

# The Teacher as Tier 1/Classroom 'First Responder'

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



Intervention Central  
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook, Twitter, Print, Email, and Google+. Below this, there are three main sections: "Products" featuring "RTI Data Collection Forms & Organizer", "Latest Updates" with a post from September 17th, 2013 about "Reduce Time-Outs With Active Response Beads", and a featured article from November 20, 2013, titled "Building Sight-Word Vocabulary: 4 Methods". To the right, a "Featured Tools" sidebar lists various resources such as the "Academic Intervention Planner for Struggling Students", "Behavior Intervention Planner", and "Dolch Wordlist Fluency Generator".

**INTERVENTION CENTRAL** Your source for RTI resources

Home Academic Interventions Behavior Interventions Products Workshops CBM Downloads Blog Contact

## Response To Intervention – RTI Resources

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### Products

RTI Data Collection Forms & Organizer

### Latest Updates

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

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

[18 Nov 2013]. **CBM Warehouse: New Resources for Tracking Basic Academic Skills.** Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 8 areas: Letter Knowledge, Oral Reading Fluency, Reading Comprehension (Maze), Early Math (Number Sense), Math Computation, and Written Expression.

### Featured Tools

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

Workshop PPTs and handout available at:

<https://www.interventioncentral.org/westbabylon>

## 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](http://InterventionCentral.org) website.

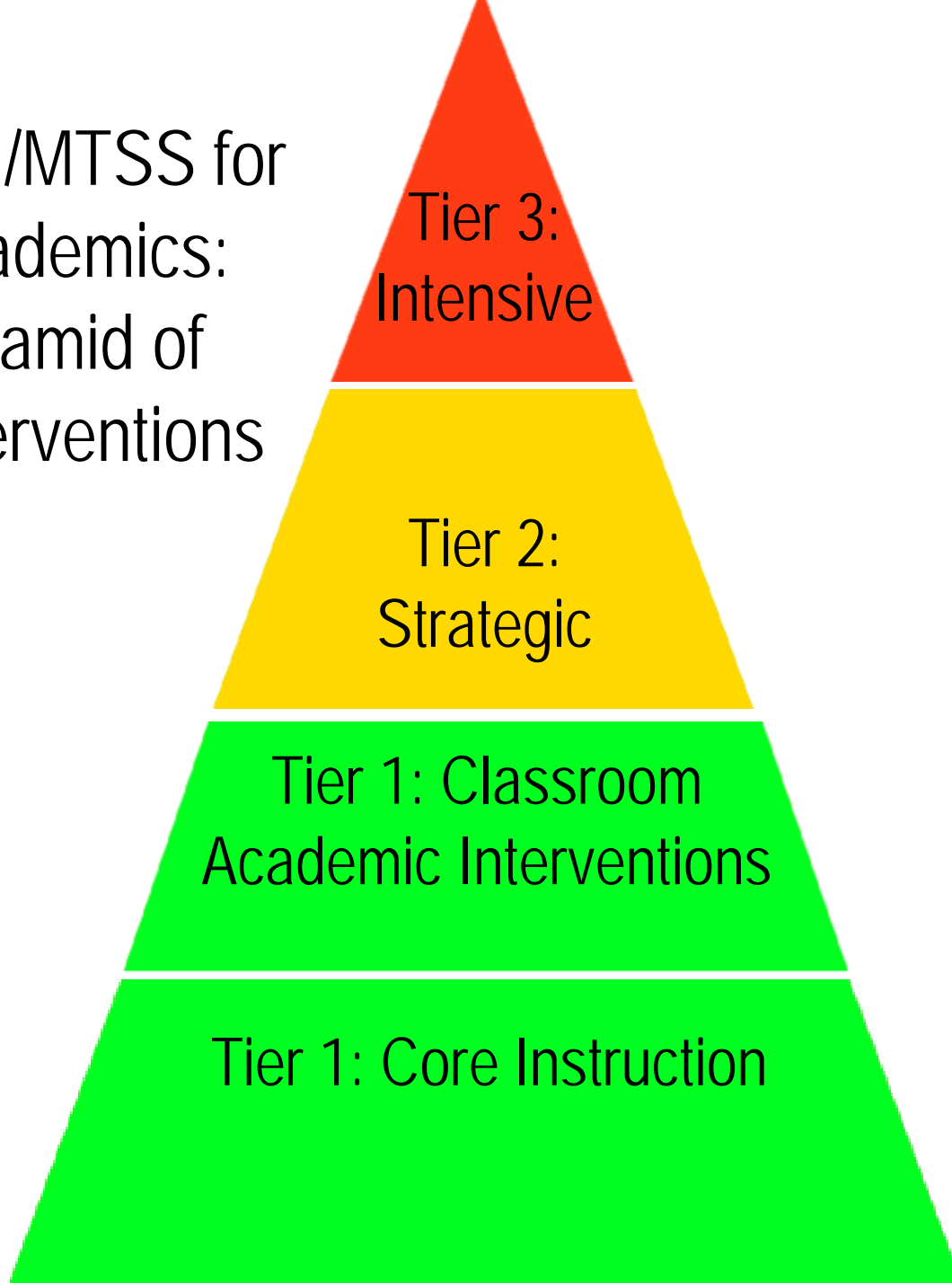
# Today's Workshop Agenda

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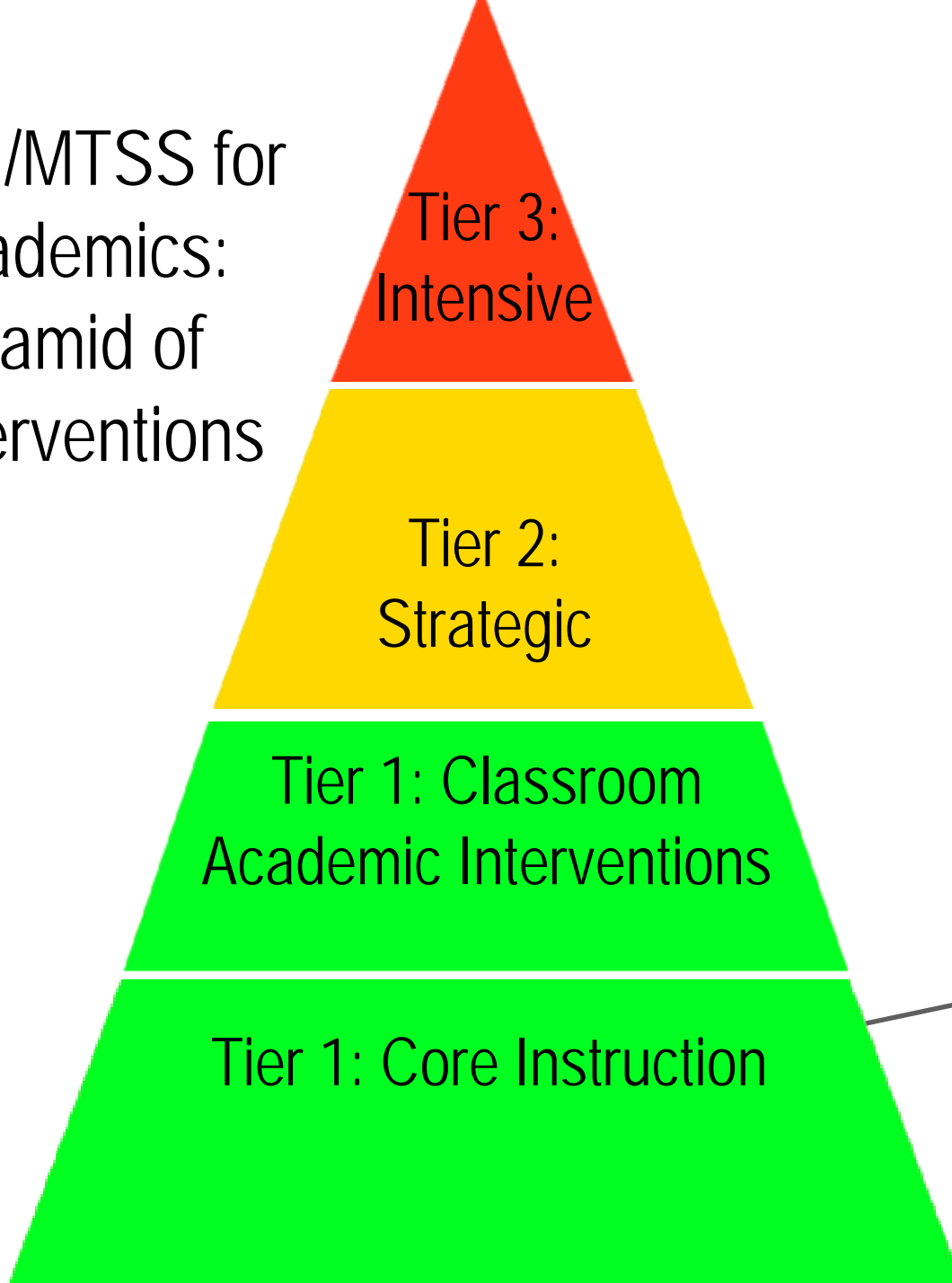


- Take questions/have a discussion about classroom interventions for at-risk students.
- How to write a 3-part Problem Identification Statement.
- Check out the *Classroom Support Plan Writer*, a free teacher intervention database

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



Tier 3:  
Intensive

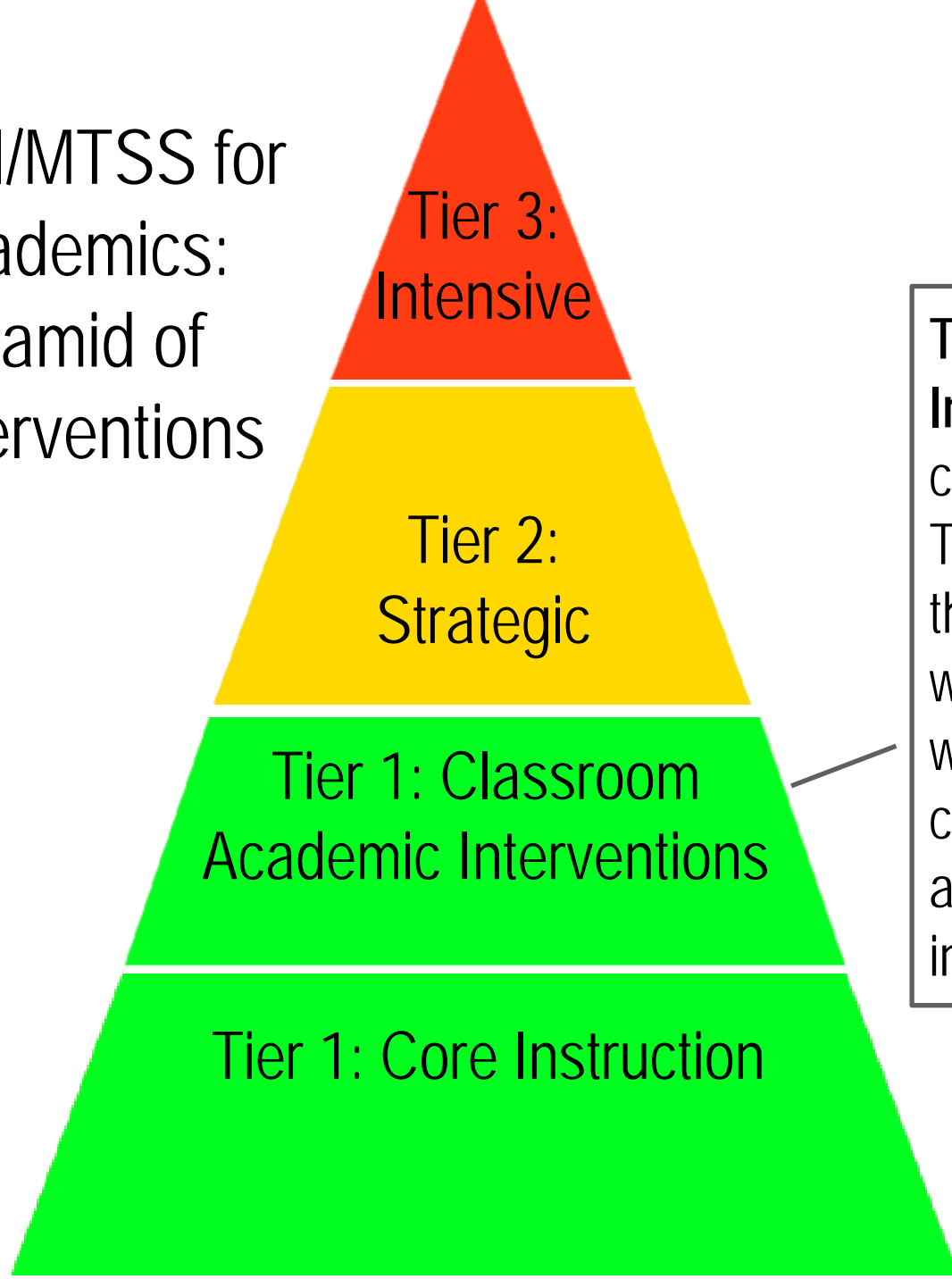
Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction

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

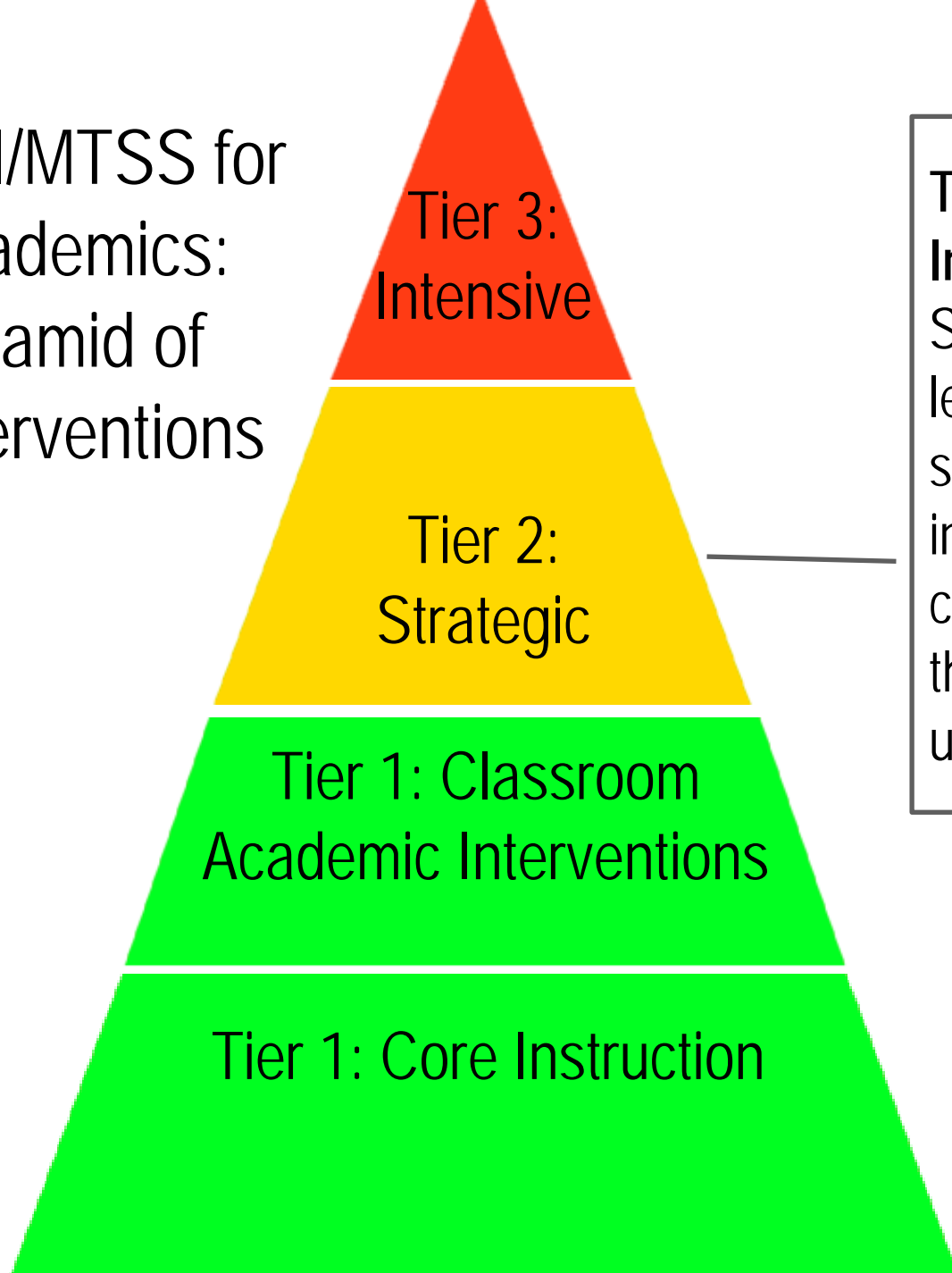
RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



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

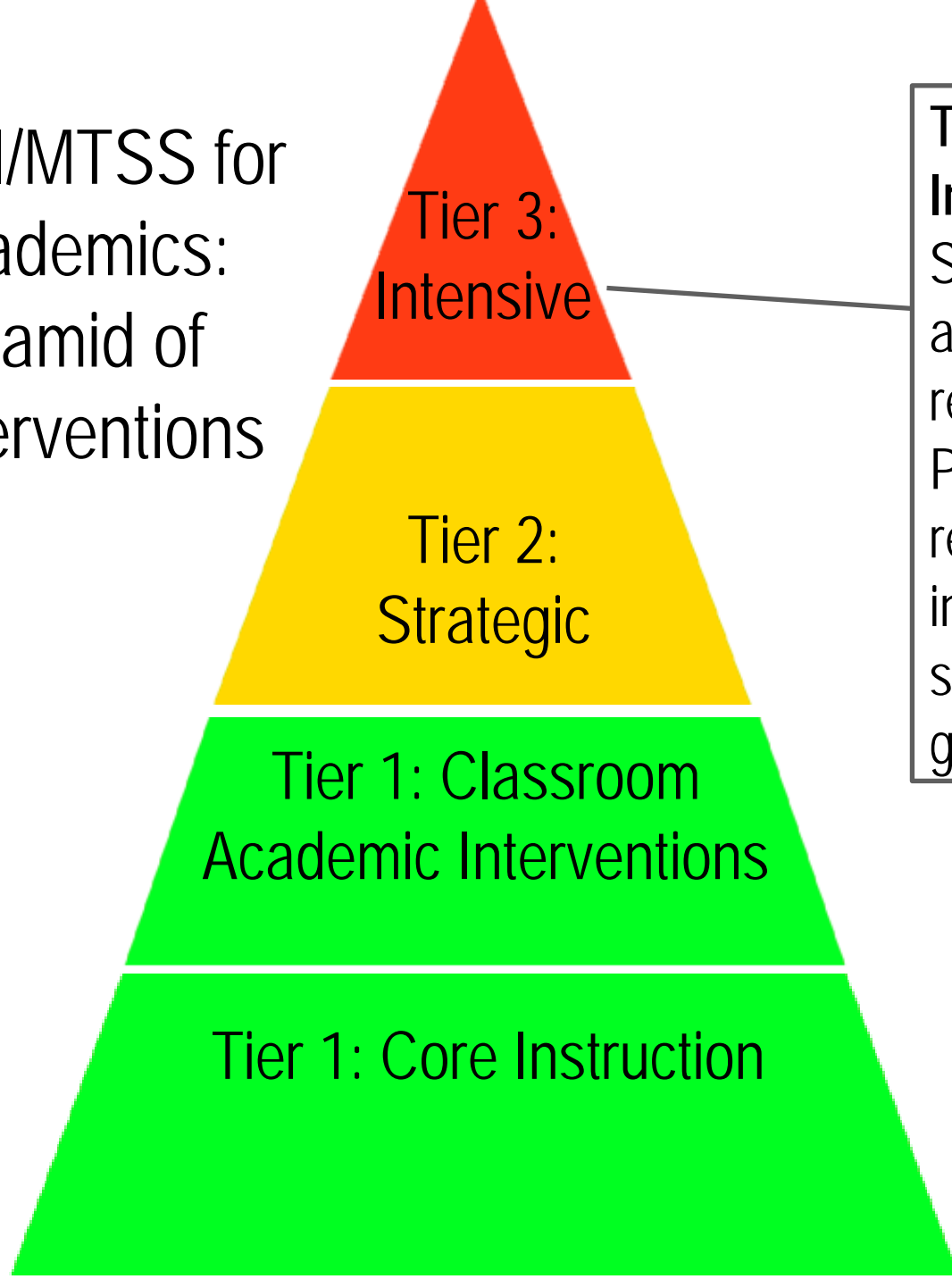


RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



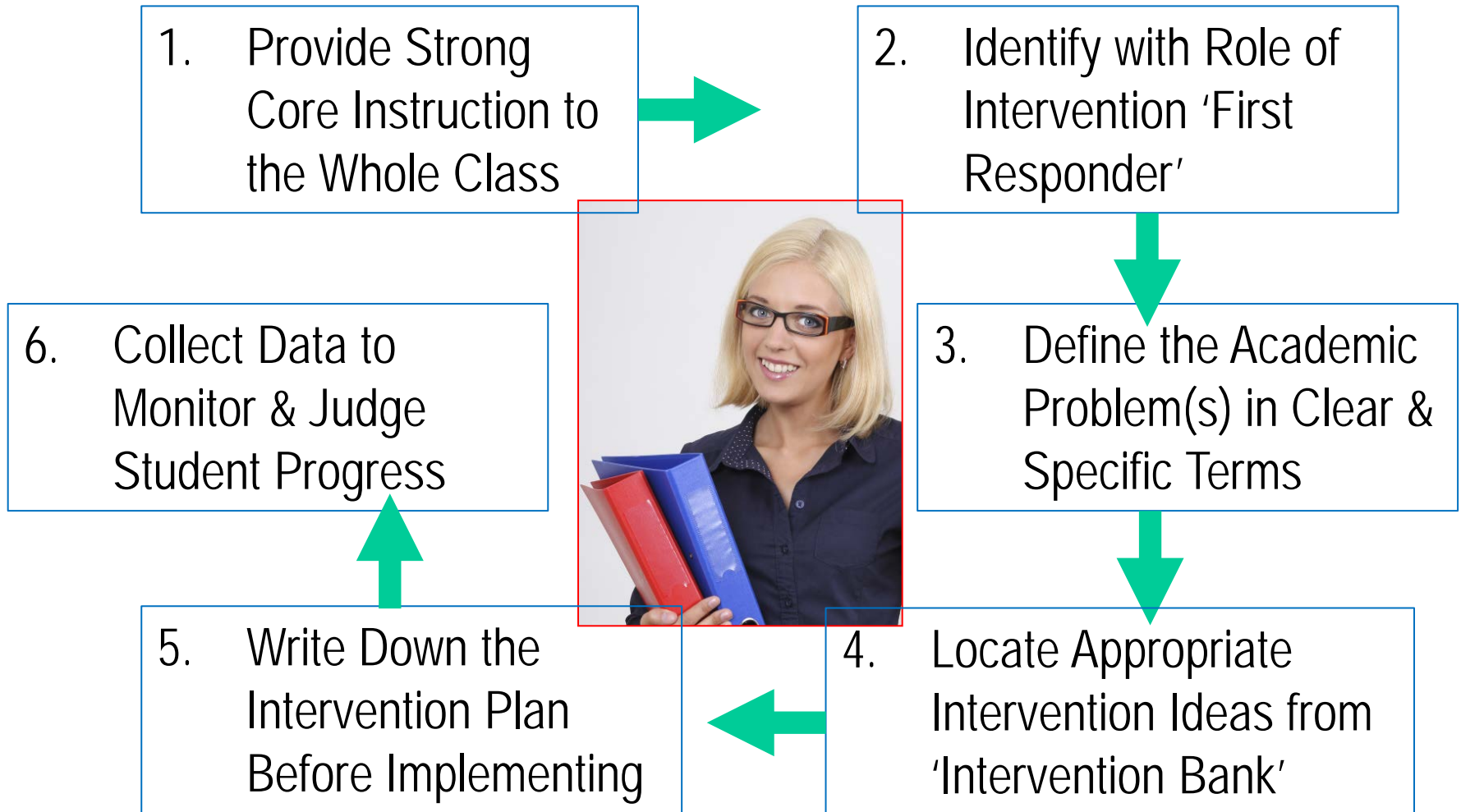
**Tier 2: Strategic Intervention (10-15%).** Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



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

# Tier 1/Classroom Intervention: The Teacher Can:



# Flashcard Interventions: Save Session Data...

Whenever possible, teachers want to streamline classroom data collection without compromising quality.

When students are acquiring basic academic skills with flashcard interventions, the information that the teacher records as a natural part of each session can also serve as progress-monitoring data.

Here is a 3-step process to capture student-response information to document growth in skills...

## Flashcards: Student-Response Recording Sheet

Student: \_\_\_\_\_ Interventionist: \_\_\_\_\_ Date: \_\_\_\_\_

**Academic Focus.** What collection of academic items is the focus of your intervention?

Examples: mixed-case letter naming; multiplication math facts 0-12; sight words from Dolch Pre-Primer Word List

**Criteria for Mastery.** Write your standard for determining that the student has mastered an item:

Example., A math fact is mastered when the student answers it correctly from a flashcard within 3 seconds, responds correctly 4 times in a row in the session, and repeats this performance across at least 2 sessions.

**Record of Responses.** During each session, use the table below to record the items you are working on and the student's responses. Note a correct response as '1' and an incorrect response as '0'. Place an 'X' to the left of each item when mastered. Example:

	Academic Item	Date	Date
X	9 x 6 =	001111	111111

Academic Item	Date:	Date:	Date:	Date:	Date:

Flashcards:  
Student-Response  
Recording Sheet

Available on West  
Babylon resource  
page

# Basic Academic Skills: Student-Response Recording Sheet

1. **Academic Focus.** What collection of academic items is the focus of your intervention?

Examples:

- mixed-case letter naming
- multiplication math facts 0-12
- sight words from Dolch Pre-Primer Word List
- spelling words
- letter identification
- vocabulary

## Intervention: Student-Response Recording Sheet

### Step 1: Academic Focus

**Academic Focus.** What collection of academic items is the focus of your intervention?

Examples: *mixed-case letter naming; multiplication math facts 0-12; sight words from Dolch Pre-Primer Word List*

*multiplication facts: 0-12*

# Basic Academic Skills: Student-Response Recording Sheet

2. **Criteria for Mastery.** Write your standard for determining that the student has mastered an item:

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Example., *A math fact is mastered when the student answers it correctly from a flashcard within 3 seconds, responds correctly/4 times in a row in the session, and repeats this performance across at least 2 sessions.*

*Sam has mastered a math fact when he answers it correctly from a flashcard within 3 seconds, responds correctly 4 times in a row in the session, and repeats this performance across at least 2 sessions.*



# Basic Academic Skills: Student-Response Recording Sheet

3. **Record of Responses.** During each session, use the table below to record the items you are working on and the student's responses. Note a correct response as '1' and an incorrect response as '0'. Place an 'X' to the left of each item when mastered.

	Academic Item	Date: 5/4/21	Date: 5/6/21	Date: 5/11/21
X	$9 \times 6 =$	001101	001111	111111

*Sam has mastered a math fact when he answers it correctly from a flashcard within 3 seconds, responds correctly 4 times in a row in the session, and repeats this performance across at least 2 sessions.*

# Basic Academic Skills: Student-Response Recording Sheet

3. **Record of Responses.** TIP: You can record student responses on the back of the flashcard and transfer to the recording sheet at the end of the session.

$$9 \times 6 =$$

*5/4/21 001101*

*5/6/21 001111*

*5/11/21 111111*

## Flashcards: Student-Response Recording Sheet

Student: \_\_\_\_\_ Interventionist: \_\_\_\_\_ Date: \_\_\_\_\_

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	Academic Item	Date	Date
X	9 x 6 =	001111	111111

Academic Item	Date:	Date:	Date:	Date:	Date:

Flashcards: Student-Response Recording Sheet

Intervention Target	Classroom Assessment Methods
Academics: Acquisition/Fluency in Basic Skills	<ul style="list-style-type: none"> <li>• Curriculum-Based Measurement</li> </ul>
Academics: Complex Skills	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>
Academics: Survival Skills	<ul style="list-style-type: none"> <li>• Academic Survival Skills Checklist</li> </ul>
Behaviors	<ul style="list-style-type: none"> <li>• Behavior Report Card</li> <li>• Behavioral Frequency Count</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Gradebook Information: To measure homework completion and timely submission</li> <li>• Quality: Percentage of work attempted</li> <li>• Quality: Grades</li> <li>• Quality: Rubric</li> </ul>

Curriculum-Based Measures (CBMs)		
<i>CBM</i>	<i>Skill Area</i>	<i>Activity</i>
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student reads <b>letter names</b> or <b>sounds</b> from a <b>randomly generated list</b> .
Oral Reading Fluency	Reading Fluency	1 Minute: Student reads <b>aloud</b> from a <b>text passage</b> .
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student reads <b>silently</b> from a <b>Maze passage</b> and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: <b>(1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification</b>
Computation Fluency	Math Fact Fluency	2 Minutes: Student <b>completes math facts</b> and receives credit for each <b>correct digit</b> .
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then <b>produces a writing sample</b> that can be scored for <b>Total Words Written, Correctly Spelled Words, Correct Writing Sequences</b> .

*Identifying the Academic Problem.* What process for describing academic problems can increase teachers' chances of finding interventions that work?



# 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 Parts

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



## 3-Part Problem ID Statement: Examples

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

Classroom peer performance

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

## 3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When asked to blend / segment onsets and rimes of single-syllable spoken words	Thomas (grade 1) is inconsistent in this skill	while this is a Kindergarten ELA/Reading standard.

Common Core State Standard

General Problem: *Thomas has limited phonics/alphabetic skills.*

## 3-Part Problem ID Statement: Examples

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

Classroom peer performance

General Problem: *Terrance still needs help in decoding CVC words.*

## 3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When reading aloud from a 1-minute 4th-grade passage	Benjamin reads an average of 45 words	while the fall norm (20th percentile) at Grade 4 is 68 words per minute.

Benchmark norms

General Problem: *Benjamin is a slow reader.*

## 3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When completing sets of 5 short-answer questions based on assigned readings	Neda scores an average of 40% (2 of 5 correct)	while classmates score an average of 80%.

Classroom peer performance

General Problem: *Neda does not retain important information from readings.*

## 3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When directed to match terms and definitions for 20 social-studies terms	Lucy can correctly match 10 items	while this entry-level vocabulary is a prerequisite for the course.

Classroom peer performance

General Problem: *Lucy lacks basic social-studies vocabulary.*

## 3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
Given a 2-term addition or subtraction problem with proper fractions	Franklin (grade 7) cannot correctly solve	although this skill is a Grade 5 Common Core Learning Standard.

Common  
Core  
Learning  
Standard

General Problem: *Franklin cannot add or subtract fractions.*

## 3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
On math homework	Neda attempts an average of 60 % of assigned items	while classmates typically attempt 90% or more of items.

Local  
(classroom)  
norms:  
Teacher  
homework log

General Problem: *Neda turns in incomplete math homework.*



## Academic Problem Identification: 3 Steps

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



# Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
<ul style="list-style-type: none"><li>● <i>Skill Deficit</i>. The student has not yet acquired the skill.</li></ul>	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

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

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

# Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
<ul style="list-style-type: none"><li>● <i>Fluency Deficit.</i> The student has acquired the basic skill but is not yet proficient.</li></ul>	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

# Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
<ul style="list-style-type: none"><li data-bbox="92 401 768 911">● <i>Retention Deficit.</i> The student can acquire the skill but has difficulty retaining it over an extended period.</li></ul>	<p data-bbox="807 401 1864 1346">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.</p>

# Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
<ul style="list-style-type: none"><li>● <i>Endurance Deficit.</i> The student can do the skill but engages in it only for brief periods.</li></ul>	<p>Consider these ideas to boost endurance:</p> <ul style="list-style-type: none"><li>● In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use.</li><li>● 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.</li></ul>

# Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
<ul style="list-style-type: none"><li data-bbox="79 382 977 1001">● <i>Generalization Deficit.</i> The student possesses the basic skill but fails to use it across appropriate situations or settings.</li></ul>	Train the student to identify the relevant characteristics of situations or settings when the skill should be used. Provide incentives for the student to use the skill in the appropriate settings.

# Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none"><li>● <i>Motivation (Performance) Deficit.</i> The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.</li></ul>	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.).

# Possible Reasons for Academic Problems

Skill Deficit

Fluency Deficit

Retention Deficit

Endurance Deficit

Generalization Deficit

Motivation/Performance Deficit








## COMING ATTRACTIONS: 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.

A screenshot of a web application interface. At the top, the title "Classroom Support Plan Writer" is displayed in a large, dark font. Below the title, a paragraph of text states: "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." The number "214" is highlighted in a light orange box. At the bottom center of the interface is a blue, rounded rectangular button with the text "Get Started" in white.

URL: <https://interventioncentral-vue.firebaseio.com/>



# Activity: RTI/MTSS Questions?

What RTI/MTSS questions do you have?

