

# The Middle/High School Teacher as 'First Responder': RTI/MTSS & Struggling Learners: Part 2

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



Intervention Central  
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo for Intervention Central is on the left, and the tagline "Your source for RTI resources" is on the right. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", accompanied by social media sharing buttons for Facebook, Twitter, Print, Email, and Google+. Below the heading, there are three main sections: "Products" featuring "RTI Data Collection Forms & Organizer", "Latest Updates" with a post from September 17th, 2013 about "Reduce Time-Outs With Active Response Beads", and a featured article from November 20, 2013, titled "Building Sight-Word Vocabulary: 4 Methods". On the right side, a "Featured Tools" list includes various interactive resources like the Academic Intervention Planner, Behavior Intervention Planner, and Dolch Wordlist Fluency Generator. A central image shows a teacher and four students working together at a table.

**INTERVENTION CENTRAL** Your source for RTI resources

Home Academic Interventions Behavior Interventions Products Workshops CBM Downloads Blog Contact

## Response To Intervention – RTI Resources

Like Tweet Print Email +1 56

**Products**

RTI Data Collection Forms & Organizer

**Latest Updates**

September 17th, 2013  
**How To: Reduce Time-Outs With Active Response Beads**  
Active-Response Beads-Time Out replaces in-class time-out, promotes students' use of calm-down strategies, enhances behavioral self-management skills, and minimizes exclusion from academic activities.  
[Read more...](#)

**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

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. [Spread the word about ICI!](#)

[20 Nov 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.

[18 Nov 2013]. **CBM Warehouse: New Resources for Tracking Basic Academic Skills.** Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 8 areas: [Letter Knowledge](#), [Oral Reading Fluency](#), [Reading Comprehension \(Maze\)](#), [Early Math \(Number Sense\)](#), [Math Computation](#), and [Written Expression](#).



## **Workshop Information**

Here are some points to review about today's training:

1. Please keep your microphone muted until the Q&A segment.
2. You will have the opportunity to participate. In
3. The PowerPoint and handouts for today's training are posted at this URL:

<http://www.interventioncentral.org/rcscsd>

## About Jim Wright



Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the [InterventionCentral.org](http://InterventionCentral.org) website.

This handout has instructions for interventions discussed today.

Sample Classroom Interventions for Reading  
and Work Engagement from Jim Wright



Goshen Schools: 24 Feb 2021

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/rcscsd>

# Workshop Agenda



-  1. *Sample Academic Interventions.* What are examples of interventions suitable for MS/HS classrooms?
-  2. *Questions.* What are your questions about Tier 1/classroom interventions?

## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

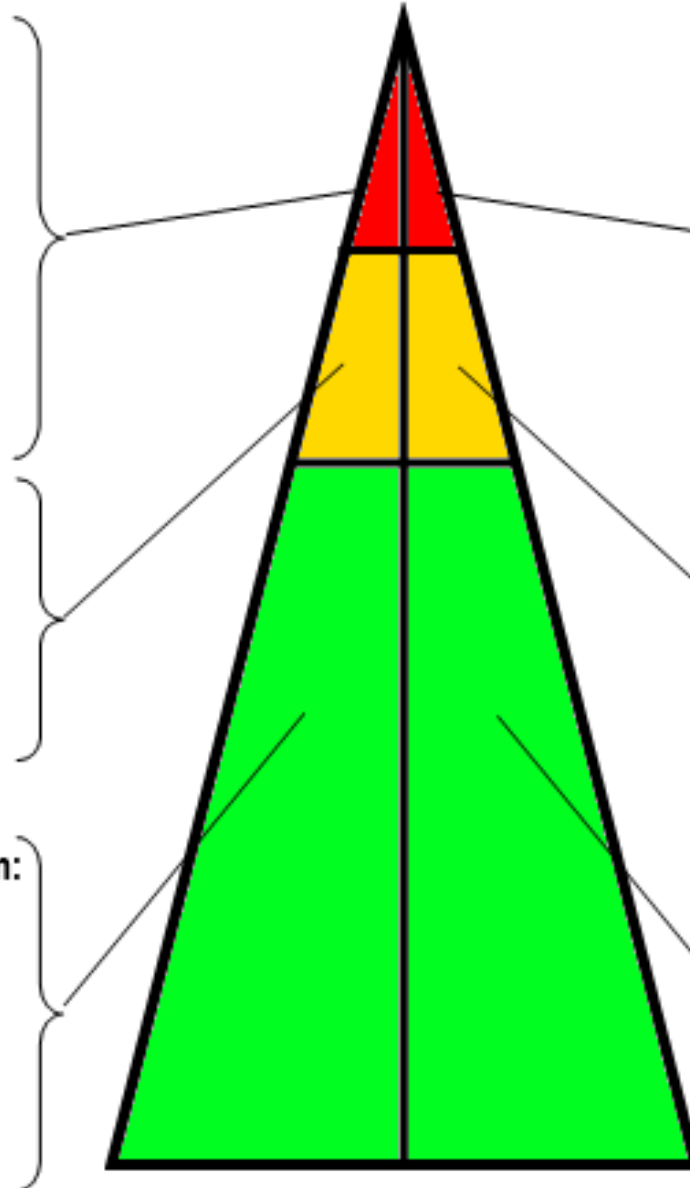
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **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



## MTSS: BEHAVIOR

### **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



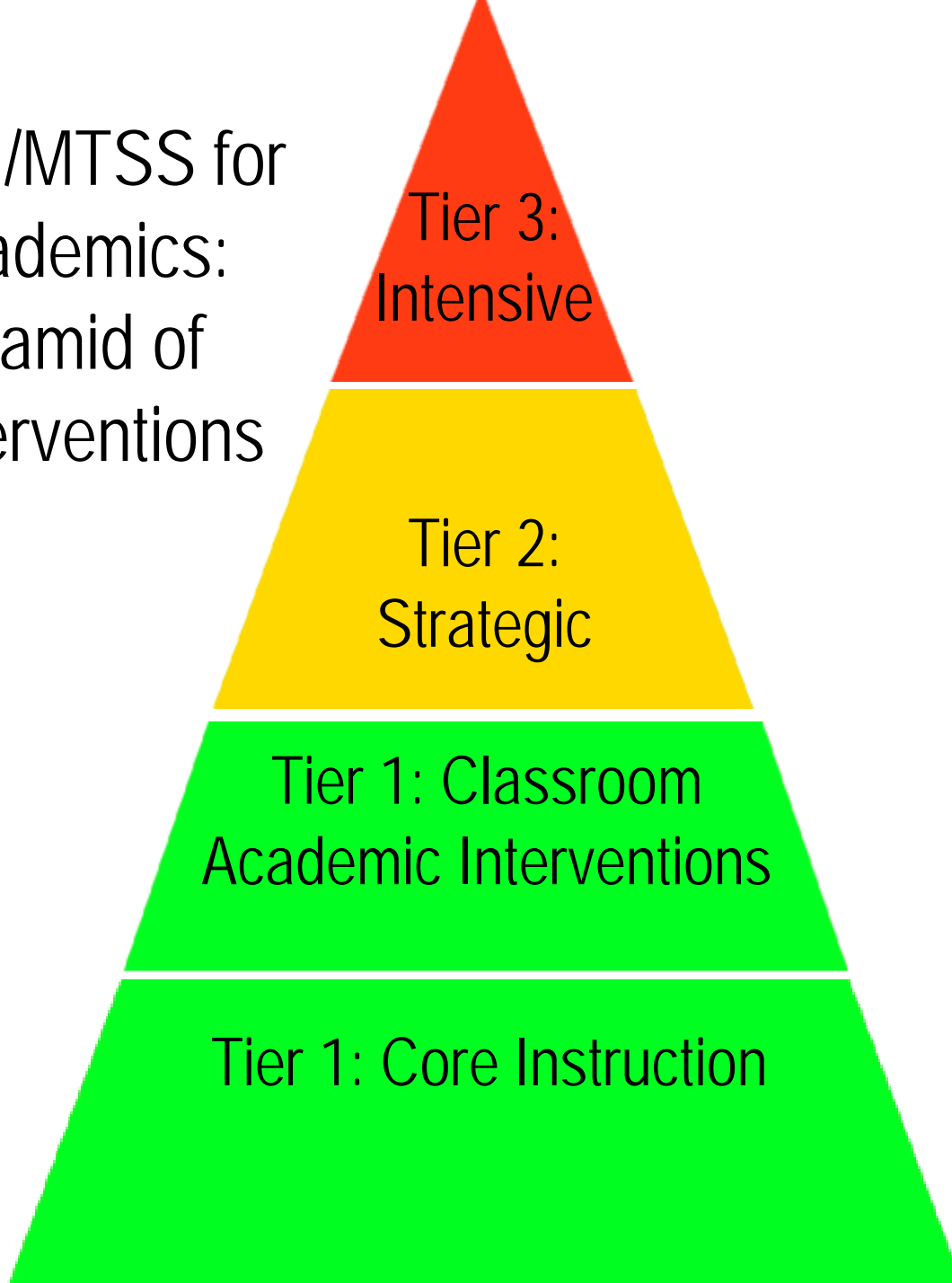
RTI/MTSS for  
Academics:  
Pyramid of  
Interventions

Tier 3:  
Intensive

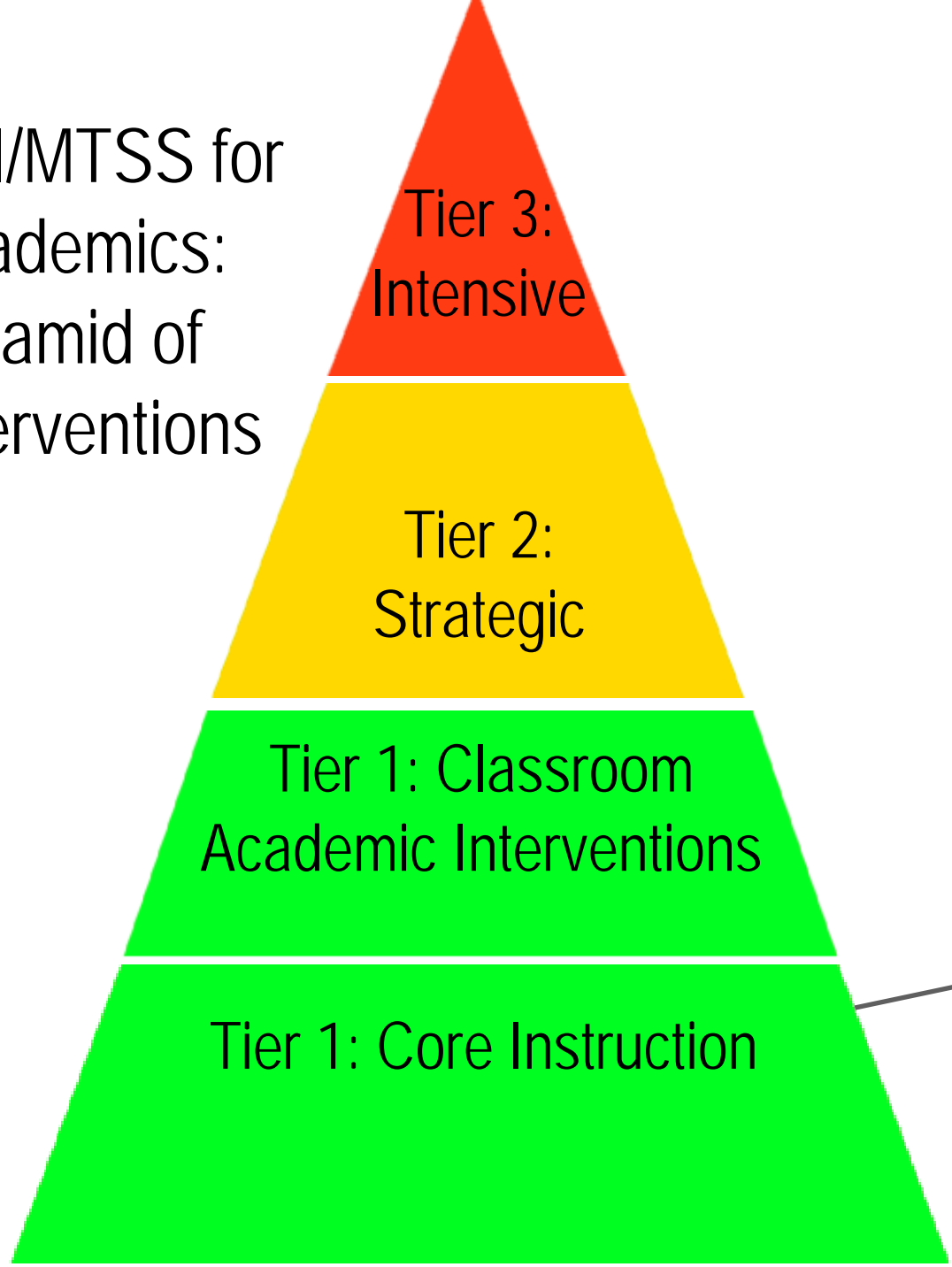
Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction



RTI/MTSS for  
Academics:  
Pyramid of  
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Intensive

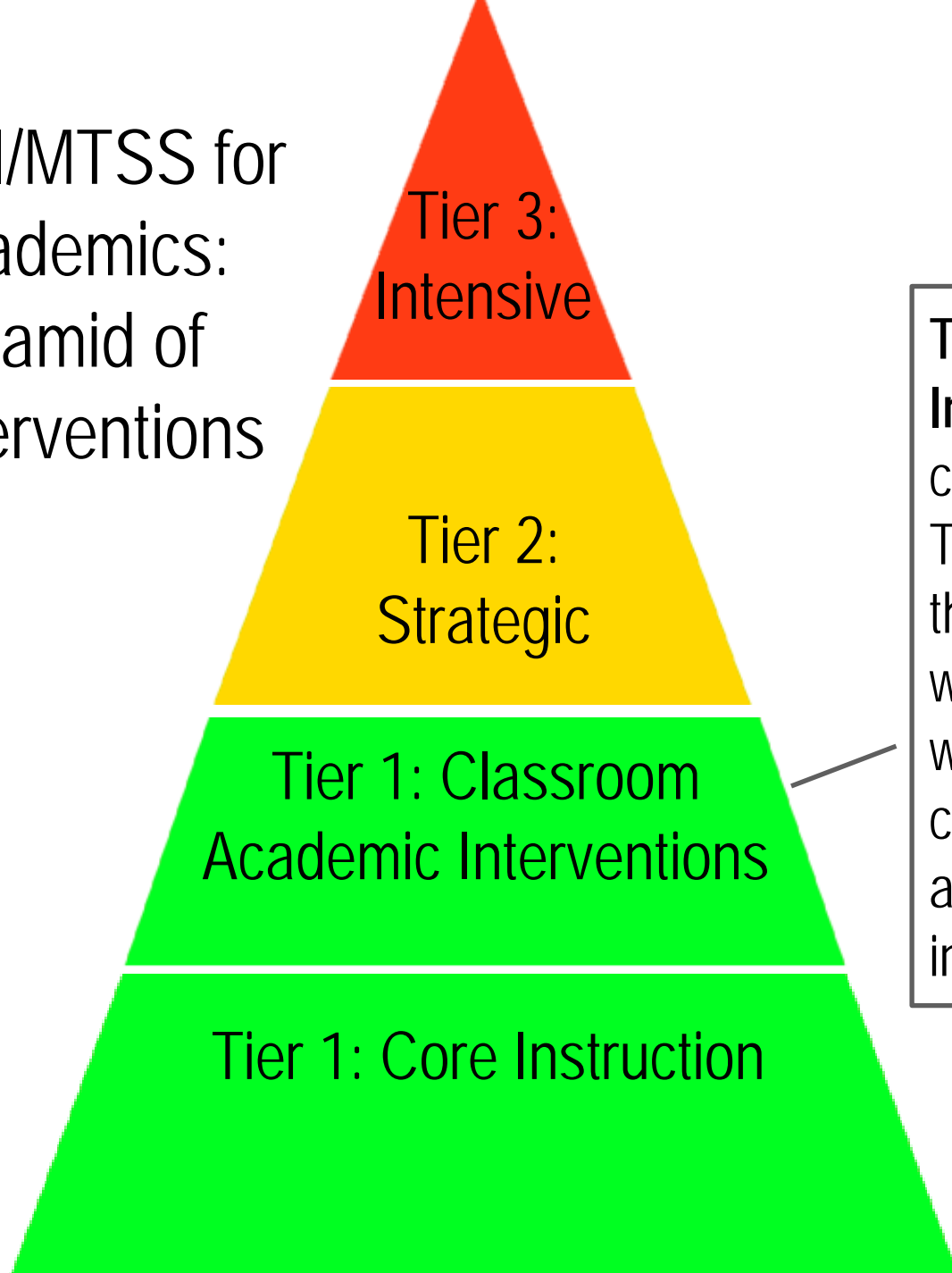
Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction

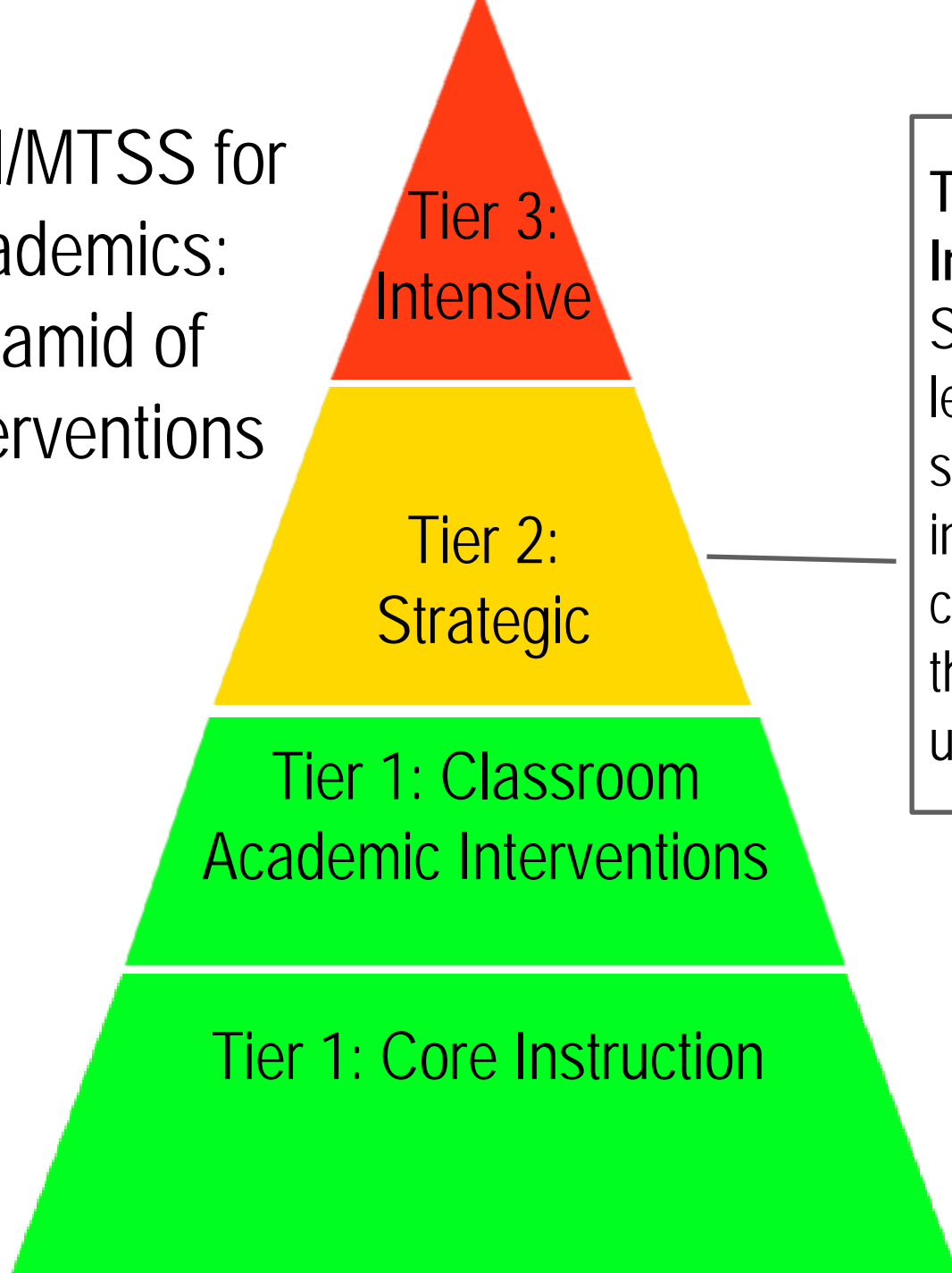
**Tier 1: Core Instruction (100%).** Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



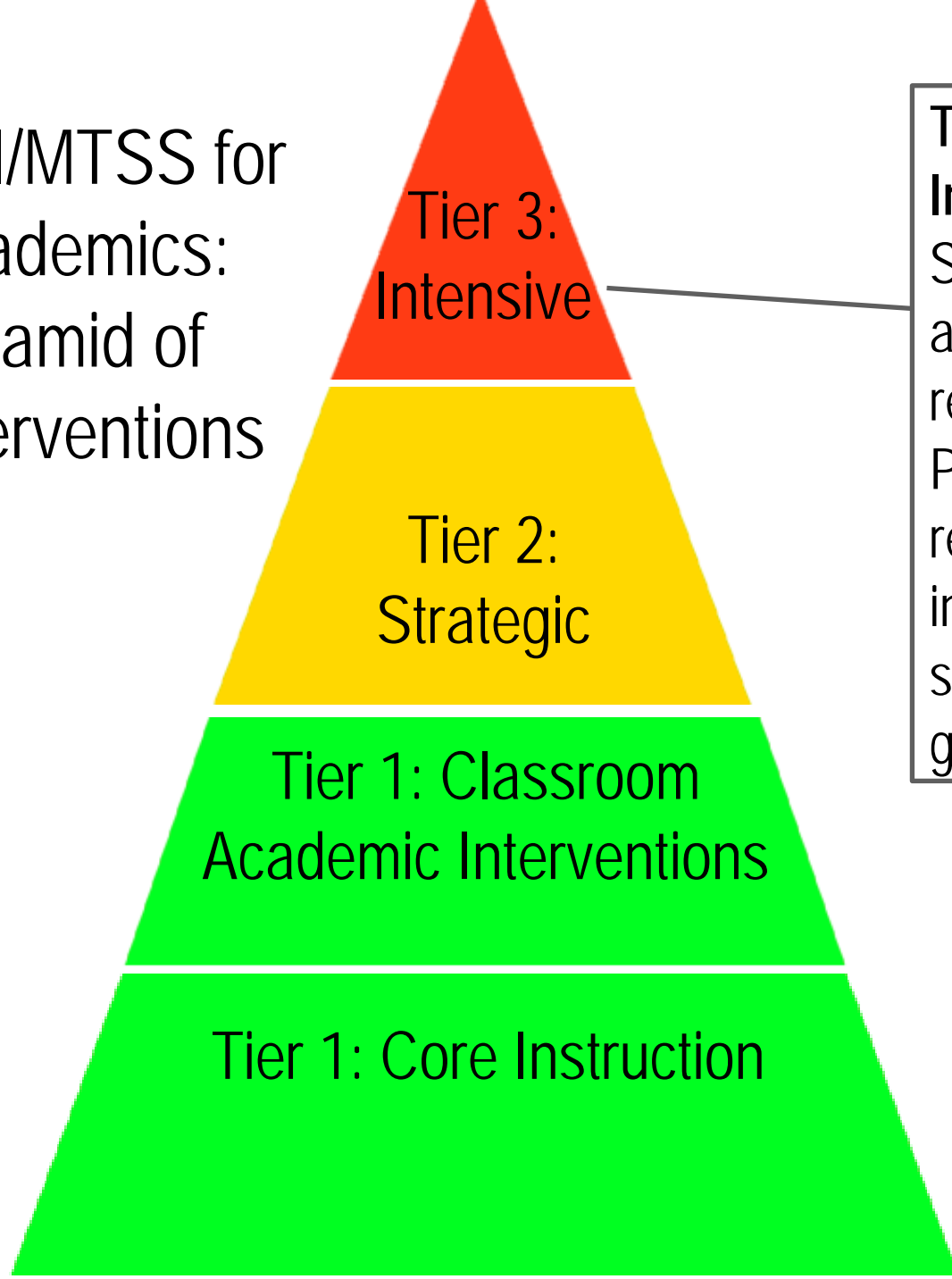
**Tier 1: Classroom Intervention.** The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



**Tier 2: Strategic Intervention (10-15%).** Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

# RTI/MTSS for Academics: Pyramid of Interventions



**Tier 3: Intensive Intervention (1-5%).** Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

# Pivot Points: Strengthening the Student Skillset

Basic academic skills

Emotional control

Academic  
'survival skills'

Peer interactions

Work completion

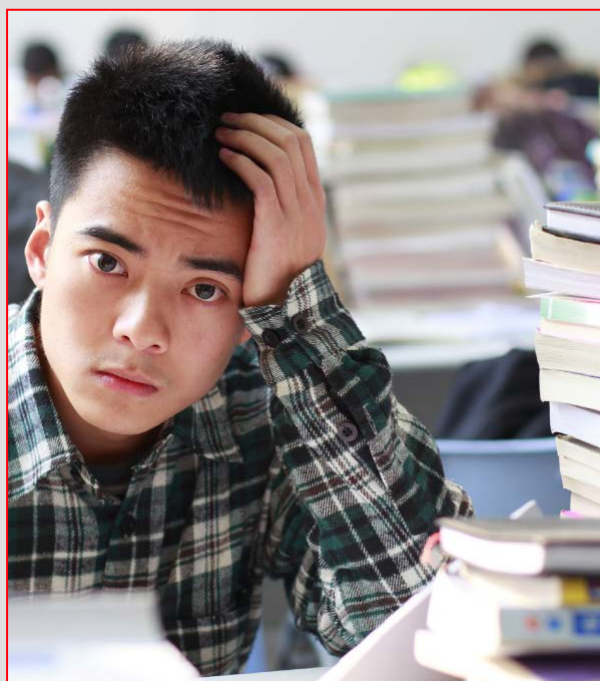
Self-efficacy

Transitions

Self-understanding

Attentional focus

Self-advocacy





Strategy to increase...

Class Participation:

Numbered Heads Together



# Motivating Students Through Collaboration: Numbered Heads Together

1. Create student teams of 4.
2. At teacher discretion during large-group instruction, pose a question to the teams.
3. Allow wait-time for discussion.
4. Elicit student responses.



# 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.]



Strategy to increase...

Work Engagement:  
Learning Contract

# RTI Files: Case 2

Russell  
Grade 10

*Problem:*

Attendance and  
preparedness

*Intervention:*

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.

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  
Teacher

Troy Blue  
Student

Diane Blue  
Parent

Learning Contract:  
Example:  
Negotiable and  
Non-Negotiable  
Elements

# 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.

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**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'.

*Diane Blue*

Learning Contract:  
Example:  
Negotiable and  
Non-Negotiable  
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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.

able Items-----

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able Items-----

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of class notes supplied by the teacher to fill in any gaps in

actions:

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ing his free period at least once per week and bring any

**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.

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*Troy Blue*

*Diane Blue*

Mr. Smith

Teacher

Troy Blue

Student

Diane Blue

Parent

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zoom POLL



Strategies to increase...

Reading Comprehension

## 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: Text Summarization

## Read-Ask-Paraphrase:

During independent reading, the student will:

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

## Delivering 'Classroom' Academic Interventions: Options...

### Tier 1: Classroom: Whole Class.

Because many students need the intervention, the teacher trains the entire class to use RAP and assigns it as homework for challenging readings.

### Tier 1: Classroom: Small Group.

The teacher conducts a group training for several students who need the RAP strategy.

**Tier 1: Classroom: 1:1.** The teacher trains a single student to use RAP.

### Read-Ask-Paraphrase



**Tier 1/2: Cross-Age Peer Tutoring.** Older students are assigned as tutors/mentors to younger learners. One item in their tutoring toolkit is RAP. Teaching staff supervise these tutors.

**Tier 2: Small Group.** The AIS provider creates a 6-week mini-course in applied reading comprehension strategies, including RAP. Students are recruited based on school-wide screening data and teacher nominations.

**Tier 2: Adult Mentor.** A teaching assistant 'checks in' with select Tier 2 students at the the start and end of the school day about their school work. The TA trains students to use RAP, monitors their use of it, and informs classroom teachers as well so they can support its use.

# Reading Comprehension: Self-Monitoring

## Read Actively:

- The instructor teaches students to first read through each paragraph, paying attention to the topic and important details and facts.
- The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage.
- Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student accurately recalled.
- This process is repeated with all paragraphs in the passage.

## Reading Comprehension: Self-Monitoring

- **Reading-Reflection Pause** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every five minutes; at the end of each paragraph).
- At the end of each interval, the student pauses briefly to recall the main points of the reading.
- If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who need to build 'reading endurance'.

*Source:* Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text through rereading. *The Reading Teacher*, 63(7), 556–565.

# Reading Comprehension: Tween Tribune

- Text samples used in this part of the workshop are from Tween Tribune ([www.tweentribune.com](http://www.tweentribune.com)).
- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.
- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage challenged older readers.

## Reading Comprehension: Annotation

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles circle in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

### Exploring the amazing world of lichens

By: Maggy Benson, [Q2rius](#)

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group,

when algae and fungus come together, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group, meaning they do not all come from a single common ancestor, in other words, lichens have many origins. Currently there are almost 20,000 species of lichenized fungi known.



# Reading Comprehension: Annotation

- Mark It/Jot It prompts text interaction by marking up & annotation.

## Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

?

How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

!

It's weird to have insects in a fancy meal.

# Reading Comprehension: Annotation

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

## Double-Entry Reading Journal

Student: Tim S. Date: Feb 24, 2021

Reading Assignment: Would You Eat Soup Made from Crickets?

Passage from My Reading	My Thoughts About This Passage
<i>It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.</i>	I would not want to eat insects if they are not safe as food.
<i>In Thailand alone, there are 200 species of insects eaten as food.</i>	This reminds me of how people eat shrimp in the USA.

<p><b>Sentence Starters:</b> This reminds me of ____.</p> <p>This makes me think of ____.</p> <p>This is important because ____.</p> <p>I think this means ____.</p>	<p>The reason I picked this is ____.</p> <p>What confuses me about this is ____.</p> <p>This is interesting, because ____.</p> <p>Somebody who reads this might believe that ____.</p>
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Source: Poch, A.L., & Lembke, E.S. (2018). Promoting content knowledge of secondary students with learning disabilities through comprehension strategies. *Intervention in School and Clinic, 54*(2), 75-82.

# Reading Comprehension: Activating Prior Knowledge

- **Anticipation Guides** preview key information for students through a non-graded pre-assessment.

## Why do we sneeze?

By: Ask Smithsonian, *Smithsonianmag.com*

You asked us, why do we sneeze? Well, when the split-second autopilot reflex kicks in causing us to...

Anyways, it's basically our bodies' way of getting rid of irritants. The result is that air along with droplets of water and mucus get forcefully puffed out of our mouth and nose. I'm talking up to 100 mph.

The teacher's anticipation guide was a ride on that shot train.

Step 1: Select a passage, ID important information.

Step 2: Create an Anticipation Guide 'quiz': 5-7 items

A. A sneeze can travel:  
 10 mph     50 mph     100 mph  
 B. Nose mucus contains no microbes.  
 Agree     Disagree

Step 3: Have the student complete the AG quiz.

Step 4: Direct the student to complete reading, revise quiz answers if needed.

# Reading Comprehension: Cooperative Learning

- **Partner Retell** builds students' ability to summarize and recall main ideas from assigned readings.



**For the first time, a Observatory has be female astronomer:**

By: Katherine J. Wu, *Smithsonian Magazine*

Just two years before it's slated to take its first observations, the much-anticipated Large Synoptic Survey Telescope (LSST) has received a new name. In an announcement from the International Astronomical Society, official on October 2021 and begin science observations at the Vera C. Rubin Observatory, the United States observatory has been named for Space.com.

For those keeping close tabs on the news, it's no surprise. The initiative to rename the telescope is in the making, after chairwoman of the International Committee, Eddie Bernice Johnson, and Senator Pedro Colón introduced a bill arguing for the telescope into law on December 20, 2019.

**STEP 1:** Pair off students. Direct them to read the passage (independently or taking turns).

**STEP 2:** The pairs assume exchangeable roles: Reteller and Listener. During a 1-2 minute discussion, Reteller recounts passage main idea to the Listener, who can comment or ask questions.

# Reading Comprehension: Cooperative Learning

- **Partner Retell** builds students' ability to summarize and recall main ideas from assigned readings.



**For the first time, a Observatory has been named after a female astronomer:**

By: Katherine J. Wu, *Smithsonian Magazine*

Just two years before it's slated to take its first light, the much-anticipated Large Synoptic Survey Telescope has been named. In an announcement made at the 23rd meeting of the International Astronomical Society, officials declared that the facility, set to achieve first light in October 2021 and named in honor of the Vera C. Rubin, will be the first in the United States observed from the ground. For Space.com.

For those keeping track, it's a surprise. The initial announcement, after months in the making, after the Rubin Committee, Eddie Colón introduced the bill into law on Decem

**STEP 3:** Bring the class together. With group input, summarize the passage main idea and write on the board.

**STEP 4:** Direct student pairs to resume their work: The Reteller is to locate two key details from the reading that support the passage main idea and share these with the Listener. .

# Reading Comprehension: Cooperative Learning

- **Partner Retell** builds students' ability to summarize and recall main ideas from assigned readings.



**For the first time, a Observatory has been named after a female astronomer:**

By: Katherine J. Wu, *Smithsonian Magazine*

Just two years before it's slated to take its much-anticipated Large Synoptic Survey Telescope name. In an announcement made at the 23rd International Astronomical Society, officials declared that starting in October 2021 and begin science operations at the Vera C. Rubin Observatory (VRO). The United States observatory has been named in honor of the late astronomer for Space.com.

For those keeping close tabs on the facility, it's no surprise. The initiative to rename the observatory has been more than six months in the making, after chairwoman of the House Science, Space and Technology Committee, Eddie Bernice Johnson, and congresswoman Jenniffer González-Colón introduced a bill arguing for Rubin's recognition. Officials enacted the bill into law on December 20, 2019.

**STEP 5:** At the end of the activity, conduct a spot check by randomly calling on one or more students in the Listener role and asking them to recap what information on key details was shared by their Reteller.

# Reading Comprehension: Cooperative Learning

- Collaborative Strategic Reading (CSR) guides students through the reading timeline (pre-reading, reading, post-reading).



## Get out your binoculars—birds are making their annual trek north

By: Jennifer Nalewicki, *Smithsonianmag.com*

Daffodils, cherry blossoms and tulips are thawing landscape now that spring is near now, dozens of species of birds have left embarking on their annual journey north coming weeks, even more will spread the ancestors once did.

### Facts About Spring Migration

Spring is a particularly wonderful time for research technician at the Smithsonian M Smithsonian.com. "During the spring, the males have on their beautiful plumage to attract mates," he says. "So you'll see birds at their most vibrant." Another bonus to spring migration is that it occurs as a mass movement. It takes place over a shorter timeframe than its fall counterpart, since birds are anxious to reach their breeding grounds and begin mating.

**Step 1: Preview.** The student pairs preview the text (headings, illustrations, etc.) and share predictions about content. They write predictions in their learning log.

# Reading Comprehension: Cooperative Learning

- Collaborative Strategic Reading (CSR) guides students through the reading timeline (pre-reading, reading, post-reading).



**Get out your binoculars—birds are making their annual trek north**

**Step 2: Comprehension Check.** The students take turns reading aloud. When either reader stumbles on a section (e.g., difficult vocabulary), they say 'clunk' and apply fix-up strategies:

- *I reread the clunk segment at a slower pace.*
- *I focus my full attention on what I am reading.*
- *I read the sentences before and after the clunk for clues about its meaning.*
- *I reread the sentence without the clunk to see what word-meaning might make sense.*



## Reading Comprehension: Cooperative Learning

- Collaborative Strategic Reading (CSR) guides students through reading time, reading, re-reading, and post-reading.

**Step 3: Gist.** The students next review each paragraph, asking these 2 questions:

- *Who or what is the paragraph about?*
- *What is the most important information shared about the who or what?*

They enter gist summaries for each paragraph in the learning log.

### Sample Paragraph Summary:

*In spring, large numbers of birds fly north. Their plumage is bright. Many birds fly north at the same time.*



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# Reading Comprehension: Cooperative Learning

**Get out your binoculars—birds are making their annual trek north**

• Collaborative Strategic Reading

(CSR) guides students reading together, reading, post-read

**Step 4: Q Generation:** Students review gist entries. For each paragraph, the students generate one or more questions that can be answered by gist summary. These questions can be used later as a convenient review tool.

**Sample Paragraph Question:**

*What number of birds migrate north in spring?*

...htening up the ...s March 19. Right ...the south and are ...ation. In the ...e same route their ...y Guida, a ...research technician at the Smithsonian Migratory Bird Center, told Smithsonian.com. "During the spring, the males have on their beautiful plumage to attract mates," he says. "So you'll see birds at their most vibrant." Another bonus to spring migration is that it occurs as a mass movement. It takes place over a shorter timeframe than its fall counterpart, since birds are anxious to reach their breeding grounds and begin mating.



05:00

[www.interventioncentral.org](http://www.interventioncentral.org)

## Activity: Classroom Interventions

Select 1 idea from this list that you would be interested in using with your student(s).

### *Sampler: Classroom*

#### *Interventions:*

- Class Participation: Numbered Heads Together
- Work Engagement: Learning Contract

#### Reading Comprehension:

- Read-Ask-Paraphrase: Text Summarization with Organizer
- Read Actively: Self-Monitoring
- Reading Reflection Pause: Self-Monitoring

#### Reading Comprehension (Cont.):

- Linking Pronouns to Referents: Annotation
- Mark It/Jot It: Annotation
- Double-Entry Journal: Annotation
- Anticipation Guides: Activating Prior Knowledge
- Partner Retell: Cooperative Learning
- Collaborative Strategic Reading: Cooperative Learning



Strategies to improve...

Academic Survival Skills

# 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: Homework

1. Write down assignments correctly.
2. Assemble all necessary homework materials.
3. Use available school time to get started on homework.
4. Create an optimal homework space.
5. Schedule a regular homework time.
6. Develop a daily homework plan....

## Academic Survival Skills Checklists: 5 Uses

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





# Academic Survival Skills Checklist Maker

(Posted on workshop page)

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.

If you have any suggestions or comments about this tool, please mail me.

Save

Start New Checklist

## Academic Survival Skills Checklist Maker

Success in school depends on the student acquiring effective 'academic survival' skills such as study skills, time management, and homework completion. The **Academic Survival Skills Checklist Maker** is a free application that allows teachers, students, and parents to assemble 'how to' checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability! (For suggestions on how to use these checklists, download Jim Wright's [Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners.](#))

Select Checklist: Study Skills

### Selected Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and items on this list are editable.

### Study Skills

Study Skills relate to the systematic, purposeful review, practice, and mastery of academic material.

### Your Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

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MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

### Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

# Activity: RTI/MTSS Questions/ Discussion

What questions do you have about classroom interventions at the middle/high school level?



# Classroom **Academic** Interventions: Common Teacher Questions

- In any Tier 1/classroom intervention, what is the student's responsibility ?
- Can a conference with parent(s) and student count as a Tier 1/classroom intervention?
- If a student already receives Tier 2/AIS services, does he/she still need a Tier 1/classroom intervention?





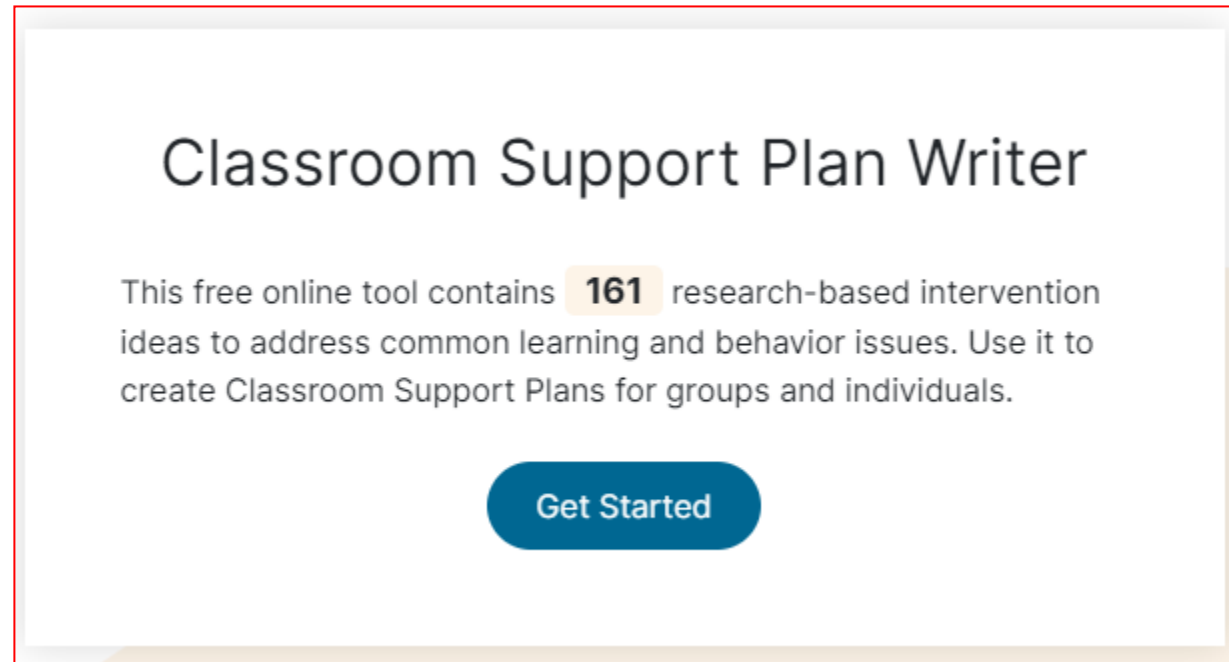
## COMING ATTRACTIONS: CLASSROOM SUPPORT PLAN WRITER

# Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.
- select specific intervention ideas matched to particular groups or individuals.
- add personal notes to the plan to clarify implementation.
- label, download, and print the resulting customized 'Classroom Support Plan'.

**The Classroom Support Plan Writer.** Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

A screenshot of a web application interface for 'Classroom Support Plan Writer'. The title is centered at the top. Below it, a paragraph of text describes the tool's features, including a highlighted number '161'. At the bottom center, there is a blue button with white text that says 'Get Started'.

**Classroom Support Plan Writer**

This free online tool contains **161** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.

[Get Started](#)

URL: <https://interventioncentral-vue.firebaseio.com/>