An Introduction to RTI & Classroom Interventions *Jim Wright*

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Workshop PPTs and handout available at:

http://www.interventioncentral.org/mresc_rti

Workshop Agenda



- 1. RTI: Introduction. What are the elements of the RTI model? And what are basic decision rules for deciding whether an RTI student is a 'non-responder'?
- **2. Tiers of Intervention**. What are the 3 levels of intervention in RTI—and how should those levels be organized?
- **3.** Schoolwide Screening. How do schools using screening tools to proactively find and address student problems?
 - 4. RTI & Systems Change. How can a district-level RTI Leadership Team help schools to plan for a smooth RTI roll-out?
 - 5. **RTI Audit: Next Steps**. What are the next steps that your school or district can take to strengthen and expand RTI implementation?





RTI: Why? What is the reason that schools are adopting an RTI model?



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School Instructional Time: The Irreplaceable Resource

"In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery." p. 177

Source: Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 177-193).

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

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- Functional Behavioral Assessments (FBAs)
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- 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

Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

- 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.

RTI Assumption: Struggling Students Are 'Typical' Until Proven Otherwise...

RTI logic assumes that:

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

Only when the student shows through welldocumented interventions that he or she has 'failed to respond to intervention' does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.



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RTI: Sample Decision Rules: Identifying the Academic 'Non-Responding' Student

The student:

- received interventions in current classroom to address concerns.
- has completed 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—with each trial lasting at least 6-8 weeks.
- continues to show a large academic 'performance deficit'.
- has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI 'evidence trail' shows that the student's interventions were:

- research-based.
- appropriately matched to the student concern.
- carried out with integrity.

- 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.



Pivot Points. What are key classroom competencies that ANY student needs for school success?



The Struggling Student in a General-Education Setting: Pivot Points



Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. Wumber in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

| Ranking | anking Student Competency | |
|---------|--|--|
| | A. Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork. | |
| | B. Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning. | |
| | C. Work Completion. The student independently completes in-class work and homework. | |
| | D. Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content- area classes; specials). | |
| | E. Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently. | |
| | F. Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations. | |
| | G. Peer Interactions. The student collaborates productively and has positive social interactions with peers. | |
| | H. Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset'). | |
| | Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social- emotional functioning. | |
| | J. Self-Advocacy. The student advocates for their needs and negotiates effectively with adults. | |

Pivot Points p. 10 The Struggling Student in a General-Education Setting: Pivot Points

Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.

Pivot Points: The Struggling Student in a General Education Setting



Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.





 Academic Survival Skills. The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.



Pivot Points: The Struggling Student in a General Education Setting



 Work Completion. The student independently completes in-class work and homework.





Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).



Pivot Points: The Struggling Student in a General Education Setting



Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.





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Pivot Points: The Struggling Student in a General Education Setting



. Peer Interactions. The student collaborates productively and has positive social interactions with peers.



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Pivot Points: The Struggling Student in a General Education Setting



Self-Understanding. The student can articulate their relative
patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.



10. Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.



| Pivot Points: The Struggling Student in a General- Education Setting: ACTIVITY | | | | |
|---|---|--|--|--|
| • | Basic Acadomic Skills. The student has sufficient mastery of bas DIRECTIONS. Review the 10 'pivot | www.interventioncentral.org | | |
| • | Ac points' discussed today. | /ival skills (e.g., homework rning. | | |
| • | We 1 Select up to 2 that you or your coho | k and homework. | | |
| • | Tra find <i>most</i> challenging. | es and behavioral expectations | | |
| • | Att | ty to focus attention in large and | | |
| | sm 2. Number those selected in order from | n | | |
| • | set greatest ('1') to least ('3') importance | esponding appropriately to | | |
| • | Pe | e social interactions with peers. | | |
| • | sel 3. Be prepared to report out. | ic abilities, believing that ved outcomes. | | |
| • | Sel aca | of strength and weakness in | | |

• Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.



 Identify the most important question about Response to Intervention that you would like to have answered during this workshop.



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





RTI: Tier 1: Core Instruction



ACADEMIC RTI

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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 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 Date:

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Teachers can strengthen their lessons by incorporating into them elements of direct instruction. (pp. 7-9)

How To: Implement Strong Core Instruction

Teacher

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 | | | |
|-----------------------------------|---|-------|--|
| 1 | 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. | 2. Provided 'Scaffolding' Support | |
|----------|--|-------|
| Ins | tructional 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, | |
| <u> </u> | 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. | |

| 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 | | |
| General 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 | | |

Increase Access to Instruction

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

Increase Access to Instruction

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

- 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).

- 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.

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

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

| 1. Access to Instruction | 2. 'Scaffolding' Support (Cont.) | | |
|--------------------------------------|---------------------------------------|--|--|
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Motivating Students Through Collaboration: Numbered Heads Together

- **The Need**. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:
 - instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).
 - students should have enough wait-time to formulate an adequate answer.,
 - the teacher should provide targeted performance feedback (Maheady et al., 2006).
Solution. Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).

- **Procedure:** During whole-group instruction, Numbered Heads Together is implemented using the following steps:
- Create teams. The teacher divides the class into 4person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

- 2. State a question. The teacher poses separate queries to the class. After each question, the instructor tells students to *"put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."*
- **3. Allow think-time**. The teacher gives students 30 seconds to discuss an answer in their groups.

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

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| Checks for Understanding | Support for Independent Practice |
| | Distributed Practice |

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).

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).

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).

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).

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. <i>F</i> | Access to Instruction | 2. 'Scaffolding' Support (Cont.) |
| □Ins | tructional Match | Group Responding |
| | Activity: Strong Direct | High Rate of Student Success |
| D Pre | Instruction pp. 7-9 | Brisk Rate of Instruction |
| □Ch | 1. Review this list of elements of | of JFix-Up Strategies |
| 2. | direct instruction. | Timely Performance Feedback |
| | 2. Discuss now you might use this or a similar checklist to | Regular Feedback |
| □Tal | create school-wide | Step-by-Step Checklists |
| □Wo | expectations for strong, consistent Tier 1 (core) | Opportunities for Review/ Practice |
| | instruction to benefit | Spacing of Practice Throughout Lesson |
| □Co | struggling learners. | Guided Practice |
| □ Ch | ons for onderstanding | Support for Independent Practice |
| | | Distributed Practice |

RTI: Tier 1: Classroom Intervention pp. 14-16



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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: Math Computation Example

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

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: | John Samuelson-Gr 4 | Interventionist(s): | Mrs. Kennedy, classroom teacher | Date Intervention Plan Was Written: | 10 October 2012 |
|--------------------------------------|----------------------------|---|------------------------------------|---|--------------------------|
| Date Intervention is to Start: | M 8 Oct 2012 | Date Intervention is to End: | F 16 Nov 2012 | Total Number of Intervention Weeks: | 6 weeks |
| Descripti | on of the Student Problem: | Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits | | | correct rect digits). |

Intervention

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

Math Computation Time Drill.(Rhymer et al., 2002)

Exploit time-drils are a method to boost students' rate of responding on arithmetio-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher slarts the stop watch and tells the students to slart work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls' time', stops the stopwatch, and tells the students to underline the last number written and to put their penals in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

| 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—f any—is needed to prepare adult(s) and/or the student to carry out the intervention. |
| Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials. | Meet with the student at least once before the intervention to familiarize with the time-dril technique and timed math computation assessments. |

Progress-Monitoring

W

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. Cum computation assessments: 2 minute | Ideas for intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log | |
|--|--|--|
| Baseine | Outcome Goal | Rubric |
| 12 correct digits per 2 minute probe | 24 correct digits per 2 minute probe | Curriculum-based measurement Behavior report card Behavior checklist |
| How often will data be collected? (e.g., WEEKLY | daily, every otherday, weekly): | |

How To: Create a Written Record of Classroom Interventions pp. 14-16

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 Writ end dates for | 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: John Samuelson-Gr4 Interventionist(s): Mrs. Kennedy, classroom Date Intervention 10 Octobe Student: John Samuelson-Gr4 Interventionist(s): Mrs. Kennedy, classroom Plan Was Written: 2012 | | | | 10 October 2012 | |
| Date Intervention is to Start: | M 8 Oct 2012 | Date Intervention is to End: | F 16 Nov 2012 | Total Number of Intervention Weeks: | 6 weeks |
| Description of the Student Problem: Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct dig | | correct rrect digits). | | | |

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.

Math Computation Time Drill.(Rhymer et al., 2002)-See attached description

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.

Materials

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

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

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.

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

Creating a Written Record of Classroom Interventions: Form

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

| Progress-Monitoring | | | |
|---|---|--|--|
| What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table. | | | |
| Type of Data Used to Monitor: Curriculum-based measurement: math computation assessments: 2 minute single-skill probes | | Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log | |
| Baseline | Outcome Goal | Rubric | |
| 12 correct digits per 2 minute probe 24 correct digits per 2 minute probe | | Curriculum-based measurement Behavior report card Behavior checklist | |
| How often will data be collected? (e.g., WEEKLY | How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY | | |

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet: Math Computation Example

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

Case Information

Resi

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: | John Samuelson-Gr 4 | Interventionist(s): | Mrs. Kennedy, classroom teacher | Date Intervention Plan Was Written: | 10 October 2012 |
|--------------------------------------|----------------------------|---|------------------------------------|---|--------------------------|
| Date Intervention is to Start: | M 8 Oct 2012 | Date Intervention is to End: | F 16 Nov 2012 | Total Number of Intervention Weeks: | 6 weeks |
| Descripti | on of the Student Problem: | Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits | | | correct rect digits). |

Intervention

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

Math Computation Time Drill.(Rhymer et al., 2002)

Explicit time-drills are a method to boost students' rate of responding on arithmetio-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls' time', stops the stopwatch, and tells the students to underline the last number written and to put their penaits in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

| 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—f any—is needed to prepare adult(s) and/or the student to carry out the intervention. |
| Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials. | Meet with the student at least once before the intervention to familiarize with the time-dril technique and timed math computation assessments. |

Progress-Monitoring

W

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: Curriculum-based measurement: math computation assessments: 2 minute single-skill probes | | Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log |
|---|--------------|--|
| Baseine | Outcome Goal | Rubnc |
| 12 correct digits per 2 minute probe 24 correct digits per 2 minute probe | | Curriculum-based measurement Behavior report card Behavior checklist |
| How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY | | |

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 | 8: Record the important case | information, includin | g student, person delivering the | intervention, date of p | ion, start and |
| end dates for | the intervention plan, and the | total number of instr | uctional weeks that the interve | ntion will rvn. | - |
| | | | | Date Intervention | |
| Student: | | Interventionist(s): | | Plan Was Written: | |
| | | | | | |
| Date | | Date Intervention | | Total Number of | |
| Intervention | | is to End: | | Intervention | |
| is to Start | | | | Weeks: | |
| | | | | | |

Description of the Student Problem:

Intervention

Res

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 | 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. |
| | |

Progress-Monitoring

W

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 datasroom data collection appear on the right side of this table.

| Type of Data Used to Monitor: | | | Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. |
|---|--------------|---|--|
| Beseline | Outcome Goal | • | Cumulative mastery log |
| | | • | Rubric |
| | | | Curriculum-based measurement |
| | | | Behavior report card |
| How often will data be collected? (e.g., daily, every other day, weekly): | | • | Behavior checklist |
| | | | |

Classroom Intervention Planning Sheet p. 15

05:00

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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 a paper or electronic 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



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



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

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

Wrap-around RTI Team meetings

- Clear behavioral expectations

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 2/3 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following 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 2/3 students contain programs or practices supported by research.



Cap Group Size. Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.

Using Non-Instructional Personnel as RTI Interventionists

"Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model...Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional."

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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 p. 90

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Tier 2: Academic Intervention Services: Interventions



Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.

Scheduling Elementary Tier 2/3 Interventions Option 3: *'Floating RTI/MTSS':Gradewide Shared Schedule*. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS 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



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.

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RTO: Tier 2/3: Supplemental Intervention

- Secondary schools have explored these scheduling ideas:
 - Schoolwide RTI period. The school sets aside a period per day (e.g., 35-45 minutes) for Tier 2/3 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 minicourses 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.

Tier 2: Academic Intervention Services: Interventions



Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.

Tier 2: Academic Intervention Services: Interventions



Monitor the Intervention. Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.



Measure Intervention Integrity. Information is collected (e.g., student attendance, direct observation of Tier 2/3 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 2/3 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 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
Tier 2: Academic Intervention Services: Data



Select Screeners that Identify the Right Students. Data sources used for Tier 2/3 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 2/3 services.

Response to Intervention



Tier 2: High-Quality Reading Programs. What is an example of an effective research-based Tier 2 reading program?



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

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

- are supported by research.
- target off-grade-level reading skills to fill in gaps and catch the student up with grade peers.
- provide remediation in specific, clearly defined academic skills.
- are scripted in sufficient detail to allow interventionists to carry them out with fidelity.

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

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

- Homework help, test preparation, or reteaching of coreinstructional content.
- People. (The 'reading teacher' is not an intervention.)
- Locations. (The 'Learning Lab' or 'Academic Support Center' is not an intervention.)

Response to Intervention

Defining High-Quality Tier 2/3 Reading Interventions Example: HELPS (www.helpsprogram.org)

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

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

HELPS Reading Fluency Program www.helpsprogram.org LINK AVAILABLE ON CONFERENCE WEB PAGE



One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and braining for free.

READ MORE

Strengths of One-on-One Program

Evidence-based and scientifically-validated

Requires no more than 10-12 minutes per day, 2-3 days

Has been successfully used with students of all different meding levels

Can be saaily integrated as part of a school's Response. to-Intervention (RTI) model

READ MORE

Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to im students' reading fluency are often missing from students'

READ MORE

Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are eveilable for use

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spenish-speaking students.

READ MORE

The HELPS Education Fund

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

This Fund is also used to support students' overall educational success, particularly for students from economically disedvortaged backgrounds. Through the HELPS Education Fund, togethers and achools can apply to receive free educational acrylocs. related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this webalt.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or achools can out to purchase a set of pre-casembled, professionally developed HELPS Program materials (for only \$45 per set). Second, individuals or organizations con make terreleductable donations directly to the Pund. 100% of proceeds from purchased HELPS materials and 100% of denotions to The HELPS Education Pund are used to improve educational outcomes for students.

READ MORE

| RELATED LINKS | UPDATES |
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| < AIMSweb | Program Update Poted on July 6, 2010 |
| Sig tidees in Seginning Reading | - Thousands of oduc |
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| - Dynamic Indicators of Sasic Early Literacy Skills (DISELS) | 0-000y |
| · Easy CEM | Research Updat |

- The Education Trust
- Evidence Based Intervention Betweek
- Florida Center for Reading Degenerali,
- Intervention Control
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- Resert journal publication about HELPS - Plot studies of small-group HEUPS

Program

Website Updates Posted on July 8, 2010 - HELPS motaliz improves in several NOT T



Vignette 1: HELPS demonstration

- Student's name: Sam (2nd grade)
- Teacher's name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5

Q: Is the HELPS Program supported by research?

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

- Begeny, J.C., Upright, J.J., Easton, J.E., Ehrenbock, C.A., & Tunstall, K.R. (2013). Validity estimates and functionality of materials and procedures used to monitor the implementation integrity of a reading intervention. *Journal of Applied School Psychology, 29*, 284-304.
- Begeny, J.C., Braun, L.M., *Lynch, H.L., *Ramsay, A.C., & Wendt, J.M. (2012). Initial evidence for using the HELPS reading fluency program with small instructional groups. *School Psychology Forum: Research in Practice, 6,* 50-63.
- Begeny, J.C., Ross, S.G., Greene, D.J., Mitchell, R.C., & Whitehouse, M.H. (2012). Effects of the Helping Early Literacy with Practice Strategies (HELPS) Reading Fluency Program with Latino English language learners: A preliminary evaluation. *Journal of Behavioral Education, 21*, 134-149.

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

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

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

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

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

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

MTSS: 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/



IES 🤅 WW

What Works Clearinghouse

The What Works Clearinghouse is sponsored by the US Department of Education and is an impartial reviewer of interventions suitable for Tiers 2 & 3.

The site reviews all available published and unpublished studies of a commercial intervention and comes up with an 'improvement index' that summarizes that program's overall effectiveness in strengthening students' skills in one or more targeted academic areas.

Response to Intervention

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.or g/chart/instructional-interventiontools

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).



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Response to Intervention



Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function?







The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team's tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.

The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student

Here is a description of how the DAT prepares for and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

PREPARATION: STEP 1: Establish Objective Data Sources. An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

- selects screeners. The school chooses an appropriate range of screening tools to accurately assess student
 basic academic and/or curriculum skills. For each screening tool, the school establishes 'cut-points'—score
 ranges that allow students to be sorted and placed in categories according to their level of need. Those
 categories include:
 - A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
 - B. Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.
 - C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
 - D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- identifies additional data sources. The school optionally has selected additional data sources (e.g., state test
 scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are
 established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test
 to correspond with Tiers of intervention).
- weights screeners and other data sources. The school weights in descending order of importance all measures to be used to make intervention placements, with the most 'diagnostic' sources appearing in first position. When



DAT: Purpose. The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services and assigning them to the appropriate intervention support.

The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.



DAT: Tasks. The tasks of the Data Analysis Team are to:

- share screening results with grade-level teachers to help them to improve instruction
- identify specific students that qualify for Tier 2/3 services; and
- assemble an individual plan for each student identified for Tier 2/3 services.



DAT: Membership & Skills. The DAT is multi-disciplinary, with no minimum or maximum number of participants. Collectively, the DAT membership should:

- be knowledgeable of all intervention personnel and evidencebased programs available at Tiers 2/3.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have capacity to document eachTier 2/3 intervention.



DAT: Meeting Structure. The steps in preparing for and running each DAT meeting (fall/winter/spring) are:

- PREPARATION: STEP 1: Establish Objective Data Sources.
- PREPARATION: STEP 2: Prepare Data Reports for Current Screening.
- DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams.
- DAT MEETING: STEP 2: Identify Tier 2/3 Students.
- DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.

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05:00

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RTI: Tier 2: Supplemental Intervention

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



- 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 using screening data and a Data Analysis Team to enter/exit Tier 2 students.
- 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.
- Discuss when your school can schedule Tier 2 services.

Response to Intervention

RTI: Tier 3: Intensive Intervention



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) | |
| ٠ | Behavior Intervention Plans | |
| | (BIPs) | |
| ٠ | Wrap-around RTI Team meetings | |
| ٠ | 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% | | |
| Tie Ma | er 1: Universal: Classroom nagement: 80% | |

- 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

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.

RTI Team: A Multi-Disciplinary Group

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

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

RTI Problem-Solving Team Roles

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

Tier 3: RTI Team: Meeting Format

- Introductions/Talking Points
- Step 1: Select Intervention Target(s)
- Step 2: Inventory Student's Strengths, Talents, Interests, Incentives
- Step 3: Review Background/Baseline Data
- Step 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- Step 7: Review the Intervention and Progress-Monitoring Plans

05:00

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'Count Down' Timer

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.

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School-Wide Screenings: What is the purpose of school-wide screenings in RTI and how should they be conducted?



Building-Wide Screening: Assessing All Students (Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students. Screening data can be used to:

- evaluate and improve the current core instructional program.
- allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- guide the creation of targeted Tier 2/3 (supplemental intervention) groups.
- set academic goals for improvement for students on Tier
 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Schoolwide Screening Tools: 2 Types Schoolwide screening tools tend to fall into 2 broad categories:

 Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.

Response to Intervention



Basic-Skills Screener Example: DIBELS Next

"DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals."

SOURCE: National Center on Response to Intervention. Screening Tools Chart. Retrieved on 1 December 2012 from *http://www.rti4success.org/screeningTools*

Curriculum-Based Measures (CBMs)

| CBM | Skill Area | Activity |
|--|---|---|
| Letter Sound Fluency/Letter Name Fluency | Alphabetics/ Phonics | 1 Minute: Student reads letter names or sounds from a randomly generated list. |
| Oral Reading Fluency | Reading Fluency | 1 Minute: Student reads aloud from a text passage. |
| Reading Comprehension Fluency (Maze) | Reading Comprehension | 3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage. |
| Early Math Fluency | Number Sense | 1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification |
| Computation Fluency | Math Fact Fluency | 2 Minutes: Student completes math facts and receives credit for each correct digit. |
| Written Expression | Mechanics/ Conventions of Writing | 4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences. |

Schoolwide Screening Tools: 2 Types (Cont.)

- Schoolwide screening tools tend to fall into 2 broad categories:
- 2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

The assumption built into curriculum-skills screeners is that when teachers can map the 'holes' in a student's academic skills, they can adjust instruction to address those gaps.
Response to Intervention



Curriculum Skills Screener Example: Measures of Academic Progress

"MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10."

SOURCE: National Center on Response to Intervention. Screening Tools Chart. Retrieved on 1 December 2012 from *http://www.rti4success.org/screeningTools*

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select "basic-skills" tools for schoolwide screening.
- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a "curriculum-skills screener" that provides more complete information about each student's skill set.

Response to Intervention Clearinghouse for RTI Screening and Progress Monitoring Tools

 The National Center on Intensive Intervention (http://www.intensiveintervention.org/ chart/progress-monitoring) maintains pages rating the technical adequacy of RTI progress-monitoring tools that can also be used for screening. Schools should strongly consider selecting

should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

National Center on INTENSIVE INTERVENT at American Institutes for Resear Resources **Tools** Charts In Home + Tools Charts + Academic Progress Monitoring GOM This tools chart presents information about academic progress monitor Standards, and Data-based Individualization Standards include ratings information to provided below the phart. View the Progress Monitoring Mestery Measures + Grade Level Subject - Am Apply sychometric Standards **Progress Monitoring Stendards** Dete Reliability of Title ** Ares Laval Score ADMSweb M-CEM AIMSweb Math Computation Math Concepts and AIMSweb Applications **Oral Reading Fluency** AIMSouth (R-CEM) Test of Early Literacy -AIMSorb Lotter Naming Fluency Test of Early Literacy *

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05:00

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Response to Intervention

RTI: Schoolwide Screeners



- In your teams, discuss ideas for accomplishing each of these RTI building or district objectives:
- K-8: Analyze your student demographics and academic performance and select academic screeners matched to those demographics: (1) basic-skill screeners (e.g., DIBELS, AIMSweb) or (2) a curriculum-skills screener (e.g., Measures of Academic Progress).
- □ 9-12: Adopt a proactive system for monitoring existing data--grades, attendance, behavior (office referrals)--every 5 weeks or so to identify students with emerging difficulties. Link identification of at-risk students to specific RTI responses (e.g., classroom intervention plan; parent-student conference, etc.).
- All grades: If possible, pilot new screening tools (e.g., at single grade levels or in selected classrooms) before rolling out across multiple grade levels.

Classroom Interventions: A Sampler Jim Wright www.interventioncentral.org





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Response to Intervention



Intervention Central www.interventioncentral.org

Workshop PPTs and handout available at:

http://www.interventioncentral.org/mresc_rti

Response to Intervention

Tier 1 Task Analysis: The Classroom Interventionist is Able to:



Response to Intervention



Self-Management.
 What interventions
 can help students
 to better manage
 their own learning?





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.

What is 'learned helplessness' and how can this condition undermine motivation?

Attributions: Self-Explanations That Drive Future Actions

"The reasons one assigns for achieving success or failure are called *attributions*...Students' attributions affect their future expectations and actions." (Alderman, 1990; p. 27)

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

Response to Intervention

"Why I did not do well on my writing assignment": 3 Common Student Attributions

2. Adult Bias: "This 1. Lack of Ability: "The fact is that I *teacher grades* unfairly. She am not good at writing." doesn't like me." Lack of Effort: "/ 3. did not work hard *enough-but* could do better if I put in more effort."

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

Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned helplessness cycle:



Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.

Learned Helplessness: The Effects

Students who experience a sense of 'learned helplessness' feel powerless to improve their academic performance and standing. They can also experience these negative effects:

- 1. Reduced motivation to respond in the classroom
- 2. Lessened ability to associate responding with desirable outcomes
- 3. Symptoms of depression or anxiety

Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.

How to Address 'Learned Helplessness': Teachers can help to support a student experiencing learned helplessness by:

- Using optimistic statements that encourage student effort and risk-taking (Dweck, 2006).
- teaching the student self-management skills, to include cognitive strategies, academic fix-up skills, and other techniques (e.g., 'process checklists') to use on challenging assignments.
- instructing the student in how to create a work plan for extended assignments.

Sources: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.



Discussion Question:

• Do you find that 'learned helplessness' is a problem in your school or district? If so, give examples.



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>selfevaluate>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 | TYES XINO | | | |
| 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 Schedule at least 3 hours to find source material on next assignment | | | | | | | | | |
| 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.

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: will spend a minimum of 1 hour per day reviewing notes and working on assignments. 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: will be on-time for class. will turn in at least 80% of assigned homework, with all work completed. 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: Answer questions and offer help during weekly free-period check-ins. Remind Troy weekly about any missing assignments. Supply review copy of class notes each period. Sign-Offs----Mr. Frank Smith Diane Blue 7roy Auc Mr. Smith Diane Blue Troy Blue WWW Teacher Student Parent

Troy Blue's Learning Contract

Learning Contract: Example: Negotiable and Non-Negotiable Elements

Respo

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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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-

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

I have chosen to complete the following actions:

I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

Non-Negotiable Items----

3

I am also expected to complete the following actions:

I will be on-time for class.

I will turn in at least 80% of assigned homework, with all work completed.

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.

Remind Troy weekly about any missing assignments.

Supply review copy of dass notes each period.

Sign-Offs-

Mr. Frank Smith

7roy Bue

Diane Blue

Diane Blue

Parent

WWW

Mr. Smith Teacher Troy Blue Student

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I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

After each class, I will use a copy of class notes supplied by the teacher to fill in any my notes.

3

Non-Negotiable Items---

I am also expected to complete the following actions:

I will be on-time for class.

2

will turn in at least 80% of assigned homework, with all work completed.

will check in with the instructor during his free period at least once per week and bring

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'.

supplied by the teacher to fill in any gaps in

| 0 | questions from current work. | e e | Diane Blue | |
|---|------------------------------|-----------|------------|------------|
| | | Mr. Smith | Troy Blue | Diane Blue |
| | www | 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.

| | | | | | | | _ | |
|-----|------|---|------|------|------|------|---|------|
| 'Ne | ltem | S | | | | | | |

en to complete the following actions:

end a minimum of 1 hour per day reviewing notes and working on assignments.

ach class, I will use a copy of class notes supplied by the teacher to fill in any gaps in tes.

able Items-----

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will turn in at least 80% of assigned homework, with all work completed.

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.

Mr. Smith

Troy Blue

Je

Diane Blue Parent

WWW

Teacher

Student

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Learning Contract: Example: Negotiable and Non-Negotiable Elements

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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.



I have chosen to complete the following actions:

will spend a minimum of 1 hour per day reviewing notes and working on assignments.

actions:

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. f class notes supplied by the teacher to fill in any gaps in

homework, with all work completed.

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

Sign-Offs----

Mr. Frank Smith

7roy Blue

Diane Blue

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

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Learning Contract: Example: Negotiable and Non-Negotiable Elements

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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

- 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.

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.

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.

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.

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 selfmanage.
- 4. Monitor progress in acquiring these 'survival skills'.
- 5. Can guide parent conferences.

Academic Survival Skills Checklist Maker http://www.interventioncentral.org/ tools/academic-survival-skillschecklist-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.

Res Academic Survival Skills Checklist Maker

step-by-step checklists to train students in academic survival skills

Start New Checklist

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

•

Save

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 Your Checklist MAINTAIN A STUDY SCHEDULE. Maintain a MAINTAIN A STUDY SCHEDULE regular (e.g., daily) study schedule with sufficient Maintain a regular (e.g., daily) study time set aside to review course content and schedule with sufficient time set aside to review information. course content and information AVOID DISTRACTERS. When studying, avoid AVOID DISTRACTERS, When distracters (e.g., cell phone, television, Internet) studying, avoid distracters (e.g., cell that can erode study time and divert attention. phone, television, Internet) that can erode study time and divert attention. » CREATE AN ORGANIZED STUDY SPACE. Prepare CREATE AN ORGANIZED STUDY the study environment by organizing a space and 111 setting out all necessary work materials before SPACE. Prepare the study beginning study. environment by organizing a space and setting out all necessary work materials before beginning SET STUDY GOALS. Prior to a study session, Ω study. define one or more specific study goals to SET STUDY GOALS. Prior to a study accomplish (e.g., to review information for an Edit session, define one or more specific upcoming guiz; to locate key information to include in an essay). study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key MAKE A STUDY AGENDA. If studying multiple information to include in an essay). subjects in one session, create a study agenda for that session with a listing of the key MAKE A STUDY AGENDA. If information to be reviewed for each subject and studving multiple subjects in one Items on this list are editable. New Item Study Skills Format Checklist as

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

Checkboxes Bulleted List

- Numbered List
- No Formatting

Activity: Tools for Self-Management

In your groups:

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

Self-Management Tools

- Work Planning Skills & Form
- Learning Contracts
- Academic Survival • Skills Checklists









Reading Interventions. What are examples of classroom interventions for reading?



Sampler: Reading/Writing Interventions:

- 1. Incremental Rehearsal (Phonics/Alphabetics)
- 2. Reading Racetrack (Vocabulary)
- 3. Paired Reading (Fluency)
- 4. Group-Based Repeated Reading (Fluency)
- 5. Click or Clunk (Comprehension)
- 6. Read-Ask-Paraphrase (RAP) (Comprehension)
- 7. Ask-Read-Tell (ART) (Comprehension)
- 8. Sentence Combining (Grammar/Syntax)

Big Ideas in Reading

- 1. "Phonemic Awareness: The ability to hear and manipulate sounds in words.
- 2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
- 3. Fluency with Text: The effortless, automatic ability to read words in connected text.
- 4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- 5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

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

Sample Strategy to Promote...Phonics/Alphabetics

Letter Names: Incremental Rehearsal

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



Response to Intervention Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.



Incremental Rehearsal of Letter Names

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



Incremental Rehearsal of Letter Names

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



Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).



Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.



Incremental Rehearsal of Letter Names

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



Sample Strategy to Promote...Sight-Word Vocabulary

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.
- In one session, the student reads through four target Racetracks with 7 words each and one review Racetrack with all 28 words.
- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.
- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

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



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

| How the Common (| Core Works' S | eries © 2014 | Jim Wright | www.interventioncentral.org | | 4 | |
|-------------------------------------|--------------------|--------------|----------------|-----------------------------|--------------------|----------|----------------|
| Reading Racetrack Score Sheet Stude | | | : Wordlist: | | Da | ate: | |
| TARGET LIST 1 | #/Words Correct | #/Errors | Practice Words | TARGET LIST 3 | #/Words Correct | #/Errors | Practice Words |
| First Read | | | | First Read | | | |
| Second Read | | | | Second Read | | | |
| Third Read | | | | Third Read | | | |
| Fourth Read | | | | Fourth Read | | | |
| Fifth Read | | | | Fifth Read | | | |

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

Sample Strategies to Promote...Reading Fluency

Classroom Academic Interventions: Reading Fluency
PAIRED READING: INCREASE READING FLUENCY. Teacher

and student begin the session reading aloud in unison.

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

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

Group-Based Repeated Reading (Available on Conference Web Page)

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

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level.
 Instructional as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Response to Intervention Group-Based Repeated Reading

Procedure.

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

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

Response to Intervention Group-Based Repeated Reading

Procedure.

- *4. Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:
 - When asked to read aloud, I did my best reading.
 - When others were reading, I paid close attention.
 - I showed good behaviors and followed all directions quickly.

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

Group Repeated Reading Intervention Behavior Rating Scale

| Student Name: Reading Group Students | Date: |
|--------------------------------------|------------|
| Rater: Tutor | Classroom: |

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

| | Student 1 | Student 2 | Student 3 |
|--|----------------|----------------|--|
| When asked to read aloud, I did my best reading. | | | |
| The degree to which Reading Group Students met this behavior goal | | | |
| | | | |
| When others were reading, I paid close attention. | | | |
| The degree to which Reading Group Students met this behavior goal | ⊗ ⊕ © 1 2 3 | ⊗ ⊕ © 1 2 3 | $\begin{array}{c} \bigcirc \\ 1 \end{array} \begin{array}{c} \bigcirc \\ 2 \end{array} \begin{array}{c} \bigcirc \\ 3 \end{array}$ |
| B B B | | | |
| I showed good behaviors and followed all directions quickly. | | | |
| The degree to which Reading Group Students met this behavior goal | ⊗ ⊕ © 1 2 3 | ⊗ ⊖ © 1 2 3 | $ \underset{1}{\otimes} \underset{2}{\cong} \underset{3}{\otimes}$ |
| | | | |

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Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor

Classroom:

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

| | Student 1 | Student 2 | Student 3 |
|--|--------------|--------------|-----------|
| When asked to read aloud, I did my best reading. | | | |
| How well Reading Group Students did in meeting the behavior goal? | P F G 123 | P F G 123 | PFG 13 |
| 12 | | | |
| When others were reading, I paid close attention. | | | |
| How well Reading Group Students did in meeting the behavior goal? | P F G 123 | P F G 123 | PFG 13 |
| 1 | | | |
| I showed good behaviors and followed all directions quickly. | | | |
| How well Reading Group Students did in meeting the behavior goal? | P F G 13 | P F G 123 | PFG 13 |
| 1 | | | |

Response to Intervention Group-Based Repeated Reading

Procedure.

4. Contingent Reward (Cont.) At the end of the session, the tutor rates each student's behavior on the Group Repeated Reading Intervention Behavior Rating Scale. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Sample Strategies to Promote...Reading Comprehension

Reading Comprehension: Self-Management Strategies CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.
- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.
- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.


Reading Comprehension: Self-Management Strategies

RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). ulletThe 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.

Resp

Read-Ask-Paraphrase (RAP) Sheet

Name:

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.

Date:

| Paragraph 1 | | | |
|-------------|--|--|--|
| | | | |
| | | | |

Paragraph 2

Paragraph 3

Paragraph 4

(RAP) Sheet: Reading Comprehension: Cognitive Strategy (Available on Conference Web Page)

READ-ASK-

PARAPHRASE

Paragraph 5

Reading Comprehension: Self-Management Strategies

- A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:
- 1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
- 2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
- 3. TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

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

Respor

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

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading. If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my full attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

| Comprehension: | processor are passage carefully for full understanding: |
|---------------------|---|
| Completive Stratemy | While reading, I stop after each paragraph to ask, "Did I understand what I just read?" |
| Cognitive Strategy | If I do understand the paragraph, I mark it with a plus sign (+) and continue reading. |
| (Available on | If I 00 flot understand the paragraph, I mark it with a minus (-) sign and: - reread the paragraph; |
| | - slow my reading; - focus my full attention on what Lara reading; |
| Conference web | - underline any words that I do not know and try to figure them out from the reading (context). |
| Page) | Step 3: Goal After Reading: I TELL what I learned from the passage: |
| 5, | 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 |
| 340404 i | questions and answers. Then we talk about any other interesting information from the reading. |
| WWW.I | |

Sample Strategy to Promote...Writing: Grammar & Syntax

Sentence Combining (Online)

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

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

- by using connecting words to combine multiple sentences into one or
- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.

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

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

Formatting Sentence Combining Examples

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

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

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

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

| Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986) | | | | | |
|--|---|--|--|--|--|
| Type of Sentence | Sentence Combining Example | | | | |
| Multiple (Compound) Sentence Subjects or Objects: | Skyscrapers in the city were damaged in the hurricane. <u>Bridges</u> in the city were damaged in the hurricane. Skyscrapers and bridges in the city were damaged in the | | | | |
| Two or more subjects can be combined with a conjunction | humicane. | | | | |
| (e.g., or, and). | When they travel, migratory birds need safe habitat. When they travel, migratory birds need regular supplies of | | | | |
| Two or more direct or indirect objects can be combined with a conjunction (e.g., <i>or</i> , <i>and</i>). | <u>food</u> . When they travel, migratory birds need safe habitat and regular supplies of food. | | | | |
| Adjectives & Adverbs: When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be | Dry regions are at risk for chronic water shortages. <u>Overpopulated</u> regions are at risk for chronic water shortages. Dry and overpopulated regions are at risk for chronic water shortages. | | | | |
| embedded in the related sentence. | Health care costs have risen nationwide. Those health care costs have risen <u>quickly</u>. Health care costs have risen quickly nationwide. | | | | |

| Response to Intervention | | | | | | |
|--|--|--|--|--|--|--|
| Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986) | | | | | | |
| Type of Sentence | Type of Sentence Sentence Combining Example | | | | | |
| Connecting Words: One or | The house was falling apart. | | | | | |
| more sentences are combined | No one seemed to care. (but) | | | | | |
| with connecting words. | The house was falling apart, but no one seemed to care. | | | | | |
| Coordinating conjunctions (e.g., and, but) link sentences on an equal basis. | The glaciers began to melt. The earth's average temperature increased. (because) The glaciers began to melt because the earth's average temperature increased. | | | | | |
| Subordinating conjunctions (e.g., after, until, unless, before, while, | | | | | | |
| because) link sentences with one | | | | | | |
| of the sentences subordinate or | | | | | | |
| dependent on the other. | | | | | | |
| Relative Clauses: Sentence | The artist was the most popular in the city. | | | | | |
| contains an embedded, | The artist painted watercolors of sunsets. (who) | | | | | |
| subordinate clause that modifies | The artist who painted watercolors of sunsets was the | | | | | |
| a noun. | most popular in the city. | | | | | |
| Appositives: Sentence contains | The explorer paddled the kayak across the raging river. | | | | | |
| same object. When two | The explorer was an expert in handling boats. | | | | | |
| sentences refer to the same | The explorer on expert in bondling boots poddled the | | | | | |
| noun one sentence be reduced | kavak across the raging river | | | | | |
| to an appositive and embedded | Rayar across the raying inver. | | | | | |
| in the other sentence | | | | | | |
| | | | | | | |

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

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Activity: Academic Interventions

Respon

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- Review the sample academic interventions just presented.
- Select 1-2 ideas from this list that you would be interested in sharing with teachers at your school/district.
- Discuss your chosen interventions with your group.

Sampler: Reading//Writing Interventions:

- Incremental Rehearsal (Phonics/Alphabetics)
- 2. Reading Racetrack (Vocabulary)
- 3. Paired Reading (Fluency)
- 4. Group-Based Repeated Reading (Fluency)
- 5. Click or Clunk (Comprehension)
- 6. Read-Ask-Paraphrase (RAP) (Comprehension)
- 7. Ask-Read-Tell (ART) (Comprehension)
- 8. Sentence Combining (Grammar/Syntax)



Math Interventions. What are practical math interventions to support struggling learners?





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Source: National Research Council. (2002). Helping children learn mathematics. Mathematics Learning Study Committee, J. Kilpatrick & J. Swafford, Editors, Center for Education, Division of Behavioral & Social Sciences & Education. Washington, DC: National Academy Press

How Do We Reach Low-Performing Math Students?: Instructional Recommendations

Important elements of math instruction for low-performing students:

- "Providing teachers and students with data on student performance"
- "Using peers as tutors or instructional guides"
- "Providing clear, specific feedback to parents on their children's mathematics success"
- "Using principles of explicit instruction in teaching math concepts and procedures." p. 51

Source: Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to lowachieving students. *The Elementary School Journal, 103*(1), 51-73.

Sample Strategies to Promote...Math Fact Acquisition

The Importance of Math-Fact Mastery

- Math-fact mastery permits students to shift valuable cognitive capacity away from simple calculations toward higher-level problem-solving (Gersten, Jordan, & Flojo, 2005; National Mathematics Advisory Panel, 2008).
- An important goal for schools is to ensure that students are proficient in math-facts by the end of grade 5 (Kroesbergen & Van Luit, 2003) to better prepare them for the demanding middle-school math curriculum.

Cover-Copy-Compare: Math Facts

In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).

| Response | Worksheet: Cover-Copy-Compare s | itudent: Date: |
|--------------|---------------------------------|------------------|
| | Math Facts | Student Response |
| | 1. 9 x 7 = 63 | 1a.9 x 7 = 63 |
| | | 1b. |
| | 2. 9 x 2 = 18 | 2a. |
| | | 2b. |
| | 3. $9 \times 4 = 36$ | За. |
| Covor Conv | | 3b. |
| Cover-Copy- | $4.9 \times 1 = 9$ | 4 a. |
| Compare Math | | 4b. |
| Fact Student | 5. $9 \times 9 = 81$ | <u>5</u> a. |
| Workshoot | | 5b. |
| VVUINSIICCI | 6. $9 \times 0 = 34$ | <u>6a.</u> |
| | -0 y 3 - 27 | 6b. |
| | $1.7 \times 3 - 21$ | 7a. |
| | $0 \sqrt{5} - 45$ | 7b. |
| | 8 7 A J - 4J | 8a. |
| | $9 \times 10 = 90$ | 0u. Qa |
| | | 9h. |
| | $10.9 \times 8 = 72$ | 10a. |
| | | 10b. |
| www.interve | entioncentral.org | |



Peer Tutoring in Math Computation with Constant Time Delay

Peer Tutoring in Math Computation with Constant Time Delay

 DESCRIPTION: This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring 'session' is brief and includes its own progress-monitoring component--making this a convenient and time-efficient math intervention for busy classrooms.

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

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

- 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.
- □ Progress-monitoring form for each student.
- Pencils.

Peer Tutoring in Math Computation with Constant Time Delay

Tutoring Activity. Each tutoring 'session' last for 3 minutes. The tutor:

- *Presents Cards*. The tutor presents each card to the tutee for 3 seconds.
- *Provides Tutor Feedback*. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

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

- *Provides Praise*. The tutor praises the tutee immediately following correct answers.
- Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.

Peer Tutoring in Math Computation with Constant Time Delay

- **Progress-Monitoring Activity**. The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee. The tutor follows this sequence:
 - *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
 - *Remains Silent*. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
 - Sorts Cards. Based on the tutee's responses, the tutor sorts the math-fact cards into 'correct' and 'incorrect' piles.
 - Counts Cards and Records Totals. The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.

Peer Tutoring in Math Computation: Score Sheet

| cesponse to intervention | | | | | | | |
|--|-------------------------------|-----------------|--|--|--|--|--|
| Math Tutoring: Score Sheet | | | | | | | |
| Tutor 'Coach': Tutee 'Player': | | | | | | | |
| Directions to the Tutor: Write down the number of math-fact cards that your partner answered correctly and the number answered incorrectly. | | | | | | | |
| Date: | Cards Correct Cards Incorrect | | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |
| Date: | Cards Correct | Cards Incorrect | | | | | |

Peer Tutoring in Math Computation with Constant Time Delay

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

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

Tutoring Session: Intervention Phase

Directions: Observe the tutor and tutee for a full intervention session. Use this checklist to record whether each of the key steps of the intervention were correctly followed.

| Peer Tutoring in | the key steps of the intervention were correctly followed. | | | |
|--|--|------|--|-------|
| Math | Correctly Carried Out? | Step | Tutor Action | NOTES |
| Computation: | YN | 1. | Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card. | |
| Intervention | YN | 2. | Presents Cards. The tutor presents each card to the tutee for 3 seconds. | |
| Integrity Sheet: (Part 1: Tutoring | YN | 3. | Provides Tutor Feedback. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card. | |
| Activity) | YN | 4. | Provides Praise. The tutor proises the tutee immediately following correct answers. | |
| | YN | 5. | Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards. | |
| | YN | 6. | Continues to the Timer. The tutor continues to presents math-fact cards for tutee response until the timer rings. | |

| Peer Tutoring in | Tutoring Session: Assessment Phase Directions: Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed. | | | | |
|--------------------------|---|------|--|-------|--|
| Math | | | | | |
| Computation: | Correctly Carried Out? | Step | Tutor Action | NOTES | |
| Intervention | YN | 1. | Presents Cards. The tutor presents each card to the tutee for 3 seconds. | | |
| Integrity Sheet | YN | 2. | Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase. | | |
| (Part 2: | YN | 3. | Sorts Cards. The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses. | | |
| Progress- Monitoring) | YN | 4. | Counts Cards and Records Totals. The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart. | | |

Sample Strategy to Promote...Student Self-Monitoring

Student Self-Monitoring: Customized Math Self-Correction Checklists

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

Sources: Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. Journal of Applied Behavior Analysis, 229, 309-314.

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. Intervention in School and Clinic, 39(5), 269-275.

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Increase Student Math Success with Customized Math Self-Correction Checklists

MATERIALS:

- Customized student math error self-correction checklist
- Worksheets or assignments containing math problems
 matched to the error self-correction checklist

Sources: Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. Journal of Applied Behavior Analysis, 229, 309-314.

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. Intervention in School and Clinic, 39(5), 269-275.

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Sample Self-Correction Checklist

Math Self-Correction Checklist

Student Name: _____ Date: _____

Rater: Student

Classroom: _____

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

| | Problem#1 | Problem#2 | Problem#3 | Problem#4 | Problem#5 |
|--|-----------|-----------|-----------|-----------|-----------|
| I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem. Did the student succeed in this behavior goal? YES INO | _Y_N | _Y_N | _Y_N | _Y_N | _Y_N |
| I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers. Did the student succeed in this behavior goal? YES INO | _Y_N | _Y_N | YN | YN | _Y_N |
| I lined up all numbers in the right place-value columns. Did the student succeed in this behavior goal? | _Y_N | _Y_N | _Y_N | _Y_N | _Y_N |
| I rechecked all of my answers. Did the student succeed in this behavior goal? | _Y_N | _Y_N | _Y_N | _Y_N | _Y_N |



Behavior Interventions for the Classroom. What are examples of intervention ideas that can help to support students with challenging behaviors?







Motivating Through Personal Connection Try These Ideas to Improve the Student-Teacher Relationship:

 Maintaining a High Rate of Positive Interactions. Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

Emphasizing the Positive in Teacher Requests

 (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.

Motivating Through Personal Connection Try These Ideas to Improve the Student-Teacher Relationship:

• *Greeting Students at the Classroom Door.* A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007) and promote personal connections with students.

The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.
Motivating Through Personal Connection Try These Ideas to Improve the Student-Teacher Relationship:

Two by Ten: Positively Structuring Teacher-Student • Interactions (Mendler, 2000). The teacher selects a student with whom that instructor wants to build a more positive relationship. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.

Response to Intervention Reducing Disruptive Behavior Through Antecedent **Physical Exercise**

Description. Students with disruptive behaviors can show greater levels of control and compliance after engaging in at least 30 minutes of sustained physical exercise.



This technique is called 'antecedent exercise' because the physical activity precedes—and therefore prevents problem behaviors (Folino, Ducharme, & Greenwald, 2014). The positive effects of antecedent exercise can last up to 90 minutes.

Source: Folino, A., Ducharme, J. M., & Greenwald, N. (2014). Temporal effects of antecedent exercise on students' disruptive behaviors: An exploratory study. Journal of School Psychology, 52, 447-462.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Procedure. The student engages in sustained moderate exercise for at least 30 minutes.

Any adult-supervised mix of activities is acceptable (e.g., having students rotate among a series of exercise 'circuits' such as jumping jacks and sprints), so long as it achieves this steady rate of physical activity.

The goal is for the student to achieve a 'target heart rate' through most of the activity period, a rate equaling 50 to 70 percent of that individual's maximum heart rate (Folino, Ducharme, & Greenwald, 2014).

Source: Folino, A., Ducharme, J. M., & Greenwald, N. (2014). Temporal effects of antecedent exercise on students' disruptive behaviors: An exploratory study. Journal of School Psychology, 52, 447-462.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Tips for Use. Here are suggestions when designing a plan that includes antecedent exercise:

• *Clear the student for sustained exercise.* Antecedent exercise should be no more strenuous than activities that students routinely engage in during physical education.

The school should verify that the student has no interfering physical limitations or medical conditions before starting an antecedent-exercise program.

Source: Folino, A., Ducharme, J. M., & Greenwald, N. (2014). Temporal effects of antecedent exercise on students' disruptive behaviors: An exploratory study. Journal of School Psychology, 52, 447-462.

Response to Intervention Reducing Disruptive Behavior Through Antecedent Physical Exercise

Tips for Use (Cont.)

 Consult a physical-education teacher. The physicaleducation instructor is a helpful source for exercise ideas that will engage students—and can also provide guidance on how to monitor the student's activity level to ensure that it falls within the moderate range.

Source: Folino, A., Ducharme, J. M., & Greenwald, N. (2014). Temporal effects of antecedent exercise on students' disruptive behaviors: An exploratory study. Journal of School Psychology, 52, 447-462.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Tips for Use (Cont.)

• *Schedule strategically*. While antecedent exercise can show follow-up positive effects on behavior for up to 90 minutes, the impact is greatest during the first half-hour. If possible, schedule demanding academic work such as reading instruction as soon as possible after an exercise period to reap maximum benefits.



Source: Folino, A., Ducharme, J. M., & Greenwald, N. (2014). Temporal effects of antecedent exercise on students' disruptive behaviors: An exploratory study. Journal of School Psychology, 52, 447-462.

Response to Intervention Managing Academic Anxiety Through an Antecedent Writing Activity

Description. Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with their work performance.



Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Description (Cont.) One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief (7-to 10-minute) writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure. Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

Writing Exercise: This Assignment: How Are You Feeling?

I would like you to write honestly about what you are thinking and feeling as you prepare to take this exam/start this assignment.

Because everyone is unique, there is no 'correct response' to this writing task. You should just describe as fully as you can your thoughts and feelings about the exam/assignment. You can also write about how your current thoughts and feelings might be the same as—or different from—those you experienced in similar past situations.

You will have ____ minutes to write. Please keep writing until you are told to stop. I will not collect this assignment.

Managing Academic Anxiety Through an Antecedent Writing Activity Procedure (Cont.) The instructor gives students 7-10 minutes to complete the writing assignment.

Students are then instructed to put their compositions away (they are not collected).

The class then begins the high-stakes academic task.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use. Here are suggestions for using this antecedent writing exercise:

• Administer to the entire class. Certain academic tasks, such as important tests, will trigger anxiety in many, if not most, students in a classroom. Teachers can use this writing exercise with the entire group as an efficient way to 'take the edge off' this anxiety for all students and potentially improve their test performance.

Managing Academic Anxiety Through an Antecedent Writing Activity Tips for Use (Cont).

 Teach students to use independently. Some students experience significant levels of anxiety even during independent work – such as math homework. This writing exercise can be a good warm-up activity that students can use to allay anxiety and increase their academic focus.

Active Response Beads-Time Out (Grskovic et al., 2004)



 Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

Source: Grskovic, J. A., Hall, A. M. Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. Journal of Behavioral Education, 13(1), 25-36..

Preparation. The teacher makes a sufficient number of sets of Active Response Beads (ARBs) to use in this interventiondepending on whether the strategy is to be used with one student, a small group, or the entire class.

The materials needed to create a single Active Response Bead set are:

 ten 3/4-inch/1.9-cm beads with hole drilled through middle



- A 38-cm/15-inch length of cord

To make a set of Active Response Beads, the teacher strings the 10 beads on the cord and ties a knot at each end.

Source: Grskovic, J. A., Hall, A. M. Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. Journal of Behavioral Education, 13(1), 25-36.

Procedure. The ARB-TO can be used whenever the student displays defiant, non-compliant, acting-out, or escalating behaviors (e.g., refuses to engage in classwork, leaves seat without permission, talks out, makes rude or inappropriate comments or gestures, or engages in less-serious acts of aggression or property destruction).

NOTE: Educators should be aware that the teacher's role in providing prompts, feedback, and praise to the student throughout the ARB steps is crucial to the intervention's success.

Source: Grskovic, J. A., Hall, A. M. Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. Journal of Behavioral Education, 13(1), 25-36.

Adaption. *Replace Beads With 'Desk Dots'.* A low-key adaptation of the ARB-TO is the substitution for the beads of a series of 10 dots numbered in descending order printed on a slip of paper and affixed to the student's desk. The student is then trained, when directed by the teacher, to apply the ARB-TO count-down/calm-down procedure using dots.



Source: Grskovic, J. A., Hall, A. M. Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. Journal of Behavioral Education, 13(1), 25-36..

RTI: Systems-Level Change

Jim Wright www.interventioncentral.org





RTI Leadership Team: Command-and-Control for RTI The RTI Leadership Team guides the overall RTI process.

The group meets periodically (e.g., monthly) on an ongoing basis to evaluate the RTI project, shape its future direction, determine what resources the project requires, and allocate those resources.

The RTI Leadership Team also ensures that a standard RTI process is followed across individual schools.

What is the Purpose of the RTI Leadership Team?

- The RTI Leadership Team has several functions: (1) to draft and update a district RTI implementation plan, (2) to keep all schools throughout the district in compliance with good RTI practices, and (3) to identify and make available to schools the resources required to implement RTI successfully. The RTI Leadership Team's duties include:
- *Drafting a multi-year plan* that will guide the district in the implementation of RTI while using existing resources. The team's RTI Plan should encompass a three-year rollout schedule.
- Supervising RTI implementation. The RTI Leadership Team oversees that RTI is implemented in a uniform manner throughout the school district.

Who Should Serve on the RTI Leadership Team?

- Your district should assemble a multi-disciplinary team to serve as your RTI Leadership Team.
- The team should include influential district administrators such as those who control resources (e.g., staff development funds; instructional budgets) or supervise staff (e.g., school psychologists, reading teachers) across the district that will participate in RTI.
- Additionally, the team should have representatives from school buildings to help the team to keep lines of communication open with its campuses.
- Finally, the membership on the team should be balanced to include representatives from important stakeholder groups (e.g., building administrators, general education teachers, etc.).





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.

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

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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.
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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.

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05:00

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



RTI: Systems-Level Change



Next Steps. What are the recommended 'next steps' for this module?

Interventions: Recommended Next Steps...

- Create a School- or District-Wide RTI Leadership Team. Assemble a team in your building or district to oversee development and implementation of the RTI model.
- 2. Inventory School and/or District Resources for RTI. Use the RTI Leadership Team as a vehicle to inventory resources (e.g., funding, personnel, staff development time) and persons of influence (e.g., administrators overseeing curriculum and special education) that can be channeled to support RTI.

Interventions: Recommended Next Steps...

- *3. Develop an RTI School- or District Plan.* Write 1- to 2-year plan (supervised by the RTI Leadership Team) that includes the essential RTI elements, including timelines, people involved, and goals for each.
- 4. Build RTI Understanding & Support Among Teachers. To promote teacher support for RTI, (1) map out the essential RTI information teachers will need to hear in the upcoming school year, (2) inventory the large-group and small-group opportunities to share RTI information and answer teacher questions, and (3) use that content and scheduling information to create a building RTI staff-development calendar that spans the school year.

Interventions: Recommended Next Steps...

5. Link RTI to Other Initiatives. Help teachers to see how their adoption of RTI (the toolkit for helping struggling learners) will help them with other school-, district-, and state initiatives (e.g., implementation of the Common Core State Standards).

Activity: RTI Self-Check

- Look over the *RTI for Academics: Critical Elements* Checklist (pp. 2-5).
- Evaluate your current implementation of each element.
- Identify the top 2-3 elements to be your team's priority in strengthening RTI at your school/district.

15:00

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RTI for Academics: Critical Elements

The elements below are important components of the RTI model. Review each element and discuss how to implement It in your school or district:

| Tier 1 Inten | ventions: Evidence-Based & Implemented With Integ | rity |
|---|--|--|
| her 1: Classica | miniaryanilons. The classroom teacher is the first responder for studen | ts with academic delays. |
| Classroom effor | ts to instruct and individually support the student should be documented. | |
| Adequately | RTIElement | If this element is incomple |
| Documented? | | missing, or undocumented |
| CI YES | Tier 1: High-Quality Core Instruction. The student receives high- | inadequate or incorrectly |
| I NO | quality core instruction in the area of academic concern. 'High quality' | focused core instruction may |
| | is defined as at least 80% of students in the classroom or grade level | be an explanation for the |
| | performing at or above gradewide academic screening benchmarks | student's academic delays. |
| | through classroom instructional support alone (Christ, 2008). | |
| TI YES | Tior 1: Classmon Intervention. The classroom teacher gives | An absence of individualized |
| D NO | additional induitivalized anatomic support in the student beyond that | destances support or a poort |
| | soulded is case instruction | focused classroom interaction |
| | provided in core instruction. | focused classification intervention |
| | The teacher documents mose strategies on a Tier 1 | plan may contribute to the |
| | intervention plan. | seventis ecolemic deleys. |
| | 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. | |
| CI YES | Tier 1: Intervention Integrity. Data are collected to verify that the | Without intervention-integrity |
| E NO | Intervention is carried out with Integrity (Gansle & Noell, 2007; Roach | data, it is impossible to disce |
| | & Eliot. 2008). Relevant Intervention-Integrity data include | whether academic |
| | information about | undemerformance is due to t |
| | Frequency and length of intervention sessions | student's inon-responsel to |
| | Dations by the interventionist or an independent observes | intervention or due to an |
| | Noving by the intervention of the interpendent observer shout shallons all stans of the intervention are helped | intervention that was poorly a |
| | conducted connectiv | inconsistently castled out |
| | conducted correctly. | inconsistency carries ouc |
| | | |
| Tier 1: Deci | sion Point: Teacher Consultation/Team Meeting | |
| Decision Points | At Tier 1, the school has set up procedures for teachers and other staff t | to discuss students who need |
| Intervention, to a | analyze data about their school performance, to design intervention and p | rogress-monitoring plans, and |
| schedule follow- | up meetings on the student(s). | |
| Adequately | RTIElement | If this element is incomplet |
| a second s | | missing or undocumented |
| Documented? | | THE STATE OF MEMORY AND A REAL |
| Documented? | Tier 1: Classroom Teacher Problem-Solving Meetings, The | If the school does not require |
| Documented? | Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need | If the school does not provide teachers with guidance and |
| Documented? | Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need The 1 (classroom) interventions and in schedule follow-up meetings. | If the school does not provid teachers with guidance and support in creation Ties 1 |
| Documented? | Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (dassroom) interventions and to schedule follow-up meetings to available compares. That have have not of the there: | If the school does not provide teachers with guidance and support in creating Tier 1 Intervention place. It created |
| Documented? D YES D NO | Tior 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (dassroom) interventions and to schedule follow-up meetings to evaluate progress. Their forum takes one of two forms: | If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot |
| Documented? PYE8 NO | Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (discorom) interventions and to schedule follow-up meetings to evaluate progress. The thorum takes one of two forms: • Consultant The school complex a list of consultants in the school and the school complex a list of consultants in the school and school and the school of the school and school and the s | If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher |
| Decumented? PE8 NO | Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (dassroom) interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms: • Concestuator. The school comples a list of consultants in the school who can meet with individual teachers or grade-level | If the school does not provide teachers with guidence and support in creating Tier 1 intervention plans, it cannot answer whether each teache consistently following |
| Documented? | 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. The thrown takes one of thos forms: • Consultant The school complets a list of consultants in the school who can meet with individual teachers or grede-level teams to discuss specific students and to help the teacher | If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teache consistently following recommended practices in |
| Documented? VES NO | Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (descroom) interventions and to schedule follow-up meetings to evaluate progress. Thet forum takes one of tho forms: • <i>Consultant</i> : The school complex 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. | If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it carnot answer whether each teache consistently following recommended practices in developing those plans. |
| Documented? | Tior 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. Theil forum takes one of two forms: • Consultant The school complex 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. • Graduit Lawd Taur. The school teams prederived teams to discuss the school teams prederived teams to the school and the school teams prederived teams to the school and the school teams prederived teams to charts. The school teams prederived teams to the school and teams the school and teams of the school and teams to charts. | If the school does not provide teachers with guidance and support in creating The 1 intervention plans, it cannot answer whether each teacher consistently following recommended practices in developing those plans. |