Response to Intervention: An Introduction for Middle & High Schools

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Workshop Handout

RTI Classroom Teacher Toolkit

RTI for Academics: An Overview for Middle and High Schools

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Campbell-Savona Schools
Campbell, NY

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

Workshop PPTs and handout available at:

http://www.interventioncentral.org/rtiaudit

Workshop Questions to Be Answered…

1. **The At-Risk Student.** What are risk factors that can prevent students from successfully completing school?

2. **RTI: The Big Picture.** How can Response to Intervention help middle and high schools to address the academic & behavioral needs of struggling learners?

3. **Tiers of Intervention.** What are the 3 levels of intervention in RTI—and how should those levels be organized?

4. **RTI Roll-Out: First Steps.** What are the first steps that your school can take to begin RTI implementation?

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

The Struggling Student: Possible Risk Factors

- Middle and high schools have limited resources to implement RTI.

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

The Struggling Student: Possible Risk Factors

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

2. **Limited Use of Cognitive Strategies.** Struggles to correctly identify and use appropriate higher-level thinking ('cognitive') strategies required for success in content-area coursework.

The Struggling Student: Possible Risk Factors

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

4. **Learned Helplessness.** Has zero confidence in ability to attain academic success by increasing effort and adopting improved practices.

The Struggling Student: Possible Risk Factors

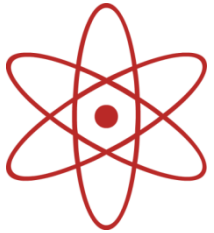
5. **Poor Motivation.** Has the necessary academic potential but fails to see an adequate 'pay-off' for doing the assigned work.

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

The Struggling Student: Possible Risk Factors

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

8. **Home Pressures.** Struggles because of preoccupation with 'home' situation: e.g., transportation, family illness, childcare, housekeeping.



Activity: Conducting Your Own Risk Needs Assessment

In your groups:

- Review the 8 risk factors for struggling students presented here.
- Discuss each item and its effect on your classroom or school. Record the main points from discussion.
- Based on your discussion, CIRCLE the TOP 1-2 factors from this list that you feel MOST impact your classroom or school.

The Struggling Student: Possible Risk Factors:

1. Lack of Basic Skills
2. Limited Use of Cognitive Strategies
3. Deficient Academic Survival Skills: e.g., homework, organization. etc.)
4. Learned Helplessness
5. Poor Motivation
6. Social/Emotional/Behavioral Difficulties.
7. Limited Personal Connections
8. Home Pressures

The At-Risk Student. What is the profile of the at-risk student?

Motivated & At Grade Level

Deficient Skills in Reading Comprehension

'Learned Helplessness'

Limited 'Academic Survival Skills'

Secondary Students: Unique Challenges…

Struggling learners in middle and high school often:

- have significant deficits in basic academic skills
- lack higher-level problem-solving strategies and concepts
- present with issues of school motivation
- show social/emotional concerns that interfere with academics
- have difficulty with attendance
- may be in a process of disengaging from learning even as adults in school expect that those students will move toward being 'self-managing' learners.

School Dropout as a Process, Not an Event

"It is increasingly accepted that dropout is best conceptualized as a long-term process, not an instantaneous event; however, most interventions are administered at a middle or high school level after problems are severe."

Source: Jimerson, S., Reschly, A.L., & Hess, R. (2008). Best practices in increasing the likelihood of school completion. In A. Thomas & J. Grimes (Eds). Best Practices in School Psychology - 5th Ed (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists.. p.1090

Student Motivation & The Need for Intervention

"A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential."

Source: Balfanz, R., Herzog, L., MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle grades schools: Early identification and effective interventions. *Educational Psychologist,42*, 223–235. .

What Are the 'Early Warning Flags' of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an 'unsatisfactory' behavior rating from at least one teacher

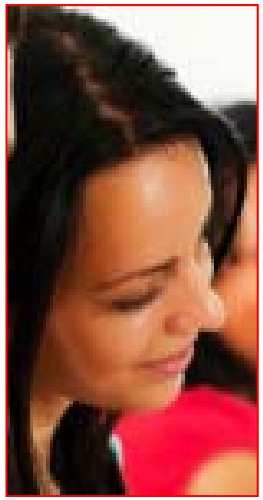
Source: Balfanz, R., Herzog, L., MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle grades schools: Early identification and effective interventions. *Educational Psychologist,42*, 223–235. .

What is the Predictive Power of These Early Warning Flags?

Number of 'Early Warning Flags' in Student Record	Probability That Student Would Graduate
None	56%
1	36%
2	21%
3	13%
4	7%

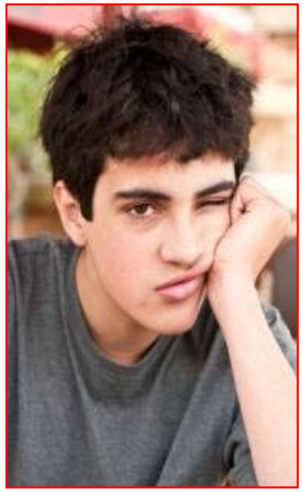
Source: Balfanz, R., Herzog, L., MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle grades schools: Early identification and effective interventions. *Educational Psychologist,42*, 223–235. .

Tamara & Jack: Contrasting Learners



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

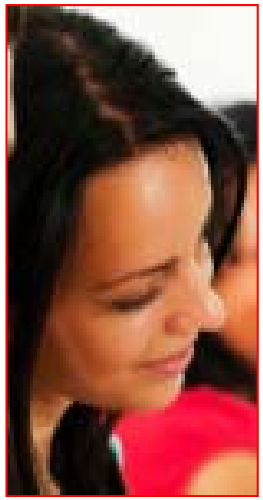
+ Cognitive Strategy Use



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

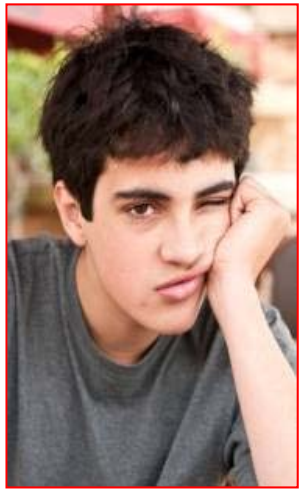
- Cognitive Strategy Use

Tamara & Jack: Contrasting Learners



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

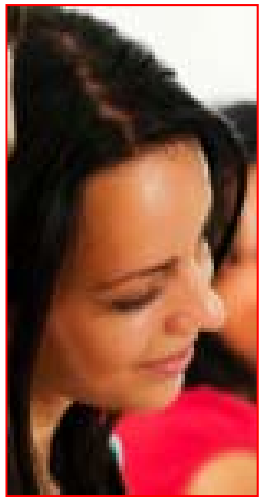
+ Academic Survival Skills



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

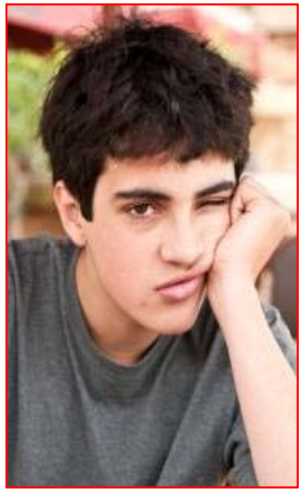
- Academic Survival Skills

Tamara & Jack: Contrasting Learners



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

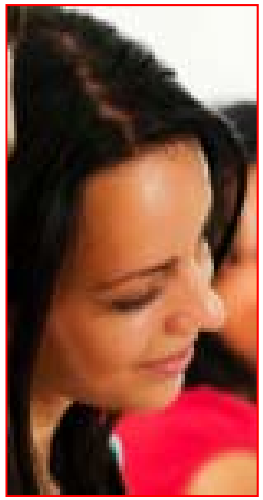
+ Self-Management



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

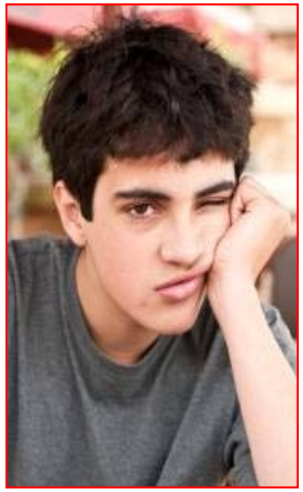
- Self-Management

Tamara & Jack: Contrasting Learners



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

+ Negotiation/Advocacy



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

- Negotiation/Advocacy

Student-Directed Strategies for Academic Success

1. Cognitive strategy use
2. Academic survival skills (a.k.a. 'executive functioning skills')
3. Self-coaching
4. Negotiation/advocacy

Self-Regulation: Motivation…With a Plan

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

Source: Bembenutty, H. (2011). Meaningful and maladaptive homework practices: The role of self-efficacy and self-regulation. Journal of Advanced Academics, 22, 448-473.

RTI: The Big Picture. What is Response to Intervention?

Response to Intervention…

- will take 3 to 5 years to fully implement within a school.
- must be achievable within a school's current resources.
- cannot advance faster than the ability of staff to 'assimilate change'.
- is a continuous-improvement model.

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"

Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

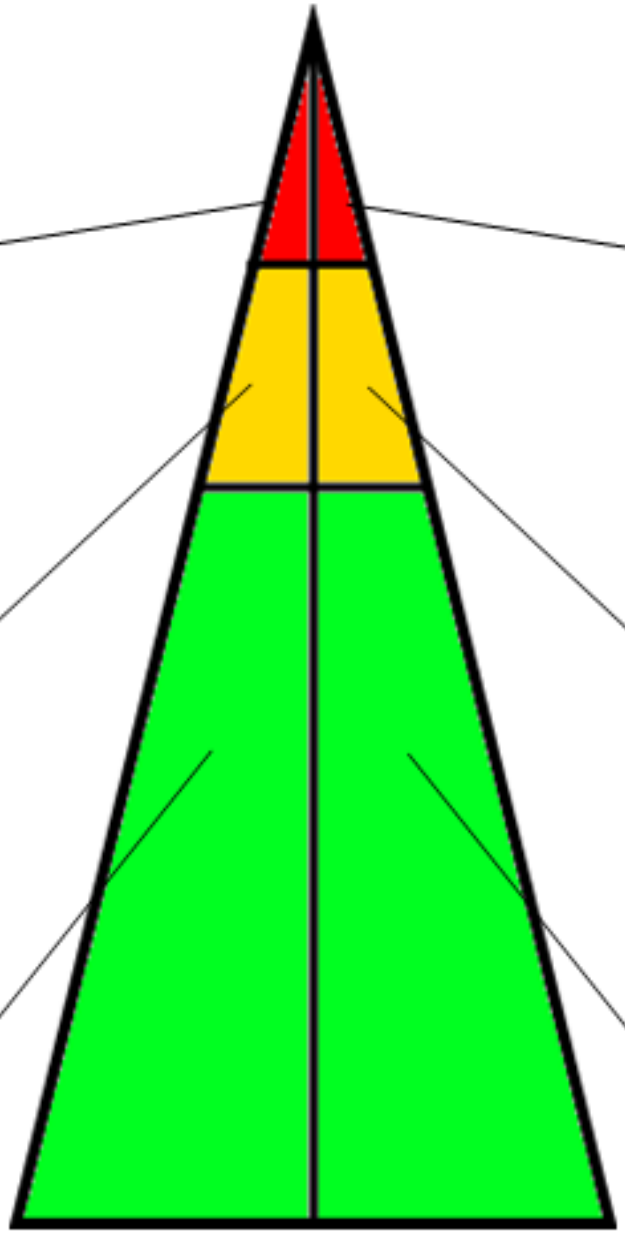
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

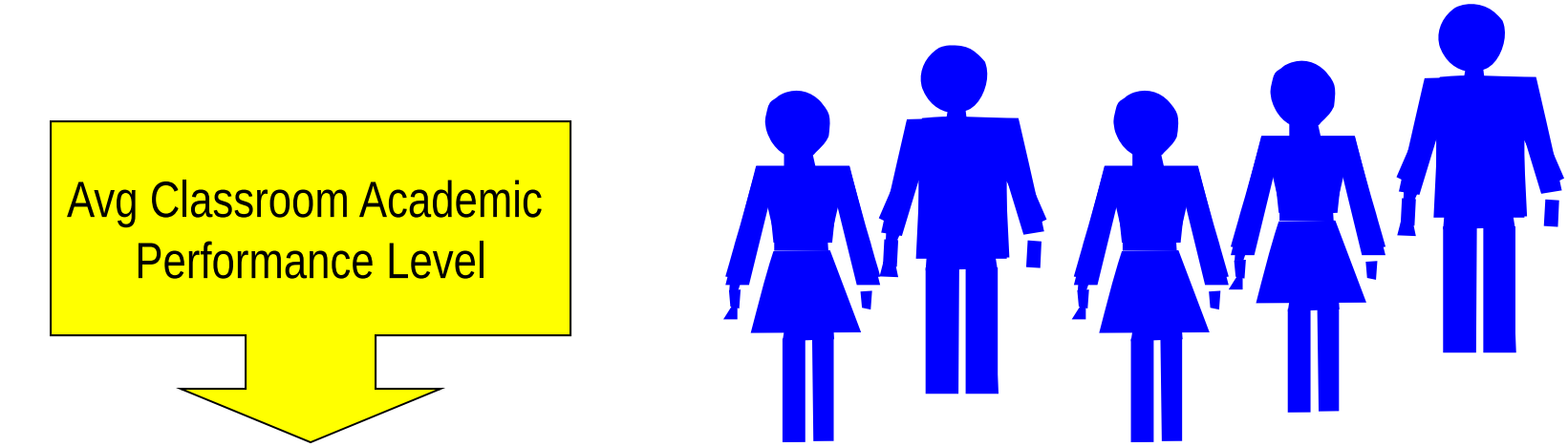
Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

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

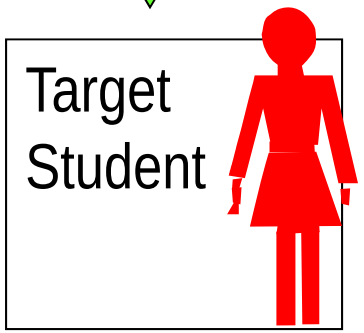
“*NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts. School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).*”

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



Discrepancy 1: Skill Gap (Current Performance Level)

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



'Dual-Discrepancy': RTI Model of Learning Disability *(Fuchs 2003)*

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

RTI: Tier 1: Core Instruction pp. 7-8

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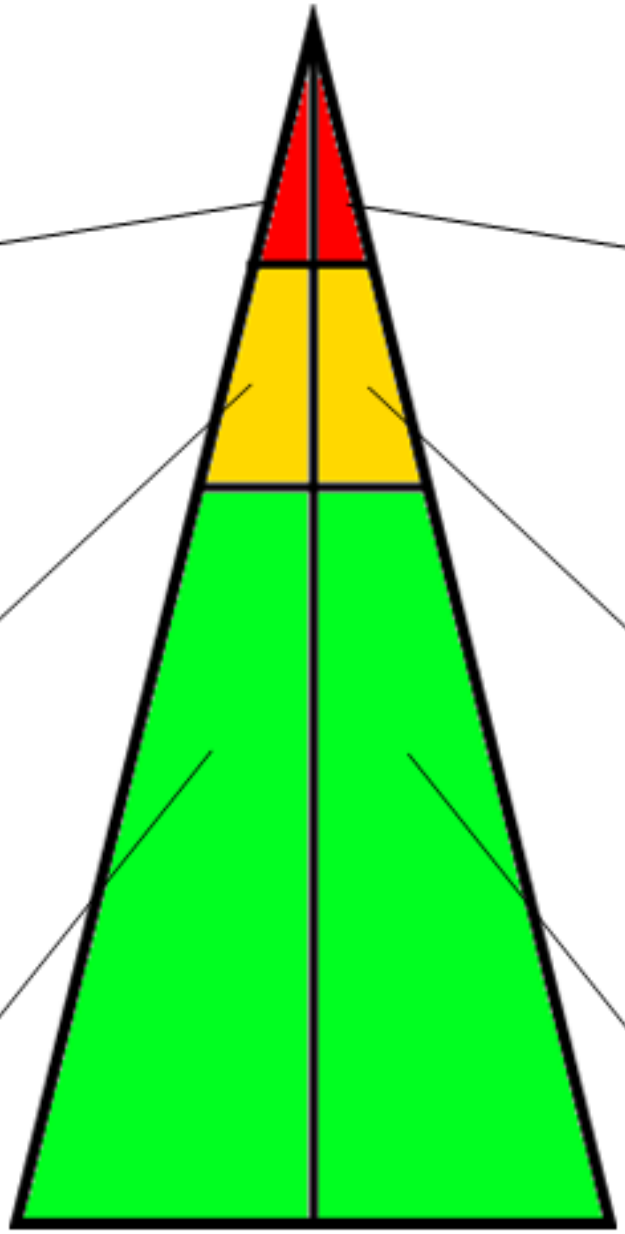

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RTI: Tier 1: Core Instruction

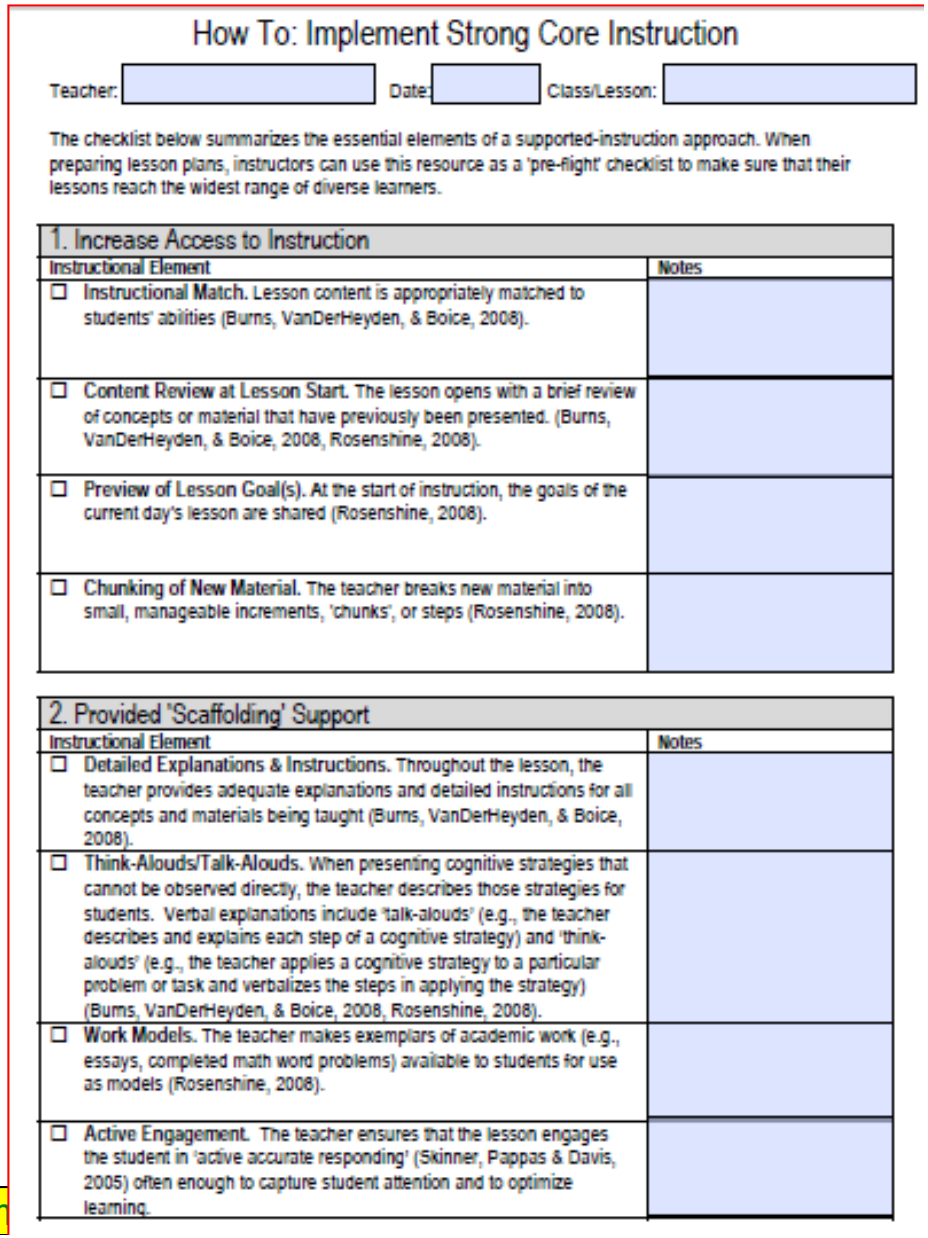
- Strong core instruction is the **foundation** of RTI.

  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

Teacher: Date: Class/Lesson:

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

Instructional Element	Notes
☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ **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).	
☐ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **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).	
☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **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).	
☐ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

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

How To Implement Strong Core Instruction

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How To Implement Strong Core Instruction

Increase Access to Instruction

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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).

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Provide 'Scaffolding' Support

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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. **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).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

7. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

9. **Brisk Rate of Instruction**. The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).
10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).
2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction	2. 'Scaffolding' Support (Cont.)
❑Instructional Match	❑Group Responding
❑Co	❑High Rate of Student Success
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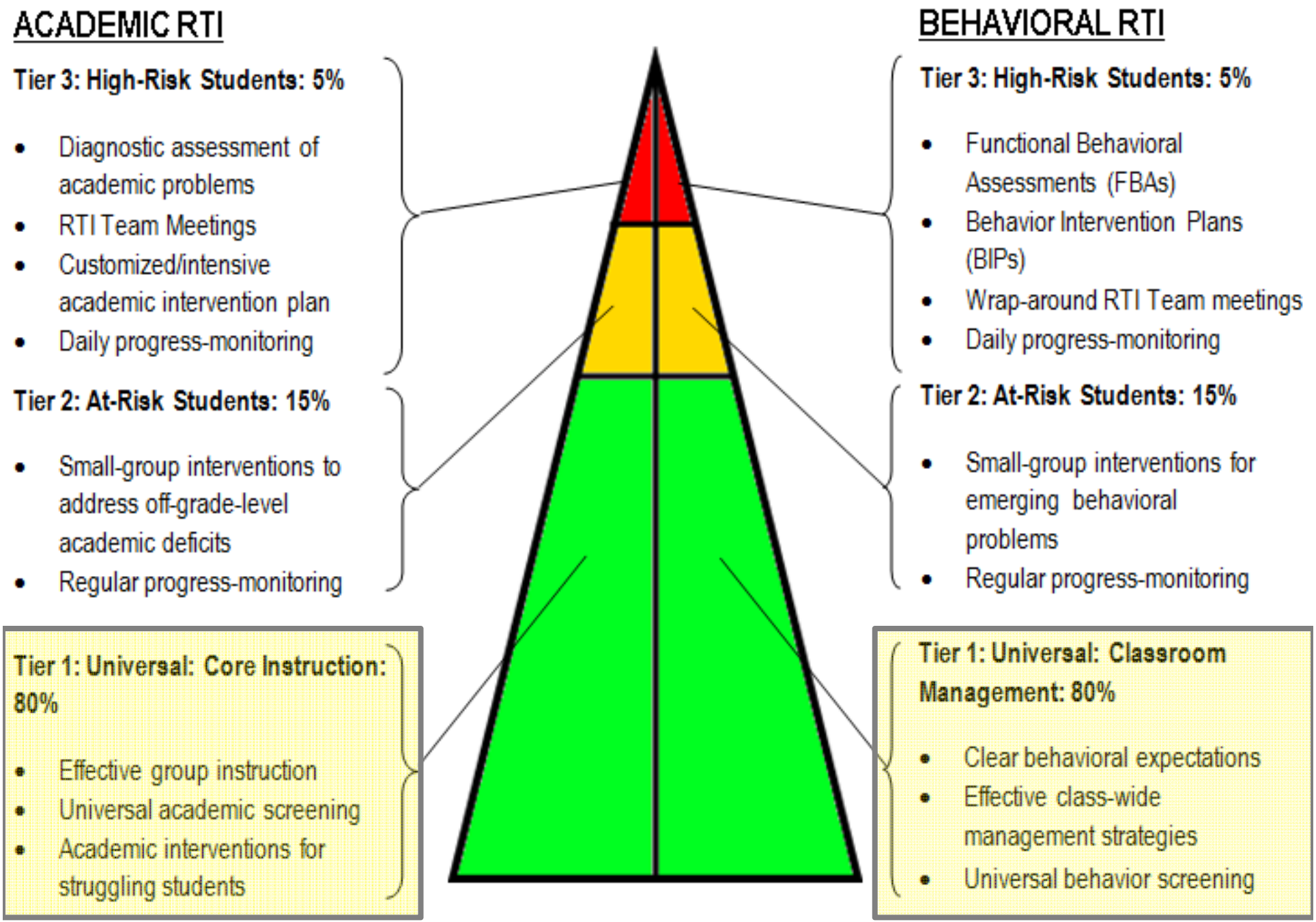
❑Tal	❑Step-by-Step Checklists
❑Wo	Opportunities for Review/ Practice
❑Act	❑Spacing of Practice Throughout Lesson
❑Co	❑Guided Practice
❑Checks for Understanding	❑Support for Independent Practice
	❑Distributed Practice

Activity: Strong Direct Instruction pp. 7-8

1. Review this list of **elements** of **direct instruction.**
2. Discuss how your school might use this (or a similar) checklist to guide teachers in providing strong first instruction 'optimized' for struggling learners.

RTI: Tier 1: Classroom Intervention pp. 13-15



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RTI: Tier 1: Classroom Intervention

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

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

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

Tier 1 Intervention Plans: Essentials…

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

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Classroom Intervention Planning Sheet

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Classroom Intervention Planning Sheet

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

Case Information

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

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

Materials

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

Training

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

Progress-Monitoring

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

Type of Data Used to Monitor:

Baseline	Outcome Goal

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

Ideas for Intervention Progress-Monitoring

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

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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

Case Information

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

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

Intervention

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

Ask-Read-Tell Cognitive Strategy:

Materials

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

Training

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

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

Progress-Monitoring

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

Type of Data Used to Monitor: completed ART sheets; quiz grades

Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades

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

ART sheets/as readings are assigned; quizzes weekly

Ideas for Intervention Progress-Monitoring

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

Creating a Written Record of Classroom Interventions: Form

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

Case Information

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

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ASK-READ-TELL (ART): Student Worksheet (McCallum et al., 2010)

Name: Passage/Page Title: Date:

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).

Conference Web Page)

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

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

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

1.

2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

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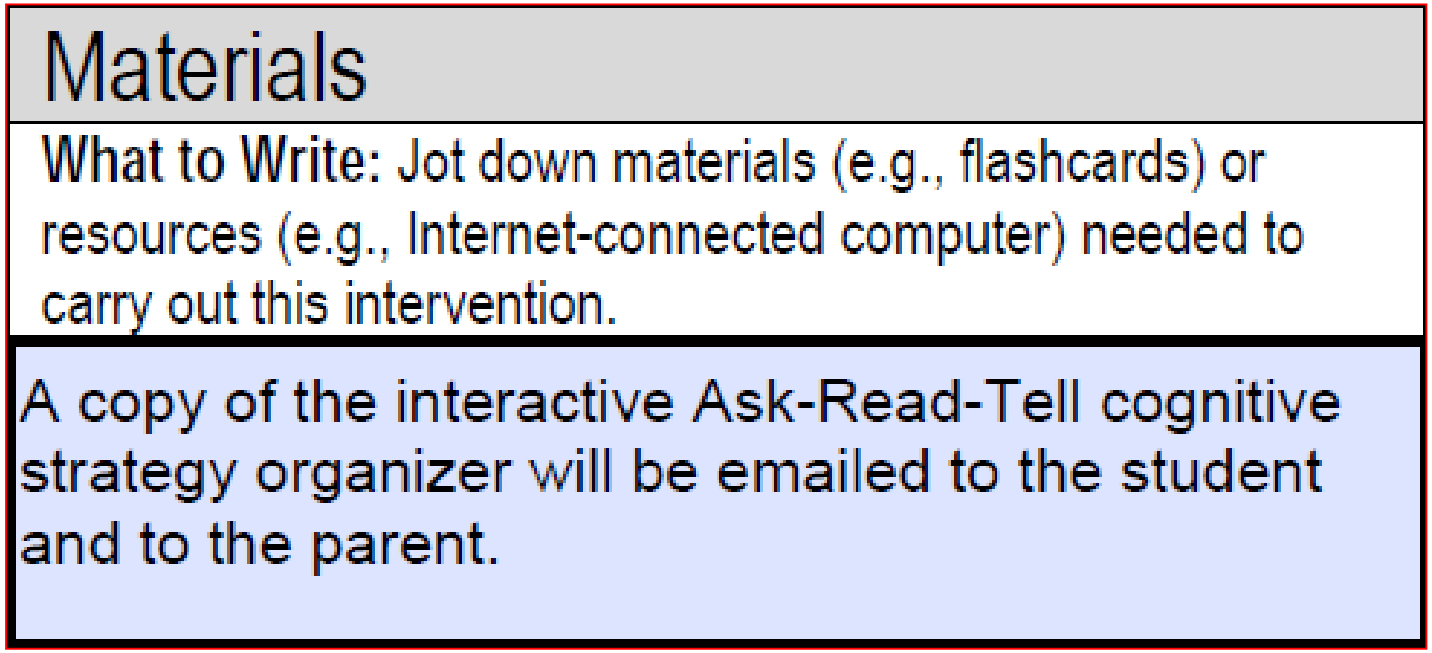
Creating a Written Record of Classroom Interventions: Form

- *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.

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

Creating a Written Record of Classroom Interventions: Form

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



Creating a Written Record of Classroom Interventions: Form

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

Training
What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring

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

Type of Data Used to Monitor:	completed ART sheets; quiz grades

Baseline	Outcome Goal
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Ask-Read-Tell Cognitive Strategy:
Link:
http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	**What to Write:** Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
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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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Ideas for Intervention Progress-Monitoring
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- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

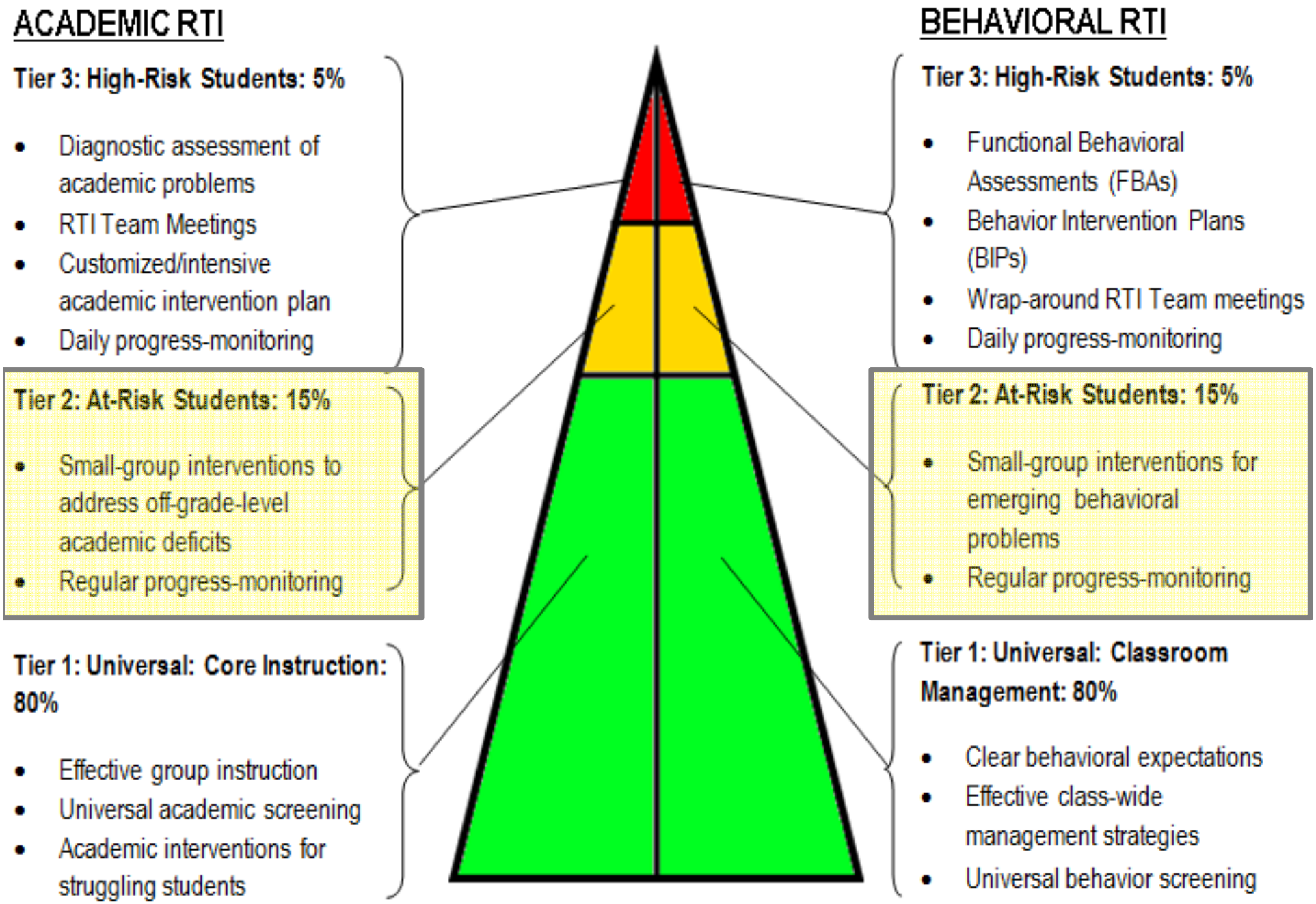
InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

RTI: Tier 1: Classroom Intervention

In your teams, discuss ideas for accomplishing each of these RTI building or district objectives:

- ❑ Create one or more options for teachers to team with others to create Tier 1 intervention plans (e.g., grade-level teams; instructional teams; meetings with consultants).
- ❑ Adopt an easy-to-use form or online Content Management System (e.g., RTIm Direct) for teachers to use in documenting classroom intervention plans.
- ❑ Develop an agenda for structuring Tier 1 intervention planning meetings so that they are productive and result in student intervention plans.
- ❑ Develop a bank of ideas for academic and behavioral interventions that teachers can easily access.

RTI: Tier 2: Supplemental Intervention



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

RTI: Tier 2: The Problem It Was Meant to Solve…

- Waves of students in many schools share similar types of academic deficits (e.g., reading fluency).
- Such deficits put these students 'off-grade-level' in the target skill, requiring a substantial period of remediation to close the gap with grade-peers.
- Because resources are limited, an efficient first approach to help these learners is to correctly identify them, group them and provide 'standard-treatment protocol' (pre-packaged) interventions tailored to common student concerns.
- Tier 2 is the level of RTI intervention where schools figure out how to match students emerging as at-risk with effective group-based interventions.

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**.

Tier 2: Academic Intervention Services: Essentials

Tier 2 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the next 5 slides for recommendations on how RTI: Tier 2 should be structured at your school…

Tier 2: Academic Intervention Services: Interventions

Use Interventions Supported by Research. Intervention plans for Tier 2 students contain programs or practices supported by research.

Cap Group Size. Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance.

Tier 2: Academic Intervention Services: Interventions

Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2 interventions to promote accelerated student learning.

Put Plans in Writing. Tier 2 intervention plans are written down before the intervention begins—and student progress is measured throughout the intervention period.

Tier 2: Academic Intervention Services: Interventions

Monitor Intervention Integrity. Information is collected (e.g., student attendance, observation of Tier 2 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Tier 2: Academic Intervention Services: Data

Adopt Entrance/Exit Criteria. Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.

Use Objective Data Sources. Students are identified for Tier 2 services based on objective data sources.

Tier 2: Academic Intervention Services: Data

Select Screeners that Identify the Right Students. Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.

Prioritizing Tier 2: Activity

In your groups:

- Appoint a recorder.
- Consider the *Tier 2: Academic Intervention Services: General Guidelines* just reviewed.
- Flag up to 3 elements that your team believes should be targeted for review or change either this year or next year.
- Be prepared to report out.

Tier 2: Academic Intervention Services: Essentials

1. *Use Interventions Supported by Research.*
2. *Cap Group Size.*
3. *Schedule Adequate Time.*
4. *Put Plans in Writing.*
5. *Monitor Intervention Integrity.*
6. *Adopt Entrance/Exit Criteria.*
7. *Use Objective Data Sources.*
8. *Select Screeners that Identify the Right Students.*
9. *Appoint a Data Analysis Team.*

Scheduling Elementary Tier 2 Interventions

Option 3: *'Floating RTI':Gradewide Shared Schedule*. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: RTI Daily Schedule

Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

RTI: Tier 2: Supplemental Intervention

Q: When are Tier 2 services delivered in secondary grades?

- Secondary schools have explored these scheduling ideas:
  - *Schoolwide RTI period.* The school sets aside a period per day (e.g., 35-45 minutes) for RTI support.
  - *'Zero' period.* Students attend electives before the official start (or after the end) of the school day—freeing up time for RTI help.
  - *Core course with extended time.* Students attend a double period of English or math, allowing additional time for RTI support.
  - *Study hall coordinated with RTI services.* 4-6-week RTI mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.
  - *Credit recovery.* Students can take a core course online (via credit recovery) to allow time for RTI support during the school day.

RTI: Tier 2: Supplemental Intervention

Q: What are examples of activities NOT suitable for Tier 2 interventions? (Avoid the 'Homework Help' trap.)

- As the purpose of Tier 2 interventions is to remediate serious academic deficits, the Tier 2 interventionist typically would *not* use that time for:
  - routine homework or class assignment help.
  - test preparation.

RTI: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/

Best Evidence Encyclopedia
http://www.bestevidence.org/

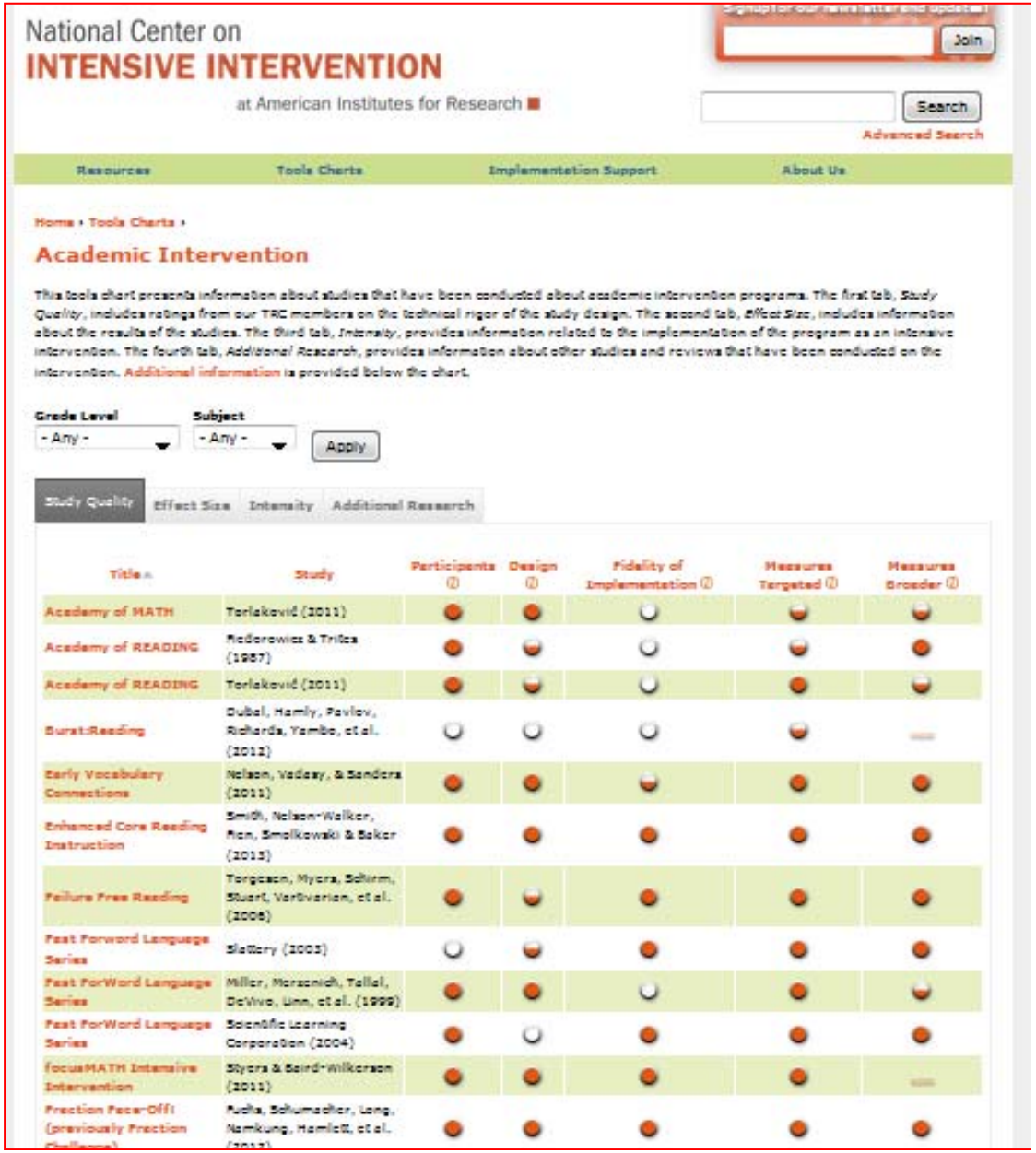
This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) .

National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).



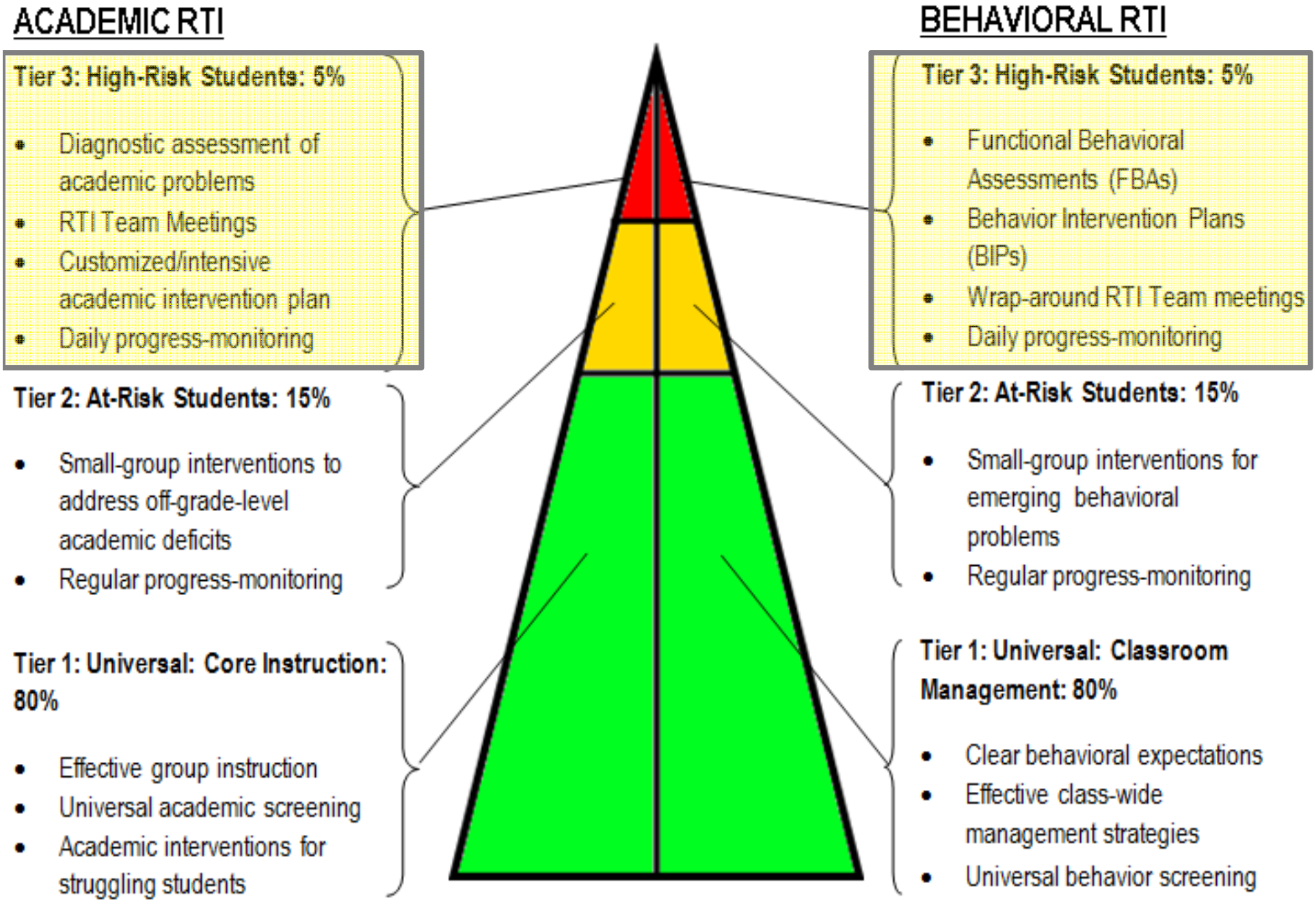
Interventioncentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

RTI: Tier 2: Supplemental Intervention

In your teams, discuss ideas for accomplishing each of these RTI building or district objectives:

- ❑ Discuss when your school can schedule Tier 2 services.
- ❑ Review your school-wide screener(s) to verify that they are identifying the right students and the right skills that need supplemental interventions.
- ❑ Review your process for entering students into and exiting them from Tier 2 services.
- ❑ Inventory your existing Tier 2 programs to verify that they are supported through research.
- ❑ Identify current gaps in programming (e.g., a lack of Tier 2 programs for math-fact fluency) and visit the What Works Clearinghouse and other sites to find appropriate candidates.

RTI: Tier 3: Intensive Intervention



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

RTI: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may receive a Tier 3 intervention. In a typical school, **1-5% of students** may need a Tier 3 intervention in a given year.

  The group that designs and implements the Tier 3 intervention plan is the **RTI Problem-Solving Team.**

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

Tier 3 RTI Problem-Solving Team: Definition

The RTI Problem-Solving Team puts together customized intervention plans for those Tier 3 students who display the most intensive and serious problems.

The multidisciplinary Team follows an investigative process to

- collect data about the student
- Identify from the data a profile of need, and
- select appropriate interventions likely to lead to the desired improvements in student academic performance or behavior.

The RTI Team follows a research-validated structured approach known as the 'problem-solving model' (Bergan, 1995) to understand and analyze student challenges.

RTI Problem-Solving Team Roles

(Available Online)

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

RTI Teams: The Role of the Case Manager

Response to Intervention

The Case Manager-Teacher 'Pre-Meeting': Creating a More Efficient RTI Team Process

Prior to an initial RTI Problem-Solving Team meeting, it is recommended that a case manager from the RTI Team schedule a brief (15-20 minute) 'pre-meeting' with the referring teacher. The purpose of this pre-meeting is for the case manager to share with the teacher the purpose of the upcoming full RTI Team meeting, to clarify student referral concerns, and to decide what data should be collected and brought to the RTI Team meeting.

Here is a recommended agenda for the case manager-teacher pre-meeting:

1. *Explain the purpose of the upcoming RTI Problem-Solving Team meeting.* The case manager explains that the RTI Team meeting goals are to (a) fully understand the nature of the student's academic and/or behavioral problems; (b) develop an evidence-based intervention plan for the student; and (c) set a goal for student improvement and select means to monitor the student's response to the intervention plan.

2. *Define the student referral concern(s) in clear, specific terms.* The case manager reviews with the teacher the most important student referral concern(s), helping the teacher to define those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-2 student concerns. NOTE: Use the guides that appear on the next page for writing academic or behavioral problem-identification statements and for dividing global s

   Student Concer _____

   Student Concer _____

   Available Online

3. *Decide what data should be brought to the RTI Team meeting.* The case manager and teacher decide what student data should be collected and brought to the RTI Team meeting to provide insight into the nature of the student's presenting concern(s). Use the table below to select data for RTI decision-making.

Data Source	Types of Data to Be Collected
Archival data: Select relevant information already in the cumulative folder or student database.	
Student work products: Collect examples of homework, tests, in-class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)	
Student interview: Meet with the student to get his or her perspective on the academic and/or behavioral problems.	
Specialized assessment: Decide whether more specialized, individual assessment is required (e.g., direct observations of the student's rate of on-task behavior; instructional assessment to map out in detail the student's skills in literacy, mathematics, etc.)	

Identifying the Student Concern: Guides for Defining Academic and Behavioral Problems and for Breaking Global Skills into Component Sub-Skills

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
Example: For science homework...	... Tye turns in assignments an average of 50% of the time...	... while the classroom median rate of homework turned in is 90%.

Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request...	...Jay fails to comply with that request within 3 minutes...	... an average of 50% of the time.

Discrete Categorization: Divide Global Skill into Essential Sub-Skills	
Global Skill:	Example : Global Skill: The student will improve classroom organization skills'
Sub-Skill 1: _____	Example: Sub-Skills for 'Classroom Organization Skills'
Sub-Skill 2: _____	☐ Sub-Skill 1: Arrive to class on time
Sub-Skill 3: _____	☐ Sub-Skill 2: Bring work materials to class
Sub-Skill 4: _____	☐ Sub-Skill 3: Follow teacher directions in a timely manner
Sub-Skill 5: _____	☐ Sub-Skill 4: Know how to seek teacher assistance when needed
	☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

Case Manager: Role

- 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.

Case Manager: Pre-Meeting

- Prior to an initial RTI Problem-Solving Team meeting, it is recommended that a case manager from the RTI Team schedule a brief (15-20 minute) 'pre-meeting' with the referring teacher. The purpose of this pre-meeting is for the case manager to share with the teacher the purpose of the upcoming full RTI Team meeting, to clarify student referral concerns, and to decide what data should be collected and brought to the RTI Team meeting.

Case Manager: Pre-Meeting Steps

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Case Manager: Pre-Meeting Steps

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Sub-Skill 1: _____ Sub-Skill 2: _____ Sub-Skill 3: _____ Sub-Skill 4: _____ Sub-Skill 5: _____	Example: Sub-Skills for 'Classroom Organization Skills' ☐ Sub-Skill 1: Arrive to class on time ☐ Sub-Skill 2: Bring work materials to class ☐ Sub-Skill 3: Follow teacher directions in a timely manner ☐ Sub-Skill 4: Know how to seek teacher assistance when needed ☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

Respo

RTI Problem-Solving Team: Facilitator's Guide (Online)

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RTI Problem-Solving Team: Facilitator's Guide

Facilitators can use this guide to 'walk' them through RTI Team meetings and to ensure that the *RTI Problem-Solving Team: Initial Meeting Minutes Form* fully documents the student's intervention.

Introductions/Talking Points. As facilitator, an effective way to open the meeting is briefly to review key 'talking points' that (1) state the purpose of the meeting, (2) introduce team members and assigned roles, (3) remind participants of time constraints, (4) review the agenda, and (5) present expectations for active participation.

Beginning the meeting with consistent talking points is a good means of reminding participants that the RTI meeting follows a structured format, that time is precious, and that all attending have a voice in the discussion.

See the *RTI Problem-Solving Team: Initial Meeting: Introductory Talking Points* that appears later in this document for a sample script that can be used at the meeting opening.

STEP 1: Select Intervention Target(s).

GOAL: The goal during this meeting segment is to verify that 'intervention targets' (problem description) are described in sufficient detail and that each intervention target has been matched to at least one 'probable cause' or 'function' that helps to explain why the academic or behavioral problem is happening. See table 1 below for a listing of common reasons for behavioral and academic problems:

TABLE 1: *Probable Cause/Function for Concerns: Select up to 3 choices*

Behavioral	Academic
❑ Lacks necessary skills ❑ Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately ❑ Seeks attention from adults ❑ Seeks attention from peers ❑ Reacts to teasing/bullying ❑ Tries to escape from instructional demands or setting ❑ Attempts to hide academic deficits through noncompliance or other misbehavior ❑ _____	❑ Is placed in work that is too difficult ❑ Lacks one or more crucial basic skills in the problem subject area(s) ❑ Needs drill & practice to strengthen and become more fluent in basic academic skills ❑ Has the necessary academic skills, fails to use them in the appropriate settings/situations ❑ Needs explicit guidance to connect current skills to new instructional demands ❑ Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work ❑ _____

SAMPLE QUESTIONS: Some questions that you might ask to better describe the intervention target and to link that target to a function or cause are:

- *What does this student's problem behavior look like in the classroom? What are specific examples of it?*
- *What 'pay-off' do you believe might explain this student's behavior?*
- *Does the student have the skills necessary to do the expected academic work?*

Resp

RTI Problem-Solving Team: Initial Meeting Minutes Form Online

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RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: _____ Grade/Program: _____ Date: _____

Attending: _____

_____

STEP 1: Select Intervention Target(s). Describe up to 2 academic and/or behavioral targets to be the focus of this intervention plan. Consult the RTI Team Facilitator's Guide to choose a likely cause or function for each.

Intervention Target	Probable Cause/Function
1. _____ _____	
2. _____ _____	

STEP 2: Inventory Student's Strengths, Talents, Interests, Incentives. List student strengths, talents, and/or any activities or incentives that the student finds motivating.

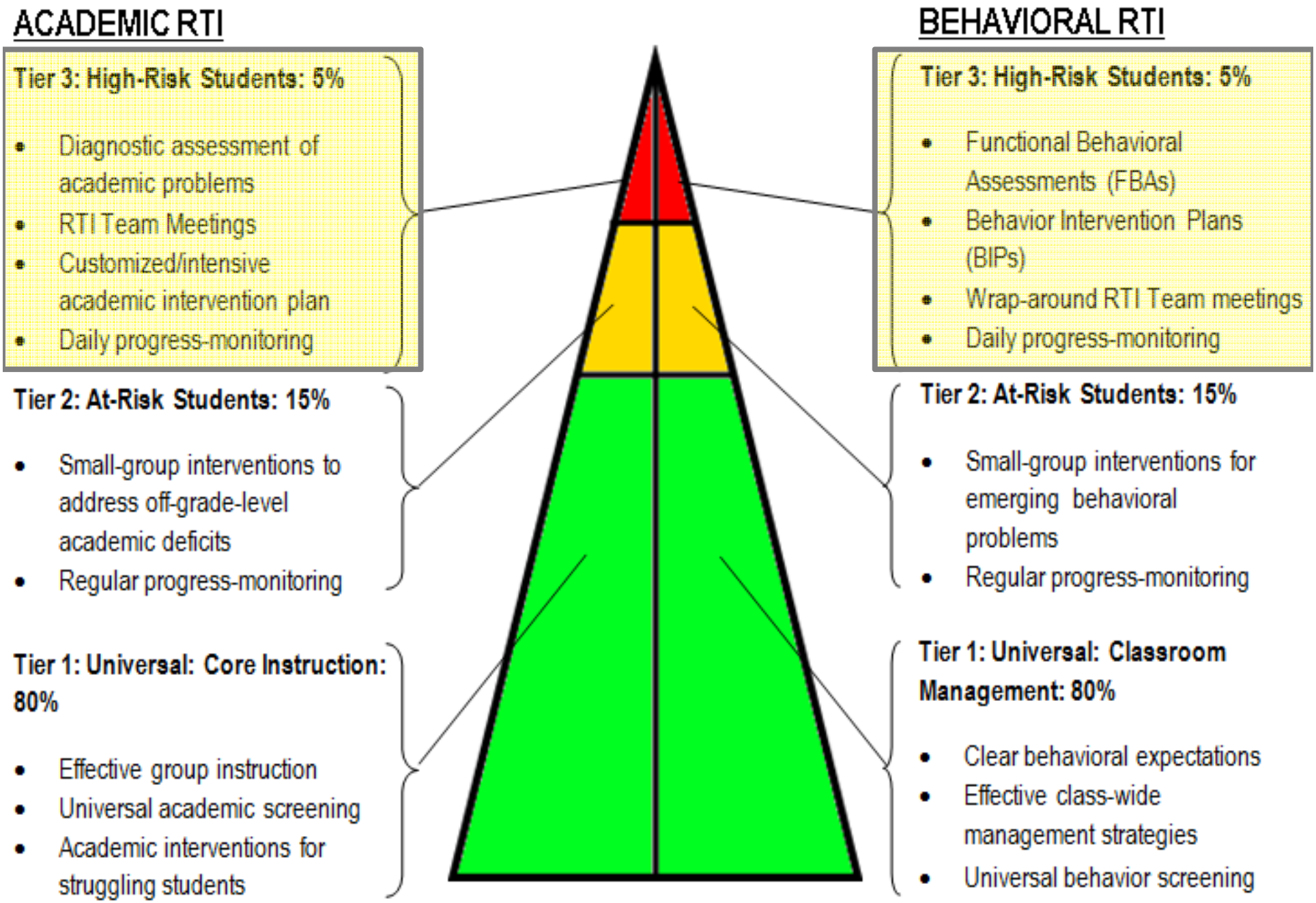
List: Strengths, Talents, Interests, Incentives		
☐ _____	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

STEP 3: Review Background/Baseline Data. Summarize *relevant* background or baseline information that reveals the student's current level of functioning (e.g., attendance, office disciplinary referrals, student grades, Curriculum-Based Measurement data, Daily Behavior Report Card ratings, direct observations of behavior, etc.).

Name of Data Source	Data Value(s)
Source 1:	
Source 2:	
Source 3:	

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



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

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

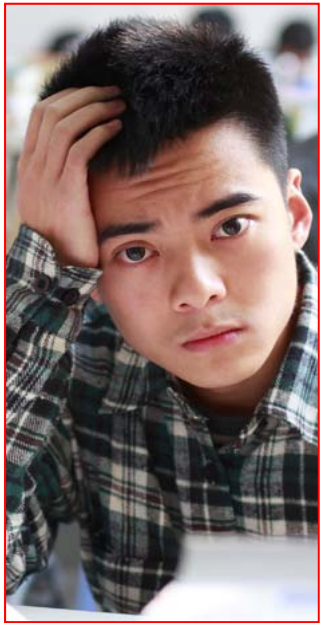
RTI: Tier 3: Intensive Intervention

In your teams, discuss ideas for accomplishing each of these RTI building objectives:

- Train your RTI Team to follow a structured meeting agenda that moves reliably through the steps of the problem-solving process.
- Create the capacity for case managers to pre-meet with referring teachers to clarify referral concern(s) and decide what assessment data to bring to the initial RTI Team meeting.
- Develop a Tier 3: RTI Team referral process that is timely—and also capable of screening out students whose needs can better be met at the Tier 1 or Tier 2 level.
- Create decision rules in coordination with the Special Education Department to determine when a student with serious academic deficits should be considered a 'non-responder' and referred for a Special Education evaluation.

Academic Interventions for MS/HS Classrooms

Strategy 1: Teach students 'efficient learning strategies'.



Source: Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

“*The secret of getting ahead is getting started.*”

-Mark Twain

How to…Promote: Reading Comprehension

Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

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

Reading Comprehension: Self-Management Strategies

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

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

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

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Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Reading Comprehension: Self-Management Strategies

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

1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
3. TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

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

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ASK-READ-TELL (ART): Student Worksheet (McCallum et al., 2010)

Name: Passage/Page Title: Date:

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).

Conference Web Page)

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

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

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

1.

2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

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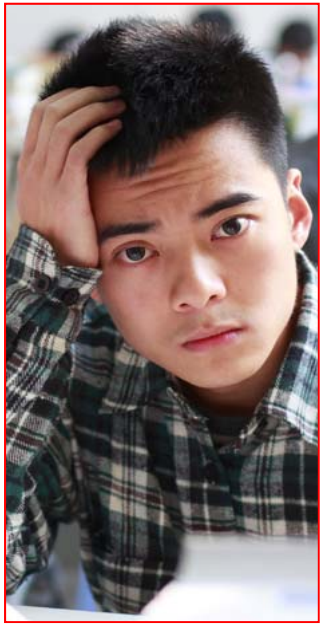
Academic Interventions for MS/HS Classrooms

Strategy 2: Break long-term or global academic objectives into manageable, short-term goals.



Source: Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

How To…Promote Academic Self-Management: Work Planning Skills

TUTORIAL: How To…Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

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

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.
- **Work.** The student completes the work.
- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.
- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children, 69*, 431-447.

Independent Work: Student Planner

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

		Planning	Planning	Planning	Self-Evaluation	Self-Evaluation
	Date: __/__/__	**Task:** Describe the assignment or task to be completed.	**Time Allocated:** E.g., "20 minutes"; "11:20 to 11:40"	**Performance Goal:** Your goal for the amount, accuracy, and/or quality of work to be completed.	**Actual Performance:** Amount, accuracy, and/or quality of the work *actually completed.*	**Goal Met?:** Did you achieve the goal within the time allocated?
1	__/__/__	Select Topic				☐ YES ☐ NO
2	11 10 15	Locate Sources	2 hours	Find at least 3 reputable sources	Found 3 sources	☐ YES ☒ NO
3	__/__/__	Create Notes from Sources				☐ YES ☐ NO
4	__/__/__	Organize Notes into Paper Outline				☐ YES ☐ NO

Adjustment: Find any 'NO' responses in the **Goal Met?** column. In the space below, write the number of that goal and your plan to improve on that goal next time.

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

Number of Goal Not Met & Action Plan to Fix: _____

Number of Goal Not Met & Action Plan to Fix: _____

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children, 69*, 431-447.

How To…Promote Academic Self-Management: The Learning Contract

Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract: Example: Negotiable and Non-Negotiable Elements

Troy Blue's Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items

I have chosen to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.
2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.
3. .

Non-Negotiable Items

I am also expected to complete the following actions:

1. I will be on-time for class.
2. I will turn in at least 80% of assigned homework, with all work completed.
3. I will check in with the instructor during his free period at least once per week and bring any questions from current work.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

Sign-Offs

Mr. Frank Smith	*Troy Blue*	*Diane Blue*
Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

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Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

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Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course. This example divides actions into 2 groups: 'Negotiable' & 'Non-Negotiable'.

Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

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Sign-Offs

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Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

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Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

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actions:

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Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Sign-Offs

Mr. Smith	Troy Blue	Diane Blue
Mr. Frank Smith	*Troy Blue*	*Diane Blue*
Teacher	Student	Parent

Mr. Smith Teacher | Troy Blue Student | Diane Blue Parent

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How To…Promote Academic Self-Management: Academic Survival Skills Checklists

The Problem That This Tool Addresses:

Academic Survival Skills Checklist

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

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

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

Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. Psychology in the Schools, 43, 7-17.

Academic Survival Skills Checklist: What It Is…

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

Academic Survival Skills Checklist

Academic Survival Skills Checklist: Homework
1. WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY. Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.
2. ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS. Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.
3. USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK. Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

Academic Survival Skills Checklists: 5 Uses

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

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Academic Survival Skills Checklist Maker

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

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

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

Teachers can use the application to create and print customized checklists and can also save their checklists online.

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Activity: Tools for Self-Management

In your groups:

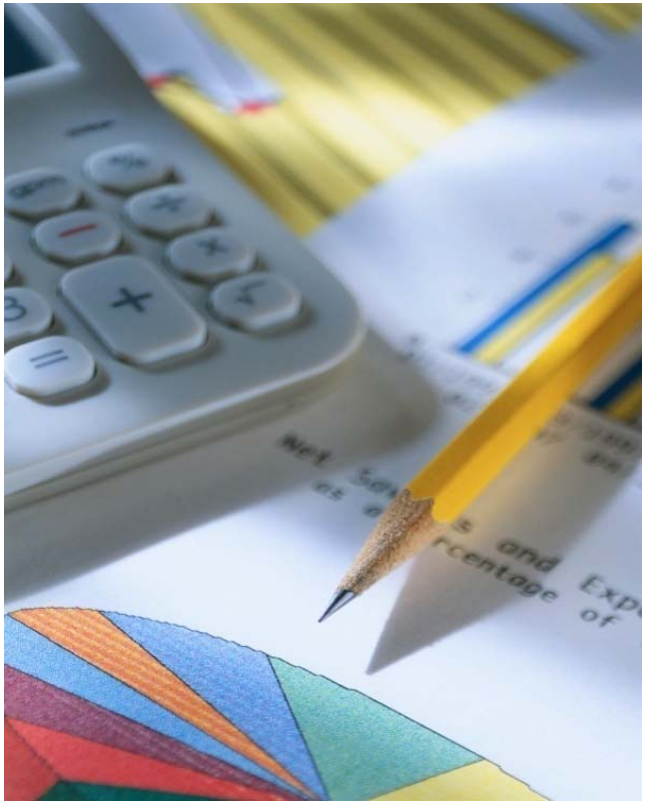
- Review the several academic self-management tools presented in this workshop.
- Discuss how you might use any of these tools to motivate students by giving them the skills to break down and complete complex tasks.

Self-Management Tools

- Linking Pronoun to Referent
- Read-Ask-Paraphrase: Comprehension
- Ask-Read-Tell: Comprehension
- Work Planning Skills & Form
- Learning Contracts
- Academic Survival Skills Checklists

RTI: Systems-Level Change

Jim Wright
www.interventioncentral.org



INTERVENTION CENTRAL

RTI &Teacher Reluctance: What are reasons why teachers may be reluctant to support RTI in the classroom?

RTI & 'Teacher Reluctance'

The willingness of teachers to implement interventions is essential in any school to the success of the RTI model. Yet general-education teachers may not always see themselves as 'interventionists' and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers' reluctance to accept elements of RTI may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as RTI intervention 'first responders'…

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

1. **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.

2. **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions(Cont.)

3. **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.

4. **'Status Quo' Bias.** Teachers are comfortable with the current situation and do not sense a need to change their professional routines.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

5. **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose control of the classroom.

6. **'Undeserving Students'.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are 'more deserving'.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

7. **The Magic of Special Education.** Content-area teachers regard special education services as 'magic'. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.

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05:00
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3. **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.
4. **'Status Quo' Bias.** Teachers are comfortable with the current situation and do not sense a need to change their professional routines.
5. **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose control of the classroom.
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7. **The Magic of Special Education.** Content-area teachers regard special education services as 'magic'. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.

Activity: RTI Self-Check

- Look over the sections of the handout *Critical RTI Elements Checklist* that deals with Tiers 1-3 (pp. 2-5).
- Use the checklist to evaluate your current implementation of the RTI academic model for each Tier.
- Note any gaps in your present RTI model.
- Be prepared to report out.

ical RTI Elements: A Checklist

omponents of the RTI model. Review each element and discuss how to implement

ence-Based & Implemented With Integrity

e classroom teacher is the 'first responder' for students with academic delays.
ividually support the student should be documented.

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	**Tier 1: High-Quality Core Instruction.** The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above gradewide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
☐ YES ☐ NO	**Tier 1: Classroom Intervention.** The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness.	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
☐ YES ☐ NO	**Tier 1: Intervention Integrity.** Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

Tier 1: Decision Point: Teacher Consultation/Team Meeting

Decision Points: At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	**Tier 1: Classroom Teacher Problem-Solving Meetings.** The school has set up a forum for teachers to discuss students who need Tier 1 (classroom) interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms: • *Consultant.* The school compiles a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and to document an intervention plan. • *Grade-Level Team.* The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.

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Building Activity: *Next Steps*

- Appoint a recorder.
- Review the 3 next-steps goals listed here.
- For each goal, come up with ideas for moving RTI forward at your school.

RTI: School-Wide & Tier 1: Next Steps

1. **RTI Training Plan: Teacher Awareness.** What RTI information teachers need to know in the next school year; what dates/settings will be used to share RTI information with staff; how teachers will be given an opportunity to engage in discussion about the RTI model.
2. **Tier 1: Classroom Intervention Toolkit.** Who teachers talk with; what research-based strategies they use; what form(s) they fill out; what students they identify for intervention; how long the intervention lasts.
3. **Tier 3: RTI Team.** Formalizing Team roles; adopting a consistent problem-solving meeting structure; inventorying school-wide intervention resources at Team's disposal.