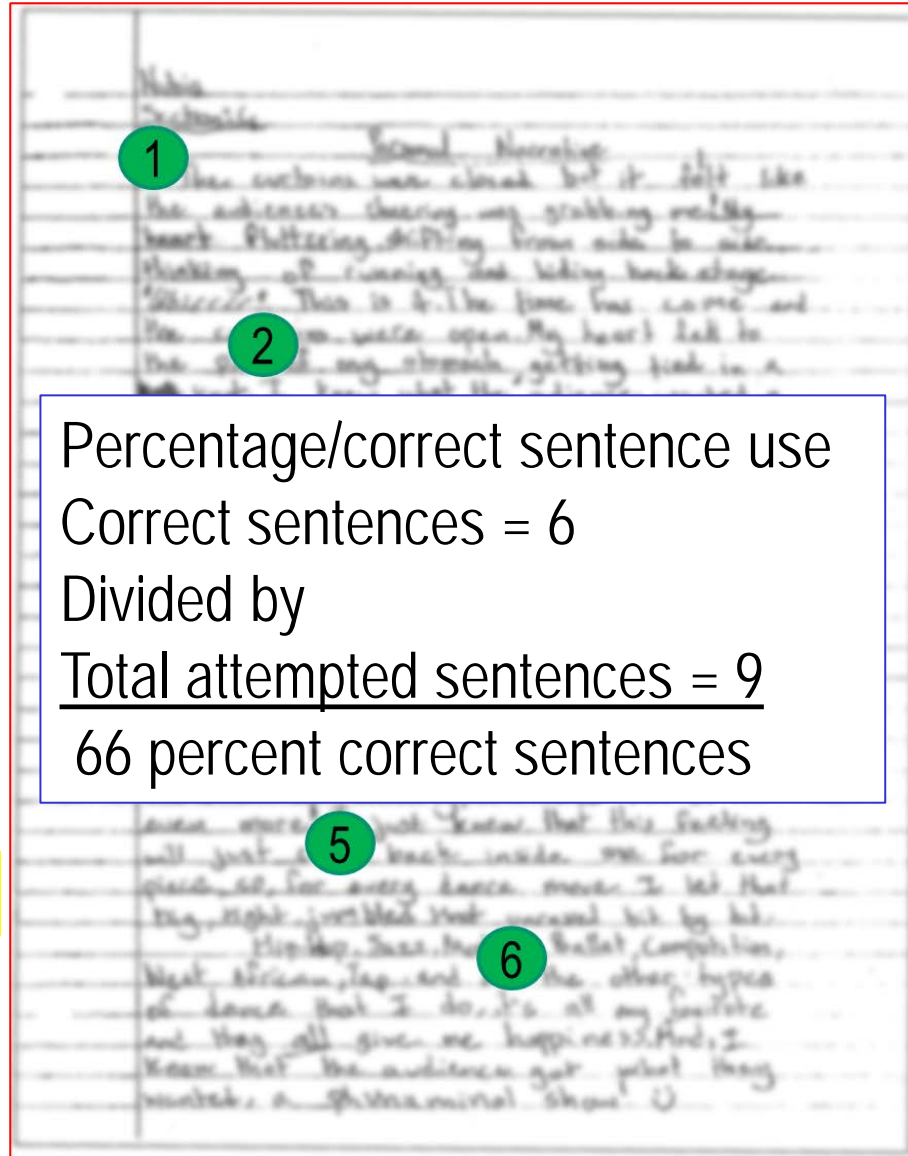
Classroom Data Tool: **Work Products**

- Syntax elements. The teacher can tally correct/incorrect syntactic usage in writing samples. Example: For the goal of writing complete sentences, the teacher (1) counts all **attempted** sentences in the sample, (2) counts number of **correctly formed** sentences, and (3) divides number of correct sentences by all sentences attempted to get a **percentage of correct sentences**.

Percentage/correct sentence use
Correct sentences = 6

Total attempted sentences = 9

Classroom Data Tool: **Work Products**

- Syntax elements. The teacher can tally correct/incorrect syntactic usage in writing samples. Example: For the goal of writing complete sentences, the teacher (1) counts all **attempted** sentences in the sample, (2) counts number of **correctly formed** sentences, and (3) divides number of correct sentences by all sentences attempted to get a **percentage of correct sentences**.

Percentage/correct sentence use
Correct sentences = 6
Divided by
Total attempted sentences = 9
 66 percent correct sentences

RTI Files: Angela

Problem: Non-compliant.

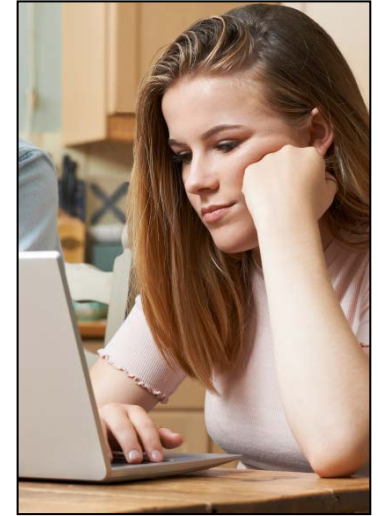*Intervention:*
Precision Requests

Progress-Monitoring:
Behavior Report Card

RTI Files

- **Problem:** Angela's science instructor, Ms. Gray, finds that Angela often fails to comply in a reasonable time with teacher requests.

- **Intervention:** Ms. Gray decides to use Precision Requests as a strategy to increase Angela's compliance.

Precision Requests: Make Directives and Consequences Clear (De Martini-Scully, Bray, & Kehle, 2000; Musser, Bray, Kehle, & Jenson, 2001). The *precision request* structures communication with the student in a concise, respectful format that preserves adult authority and increases the likelihood of student compliance. In preparation, the teacher decides on appropriate consequences for non-compliance.

Examples of suitable consequences include loss of free time, phone call to a parent, loss of a point or token, or restriction of activities at recess. When making a precision request, the teacher follows these 3 steps:

Precision Requests: Make Directives and Consequences Clear (cont.)

1. *Make first request: "Please...".* The teacher states a brief request that starts with the word 'Please' and -- whenever possible--frames the request as a goal behavior rather than as a behavior to stop (e.g., "Rick, please open your math book and begin the assignment written on the board").

    The teacher then waits 5 seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment") .

Precision Requests: Make Directives and Consequences Clear (cont.)

2. *Make second request: "I Need...".* If the student fails to comply with the first request within 5 seconds, the teacher repeats that request. This time, the teacher starts the request with the phrase "I need..." (e.g., "Rick, I need you to open your math book and begin the assignment written on the board").

   Again, the teacher waits 5 seconds for the student to comply. If the student complies, the teacher verbally reinforces the student (e.g., "Thank you for starting your math assignment") .

Precision Requests: Make Directives and Consequences Clear (cont.)

3. *Deliver consequence for non-compliance.* If the student fails to comply to the second request within 5 seconds, the teacher follows through in delivering the pre-determined consequence for non-compliance.

RTI Files

- **Progress-Monitoring:** Ms. Gray decides to use **Behavior Report Cards** to monitor student compliance (along with related classroom behaviors).
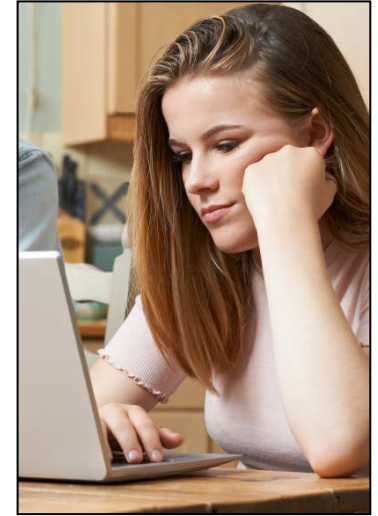
Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale (online) that measures student classroom behaviors (pp. 28-32). A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

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

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

Behavior Report Card Example: Angela

Angela: Science: Daily Progress Report

Student Name: _Angela_____   Date: _____

Rater: _Ms. Gray_____   Classroom: _____

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

Angela spoke respectfully and complied with Ms. Gray's requests within 1 minute without argument or complaint.

Did Angela succeed in this behavior goal?

☐ NO

Angela worked on independent class assignments without significant distractions or

Angela spoke respectfully and complied with Ms. Gray's requests within 1 minute without argument or complaint.

Did Angela succeed in this behavior goal?

☐ YES   ☐ NO

Parent Signature: _____   Date: _____

Comments:

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

Response to Intervention

Student/ Challenge	Intervention(s)	Data Collection Method(s)
Cameron: Reading Comprehension	Read-Ask-Paraphrase Linking Pronouns to	Readiness Assessment Test (RAT) Written-Retell Rubric
Sara: Writing		CBM: Writing (3-min samples)
Russell: Atten & Preparation		Behavior Checklist
Trevor: Ignori Critical Feedback		Work Products: first vs. final draft
Angela: Compliance	Precision Requests	Behavior Report Card

What Resources Do You Want to Explore?
In your breakout rooms, review the student cases presented today.
- Appoint a recorder.
- Discuss how your school may develop these two teacher resources:
  - ❑ Classroom intervention bank
  - ❑ Classroom data-collection bank

Response to Intervention		
Student/ Challenge	**Intervention(s)**	**Data Collection Method(s)**
Cameron: Reading Comprehension	Read-Ask-Paraphrase Linking Pronouns to Referents Mark It/Jot It Double-Entry Reading Journal	Readiness Assessment Test (RAT) Written-Retell Rubric
Sara: Writing Fluency	Journal Entries: Self-Monitoring & Graphing	CBM: Writing (3-min samples)
Russell: Attendance & Preparation	Learning Contract	Behavior Checklist
Trevor: Ignoring Critical Feedback	Wise Feedback	Work Products: first vs. final draft
Angela: Compliance	Precision Requests	Behavior Report Card

HOW TO MONITOR STUDENT PROGRESS ON CLASSROOM INTERVENTIONS

How to Monitor Student Progress on Tier 1/Classroom Interventions pp. 13-21

7 Steps to Monitor Progress on Tier 1/Classroom Interventions

RTI/MTSS By Jim Wright, Contributing Consultant to Frontline Education on 1/15/2019

When I visit schools as an RTI/MTSS consultant and talk with teachers about Tier 1/classroom academic interventions, I often hear frustration over the difficulty of collecting and interpreting data to monitor student progress. Yet, the critical importance of data is that it 'tells the story' of the academic or behavioral intervention, revealing the answers to such central questions as:

- what specific skills or behaviors does the student find challenging?
- what is the student's baseline or starting point?
- what outcome goal would define success for this student?
- has the student reached the goal?

If the information required to answer any of these questions is missing, the data story becomes garbled and teachers can find themselves unsure about the purpose and/or outcome of the intervention.

While following a guide does not eliminate all difficulties in tracking Tier 1/classroom interventions, these 7 steps will help the educators you work with ask the right questions, collect useful data and arrive at meaningful answers at Tier 1.

STEP 1: What skill or behavior is being measured?

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?
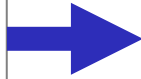
2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?

How to Monitor Classroom Interventions

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure.

This 'problem-identification' statement should define the skill or behavior in clear, specific terms.

Problem-Identification Statements: Examples

HOMEWORK. Russell does not turn in homework.

WRITING. Andrea's writing includes many incomplete sentences.

MATH FACTS. Rick is not fluent in multiplication math facts.

BEHAVIOR. Angela is inattentive in large-group instruction.

How to Monitor Classroom Interventions

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention.

(For a list of assessment tools, see handout; pp. 5-7)

Data Collection Methods: Examples

Problem ID Statement	Sample Data Tool
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

How to Monitor Classroom Interventions

STEP 3: How long will your intervention last? When planning your classroom intervention, you should determine an end-date when you can review your progress-monitoring data and decide whether the intervention is successful. A good practice is to run your intervention for at least 6-8 instructional weeks before evaluating its effectiveness.
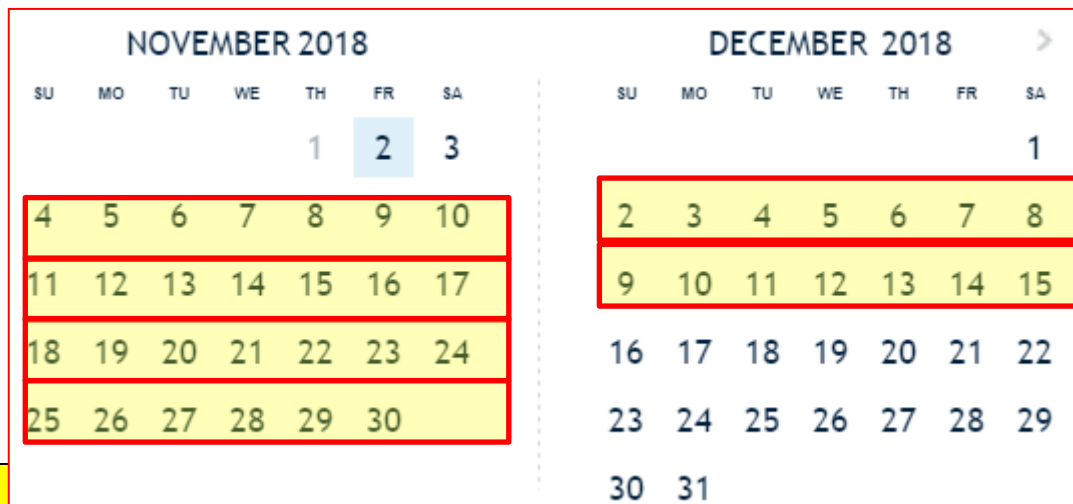
How to Monitor Classroom Interventions

STEP 4: What is the student's baseline performance? Before launching your intervention, you will first use your selected data-collection tool to record baseline data reflecting the student's current performance in the skill or behavior that you are measuring.

Baseline data represents a starting point that permits you to calculate precisely any progress the student makes during the intervention.

Because student data can vary, you should strive to collect at least 3 baseline data points.

Baseline Data: Examples

Problem ID Statement	Sample Data Tool	Baseline Data
HOMEWORK. Russell does not turn in homework.	Homework log	Russell turned in homework on 20 percent of days when homework was assigned. **[Data source: percentage homework completion calculated from 1 week of homework log entries.]**
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, an average of 40 percent of sentences are found to be incomplete. **[Data source: median value of 3 writing samples collected on different days]**
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick calculates an average of 29 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. **[Data source: median value of 3 CBM worksheets collected on different days.]**
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher rates this item 'YES' during 1 of 5 days (20 percent). **[Data source: percentage calculated from 5 days of DBRC data collection.]**

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? You will next set an outcome goal that describes how the student is expected to perform on the target skill or behavior if the intervention is successful (e.g., after 6-8 weeks).

S.M.A.R.T. (SMART)

- **S**PECIFIC

- **M**EASURABLE

- **A**PPROPRIATE, ACHIEVEABLE, ATTAINABLE

- **R**EALISTIC, RESULTS-FOCUSED

- **T**IME-BOUND

Outcome Goal: Examples

Problem ID Statement	Sample Data Tool	Outcome Goal
HOMEWORK. Russell does not turn in homework.	Homework log	Russell will turn in at least 80 percent of assigned homework. [Data source: percentage homework completion calculated from final week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, at least 90 percent of attempted sentences will be correct and complete. [Data source: median value of final 3 writing samples]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick will calculate an average of 49 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: average of final 2 CBM worksheets.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher will rate this item 'YES' during at least 4 of 5 days (80 percent). [Data source: percentage calculated from final 5 days of DBRC data collection.]

How to Monitor Classroom Interventions

- **STEP 5: What is the student's outcome goal? (Cont.)** You can use several sources to calculate an outcome goal:

- *CBMs.* If you are using academic CBMs with benchmark norms, those grade-level norms can help you to set a goal for the student.

- *Classroom Norms.* If you are measuring a skill for which you lack benchmark norms, you may instead be able to compile classroom norms (i.e.., sampling your entire class or a subgroup of your class) and use those group norms to set an outcome goal.

- *Teacher-Defined Performance Goal (Criterion Mastery).* Sometimes, you must write an outcome goal—but don't have access to benchmark or classroom norms. In this case, you can always use your own judgment to define a meaningful outcome goal: e.g., the student will follow a 7-step process to solve a math word problem.

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? (Cont.)
TIP: For a student with a large academic deficit, you very likely will not be able to close that skill-gap entirely within one 6-8-week intervention cycle.

In this instance, you should instead set an ambitious **'intermediate goal'** that will demonstrate that your student is clearly closing the academic gap with peers.

Students with substantial academic delays may require several repeated intervention-cycles with intermediate goals before they can close the skill-gap sufficiently to bring them up to grade-level peers (**'final goal'**).

How to Monitor Classroom Interventions

STEP 6: How often will you collect data? The more frequently you collect data, the more quickly you will be able to judge whether an intervention is effective (Filderman & Toste, 2018). This is because more data points make trends of improvement easier to spot and increase your confidence in the pattern that the data is showing you.

Ideally, you should collect data at least weekly for the duration of the intervention period. If that is not feasible, you will want monitor student progress no less than twice per month.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? Once you have created your progress-monitoring plan for the student, you will put that plan into action. At the end of the pre-determined intervention period (e.g., in 6 weeks), you will review the student's cumulative progress-monitoring data, compare it to the outcome goal, and judge the effectiveness of the intervention.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? (Cont.) Here are your outcome decision rules:

- *Outcome goal met.* If your student meets the outcome goal, the intervention is a success. You can stop the intervention or continue for a time if the student still benefits from it.

- *Progress but outcome goal not met.* If your student fails to meet the outcome goal, but you see clear signs that the student is making progress, you might decide that the intervention shows promise. Here, your next step would be to alter the existing intervention to intensify its effect: e.g., smaller group size; more frequent meetings).

- *Little or no progress observed.* If your student does not make progress, you should replace the intervention plan with a new strategy.

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?
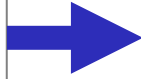
2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?

Conducting Remote Data Collection: Thoughts

The challenge during remote instruction is to collect valid and reliable student performance data in a home environment. Educators should examine these 3 areas:

1. **The assessment.** The selected assessment is a good match for the skill(s) to be measured and adaptable to remote administration. The student is sufficiently familiar with the assessment protocol. The assessment is appropriately supervised (e.g., by educator remotely or parent onsite).

2. **The student.** The student is fully engaged in the assessment (e.g., adequately rested, fed, attending to task, etc.)

3. **The setting.** All elements of the learning environment are supportive of assessment (e.g., working Internet connection / device, lack of local distractions, work materials available if approved or put away if not approved, etc.).

Data collection: How to monitor student progress on classroom interventions
Takeaways

The educator who follows all 7 steps for carrying out a classroom progress-monitoring plan is more likely to:
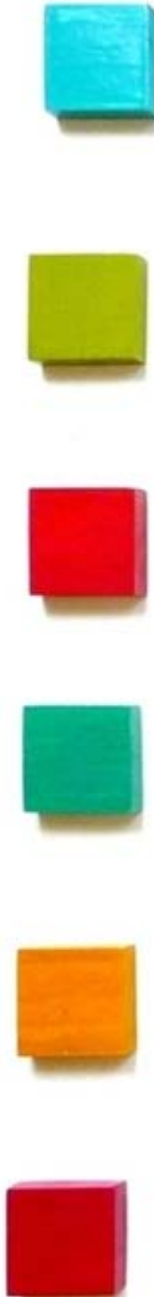
1. obtain trustworthy data reflecting student performance/progress.

2. be able to explain/justify their data-collection plan (e.g., why they chose a particular assessment or selected a specific goal, etc.).

Data Collection: 7 Steps

zoom Survey

Pivot Points. What are key classroom competencies that ANY student needs for school success?

Handout (Online)

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.

Ranking	Student Competency
	A. **Basic Academic Skills**. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
	B. **Academic Survival Skills**. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
	C. **Work Completion**. The student independently completes in-class work and homework.
	D. **Transitions**. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
	E. **Attentional Focus**. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
	F. **Emotional Control**. The student manages emotions across settings, responding appropriately to setbacks and frustrations.
	G. **Peer Interactions**. The student collaborates productively and has positive social interactions with peers.
	H. **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').
	I. **Self-Understanding**. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
	J. **Self-Advocacy**. The student advocates for their needs and negotiates effectively with adults.

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'
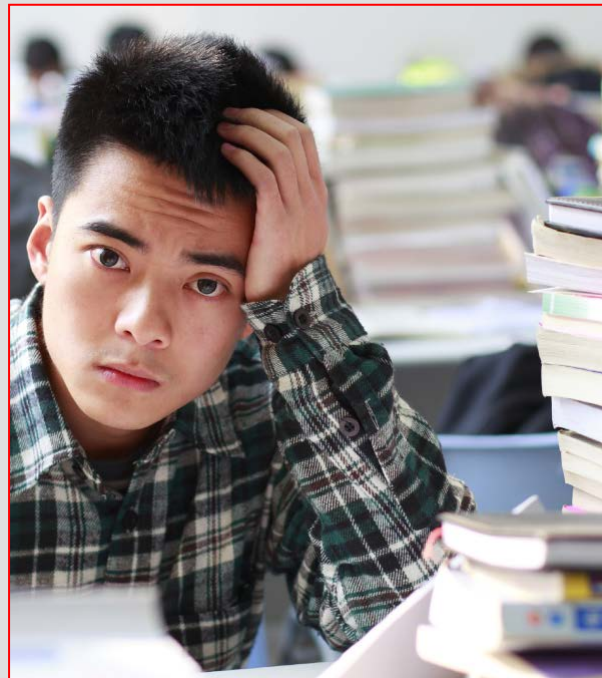
Peer interactions

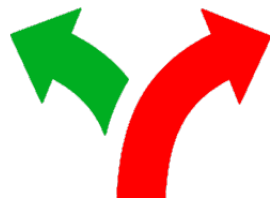Work completion

Self-efficacy

Transitions

Self-understanding

Attentional focus

Self-advocacy

# Pivot Points: The Struggling Student in a General Education Setting

1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
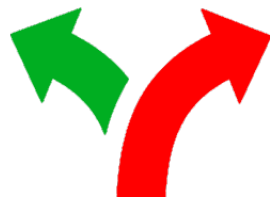
2. **Academic Survival Skills**. The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.

Pivot Points: The Struggling Student in a General Education Setting
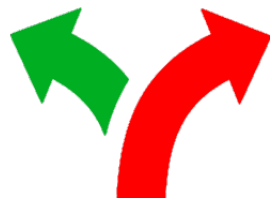
3. **Work Completion.** The student independently completes in-class work and homework.

4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

Pivot Points: The Struggling Student in a General Education Setting

5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

# Pivot Points: The Struggling Student in a General Education Setting

7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

8. **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').

Pivot Points: The Struggling Student in a General Education Setting
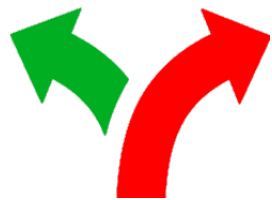
9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

Handout (Online): This resource can help the teacher to identify a student's most prominent 'roadblocks' to 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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Pivot Points

zoom Survey

Wrap-Up Questions…

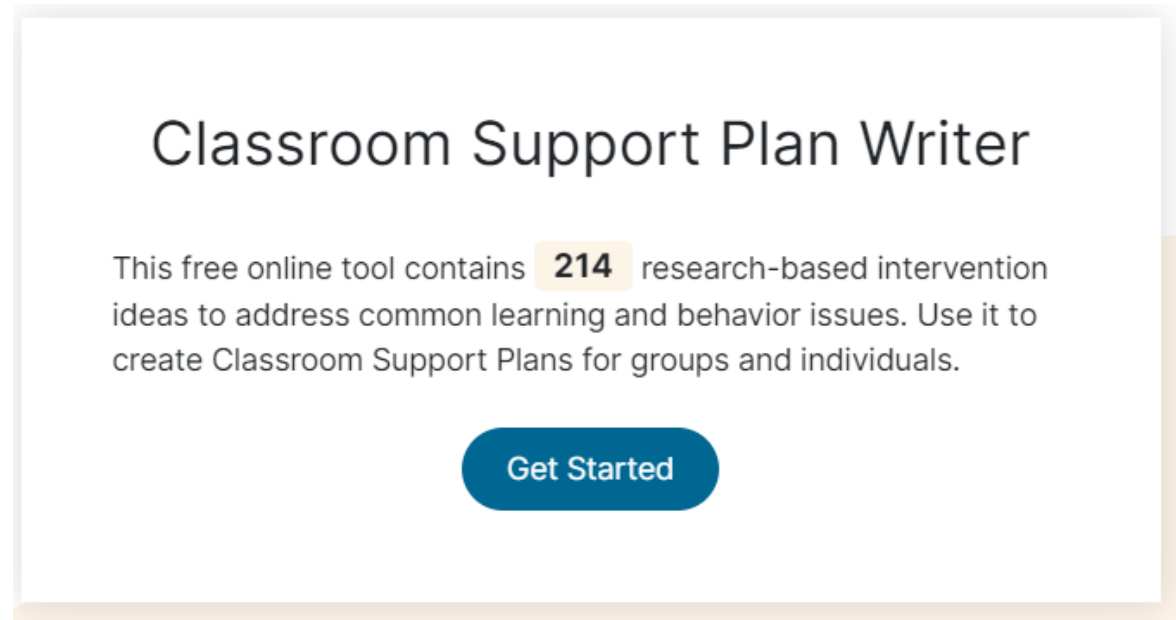What questions do you have about classroom data-collection?

CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

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

- browse collections of reading, math, writing, behavior, and accommodation ideas.

- select specific intervention ideas matched to particular groups or individuals.

- add personal notes to the plan to clarify implementation.

- label, download, and print the resulting customized 'Classroom Support Plan'.

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

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

Classroom Support Plan Writer

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

Get Started