Response to Intervention and the K-5 Classroom Teacher: An Introduction

Jim Wright

www.interventioncentral.org
RTI Toolkit: A Practical Guide for Schools

The Teacher as 'First Responder':
Academic Classroom Interventions
Jim Wright, Presenter

20 March 2017
Parsippany - Troy Hills Township Schools
Parsippany, NJ

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/academic
Workshop PPTs and handout available at:

http://www.interventioncentral.org/academic
Response to Intervention

Response To Intervention – RTI Resources

Products
- RTI Data Collection Forms & Organizer

Latest Updates
- September 17th, 2013
  How To: Reduce Time-Outs With Active Response Desks
  Active-Response Desk-Time Out implements in-class time-out, promotes students’ use of calm-down strategies, enhances behavioral self-management skills, and minimizes excusing from academic activities.
  Read more...

- October 15, 2013
  Building sight-word vocabulary, 4 methods. Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency. Review these four quick and efficient tutoring interventions that promote student acquisition of common sight words.

- October 10, 2013
  CDM Warehouse. New Resources for Tracking Basic Academic Skills. Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 6 areas: Letter knowledge, Oral Reading Fluency, Reading Comprehension (Name), Early Math (Number Sense), Math Computation, and Written Expression.

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

Workshop Agenda:

1. **Identifying Behaviors That Support Learning.** What ‘pro-learning’ behaviors at the start of kindergarten can help to predict academic success in the primary grades?

2. **RTI: The Model.** What is Response to Intervention?

3. **Reading Interventions.** What are reading interventions (and one writing strategy) that can be applied in a variety of classrooms?

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

5. **Math Interventions.** What are examples of effective classroom math interventions?

6. **Data Collection.** What are sample ways to monitor student progress in the classroom?
Identifying Behaviors That Support Learning. What ‘pro-learning’ behaviors at the start of kindergarten can help to predict academic success in the primary grades?
Measuring Positive Classroom Learning Behaviors in Kindergarten: A Predictor of School Success

The US Department of Education oversees the Early Childhood Longitudinal Study. This investigation includes periodic national samplings of children starting kindergarten to determine their average level of ‘positive approaches to learning behaviors’ (Kena et al., 2016). Teachers rate the frequency with which their young students display 7 specific behaviors that support learning, using a scale of 1 to 4 (1=Never; 2=Sometimes; 3=Often; 4=Very Often).

In 2010, students surveyed received an average rating of ‘3’ on all behaviors. However, there was also significant variation across children sampled at the outset of their kindergarten year (Kena et al., 2016):

- 26 percent received an average rating of 4.
- 49 percent received an average rating of 3.
- 24 percent received an average rating of 2.
- 1 percent received an average rating of 1.

Ratings on this behavior scale were found to predict students’ school academic performance across the primary grades (Kena et al., 2016). While the actual rating scale used in this longitudinal study is not accessible, the rating scale below was constructed to include all 7 behaviors tracked in the investigation.

Positive Classroom Learning Behaviors: Informal Rating Scale

The student:

1. pays attention in class. || 1/Never....2/Sometimes...3/Often...4/Very Often
2. persists in completing tasks. || 1/Never....2/Sometimes...3/Often...4/Very Often
3. shows eagerness to learn new things. || 1/Never....2/Sometimes...3/Often...4/Very Often
4. works independently. || 1/Never....2/Sometimes...3/Often...4/Very Often
5. adapts easily to changes in routine. || 1/Never....2/Sometimes...3/Often...4/Very Often
6. keeps belongings organized. || 1/Never....2/Sometimes...3/Often...4/Very Often
7. follows classroom rules. || 1/Never....2/Sometimes...3/Often...4/Very Often

A 2010 national study conducted by the US Department of Education showed a strong correlation between students’ mastery of 7 ‘pro-learning behaviors’ at the start of kindergarten and their later performance (kindergarten, grade 1, grade 2) in reading, math, and science.

US Department of Education Early Childhood Longitudinal Study: Pro-Learning Behaviors Impact Later Academic Performance

In the 2010 study, students surveyed received an average rating of ‘3’ on all behaviors. However, there was also significant variation across children sampled at the outset of their kindergarten year (Kena et al., 2016):

• 26 percent received an average rating of 4.
• 49 percent received an average rating of 3.
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7 Classroom ‘Pro-Learning’ Behaviors

The student...

1. pays attention in class.

2. persists in completing tasks.

3. shows eagerness to learn new things.

4. works independently.
7 Classroom ‘Pro-Learning’ Behaviors

The student…

5. adapts easily to changes in routine.

6. keeps belongings organized.

7. follows classroom rules.
To promote classwide ‘pro-learning’ behaviors, teachers can . . .

- teach behavioral expectations to all students.
- reinforce students (using acknowledgement and praise) for appropriate behaviors.
- identify students needing additional behavioral support.
- view displays of problem behaviors as an opportunity to reteach and reinforce appropriate behaviors.
- ensure above all that students have the necessary academic supports for school success (because behavior problems can stem from academic problems).

Behaviors That Support Reading Instruction: Activity

At your tables:

- Review the pro-learning behaviors just discussed.
- Select the top 1-2 behaviors that you find most challenging to promote.
- Brainstorm ideas to help your students attain these goals.

‘Pro-Learning’ Behaviors:
The student...

1. pays attention in class.
2. persists in completing tasks.
3. shows eagerness to learn new things.
4. works independently.
5. adapts easily to changes in routine.
6. keeps belongings organized.
7. follows classroom rules.
RTI: The Model. What is Response to Intervention?
Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive
2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains"
3. “Ongoing monitoring of student progress"
4. “Employment of more intensive or different interventions when students do not improve in response" to lesser interventions
5. “Evaluation for special education services if students do not respond to intervention instruction"

RTI Assumption: Struggling Students Are ‘Typical’
Until Proven Otherwise…

RTI logic assumes that:

– A student who begins to struggle in general education is typical, and that
– It is general education’s responsibility to find the instructional strategies that will unlock the student’s learning potential

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

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

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

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)
**Reading Interventions.** What are reading interventions (and one writing strategy) that can be applied in a variety of classrooms?
Reading Interventions Selected for This Workshop

- Practical for classroom use
- Span a wide grade range
- Demonstrate different agents for delivery (teacher, student, peers)
Sampler: Reading/Spelling/Writing

Interventions:

1. Word Boxes & Word Sort (Phonics/Alphabatics)
2. Incremental Rehearsal (Phonics/Alphabatics)
3. Letter Cube Blending (Phonics/Alphabatics)
4. Reading Racetrack (Vocabulary)
5. Paired Reading (Fluency)
6. Group-Based Repeated Reading (Fluency)
7. Click or Clunk (Comprehension)
8. Read-Ask-Paraphrase (RAP) (Comprehension)
9. Ask-Read-Tell (ART) (Comprehension)
10. Sentence Combining (Grammar/Syntax)
11. Cover-Copy-Compare (Spelling)
Big Ideas in Reading

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

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

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

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

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

Sample Strategies to Promote Phonics/Alphabetics
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 Sort: Practice Sheet

Student: ____________  Date: ____________  Interventionist: ______________

had  red  sit  top  rug

Word Sort Practice Sheet
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.

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date:——- Trial 1</th>
<th>Date:——- Trial 2</th>
<th>Date:——- Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
</tbody>
</table>
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

Ricky

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.

<table>
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<tr>
<th>WORD</th>
<th>Date: Trial 1</th>
<th>Date: Trial 2</th>
<th>Date: Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td></td>
</tr>
<tr>
<td>tan</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td></td>
</tr>
<tr>
<td>pot</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td></td>
</tr>
</tbody>
</table>
Word Boxes & Word Sort


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: _________ Date: _________ Interventionist: _______
Word Boxes & Word Sort


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

Ricky

Student: _____________ Date: _____________ Interventionist: _____________

1 □ □ □
Word Boxes & Word Sort


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


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: ________

1 pig
Word Boxes & Word Sort


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.

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: 11/7/17</th>
<th>Date: Same</th>
<th>Date: Same</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>_YX_N</td>
<td>X_Y__N</td>
<td>XY__N</td>
<td>Trial 1: R. needed prompts for steps 3,4.</td>
</tr>
</tbody>
</table>
Word Boxes & Word Sort


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
Letter Names: Incremental Rehearsal

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

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

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

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

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

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

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

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.

- With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks—with one bold letter displayed per side.
  - Block 1: t,c,d,b,f,m: green marker
  - Block 2: a,e,i,o,u,i (The letter / appears twice on the block.): blue marker
  - Block 3: b,d,m,n,r,s: red marker

- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

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’.

INTERVENTION STEPS (Cont.):

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

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

Letter Cube Blending
Sample Recording Sheet

d i r

Sources:

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

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

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

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

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

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

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

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

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

Group-Based Repeated Reading

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

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

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

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Group-Based Repeated Reading Procedure.

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

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

Group-Based Repeated Reading Procedure.

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

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

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

### Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:**  

**Rater:** Tutor  
**Classroom:**  

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td>![Rating 1]</td>
<td>![Rating 2]</td>
<td>![Rating 3]</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>![Rating 1]</td>
<td>![Rating 2]</td>
<td>![Rating 3]</td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td>![Rating 1]</td>
<td>![Rating 2]</td>
<td>![Rating 3]</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>![Rating 1]</td>
<td>![Rating 2]</td>
<td>![Rating 3]</td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td>![Rating 1]</td>
<td>![Rating 2]</td>
<td>![Rating 3]</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>![Rating 1]</td>
<td>![Rating 2]</td>
<td>![Rating 3]</td>
</tr>
</tbody>
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Group Repeated Reading Intervention Behavior Rating Scale

Student Name: [Reading Group Students]  Date:  
Rater: Tutor  Classroom:  

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

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

Academic Interventions: Activity

- Review the sample academic interventions just presented.
- Select 1-2 ideas from this list that you would be interested in trying in your classroom.
- Discuss your choices with others at your table.

**Reading/Spelling/Writing Interventions:**

1. Word Boxes & Word Sort (Phonics/Alphabetics)
2. Incremental Rehearsal (Phonics/Alphabetics)
3. Letter Cube Blending (Phonics/Alphabetics)
4. Reading Racetrack (Vocabulary)
5. Paired Reading (Fluency)
6. Group-Based Repeated Reading (Fluency)
Sample Strategies to Promote...Reading Comprehension
Response to Intervention

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.


www.interventioncentral.org
‘Click or Clunk’ Check Sheet

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

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.
  - Asking yourself, “What did it say?”

*Adapted from Anderson (1980), Babits (1984)
**Response to Intervention**

Reading Comprehension: Self-Management Strategies

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

READ-ASK-PARAPHRASE (RAP) Sheet:
Reading Comprehension:
Cognitive Strategy
(Available on Conference Web Page)
Reading Comprehension: Self-Management Strategies

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. product</td>
<td>1a. product</td>
</tr>
<tr>
<td>2. laughter</td>
<td>2a.</td>
</tr>
<tr>
<td>3. string</td>
<td>3a.</td>
</tr>
<tr>
<td>4. summer</td>
<td>4a.</td>
</tr>
<tr>
<td>5. distract</td>
<td>5a.</td>
</tr>
<tr>
<td>6. neighbor</td>
<td>6a.</td>
</tr>
<tr>
<td>7. stable</td>
<td>7a.</td>
</tr>
<tr>
<td>8. geography</td>
<td>8a.</td>
</tr>
<tr>
<td>9. spool</td>
<td>9a.</td>
</tr>
<tr>
<td>10. strict</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Sample Strategy to Promote...Writing:
Grammar & Syntax
Sentence Combining (Online)

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

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

– by using connecting words to combine multiple sentences into one or

– by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.


Formatting Sentence Combining Examples

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

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

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

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

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

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

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<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
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<td><strong>Multiple (Compound) Sentence Subjects or Objects:</strong></td>
<td>- Skyscrapers in the city were damaged in the hurricane. Bridges in the city were damaged in the hurricane. Skyscrapers and bridges in the city were damaged in the hurricane.</td>
</tr>
<tr>
<td></td>
<td>- When they travel, migratory birds need safe habitat. When they travel, migratory birds need regular supplies of food. When they travel, migratory birds need safe habitat and regular supplies of food.</td>
</tr>
<tr>
<td><strong>Adjectives &amp; Adverbs:</strong> When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence.</td>
<td>- Dry regions are at risk for chronic water shortages. Overpopulated regions are at risk for chronic water shortages. Dry and overpopulated regions are at risk for chronic water shortages.</td>
</tr>
<tr>
<td></td>
<td>- Health care costs have risen nationwide. Those health care costs have risen quickly. Health care costs have risen quickly nationwide.</td>
</tr>
<tr>
<td>Type of Sentence</td>
<td>Sentence Combining Example</td>
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<td>------------------</td>
<td>---------------------------</td>
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</table>
| **Connecting Words:** One or more sentences are combined with connecting words. | - The house was falling apart. No one seemed to care. *(but)*  
*The house was falling apart, but no one seemed to care.*  
- The glaciers began to melt. The earth’s average temperature increased. *(because)*  
*The glaciers began to melt because the earth’s average temperature increased.* |
| 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. |  |
| **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)

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| **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.
Academic Interventions: Activity

- Review the sample academic interventions just presented.
- Select 1-2 ideas from this list that you would be interested in trying in your classroom.
- Discuss your choices with others at your table.

Reading/Spelling/Writing Interventions:

7. Click or Clunk (Comprehension)
8. Read-Ask-Paraphrase (RAP) (Comprehension)
9. Ask-Read-Tell (ART) (Comprehension)
10. Sentence Combining (Grammar/Syntax)
11. Cover-Copy-Compare (Spelling)
**RTI Tiers.** What do the 3 levels, or ‘tiers’, of RTI look like? What students do they serve?
RTI: Tier 1: Core Instruction pp. 2-4
**ACADEMIC RTI**

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

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

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

**BEHAVIORAL RTI**

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

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

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

RTI: Tier 1: Core Instruction

- Strong core instruction is the **foundation** of RTI.

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

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

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

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How To Implement Strong Core Instruction

Increase Access to Instruction

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

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

Increase Access to Instruction

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

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

Provide ‘Scaffolding’ Support

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

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

*Provide ‘Scaffolding’ Support*

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

**4. Active Engagement.** The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
Response to Intervention

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

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Motivating Students Through Collaboration: Numbered Heads Together

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

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

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

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

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

Provide ‘Scaffolding’ Support

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

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

Give Timely Performance Feedback

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

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

Provide Opportunities for Review & Practice

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

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, 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).
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**Activity: Strong Direct Instruction**

1. Review this list of elements of direct instruction.
2. Select one element that you find to be challenging to implement in your classroom.
3. Brainstorm with your colleagues about ways to overcome your identified ‘direct instruction’ challenge.
Response to Intervention

RTI: Tier 1: Classroom Intervention pp. 5-7
RTI: Tier 1: Classroom Intervention

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

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

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

<table>
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<tr>
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<tr>
<td><strong>How often will data be collected? (e.g., daily, every other day, weekly):</strong></td>
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Tier 1 Intervention Plans: Essentials...

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

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

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

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

## Case Information

- **Student:**
- **Intervention(s):**
- **Date Intervention Plan Was Written:**
- **Date Intervention is to Start:**
- **Date Intervention is to End:**
- **Total Number of Intervention Weeks:**

**Description of the Student Problem:**

## Intervention

**What to Write:** Record the important case information, including student information, 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.

**Intervention(s):**

**Date Intervention Plan Was Written:**

**Date Intervention is to Start:**

**Date Intervention is to End:**

**Total Number of Intervention Weeks:**

## Materials

- **What to Write:** Briefly describe the materials and resources needed to carry out the intervention.

## Training

- **What to Write:** Note what training—e.g., a script for the intervention—is needed to prepare adult(s) and/or the student to carry out the intervention.

## Progress-Monitoring

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

**Type of Data Used to Monitor:**

- **Baseline:**
- **Outcome Goal:**

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

**pp. 5-7**

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</tr>
<tr>
<td><strong>Interventionist:</strong> Mrs. Kennedy, classroom teacher</td>
</tr>
<tr>
<td><strong>Date Intervention is to Start:</strong> M 8 Oct 2012</td>
</tr>
<tr>
<td><strong>Date Intervention is to End:</strong> F 16 Nov 2012</td>
</tr>
<tr>
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<tr>
<td><strong>Total Number of Intervention Weeks:</strong> 6 weeks</td>
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<td>Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).</td>
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</tr>
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<td><strong>Math Computation Time Drill (Rhymar et al., 2002)</strong></td>
</tr>
<tr>
<td>Exploit time-drills as a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stopwatch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher calls &quot;time,&quot; stops the stopwatch, and tells the students to underline the last number written and to put their pens in the air. Then students are told to resume work and the teacher resets the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.</td>
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<td><strong>Training</strong></td>
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<tr>
<td><strong>What to Write:</strong> Note what training-if any—was needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
<tr>
<td>Use math worksheet generator on <a href="http://www.interventioncentral.org">www.interventioncentral.org</a> to create all time-drill and assessment materials</td>
</tr>
<tr>
<td>Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments</td>
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<td><strong>Baseline</strong></td>
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<td>12 correct digits per 2 minute probe</td>
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<tr>
<td><strong>Outcome Goal</strong></td>
</tr>
<tr>
<td>24 correct digits per 2 minute probe</td>
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<td><strong>How often will data be collected?</strong> (e.g., daily, every other day, weekly): <strong>WEEKLY</strong></td>
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### Classroom Intervention Planning Sheet: Math Computation Example

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

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Creating a Written Record of Classroom Interventions: Form

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

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

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

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<td><strong>What to Write:</strong> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
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Creating a Written Record of Classroom Interventions: Form

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

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

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

### Progress-Monitoring

**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.

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## How To: Create a Written Record of Classroom Interventions

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

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

**Math Computation Time Drill (Rhymar et al., 2002)**
- Exploit time-drills are a method to boost students’ rate of responding on arithmetic-focused worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stopwatch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher tells the students to stop the stopwatch, and tells the students to underline the last number written and put their pens in the air. Then students are told to resume work and the teacher resets the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

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

### Training
- **What to Write:** Note what training—i.e., any—needed to prepare adult(s) for the student to carry out the intervention.

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

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**How often will data be collected?** (e.g., daily, every other day, weekly): WEEKLY
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.
Tier 1: Why Document Classroom Interventions?

With increased school accountability, teachers may want to write down classroom intervention plans to document:

- steps agreed upon at a student or parent-student conference.
- teacher intervention efforts for the school RTI (I&RS) Team.
- the history of classroom intervention attempts for a Special Education or Section 504 Committee referral.
- the need for possible changes in a student’s 504 plan, IEP, or special-education programming.

*Discuss in your groups the idea of teachers supporting each other in creating and documenting classroom (Tier 1) intervention plans.*
RTI: Tier 2: Supplemental Intervention
RTI: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in Tier 2 (supplemental) intervention. About 10-15% of students may qualify for Tier 2 services.

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

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

• are supported by research.
• target off-grade-level reading skills to fill in gaps and catch the student up with grade peers.
• provide remediation in specific, clearly defined academic skills.
• are scripted in sufficient detail to allow interventionists to carry them out with fidelity.
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

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

• Homework help, test preparation, or reteaching of core-instructional content.

• People. (The ‘reading teacher’ is not an intervention.)

• Locations. (The ‘Learning Lab’ or ‘Academic Support Center’ is not an intervention.)
Defining High-Quality Tier 2/3 Reading Interventions Example:
HELPS (www.helpsprogram.org)

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

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

The HELPS Education Fund is the non-profit foundation that is used to support teachers’ free access to the HELPS Program materials.

The fund is also used to support students’ overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can access free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials for only $40 per set. Second, individuals or organizations can make tax-deductible donations directly to the fund. 100% of proceeds from purchased HELPS materials and 100% of donations to the HELPS Education Fund are used to improve educational outcomes for students.

The HELPS Education Fund is also dedicated to helping schools and districts create a comprehensive and sustainable reading program that leverages the power of free educational materials. The fund is committed to supporting teachers and schools in their efforts to improve reading fluency and achievement for all students.

Our goal is to ensure that every student has access to high-quality reading instruction and the resources they need to succeed in school and beyond. Through our work, we aim to create a vibrant and inclusive community of learners who are empowered to reach their full potential.

We are grateful for the support of our partners, donors, and educators who have enabled us to make a positive impact on the lives of children and families. Thank you for your commitment to helping students achieve reading success.
Vignette 1: HELPS demonstration

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

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


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

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

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

Q: Does the HELPS program provide scripted directions to the interventionist to ensure that the intervention is carried out with fidelity?

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

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

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

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

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

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

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
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</table>
| Facilitator  | - Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.  
- Guides the Team through the stages of the problem-solving process.  
- Checks for agreement between Team members at important discussion points during the meeting.  
- Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control—e.g., classroom instruction). | - Write a short introductory ‘script’ to ensure that important points are always reviewed at the start of the meeting.  
- Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another. |
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<tr>
<td>Recorder</td>
<td>Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem-identification’ statements and intervention descriptions.</td>
<td>• Sit next to the facilitator for ease of communication during the meeting. • When the Team is engaged in exploratory discussion, use ‘scratch paper’ to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.</td>
</tr>
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</table>
| Time-Keeper   | Monitors the time allocated to each stage of the meeting and informs members when that time has expired. | • Give the Team a ‘two-minute warning’ whenever time is running low during a stage of the meeting.  
• If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage. |
### Response to Intervention

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</table>
| **Case Manager** | □ Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.  
   □ Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly. | • If you discover, in meeting with a referring teacher prior to the RTI Team meeting, that a concern is vaguely worded, help the teacher to clarify the concern with the question “What does [teacher concern] look like in the classroom?”  
   • After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance. |
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</thead>
</table>
| Coordinator   | ● Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings. | • During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar.  
• Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff. |
Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1**: Select Intervention Target(s)
- **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3**: Review Background/Baseline Data
- **Step 4**: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5**: Design an Intervention Plan
- **Step 6**: Share RTI Intervention Plan With Parent(s)
- **Step 7**: Review the Intervention and Progress-Monitoring Plans
• Discuss in your groups what questions you still have about Response to Intervention that you would like to have answered at today’s workshop.

• Be prepared to report out.
**Math Interventions.** What are examples of effective classroom math interventions?
Sample Math Interventions:

1. Counting Board Game: Number Sense

2. Cover-Copy-Compare: Math Facts

3. Incremental Rehearsal with Flash Cards: Math Facts

4. Peer Tutoring in Math Computation With Constant Time Delay: Math Facts

5. Customized Math Self-Correction Checklists: Self-Management
Three General Levels of Math Skill Development
(Kroesbergen & Van Luit, 2003)

As students move from lower to higher grades, they move through levels of acquisition of math skills, to include:

- Number sense
- Basic math operations (i.e., addition, subtraction, multiplication, division)
- Problem-solving skills: “The solution of both verbal and nonverbal problems through the application of previously acquired information” (Kroesbergen & Van Luit, 2003, p. 98)

Sample Strategy to Promote...Number Sense
What is ‘Number Sense’?
(Clarke & Shinn, 2004)

“…the ability to understand the meaning of numbers and define different relationships among numbers.

Children with number sense can recognize the relative size of numbers, use referents for measuring objects and events, and think and work with numbers in a flexible manner that treats numbers as a sensible system.” p. 236

What Are Stages of ‘Number Sense’?

(Berch, 2005, p. 336)

1. **Innate Number Sense.** Children appear to possess ‘hard-wired’ ability (or neurological ‘foundation structures’) in number sense. Children’s innate capabilities appear also to be to ‘represent general amounts’, not specific quantities. This innate number sense seems to be characterized by skills at estimation (‘approximate numerical judgments’) and a counting system that can be described loosely as ‘1, 2, 3, 4, … a lot’.

2. **Acquired Number Sense.** Young students learn through indirect and direct instruction to count specific objects beyond four and to internalize a number line as a mental representation of those precise number values.

Building Number Sense Through a Counting Board Game

**DESCRIPTION:** The student plays a number-based board game to build skills related to 'number sense', including number identification, counting, estimation skills, and ability to visualize and access specific number values using an internal number-line (Siegler, 2009).

Building Number Sense Through a Counting Board Game

**MATERIALS:**

- *Great Number Line Race!* form
- Spinner divided into two equal regions marked "1" and "2" respectively. (NOTE: If a spinner is not available, the interventionist can purchase a small blank wooden block from a crafts store and mark three of the sides of the block with the number "1" and three sides with the number "2".)

The Great Number-Line Race!

Date: _______________ Start Time: _____: _____ End Time: _____: _____

Directions: Mark the winner for each game with an 'X' in the table below.

<table>
<thead>
<tr>
<th>Players</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
<th>Game 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Strategy to Promote...Math Facts: Acquisition
## Cover-Copy-Compare Math Fact Student Worksheet

<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $9 \times 7 = 63$</td>
<td>1a. $9 \times 7 = 63$</td>
</tr>
<tr>
<td>2. $9 \times 2 = 18$</td>
<td>2a.</td>
</tr>
<tr>
<td>3. $9 \times 4 = 36$</td>
<td>3a.</td>
</tr>
<tr>
<td>4. $9 \times 1 = 9$</td>
<td>4a.</td>
</tr>
<tr>
<td>5. $9 \times 9 = 81$</td>
<td>5a.</td>
</tr>
<tr>
<td>6. $9 \times 6 = 54$</td>
<td>6a.</td>
</tr>
<tr>
<td>7. $9 \times 3 = 27$</td>
<td>7a.</td>
</tr>
<tr>
<td>8. $9 \times 5 = 45$</td>
<td>8a.</td>
</tr>
<tr>
<td>9. $9 \times 10 = 90$</td>
<td>9a.</td>
</tr>
<tr>
<td>10. $9 \times 8 = 72$</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Math Review: Incremental Rehearsal of ‘Math Facts’

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’ math fact. The tutor reads the problem aloud, gives the answer, then prompts the student to read off the same unknown problem and provide the correct answer.

3 x 8 = __  4 x 5 = __  2 x 6 = __
3 x 2 = __  3 x 6 = __  5 x 3 = __
8 x 4 = __  6 x 5 = __  4 x 7 = __
Peer Tutoring in Math
Computation with Constant Time Delay
Peer Tutoring in Math Computation with Constant Time Delay

• **DESCRIPTION:** This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring ‘session’ is brief and includes its own progress-monitoring component—making this a convenient and time-efficient math intervention for busy classrooms.
Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

*Student Packet:* A work folder is created for each tutor pair. The folder contains:

- 10 math fact cards with equations written on the front and correct answer appearing on the back. **NOTE:** The set of cards is replenished and updated regularly as tutoring pairs master their math facts.

- Progress-monitoring form for each student.

- Pencils.
Peer Tutoring in Math Computation with Constant Time Delay

**PREPARATION:** To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

*Select Student Participants.* Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.
Peer Tutoring in Math Computation with Constant Time Delay

Select Student Participants (Cont.). Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).

- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
Peer Tutoring in Math Computation: Teacher Nomination Form

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: ____________________________  Classroom: ____________________________  Date: ____________________________

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below. Remember, students who are considered for the peer tutoring program should—at minimum—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

<table>
<thead>
<tr>
<th>Number</th>
<th>Student Name</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation with Constant Time Delay

**Tutoring Activity.** Each tutoring ‘session’ last for 3 minutes. The tutor:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.

- *Provides Tutor Feedback.* [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

  [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

- *Provides Praise.* The tutor praises the tutee immediately following correct answers.

- *Shuffles Cards.* When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.
Peer Tutoring in Math Computation with Constant Time Delay

**Progress-Monitoring Activity.** The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee. The tutor follows this sequence:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
- *Sorts Cards.* Based on the tutee’s responses, the tutor sorts the math-fact cards into ‘correct’ and ‘incorrect’ piles.
- *Counts Cards and Records Totals.* The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.
Peer Tutoring in Math Computation: Score Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Cards Correct</th>
<th>Cards Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation with Constant Time Delay

**Tutoring Integrity Checks.** As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.
Peer Tutoring in Math Computation: Intervention Integrity Sheet: (Part 1: Tutoring Activity)

Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Provides Tutor Feedback. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Provides Praise. The tutor praises the tutee immediately following correct answers.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Continues to the Timer. The tutor continues to present math-fact cards for tutee response until the timer rings.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Intervention Integrity Sheet  
(Part 2: Progress-Monitoring)

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Y __ N</td>
<td>1.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>2.</td>
<td>Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>3.</td>
<td>Sorts Cards. The tutor sorts cards into ‘correct’ and ‘incorrect’ piles based on the tutee’s responses.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>4.</td>
<td>Counts Cards and Records Totals. The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.</td>
<td></td>
</tr>
</tbody>
</table>

Tutoring Session: Assessment Phase

Directions: Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed.
Student Self-Monitoring: Customized Math Self-Correction Checklists

**DESCRIPTION:** The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.


Profile of Students With Significant Math Difficulties

**Spatial organization.** The student commits errors such as misaligning numbers in columns in a multiplication problem or confusing directionality in a subtraction problem (and subtracting the original number—minuend—from the figure to be subtracted—subtrahend).

**Visual detail.** The student misreads a mathematical sign or leaves out a decimal or dollar sign in the answer.

**Procedural errors.** The student skips or adds a step in a computation sequence. Or the student misapplies a learned rule from one arithmetic procedure when completing another, different arithmetic procedure.

**Inability to ‘shift psychological set’.** The student does not shift from one operation type (e.g., addition) to another (e.g., multiplication) when warranted.

**Graphomotor.** The student’s poor handwriting can cause him or her to misread handwritten numbers, leading to errors in computation.

**Memory.** The student fails to remember a specific math fact needed to solve a problem. (The student may KNOW the math fact but not be able to recall it at ‘point of performance’.)

**Judgment and reasoning.** The student comes up with solutions to problems that are clearly unreasonable. However, the student is not able adequately to evaluate those responses to gauge whether they actually make sense in context.

**Math Self-Correction Checklist**

Student Name: ___________________________  Date: ___________________________

Rater: Student  Classroom: ___________________________

Directions: To the Student: BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment. AFTER EACH PROBLEM: Stop and rate YES or NO whether you performed each goal correctly.

<table>
<thead>
<tr>
<th>I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I lined up all numbers in the right place-value columns.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I rechecked all of my answers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Math

Interventions: Activity

• Review the sample math interventions just presented.
• Discuss how you might use any of these strategies in your classroom or school.

Sample Math Interventions:

1. Counting Board Game: Number Sense
2. Cover-Copy-Compare: Math Facts
3. Incremental Rehearsal with Flash Cards: Math Facts
4. Peer Tutoring in Math Computation With Constant Time Delay: Math Facts
5. Customized Math Self-Correction Checklists: Self-Management
Data Collection. What are sample ways to monitor student progress in the classroom?
Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student’s behavior.
Classroom Data Tool: Behavior Report Card

• What It Can Measure:

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

☐ Academic ‘enabling’ behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Rodney: Behavior Report Card

Student Name: Rodney Date: __________________________

Rater: Mrs. Smith 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.

Rodney spoke respectfully and complied with Mr. Jones’ requests within 1 minute without argument or complaint.

Did Rodney succeed in this behavior goal?

☐ YES ☐ NO

Rodney remembered instructions and directions without needing extra reminders.

The degree to which Rodney met this behavior goal

1 2 3

I have reviewed this completed Behavior Report Card with my child.

Parent Signature: ___________________________ Date: ______________

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

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

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

- **What It Can Measure:**
  - Step-by-step cognitive strategies
  - Behavioral routines
  - Generalization: Target behavior carried out across settings
### Start-of-Class Checklist

- AT THE START OF CLASS, THE STUDENT:
  - has a sharpened pencil.
  - has paper for taking notes.
  - has homework ready to turn in.
  - has put her cell phone away in her backpack.
  - has cleared her desk of unneeded materials.
  - is sitting quietly.
  - is working on the assigned start-of-class activity.
# Math Word Problem: Problem-Solving Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading the problem. The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).</td>
</tr>
<tr>
<td>2.</td>
<td>Paraphrasing the problem. The student restates the problem in his or her own words.</td>
</tr>
<tr>
<td>3.</td>
<td>Drawing the problem. The student creates a drawing of the problem, creating a visual representation of the word problem.</td>
</tr>
<tr>
<td>4.</td>
<td>Creating a plan. The student decides on the best way to solve the problem and develops a plan to do so.</td>
</tr>
<tr>
<td>5.</td>
<td>Predicting the answer. The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.</td>
</tr>
<tr>
<td>6.</td>
<td>Computing the answer. The student follows the plan developed earlier to compute the answer to the problem.</td>
</tr>
<tr>
<td>7.</td>
<td>Checking the answer. The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.</td>
</tr>
</tbody>
</table>

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

- Discuss how you might use behavior report cards and/or checklists to measure student performance and progress in your classroom.

Sample Classroom Assessment Methods

- Behavior Report Cards
- Checklists
Behavior Interventions for the Classroom.

What are examples of intervention ideas that can help to support students with challenging behaviors?
Group Management Packages: 3 Examples

- Good Behavior Game
- Teacher-Student Learning Game
- Color Wheel
Good Behavior Game
Sample Classroom Management Strategy: Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

The Good Behavior Game is a whole-class intervention to improve student attending and academic engagement. It is best used during structured class time: for example, whole-group instruction or periods of independent seatwork.

The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.
Good Behavior Game: Steps

1. The instructor decides when to schedule the Game. (NOTE: Generally, the Good Behavior Game should be used for no more than 45 to 60 minutes per day to maintain its effectiveness.)

2. The instructor defines the 2-3 negative behaviors that will be scored during the Game. Most teachers use these 3 categories:

   • **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
   
   • **Out of Seat:** The student’s posterior is not on the seat.
   
   • **Disruptive Behavior:** The student engages in any other behavior that the instructor finds distracting or problematic.
Good Behavior Game: Steps

3. The instructor selects a daily reward to be awarded to each member of successful student teams. (HINT: Try to select rewards that are inexpensive or free. For example, student winners might be given a coupon permitting them to skip one homework item that night.)

4. The instructor divides the class into 2 or more teams.

5. The instructor selects a daily cut-off level that represents the maximum number of points that a team is allowed (e.g., 5 points).
Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student’s team (e.g., as a tally mark on the board) and continues to teach.
7. When the Game period is over, the teacher tallies each team’s points. Here are the rules for deciding the winner(s) of the Game:

- Any team whose point total is at or below the predetermined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)
- If one team’s point total is above the cut-off level, that team does not earn a reward.
- If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.
Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

• Avoid the temptation to overuse the Game. Limit its use to no more than 45 minutes to an hour per day.

• If a student engages in repeated bad behavior to sabotage a team and cause it to lose, you can create an additional ‘team of one’ that has only one member—the misbehaving student. This student can still participate in the Game but is no longer able to spoil the Game for peers!

• If the Game appears to be losing effectiveness, check to be sure it is being implemented with care and that you are:
  – Assigning points consistently when you observe misbehavior.
  – Not allowing yourself to be pulled into arguments with students when you assign points for misbehavior.
  – Reliably giving rewards to Game winners.
  – Not overusing the Game.
### Good Behavior Game

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Out of Seat]</td>
<td>[Call Out]</td>
</tr>
<tr>
<td>[Disruptive]</td>
<td></td>
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</tbody>
</table>

**Question:** Which team won this Game?

**Answer:** Both teams won the Game, as both teams’ point totals fell BELOW the cut-off of 5 points.
Teacher-Student Learning Game
Teacher-Student Learning Game

**Description:** The Teacher-Student Learning Game (Nelson, Benner, & Mooney, 2008) is a procedure for managing instruction that can work with large and small groups, as well as with individual students.

It offers incentives for appropriate behaviors, is not coercive, and prompts students to apply positive peer pressure within their groups to earn Game points and resulting incentives.
Teacher-Student Learning Game

**Preparation:** To prepare for the Teacher-Student Learning Game, the instructor:

- teaches behavioral expectations.
- selects reinforcers to support the Game.
- creates a Game T-chart.
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

1. announces that the Game is in effect. The teacher says, "For this activity, we are going to be playing the Teacher-Student Learning Game."
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

2. assigns points for appropriate and unacceptable behaviors. While teaching, the instructor observes student behaviors. Periodically, when the teacher notes that most or all students in the group are behaving appropriately, the instructor awards 5 points to the group, recording those points in the 'Students' column of the T-chart as a 5-hashmark tally:

The instructor also says, "Students score five points for [insert description of positive behavior or rule being followed]."

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
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<tbody>
<tr>
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</table>
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

2. assigns points for appropriate and unacceptable behaviors (cont.). Whenever the instructor observes a rule violation, that instructor awards 5 points to the teacher, recording those points in the 'Teacher' column of the T-chart.

The teacher also says, "Teacher scores five points; some students did not show [insert description of positive behavior or rule not being followed]."

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
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<tbody>
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</tbody>
</table>
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

3. provides reinforcers or feedback. If, at the end of the Game, the student team wins, the teacher praises their behaviors and supplies any earned reward.

If the teacher wins, the instructor explains what student behaviors prevented their victory and discusses with them what goals they can set for improved behavior at the next Game session.
Teacher-Student Learning Game

• **Additional Considerations:** In a typical Game session, the teacher is likely to make a total of 4 to 8 observations/point assignments.

• If the Game is effective, students will typically win in approximately 80 percent of sessions (Nelson, Benner, & Mooney, 2008).

• The Teacher-Student Learning Game can be used intermittently. Typically, the instructor would use the Game more frequently in the first months of school and taper its use later in the year.

• Teachers are encouraged to use the Game whenever a group is failing to follow classroom rules—even introducing the Game in the middle of a class period if needed.
The Color Wheel
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel

- The Color Wheel enforces uniform group expectations for conduct and responds flexibly to the differing behavioral demands of diverse learning activities.
- This classwide intervention divides all activities into 3 categories, linking each category to a color and behavioral rules:
  - green for free time/low-structure activities
  - yellow for large- or small-group instruction/independent work
  - red for brief transitions between activities.

<table>
<thead>
<tr>
<th>Color Wheel Behaviors: Sample List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Condition:</strong> Free Time/Low-Structure Activities</td>
</tr>
<tr>
<td>- Talk in a quiet voice</td>
</tr>
<tr>
<td>- Keep hands and feet to self</td>
</tr>
<tr>
<td>- Comply with directions</td>
</tr>
<tr>
<td><strong>Yellow Condition:</strong> Large- or Small-Group Instruction/Independent Work</td>
</tr>
<tr>
<td>- To speak, raise hand for teacher permission</td>
</tr>
<tr>
<td>- To leave seat, raise hand for teacher permission</td>
</tr>
<tr>
<td>- Look at the speaker or your work</td>
</tr>
<tr>
<td>- Comply with directions</td>
</tr>
<tr>
<td><strong>Red Condition:</strong> Transitions Between Activities</td>
</tr>
<tr>
<td>- Return to your seat</td>
</tr>
<tr>
<td>- Clear your desk</td>
</tr>
<tr>
<td>- Look at the teacher</td>
</tr>
<tr>
<td>- Do not talk</td>
</tr>
</tbody>
</table>
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Green Behaviors
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors
- To speak, raise hand for teacher permission
- To leave seat, raise hand for teacher permission
- Look at the speaker or your work
- Comply with directions

Red Behaviors
- Return to your seat
- Clear your desk
- Look at the teacher
- Do not talk
Color Wheel: Additional Considerations:

1. *Give advance warning.* The instructor gives a 30-second warning when the Color Wheel is about the change. (An additional 2-minute warning may be added as well.)

2. *Praise rule-following.* The teacher frequently praises students for following posted behaviors. Classwide praise should be intermixed with praise to small groups and individuals. Praise should be "labeled", clearly describing the praise-worthy behaviors (e.g., "This reading group transitioned quickly and quietly to the math lesson. Nice work!").
Color Wheel: Additional Considerations:

3. *Keep the Color Wheel 'red' periods short.* Teachers should keep students on the red phase only long enough to complete the transition to a new green or yellow activity (e.g., 3-5 minutes).

4. *Do not use the 'red' Color Wheel setting as punishment.* The rules for the red (transitions) Color Wheel condition are the most restrictive. However, teachers should never set the classroom color condition to red to punish students for misbehavior—as students may fail to comply with the red behavioral rules because they are seen as punitive.
Antecedents, Positive Consequences, and Extinction Procedures: A Balanced Behavior Intervention Plan

Teachers increase the odds of helping a student to engage in positive behaviors when they include 3 elements in their classroom behavior intervention plans.

1. *Antecedent strategies* prevent the student from engaging in *problem* behaviors and promote *positive* behaviors.

2. *Positive consequences* motivate the student to show desired behaviors, such as academic engagement.

3. *Extinction procedures* remove the 'pay-off' to the student for engaging in problem behaviors.

While any one of the elements might be inadequate to change the student's behavior, their combination can result in a strong, flexible plan and successful intervention outcome.
ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
2. Positive Consequences: Responses That Increase Positive/Goal Behaviors

When positive consequences follow a behavior, they increase the probability that the behavior will be repeated.
Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.
3. Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors

Extinction means discontinuing the reinforcing consequences of behaviors to erase an individual's motivation to engage in those behaviors. In effect, extinction procedures 'cut off the oxygen' to problem behaviors. That is, explicit directions should be written into a behavior intervention plan to guide those working with the student to alter their responses to problem behaviors in a manner designed to remove reinforcement for the misbehavior (Hester et al., 2009).

Without extinction procedures, educators are far too likely accidentally to continue reinforcing the very behaviors they are trying to eliminate.
Contingent Instructions: Move from 'Stop' to 'Start' (Curran, 2006; Gable, Hester, Rock, & Hughes, 2009). When the instructor observes that a student is engaging in problem behavior requiring a response, the teacher delivers contingent instructions in a 3-part format.

1. **STOP statement.** The teacher directs the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."
Contingent Instructions: Move from 'Stop' to 'Start' (Cont.)

2. **START statement.** After a brief (1-2 second) pause, the instruction describes the appropriate replacement behavior that the student should START, e.g., "Open your book to page 28 and begin the end-of-chapter questions."; "Work with your partner to solve the math problem on the board."

3. **PRAISE for compliance.** As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"
Planned Ignoring: Turn Off the Attention (Colvin, 2009). In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.
Classroom Behavior Management: Activity

- The most frequent reason that classroom behavior intervention plans fail is that educators continue to reinforce problem behaviors even after the plan has begun.

- Discuss how you can use scheduled attention along with contingent instructions/planned ignoring to stop reinforcing problem behaviors and start reinforcing appropriate behaviors.
Activity: Next Steps

Plan

Review the key points covered in this training (next slide).

Come up with 2-3 next steps you intend to take to apply content or resources from the training back in your classroom or school.
Workshop Agenda:

1. Identifying Behaviors That Support Learning. What ‘pro-learning’ behaviors at the start of kindergarten can help to predict academic success in the primary grades?

2. RTI: The Model. What is Response to Intervention?

3. Reading Interventions. What are reading interventions (and one writing strategy) that can be applied in a variety of classrooms?

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

5. Math Interventions. What are examples of effective classroom math interventions?

6. Data Collection. What are sample ways to monitor student progress in the classroom?
A journey of a thousand miles must begin with a single step.

Lao Tzu, Chinese Taoist (600 BC-531 BC)