Response to Intervention: An Introduction for Middle & High Schools

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Response to Intervention

Intervention Central
www.interventioncentral.org
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 do the 3 levels, or ‘tiers’, of RTI look like and what students do they serve?

**Academic Interventions in Middle and High School.** What are examples of classroom interventions used at the middle or high school level?

**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

- Middle and high 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 do the 3 levels, or ‘tiers’, of RTI look like and 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%
  - Functional Behavioral Assessments (FBAs)
  - Behavior Intervention Plans (BIPs)
  - Wrap-around RTI Team meetings
  - Daily progress-monitoring

- **Tier 3: High-Risk Students:** 5%
  - Small-group interventions for emerging behavioral problems
  - Regular progress-monitoring
RTI: Tier 1: Core Instruction
Response to Intervention (RTI) is a multi-level approach to providing educational support for students with learning and behavioral problems. It aims to identify and address issues early and efficiently. The model is divided into three tiers:

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

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

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

**Academic RTI**

**Behavioral RTI**

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

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
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<tbody>
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<tr>
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Motivating Students Through Collaboration: Numbered Heads Together

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

– instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

– students should have enough wait-time to formulate an adequate answer.

– the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

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

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

1. Create teams. The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)
2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
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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.
RTI: Tier 2: Supplemental Intervention
RTI: Tier 2: Supplemental Intervention

- 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**.
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 Problem-Solving
Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
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 in Middle and High School. What are examples of classroom interventions used at the middle or high school level?
Tamara & Jack: Contrasting Learners

Has several favorite study techniques that help her to fully comprehend challenging reading assignments.

+ Cognitive Strategy Use

Completes a single reading of any assigned text, whether he understands the content or not.

- Cognitive Strategy Use
Tamara & Jack: Contrasting Learners

Attends all classes, takes full notes, has a strong homework routine, and is developing solid time management skills.

+ Academic Survival Skills

Takes sporadic notes, lacks a consistent homework routine, and has difficulty planning multi-step academic tasks such as writing a research paper.

- Academic Survival Skills
Tamara & Jack: Contrasting Learners

Engages in optimistic ‘self-coaching’ about her work habits and academic performance—and makes adjustments as needed.

+ **Self-Management**

Has a negative view of his abilities; seldom sets academic goals of any kind and pays little attention to work performance.

- **Self-Management**
Will seek out teachers immediately if she has a problem with coursework and is able to advocate for her learning needs.  

+ Negotiation/Advocacy

Avoids meeting with teachers unless forced to—and says little during those instructor conferences.  

- Negotiation/Advocacy
Student-Directed Strategies for Academic Success

1. Cognitive strategy use
2. Academic survival skills (a.k.a. ‘executive functioning skills’)
3. Self-coaching
4. Negotiation/advocacy
Self-Regulation: Motivation…With a Plan

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

How to...Promote: Reading Comprehension
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

• **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)
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).
How To...Promote Academic Self-Management: Work Planning Skills
TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

The student is trained to follow a plan>work$self-evaluate>adjust sequence in work-planning:

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

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

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

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

### Independent Work: Student Planner

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

<table>
<thead>
<tr>
<th>Date:</th>
<th>Task: Describe the assignment or task to be completed.</th>
<th>Time Allocated: E.g., “20 minutes”, “11:20 to 11:40”</th>
<th>Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.</th>
<th>Actual Performance: Amount, accuracy, and/or quality of the work actually completed.</th>
<th>Goal Met?: Did you achieve the goal within the time allocated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11/10/15 Locate Sources</td>
<td>2 hours</td>
<td>Find at least 3 reputable sources</td>
<td>Found 3 sources</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>3</td>
<td>Create Notes from Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Organize Notes into Paper Outline</td>
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**Adjustment:** Find any ‘NO’ responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

- **Number of Goal Not Met & Action Plan to Fix:** 2  
  - Estimate at least 3 hours to find source material on next assignment

How To...Promote Academic Self-Management: Academic Survival Skills Checklists
The Problem That This ToolAddresses:
Academic Survival Skills Checklist

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

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

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

Academic Survival Skills Checklist: What It Is…

- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.
# Academic Survival Skills Checklist

## Academic Survival Skills Checklist: Homework

1. **WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY.** Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.

2. **ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS.** Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.

3. **USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK.** Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.

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4. Behavioral Checklists: Example 3:

**Academic Survival Skills Checklist**

<table>
<thead>
<tr>
<th>Academic Survival Skills Checklist: Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>CREATE AN OPTIMAL HOMEWORK SPACE.</strong> Create an organized space at home for getting homework done. The space can be temporary (e.g., kitchen table) or permanent (e.g., a desk in your bedroom). It should be quiet, well-lit, and include a table or desk large enough to lay out your work materials and a comfortable chair.</td>
</tr>
<tr>
<td>5. <strong>SCHEDULE A REGULAR HOMEWORK TIME.</strong> Homework is easier to complete if you set aside sufficient time in your schedule to do it. If possible, your daily routine should include a standing time when any homework is to be done. In deciding when to schedule a homework period, consider such factors as when your energy level is highest, when surrounding distractions are less likely to occur, and when shared resources such as a computer or printer may be available for your use.</td>
</tr>
<tr>
<td>6. <strong>DEVELOP A DAILY HOMEWORK PLAN.</strong> Before beginning your homework each day, take a few minutes to review all of your homework assignments and to develop a work plan. Your plan should include a listing of each homework task and an estimate of how long it will take to complete that task. It is a good rule of thumb to select the most difficult homework task to complete first, when your energy and concentration levels are likely to be at their peak. At the conclusion of your homework session, review the plan, check off all completed tasks, and reflect on whether your time estimates were adequate for the various tasks.</td>
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4. Behavioral Checklists: Example 3:

Academic Survival Skills Checklist

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<tr>
<td>7. DO NOT PROCRASTINATE ON LARGER HOMEWORK TASKS. Some homework assignments (e.g., term papers) require substantial work and successful completion of several related sub-tasks before attaining the final goal. It is a mistake to put off these larger assignments until the night before they are due. Instead, when first assigned a comprehensive task, break that task down into appropriate sub-tasks. Next to each sub-task, list a target date for completion. When compiling a daily homework plan, include any sub-tasks with upcoming due dates. Monitor your progress to ensure that you remain on schedule to complete the larger assignment on time.</td>
</tr>
<tr>
<td>8. USE HOMEWORK SUPPORTS SUPPLIED BY YOUR TEACHER. Make use of homework guides or resources of any kind offered by your teacher. For example, be sure to review the course syllabus for information about upcoming homework, as well as any print or online listings of homework assignments for the day or week. Take advantage of teacher office hours to drop in and get help with homework as needed.</td>
</tr>
<tr>
<td>9. GET YOUR HOMEWORK ORGANIZED. When several homework tasks are assigned daily from several courses, the total volume of work can quickly pile up. Adopt simple but effective organizational strategies to keep track of all the paperwork. For example, consider maintaining two file folders labeled 'Work in Progress' and 'Completed Work'. Make a point of emptying the 'Completed Work' folder each day by turning in the finished homework.</td>
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4. Behavioral Checklists: Example 3:
Academic Survival Skills Checklist

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<td>10. NOTE AREAS OF HOMEWORK CONFUSION. If you are stuck on a homework item, be sure to note the specific reason(s) that you are unable to complete it. For example, you may have difficulty with a homework item because you failed to comprehend a passage in your assigned reading (note the problem by highlighting the confusing passage), do not know the meaning of a term (note the problem by writing down the unknown term), or do not understand the teacher's assignment (note the problem by writing a comment on the assignment worksheet). By recording the reason(s) that you are unable successfully to complete a homework item, you demonstrate to your teacher both that you made a good-faith effort to do the work and that you are able to clearly explain where you encountered the problem and why.</td>
</tr>
<tr>
<td>11. CHECK HOMEWORK QUALITY. Students can improve homework performance by adopting quality self-checks. For example, before turning in any homework writing task, you might apply the SCOPE revision tool: check your composition for Spelling-Capitalization-Order of words-Punctuation-Expression of complete thoughts. If your teacher has given you rubrics or other rating forms to evaluate the quality of your work, these also may be useful for evaluating your homework.</td>
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Academic Survival Skills Checklists: 5 Uses

1. Create consistent expectations among teachers.
2. Allow for proactive training of students.
3. Encourage students to self-evaluate and self-manage.
4. Monitor progress in acquiring these ‘survival skills’.
5. Can guide parent conferences.
Academic Survival Skills Checklist Maker

http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.
Activity: Tools for Self-Management

In your groups:

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

• Discuss how you might use any of these tools in your classroom.

Self-Management Tools

• Linking Pronoun to Referent

• Read-Ask-Paraphrase: Comprehension

• Ask-Read-Tell: Comprehension

• Work Planning Skills & Form

• Academic Survival Skills Checklists
Teacher as ‘First Responder’. What is the role of the teacher in organizing and implementing classroom interventions?
Response to Intervention (RTI) is a model used to facilitate inclusion for students with learning and behavior problems. The model is organized into three tiers: Tier 1 (Universal: Core Instruction and Classroom Management), Tier 2 (At-Risk Students), and Tier 3 (High-Risk Students).

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

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

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

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

**Behavioral RTI**
- 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 that 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>
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</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 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.

## 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>Baseline</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ideas for Intervention Progress-Monitoring**

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

**How often will data be collected? (e.g., daily, every other day, weekly):**
### How To: Create a Written Record of Classroom Interventions

**Classroom Intervention Planning Sheet**

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

#### Case Information
- **Student:** Josh H.
- **Interventionist(s):** Mr. Smith, Social Studies/Grade 7
- **Date Intervention Plan Was Written:** 23 Oct 2014
- **Date Intervention is to Start:** 27 Oct 2014
- **Date Intervention is to End:** 8 Jan 2015
- **Total Number of Intervention Weeks:** 8 weeks
- **Description of the Student Problem:** Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.

#### 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 this intervention, you can just write its name here and attach the script to this sheet.
- **Ask-Read-Tell Cognitive Strategy:**

#### Materials | Training
---|---
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., internet-connected computer) needed to carry out this intervention. | What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent. | Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

#### 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.

#### Type of Data Used to Monitor
- Completed ART sheets; quiz grades

#### Baseline
- **None for ART sheets**
- **Quiz grades:** 65%

#### Outcome Goal
- **100% completion/ART sheets**
- **75% for quiz grades**

#### How often will data be collected? (e.g., daily, every other day, weekly):
- ART sheets/as readings are assigned; quizzes weekly

#### Ideas for Intervention Progress-Monitoring
- Existing 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

### Case Information

<table>
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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).
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>
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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.

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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.

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Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.
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.

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#### Ask-Read-Tell Cognitive Strategy:


#### Materials

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  - Existing data: grades, homework logs, etc.
  - Cumulative mastery log
  - Rubric
  - Curriculum-based measurement
  - Behavior report card
  - Behavior checklist
The Non-Responding Student. How does a school or district judge when a student is not benefiting from RTI and needs to be reviewed by CSE?
Response to Intervention

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)

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: Questions?

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