The Teacher as Classroom 'First Responder'

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INTERVENTION CENTRAL

Response to Intervention

Intervention Central
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“*I have come to believe that a great teacher is a great artist...Teaching might even be the greatest of the arts since the medium is the human mind and spirit.*”

-John Steinbeck

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

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

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

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

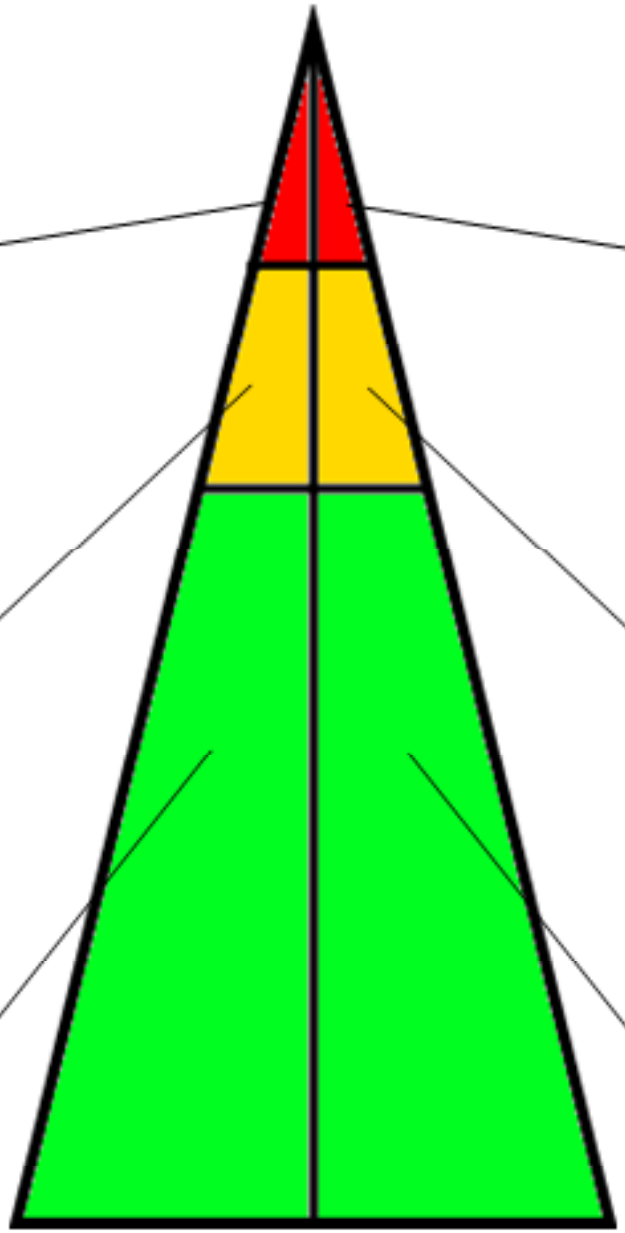
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

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

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

Keynote Topics

1. **Strong Core Instruction.** There are specific elements that research shows can help the struggling learner to grasp challenging large-group instruction.

2. **Academic Interventions in the Classroom.** Interventions for classroom academic problems should be feasible and match student needs.

RTI & Tier 1 (The Classroom). While Response to Intervention is a whole-school effort, it begins with classroom academic supports for students.

RTI: Tier 1 Core Instruction

Focus of Inquiry: Because it benefits all students and is the most efficient way to improve academic skills, core instruction is the most important element of RTI.

How To: Implement Strong Core Instruction

How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

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

1. Increase Access to Instruction

Instructional Element	Notes
☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

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

How To Implement Strong Core Instruction

Increase Access to Instruction

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How To Implement Strong Core Instruction

Increase Access to Instruction

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How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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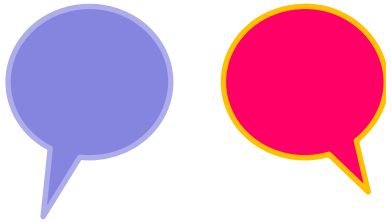
How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

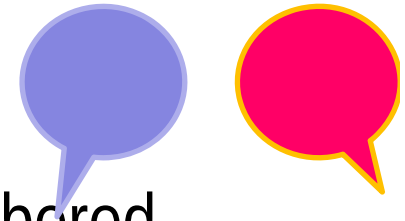
How To…Promote Increased Class Participation With *Numbered Heads Together*

Motivating Students Through Collaboration: Numbered Heads Together



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

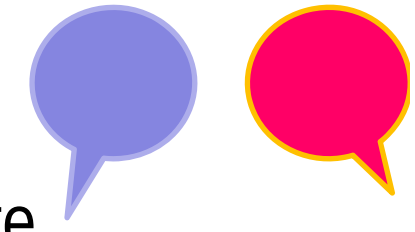
Motivating Students Through Collaboration: Numbered Heads Together



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

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

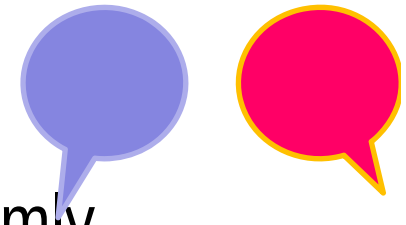
Motivating Students Through Collaboration: Numbered Heads Together



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

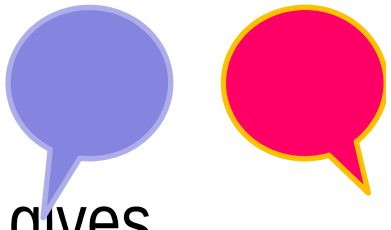
3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.

Motivating Students Through Collaboration: Numbered Heads Together



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

Motivating Students Through Collaboration: Numbered Heads Together



5. **Give teacher feedback.** Finally, the instructor gives feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Give Timely Performance Feedback

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑Instructional Match
- ❑Co
- ❑Pre
- ❑Ch

2.

- ❑De
- ❑Tal
- ❑Wo
- ❑Act
- ❑Co
- ❑Checks for Understanding

Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction.**
2. Select 1 or 2 that you find to be a particular **challenge** to implement in the classroom--and **brainstorm** with your group about ways to successfully use them.

2. 'Scaffolding' Support (Cont.)

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

Timely Performance Feedback

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

Opportunities for Review/ Practice

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

Academic Interventions in the Classroom.

Interventions for classroom academic problems should be feasible and match student needs.

RTI: Tier 1 General-Education Classroom Intervention

Focus of Inquiry: Because the teacher is the Tier 1 (classroom) RTI 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 interventions.

Tier 1: Classroom Interventions: Steps

- *Step 1: Describe the Problem Clearly.* The teacher describes the student's academic problem in specific terms.
- *Step 2: Select a Research-Based Intervention.* The teacher selects an intervention supported by research that matches the student's presenting problem.
- *Step 3: Decide How to Monitor the Student's Intervention Progress.* The teacher chooses an appropriate method to periodically measure the learner's progress.
- *Step 4: Put the Intervention Plan into Writing.* Before starting the intervention, the teacher creates a 'quick plan' that lays out the details of the intervention.

Example: Acquisition of Basic Math Facts

- Mrs. Thompson, 6th grade teacher, has a student, Raymond, who has not yet acquired his multiplication math facts.
- She decides that Raymond requires a classroom (Tier 1) intervention to master those multiplication facts.

Math-Fact Fluency

- Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.

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.

Step 1: Describe the Problem Clearly. The teacher describes the student's academic problem in specific terms.

Academic Problem Identification: Steps

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

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

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When working independently at her desk…	Alice frequently seeks teacher help…	while most classmates are able to complete the task without adult support.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
For science homework...	Tye turns in assignments an average of 50% of the time...	while the classroom median rate of homework turned in is 90%.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When given a 2-minute timed worksheet of multiplication facts 0-9...	Brad computes an average of 21 correct digits...	while the math-computation benchmark norm for Brad's grade level is 42 correct digits.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When completing an introductory-level algebra word problem…	Ann is unable to translate that word problem into an equation with variables…	while most peers in her class have mastered this skill.

Example: Acquisition of Basic Math Facts

Step 1: Describe the Problem Clearly

- Here is the problem-identification statement that Mrs. Thompson writes for Raymond:

Conditions	Problem Description	Typical/Expected Level of Performance
Shown math fact flashcards (multiplication facts to 12)...	Raymond answers no more than half correctly ...	while classmates have mastered the entire set.

Step 2: Select a Research-Based Intervention. The teacher selects an intervention supported by research that matches the student's presenting problem.

Example: Acquisition of Basic Math Facts

Step 2: Select a Research-Based Intervention

- Because Raymond has not yet *acquired* all of his multiplication facts, Mrs. Thompson selects **Cover-Copy-Compare** as a manageable classroom intervention to address this deficit.

Math Facts: Cover-Copy-Compare

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 to

Cover-Copy-Compare Math Fact Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ 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 x 4 = 36	3a.
	3b.
4. 9 x 1 = 9	4a.
	4b.
5. 9 x 9 = 81	5a.
	5b.
6. 9 x 6 = 54	6a.
	6b.
7. 9 x 3 = 27	7a.
	7b.
8. 9 x 5 = 45	8a.
	8b.
9. 9 x 10 = 90	9a.
	9b.
10. 9 x 8 = 72	10a.
	10b.

Step 3: Decide How to Monitor the Student's Intervention Progress. The teacher chooses an appropriate method to periodically measure the learner's progress.

Classroom Data Collection: Right Tools for the Job…

Student outcome measures are 'academic performance/student behavior' detectors. When possible, they should be:

- convenient for teachers to use
- valid and reliable measures of the academic performance/behavior being measured'
- sensitive to short-term student improvement

Example: Acquisition of Basic Math Facts
Step 3: Decide How to Monitor the Student's Progress

- Mrs. Thompson decides to use a time-efficient way to measure Raymond's increased proficiency in math facts: Curriculum-Based Measurement (CBM) for Math Computation Fluency.

  The student is given a worksheet with math facts of a given type and has 2 minutes to complete as many as possible. The worksheet is then scored for number of **Correct Digits**.

  Mrs. Thompson chooses to give these CBM probes weekly.

Math Computation Fluency

Sample CBM Math Computation Fluency Worksheets-Multiplication

Multiplication using 12 and values between 0 and 12

10 x 12 = ____	8 x 12 = ____	0 x 12 = ____	2 x 12 = ____	2 x 12 = ____
9 x 12 = ____	5 x 12 = ____	11 x 12 = ____	2 x 12 = ____	0 x 12 = ____
12 x 12 = ____	12 x 12 = ____	1 x 12 = ____	10 x 12 = ____	10 x 12 = ____
2 x 12 = ____	10 x 12 = ____	9 x 12 = ____	9 x 12 = ____	2 x 12 = ____

Tier 1 Interventions: Putting It All Together:

Classroom interventions are most effective and manageable when teachers can collaborate and follow a consistent problem-solving format.

ACADEMIC RTI

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

Tier 2: At-Risk Students: 15%

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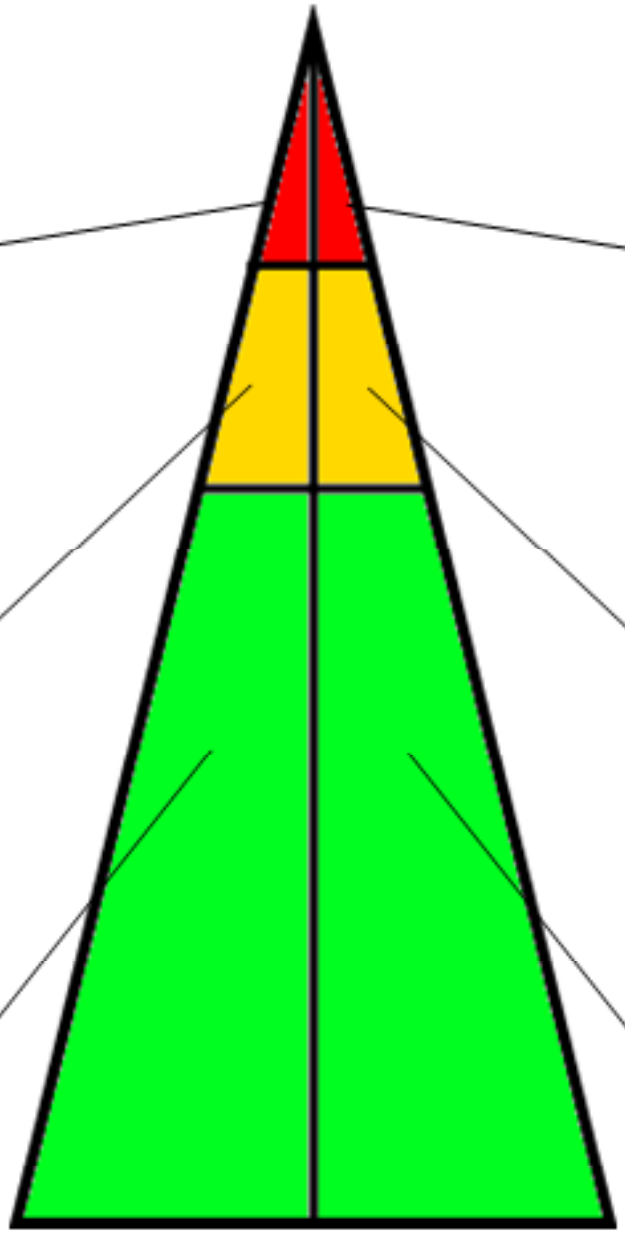

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Tier 1 Intervention Plans: Essentials…

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

Step 4: Put the Intervention Plan into Writing. Before starting the intervention, the teacher creates a 'quick plan' that lays out the details of the intervention.

Resp

How To: Create a Written Record of Classroom Interventions

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Classroom Intervention Planning Sheet

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

Case Information

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

Student:	Raymond Z.	Interventionist(s):	Mrs. Thompson, Gr 6	Date Intervention Plan Was Written:	April 8, 2016
Date Intervention is to Start:	April 11, 2016	Date Intervention is to End:	May 13, 2016	Total Number of Intervention Weeks:	5
Description of the Student Problem:	Shown math fact flashcards (mult facts to 12), Raymond answers no more than half correctly while classmates have mastered the entire set.				

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.

Cover-Copy-Compare: Math Facts

Materials

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

Use the Cover-Copy-Compare interactive worksheet on Intervention Central

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 Raymond to train him in using the Cover-Copy-Compare intervention.
Call Raymond's mother to describe CCC and email her a copy of the interactive worksheet.

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: CBM: Math Computation Fluency

Baseline	Outcome Goal
Raymond computes 26 correct digits/2 mins.	The exit goal for Raymond is to compute 40> digits/2 mins.

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

CBM math worksheets will be administered once per week.

Ideas for Intervention Progress-Monitoring

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

Creating a Written Record of Classroom Interventions: Form

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

Case Information

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

Student:	Raymond Z.	Interventionist(s):	Mrs. Thompson, Gr 6	Date Intervention Plan Was Written:	April 8, 2016
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Description of the Student Problem:	Shown math fact flashcards (mult facts to 12), Raymond answers no more than half correctly while classmates have mastered the entire set.				

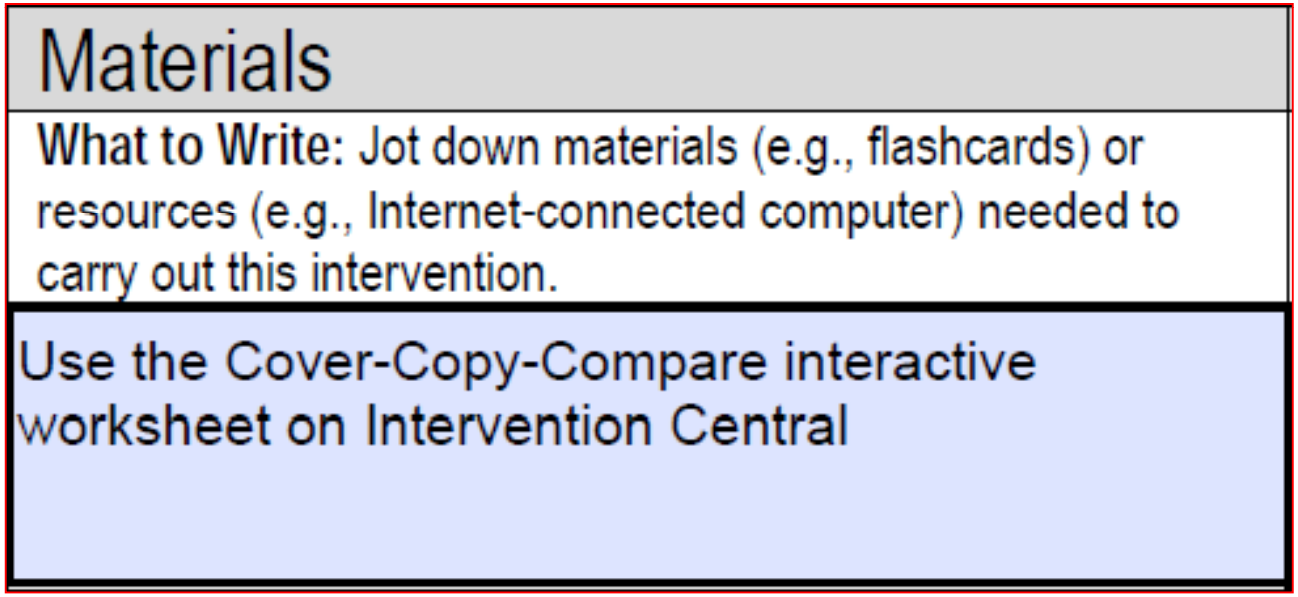
Creating a Written Record of Classroom Interventions: Form

- *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.
Cover-Copy-Compare: Math Facts

Creating a Written Record of Classroom Interventions: Form

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



Creating a Written Record of Classroom Interventions: Form

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

Training
What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Meet with Raymond to train him in using the Cover-Copy-Compare intervention. Call Raymond's mother to describe CCC and email her a copy of the interactive worksheet.

Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring

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

Type of Data Used to Monitor:	CBM: Math Computation Fluency

Baseline	Outcome Goal
Raymond computes 26 correct digits/2 mins.	The exit goal for Raymond is to compute 40> digits/2 mins.

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

CBM math worksheets will be administered once per week.

Resp

How To: Create a Written Record of Classroom Interventions

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Classroom Intervention Planning Sheet

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

Case Information

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

Student:	Raymond Z.	Interventionist(s):	Mrs. Thompson, Gr 6	Date Intervention Plan Was Written:	April 8, 2016
Date Intervention is to Start:	April 11, 2016	Date Intervention is to End:	May 13, 2016	Total Number of Intervention Weeks:	5
Description of the Student Problem:	Shown math fact flashcards (mult facts to 12), Raymond answers no more than half correctly while classmates have mastered the entire set.				

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.

Cover-Copy-Compare: Math Facts

Materials

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

Use the Cover-Copy-Compare interactive worksheet on Intervention Central

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 Raymond to train him in using the Cover-Copy-Compare intervention.
Call Raymond's mother to describe CCC and email her a copy of the interactive worksheet.

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: CBM: Math Computation Fluency

Baseline	Outcome Goal
Raymond computes 26 correct digits/2 mins.	The exit goal for Raymond is to compute 40> digits/2 mins.

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

CBM math worksheets will be administered once per week.

Ideas for Intervention Progress-Monitoring

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