Response to Intervention: An Introduction for Elementary Schools

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Response to Intervention

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Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/moriah
School Instructional Time: The Irreplaceable Resource

“In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery.”

p. 177

RTI: Introduction

**Academic Failure: Student Risk Factors.** What issue(s) contributing to student academic delays present the greatest challenge(s) to your school or district?

**RTI Tiers.** What is RTI? What do the 3 levels, or ‘tiers’, of RTI look like, and what students do they serve?

**Academic Interventions.** What are examples of interventions that could be used in elementary classrooms?

**Teacher as ‘First Responder’.** What is the role of the teacher in organizing and implementing classroom interventions?
Academic Failure: Student Risk Factors. What issue(s) contributing to student academic delays present the greatest challenge(s) to your school or district?
The Struggling Student: Possible Risk Factors

• Schools have limited resources to implement RTI.

They should, therefore, consider and prioritize those risk factors that appear to impact students most. This information can help each school to better focus its RTI efforts.
The Struggling Student: Possible Risk Factors

1. **Lack of Basic Skills.** Lacks the basic academic skills (e.g., reading fluency) necessary to keep up with demanding MS/HS work.

2. **Limited Use of Cognitive Strategies.** Struggles to correctly identify and use appropriate higher-level thinking (‘cognitive’) strategies required for success in content-area coursework.
The Struggling Student: Possible Risk Factors

3. **Deficient ‘Academic Survival’ Skills.** Has the necessary academic potential but shows significant gaps in academic survival skills (e.g., homework routine, time management, organization, etc.).

4. **Learned Helplessness.** Has zero confidence in ability to attain academic success by increasing effort and adopting improved practices.
The Struggling Student: Possible Risk Factors

5. **Poor Motivation.** Has the necessary academic potential but fails to see an adequate ‘pay-off’ for doing the assigned work.

6. **Social/Emotional/Behavioral Difficulties.**
Experiences academic failure because of social/emotional factors other than motivation (e.g., anxiety, ADHD, Oppositional Defiant Disorder).
The Struggling Student: Possible Risk Factors

7. **Limited Personal Connections.** Lacks sustaining connections with significant adults (e.g., teachers) in the school setting.

8. **Home Pressures.** Struggles because of preoccupation with ‘home’ situation: e.g., transportation, family illness, childcare, housekeeping.
Activity: Conducting Your Own Risk Needs Assessment

In your groups:

• Review the 8 risk factors for struggling students presented here.

• Discuss each item and its effect on your classroom or school. Record the main points from discussion.

• Based on your discussion, CIRCLE the TOP 1-2 factors from this list that you feel MOST impact your classroom or school.

The Struggling Student: Possible Risk Factors:

1. Lack of Basic Skills
2. Limited Use of Cognitive Strategies
3. Deficient Academic Survival Skills: e.g., homework, organization, etc.
4. Learned Helplessness
5. Poor Motivation
6. Social/Emotional/Behavioral Difficulties
7. Limited Personal Connections
8. Home Pressures
**RTI Tiers.** What is RTI? And what do the 3 levels, or ‘tiers’, of RTI look like? What students do they serve?
Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive

2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains"

3. “Ongoing monitoring of student progress"

4. “Employment of more intensive or different interventions when students do not improve in response" to lesser interventions

5. “Evaluation for special education services if students do not respond to intervention instruction"


**ACADEMIC RTI**

**Tier 1: Universal: Core Instruction: 80%**
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

**Tier 2: At-Risk Students: 15%**
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

**BEHAVIORAL RTI**

**Tier 1: Universal: Classroom Management: 80%**
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

**Tier 2: At-Risk Students: 15%**
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring
RTI Assumption: Struggling Students Are ‘Typical’
Until Proven Otherwise…

RTI logic assumes that:

- A student who begins to struggle in general education is typical, and that

- It is general education’s responsibility to find the instructional strategies that will unlock the student’s learning potential

Only when the student shows through well-documented interventions that he or she has ‘failed to respond to intervention’ does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Target Student

Discrepancy 2: Gap in Rate of Learning ('Slope of Improvement')

'Dual-Discrepancy': RTI Model of Learning Disability (Fuchs 2003)
RTI: Sample Decision Rules: Identifying the Academic ‘Non-Responding’ Student

The student:

• received interventions in current classroom to address concerns.
• has completed 3 or more ‘intervention trials’ at Tiers 2 & 3 (with at least one at Tier 3)—with each trial lasting at least 6-8 weeks.
• continues to show a large academic ‘performance deficit’.
• has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI ‘evidence trail’ shows that the student’s interventions were:

• research-based.
• appropriately matched to the student concern.
• carried out with integrity.
RTI: Tier 1: Core Instruction
RTI: Tier 1: Core Instruction

- Strong core instruction is the foundation of RTI.

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

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

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
## How to: Implement Strong Core Instruction

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How To Implement Strong Core Instruction

*Increase Access to Instruction*

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

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

*Increase Access to Instruction*

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

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

Provide ‘Scaffolding’ Support

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

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

Provide ‘Scaffolding’ Support

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

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

Provide ‘Scaffolding’ Support

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

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

Provide ‘Scaffolding’ Support

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

8. High Rate of Student Success. The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
How To Implement Strong Core Instruction

*Provide ‘Scaffolding’ Support*

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

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

Give Timely Performance Feedback

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

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

Provide Opportunities for Review & Practice

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

Provide Opportunities for Review & Practice

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

Provide Opportunities for Review & Practice

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

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

1. Review this list of **elements** of direct instruction.

2. Discuss how you might use this or a similar checklist to help teachers to deliver consistent, strong core instruction to benefit struggling learners.
RTI: Tier 1: Classroom Intervention
RTI: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for 'red flag' students. These are students whose academic delays or difficulties require a sustained remediation plan that will last at least several weeks.

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

Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full MTSS problem-solving approach—adapted to the realities of a busy classroom environment.
# Classroom Intervention Planning Sheet

This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions.

## Case Information

<table>
<thead>
<tr>
<th>Student:</th>
<th>Intervention(s):</th>
<th>Date Intervention Plan Was Written:</th>
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<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>Date Intervention is to End:</td>
<td>Total Number of Intervention Weeks:</td>
</tr>
</tbody>
</table>

**Description of the Student Problem:**

## Intervention

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

**TIP:** If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

## Materials

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

## Training

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

## Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. **Tip:** Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Ideas for Intervention Progress-Monitoring</th>
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<tbody>
<tr>
<td>Baseline</td>
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<tr>
<td>Outcome Goal</td>
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<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
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RTI: Tier 2: Supplemental Intervention
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- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students’ progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

High-quality Tier 2/3 reading interventions have these 4 important attributes. They:

• are supported by research.

• target off-grade-level reading skills to fill in gaps and catch the student up with grade peers.

• provide remediation in specific, clearly defined academic skills.

• are scripted in sufficient detail to allow interventionists to carry them out with fidelity.
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

Here are 3 things that high-quality Tier 2/3 reading interventions are NOT:

• Homework help, test preparation, or reteaching of core-instructional content.
• People. (The ‘reading teacher’ is not an intervention.)
• Locations. (The ‘Learning Lab’ or ‘Academic Support Center’ is not an intervention.)
Defining High-Quality Tier 2/3 Reading Interventions Example:
HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
Vignette 1: HELPS demonstration

- Student’s name: Sam (2nd grade)
- Teacher’s name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? – Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5
Q: Is the HELPS Program supported by research?

A: Yes. Dr. John Begeny, the program creator, has published several studies demonstrating HELPS’ effectiveness in boosting reading fluency:


Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS allow the tutor to target off-level reading skills?

A: Yes. HELPS has reading passages that span multiple grades and gives the tutor guidelines on how to match the student to the appropriate reading materials.
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.
Q: Does the HELPS program provide scripted directions to the interventionist to ensure that the intervention is carried out with fidelity?

A: Yes. When an educator creates a free account on the www.helpsprogram.org website, he or she can download a program manual, materials for the student and tutor, and a demonstration video that shows several HELPS sessions. All materials ensure that schools can conduct self-guided trainings to deliver the HELPS tutoring program at a high level of quality.
RTI: Tier 3: Intensive Intervention
RTI: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, 1-5% of students may need Tier 3 support in a given year. The RTI Problem-Solving Team designs and implements the Tier 3 intervention plan.

The Team identifies the most important blockers to student success and develops a customized intervention plan to address those concerns.

Tier 3 stands apart from lesser Tiers because of the intensity of intervention and customized, problem-solving focus.
RTI Team: A Multi-Disciplinary Group

The RTI Problem-Solving Team functions best when it has a mix of disciplines serving on it. Possible members include general and special-education teachers, support staff (e.g., counselors, school psychologists), related-service providers, and administrators.

While a school may want to recruit a large pool of RTI Team talent, a smaller number (e.g., 4-6 Team members) would typically be invited to a particular student meeting.
RTI Problem-Solving
Team Roles (Online)

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
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<thead>
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<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
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| Facilitator   | □ Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.  
□ Guides the Team through the stages of the problem-solving process.  
□ Checks for agreement between Team members at important discussion points during the meeting.  
□ Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control—e.g., classroom instruction). | • Write a short introductory ‘script’ to ensure that important points are always reviewed at the start of the meeting.  
• Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another. |
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<tr>
<td>Recorder</td>
<td>☐ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. ☐ Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem-identification’ statements and intervention descriptions.</td>
<td>• Sit next to the facilitator for ease of communication during the meeting. • When the Team is engaged in exploratory discussion, use ‘scratch paper’ to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.</td>
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| Time-Keeper   | Monitors the time allocated to each stage of the meeting and informs members when that time has expired. | • Give the Team a ‘two-minute warning’ whenever time is running low during a stage of the meeting.  
• If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage. |
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| Case Manager     | □ Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.  
□ Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly. | • If you discover, in meeting with a referring teacher prior to the RTI Team meeting, that a concern is vaguely worded, help the teacher to clarify the concern with the question “What does [teacher concern] look like in the classroom?”  
• After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance. |
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| Coordinator   | • Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings. | • During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar.  
• Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff. |
Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1:** Select Intervention Target(s)
- **Step 2:** Inventory Student’s Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans


**Academic Interventions.** What are examples of interventions that could be used in elementary classrooms?
Sampler: Academic Interventions:

1. Incremental Rehearsal (Phonics)
2. Letter Cube Blending (Phonics/Alphabetics)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Question Generation (Comprehension)
8. Linking Pronouns to Referents (Comprehension)
9. Read-Ask-Paraphrase (Comprehension)
10. Ask-Read-Tell (Comprehension)
11. Sentence Combining (Syntax)
12. Cover-Copy-Compare (Math Fact)
Big Ideas in Reading

1. “Phonemic Awareness: The ability to hear and manipulate sounds in words.

2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

3. Fluency with Text: The effortless, automatic ability to read words in connected text.

4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Sample Strategies to Promote...Phonics/Alphabets
**Letter Names: Incremental Rehearsal**

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

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<tr>
<th>K</th>
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<tr>
<td>N</td>
<td>C</td>
<td>Y</td>
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</tbody>
</table>
Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.
Incremental Rehearsal of Letter Names

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

K
Response to Intervention

Incremental Rehearsal of Letter Names

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

K  b
Step 3 (Cont.): The tutor then repeats the sequence—adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one ‘unknown’ letter and eight ‘known’ letters (a high ratio of ‘known’ to ‘unknown’ material).
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

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

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

Letter Cube Blending

INTERVENTION STEPS: At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. **Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.

2. **The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting ‘word’.

Letter Cube Blending

INTERVENTION STEPS (Cont.):

3. The student identifies and records the word as ‘real’ or ‘nonsense’. The student then identifies the word as ‘real’ or ‘nonsense’ and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.

4. The activity continues to 10 words. The activity continues until students in the group have generated at least 10 words on their recording sheets.

Letter Cube Blending
Sample Recording Sheet

d  i  r


Sample Strategy to Promote...Sight-Word Vocabulary
Reading Racetrack

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

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

• The student reads words aloud from a ‘Reading Racetrack’ sheet for 1 minute.

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

### Reading Racetrack Score Sheet

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

Sample Strategies to Promote...Reading Fluency
Classroom Academic Interventions: Reading Fluency

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

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

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

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Group-Based Repeated Reading

Procedure.

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

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

4. **Contingent Reward.** At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the Group Repeated Reading Intervention Behavior Rating Scale:

- When asked to read aloud, I did my best reading.
- When others were reading, I paid close attention.
- I showed good behaviors and followed all directions quickly.

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students
Date: ____________________________

Rater: Tutor
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.

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td>![emoji] 1 ![emoji] 2 ![emoji] 3</td>
<td>![emoji] 1 ![emoji] 2 ![emoji] 3</td>
<td>![emoji] 1 ![emoji] 2 ![emoji] 3</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **When others were reading, I paid close attention.**     | ![emoji] 1 ![emoji] 2 ![emoji] 3               | ![emoji] 1 ![emoji] 2 ![emoji] 3               | ![emoji] 1 ![emoji] 2 ![emoji] 3               |
| The degree to which Reading Group Students met this behavior goal |           |           |           |

| **I showed good behaviors and followed all directions quickly.** | ![emoji] 1 ![emoji] 2 ![emoji] 3               | ![emoji] 1 ![emoji] 2 ![emoji] 3               | ![emoji] 1 ![emoji] 2 ![emoji] 3               |
| The degree to which Reading Group Students met this behavior goal |           |           |           |
### Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students | Date: 
---|---
Rater: Tutor | 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.

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1........2........3</td>
<td>1........2........3</td>
<td>1........2........3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1........2........3</td>
<td>1........2........3</td>
<td>1........2........3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1........2........3</td>
<td>1........2........3</td>
<td>1........2........3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>
Response to Intervention

Group-Based Repeated Reading

Procedure.

4. **Contingent Reward (Cont.)** At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Sample Strategies to Promote...Reading Comprehension
Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

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

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

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

‘Click or Clunk’ Check Sheet

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

Paragraph Check... “What did the paragraph say?”
- If you had trouble understanding what the paragraph said, try:
  - Reading the paragraph over.

Page Check... “What do I remember?”
- If you had trouble remembering what was said on this page, try:
  - Re-reading each paragraph on the page, and asking yourself, “What did it say?”

*Adapted from Anderson (1980), Babbs (1984)
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit

- [Student Strategy] **Identifying or Constructing Main Idea Sentences (Question Generation)** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. This stack of ‘main idea’ cards becomes a useful tool to review assigned readings.
• [Student Strategy] **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’) —especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: “The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it.”
Reading Comprehension: Self-Management Strategies

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

**Read-Ask-Paraphrase (RAP) Sheet:**

**Reading Comprehension:**

Cognitive Strategy

*(Available on Conference Web Page)*

---

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

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

<table>
<thead>
<tr>
<th>Paragraph 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Comprehension: Self-Management Strategies

- CREATE A PLAN FOR ASSIGNED READINGS (ART). A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy: ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

1. **ASK**: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.

2. **READ**: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.

3. **TELL**: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

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

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

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

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

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

1. 
2. 

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.
Sample Strategy to Promote... Writing: Grammar & Syntax
Sentence Combining (Online)

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

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

- by using connecting words to combine multiple sentences into one or
- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.


Formatting Sentence Combining Examples

- In each example, the base clause (sentence) appears first. Any sentence(s) to be combined or embedded with the base clause appear below that base clause.

Example:  
**Base clause:** The dog ran after the bus.  
**Sentence to be embedded:** The dog is yellow.  
**Student-Generated Solution:** The yellow dog ran after the bus.

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

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

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

Example:  
**Base clause:** The economic forecast resulted in strong stock market gains.  
**Sentence to be embedded:** The economic forecast was upbeat.  
**Student-Generated Solution:** The upbeat economic forecast resulted in strong stock market gains.
### Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple (Compound) Sentence Subjects or Objects:</strong></td>
<td>• Skyscrapers in the city were damaged in the hurricane. Bridges in the city were damaged in the hurricane. Skyscrapers and bridges in the city were damaged in the hurricane.</td>
</tr>
<tr>
<td></td>
<td>• When they travel, migratory birds need safe habitat. When they travel, migratory birds need regular supplies of food. When they travel, migratory birds need safe habitat and regular supplies of food.</td>
</tr>
<tr>
<td><strong>Adjectives &amp; Adverbs:</strong> When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence.</td>
<td>• Dry regions are at risk for chronic water shortages. Overpopulated regions are at risk for chronic water shortages. Dry and overpopulated regions are at risk for chronic water shortages.</td>
</tr>
<tr>
<td></td>
<td>• Health care costs have risen nationwide. Those health care costs have risen quickly. Health care costs have risen quickly nationwide.</td>
</tr>
<tr>
<td>Type of Sentence</td>
<td>Sentence Combining Example</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Connecting Words:** One or more sentences are combined with connecting words.  | • The house was falling apart. No one seemed to care. (but)  
                                  | *The house was falling apart, but no one seemed to care.*                                |
| Coordinating conjunctions (e.g., and, but) link sentences on an equal basis.   | • The glaciers began to melt. The earth’s average temperature increased. (because)  
                                  | *The glaciers began to melt because the earth’s average temperature increased.*           |
| Subordinating conjunctions (e.g., after, until, unless, before, while, because) link sentences with one of the sentences subordinate or dependent on the other. |                                                                                         |
| **Relative Clauses:** Sentence contains an embedded, subordinate clause that modifies a noun. | • The artist was the most popular in the city. The artist painted watercolors of sunsets. (who)  
                                  | *The artist who painted watercolors of sunsets was the most popular in the city.*          |
| **Appositives:** Sentence contains two noun phrases that refer to the same object. When two sentences refer to the same noun, one sentence be reduced to an appositive and embedded in the other sentence. | • The explorer paddled the kayak across the raging river. The explorer was an expert in handling boats.  
<pre><code>                              | *The explorer, an expert in handling boats, paddled the kayak across the raging river.*     |
</code></pre>
<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possessive Nouns</strong>: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence.</td>
<td>Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was President Jefferson’s achievement.</td>
</tr>
</tbody>
</table>

Some historians view President Jefferson’s Louisiana Purchase as the most important expansion of United States territory.
Sample Strategies to Promote...Math Facts
Math Facts: Cover-Copy-Compare

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

<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $9 \times 7 = 63$</td>
<td>1a. $9 \times 7 = 63$</td>
</tr>
<tr>
<td>2. $9 \times 2 = 18$</td>
<td>2a.</td>
</tr>
<tr>
<td>3. $9 \times 4 = 36$</td>
<td>3a.</td>
</tr>
<tr>
<td>4. $9 \times 1 = 9$</td>
<td>4a.</td>
</tr>
<tr>
<td>5. $9 \times 9 = 81$</td>
<td>5a.</td>
</tr>
<tr>
<td>6. $9 \times 6 = 54$</td>
<td>6a.</td>
</tr>
<tr>
<td>7. $9 \times 3 = 27$</td>
<td>7a.</td>
</tr>
<tr>
<td>8. $9 \times 5 = 45$</td>
<td>8a.</td>
</tr>
<tr>
<td>9. $9 \times 10 = 90$</td>
<td>9a.</td>
</tr>
<tr>
<td>10. $9 \times 8 = 72$</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Group Activity: Reading/Writing/Math Interventions

At your tables:

- Consider the academic intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your classroom.

Sampler: Academic Interventions:

1. Incremental Rehearsal (Phonics)
2. Letter Cube Blending (Phonics/Alphabetics)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Question Generation (Comprehension)
8. Linking Pronouns to Referents (Comprehension)
9. Read-Ask-Paraphrase (Comprehension)
10. Ask-Read-Tell (Comprehension)
11. Sentence Combining (Syntax)
12. Cover-Copy-Compare (Math Fact)
Teacher as ‘First Responder’. What is the role of the teacher in organizing and implementing classroom interventions?
Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems.

**ACADEMIC RTI**

**Tier 1: Universal: Core Instruction: 80%**
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

**Tier 2: At-Risk Students: 15%**
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

**BEHAVIORAL RTI**

**Tier 1: Universal: Classroom Management: 80%**
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

**Tier 2: At-Risk Students: 15%**
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

RTI: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for 'red flag' students. These are students whose academic delays or difficulties require a sustained remediation plan that will last at least several weeks.

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

Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full RTI problem-solving approach—adapted to the realities of a busy classroom environment.
Tier 1 Intervention Plans: Essentials...

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
Classroom Intervention Planning Sheet

This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions.

### Case Information

**What To Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks the intervention will run.

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention(s)</th>
<th>Date Intervention Plan Was Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Intervention is to Start</th>
<th>Date Intervention is to End</th>
<th>Total Number of Intervention Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of the Student Problem:**

### Intervention

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

### Materials

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

**Training**

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

### Progress-Monitoring

**What To Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tips: Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>Ideas for Intervention Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td><strong>Existing data:</strong> grades, homework logs, etc.</td>
</tr>
<tr>
<td>Outcome Goal</td>
<td><strong>Cumulative mastery log</strong></td>
</tr>
<tr>
<td>Rubric</td>
<td><strong>Rubrics</strong></td>
</tr>
<tr>
<td>Curriculum-based measurement</td>
<td><strong>Behavior report card</strong></td>
</tr>
<tr>
<td>Behavior checklist</td>
<td><strong>Behavior checklist</strong></td>
</tr>
</tbody>
</table>

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

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

www.interventioncentral.org
# How To: Create a Written Record of Classroom Interventions

## Classroom Intervention Planning Sheet: Math Computation Example

This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

### Case Information

- **What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

<table>
<thead>
<tr>
<th>Student: John Samuelson-Gr 4</th>
<th>Interventional(s): Mrs. Kennedy, classroom teacher</th>
<th>Date Intervention Plan Was Written: 10 October 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start: M 8 Oct 2012</td>
<td>Date Intervention is to End: F 16 Nov 2012</td>
<td>Total Number of Intervention Weeks: 6 weeks</td>
</tr>
</tbody>
</table>

### Description of the Student Problem:
Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).

### Intervention

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

**Math Computation Time Drill (Rhymar et al., 2002)**

Exploit time-drills are a method to boost students’ rate of responding on arithmetic fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stopwatch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher tells the students to stop and turn the sheet over to the next page. (4) Then students are told to resume work and the teacher resets the stopwatch. (5) This process is repeated at the end of minutes 2 and 3. (6) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

### Materials

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

Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials.

### Training

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

Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

### Progress-Monitoring

- **What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TP: Several ideas for classroom data collection appear on the right side of this table.

**Type of Data Used to Monitor:** Curriculum-based measurement; math computation assessments: 2 minute single-skill probes

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 correct digits per 2 minute probe</td>
<td>24 correct digits per 2 minute probe</td>
</tr>
</tbody>
</table>

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

**Ideas for Intervention Progress-Monitoring:**
- Behavior data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th>Case Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</td>
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<tr>
<th>Student:</th>
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<td>Description of the Student Problem:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th>Intervention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.</td>
<td></td>
</tr>
<tr>
<td><em>Math Computation Time Drill.</em> <em>(Rhymer et al., 2002)</em> - See attached description</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
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<tbody>
<tr>
<td><strong>What to Write:</strong> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
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<tr>
<td>Use math worksheet generator on <a href="http://www.interventioncentral.org">www.interventioncentral.org</a> to create all time-drill and assessment materials.</td>
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Creating a Written Record of Classroom Interventions: Form

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

```
<table>
<thead>
<tr>
<th>Training</th>
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<tr>
<td><strong>What to Write:</strong> Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
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<td>Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.</td>
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Creating a Written Record of Classroom Interventions: Form

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

### Progress-Monitoring

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<th>What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.</th>
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<td><strong>Baseline</strong></td>
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### Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
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**Description of the Student Problem:** Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).

### Intervention

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

**Math Computation Time Drill (Rhymar et al., 2002)**

1. The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet.
2. The teacher starts the stopwatch and tells the students to start work. (At the end of the first minute in the 3-minute span, the teacher tells time; stops the stopwatch, and tells the students to underline the last number written and put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch.)
3. This process is repeated at the end of minutes 2 and 3.
4. At the conclusion of the minutes, the teacher collects the student worksheets.

### Materials

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

*Use math worksheet generator on [www.interventioncentral.org](http://www.interventioncentral.org) to create all time-drill and assessment materials.*

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**Ideas for Intervention Progress-Monitoring**

- Baseline data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
The Power of Relationship. What are ideas to promote stronger interpersonal connections with students?
• **Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007).

The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.
• Emphasizing the Positive in Teacher Requests (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.
Maintaining a High Rate of Positive Interactions. Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).
• **Providing Attention With the ‘Two by Ten’**. The teacher makes a commitment to have a 2-minute conversation with the student across 10 consecutive school days (20 minutes of cumulative positive contact) (Mendler, 2000). This strategy (‘non-contingent attention’) can be helpful with students who lack a positive connection with the instructor.
RTI: Questions?

• After this workshop, what questions about RTI do you still have?