The Teacher as Literacy First Responder: Practical Differentiation & Intervention Tools for the K-5 Classroom

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Handout 1

Classroom Academic Support Using an RTI/MTSS Framework

By Jim Wright

Response To Intervention (RTI) and Multi-Tier System of Supports (MTSS) are two terms that describe a single concept: Schools should be organized to make the best use of scarce resources and employ best practices to help students achieve academic success and engage in appropriate classroom behaviors. The general education teacher is the RTI/MTSS "first responder." This resource guide gives teachers at any grade level a convenient toolkit of ideas to provide timely Tier 1/classroom academic support for students who struggle with significant academic delays. These tools address:

Core Instruction. Review the elements of strong direct instruction to ensure that your lesson plans are optimized to reach students with diverse ability levels.

Root Cause Analysis. Consult the table on page 3 listing the six most common reasons for student academic delay to better understand how to assist learners who fall into any of these categories.

Scaffolding. Use these strategies to fortify students to take on demanding classwork.

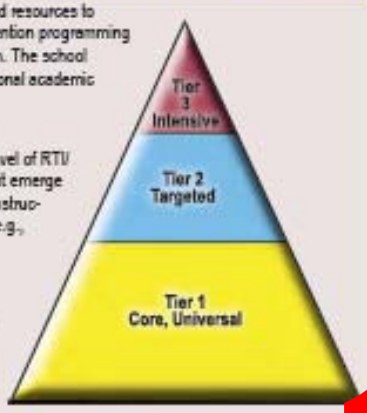
Retention. Consider these ideas for students who often have trouble retaining instructional content.

Communication Tools That Motivate. Incorporate communication techniques like praise, growth mindset statements, and wise feedback to increase the academic motivation of reluctant learners.

The RTI/MTSS Model: Organizing School Resources to Support Academic Performance

Schools adopt the RTI/MTSS academic model as an efficient and effective way to organize limited resources to proactively support struggling learners. The school establishes a continuum of academic intervention programming to match the needs of students with varying levels of academic deficit. RTI/MTSS is data driven. The school regularly collects data on student academic performance to determine which learners need additional academic assistance and to assign appropriate interventions for at-risk students.

Here is a brief overview of the three levels, or "Tiers," of RTI/MTSS academic support:



Tier 1-Classroom: Whole-Group Instruction, Differentiation, and Scaffolding. The initial level of RTI/MTSS support is the general education classroom, as student academic difficulties typically first emerge in the classroom setting. The instructor should have a toolkit of strategies to provide effective instruction to all students, as well as ideas for providing additional individualized support as needed (e.g., via scaffolding) to at-risk learners.

The goal is for at least 80 percent of students to be successful with only Tier 1/classroom academic support.

Tier 2-Schoolwide: Supplemental Intervention. Students with significant academic deficits that exceed the ability of the classroom teacher alone to remediate receive Tier 2/supplemental interventions. These interventions are most often administered in small groups of 5-7 students to one instructor, and are scheduled outside of core instructional time. Students enter and exit Tier 2 services based on the judgement of schoolwide screeners that objectively assess risk for academic failure. Between 10 and 15 percent of students in a school might qualify for Tier 2 support each year.

Tier 3-Problem-Solving Team. Students who fail to respond to Tier 1/classroom or Tier 2/supplemental interventions may be referred to the Tier 3 Problem-Solving Team. This multi-disciplinary team develops customized intervention plans matched to the unique needs of the student. Between 1 and 5 percent of students might require a Tier 3 plan in a given school year.

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response To Intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. [illegible]e is a difference. RTI usually refers to a school's academic support system only. MTSS is more expansive, describing the systems [illegible]d to provide coordinated support for both academic and behavioral/social-emotional needs. However, RTI and MTSS are similar in th[illegible]everal levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-ri[illegible]ners.

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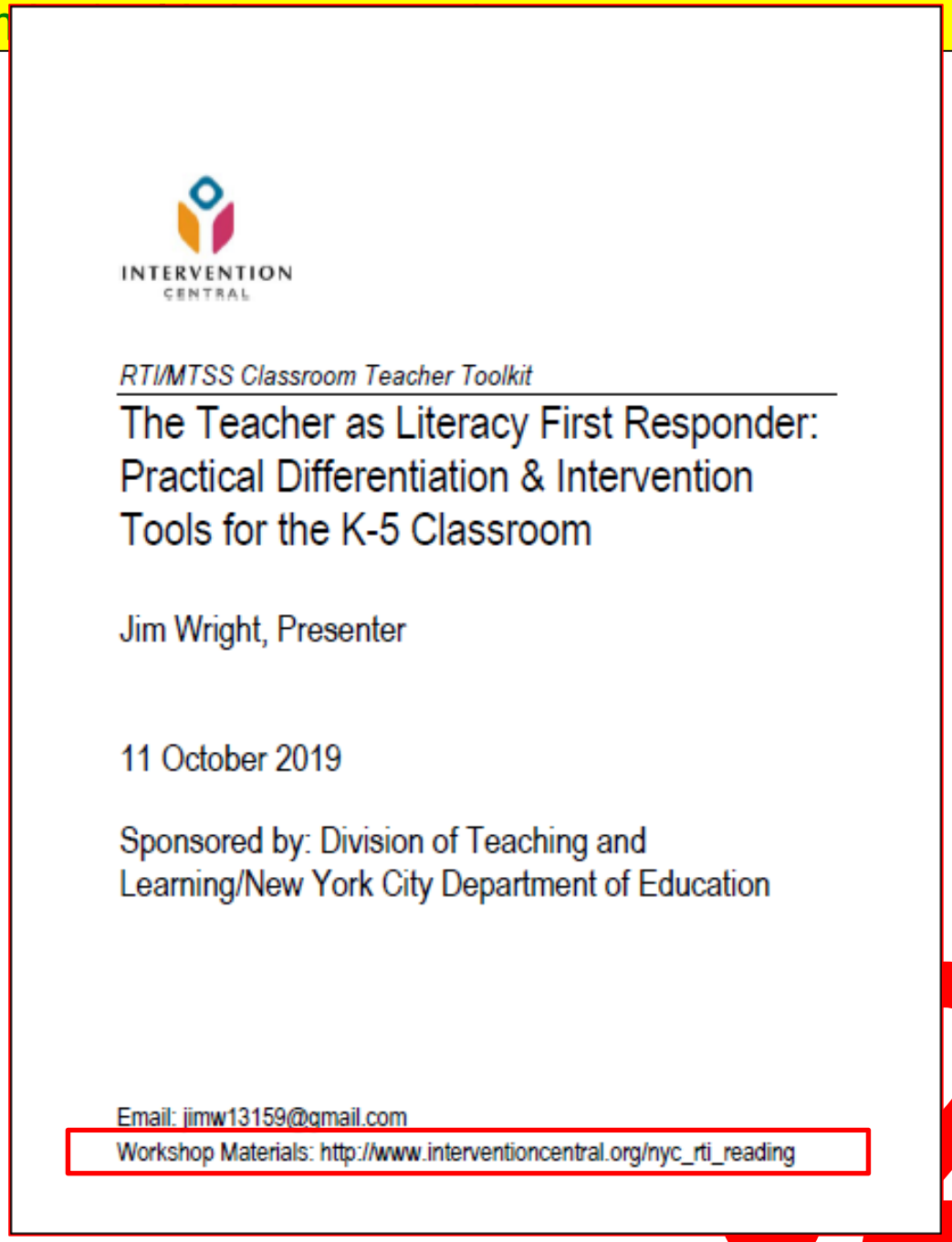
Handout 2



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RTI/MTSS Classroom Teacher Toolkit

The Teacher as Literacy First Responder: Practical Differentiation & Intervention Tools for the K-5 Classroom

Jim Wright, Presenter

11 October 2019

Sponsored by: Division of Teaching and Learning/New York City Department of Education

Email: jimw13159@gmail.com

Workshop Materials: http://www.interventioncentral.org/nyc_rti_reading

Workshop PPTs and handout available at:

http://www.interventioncentral.org/nyc_rti_reading

Workshop Agenda

1. **RTI/MTSS Overview.** How is the RTI/MTSS model for literacy organized—and what supports does it offer to students?
2. **Identifying the Problem.** What is a simple way for teachers to define a student academic problem in clear and specific terms?
3. **Delivering Effective Instruction & Intervention.** What are examples of classroom reading/writing instruction and interventions?
4. **Accommodating Student Differences.** What is the difference between 'accommodating' and 'modifying' in core instruction? And what scaffolding ideas can help students with challenging literacy tasks?
5. **Documenting Classroom Interventions.** What is a process to create and document Classroom Support Plans?

RTI/MTSS for Academics: An Introduction. What does the RTI/MTSS model look like?

RTI vs. MTSS: What is the Difference?

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- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

For Want of a Nail (proverb)

“

For want of a nail the shoe was lost…

For want of a shoe the horse was lost…

For want of a horse the knight was lost…

For want of a knight the battle was lost…

For want of a battle the kingdom was lost…

So a kingdom was lost—all for want of a nail.

”

Teacher Problem-Solving: Just a Part of the Job…

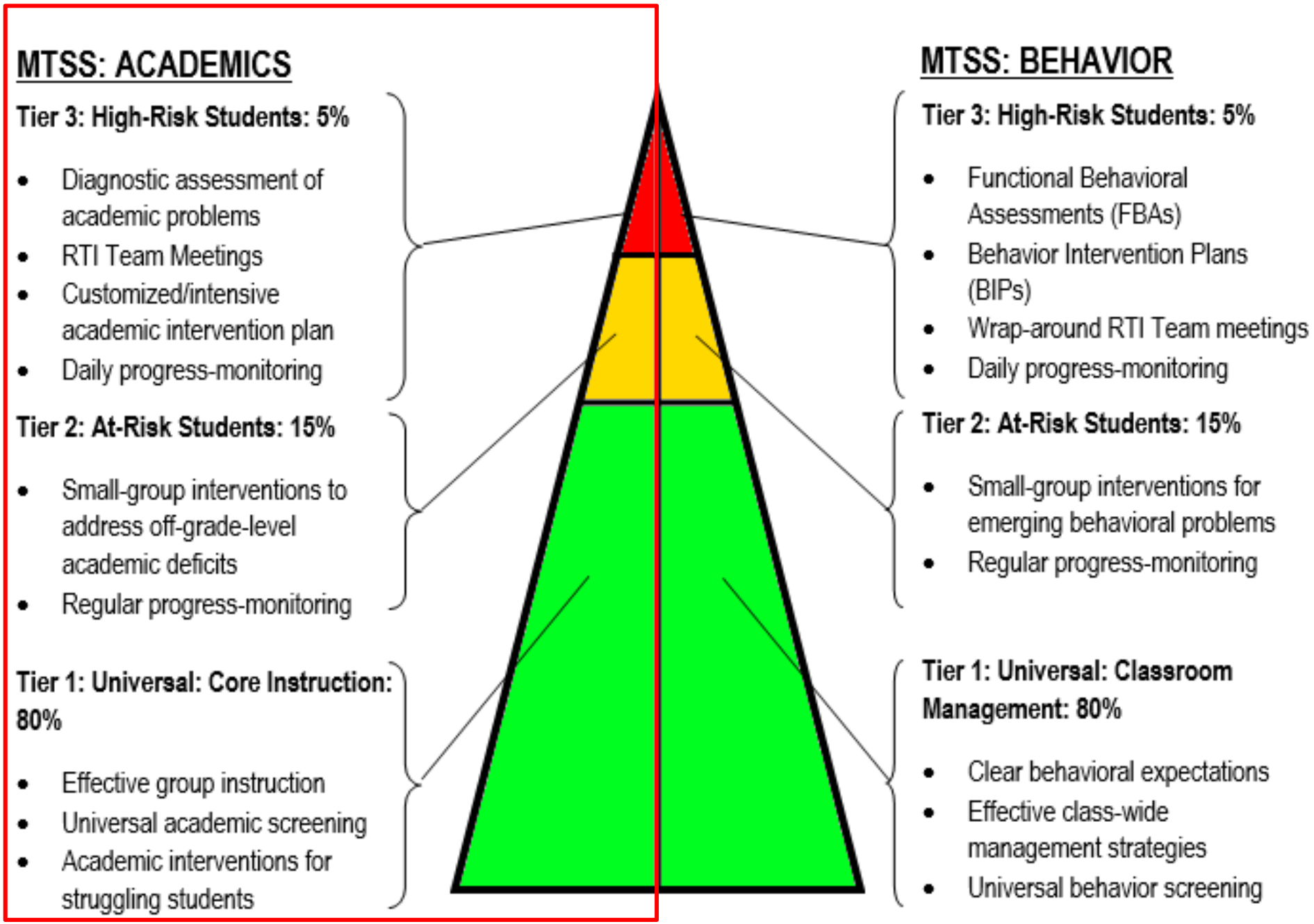
Instructors regularly engage in problem-solving efforts, such as:

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

Teacher Problem-Solving: All the Work, Little Credit…

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

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.



Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are 'evidence-based'
4. The 'procedural integrity' of interventions is measured
5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.

Continuum of RTI: Across Grade Levels

“*NYSED has defined in regulation the minimum components of an RtI program **but does not require a specific RtI model that must be uniformly used by all school districts.***

School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).”

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf; p. 40

RTI/MTSS Tiers. What are the levels, or 'tiers', of academic intervention in RTI/MTSS? (Handout 1; p. 1)

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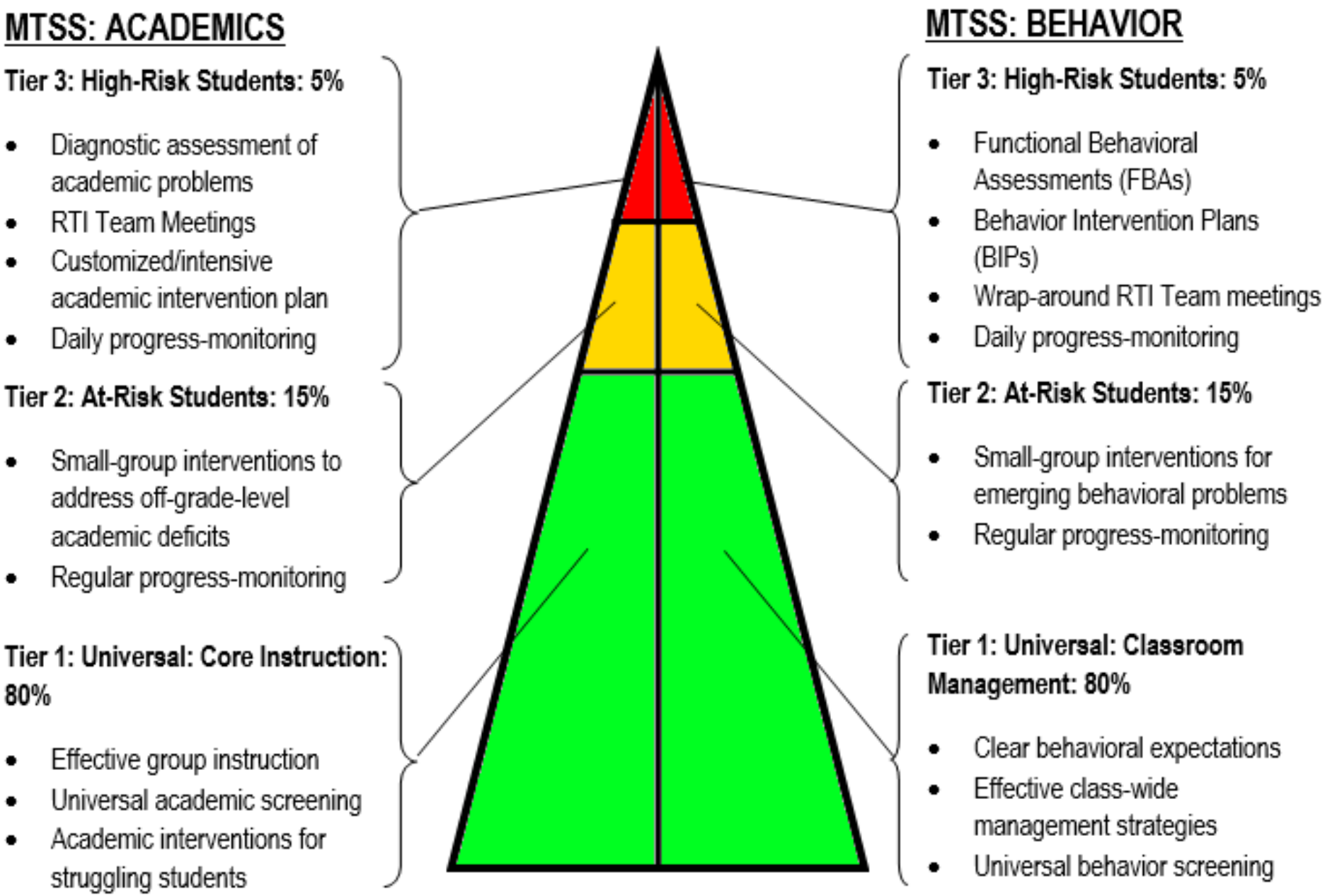

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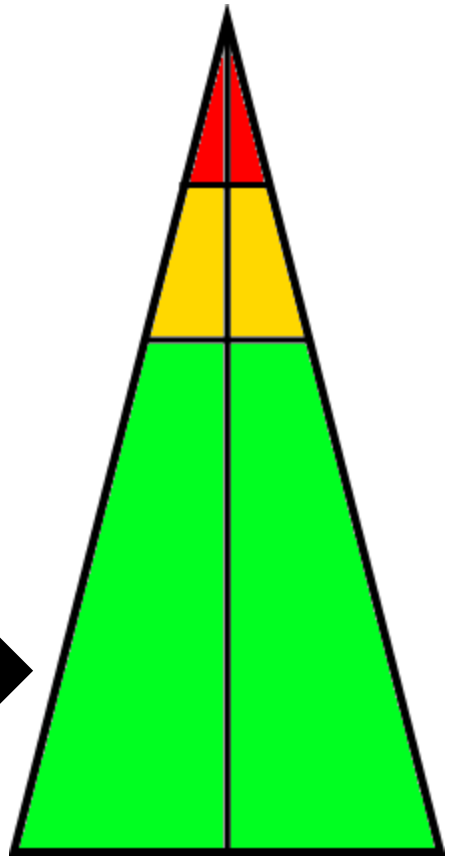
RTI/MTSS for Academics:
Tier 1: Classwide: 80%

The foundation of RTI/MTSS is built upon the strategies each teacher uses in the classroom to promote strong core instruction.

These instructional strategies focus on the whole group. They ensure that the classroom will be orderly and that instruction will be engaging.



MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
(Handout 1; p. 2)

How to Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by integrating assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a supported instruction approach. When preparing lesson plans, you can use this checklist as a reference to make sure that your lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

- ☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities.
- ☐ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material previously presented.
- ☐ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared.
- ☐ **Chunking of New Material.** New material is broken into small, manageable increments ("chunks") or steps.

2. Provide Scaffolding Support

- ☐ **Detailed Explanations & Instructions.** Throughout the lesson, adequate explanations and detailed instructions for all concepts and materials being taught are provided.
- ☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, those strategies are described for students. Verbal explanations include "talk-alouds" (e.g., the teacher describes and explains each step of a cognitive strategy) and "think-alouds" (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy).
- ☐ **Work Models.** Academic assignments (e.g., essays, completed math word problems) are used as exemplars, which are available to students for use as models.
- ☐ **Active Engagement.** The lesson engages the student in "active accurate responding" often enough to capture student attention and optimize learning.
- ☐ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups.
- ☐ **Checks for Understanding.** Students are regularly checked for understanding by responding to frequent questions posed to the group.
- ☐ **Group Responding.** Students respond to questions in various ways (e.g., choral responding, response cards, white boards) in order to ensure full class participation and boost levels of student attention.
- ☐ **High Rate of Student Success.** Students experience at least 80% success in the lesson content to shape their learning in the desired direction and to maintain their motivation and engagement.
- ☐ **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention.
- ☐ **Fix-Up Strategies.** Students are taught fix-up strategies for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

3. Give Timely Performance Feedback

- ☐ **Regular Feedback.** Timely and regular performance feedback and corrections are provided throughout the lesson as needed to guide student learning.
- ☐ **Step-by-Step Checklists.** For multi-step cognitive strategies, students are provided checklists to use to self-monitor performance.

4. Provide Opportunities for Review & Practice

- ☐ **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).
- ☐ **Guided Practice.** When challenging material is being taught, students are provided with immediate corrective feedback to each response. When the possibility of an incorrect response is anticipated, that error is forestalled through use of cues, prompts, or hints. Student responding is also tracked to ensure sufficient success during supervised lessons before having students practice the new skills or knowledge independently.
- ☐ **Support for Independent Practice.** Students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
- ☐ **Distributed Practice.** Previously taught content is reviewed one or more times over a period of several weeks or months.

How to Encourage Whole-Group Responding: Numbered Heads Together

Numbered Heads Together is an instructional technique built upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding. This technique can be especially useful for students with emotional/behavioral disorders (EBD).

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

1. **Create Teams.** Divide 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.** Pose questions to the class at various points in the lecture or large-group lesson. After each question, tell 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.** Give students 30 seconds to discuss an answer in their groups.
4. **Elicit Student Responses.** Randomly select a number from 1-4 and say, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." Then call on one student with hand raised and asks him or her to give the answer. Next, ask, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: Call on additional students with hand raised to elaborate on a previous student's answer.]
5. **Give Feedback.** Finally, give feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect

Tips for Use: You may wish to create standing groups for Numbered Heads Together to allow for mo into student teams. Also, you might post a checklist that reminds students of appropriate NHT behaviors and briefly review that re-correction strategy prior to

How to: Implement Strong Core Instruction

1. Access to Instruction	2. 'Scaffolding' Support (Cont.)
❑Instructional Match	❑Group Responding
❑Content Review at Lesson Start	❑High Rate of Student Success
❑Preview of Lesson Goal(s)	❑Brisk Rate of Instruction
❑Chunking of New Material	❑Fix-Up Strategies
2. 'Scaffolding' Support	**3. Timely Performance Feedback**
❑Detailed Explanations & Instructions	❑Regular Feedback
❑Talk Alouds/Think Alouds	❑Step-by-Step Checklists
❑Work Models	**4. Opportunities for Review/ Practice**
❑Active Engagement	❑Spacing of Practice Throughout Lesson
❑Collaborative Assignments	❑Guided Practice
❑Checks for Understanding	❑Support for Independent Practice
	❑Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

1. **Detailed Explanations & Instructions**. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).
2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).
4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).
6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).
8. **High Rate of Student Success**. The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

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

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).
4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

How to: Implement Strong Core Instruction

Activity: Direct Instruction & Readers (Handout 1; p. 2)

1. Review this list of **elements** of **strong core instruction.**

2. Select 1-2 items that present the greatest challenge in your classroom.

3. Brainstorm with colleagues about **solutions** to your identified challenge items.

1.

- ❑
- ❑
- ❑
- ❑

2.

- ❑
- ❑
- ❑
- ❑
- ❑Checks for Understanding

2. ‘Scaffolding’ Support (Cont.)

- ❑Group Responding
- ❑High Rate of Student Success
- ❑Brisk Rate of Instruction
- ❑Fix-Up Strategies

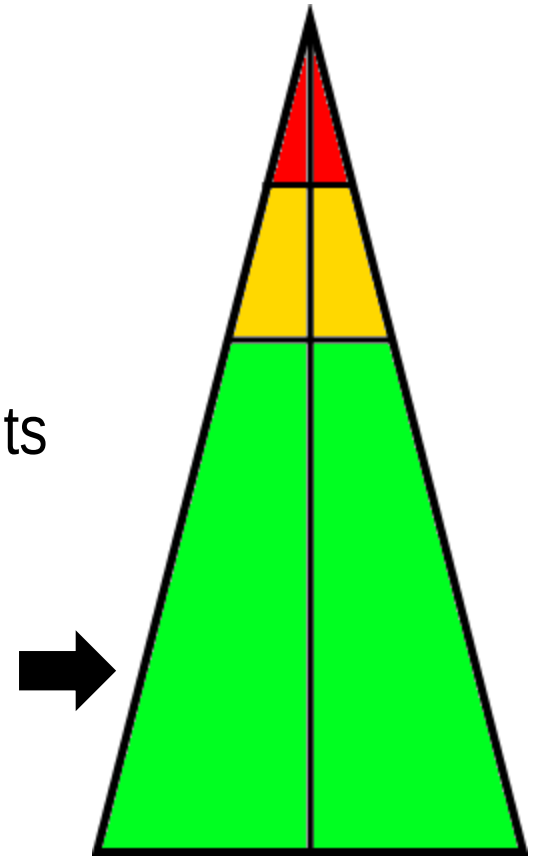
3. Timely Performance Feedback

- ❑Regular Feedback
- ❑Step-by-Step Checklists

4. Opportunities for Review/ Practice

- ❑Spacing of Practice Throughout Lesson
- ❑Guided Practice
- ❑Support for Independent Pra
- ❑Distributed Practice

RTI/MTSS for Academics: Tier 1: Individualized Classroom Support Plans



The teacher develops, implements, and documents classroom support plans for 'red-flag' students needing additional academic support.

Plans are typically put in place for several weeks and are delivered with consistency.

The purpose of classroom interventions is **to help the student to be successful in the grade-level curriculum.**

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. IDENTIFY. The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

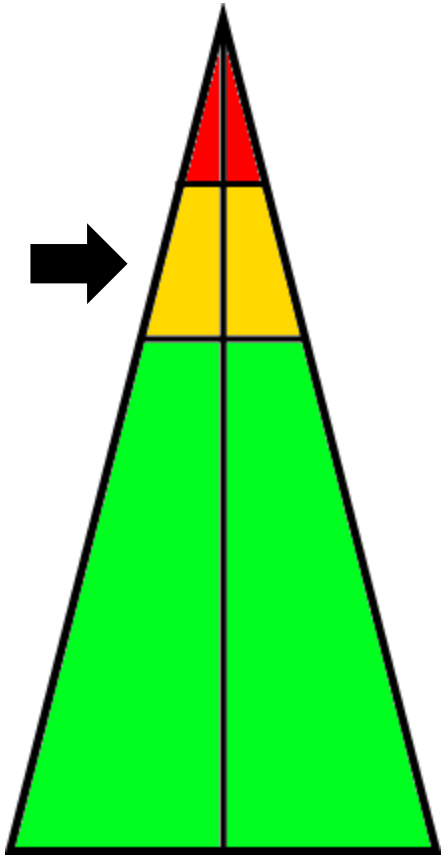
2. PLAN. The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. MONITOR. The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. CHECK UP. The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

RTI/MTSS for Academics: Tier 2: Supplemental Intervention: 10-15%

Students with below-grade-level skill gaps are identified using school-wide academic screeners and picked up for Tier 2 services.



Evaluating the Quality of Tier 2/3 Academic Interventions/Programs

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

- are supported by research.
- target off-grade-level academic 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.

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.

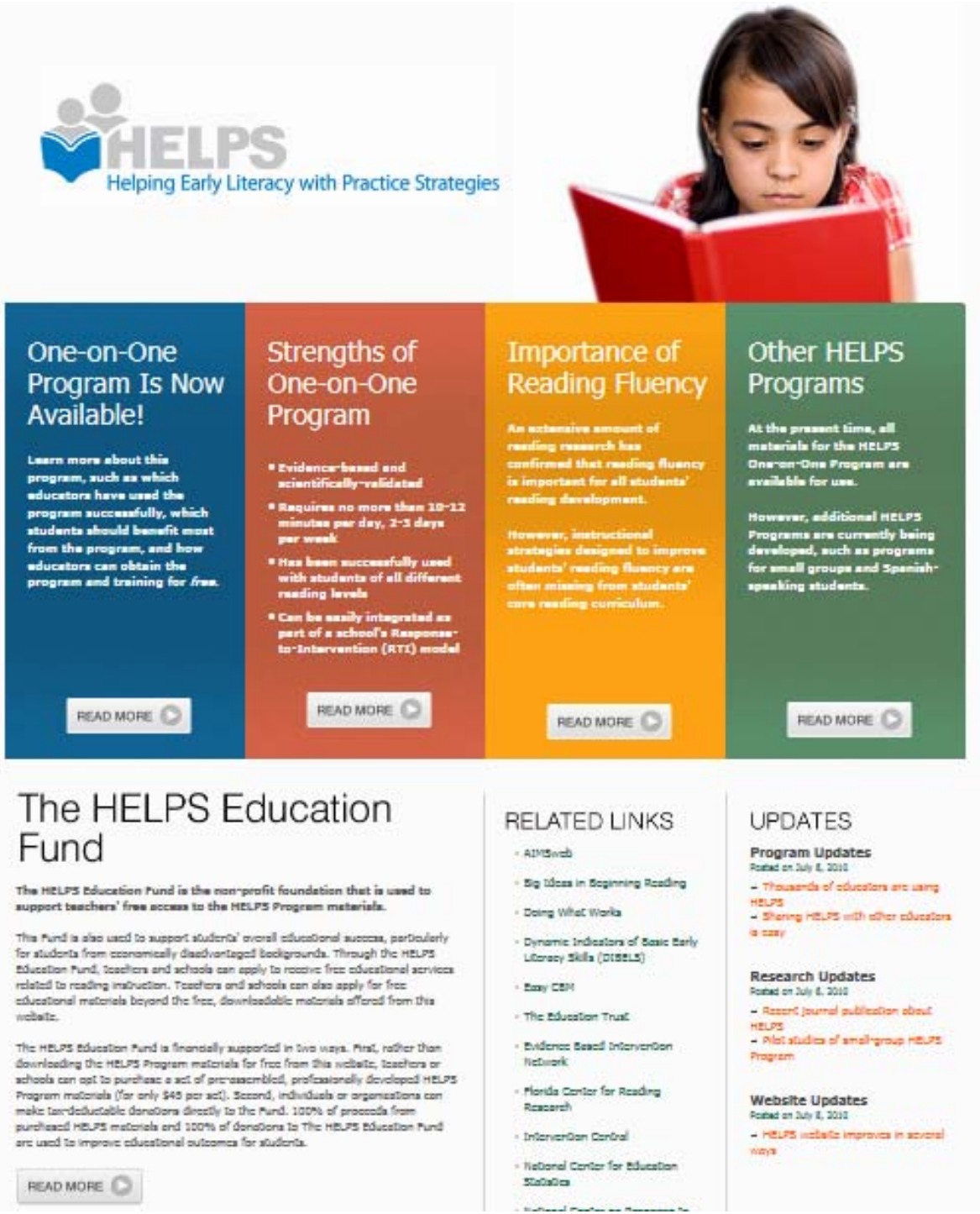
  Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.

Response to Inte

HELPS Reading Fluency Program

www.helpsprogram.org

LINK AVAILABLE ON CONFERENCE WEB PAGE



HELPS: Tier 2 Reading-Fluency Program

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:

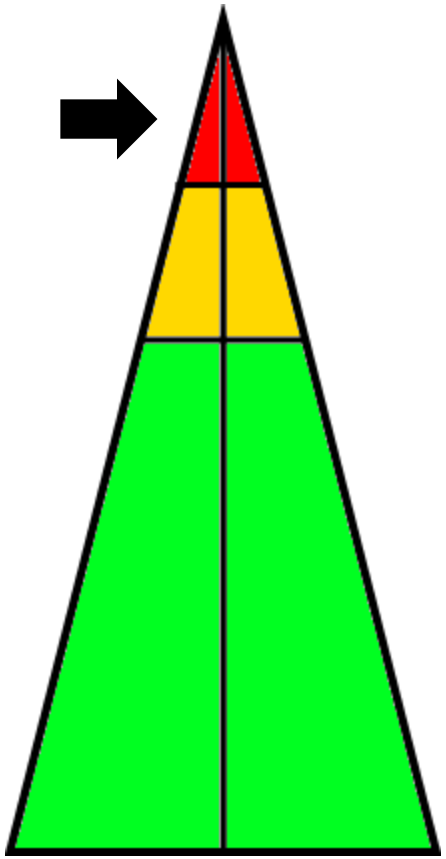
- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.

Evaluating the Quality of Tier 2/3 Interventions/Programs

Here are 3 things that high-quality Tier 2/3 academic 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.)

RTI/MTSS for Academics: Tier 3: Intensive Intervention: 1-5%



Students with more severe/chronic academic delays who fail to respond to lesser interventions at Tiers 1 & 2 are reviewed by the Tier 3 RTI/MTSS Problem-Solving Team. The Team develops a Tier 3 intervention plan that:

- is customized to the student's unique academic needs.
- can include various stakeholders as interventionists (e.g., student, teacher(s), support staff, parent, etc.)
- Is reviewed every 6-8 weeks and updated as needed.

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

How to Define an Academic Problem.

How can literacy problems be clearly described and linked to a 'root cause'?

Handout 2, p. 22

Worksheet: Identifying a Student Academic Problem

1. **Describe the problem.** Think of a student currently or previously in your class whose reading problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's reading problem(s).

Description of student academic problem(s)

==========

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's reading problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the reading problem. See pp. 6-7 for a listing of possible hypotheses.

Hypothesis Statement

Problem-ID Worksheet: Activity

1. **Describe the problem.** Think of a student currently or previously in your class whose reading/writing problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s). NOTE: See sample student skills listed on handout 2; pp. 8-11.

Description of student academic problem(s)

How to Define Academic Problems (Handout 2; pp. 5-7)

How To: Define Academic Problems: The First Step in Effective Intervention Planning

Students who struggle with academic deficits do not do so in isolation. Their difficulties are played out in the larger context of the school environment and curriculum—and represent a 'mismatch' between the characteristics of the student and the instructional demands of the classroom (Foorman & Torgesen, 2001).

It may surprise educators to learn that the problem-identification step is the most critical for matching the student to an effective intervention (Bergan, 1995). Problem identification statements should be defined in clear and specific terms sufficient to pass 'the stranger test' (Howell, Hosp, & Kurns, 2008). That is, the student problem can be judged as adequately defined if a person with no background knowledge of the case and equipped only with the problem-identification statement can observe the student in the academic setting and know with confidence when the problem behavior is displayed and when it is not.

Here are recommendations for increasing teacher capacity to describe student academic problems in specific terms, and generate a hypothesis about why the problem is occurring.

1. **Describe the academic problem in specific, skill-based terms with a meaningful instructional context** (Batsche et al., 2008; Upah, 2008). Write a clear, brief description of the academic skill or performance deficit that focuses on a specific skill or performance area. Include information about the conditions under which the academic problem is observed and typical or expected level of performance.

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

Academic Problems: Sample Definitions		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**
When shown flashcards with mixed-case letters for 3 seconds	Annika can name 38 of 52 correctly	while most peers in her class can name all letters correctly.
When asked to blend / segment onsets and rimes of single-syllable spoken words	Thomas (grade 1) is inconsistent in this skill	while this is a Kindergarten ELA/Reading standard.
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.
When reading aloud from a 1-minute 4th-grade passage	Benjamin reads an average of 45 words	while the fa[illegible] percentile) at [illegible] 4 is 68 words per minute.

Response to Intervention/Multi-Tier System of Supports

Five Components of 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.

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Academic Problem Identification: The Goal…

The goal is for the teacher to describe clearly and accurately the nature of a student's academic problem. Here is a simple "short-cut" approach

- that guides instructors to develop a descriptive 3-part 'problem ID' statement, and
- that links that student problem to a likely underlying cause.

Academic Problem Identification: 3 Steps

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

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.

3-Part Problem ID Statement: Examples

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

Classroom peer performance

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

3-Part Problem ID Statement: Examples

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

Common Core State Standard

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

3-Part Problem ID Statement: Examples

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

Classroom peer performance

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

3-Part Problem ID Statement: Examples

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

Benchmark norms

General Problem: *Benjamin is a slow reader.*

3-Part Problem ID Statement: Examples

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

Classroom peer performance

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

3-Part Problem ID Statement: Examples

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

Classroom peer performance

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

Handout 2, p. 22

Worksheet: Identifying a Student Academic Problem

1. **Describe the problem.** Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

Description of student academic problem(s)

==========

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See the next page for a listing of possible hypotheses.

Hypothesis Statement

Problem-ID Worksheet: Activity

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

Academic Problem Identification: 3 Steps

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

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Skill Deficit.* The student has not yet acquired the skill(s).	• Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

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

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

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Fluency Deficit.* The student has acquired the skill(s) but is not yet proficient.	• Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Retention Deficit.* The student can acquire the skill(s) but has difficulty retaining it over an extended period.	• Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Endurance Deficit.* The student can perform the academic task(s), but only for brief periods.	• Provide scaffolding supports to help the student to perform the academic task. • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Generalization Deficit.* The student possesses the skill(s) but fails to use across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skills when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
• *Learned Helplessness.* The student lacks confidence in his or her academic abilities and—as a result—withholds effort.	• Adjust the work to the student's ability level. • Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., breaking larger tasks into smaller increments ("chunking"), allowing the student to take brief breaks during work sessions, etc. • Use positive communication techniques to build student motivation and optimism, including praise, growth-mindset statements, and wise feedback.

Academic Problems: Possible Hypotheses & Recommendations	
Hypothesis	Recommendation
• *Skill Deficit*. The student has not yet acquired the skill(s).	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.
• *Fluency Defi* student has a the skill(s) bu proficient.	dent to practice the skill edback. Reinforce the ccuracy.
• *Retention De* student can acquire the skill(s) but has difficulty retaining it over an extended period.	rtunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.
• *Endurance Deficit*. The student can perform the academic task(s), but only for brief periods.	• Provide scaffolding supports to help the student to perform the academic task. • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.
• *Generalization Deficit*. The student possesses the skill(s) but fails to use across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skills when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.
• *Escape/Avoidance*. The student seeks to escape or avoid the academic task. NOTE: This category includes "learned helplessness".	• Adjust the work to the student's ability level. • Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., breaking larger tasks into smaller increments ("chunking"), allowing the student to take brief breaks during work sessions, etc.

Handout 2, pp. 6-7

Worksheet: Identifying a Student Academic Problem

Handout 2, p. 22

1. Descril require	ously in your class whose academic problem(s) rt. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).
Description of student academic problem(s)	

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2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See the next page for a listing of possible hypotheses.

Hypothesis Statement

Problem-ID Worksheet: Activity

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem.

Hypothesis Statement

Lab Work: Describe the Academic Problem

Review the framework presented here (3-part problem-ID statement/hypothesis).

Discuss how you might use this framework to define literacy problems requiring classroom reading interventions.

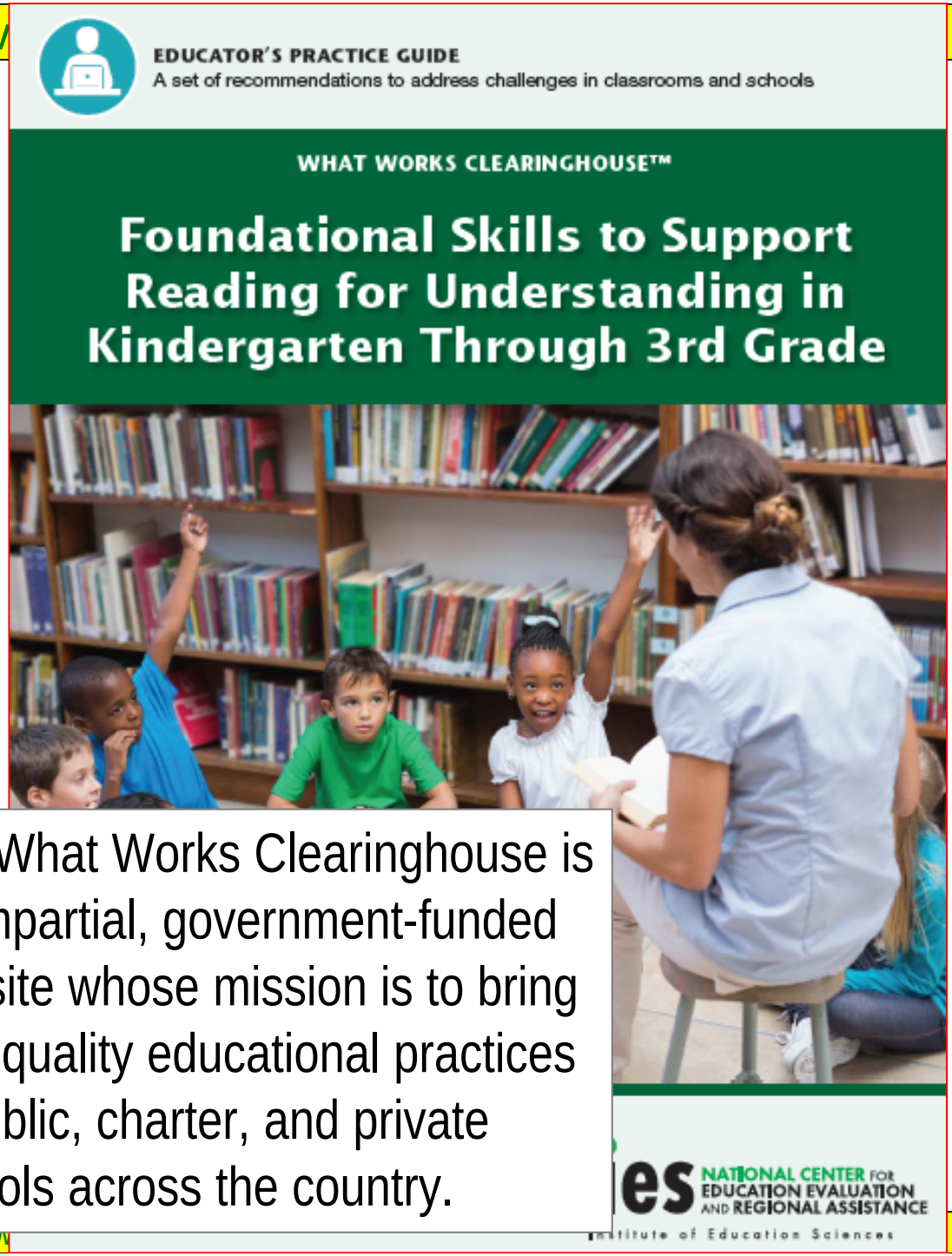
Conditions	Problem Description	Typical/Expected Level of Performance
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.

Hypotheses for Academic Problems

- Skill Deficit
- Fluency Deficit
- Retention Deficit
- Endurance Deficit
- Generalization Deficit
- Learned Helplessness

Effective Literacy Instruction & Interventions. What are examples of classroom instruction and interventions that support literacy?

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Online)



Sources: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

The What Works Clearinghouse is an impartial, government-funded website whose mission is to bring high-quality educational practices to public, charter, and private schools across the country.

Handout : Foundational Skills to Support Reading for Understanding in K-3 (Handout 2; pp. 20-21)

Contains 4 major recommendations for core reading instruction and ideas for carrying out each.

IES Practice Guide (July 2016): Foundational Skills to Support Reading for Understanding in K-3

Recommendation 1 (Grades K, 1, 2, 3). Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

2. Explicitly engage students in developing narrative language skills.

3. Teach academic vocabulary in the context of other reading activities.

Recommendation 2 (Grades K, 1).. Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.

2. Teach students letter–sound relations.

3. Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

Recommendation 3 (Grades 1, 2, 3).. Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Mission Statement

"This guide provides teachers, reading coaches, principals, and other educators with actionable recommendations for developing the foundational reading skills of students in kindergarten through 3rd grade." p. 1

Sources: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

Rec 3.5. Teach irregular high-frequency words.

Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

5. *Teach regular and irregular high-frequency words so that students can recognize them efficiently.*

   Example: Create a Word Wall (Foorman et al., 2016). Make a word wall containing high-frequency words. Partner students to read the word wall together. Challenge students to find specific words on the wall.

Rec 3.6. Introduce important non-decodable words as 'whole words'.

Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

6. *Introduce non-decodable words that are essential to the meaning of the text as whole words.*

   Example: Star-Words Activity (Foorman et al., 2016)
   The teacher writes 3-5 high frequency words onto flashcards for the student, connected with a ring. Through the week, adults—other teachers, aids, parents—ask the student to read the words. The adult writes a star next to each correctly read word. When the student has 3 or more stars for each word, more words are added to the ring.

Rec 4.2. Teach readers to self-monitor, self-correct.

Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

2. *Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.*

   Example: The Fix-It Game (Foorman et al., 2016)

   – The teacher reads a series of sentences aloud. Some contain a word that does not belong and does not make sense, while other sentences do make sense.

   – If a sentence does not make sense, students must say 'fix it' and explain why it does not make sense.

Lab Work: Build Teacher Capacity in Reading Instruction

Identify 1-2 numbered instructional goals from this WWC practice-guide summary that you believe address the greatest challenges among your student readers. For each goal selected, EITHER:

1. brainstorm ideas to expand your skills to accomplish this goal
   OR
2. discuss 'look-fors' in any classroom that would indicate to an observer that the teacher is accomplishing this goal.

IES Practice Guide (July 2016): Foundational Skills to Support Reading for Understanding in K-3

Recommendation 1 (Grades K, 1, 2, 3). Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

2. Expli… skills.

. Teac… activities.

Handout 2; pp. 20-21

Recommendation 2 (Grades K, 1).. Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.

2. Teach students letter–sound relations.

3. Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

Recommendation 3 (Grades 1, 2, 3).. Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound–spelling patterns from left to right within… produce a recognizable pronunciation.

Response to Intervention/Multi-Tier System of Supports

Five Components of 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.

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Kindergarten: Problem: *"Erica has trouble connecting word sounds to their alphabetic equivalent."*

Intervention: Word Boxes/Word Sort

Word Boxes & Word Sort

Young children must master phonics--the mapping of the sounds of speech to the symbols of the alphabet--before they can become accomplished readers.

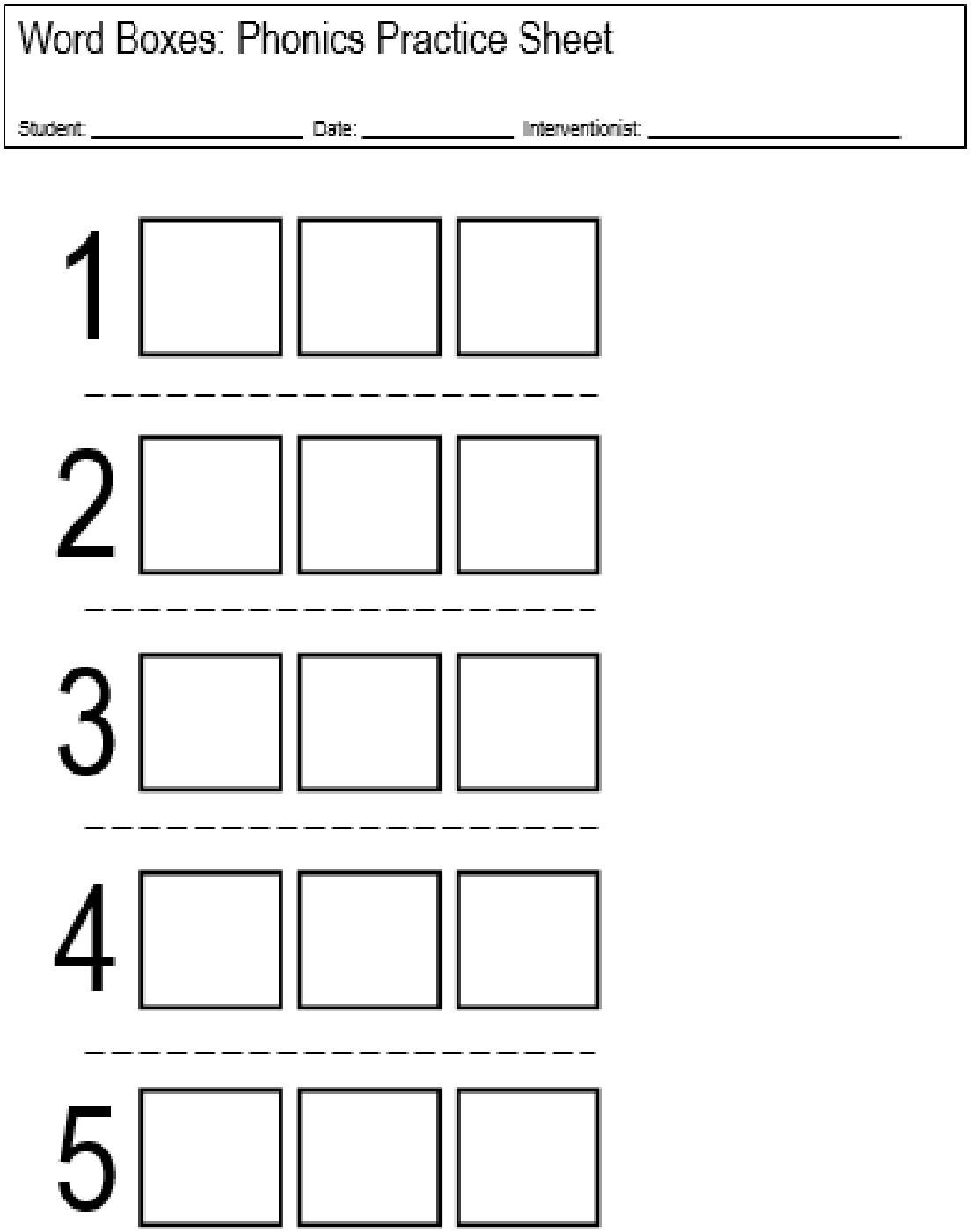
Word boxes/word sort is a one-to-one intervention that can strengthen essential phonics skills through work on CVC words (Joseph, 2002).

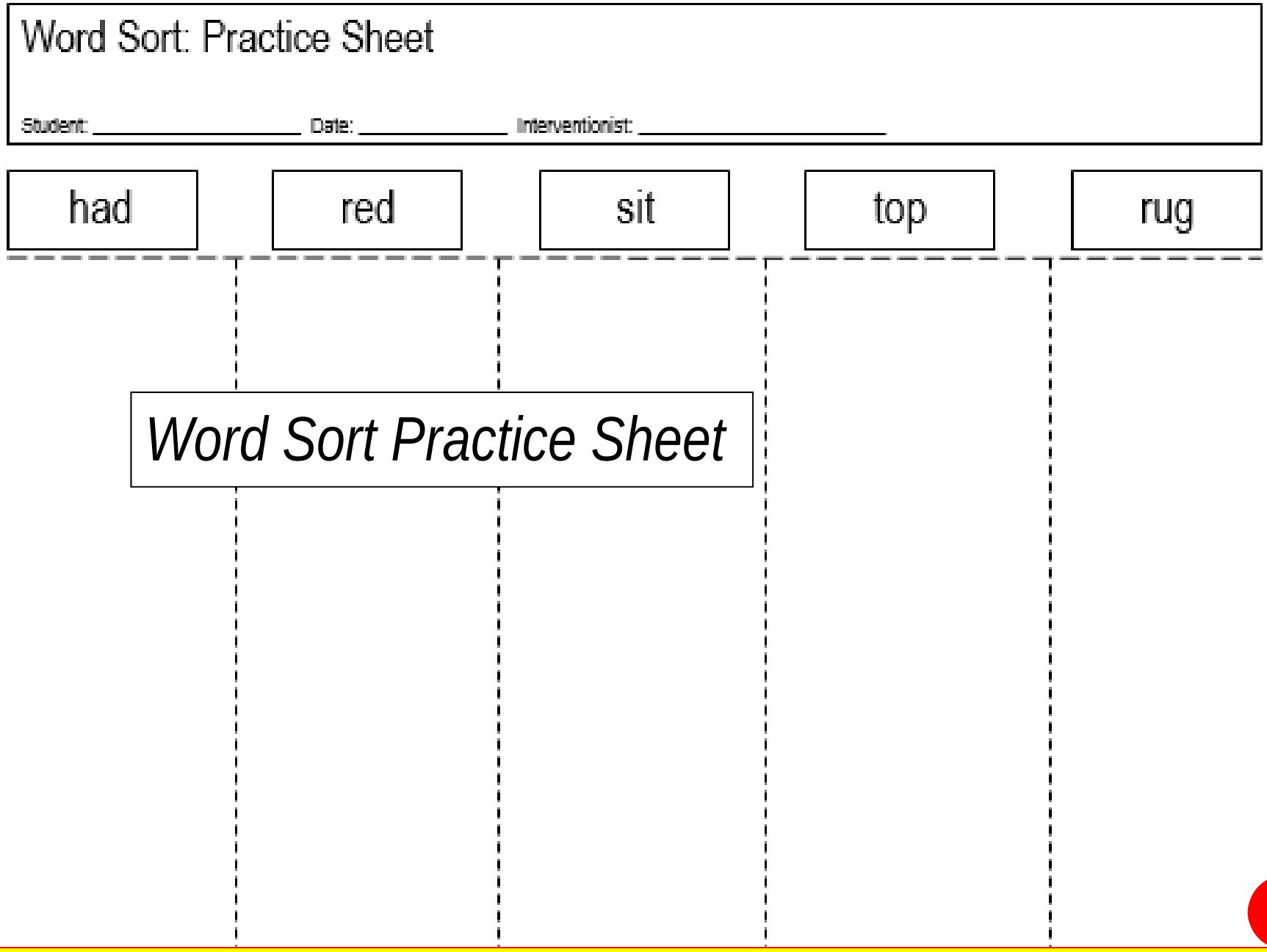
Word Boxes & Word Sort

Materials. To use word boxes and word sort, the teacher will need these additional materials:

- *Word Boxes: Recording Form* (attached)
- *Word Boxes: Phonics Practice Sheet* (attached)
- *Word Sort: Practice Sheet* (attached)
- Counters (e.g., pennies, poker chips)
- Moveable letters (e.g., magnet letters, cut-out letters)
- Markers for student use

Word Boxes: Phonics Practice Sheet




Word Sort: Practice Sheet
Student: _____ Date: _____ Interventionist: _____
had
red
sit
top
rug
Word Sort Practice Sheet

Word Boxes: Recording Form

Word Boxes: Recording Form

Student: _____ Date: _____ Interventionist: _____

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place a counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place the appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write the appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce the entire word** as written in the word box form.

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1		_Y _N	_Y _N	_Y _N	
2		_Y _N	_Y _N	_Y _N	
3		_Y _N	_Y _N	_Y _N	
4		_Y _N	_Y _N	_Y _N	
5		_Y _N	_Y _N	_Y _N	
6		_Y _N	_Y _N	_Y _N	
7		_Y _N	_Y _N	_Y _N	
8		_Y _N	_Y _N	_Y _N	
9		_Y _N	_Y _N	_Y _N	
10		_Y _N	_Y _N	_Y _N	

Word Boxes & Word Sort

Preparation. The teacher selects up to 10 consonant-vowel-consonant (CVC) words each tutoring session and writes them into the *Word Boxes: Recording Form*.

The teacher also writes these 10 words onto index cards--one word per card. NOTE: These CVC words can be any mix from the five vowel groups: a,e,i,o,u.

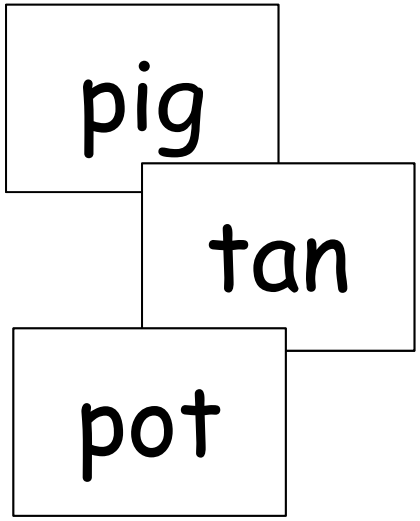
Word Boxes: Recording Form

Student: Ricky Date: _____ Interventionist: _____

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place** a **counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place** the **appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write** the **appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce** the **entire word** as written in the word box form.

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1	pig	__Y __N	__Y __N	__Y __N	
2	tan	__Y __N	__Y __N	__Y __N	
3	pot	__Y __N	__Y __N	__Y __N	



Word Boxes & Word Sort

Part 1: Word Box: Procedures.

1. **The teacher sounds out word and puts counters into word boxes.** The teacher places counters under the blanks of the appropriate word box.The teacher next reads aloud a word from the CVC word list (‘**p-i-g**’), sounds out each letter sound in the word, and slides a counter into the corresponding word box.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

1

Word Boxes & Word Sort

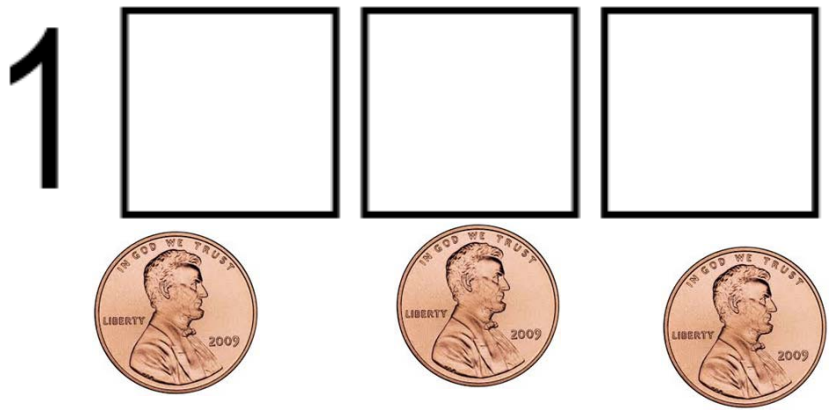
Part 1: Word Box: Procedures.

2. **The teacher sounds out word and the student puts counters into word boxes.** The teacher directs the student to put counters into the word boxes while the teacher pronounces the letter sounds of the CVC word.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

1



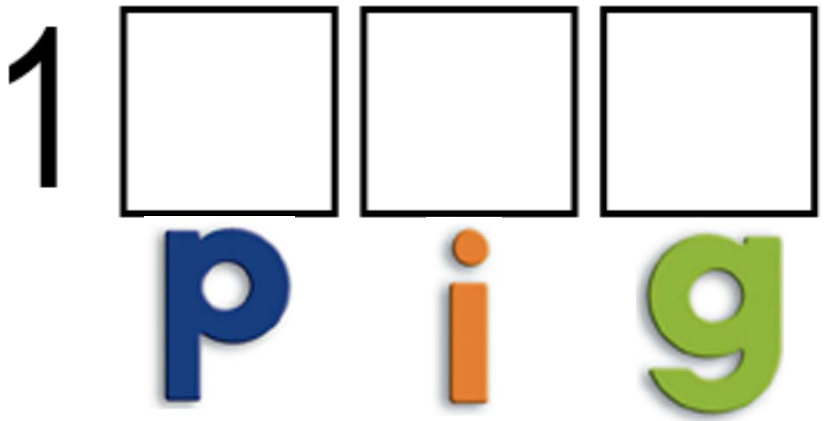
Word Boxes & Word Sort

Part 1: Word Box: Procedures.

3. **The student sounds out word, puts letters into word boxes.** The teacher lines up magnetic/cut-out letters for the target word under each of the appropriate blanks on the *Word Boxes: Phonics Practice Sheet*. The student sounds out each letter sound while sliding the letter counter into its word box.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____



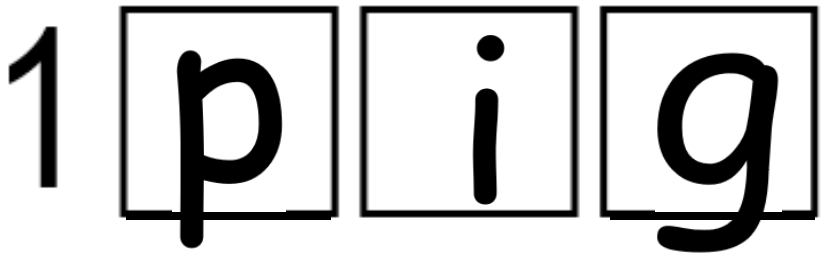
Word Boxes & Word Sort

Part 1: Word Box: Procedures.

4. **The student writes letters of word into word boxes.** The student is given a marker and directed to write the letters of the target word into the appropriate word boxes. The student is then prompted to read the word aloud.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____



Word Boxes & Word Sort

Part 1: Word Box: Procedures.

5. [Optional] The teacher records student responses. The instructor may want to keep a record of student performance on the word-box activity—using the *Word Boxes: Recording Form.*

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place** a **counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place** the **appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write** the **appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce** the **entire word** as written in the word box form.

	WORD	Date: 11/7/17 Trial 1	Date: Same Trial 2	Date: Same Trial 3	NOTES
1	**pig**	__Y **X** N	**X** Y __N	**X** Y __N	**Trial 1: R. needed prompts for steps 3,4.**

Word Boxes & Word Sort

pig | tan | pot

Part 2: Word Sort: Procedures.

1. **The student completes a word sort.** At the end of the session, the student uses the Word Sort Practice Sheet to sort the word flashcards under their CVC 'family'. If a word is incorrectly sorted, the teacher points to that word and asks, "Is this word in the right place?"

Word Sort: Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

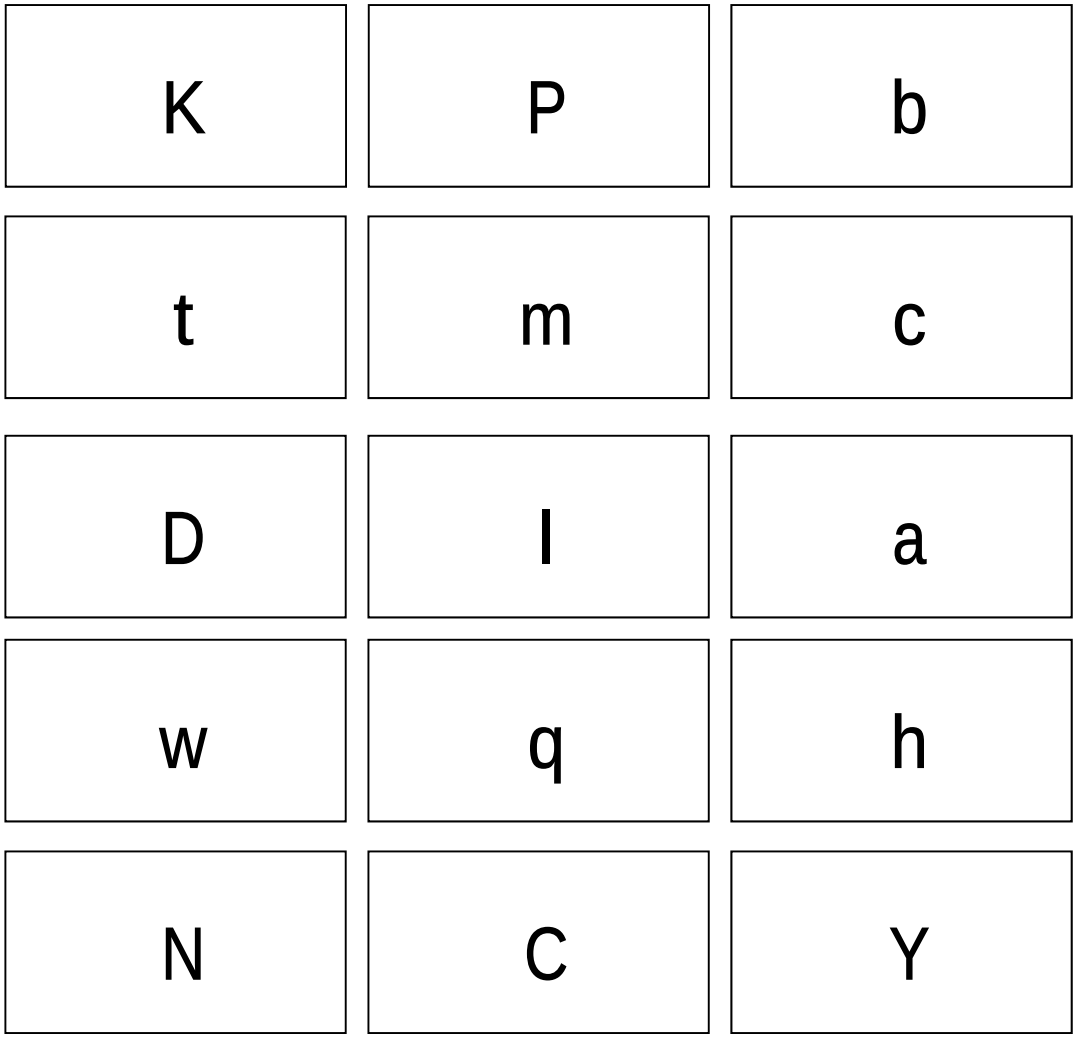
had	red	sit	top	rug

Grade 1: Problem: *"Roy doesn't know his letter names."*

Intervention: Incremental Rehearsal

Letter Names: Incremental Rehearsal

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



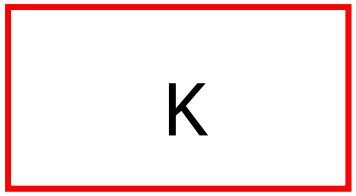
Incremental Rehearsal of Letter Names

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.

'KNOWN' Letters		'UNKNOWN' Letters
b	P	K
Y	C	N
h	q	w
D	a	l
m	t	c

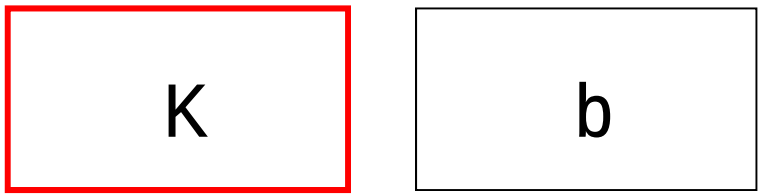
Incremental Rehearsal of Letter Names

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.



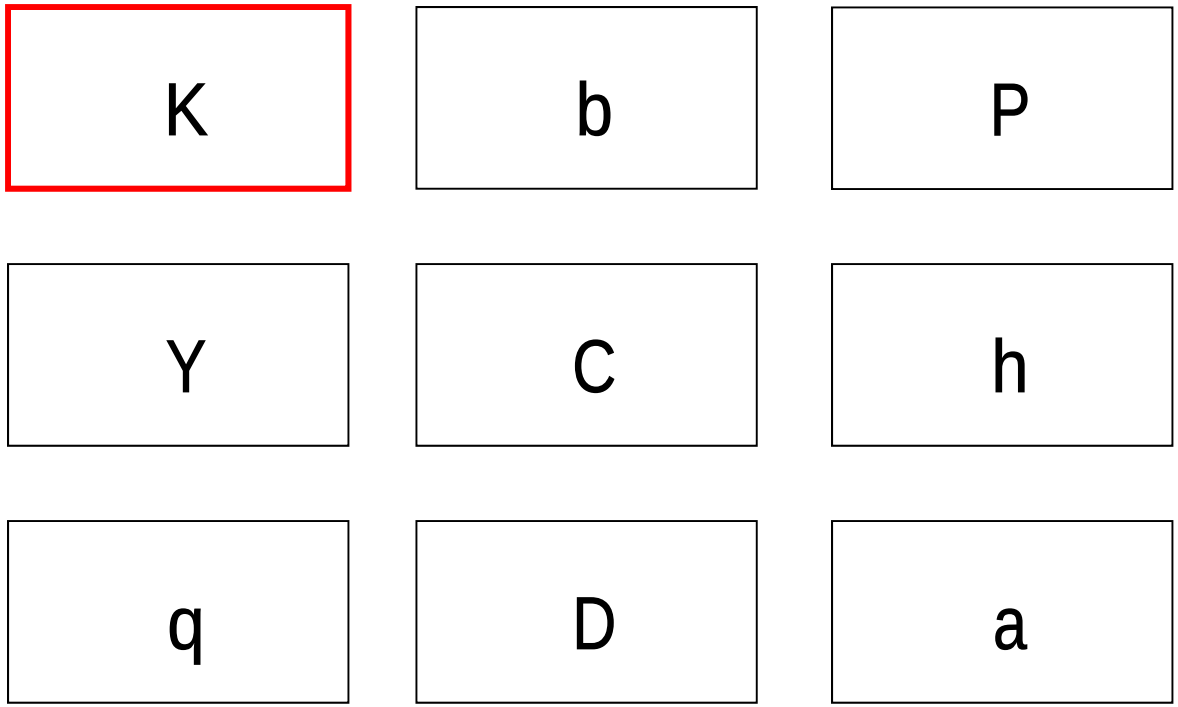
Incremental Rehearsal of Letter Names

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.



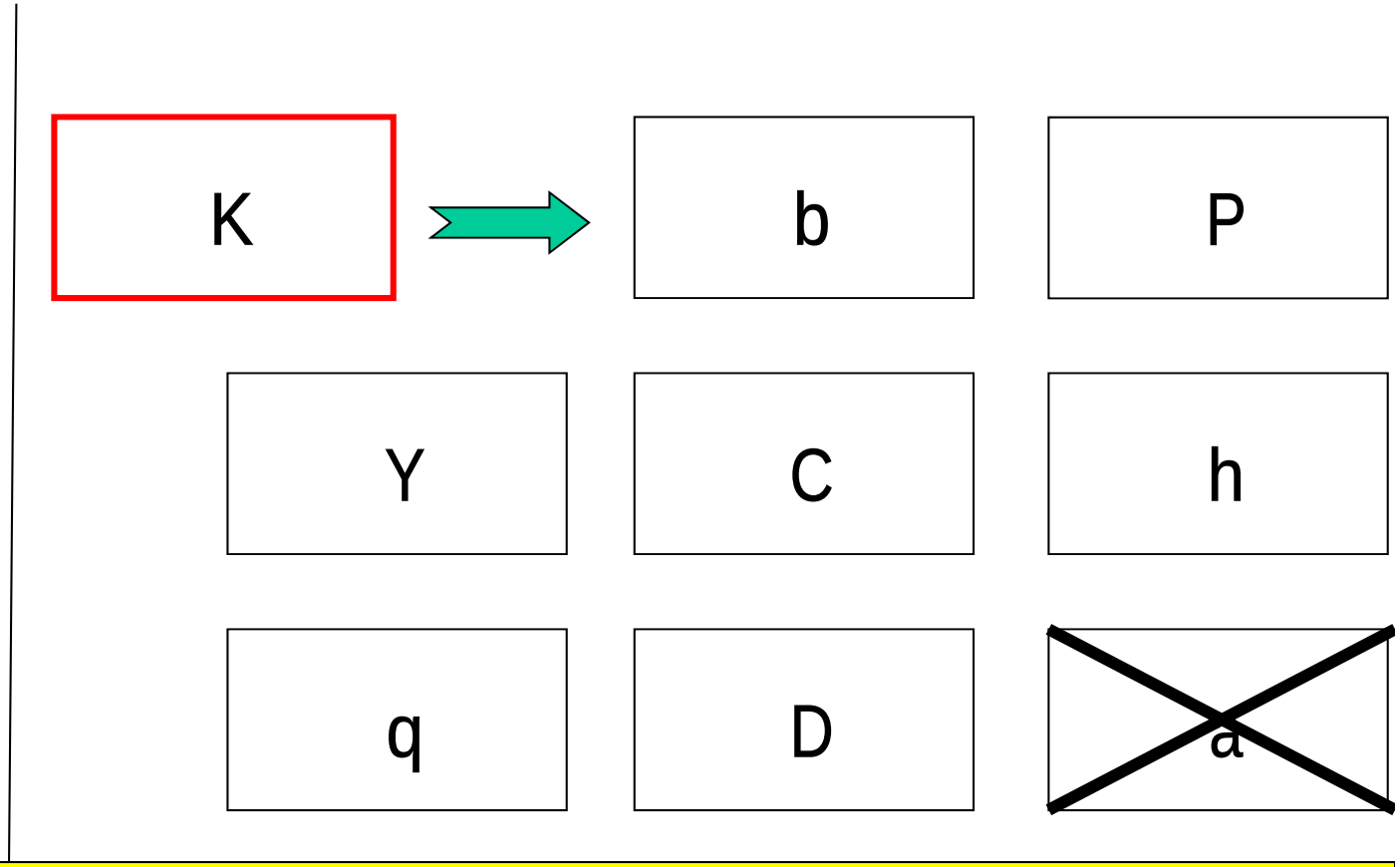
Incremental Rehearsal of Letter Names

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).



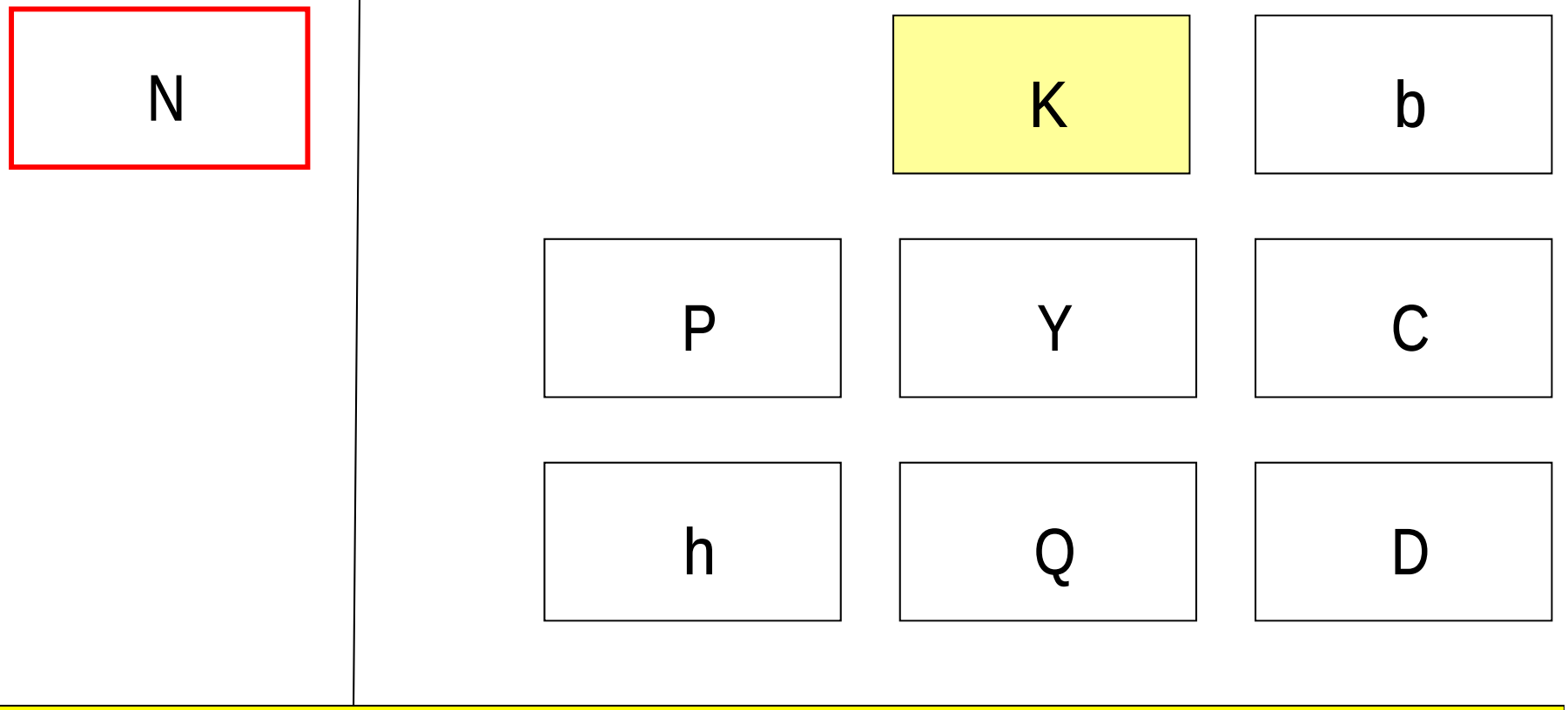
Incremental Rehearsal of Letter Names

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.



Grade 1: Problem: *"Karim needs to develop 'word attack' skills for CVC words."*

Intervention: Letter Cube Blending

Letter Cube Blending

d i r

- 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).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

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'.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

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.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending Sample Recording Sheet

d	i	r

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending Activity (Florida Center for Reading Research, 2009)

Directions: Have the student toss the Letter Cubes. Line up the Cubes in GREEN-BLUE-RED (G-B-R) order. Have the student sound out each of the letters on the Cubes in G-B-R order. Have the student read the 'word' spelled out on the Cubes. Then have the student decide whether the 'word' is real or nonsense and write the word under the appropriate column below. Continue until at least 10 'words' have been generated by this group activity.

Student Name Carrie

Real Word	Nonsense Word
bar	dir
fun	

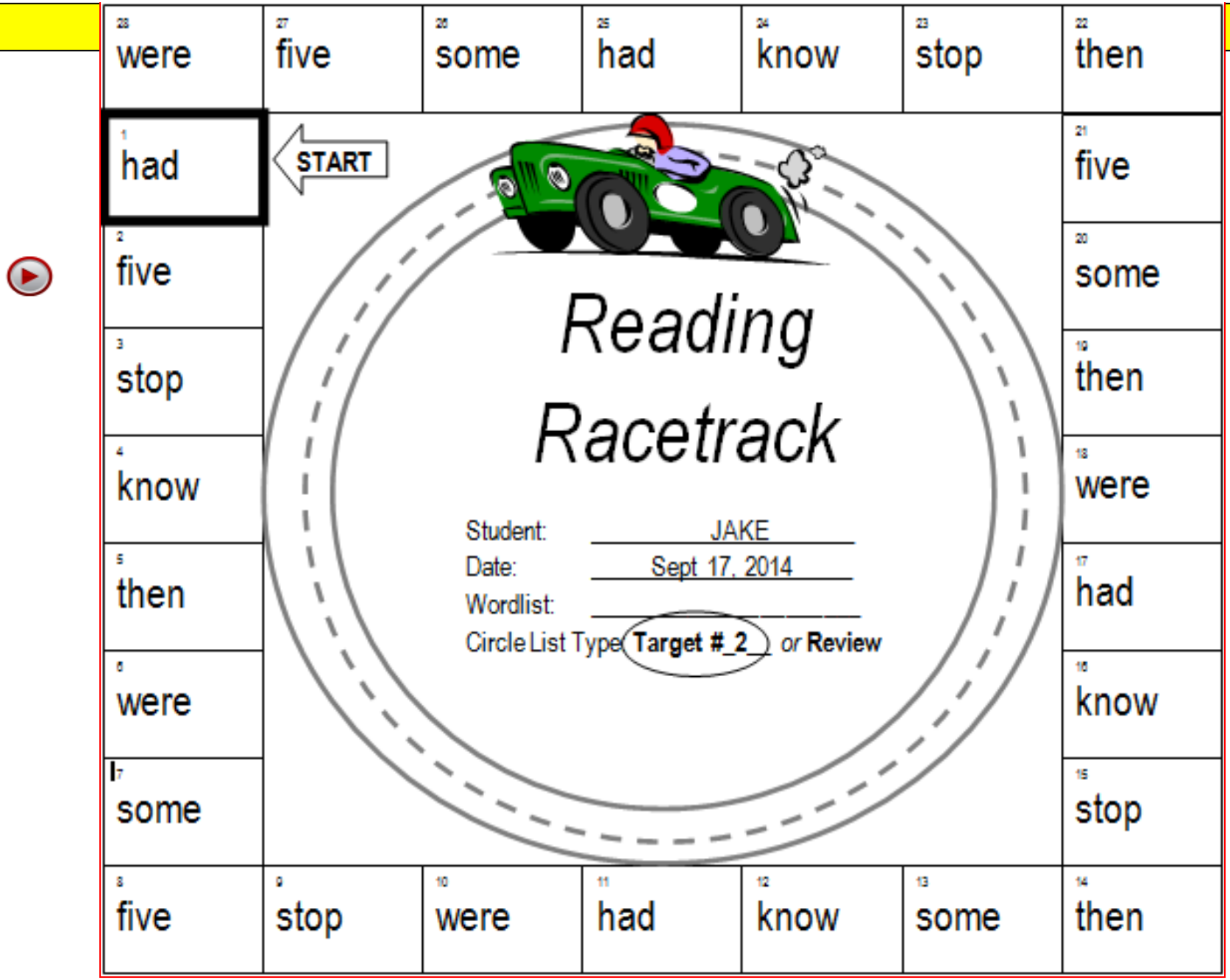
Grade 2: Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his next book."*

Intervention: Reading Racetrack

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.

Source: *Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.*



Source: *Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.*

Response to Intervention/Multi-Tier System of Supports

Reading Racetrack Score Sheet

Student:_____ Wordlist:_____ Date:_____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: *Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.*

Lab Work: Create a Tier 1 Reading Intervention 'Bank'

Teachers need easy access to effective reading intervention ideas.

- Discuss how your school(s) might develop a bank of reading interventions for teachers to access.

Important Qs:

- ❑ Who would participate in this project?
- ❑ How would interventions be stored and shared with others?
- ❑ What is a timeline for getting a reading bank into the hands of teachers in your school(s)?

Sample Interventions:

1. *Word Boxes & Word Sort (Phonics/ Alphabetics)*
2. *Incremental Rehearsal (Phonics/ Alphabetics)*
3. *Letter Cube Blending (Phonics/ Alphabetics)*
4. *Reading Racetrack (Vocabulary)*

Grade 3: Problem: "*Terrence is not a fluent reader.*"

Interventions:

- Paired Reading
- Group-Based Repeated Reading

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.

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

Group-Based Repeated Reading

(Available on Conference Web Page)

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

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation*. Journal of Behavioral Education, 19, 7-29.*

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).

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

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.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

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.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. The degree to which Reading Group Students met this behavior goal 			
When others were reading, I paid close attention. The degree to which Reading Group Students met this behavior goal 			
I showed good behaviors and followed all directions quickly. 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.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. How well Reading Group Students did in meeting the behavior goal? 1.....2.....3 Poor Fair Good	P F G 1.....2.....3	P F G 1.....2.....3	P F G 1.....2.....3
When others were reading, I paid close attention. How well Reading Group Students did in meeting the behavior goal? 1.....2.....3 Poor Fair Good	P F G 1.....2.....3	P F G 1.....2.....3	P F G 1.....2.....3
I showed good behaviors and followed all directions quickly. How well Reading Group Students did in meeting the behavior goal? 1.....2.....3 Poor Fair Good	P F G 1.....2.....3	P F G 1.....2.....3	P F G 1.....2.....3

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19, 7-29.*

Grade 4: Problem: *"Malik doesn't closely monitor his understanding of what he reads."*

Intervention: Click-or-Clunk

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.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. The Reading Teacher, 38(2), 200-204.

'Click or Clunk' Check Sheet

MY READING CHECK SHEET*

Name: _____ Class: _____

Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...

- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- Reading the paragraph over.

Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

*Adapted from Anderson (1980), Babbs (1984)

Grade 4: Problem: *"Dominic struggles to retain the 'gist'/main ideas of informational passages."*

Interventions:

- Repeated Reading with Oral/Written Retell
- Read-Ask-Paraphrase

Repeated Reading with Oral/Written Retell

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

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

Repeated Reading with Oral/Written Retell

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

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

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

Informational Passage: Written Retell

Student: _____ Date: _____ Passage Title: _____

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

_____

_____

_____

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

Repeated Reading with Oral/Written Retell

Procedures. Below are guidelines for conducting repeated reading and oral or written retell of a passage.

1. **The student reads the passage twice with error correction.** The tutor gives a copy of the passage to the student and says, "*Read this passage aloud. Do your best reading. If you come to a word you don't know, try your best to read it. I will help you if needed. Begin reading.*"

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

Repeated Reading with Oral/Written Retell

1. **The student reads the passage twice with error correction.(Cont.)** The student reads the passage aloud, while the tutor follows along silently. Whenever the student misreads a word or hesitates for at least 3 seconds, the tutor uses the phrase-drill error correction technique.

   The tutor directs the student to read the passage once more, using the same procedures.

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

Repeated Reading with Oral/Written Retell

2. **The student engages in oral or written retell.** When the student has read the passage twice, the tutor directs the student to use either the oral or written retell method:

   Written retell. The tutor gives the student a lined sheet of paper and a pen or pencil. The tutor starts the timer and says, "*Write about the passage you just read. Write down everything you remember. You will have 3 minutes--I will tell you when the time is up. Begin*."

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

Repeated Reading with Oral/Written Retell

2. **The student engages in oral or written retell** (Cont.)

   At the end of the 3 minutes, the tutor tells the student to stop.

   If the student pauses during the 3 minutes, the tutor says, "*Write more about what you read*", and repeats this prompt as needed until either the student has no more details to share or the 3-minute period ends. The tutor then collects the retell worksheet.

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.

Read-Ask-Paraphrase:
STEPS:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Lab Work: Develop a Plan to Train Tier 1 Interventionists

When your school has developed a reading intervention bank, staff will need to be trained in its use.

- Brainstorm ideas for you and your teaching colleagues to become familiar with items in your 'intervention bank'.
- Consider such methods as: large-group or small-group demonstration, intervention fairs, teacher 'testimonials', peer coaching, classroom visitations, intervention 'book clubs', 'piloting' of interventions.

Sample Interventions:

5. *Paired Reading (Fluency)*
6. *Group-Based Repeated Reading (Fluency)*
7. *Click or Clunk (Comprehension)*
8. *Repeated Reading with Oral/Written Retell (Comprehension)*
9. *Read-Ask-Paraphrase (Comprehension)*

Grade 5: Problem: *"Neda 'gets lost' in difficult informational passages."*

Intervention:

Linking Pronouns to Referents

Reading Comprehension 'Fix-Up' Skills: A Toolkit

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

Grade 5: Problem: *"Wade does not create a reading plan before starting an assigned reading."*

Intervention:

Ask-Read-Tell

Reading Comprehension: Self-Management Strategies

- 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.

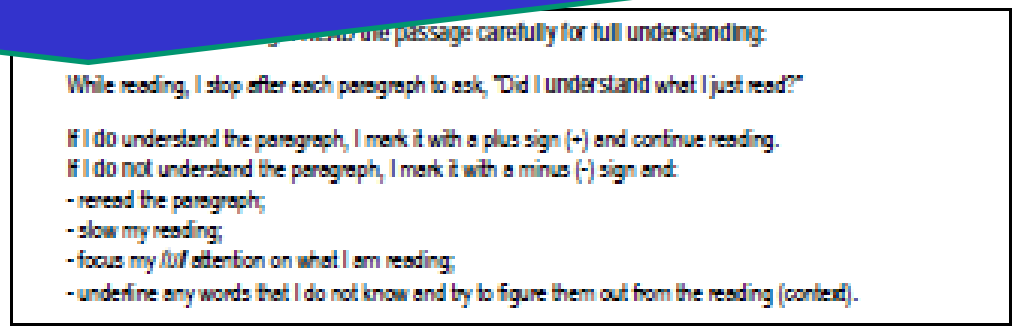
Source: McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. Psychology in the Schools, 48(1), 78-86.

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).

Comprehension: Cognitive Strategy (Available on Conference Web Page)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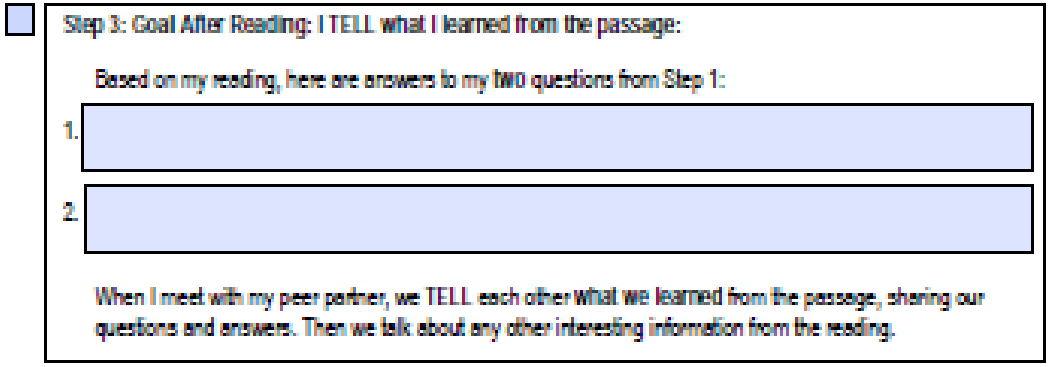

Step 3: Goal After Reading: I TELL what I learned from the passage:

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.

Grade 5: Problem: *"Rodrigo skims text and does not note important information."*

Intervention:

Phrase-Cued Text Lessons

Phrase-Cued Text Lessons

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

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29*, 165-168.

Phrase-Cued Text Lessons

MATERIALS:

- Two copies of a student passage: One annotated with phrase-cue marks and the other left without annotation.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29*, 165-168.

Phrase-Cued Text Lessons

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

1. **Select a Passage.** Select a short (100-250 word) passage that is within the student's instructional or independent level.
2. **Mark Sentence Boundaries.** Mark the sentence boundaries of the passage with double slashes (//).
3. **Mark Within-Sentence Phrase-Breaks.** Read through the passage to locate 'phrase breaks' —naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/).

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29*,

Example: Passage With Phrase-Cued Text Annotation

Phrase-Cued Text

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

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

Phrase-Cued Text Lessons

INTERVENTION STEPS: Phrase-cued text lessons should be carried out in 10 minute sessions 3-4 times per week. Here are steps to carrying out this intervention:

1. [When first using this strategy] **Introduce Phrase-Cued Texts to the Student.** Say to the student: *"Passages are made up of key ideas, and these key ideas are often contained in units called 'phrases'. Several phrases can make up a sentence. When we read, it helps to read phrase by phrase to get the full meaning of the text."*

   Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter phrase pauses within sentences.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29*,

Phrase-Cued Text Lessons

INTERVENTION STEPS (Cont.):

2. **Follow the Phrase-Cued Text Reading Sequence:** The tutor prepares a new phrase-cued passage for each session and follows this sequence:
   a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.
   b) The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student's observance of phrase breaks.
   c) The session concludes with the student reading aloud a copy of the passage *without* phrase-cue marks. The tutor provides feedback about the student's success in recognizing the natural phrase breaks in the student's final read-aloud.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29*,

Phrase-Cued Text Lessons

Additional Ideas for Using Phrase-Cued Texts. Educators might consider these additional ideas for using this strategy (Rasinski, 1994):

- **Use Phrase-Cued Texts in a Group-Lesson Format.** The teacher would modify the intervention sequence (described above) to accommodate a group or class. The teacher models reading of the phrase-cued passage; the teacher and students next read through the passage chorally; then students (in pairs or individually) practice reading the phrase-cued text aloud while the instructor circulates around the room to observe. Finally, students individually read aloud the original passage without phrase-cue marks.
- **Encourage Parents to Use the Phrase-Cued Text Strategy.** Parents can extend the impact of this strategy by using it at home, with training and materials provided by the school.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).

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

Phrase Cued Text Generator

Previous Next

Step 1 of 3

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

Title

Jellyfish Are Effective Pre

Author

NY Times

Passage

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

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

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

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

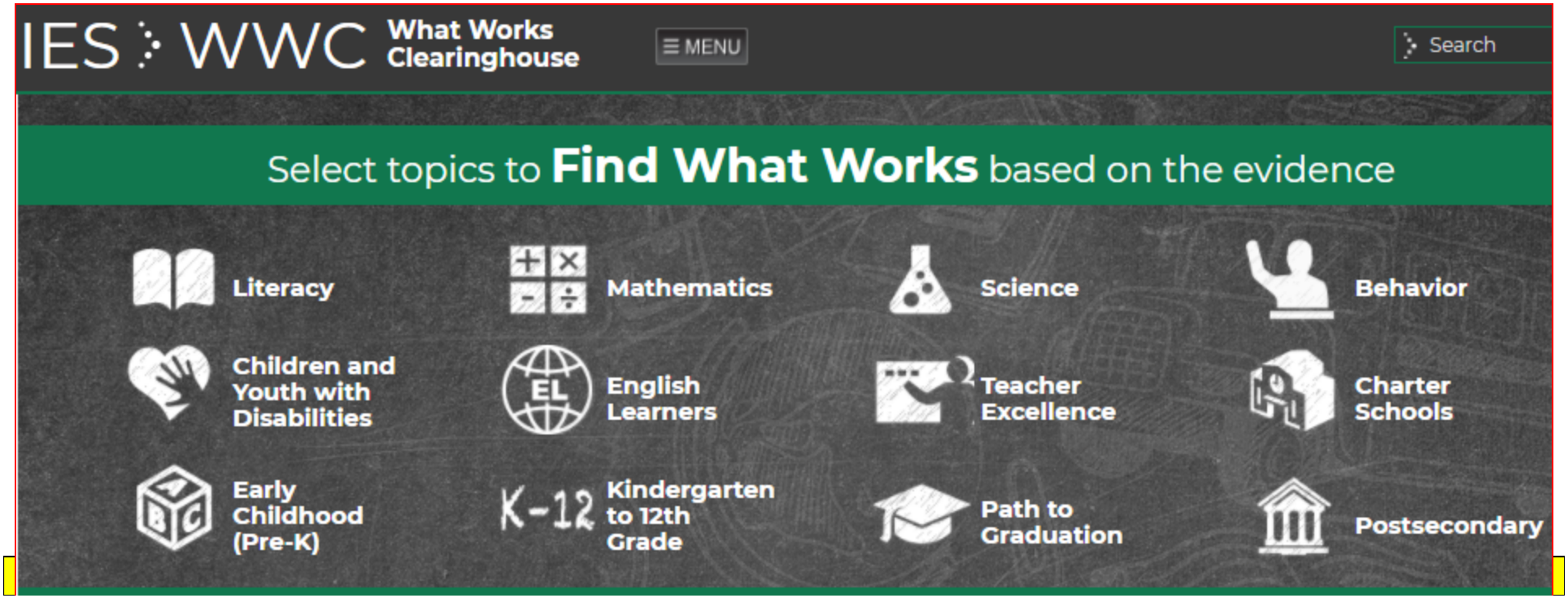
☐ Remove all line breaks to create a single-paragraph passage

Previous Next

Intervention Sources: WWC Practice Guides

- The What Works Clearinghouse is a federally sponsored site that includes a series of 'practice guides': summaries of current best practices in classroom instruction.

  All guides are written for teachers and are free for download.

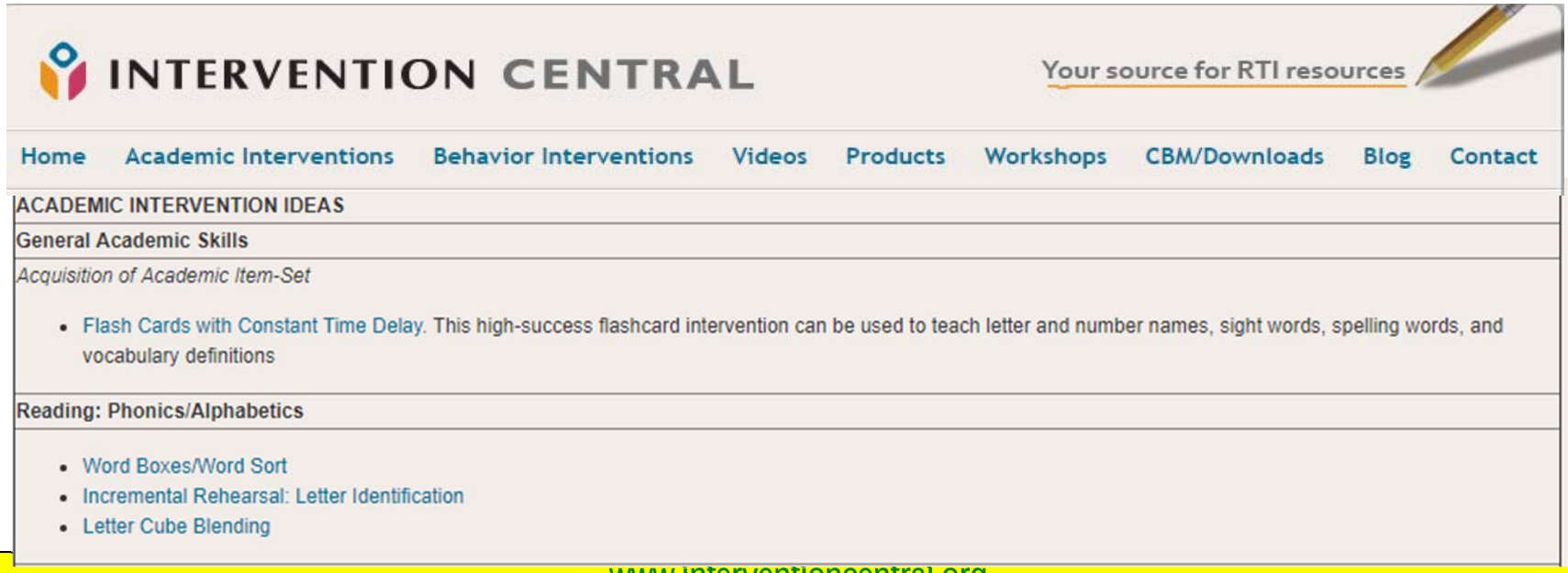


Intervention Sources: Florida Center for Reading Research

- This website is a product of a research center at Florida State University.
- The site includes free **lesson plans** for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)

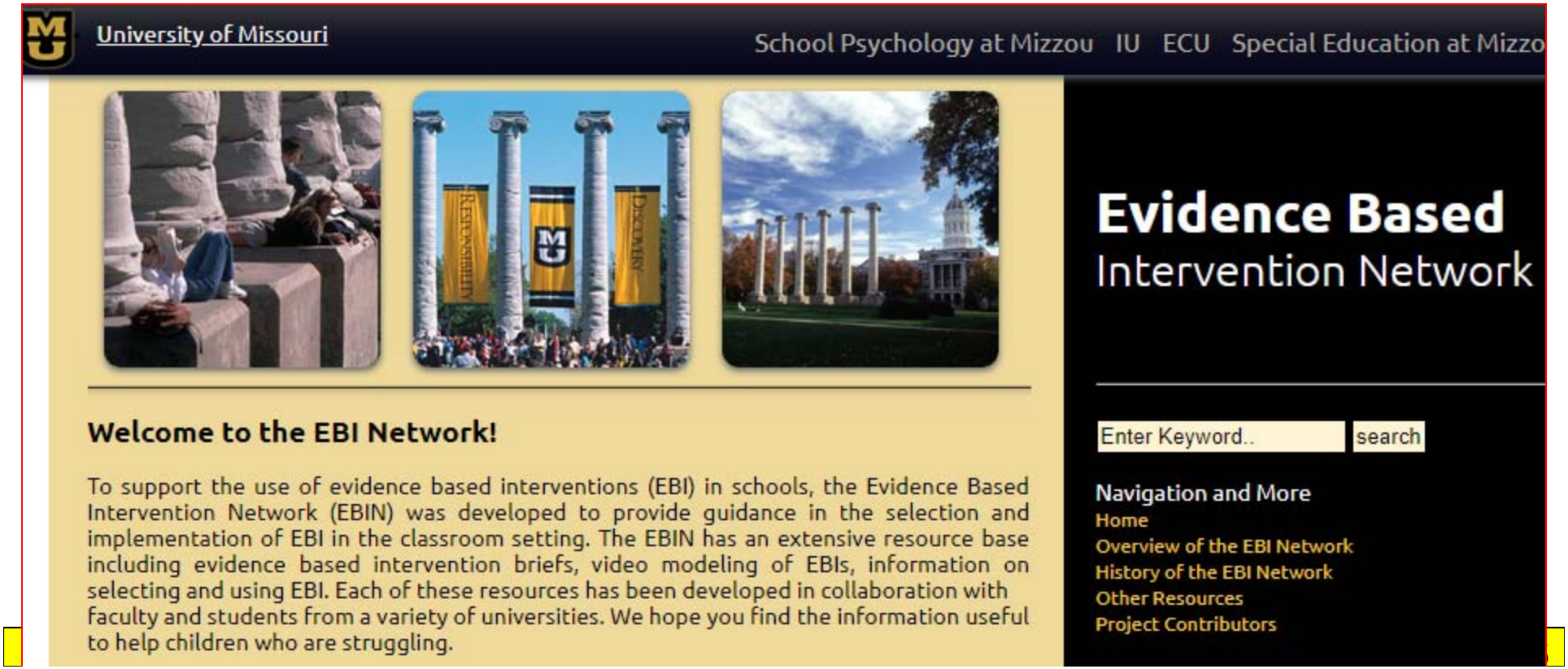
Intervention Sources: Intervention Central

- The Intervention Central website includes a number of intervention write-ups to address common academic concerns.
- The course webpage (http://www.interventioncentral.org/bedford) includes a look-up table of academic intervention strategies:



Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.



Classroom Reading/Writing Interventions

Lab Work: Select Interventions to Pilot.

Review this list of sample classroom reading/writing intervention ideas.

Select 1-2 ideas that you would MOST like to pilot in your classroom and/or share with others in your school or district.

	nsion
	Clunk
	d Reading with Oral/Written
	sk-Paraphrase
	Pronouns to Referents
	d-Tell
Fluency	
• Paired Reading	
• Group-Based Repeated Reading	

Classroom Reading/Writing Interventions

Phonics/Alphabetics	**Comprehension**
• Word Boxes & Word Sort	• Click or Clunk
• Incremental Rehearsal	• Repeated Reading with Oral/Written Retell
• Letter Cube Blending	• Read-Ask-Paraphrase
Vocabulary	• Linking Pronouns to Referents
• Reading Racetrack	• Ask-Read-Tell
Fluency	
• Paired Reading	
• Group-Based Repeated Reading	

Ideas for Monitoring Progress on Interventions. What are ways for teachers to collect data on classroom literacy interventions?

Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.
- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.
- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.
- **include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student's baseline performance (starting point) and uses that information to calculate an outcome goal.

How to Track Classroom Reading Interventions (Handout 2; pp. 16-19)

How to Track Classroom Reading Interventions

When students are on MTSS Tier 1/classroom academic intervention plans, the teacher must monitor those learners' progress to judge if the intervention is effective. Because instructional time is precious, instructors want to know in weeks—not months—whether interventions are working. The goal, then, is for teachers to have at their fingertips a short list of data-collection methods to provide a steady stream of information on student progress toward reading goals. These measures should be feasible to use in busy classrooms and sensitive to short-term gains in student reading skills (Howell, Hosp, & Kurns, 2008).

This handout reviews teacher-friendly approaches to track initial acquisition of reading skills, growth in skill fluency, improved retention of information from assigned readings, and student independent use of reading strategies.

Acquisition: Measure mastery. In the acquisition stage of learning, the student is in the process of acquiring a new skill but cannot yet perform it with accuracy. Examples of reading skills that young learners must acquire are:

- Letter naming/sounds
- Sight words
- Vocabulary terms and definitions

The simplest way to measure student progress on acquisition-stage goals is repeated assessment using flashcards. Here are the steps for carrying out this assessment:

1. *Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).

2. *Define mastery.* Develop criteria to define mastery performance for any item: e.g., "Mastery Criteria: When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error."

3. *Collect baseline data.* At the start of the intervention, conduct a baseline assessment to determine which of the items the student already knows. Show the student each flashcard and ask the student to respond. Applying the mastery criteria, sort the cards into "known" and "unknown" piles. For example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard would be placed on the "unknown" pile. Log the flashcard items that the student knows and the date of the baseline assessment. The remaining unknown items become the focus of the acquisition intervention.

4. *Monitor progress.* During the acquisition intervention, periodically (e.g., weekly) review the flashcards with the student. Whenever the student masters an additional item (according to your mastery criteria), log the mastered item and date.

5. *Graph cumulative progress.* Often at the acquisition stage, the student is working to master a fixed number of academic items, such as letter names. A logical way to graph the student's progress is to create a cumulative graph. This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.

NOTE: Teachers can access a free form, the Cumulative Mastery Record, to organize and collect acquisition-stage reading data at:
http://interventioncentral.org/sites/default/files/workshop_files/allfiles/cumulative_mastery_record_interactive.pdf

How to Track Classroom Reading Interventions

Review Handout 2 pp. 16-19.

Select one of the sections from the handout that interests you. Review & discuss with your colleagues:

- Acquisition: Measure mastery.
- Fluency: Measuring proficiency.
- Comprehension: Measuring retention of assigned readings.
- Generalization: Measuring applied use of literacy skills.

How to individualize instruction. What are ideas to differentiate/ scaffold instruction for academic success?

Lab Work: How Do You Provide Individualized Support? Part 1

Jot down strategies that you use to provide individualized academic support (e.g., differentiation; scaffolding) to struggling students in your classroom.

Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout 2; p. 15)

- **Academic Intervention.** An *academic intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage application of an existing skill to new situations or settings. Example: Read-Ask-Paraphrase.

- **Instructional Adjustment/ Accommodation.** An *instructional adjustment* (also known as an 'accommodation') helps the student to fully access and participate in the general-education curriculum without changing the instructional content or reducing the student's rate of learning. Examples: Chunking larger tasks into smaller sub-tasks; keyboarding a writing assignment in lieu of handwriting.

- **Modification.** A *modification* changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Example: Open book test for one.

Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ…

Differentiation. The academic task itself is altered to match student abilities.

- Easier assigned readings
- Shorter independent work periods
- Different assignment format (e.g., multiple-choice vs. short-answer)

Scaffolding. The student is given supports that allow them to meet the demands of the original academic task.

- Pre-teaching vocabulary
- Chunking of tasks into smaller increments
- Use of organizers to highlight key information from text

Source: Alber, R. (2014). 6 scaffolding strategies to use with your students. Edutopia. Retrieved from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Lab Work: How Do You Provide Individualized Support? Part 2

Review the list you just generated of individualized classroom supports that you provide.

For each item listed, decide whether it falls under the category of 'differentiation' (task changed to match student ability) or 'scaffolding' (student given support to tackle original task).

Individualized Student Support: Scaffolding

Scaffolding the Task to Empower Students (Handout 1; pp. 3-4)

Academic Problems: Determining the Root Cause

Struggling students can appear quite similar on the surface. They might be reluctant to engage in academic tasks, seem to work more slowly than peers, and lack the range of academic skills expected for their grade level. In fact, there are differing explanations for why a student might encounter roadblocks to learning. The table below lists the most frequent root causes of a student's learning problems. When you select a specific cause as being the most likely explanation for a student's academic difficulties, that hypothesis acts as a compass needle, pointing toward interventions that most logically address the student's academic problems.

Hypothesis	Recommendation
• **Skill Deficit.** The student has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.
• **Fluency Deficit.** The student has acquired the skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.
• **Retention Deficit.** The student can acquire the skill but has difficulty retaining it over an extended period.	Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ("massed review") to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ("distributed review") across longer spans of several weeks or more.
• **Endurance Deficit.** The student can perform the academic task, but only for brief periods.	• Provide scaffolding supports to help the student perform the academic task. • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities—setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.
• **Generalization Deficit.** The student possesses the skill but fails to use it across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skill when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used, and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.
• **Learned Helplessness.** The student lacks confidence in his or her academic abilities and, as a result, withholds efforts.	• Adjust the work to the student's ability level. • Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., break larger tasks into smaller increments ("chunking"), allow the student to take brief breaks during work sessions, etc. • Use positive communication techniques to build student motivation and optimism, including praise, growth mindset statements, and wise feedback.

Scaffolding the Task to Empower Students: Top Ideas

Students often struggle to fully participate in grade-level learning activities because they lack prerequisite skills. These learners may benefit from scaffolding strategies. A good definition of scaffolding as an instructional process is that the teacher first breaks a challenging learning goal into segments or "chunks," and then selects an instructional strategy at each stage to help the student achieve success (Alber, 2014).

Scaffolding techniques can be used with individuals, small groups, or even the entire class. Scaffolding provides supports that allow learners to fully engage in and benefit from academic tasks that otherwise would be beyond their abilities. And teachers should have confidence that, when well-matched to students' needs, scaffolding can help even those learners with large academic skill gaps (Shanahan, 2015).

When you have students who need scaffolding support, use your judgment to divide the ambitious task into smaller, more manageable increments. Then consider these ideas to pair each stage of the task with scaffolding support:

1. **Pre-teach Vocabulary.** Students are typically assigned a diverse range of readings that often contain specialized terms. Pre-teaching vocabulary is a tried-and-true method to reduce the difficulty—and increase student understanding—of assigned readings. To prepare, select the key vocabulary terms from the reading to pre-teach. Devise or find appropriate definitions for each term. Then review print publications, websites, or other sources to locate several examples of each term used appropriately in context. Teach students the paired terms and definitions, then have them review the contextual examples to better grasp each term's applied meaning.

2. **Activate Prior Knowledge.** Students' capacity to learn skills or content increases when they are able to link that new material to what they already know. A key way to make novel instruction more accessible to students, then, is by explicitly activating their prior knowledge of the topic. The 3-column KWL chart is one classroom method that illustrates how to activate prior knowledge to support retention. Before completing a reading or other learning activity, the student fills out column 1: What I KNOW about this topic. The student next fills out column 2: What I WANT to know more about this topic. After completing the reading or other learning activity, the student fills out What I have LEARNED about this topic.

continued

Using Scaffolding to Promote Literacy

Students can struggle with grade-level literacy activities because they lack prerequisite skills. These learners may benefit from "scaffolding" strategies.

Scaffolding is the use of supports that prepare the student to successfully engage in the original, unaltered academic task—which otherwise might be beyond their abilities.

Scaffolding techniques can be used with individuals, small groups, or even the entire class.

Here are scaffolding examples for literacy:

Literacy: Scaffolding Strategies

Pre-teach Vocabulary. Pre-teaching vocabulary reduces the difficulty—and increases student understanding—of assigned readings.

To prepare, select the key vocabulary terms from the reading to be pre-taught. Devise or find appropriate definitions for each term. Then review print publications, websites, or other sources to locate several examples of each term used appropriately in context.

Literacy: Scaffolding Strategies

Activate Prior Knowledge. A key way to make novel instruction more accessible to students is by explicitly activating their prior knowledge of the topic. The 3-column KWL chart is one example:

- Pre-reading: The student fills out column 1: What I KNOW about this topic.
- Pre-reading: The student next fills out column 2: What I WANT to know more about this topic.
- Post-reading: The student fills out column 3: What I have LEARNED about this topic.

Res orts

Name: _____ Date: _____

KWL Chart

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I Know	What I Want to Know	What I Learned

Source: ReadWriteThink.org (2017). Retrieved from http://www.readwritethink.org/classroom-resources/printouts/chart 30226.html#teaching

Literacy: Scaffolding Strategies

Share Models Paired with Evaluation Criteria. To prepare students for assignments in which they are to actively take part and/or create a product, have them first review and discuss models or exemplars. Pair those models with the guidelines that students will use to judge the quality of their own work.

If students are assigned a research paper, for example, they might review:

- sample papers and
- a rubric used to grade them.

Literacy: Scaffolding Strategies

Use 'Think-Alouds'. With "think-alouds", the teacher engages in an academic task while verbally modeling the appropriate problem-solving or other thinking steps.

When demonstrating reading-comprehension fix-up strategies, for example, the instructor might

- read part of an information passage aloud
- say, "*That did not make sense. Let me use my strategies to figure out what I just read*,"
- then demonstrate how to use those strategies.

Literacy: Scaffolding Strategies

Ask Preview Questions. Before students begin an independent reading assignment, focus them by providing one or more preview questions. Such questions can nudge students to attend to particular aspects of the reading or discussion and not to be distracted by extraneous information.

NOTE: You may discover that the student's own prior knowledge of a topic is limited. If so, consider expanding that student's fund of topic knowledge by explicitly pre-teaching important information required for the academic task.

Literacy: Scaffolding Strategies

Focus Learning with Guides and Organizers. Organizers streamline tasks and allow learners to concentrate on the most important content. For example:

- **Handouts** prior to a lecture highlight key concepts.
- **Guided notes** (notes with strategically located blanks into which students copy important terms) reduce the cognitive load, allow learners to attend more closely to the lecture.
- **Specialized organizers** (e.g., comparison/contrast charts) prompt students to narrow their inquiry to a manageable scope and maintain attention.

.6

Literacy: Scaffolding Strategies

Read Aloud to the Student. Before tackling a passage independently, challenged readers may benefit from first hearing part or all of the selection read aloud by an adult or classmate while following along silently in the text.

This rehearsal stage familiarizes the student with the passage, reduces the effort of reading it on their own, and can increase text comprehension.

Literacy: Scaffolding Strategies

Work Collaboratively. Collaborative learning activities tend to boost motivation while also encouraging students to help one another to navigate challenging academic tasks.

For example, students who are analyzing a challenging passage might use Think-Pair-Share: students are

- directed by the teacher to 'think' about a problem or task or question,
- then to 'pair' off with another student and 'share' their thinking.

Finally, the instructor then directs a whole-group discussion to explore students' shared thinking.

.8

Motivating Students Through Collaboration: Numbered Heads Together Handout 1; p.2

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

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

Motivating Students Through Collaboration: Numbered Heads Together

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

Motivating Students Through Collaboration: Numbered Heads Together

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

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

Motivating Students Through Collaboration: Numbered Heads Together

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

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.

Motivating Students Through Collaboration: Numbered Heads Together

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

Literacy: Scaffolding Strategies

Provide Sufficient Wait Time. When posing questions, be sure to allow sufficient wait-time before calling on students.

Adequate wait-time can increase the confidence of learners with reading or language delays in joining the discussion—while sometimes *also* restraining over-eager students who want to answer without adequate thought.

Literacy: Scaffolding Strategies

Provide a Skills Checklist. For complex academic tasks requiring several cognitive steps to complete, provide the student with a checklist that lists each step and instructions for completing it.

Before the activity, the student can be prompted to preview the checklist; after the activity, the student uses the same checklist to review the work.

.10

Literacy: Scaffolding Strategies

Paraphrase and Expand Responses. During discussion, student statements provide an excellent starting point for you to model the further exploration and elaboration of ideas.

Consider paraphrasing and expanding individuals' responses, adding additional ideas or vocabulary as appropriate.

.11

Differentiation & Scaffolding: Enabling Strategies

Assisted Reading Level: Gr 8 Assignment

Providing a reading guide

Providing easier text

Pre-teaching vocabulary

Independent Reading Level: Gr 4 Assignment

Gr 8 RDNG	Zone of Proximal Development
Gr 7 RDNG	
Gr 6 RDNG	
Gr 5 RDNG	
Gr 4 RDNG	Zone of Independence
Gr 3 RDNG	

Source: Clark, K. F., & Graves, M. F. (2004). Scaffolding students' comprehension of text. The Reading Teacher, 58(6), 570-580.

Lab Work: Scaffolding Strategies

Review this sampling of scaffolding strategies that promote literacy skills.

Select 1-2 strategies that you might like to use more often. Share ideas for doing so.

Literacy: Scaffolding Strategies: Teachers…

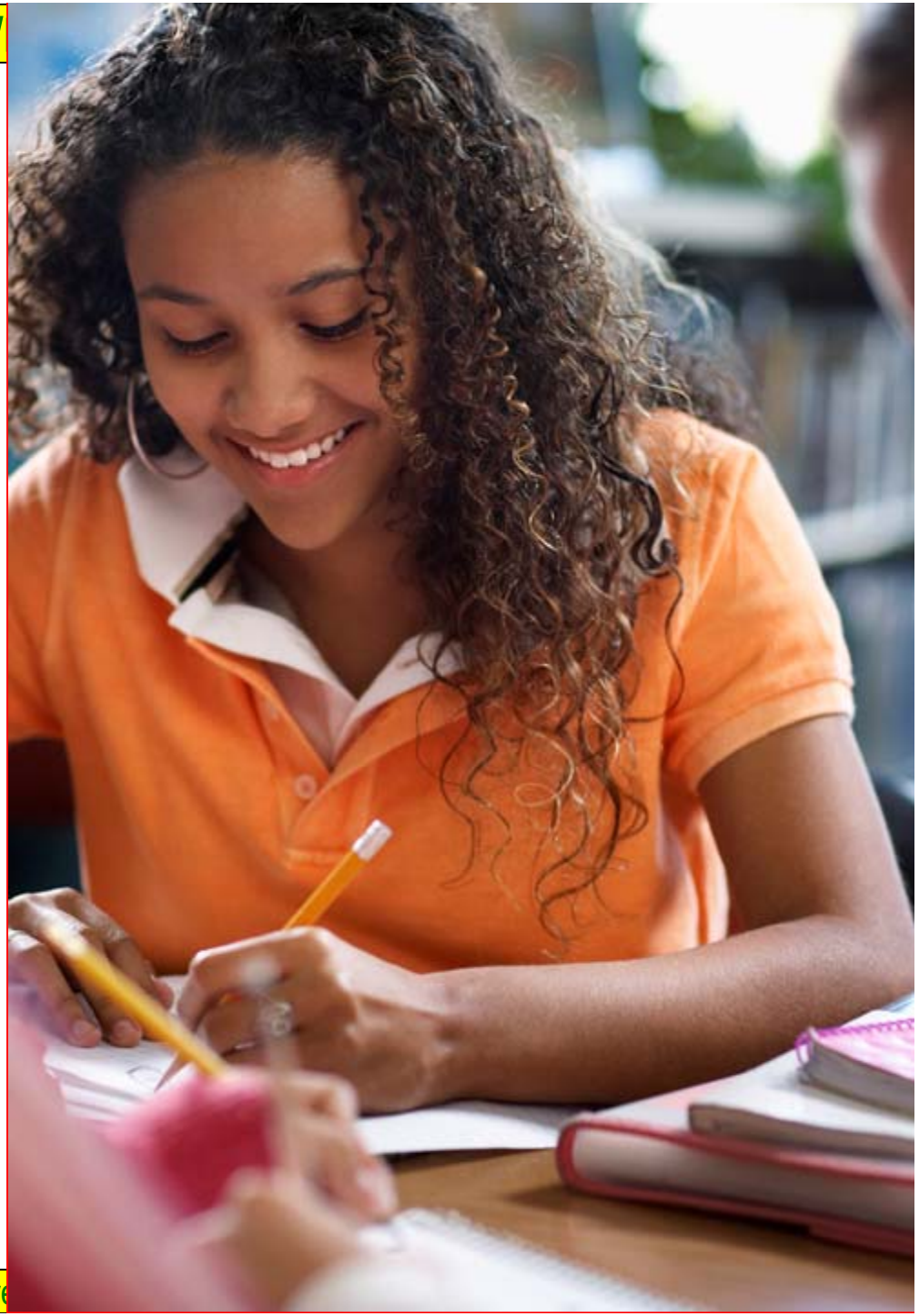
1. pre-teach vocabulary.
2. activate prior knowledge.
3. share models paired with evaluation criteria.
4. use “think-alouds”.
5. ask preview questions.
6. focus lessons with guides & organizers.
7. read aloud to the student.
8. work collaboratively (pairs/groups).
9. provide sufficient wait-time.
10. provide skills checklists.
11. paraphrase & expand responses.

Free Online App: Accommodations Finder. Browse this app for ideas on how to provide classroom accommodations for groups or individuals.

https://www.interventioncentral.org/teacher-resources/learning-disability-accommodations-finder

Writing Instruction & Intervention

- Writing Instruction Meta-Analysis
- Cover-Copy-Compare: Spelling
- Sentence Combining



Lab Work: What Works in Writing Instruction?

List elements of writing instruction that you have found to be most effective…

Elements of Effective Writing Instruction (Handout 2; pp. 12-14)

Elements of Effective Writing Instruction

The Common Core State Standards place a heavy emphasis on writing skills. Yet writing instruction in schools often falls short in training students to be accomplished writers (Graham, McKeown, Kiuhare, & Harris, 2012). As a help to teachers, this article identifies nine elements of writing instruction found to be effective in classrooms ranging from later elementary to high school.

Several meta-analyses are the source for these instructional recommendations (Graham, McKeown, Kiuhare, & Harris, 2012; Graham & Herbert, 2010; Graham & Perrin, 2007). Meta-analysis is a statistical procedure that aggregates the findings of various individual studies--all focusing on one writing-instruction component--to calculate for that component a single, global estimate of effectiveness. The results of these meta-analyses are calculated as 'effect sizes'. An effect size is the estimate of the difference in academic performance between a treatment group (in this case, students receiving a specific writing-instruction treatment) and a control group that does not receive the treatment (Graham & Perrin, 2007). The larger the effect size, the more effective is the treatment. Below is a scale that can be used to evaluate the importance of the effect-sizes that appear with each writing-instruction element (Cohen, 1992; Graham & Herbert, 2010):

- 0.20: Small effect size
- 0.50: Medium effect size
- 0.80: Large effect size

Teachers are encouraged to use this listing of effective writing-instruction practices as a checklist against which to evaluate the quality of their own writing programs. However, the following considerations should be kept in mind:

1. *Recommendations are general--not specific.* Descriptions of these elements of writing instruction are quite general, because they are summarized from a collection of varied studies. Nonetheless, teachers can have confidence that, so long as their own classroom practice incorporates these general writing recommendations, they are more likely to deliver high-quality writing instruction.

2. *Ordering and weighting of writing strategies is unknown.* While the instructional strategies presented here have demonstrated effectiveness in improving student writing, researchers do not yet know the relative importance that each component has in developing student writing skills or in what order the components should appear (Graham & Hebert, 2010). Teacher judgment in the weighting and ordering of each component is required.

3. *Writing components should be explicitly taught.* Struggling writers will need explicit instruction in the various writing components (e.g., in how to work effectively on collaborative writing projects) in order to enjoy the maximum benefit from them (Graham & Hebert, 2010).

Recommended Writing-Instruction Components

Listed in descending order of effectiveness are these components of effective writing instruction:

1	**Students follow a multi-step writing process.** Effect sizes: **1.2** (Graham, McKeown, Kiuhare, & Harris, 2012); **0.82** (Graham & Perrin, 2007). Students are trained to use (and can produce evidence of) a multi-step writing process, including the elements of planning, drafting, revision, and editing (e.g., Robinson & Howell, 2008). They make use of this process for all writing assignments.
2	**Students work collaboratively on their writing.** Effect sizes: **0.89** (Graham, McKeown, Kiuhare, & Harris, 2012); **0.75** (Graham & Perrin, 2007).

Meta-analysis: A Way to Draw Powerful Conclusions about Best Practices

This segment identifies 9 elements of effective writing instruction.

Several meta-analyses are the source for these instructional recommendations. Meta-analysis is a statistical procedure that aggregates the findings of various individual studies--all focusing on one writing-instruction component--to calculate for that component a single, global estimate of effectiveness.

Meta-analysis: Effect-Size Explained…

The results of these meta-analyses are calculated as 'effect sizes'. An effect size is the estimate of the difference in academic performance between a treatment group (in this case, students receiving a specific writing-instruction treatment) and a control group that does not receive the treatment. The larger the effect size, the more effective is the treatment.

Here is a scale that to evaluate the importance of effect-sizes:

- 0.20: Small effect size
- 0.50: Medium effect size
- 0.80: Large effect size

Students follow a multi-step writing process

Students are trained to use (and can produce evidence of) a multi-step writing process, including the elements of planning, drafting, revision, and editing (e.g., Robinson & Howell, 2008). They make use of this process for all writing assignments.

Effect sizes:

- 1.2 (Graham, McKeown, Kiuhare, & Harris, 2012)
- 0.82 (Graham & Perrin, 2007).

Students work collaboratively on writing.

Students work on their writing in pairs or groups at various stages of the writing process: planning (pre-writing), drafting, revising, editing.

Effect sizes:

- 0.89 (Graham, McKeown, Kiuhare, & Harris, 2012)
- 0.75 (Graham & Perrin, 2007)

.2

Students receive timely feedback about the quality of their writing.

Learners receive regular performance feedback about the quality of a writing product from adults, peers, or through self-administered ratings (e.g., using rubrics). It should be noted that the impact of timely teacher feedback on young writers is especially large (effect size = 0.80).

Effect sizes:

- 0.80 for adult feedback
- 0.37 for student feedback (Graham, McKeown, Kiuhare, & Harris, 2012).

.3

Students set writing goals.

At various points in the writing process (planning, drafting, writing, revising), students are encouraged to formulate specific goals; they later report out (to the teacher or a peer) whether they have actually accomplished those goals.

Examples of goal-setting: locating at least 3 sources for a research paper, adding 5 supporting details during revision of an argumentative essay, writing the first draft of an introductory paragraph during an in-class writing period.

Effect sizes:

0.76 (Graham, McKeown, Kiuhare, & Harris, 2012)

0.70 (Graham & Perrin, 2007).

.4

Students use word-processors to write.

Students become fluent in keyboarding and have regular access to word-processing devices when writing.

Effect sizes:

- 0.47 (Graham, McKeown, Kiuhare, & Harris, 2012)
- 0.55 (Graham & Perrin, 2007).

.5

Students write about what they have read.

Students are explicitly taught how to summarize and/or reflect in writing on texts that they have recently read, e.g., by

- paraphrasing the original text as a condensed student summary
- analyzing the text, attempting to interpret the text's meaning, or describing the writer's reaction to it
- writing notes (e.g., key words or phrases) that capture the essential text information

Effect sizes:

- 0.40 (Graham & Herbert, 2010)
- 0.82 (Graham & Perrin, 2007).

.6

Students engage in pre-writing activities.

Before beginning a writing assignment, students take part in structured tasks to plan or visualize the topic to be written about, e.g., by:

- drawing pictures relevant to the topic
- developing a writing plan independently or in pairs or groups;
- reading articles linked to the writing topic and discuss them before developing a writing plan.

Effect sizes:

0.54 (Graham, McKeown, Kiuhare, & Harris, 2012)

0.30 (Graham & Perrin, 2007).

.7

Students produce more writing.

Students have more writing included in their daily instruction (e.g., through daily journaling).

Effect size:

- 0.30 (Graham, McKeown, Kiuhare, & Harris, 2012).

.8

Students study writing models.

Students are given models of the kinds of writing that they will be asked to produce: e.g., argumentative or informational essays.

Students closely study the structure of these models and attempt to incorporate the important elements of each model into their own writing.

Effect size:

- 0.30 (Graham & Perrin, 2007).

.9

Grade 3: Problem: *"Emma is not mastering grade-level spelling words."*

Intervention: Cover-Copy-Compare

Cover-Copy-Compare: Spelling

- DESCRIPTION: In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).
- GROUP SIZE: Whole class, small group, individual student
- TIME: Variable up to 15 minutes per session

Cover-Copy-Compare Spelling Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Spelling Words	Student Response
1. product	1a. product
	1b.
2. laughter	2a.
	2b.
3. string	3a.
	3b.
4. summer	4a.
	4b.
5. distract	5a.
	5b.
6. neighbor	6a.
	6b.
7. stable	7a.
	7b.
8. geography	8a.
	8b.
9. spool	9a.
	9b.
10. strict	10a.
	10b.

Fold Line

Grade 5: Problem: *"Madison sticks to simple subject-verb-object sentence structure in her writing."*

Intervention:

Sentence Combining

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.

Sources: Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher, 58,* 468-471.

Strong, W. (1986). *Creative approaches to sentence combining.* Urbana, OL: ERIC Clearinghouse on Reading and Communication Skill & National Council of Teachers of English.

Formatting Sentence Combining Examples

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

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

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

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

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)	
Type of Sentence	Sentence Combining Example
Multiple (Compound) Sentence Subjects or Objects: Two or more subjects can be combined with a conjunction (e.g., *or, and*). Two or more direct or indirect objects can be combined with a conjunction (e.g., *or, and*).	• 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.* • 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.*
Adjectives & Adverbs: 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.	• 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.* • Health care costs have risen nationwide. Those health care costs have risen quickly. *Health care costs have risen quickly nationwide.*

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)	
Type of Sentence	Sentence Combining Example
Connecting Words: One or more sentences are combined with connecting words. Coordinating conjunctions (e.g., *and, but*) link sentences on an equal basis. Subordinating conjunctions (e.g., *after, until, unless, before, while, because*) link sentences with one of the sentences subordinate or dependent on the other.	• The house was falling apart. No one seemed to care. (but) *The house was falling apart, but no one seemed to care.* • The glaciers began to melt. The earth's average temperature increased. (because) *The glaciers began to melt because the earth's average temperature increased.*
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. *The explorer, an expert in handling boats, paddled the kayak across the raging river.*

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)	
Type of Sentence	Sentence Combining Example
Possessive Nouns: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence.	• Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was President Jefferson's achievement. *Some historians view President Jefferson's Louisiana Purchase as the most important expansion of United States territory.*

Lab Work: Effective Writing Support

Discuss one question:

1. How might you incorporate these writing-component ideas in your classroom?
2. How could you use sentence-combining in instruction or as an individual intervention?

Writing Instruction:Effective Components: Students…

1. follow a multi-step writing process.
2. work collaboratively on their writing.
3. receive timely feedback about the quality of their writing.
4. set writing goals.
5. use word processors to write.
6. write about what they have read.
7. engage in pre-writing activities.
8. produce more writing.
9. study writing models.

How to Document Classroom Interventions. When should a teacher choose to write down intervention plans—and what should be recorded?

How to Create a Written Record of Classroom Interventions (Handout 2; pp. 2-4)

How To: Create a Written Record of Classroom Interventions

When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum Response to Intervention standards.

Teachers need a standard format to use in documenting their classroom intervention plans. The *Classroom Intervention Planning Sheet* that appears later in this article is designed to include all of the essential documentation elements of an effective intervention plan. The form includes space to document:

- *Case information.* In this first section of the form, the teacher notes general information, such as the name of the target student, the adult(s) responsible for carrying out the intervention, the date the intervention plan is being created, the expected start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will be in place. Most importantly, this section includes a description of the student problem; research shows that the most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995).
- *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.
- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.
- *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.
- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention. For the method selected, the instructor records what type of data is to be used, collects and enters student baseline (starting-point) information, calculates an intervention outcome goal, and notes how frequently he or she plans to monitor the intervention.

A completed example of the *Classroom Intervention Planning Sheet* that includes a math computation intervention can be found later in this article.

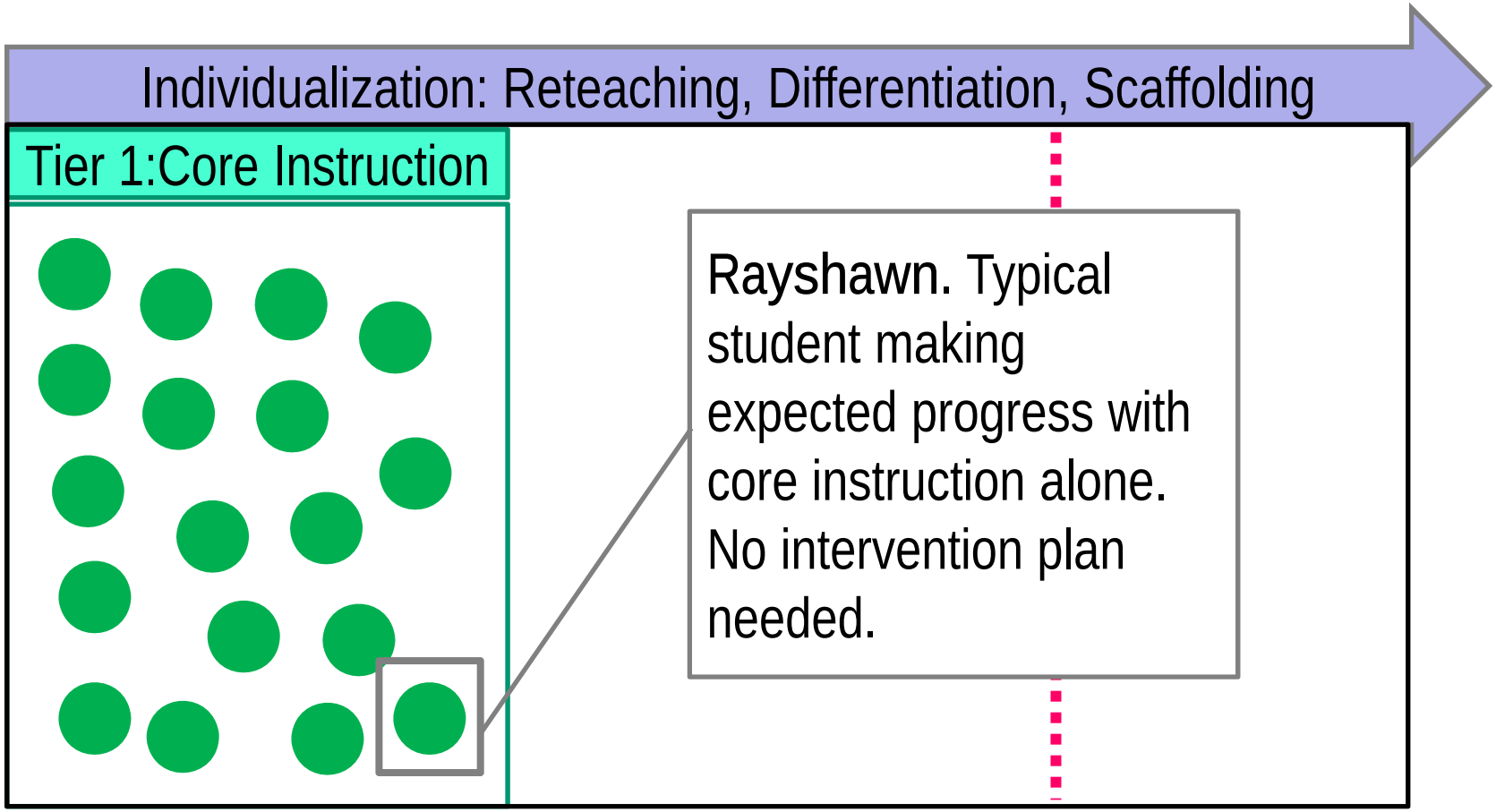
While a simple intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using classroom interventions. For example, teachers should have access to an 'intervention menu' that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas.

References

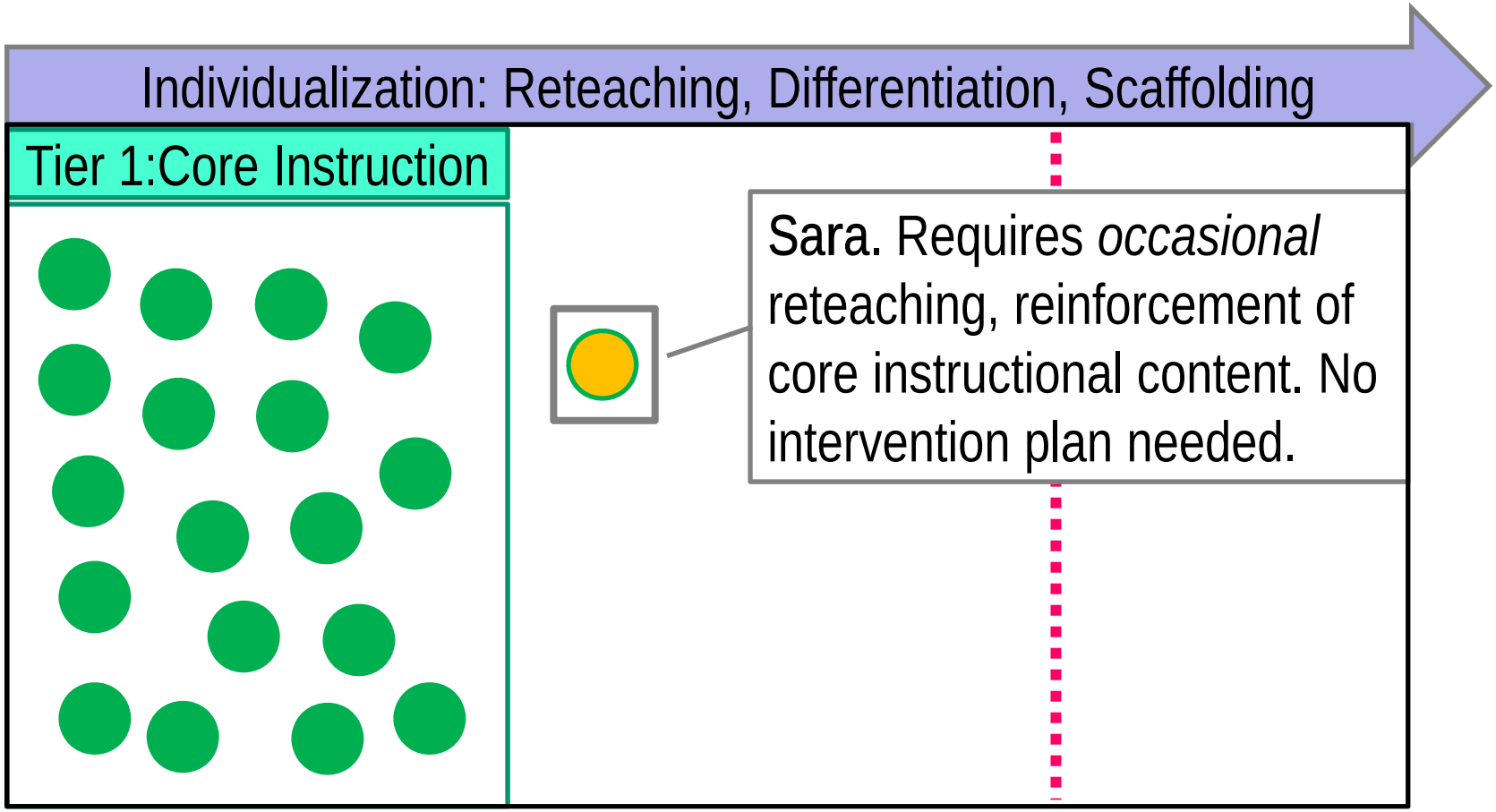
Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation, 6(2),* 111-123.

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review, 33,* 363-383.

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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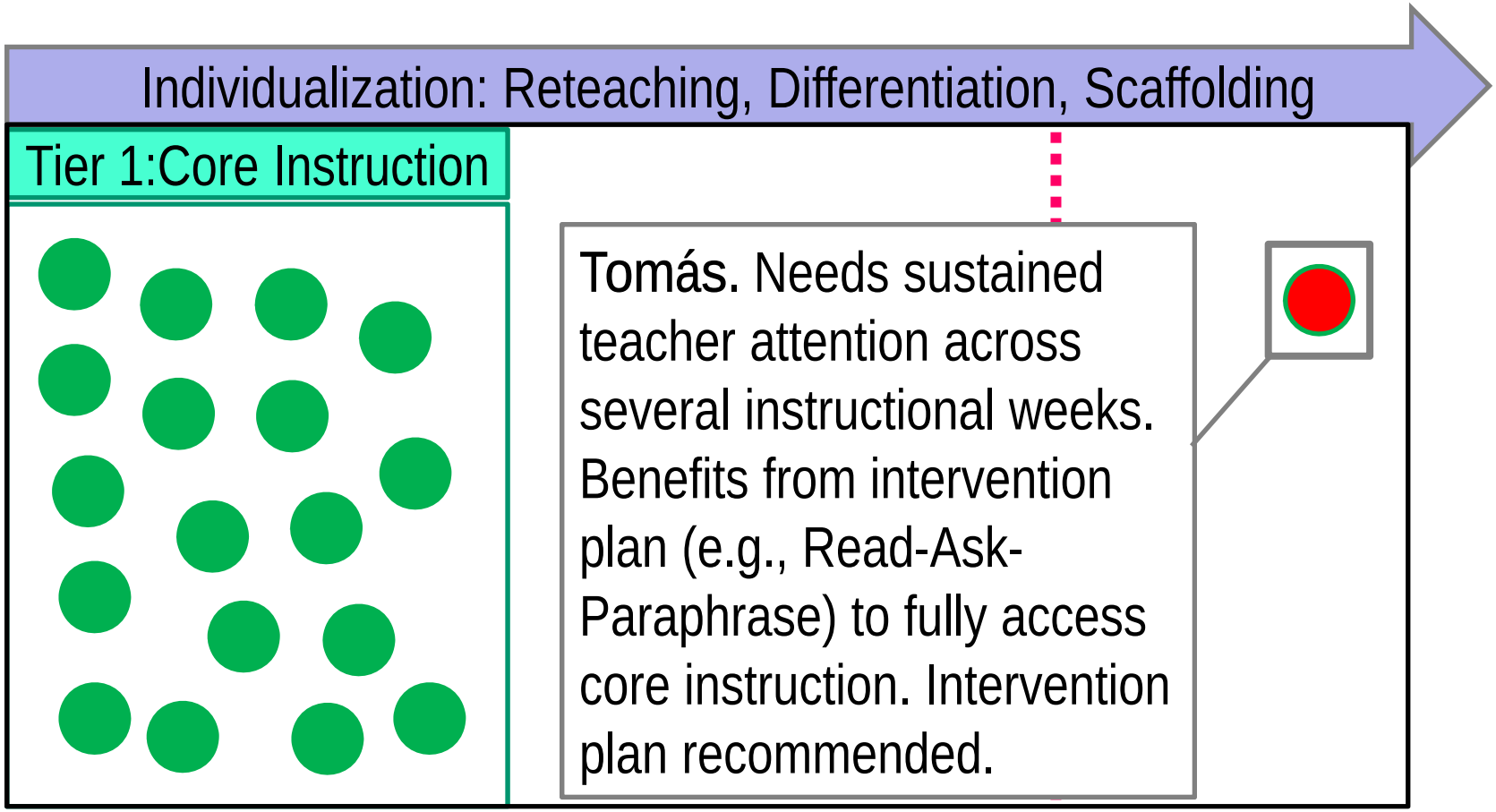
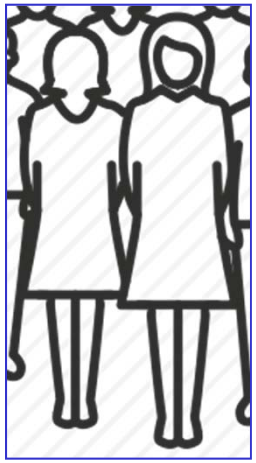


Teachers & Classroom Support Plans: Finding the Balance

When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?

Teacher Alone

Teacher & Consultant



Teacher & Grade-Level/Instructional Team

Teacher & RTI Problem-Solving Team

Too *Little* Support

"Sweet Spot": Appropriate Support

Too *Much* Support

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.

Question: What Does a Teacher Write into a Tier 1/Classroom Intervention Plan?

Teachers can document any elements of support that address the identified student academic deficit or delay, including:

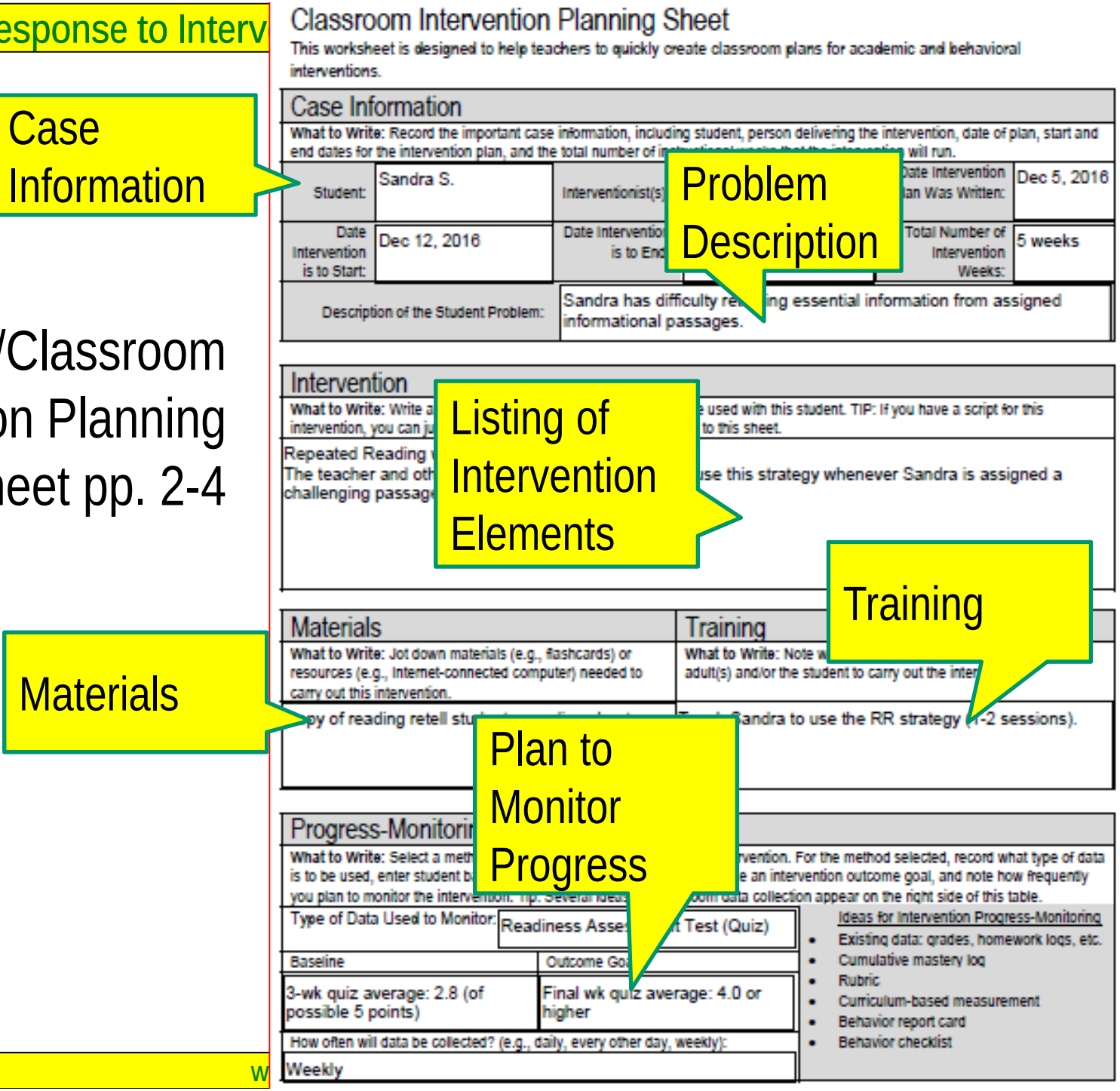
- **lesson plans** targeting the individual student
- literacy **interventions**
- **differentiation** strategies
- **scaffolding** techniques

This documentation allows others to replicate successful instructional elements and avoid ineffective strategies.

Case Information

Tier 1/Classroom Intervention Planning Sheet pp. 2-4

Materials



Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to 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 intervention weeks that the intervention will run.

Student:	Sandra S.	Interventionist(s):		Date Intervention Plan Was Written:	Dec 5, 2016
Date Intervention is to Start:	Dec 12, 2016	Date Intervention is to End:		Total Number of Intervention Weeks:	5 weeks
Description of the Student Problem:	Sandra has difficulty retelling essential information from assigned informational passages.				

Problem Description

Intervention

What to Write: Write a [illegible] used with this student. TIP: If you have a script for this intervention, you can ju[illegible] to this sheet.

Repeated Reading [illegible]
The teacher and oth[illegible]se this strategy whenever Sandra is assigned a challenging passag[illegible]

Listing of Intervention Elements

Materials

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

[illegible]py of reading retell stu[illegible]

Training

What to Write: Note w[illegible] adult(s) and/or the student to carry out the inter[illegible]

[illegible]andra to use the RR strategy (1-2 sessions).

Training

Plan to Monitor Progress

Progress-Monitorin[illegible]

What to Write: Select a meth[illegible]rvention. For the method selected, record what type of data is to be used, enter student b[illegible]e an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several idea[illegible]om data collection appear on the right side of this table.

Type of Data Used to Monitor:	Readiness Asse[illegible]t Test (Quiz)	
Baseline	Outcome Go[illegible]	
3-wk quiz average: 2.8 (of possible 5 points)	Final wk quiz average: 4.0 or higher	
How often will data be collected? (e.g., daily, every other day, weekly):		
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

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.

Student:	Sandra S.	Interventionist(s):	Mrs. Thomas	Date Intervention Plan Was Written:	Dec 5, 2016
Date Intervention is to Start:	Dec 12, 2016	Date Intervention is to End:	Jan 20, 2017	Total Number of Intervention Weeks:	5 weeks
Description of the Student Problem:	Sandra has difficulty retaining essential information from assigned informational passages.				

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).

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.
Repeated Reading with Written Retell. The teacher and other adults working with Sandra will use this strategy whenever Sandra is assigned a challenging passage to read.

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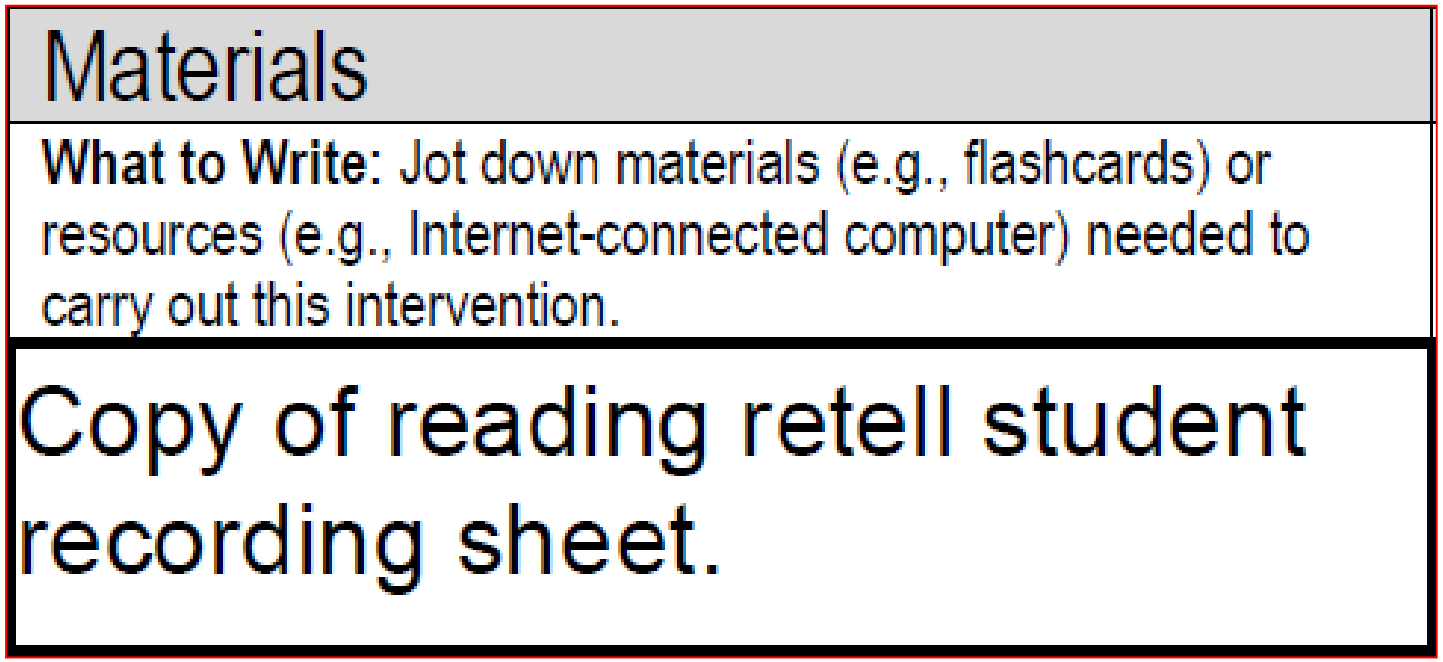
Creating a Written Record of Classroom Interventions: Form

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



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.

Training
What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Teach Sandra to use the RR strategy (1-2 sessions).

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

What to Write: Select a method to monitor student progress on this intervention. F
is to be used, enter student baseline (starting-point) information, calculate an interv
you plan to monitor the intervention. Tip: Several ideas for classroom data collectio

Type of Data Used to Monitor:	Readiness Assessment Test (Quiz)
Baseline	Outcome Goal
3-wk quiz average: 2.8 (of possible 5 points)	Final wk quiz average: 4.0 or higher

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

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

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.

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Date Intervention is to Start:	Dec 12, 2016	Date Intervention is to End:	Jan 20, 2017	Total Number of Intervention Weeks:	5 weeks
Description of the Student Problem:	Sandra has difficulty retaining essential information from assigned informational passages.				

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.

Repeated Reading with Written Retell
The teacher and other adults working with Sandra will use this strategy whenever Sandra is assigned a challenging passage to read.

Materials

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

Copy of reading retell student recording sheet.

Training

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

Teach Sandra to use the RR strategy (1-2 sessions).

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: Readiness Assessment Test (Quiz)

Baseline	Outcome Goal
3-wk quiz average: 2.8 (of possible 5 points)	Final wk quiz average: 4.0 or higher

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

Weekly

Ideas for Intervention Progress-Monitoring

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

RTI/MTSS Classroom Intervention Plan: 'Message in a Bottle': Who might benefit?

Next year's teacher(s). The plan allows them to build on the current teacher's hard-won knowledge about the student.

Parent(s). The plan documents clearly the strategies that the teacher has put in place to support their child.

RTI/MTSS Problem-Solving Team. The classroom intervention plan helps the team to make better recommendations, based on the teacher's findings.

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

Lab Work: Classroom Intervention Plan as 'Message in a Bottle'

- The Tier 1/Classroom Intervention Plan is a great way to share essential information with other educators about what works for an at-risk student.
- Discuss what kinds of information you might want to include in this documentation (e.g., lesson plans or interventions tried; scaffolding or differentiation techniques that are effective).

Workshop Agenda

1. **RTI/MTSS Overview.** How is the RTI/MTSS model for literacy organized—and what supports does it offer to students?
2. **Identifying the Problem.** What is a simple way for teachers to define a student academic problem in clear and specific terms?
3. **Delivering Effective Instruction & Intervention.** What are examples of classroom reading/writing instruction and interventions?
4. **Accommodating Student Differences.** What is the difference between 'accommodating' and 'modifying' in core instruction? And what scaffolding ideas can help students with challenging literacy tasks?
5. **Documenting Classroom Interventions.** What is a process to create and document Classroom Support Plans?

Activity: What Are Your Next Steps?

- Review the key points shared at today's workshop.
- Select 'next steps' for using ideas and/or resources from this training in your classroom or school.