

The Elementary Teacher as 'First Responder': Building the Classroom Intervention Toolkit

Jim Wright

www.interventioncentral.org



Response to Intervention

Intervention Central
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The screenshot displays the Intervention Central website interface. At the top, the logo and tagline "Your source for RTI resources" are visible. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", accompanied by social media sharing options (Like, Tweet, Print, Email, Google+) and a page count of 56. On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section lists two recent articles: one from September 17th, 2013, about reducing time-outs with active response beads, and another from November 20th, 2013, about building sight-word vocabulary. The central area contains a photograph of a teacher and four students working together at a table. To the right, a "Featured Tools" list includes various educational utilities such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Handout



INTERVENTION
CENTRAL

RT/MTSS Classroom Teacher Toolkit

Teacher as 'First Responder': How to
Identify Academic Problems &
Create Tier 1/Classroom Support Plans

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Workshop Materials: <http://www.interventioncentral.org/westbabylon>

Workshop PPTs and handout available at:

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

What Classroom Supports Help a Struggling Student?



-  1. **PROBLEM IDENTIFICATION.** The student's specific academic deficits have been clearly defined.
-  2. **INTERVENTIONS.** The student receives research-based interventions to help them to succeed in core instruction.
-  3. **ACCOMMODATIONS.** The student has access to classroom accommodations as needed to reach grade-level potential.
-  4. **PLAN.** The student has a written intervention plan.
-  5. **DATA.** *The student has assessment data collected to better understand the academic delay and/or to track progress.*

*RTI/MTSS for
Academics: An
Overview.* What does
the RTI/MTSS model
look like?



For Want of a Nail (proverb)



“

For want of a nail the shoe was lost...

For want of a shoe the horse was lost...

For want of a horse the knight was lost...

For want of a knight the battle was lost...

For want of a battle the kingdom was lost...

So a kingdom was lost—all for want of a nail.

”

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

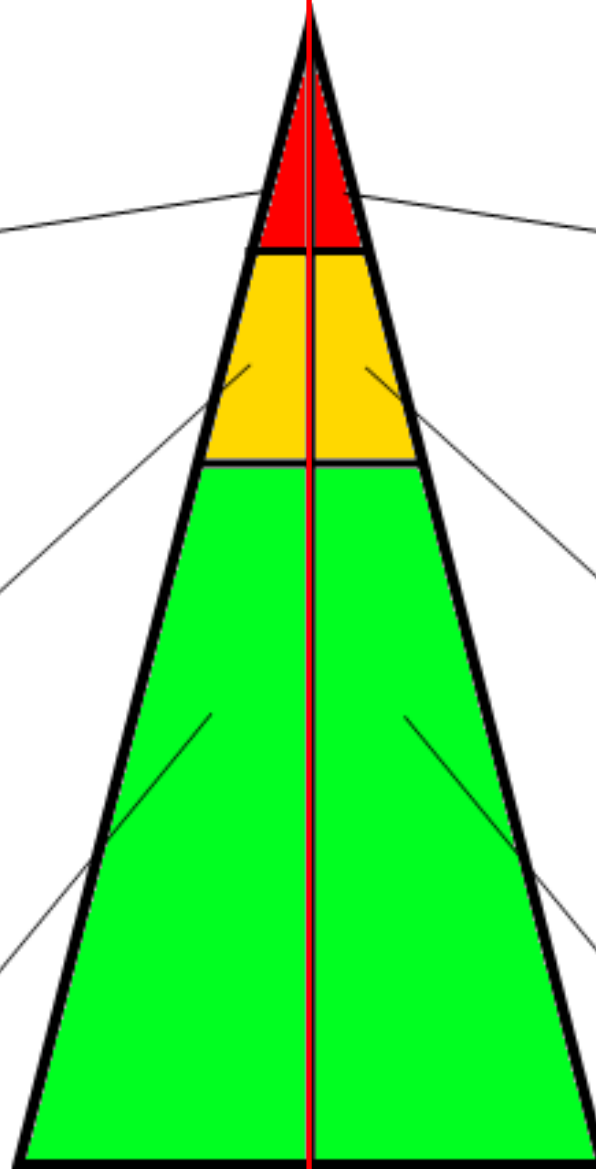
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

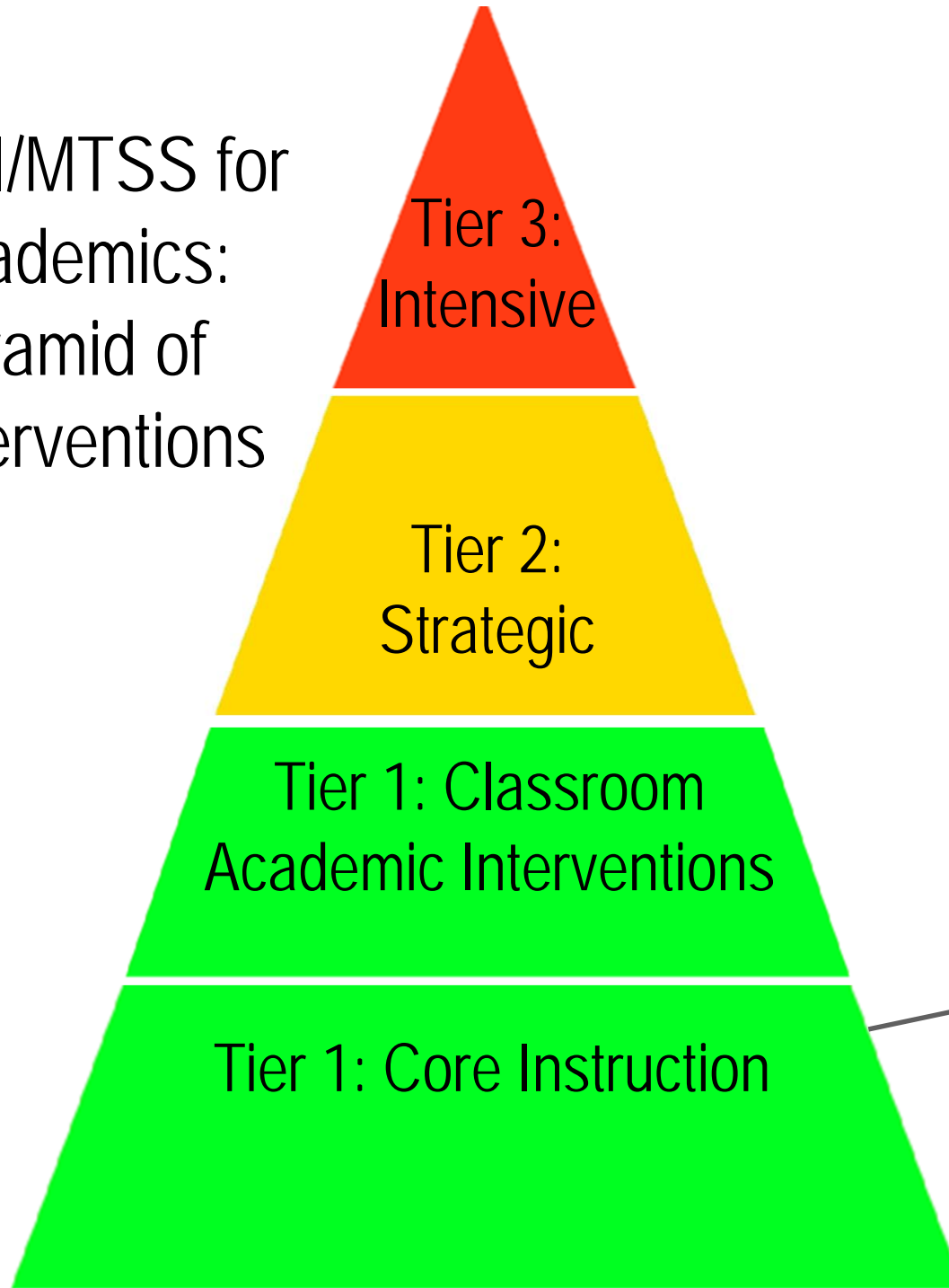
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, 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>

Tier 1: Core Instruction. What are the elements of strong direct instruction that promote student success?



RTI/MTSS for
Academics:
Pyramid of
Interventions



Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

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

MTSS: Tier 1: Core Instruction

- Strong core instructional practices are the **foundation** of MTSS. They underlie and strengthen **classroom instruction**.

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

Strong instruction includes making optimal use of **instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations & supports** as appropriate.

MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.

Handout; pp. 2-3

Jim Wright, Presenter
 How the Common Core Works' Series © 2013 Jim Wright
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How To: Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

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
<input type="checkbox"/> Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
<input type="checkbox"/> 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
<input type="checkbox"/> 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).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> 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.	
<input type="checkbox"/> Collaborative Assignments. Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
<input type="checkbox"/> Checks for Understanding. The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

How to: Implement Strong Core Instruction

1. Access to Instruction

- Instructional Match
- Content Review at Lesson Start
- Preview of Lesson Goal(s)
- Chunking of New Material

2. 'Scaffolding' Support

- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models
- Active Engagement
- Collaborative Assignments
- Checks for Understanding

2. 'Scaffolding' Support (Cont.)

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

3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

4. Opportunities for Review/ Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction

Instructional Match

Co
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 Ch

Activity: Strong Direct Instruction

1. Review this list of elements of **direct instruction**.
2. Select 1-2 of these elements that you find most challenging in whole-group instruction. Discuss possible ways to overcome these challenges.

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Ch

2. 'Scaffolding' Support (Cont.)

Group Responding

h Rate of Student Success

sk Rate of Instruction

Up Strategies

timely Performance Feedback

gular Feedback

p-by-Step Checklists

opportunities for Review/ Practice

acing of Practice Throughout Lesson

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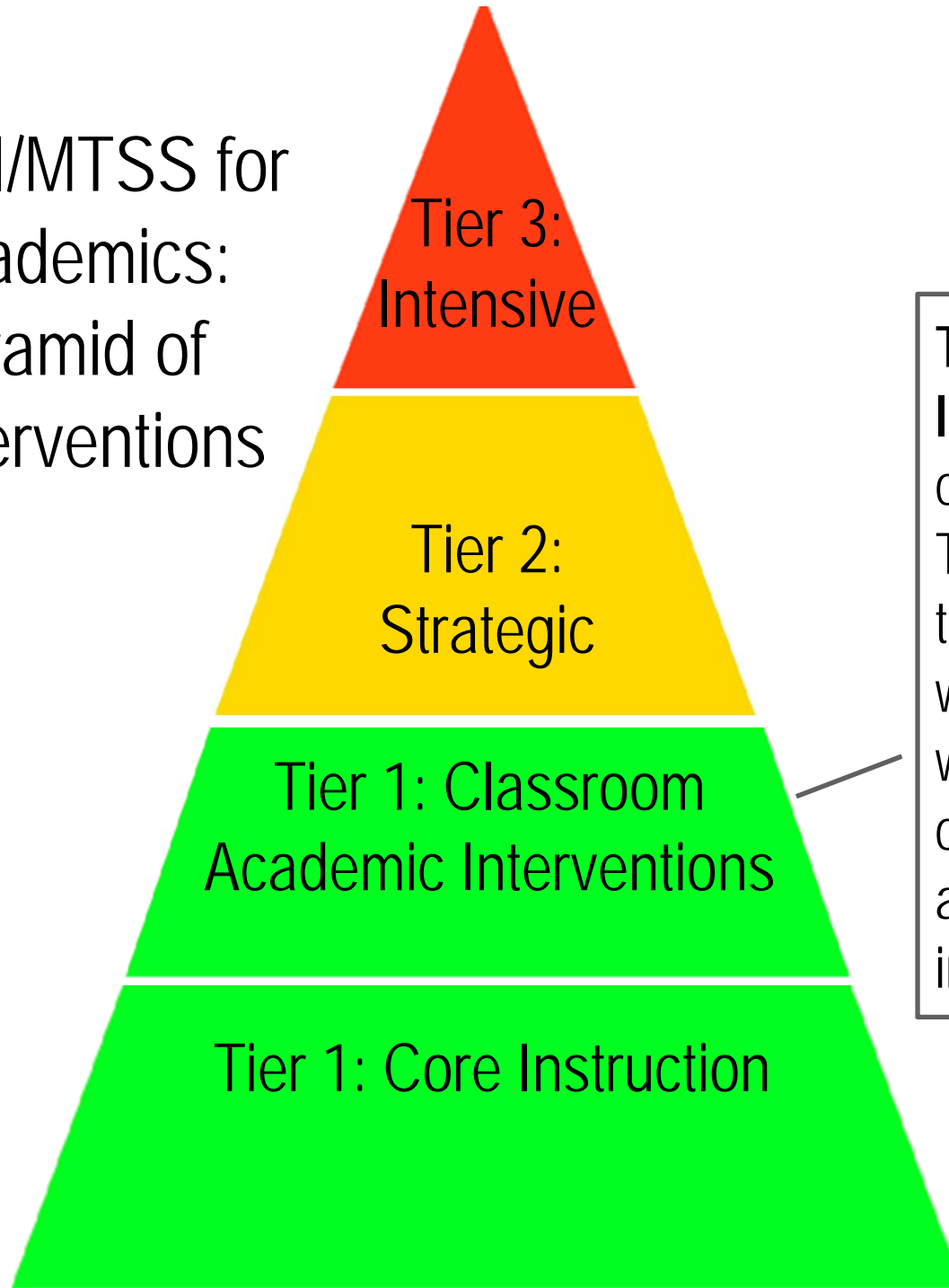
Distributed Practice



Tier 1: Classroom Intervention. How can teachers create, document, and implement academic intervention plans for specific students?

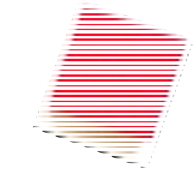


RTI/MTSS for
Academics:
Pyramid of
Interventions



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

RTI Files...



Case 1: Jacqueline:
1st Grade: Letter Knowledge



Case 2: Neda:
4th Grade: Math-Fact Fluency

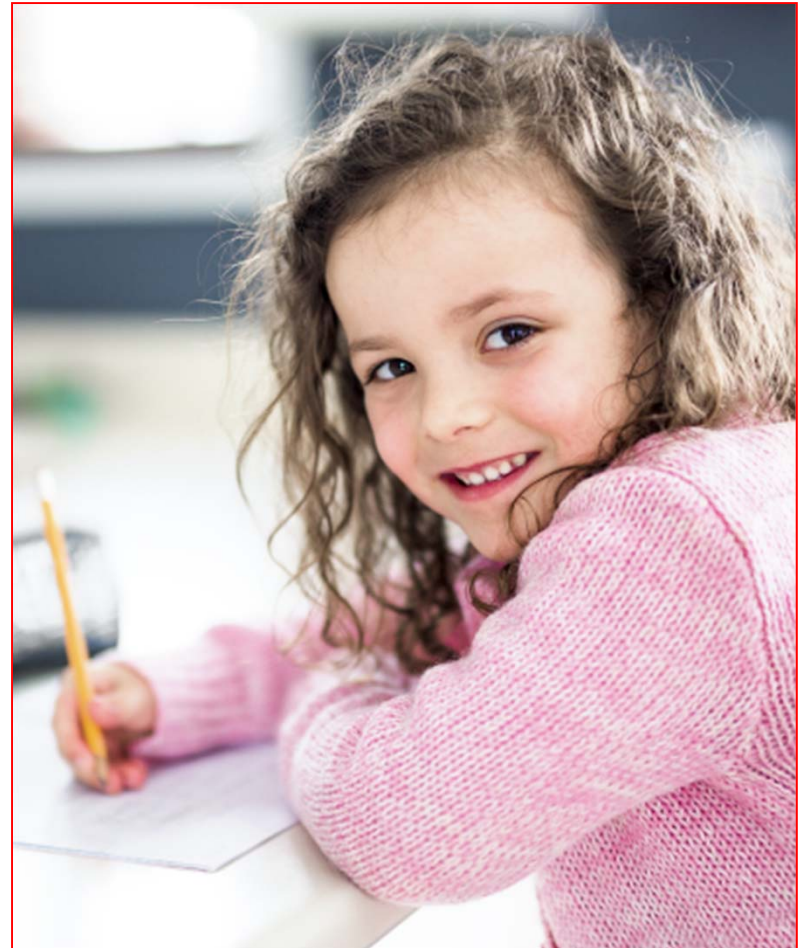


RTI Files: Case 1

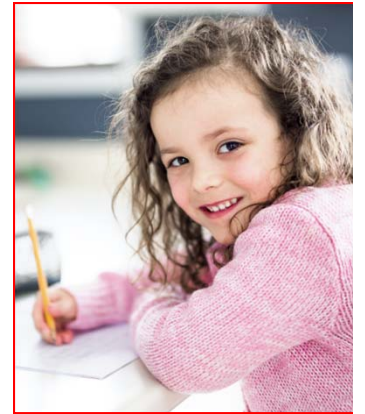
Jacqueline
Grade 1

Problem: Limited
letter knowledge

Intervention:
Incremental
Rehearsal



RTI Files: Case 1



- **Problem:** Jacqueline cannot identify all mixed-case letters.
- **Intervention:** Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.

Letter Names: Incremental Rehearsal

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

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

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.

'KNOWN' Letters

b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
l
c

Incremental Rehearsal of Letter Names

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



K

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.



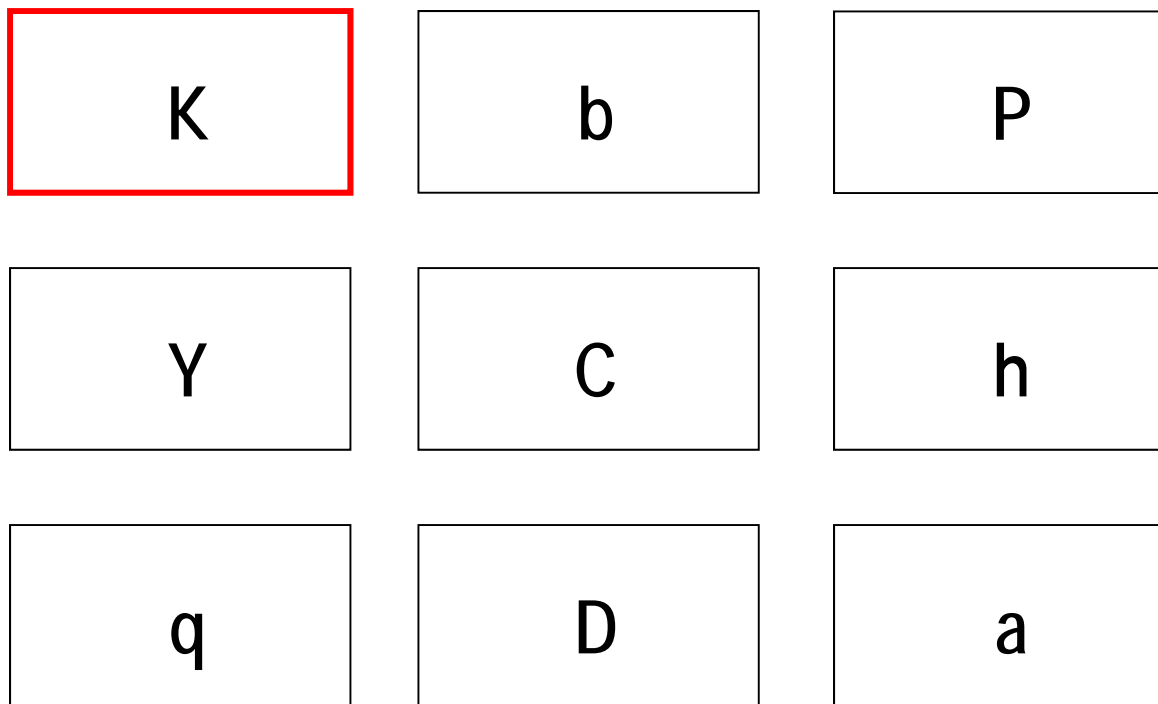
K



b

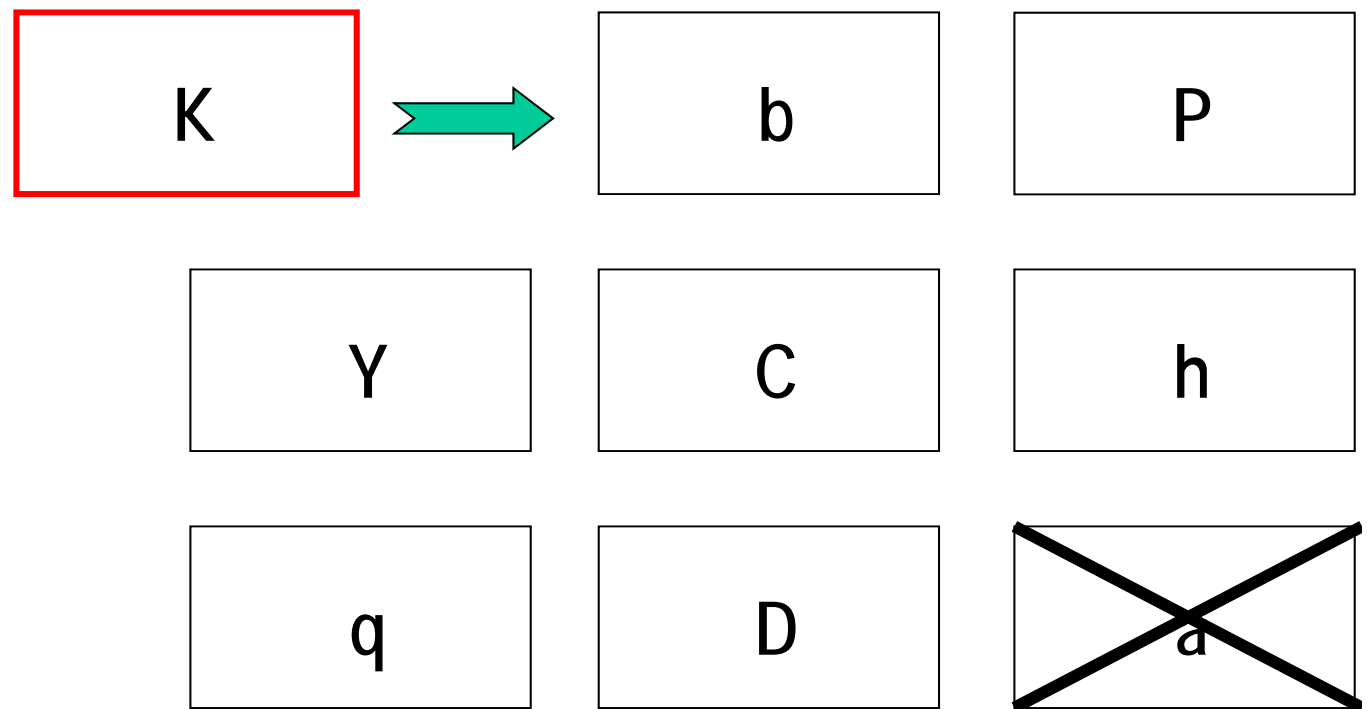
Incremental Rehearsal of Letter Names

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 identify and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

N

K

b

P

Y

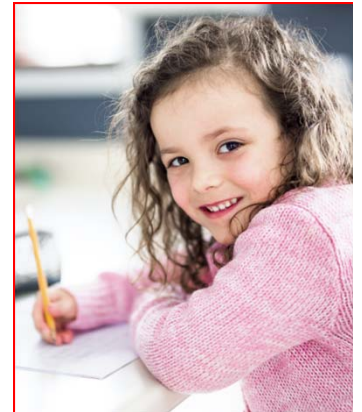
C

h

Q

D

RTI Files: Case 1

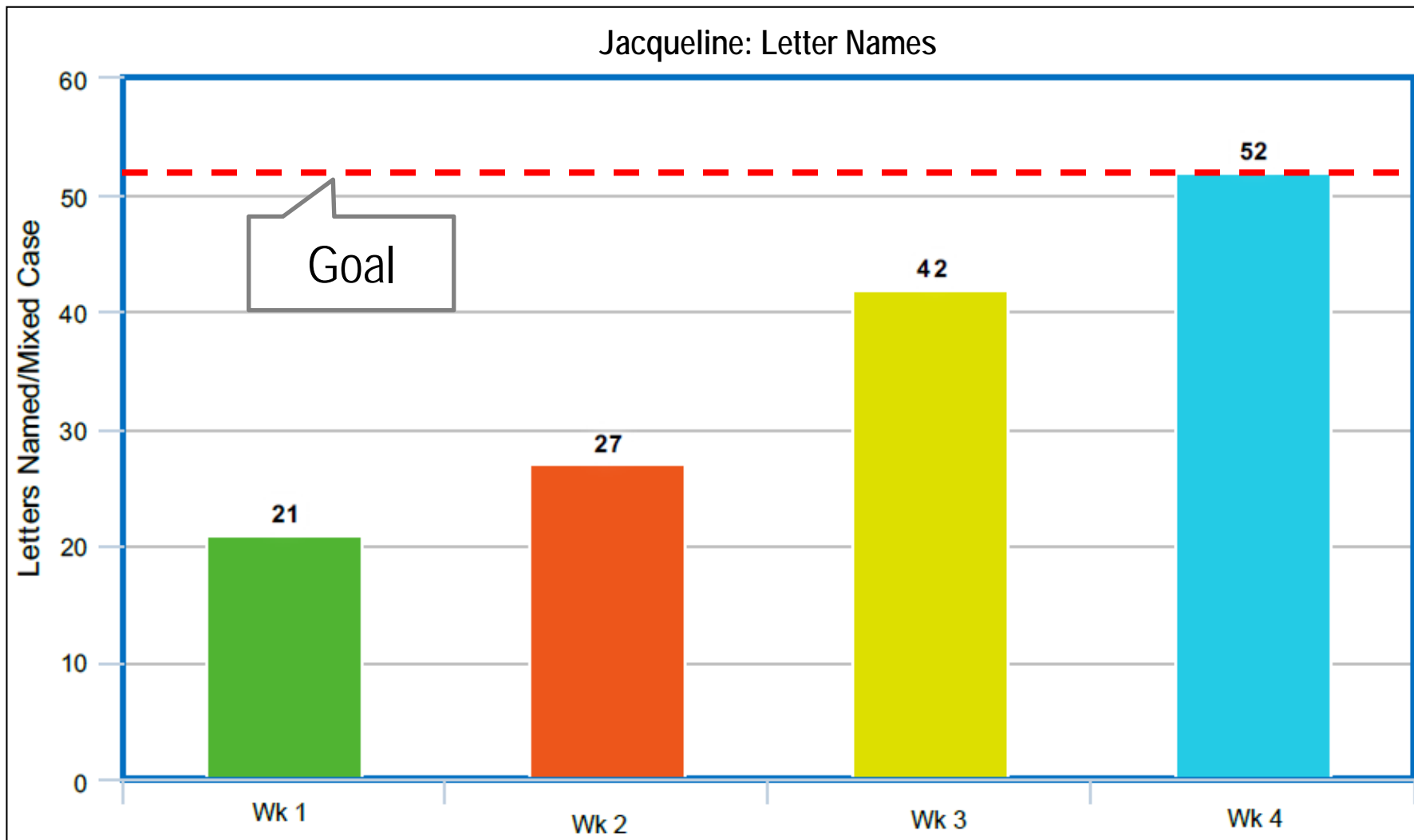


- **Progress-Monitoring:** During the intervention, Mrs. Sampson keeps a cumulative record of any additional letter-names that Jacqueline masters, entering them on a log sheet.

At **baseline**, Jacqueline can identify 21 letters correctly. The **outcome goal** for Jacqueline is to name **all** 52 mixed-case letters accurately and quickly.

RTI Files: Case 1

Jacqueline: Grade 1: Incremental Rehearsal



RTI Files: Case 1: Take-Away

- Interventions are not...
 - an object ('flashcards')
 - a person ('the Reading Teacher')
 - a place ('The Learning Center').
- Instead, interventions are the actual instructional strategies/steps used to teach the struggling learner.
- So while 'flashcards' are **not** an intervention, 'incremental rehearsal using mixed-case letter ID flashcards' is an intervention.

RTI Files: Case 2

Neda

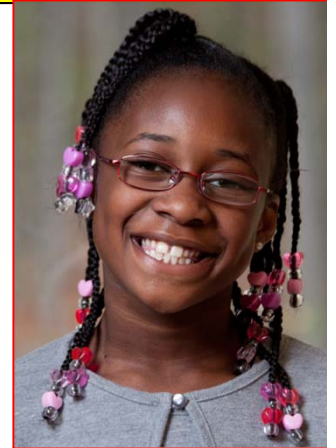
Grade 4

Problem: Limited
math-fact fluency

Intervention:
Cover-Copy-
Compare



RTI Files: Case 2



- **Problem:** Neda is slow in solving basic multiplication facts.
- **Intervention:** Neda's math teacher, Ms. Tanger, decides to use **Cover-Copy-Compare (CCC)**, a student-directed strategy that relies on short-term memory retrieval to memorize math facts. The student will use CCC during daily deskwork.

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).

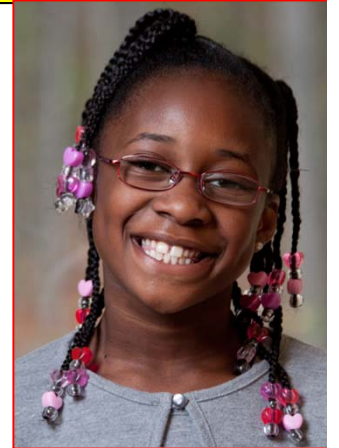
Cover-Copy-
Compare Math
Fact Student
Worksheet

Math Facts	Student Response
1. $9 \times 7 = 63$	1a. $9 \times 7 = 63$
	1b.
2. $9 \times 2 = 18$	2a.
	2b.
3. $9 \times 4 = 36$	3a.
	3b.
4. $9 \times 1 = 9$	4a.
	4b.
5. $9 \times 9 = 81$	5a.
	5b.
6. $9 \times 6 = 54$	6a.
	6b.
7. $9 \times 3 = 27$	7a.
	7b.
8. $9 \times 5 = 45$	8a.
	8b.
9. $9 \times 10 = 90$	9a.
	9b.
10. $9 \times 8 = 72$	10a.
	10b.

RTI Files: Case 2

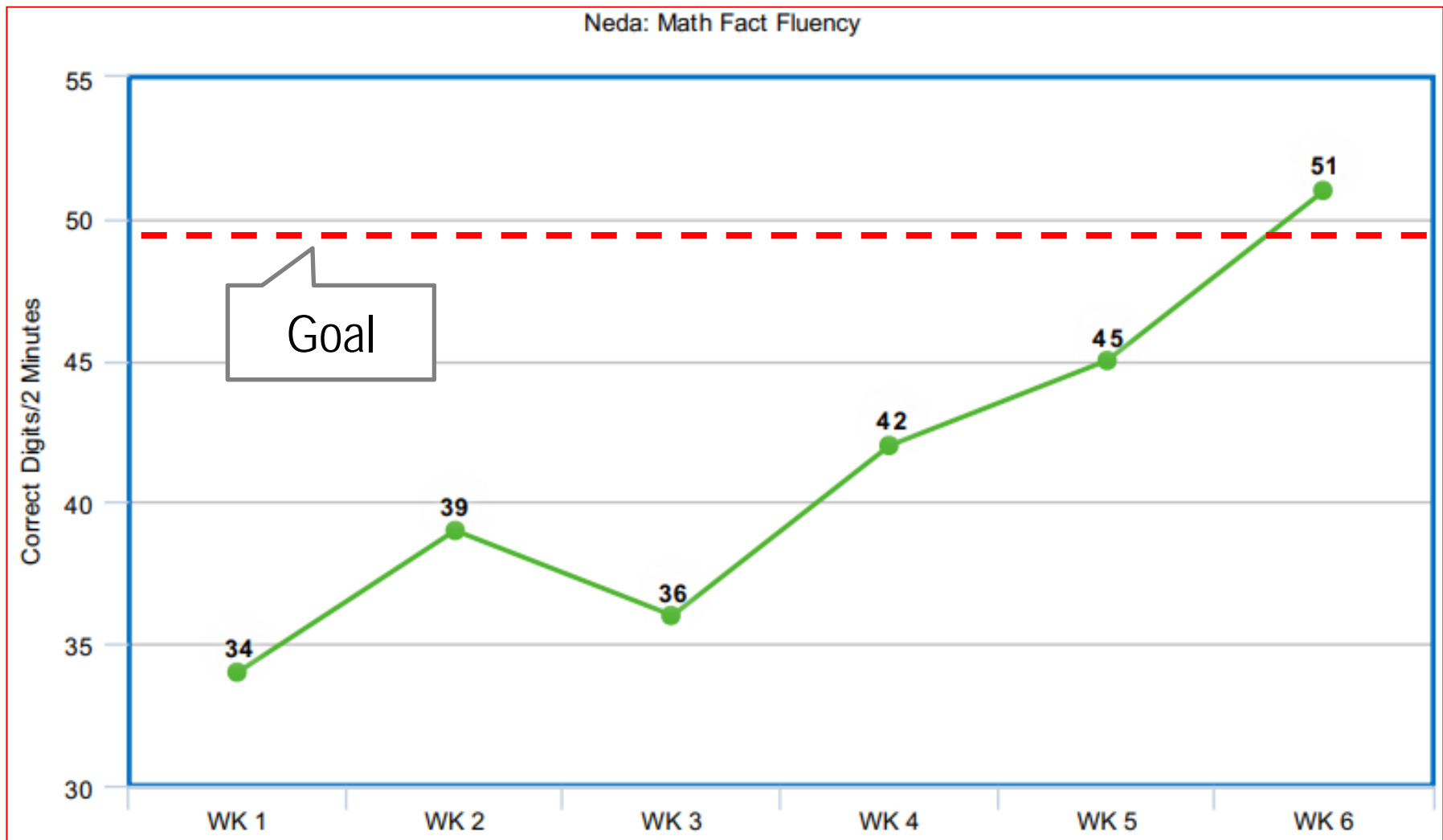
- **Progress-Monitoring:** Ms. Tanger will assess Neda's math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.



RTI Files: Case 2

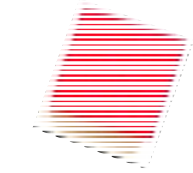
Neda: Grade 4: Math-Fact Fluency



RTI Files: Case 2: Take-Away

- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.
- Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!
- Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.

RTI Files...



Case 1: Jacqueline:
1st Grade: Letter Knowledge



Case 2: Neda:
4th Grade: Math-Fact Fluency



Tier 2: Strategic Interventions for Academics. What quality

indicators

define Tier 2 RTI/MTSS

support for students

whose moderate-to-

severe academic

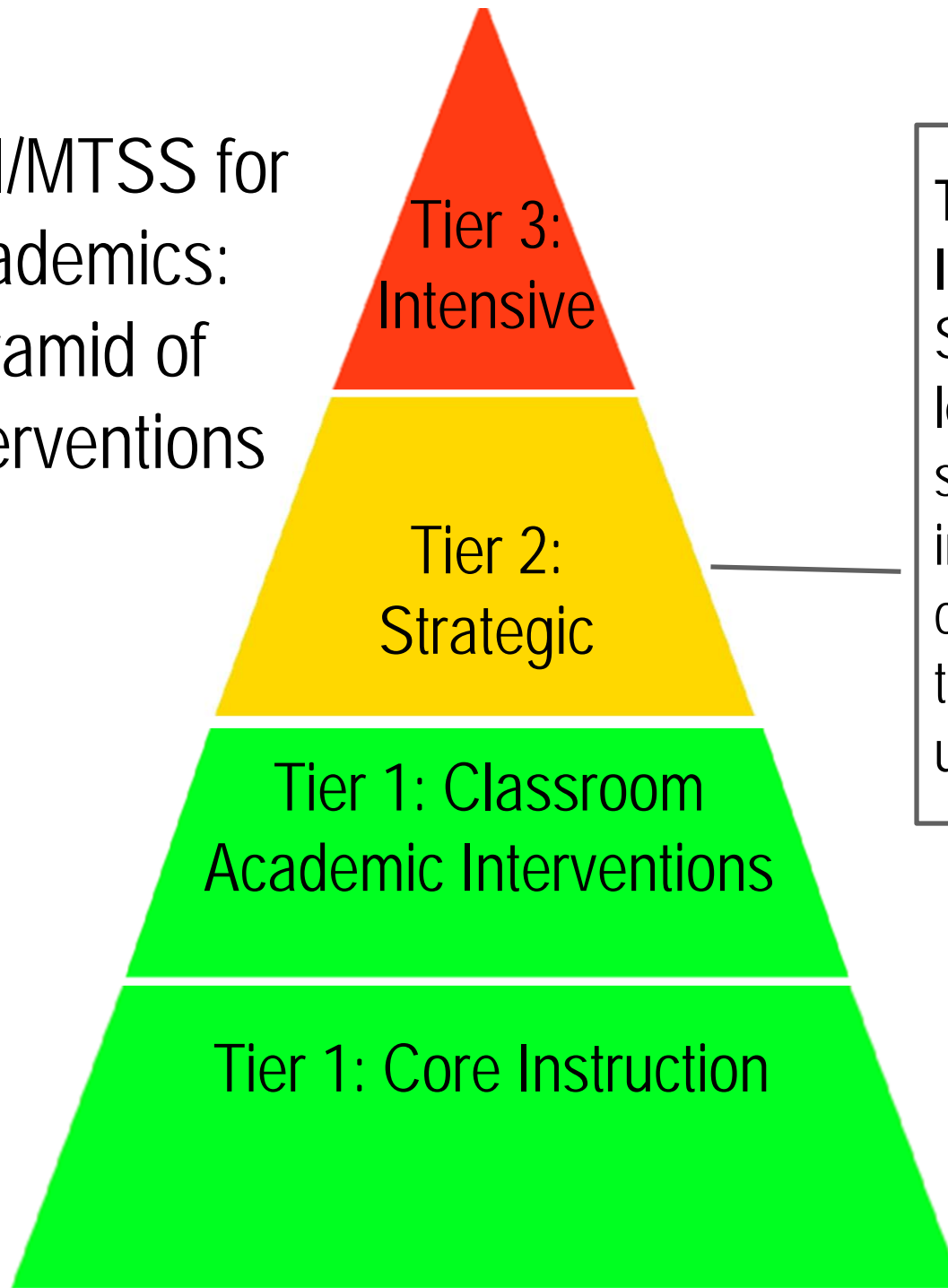
deficits lie beyond the capacity of

the classroom teacher alone to

repair?



RTI/MTSS for
Academics:
Pyramid of
Interventions



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

Evaluating the Quality of Tier 2 Academic Interventions/Programs

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

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

Defining High-Quality Tier 2 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 training 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 per week
- Has been successfully used with students of all different reading levels
- Can be easily 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 improve students' reading fluency are often missing from students' core reading curriculum.

[READ MORE](#)

Other HELPS Programs

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

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

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

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

[READ MORE](#)

RELATED LINKS

- All5web
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center for Response to Intervention

UPDATES

Program Updates

Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates

Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates

Posted on July 8, 2010

- HELPS website improves in several ways

HELPS: Tier 2 Reading-Fluency Program



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

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

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

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

Evaluating the Quality of Tier 2 Interventions/Programs

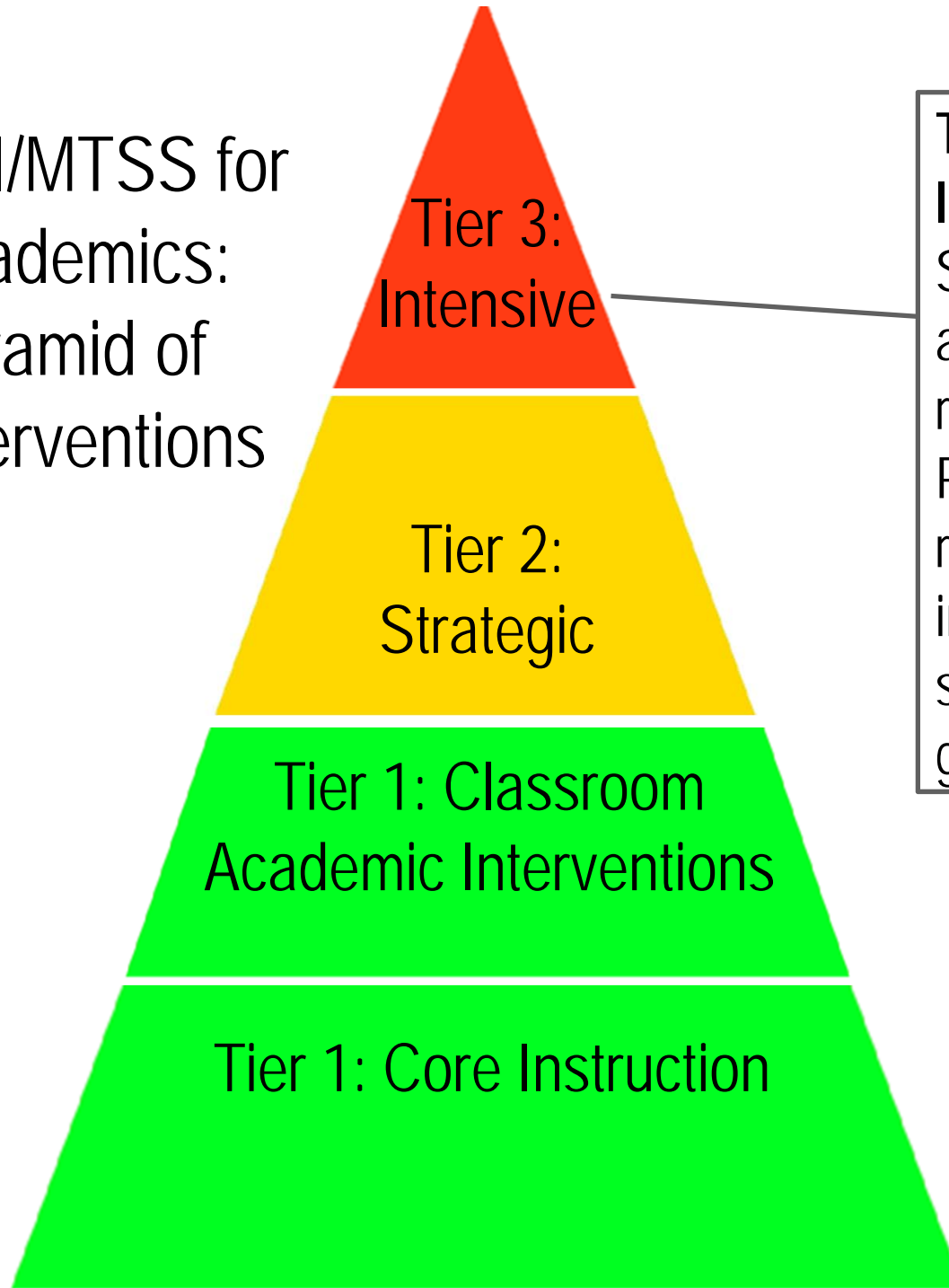
Here are 3 things that high-quality Tier 2 academic interventions are NOT:

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

Tier 3: Intensive Intervention: The RTI/MTSS Problem-Solving Team. When a student fails to respond to academic interventions at Tiers 1 and 2, what is the Problem-Solving Process at Tier 3?



RTI/MTSS for
Academics:
Pyramid of
Interventions



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



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

Identifying the Academic Problem: Part 1. What is a 3-part format for describing academic problems that can increase teachers' understanding of the student concern?
Handout; pp. 2-3



Response to Intervention

Activity: Write an Academic Problem-Identification Statement for Your Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:

a. **Academic Task.** What specific academic task is the greatest academic challenge for this student?

b. **Current Performance.** How does your student currently perform on this task?

c. **Expected Performance.** What level of performance would you expect on this task from a typical/average student?

2. Write a 3-part Problem-Identification Statement. Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Worksheet
p. 29

Academic Problems: Think of a Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:
 - **Academic Task.** What specific academic task is the greatest academic challenge for this student?
 - **Current Performance.** How does your student *currently* perform on this task?
 - **Expected Performance.** What level of performance would you expect on this task from a *typical/average* student?

Academic Problem Identification: The Challenge...

Teachers benefit when they can describe clearly and accurately exactly what a student's academic problem is. Here is a simple approach that will:

- 'frame' the student problem as a 3-part 'problem ID' statement, and
- link that student problem to a likely cause.

Academic Problem Identification: 3 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**.

Academic Problem Identification: 3 Steps

- *Conditions.* Describe the environmental conditions or task demands in place when the academic problem is observed.
- *Problem Description.* Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant quantitative information.
- *Typical or Expected Level of Performance.* Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom) norms, or expert opinion.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance Class Norms
When shown flashcards with mixed-case letters for 3 seconds	Annika can name 38 of 52 correctly	while most peers in her class can name all letters correctly.

General Problem: *Annika doesn't know all of her letters.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level State/CC Standard
When asked to blend / segment onsets and rimes of single-syllable spoken words	Thomas (grade 1) is inconsistent in this skill	while this is a Kindergarten ELA/Reading standard.

General Problem: *Thomas has limited phonics/alphabetic skills.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Le Pe Class Norms
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.

General Problem: *Terrance still needs help in decoding CVC words.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance Benchmark Norms
When reading aloud from a 1-minute 4th-grade passage	Benjamin reads an average of 45 words	while the fall norm (20th percentile) at Grade 4 is 68 words per minute.

General Problem: *Benjamin is a slow reader.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance Class Norms
When completing sets of 5 short-answer questions based on assigned readings	Neda scores an average of 40% (2 of 5 correct)	while classmates score an average of 80%.

General Problem: *Neda does not retain important information from readings.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level
<p>When directed to match terms and definitions for 20 social-studies terms</p>	<p>Lucy can correctly match 10 items</p>	<p>while this entry-level vocabulary is a prerequisite for the course.</p>

Entry-Level Skill

General Problem: *Lucy lacks basic social-studies vocabulary.*

3-Part Problem ID Statement: Examples

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

General Problem: *Alice is always seeking teacher help instead of working on her own.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level Class Norm
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%.

General Problem: *Tye isn't getting his homework in.*

3-Part Problem ID Statement: Examples

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

Entry-Level Skill

General Problem: *Ann can't set up her math word-problems.*

Response to Intervention

Activity: Write an Academic Problem-Identification Statement for Your Student

1. Choose a student you work with that has 1 or more significant academic challenges requiring a Tier 1/Classroom Intervention Plan. Answer these questions regarding your student:

a. **Academic Task.** What specific academic task is the greatest academic challenge for this student?

b. **Current Performance.** How does your student currently perform on this task?

c. **Expected Performance.** What level of performance would you expect on this task from a typical/average student?

2. Write a 3-part Problem-Identification Statement. Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Worksheet
p. 29

Academic Problems: Think of a Student

Problem ID: Write a 3-part Problem-Identification Statement. On your worksheet, write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout; pp. 2-3.

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Identifying the Academic Problem:
Part 2. What are 8 common reasons for academic problems—and how can they be measured and fixed?



Response to Intervention

Identifying Academic Problems in the Classroom: A Guide for Teachers pp. 5-7



Identifying Academic Problems in the Classroom: A Guide for Teachers

Directions: When students struggle to complete in-class and homework assignments, teachers can find it difficult to pinpoint the likely cause of the problem. The table below contains 8 common reasons why students might experience academic difficulty. Educators can use the table as a tool to quickly identify obstacles to student learning as well as to find suggestions to help the learner and to measure the impact of their academic-intervention efforts.

NOTE: Many of the causes for student underperformance contained here require that you first rule out competing explanations before you can accept them. For example, if a teacher believes that a student fails to complete classwork because of a lack of confidence/work avoidance (explanation 8), that instructor must first rule out the alternative explanation that the student simply lacks the skills to do the assignment.

Reason for Academic Problem	What It Looks Like	How to Respond	How to Measure: Sample Ideas
1. Skill. The student is unable to do the academic work.	<ul style="list-style-type: none"> All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work. 	<ul style="list-style-type: none"> Actively teach the target skill(s). Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board). Provide timely feedback about correct performance. Offer praise and encouragement for effort. 	<ul style="list-style-type: none"> Select any method for data collection that provides direct, observable evidence of the student's mastery of the academic skills being taught: e.g., teacher-made quizzes; rubrics; work products, etc.
2. Fluency. The student possesses the necessary academic skills but lacks fluency in completing the work.	<ul style="list-style-type: none"> The student can complete the work but is inefficient, requiring substantially more time than classmates to do so. The student may also be committing large amounts of cognitive energy to the basic task, preventing them from focusing on higher-level problem-solving or comprehension. 	<ul style="list-style-type: none"> Provide opportunities for the student to practice the skill and receive timely performance feedback. Reinforce the student for fluency as well as accuracy. 	<ul style="list-style-type: none"> Administer brief, timed measures to track growth in speed and efficiency. <p>NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.</p>
3. Retention. The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.	<ul style="list-style-type: none"> The student demonstrates success on an academic task (e.g., correctly recalling a set of math facts from memory) but on a following day cannot repeat this same task. 	<ul style="list-style-type: none"> Give the student multiple opportunities to drill on and 'over-practice' the skill. 	<ul style="list-style-type: none"> Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

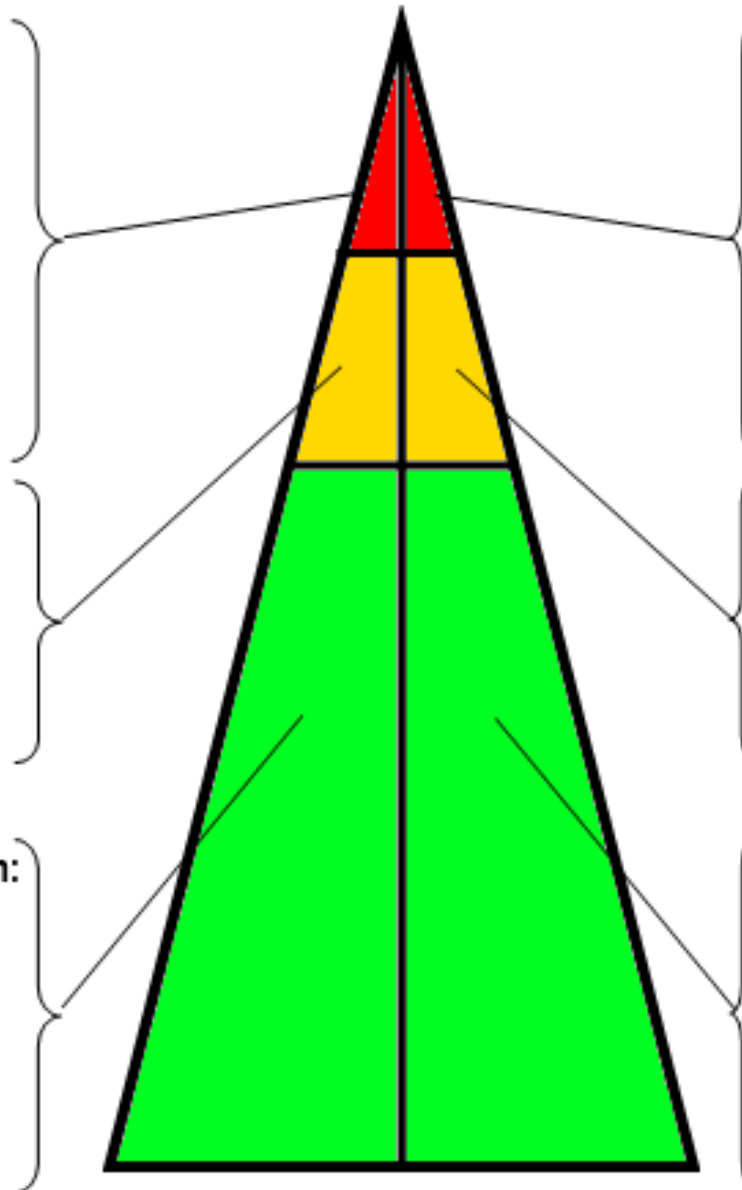
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

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

Source: Grosche, M., & Voipe, 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>

Skill

Reason for Academic Problem

- The student is unable to do the academic work.

What It Looks Like

- All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work.

1

Skill

How to Respond

- Actively teach the target skill(s).
- Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board).
- Provide timely feedback about correct performance.
- Offer praise and encouragement for effort.

1

Skill

How to Measure: Sample Ideas

- Select any method for data collection that provides direct, observable evidence of the student's mastery of the academic skills being taught: e.g., teacher-made quizzes; rubrics; work products, etc.

Fluency

Reason for Academic Problem

- The student possesses the necessary academic skills but lacks fluency in completing the work.

Fluency

What It Looks Like

- The student can complete the work but is inefficient, requiring substantially more time than classmates to do so.

The student may also be committing large amounts of cognitive energy to the basic task, preventing them from focusing on higher-level problem-solving or comprehension.

Fluency

How to Respond

- Provide opportunities for the student to practice the skill and receive timely performance feedback.
- Reinforce the student for fluency as well as accuracy.

Fluency

How to Measure: Sample Ideas

- Administer brief, timed measures to track growth in speed and efficiency.
- NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.

Retention

Reason for Academic Problem

- The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.

Retention

What It Looks Like

- The student demonstrates success on an academic task (e.g., correctly recalling a set of math facts from memory) but on a following day cannot repeat this same task.

Retention

How to Respond

- Give the student multiple opportunities to drill on and 'over-practice' the skill.

Retention

How to Measure: Sample Ideas

- Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.

Generalization

Reason for Academic Problem

- The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.

Generalization

What It Looks Like

- The teacher has evidence that the student possesses specific academic skills (e.g., reading comprehension techniques; an efficient note-taking strategy). However, the student fails to use those skills in appropriate situations or settings.

Generalization

How to Respond

- Identify situations/settings in which the student should use the missing skills ('skills transfer')
- Select a method (e.g., adult prompt; self-monitoring with a checklist) through which the student is alerted to apply those missing skills in the new setting.

Generalization

How to Measure: Sample Ideas

- Choose those target situations/settings to which the student should generalize specific skills.
- In those situations/settings, tally the number of times the student both (1) successfully displays the target skill(s), and (2) fails to display those skills.

Response to Intervention

Identifying Academic Problems in the Classroom: A Guide for Teachers pp. 5-7



Identifying Academic Problems in the Classroom: A Guide for Teachers

Directions: When students struggle to complete in-class and homework assignments, teachers can find it difficult to pinpoint the likely cause of the problem. The table below contains 8 common reasons why students might experience academic difficulty. Educators can use the table as a tool to quickly identify obstacles to student learning as well as to find suggestions to help the learner and to measure the impact of their academic-intervention efforts.

NOTE: Many of the causes for student underperformance contained here require that you first rule out competing explanations before you can accept them. For example, if a teacher believes that a student fails to complete classwork because of a lack of confidence/work avoidance (explanation 8), that instructor must first rule out the alternative explanation that the student simply lacks the skills to do the assignment.

Reason for Academic Problem	What It Looks Like	How to Respond	How to Measure: Sample Ideas
1. Skill. The student is unable to do the academic work.	<ul style="list-style-type: none"> All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work. 	<ul style="list-style-type: none"> Actively teach the target skill(s). Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board). Provide timely feedback about correct performance. Offer praise and encouragement for effort. 	<ul style="list-style-type: none"> Select any method for data collection that provides direct, observable evidence of the student's mastery of the academic skills being taught: e.g., teacher-made quizzes; rubrics; work products, etc.
2. Fluency. The student possesses the necessary academic skills but lacks fluency in completing the work.	<ul style="list-style-type: none"> The student can complete the work but is inefficient, requiring substantially more time than classmates to do so. The student may also be committing large amounts of cognitive energy to the basic task, preventing them from focusing on higher-level problem-solving or comprehension. 	<ul style="list-style-type: none"> Provide opportunities for the student to practice the skill and receive timely performance feedback. Reinforce the student for fluency as well as accuracy. 	<ul style="list-style-type: none"> Administer brief, timed measures to track growth in speed and efficiency. <p>NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.</p>
3. Retention. The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.	<ul style="list-style-type: none"> The student demonstrates success on an academic task (e.g., correctly recalling a set of math facts from memory) but on a following day cannot repeat this same task. 	<ul style="list-style-type: none"> Give the student multiple opportunities to drill on and 'over-practice' the skill. 	<ul style="list-style-type: none"> Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.

Identifying Academic Problems in the Classroom

1. *Skill.* The student is unable to do the academic work.
2. *Fluency.* The student possesses the necessary academic skills but lacks fluency in completing the work.
3. *Retention.* The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. *Generalization.* The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.
5. *'Academic Survival' Skills.* The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.
6. *Overprompting.* The student completes work—but requires frequent prompting.
7. *Overhelping.* The student has the ability to complete the work—but seeks repeated assistance during the task.
8. *Lack of Confidence/Work Avoidance.* The student possesses the necessary academic skills but lacks sufficient confidence to attempt the work.

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See table below for a listing of possible hypotheses.

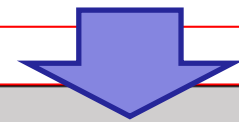
Hypothesis Statement

Reason for Academic Problem
1. <i>Skill.</i> The student is unable to do the academic work.
2. <i>Fluency.</i> The student possesses the necessary academic skills but lacks fluency in completing the work.
3. <i>Retention.</i> The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. <i>Generalization.</i> The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.
5. <i>'Academic Survival' Skills.</i> The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.
6. <i>Overprompting.</i> The student completes the work—but requires high rates of adult prompting during the task.

Worksheet
p. 30

Academic Problems: Think of a Student

2. Problem ID: Write a Hypothesis Statement. Consult the table of common reasons for student academic problems (pp. 5-7). Select the one that seems most appropriate for your student.



Hypothesis Statement

Reading Interventions.

What are examples of elementary interventions in reading?



Response to Intervention

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.

Five Components of Reading



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.

Kindergarten: Problem: *“Erica has trouble connecting word sounds to their alphabetic equivalent.”*

Intervention: Word Boxes/Word Sort

Word Boxes & Word Sort

Young children must master phonics--the mapping of the sounds of speech to the symbols of the alphabet--before they can become accomplished readers.

Word boxes/word sort is a one-to-one intervention that can strengthen essential phonics skills through work on CVC words (Joseph, 2002).

Word Boxes & Word Sort

Materials. To use word boxes and word sort, the teacher will need these additional materials:

- *Word Boxes: Recording Form* (attached)
- *Word Boxes: Phonics Practice Sheet* (attached)
- *Word Sort: Practice Sheet* (attached)
- Counters (e.g., pennies, poker chips)
- Moveable letters (e.g., magnet letters, cut-out letters)
- Markers for student use

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

*Word
Boxes:
Phonics
Practice
Sheet*

1

2

3

4

5

Response to Intervention

Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

had

red

sit

top

rug

Word Sort Practice Sheet

Word Boxes: Recording Form

Word Boxes: Recording Form

Student: _____ Date: _____ Interventionist: _____

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record "Y" in a trial if the student is able to:

1. place a counter in each box of the word-box form while correctly stating the matching letter-sound.
2. place the appropriate movable letter into each box of the word box form while correctly stating the matching letter-sound.
3. write the appropriate letter into each box of the word box form while correctly stating the matching letter-sound.
4. pronounce the entire word as written in the word box form.

	WORD	Date: _____ Trial 1	Date: _____ Trial 2	Date: _____ Trial 3	NOTES
1		_Y_N	_Y_N	_Y_N	
2		_Y_N	_Y_N	_Y_N	
3		_Y_N	_Y_N	_Y_N	
4		_Y_N	_Y_N	_Y_N	
5		_Y_N	_Y_N	_Y_N	
6		_Y_N	_Y_N	_Y_N	
7		_Y_N	_Y_N	_Y_N	
8		_Y_N	_Y_N	_Y_N	
9		_Y_N	_Y_N	_Y_N	
10		_Y_N	_Y_N	_Y_N	

Word Boxes & Word Sort

Preparation. The teacher selects up to 10 consonant-vowel-consonant (CVC) words each tutoring session and writes them into the *Word Boxes: Recording Form*.

The teacher also writes these 10 words onto index cards--one word per card. NOTE: These CVC words can be any mix from the five vowel groups: a,e,i,o,u.

Response to Intervention

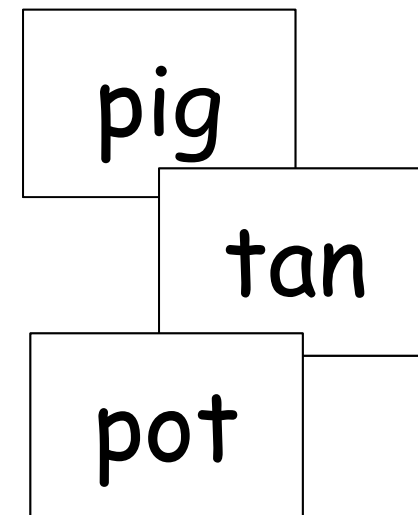
Word Boxes: Recording Form

Student: Ricky Date: _____ Interventionist: _____

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place a counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place the appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write the appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce the entire word** as written in the word box form.

	WORD	Date: _____ Trial 1	Date: _____ Trial 2	Date: _____ Trial 3	NOTES
1	pig	_Y_N	_Y_N	_Y_N	
2	tan	_Y_N	_Y_N	_Y_N	
3	pot	_Y_N	_Y_N	_Y_N	



Word Boxes & Word Sort

Part 1: Word Box: Procedures.

1. The teacher sounds out word and puts counters into word boxes. The teacher places counters under the blanks of the appropriate word box. The teacher next reads aloud a word from the CVC word list ('p-i-g'), sounds out each letter sound in the word, and slides a counter into the corresponding word box.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____



Word Boxes & Word Sort

Part 1: Word Box: Procedures.


2. The teacher sounds out word and the student puts counters into word boxes. The teacher directs the student to put counters into the word boxes while the teacher pronounces the letter sounds of the CVC word.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

1

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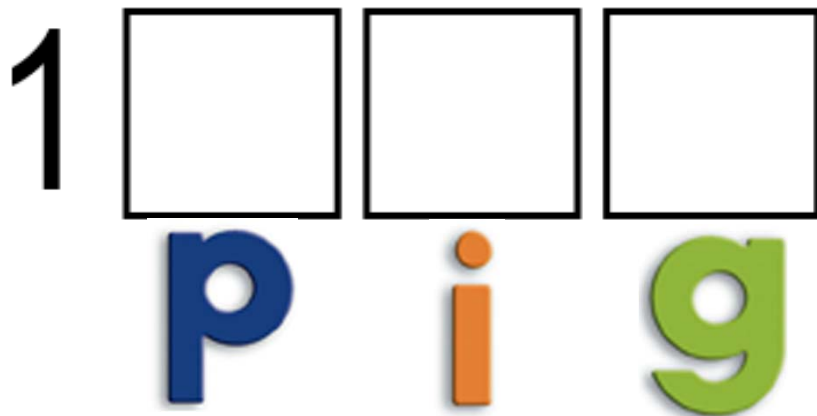
Word Boxes & Word Sort

Part 1: Word Box: Procedures.

3. The student sounds out word, puts letters into word boxes. The teacher lines up magnetic/cut-out letters for the target word under each of the appropriate blanks on the *Word Boxes: Phonics Practice Sheet*. The student sounds out each letter sound while sliding the letter counter into its word box.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____



Word Boxes & Word Sort

Part 1: Word Box: Procedures.

4. The student writes letters of word into word boxes. The student is given a marker and directed to write the letters of the target word into the appropriate word boxes. The student is then prompted to read the word aloud.

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

1

p	i	g
---	---	---

Response to Intervention

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

5. [Optional] The teacher records student responses. The instructor may want to keep a record of student performance on the word-box activity—using the *Word Boxes: Recording Form*.

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place a counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place the appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write the appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce the entire word** as written in the word box form.

	WORD	Date: <u>11/7/17</u> Trial 1	Date: <u>Same</u> Trial 2	Date: <u>Same</u> Trial 3	NOTES
1	pig	<u> </u> Y <u>X</u> <u> </u> N	<u>X</u> <u> </u> Y <u> </u> <u> </u> N	<u>X</u> Y <u> </u> <u> </u> N	Trial 1: R. needed prompts for steps 3,4.

pig

tan

pot

Word Boxes & Word Sort

Part 2: Word Sort: Procedures.

1. The student completes a word sort. At the end of the session, the student uses the Word Sort Practice Sheet to sort the word flashcards under their CVC 'family'. If a word is incorrectly sorted, the teacher points to that word and asks, "Is this word in the right place?"

Word Sort: Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

had

red

sit

top

rug

Grade 1: Problem: *“Karim needs to develop ‘word attack’ skills for CVC words.”*

Intervention: Letter Cube Blending

Letter Cube Blending

d

i

r

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

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter-sound correspondence in a Response-to-Intervention model in first graders. *School Psychology Forum*, 5(2), 54-73.

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.
- With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks--with one bold letter displayed per side.
 - Block 1: t, c, d, b, f, m: green marker
 - Block 2: a, e, i, o, u, i (The letter / appears twice on the block.): blue marker
 - Block 3: b, d, m, n, r, s: red marker
- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter-sound correspondence in a Response-to-Intervention model in first graders. *School Psychology Forum*, 5(2), 54-73.

Letter Cube Blending

INTERVENTION STEPS: At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

- 1. Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.
- 2. The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting 'word'.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter-sound correspondence in a Response-to-Intervention model in first graders. *School Psychology Forum*, 5(2), 54-73.

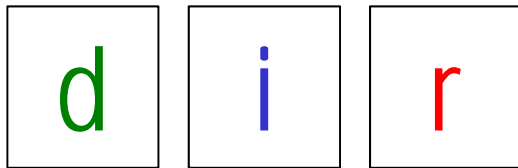
Letter Cube Blending

INTERVENTION STEPS (Cont.):

- 3. The student identifies and records the word as 'real' or 'nonsense'.** The student then identifies the word as 'real' or 'nonsense' and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.
- 4. The activity continues to 10 words.** The activity continues until students in the group have generated at least 10 words on their recording sheets.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter-sound correspondence in a Response-to-Intervention model in first graders. *School Psychology Forum*, 5(2), 54-73.

Letter Cube Blending Sample Recording Sheet



Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter-sound correspondence in a Response-to-Intervention model in first graders. *School Psychology Forum*, 5(2), 54-73.



Letter Cube Blending Activity (Florida Center for Reading Research, 2009)

Directions: Have the student toss the Letter Cubes. Line up the Cubes in GREEN-BLUE-RED (G-B-R) order. Have the student sound out each of the letters on the Cubes in G-B-R order. Have the student read the 'word' spelled out on the Cubes. Then have the student decide whether the 'word' is real or nonsense and write the word under the appropriate column below. Continue until at least 10 'words' have been generated by this group activity.

Student Name Carrie

Real Word	Nonsense Word
bar	dir
fun	

Grade 2: Problem: *“Luis needs to strengthen his sight-word vocabulary before he can move up to his next book.”*

Intervention: Reading Racetrack

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.

	28 were	27 five	26 some	25 had	24 know	23 stop	22 then	
▶	1 had						21 five	
	2 five						20 some	
	3 stop						19 then	
	4 know						18 were	
	5 then						17 had	
	6 were						16 know	
	7 some						15 stop	
8 five	9 stop	10 were	11 had	12 know	13 some	14 then		

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.

Response to Intervention



Reading Racetrack Score Sheet

Student: _____ Wordlist: _____ Date: _____

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.

Grade 3: Problem: *“Terrence is not a fluent reader.”*

Interventions:

- Paired Reading
- Group-Based Repeated Reading

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.

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.

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Group-Based Repeated Reading

Procedure.

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

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

Grade 4: Problem: *“Malik doesn’t closely monitor his understanding of what he reads.”*

Intervention: Click-or-Clunk

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.


Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. *The Reading Teacher*, 38(2), 200-204.

'Click or Clunk' Check Sheet

The Savvy Teacher's Guide: Reading Interventions That Work Jim Wright (www.interventioncentral.org) 27

MY READING CHECK SHEET*

Name: _____ Class: _____


 **Sentence Check...** "Did I understand this sentence?"


If you had trouble understanding a word in the sentence, try...

- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...


- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.



 **Paragraph Check...** "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- Reading the paragraph over.

 **Page Check...** "What do I remember?"

If you had trouble remembering what was said on this page, try...

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

* Adapted from Anderson (1980), Babbs (1994)

Grade 4: Problem: *“Dominic struggles to retain the ‘gist’/main ideas of informational passages.”*

Intervention:

- Read-Ask-Paraphrase

Reading Comprehension: Self-Management Strategies

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

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Read-Ask-Paraphrase:
STEPS:

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

Page)

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Grade 5: Problem: *“Neda ‘gets lost’ in difficult informational passages.”*

Intervention:

Linking Pronouns to Referents

Reading Comprehension 'Fix-Up' Skills: A Toolkit

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

Grade 6: Problem: *"Jeff often writes incomplete sentences."*

Intervention: Sentence Combining

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 upbeat.

Student-Generated Solution: *The upbeat economic forecast resulted in strong stock market gains.*

Response to Intervention

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
<p>Multiple (Compound) Sentence Subjects or Objects:</p> <p>Two or more subjects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p> <p>Two or more direct or indirect objects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p>	<ul style="list-style-type: none"> • Skyscrapers in the city were damaged in the hurricane. <u>Bridges</u> in the city were damaged in the hurricane. <i>Skyscrapers and bridges in the city were damaged in the hurricane.</i> • When they travel, migratory birds need safe habitat. When they travel, migratory birds need <u>regular supplies of food</u>. <i>When they travel, migratory birds need safe habitat and regular supplies of food.</i>
<p>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 embedded in the related sentence.</p>	<ul style="list-style-type: none"> • Dry regions are at risk for chronic water shortages. <u>Overpopulated</u> regions are at risk for chronic water shortages. <i>Dry and overpopulated regions are at risk for chronic water shortages.</i> • Health care costs have risen nationwide. Those health care costs have risen <u>quickly</u>. <i>Health care costs have risen quickly nationwide.</i>

Response to Intervention

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
<p>Connecting Words: One or more sentences are combined with connecting words.</p> <p>Coordinating conjunctions (e.g., <i>and, but</i>) link sentences on an equal basis.</p> <p>Subordinating conjunctions (e.g., <i>after, until, unless, before, while, because</i>) link sentences with one of the sentences subordinate or dependent on the other.</p>	<ul style="list-style-type: none"> • The house was falling apart. No one seemed to care. (but) <i>The house was falling apart, but no one seemed to care.</i> • The glaciers began to melt. The earth's average temperature increased. (because) <i>The glaciers began to melt because the earth's average temperature increased.</i>
<p>Relative Clauses: Sentence contains an embedded, subordinate clause that modifies a noun.</p>	<ul style="list-style-type: none"> • The artist was the most popular in the city. The artist painted watercolors of sunsets. (who) <i>The artist who painted watercolors of sunsets was the most popular in the city.</i>
<p>Appositives: Sentence contains two noun phrases that refer to the same object. When two sentences refer to the same noun, one sentence be reduced to an appositive and embedded in the other sentence.</p>	<ul style="list-style-type: none"> • The explorer paddled the kayak across the raging river. The explorer was <u>an expert in handling boats</u>. <i>The explorer, an expert in handling boats, paddled the kayak across the raging river.</i>










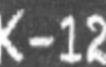


Websites with Research-Based Intervention Ideas for Elementary Classrooms

Intervention Sources: WWC Practice Guides

- The What Works Clearinghouse is a federally sponsored site that includes a series of 'practice guides': summaries of current best practices in classroom instruction.

All guides are written for teachers and are free for download.

The screenshot shows the top navigation bar of the WWC website. On the left is the logo 'IES :: WWC What Works Clearinghouse' and a 'MENU' button. On the right is a search bar with the text 'Search'. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. The main content area is a dark grey grid with 12 categories, each represented by an icon and text:

 Literacy	 Mathematics	 Science	 Behavior
 Children and Youth with Disabilities	 English Learners	 Teacher Excellence	 Charter Schools
 Early Childhood (Pre-K)	 Kindergarten to 12th Grade	 Path to Graduation	 Postsecondary

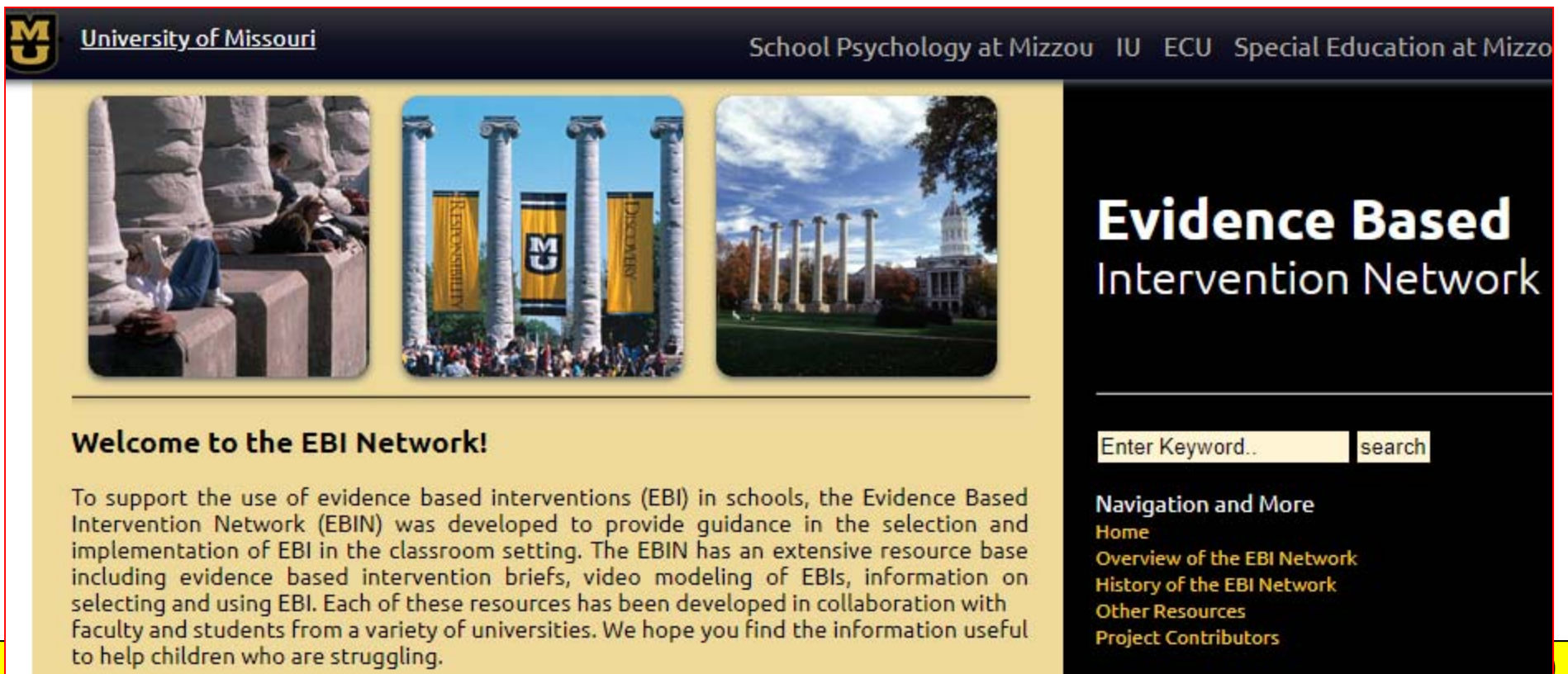
Intervention Sources: Florida Center for Reading Research

- This website is a product of a research center at Florida State University.
- The site includes free **lesson plans** for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)

The screenshot shows the Florida Center for Reading Research website. At the top, the text 'FLORIDA CENTER FOR READING RESEARCH' is displayed in a large, serif font. Below this is a navigation menu with links for 'HOME', 'ABOUT', 'NEWS', 'PROJECTS', 'PEOPLE', 'RESOURCES', and 'LIBRARY'. A breadcrumb trail indicates the current page: 'ARCH / RESOURCES / STUDENT CENTER ACTIVITIES'. The main heading is 'Student Center Activities' in a large, bold, sans-serif font. Below the heading is a paragraph of text: 'From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use in fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers differentiated instruction and how to use the Student Center materials.' At the bottom of the page, there are three links: 'Grades K-1 Student Center Activities', 'Grades 2-3 Student Center Activities', and 'Grades 4-5 Student Center Activities'.


Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.



M University of Missouri

School Psychology at Mizzou IU ECU Special Education at Mizzou



Evidence Based Intervention Network

Enter Keyword..

Navigation and More
[Home](#)
[Overview of the EBI Network](#)
[History of the EBI Network](#)
[Other Resources](#)
[Project Contributors](#)

Welcome to the EBI Network!

To support the use of evidence based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence based intervention briefs, video modeling of EBIs, information on selecting and using EBI. Each of these resources has been developed in collaboration with faculty and students from a variety of universities. We hope you find the information useful to help children who are struggling.

Classroom Reading/Writing Interventions

Lab Work: Select Interventions to Pilot.

Review this list of sample classroom reading/writing intervention ideas.

Select 1-2 ideas that you would MOST like to try in your classroom.



on

nk

Paraphrase

nouns to Referents

ombining

Fluency

- Paired Reading

- Group-Based Repeated Reading

Classroom Reading/Writing Interventions



Phonics/Alphabetics

- Word Boxes/Word Sort
- Incremental Rehearsal
- Letter Cube Blending

Comprehension

- Click or Clunk
- Read-Ask-Paraphrase
- Linking Pronouns to Referents

Vocabulary

- Reading Racetrack

Writing

- Sentence Combining

Fluency

- Paired Reading
- Group-Based Repeated Reading

How to individualize instruction. What are ideas to differentiate/ scaffold instruction for academic success?



Classroom Accommodations for Academics: A Teacher Toolkit pp. 10-13



Classroom Accommodations for Academics: A Teacher Toolkit

An accommodation ("instructional adjustment") is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Here is a list of possible accommodations that teachers can consider using for specific students or with the entire class.

1.	ALLOW PHYSICAL MOVEMENT. To accommodate the fidgety student, negotiate appropriate outlets for movement (e.g., allowing the student to pace at the back of the classroom during a lesson).	Attention/Impulsivity
2.	CHUNK CLASSWORK SESSIONS AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller segments and include brief breaks to sustain student attention.	
3.	CREATE LOW-DISTRACTION WORK AREA. Set up a study carrel in the corner of the room or other low-distraction work area. Direct or allow distractible students to use this area when needed.	
4.	USE PREFERENTIAL SEATING. Seat the student in a classroom location that minimizes distractions and maximizes the ability to focus on the teacher's instruction.	
5.	USE SILENT CUES. Meet with the student and agree on one or more silent teacher cues to redirect or focus the student (e.g., placing a paperclip on the student's desk) during class instruction. Use the cue as needed.	
6.	USE 'VISUAL BLOCKERS'. Encourage the student to reduce distractions on assignments by using a blank sheet of paper or similar aid to cover sections of the page that the student is not currently working on.	
7.	REPEAT/REPHRASE COMMENTS. Repeat or rephrase student questions or comments to the class or group before responding.	Communication
8.	DIRECTIONS: ASSIGN A BUDDY. Assign a study buddy who is willing and able to repeat and explain directions to the student.	
9.	DIRECTIONS: SIMPLIFY. Simplify written directions on assignments to promote student understanding.	
10.	PROVIDE SCHEDULES/AGENDAS. Provide the student with an academic agenda or schedule for the class period or school day, to include: instructional activities, independent assignments, other tasks to be covered during the period, as well as their approximate duration. Preview with students to prepare them for upcoming activities.	

Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ...

Differentiation. The academic task itself is altered to match student abilities.

Easier assigned readings

Shorter independent work periods

Different assignment format (e.g., multiple-choice vs. short-answer)

Scaffolding. The student is given supports that allow them to meet the demands of the original academic task.

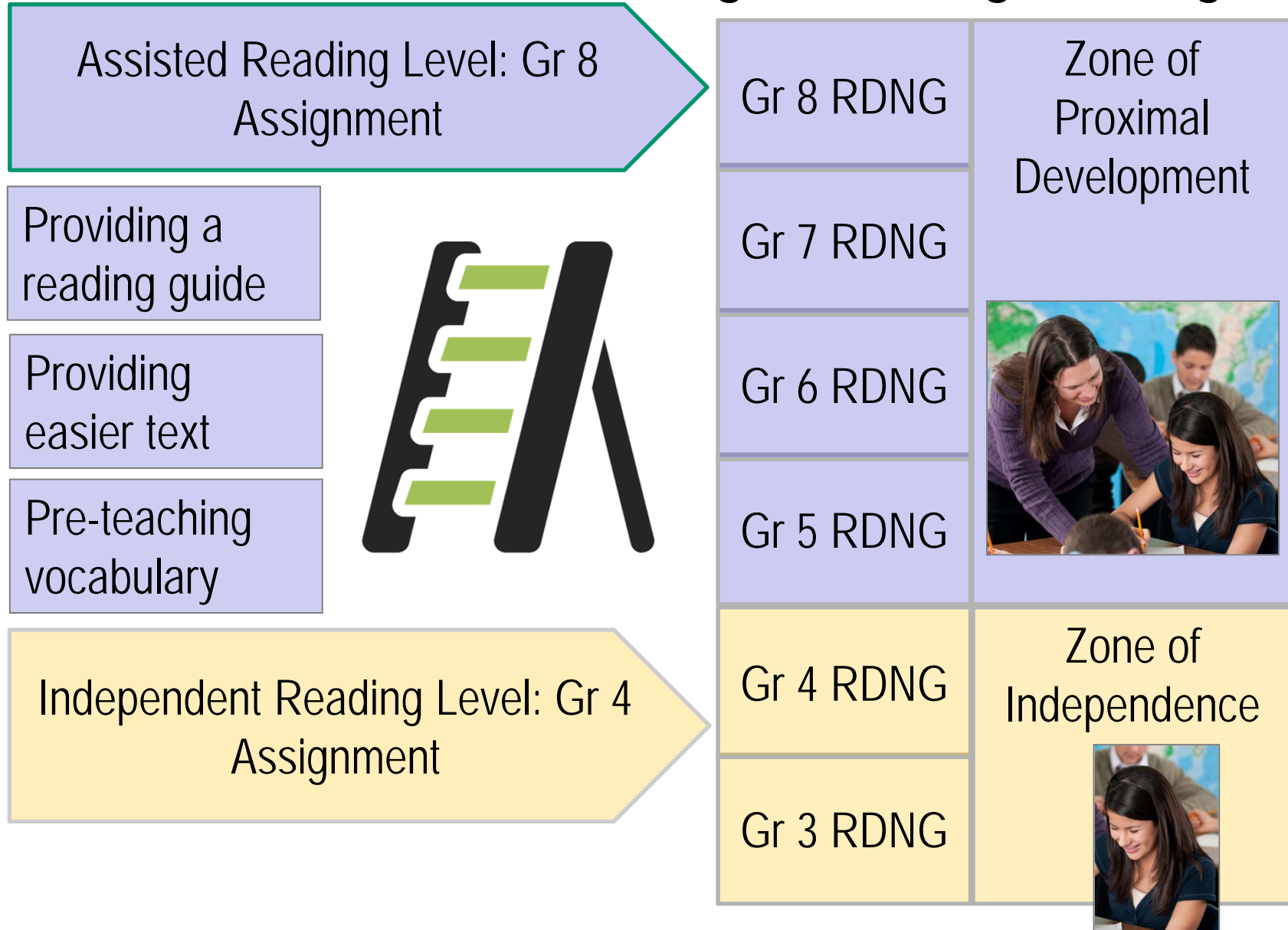
Pre-teaching vocabulary

Chunking of tasks into smaller increments

Use of organizers to highlight key information from text

Source: Alber, R. (2014). 6 scaffolding strategies to use with your students. Edutopia. Retrieved from <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

Differentiation & Scaffolding: Enabling Strategies



Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout; p. 8)

- **Academic Intervention.** An *academic intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage application of an existing skill to new situations or settings. *Example: Read-Ask-Paraphrase.*
- **Instructional Adjustment/ Accommodation.** An *instructional adjustment* (also known as an 'accommodation') helps the student to fully access and participate in the general-education curriculum without changing the instructional content or reducing the student's rate of learning. *Examples: Chunking larger tasks into smaller sub-tasks; keyboarding a writing assignment in lieu of handwriting.*
- **Modification.** A *modification* changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. *Example: Open book test for one.*

Deciding How to Accommodate.

What are examples of classroom 'instructional adjustments' (accommodations) that can benefit struggling learners?



- **Attention/Impulsivity:** USE 'VISUAL BLOCKERS'. Encourage the student to reduce distractions on assignments by using a blank sheet of paper or similar aid to cover sections of the page that the student is not currently working on.



- **Communication: DIRECTIONS: SIMPLIFY.** Simplify written directions on assignments to promote student understanding.



- **Independent Work: STRUCTURE ASSIGNMENTS FOR INITIAL SUCCESS.**
Promote student motivation on worksheets and independent assignments by presenting easier items first and more challenging items later. .



Lab Work: Find an Accommodation for Your Classroom



In your groups:

1. Scan the sample accommodation ideas on pp. 10-13 of your handout.
2. Select:
 - one idea that you **currently** use in your classroom.
 - one idea that you would like to **start using**.
3. Share your selections with your group.



Math Interventions.

What are practical math interventions to support struggling learners?



Response to Intervention

1. **Understanding.** Comprehending mathematical concepts, operations, and relations--knowing what mathematical symbols, diagrams, and procedures mean.

2. **Computing.** Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.

Five Strands of Mathematical Proficiency



3. **Applying.** Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.

4. **Reasoning.** Using logic to explain and justify a solution to a problem or to extend from something known to something less known.

5. **Engaging.** Seeing mathematics as sensible, useful, and doable—if you work at it—and being willing to do the work.

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.

Grade 1: Problem: *“Ricky cannot rapidly access values between 1 and 10 (number line).”*

Intervention: Building Number Sense Through a Counting Board Game

Building Number Sense Through a Counting Board Game

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

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

Building Number Sense Through a Counting Board Game


MATERIALS:

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

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families*. *Child Development Perspectives*, 3(2), 118-124.

Response to Intervention

The Great Number-Line Race!



Start

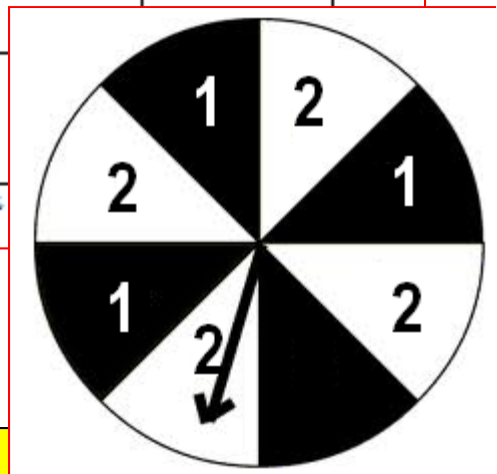
1 2 3 4 5 6 7 8 9 10

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

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

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

Sources: Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*,



Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives*, 3(2), 118-124.

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game.* The student is told that he or she will attempt to beat another player (either another student or the interventionist). The student is then given a penny or other small object to serve as a game piece. The student is told that players takes turns spinning the spinner (or, alternatively, tossing the block) to learn how many spaces they can move on *the Great Number Line Race!* board.

Each player then advances the game piece, moving it forward through the numbered boxes of the game-board to match the number "1" or "2" selected in the spin or block toss.

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families.* *Child Development Perspectives*, 3(2), 118-124.

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game (cont.).*

When advancing the game piece, the player must call out the number of each numbered box as he or she passes over it. For example, if the player has a game piece on box 7 and spins a "2", that player advances the game piece two spaces, while calling out "8" and "9" (the names of the numbered boxes that the game piece moves across during that turn).

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives, 3(2), 118-124.*

Building Number Sense Through a Counting Board Game


INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

2. *Record Game Outcomes.* At the conclusion of each game, the interventionist records the winner using the form found on the *Great Number Line Race!* form. The session continues with additional games being played for a total of 12-15 minutes.
3. *Continue the Intervention Up to an Hour of Cumulative Play.* The counting-board game continues until the student has accrued a total of at least one hour of play across multiple days. (The amount of cumulative play can be calculated by adding up the daily time spent in the game as recorded on the *Great Number Line Race!* form.)

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families.* *Child Development Perspectives*, 3(2), 118-124.

Response to Intervention

The Great Number-Line Race!



Start

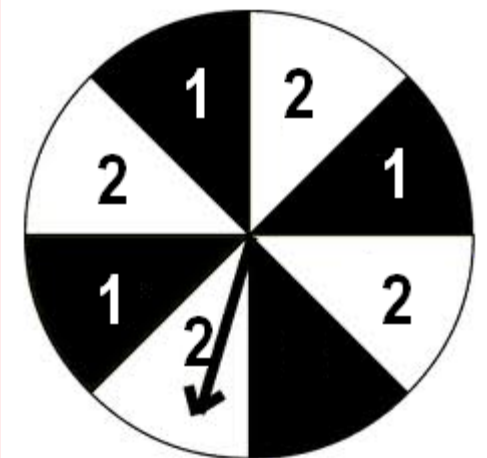
1 2 3 4 5 6 7 8 9 10

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

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

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

Sources: Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*,



Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives*, 3(2), 118-124.

Grade 3: Problem: *“Janice is not fluent in her addition math facts.”*

Intervention: Classwide Math Peer Tutoring

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.

Response to Intervention

Peer Tutoring in Math Computation: Score Sheet

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:
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:
Intervention
Integrity Sheet:
(Part 1:
Tutoring
Activity)

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.

Correctly Carried Out?	Step	Tutor Action	NOTES
__ Y __ N	1.	Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.	
__ Y __ N	2.	Presents Cards. The tutor presents each card to the tutee for 3 seconds.	
__ Y __ N	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.	
__ Y __ N	4.	Provides Praise. The tutor praises the tutee immediately following correct answers.	
__ Y __ N	5.	Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.	
__ Y __ N	6.	Continues to the Timer. The tutor continues to presents math-fact cards for tutee response until the timer rings.	

Response to Intervention

Peer Tutoring in Math Computation: Intervention Integrity Sheet (Part 2: Progress- Monitoring)

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.			
Correctly Carried Out?	Step	Tutor Action	NOTES
__Y__N	1.	Presents Cards. The tutor presents each card to the tutee for 3 seconds.	
__Y__N	2.	Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.	
__Y__N	3.	Sorts Cards. The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses.	
__Y__N	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.	

Grade 4: Problem: *“Ally is inconsistent when setting up and solving math word problems.”*

Intervention: STAR Math Problem-Solving Strategy

STAR: Improving Performance on Math Word Problems

Students can improve their performance on math word problems when they follow STAR, a simple 4-step self-guided strategy.

STAR is easy to recall and prompts the student to apply problem-solving steps in a logical order. It was found to be particularly effective with students with emotional/behavioral disorders.

Step	What I Do	STAR: Solving Math Word Problems: 4-Step Strategy
Search	<p>I search the problem for important information by:</p> <ul style="list-style-type: none"> • reading it aloud • highlighting key words • crossing out information that is not important. 	
Translate	<p>I translate the word problem into a number sentence. I can:</p> <ul style="list-style-type: none"> • arrange counters/objects to understand the problem • draw the problem • explain the problem in my own words. 	
Answer	<p>I answer the problem. When doing this, I:</p> <ul style="list-style-type: none"> • consider the math operations I will use • think about the steps I will follow and their proper order • check my numbers to make sure they are written clearly and are placed correctly • show my work. 	
Review	<p>I review my answer to make sure it is correct. To do this, I:</p> <ul style="list-style-type: none"> • recheck my calculations • reread the problem and ask myself whether my answer makes sense. 	

STAR: Solving Math Word Problems



Student Name: _____

Directions: Use this step-by-step organizer as you solve each math word problem.

Step	What I Do	My Workspace
Search.	<p>I search the problem for important information by:</p> <ul style="list-style-type: none">• reading it aloud• highlighting key words• crossing out information that is not important.	
Translate	<p>I translate the word problem into a number sentence. I can:</p> <ul style="list-style-type: none">• arrange counters/objects to understand the problem• draw the problem• explain the problem in my own words.	
Answer	<p>I answer the problem. When doing this, I:</p> <ul style="list-style-type: none">• consider the math operations I will use• think about the steps I will follow and their proper order• check my numbers to make sure they are written clearly and are placed correctly• show my work.	
Review	<p>I review my answer to make sure it is correct. To do this, I:</p> <ul style="list-style-type: none">• recheck my calculations• reread the problem and ask myself whether my answer makes sense.	

Grade 6: Problem: *“Elijah makes a lot of careless errors on his math work.”*

Intervention: Math Self-Correction
Checklist

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.

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*, 22(9), 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.

Response to Intervention

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
<p><i>I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<p><i>I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<p><i>I lined up all numbers in the right place-value columns.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<p><i>I rechecked all of my answers.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Math Interventions: Activity



- Discuss the interventions reviewed today.
- Select at least one idea that you would like to try with your students.

Math Interventions

Number Sense

- Counting Board Game

Math Fact Fluency

- Peer Tutoring: Math Facts

Math Word Problems

- STAR Self-Guided Strategy:
Search-Translate-Answer-Review

Student Self-Monitoring

- Math Self-Correction Checklist

*Writing Down Tier
1/Classroom*

Interventions. What is a convenient form that allows teachers to quickly document classroom intervention plans while following an RTI problem-solving process? pp. 14-18



Teacher Problem-Solving: Just a Part of the Job...

Instructors regularly engage in problem-solving efforts, such as:

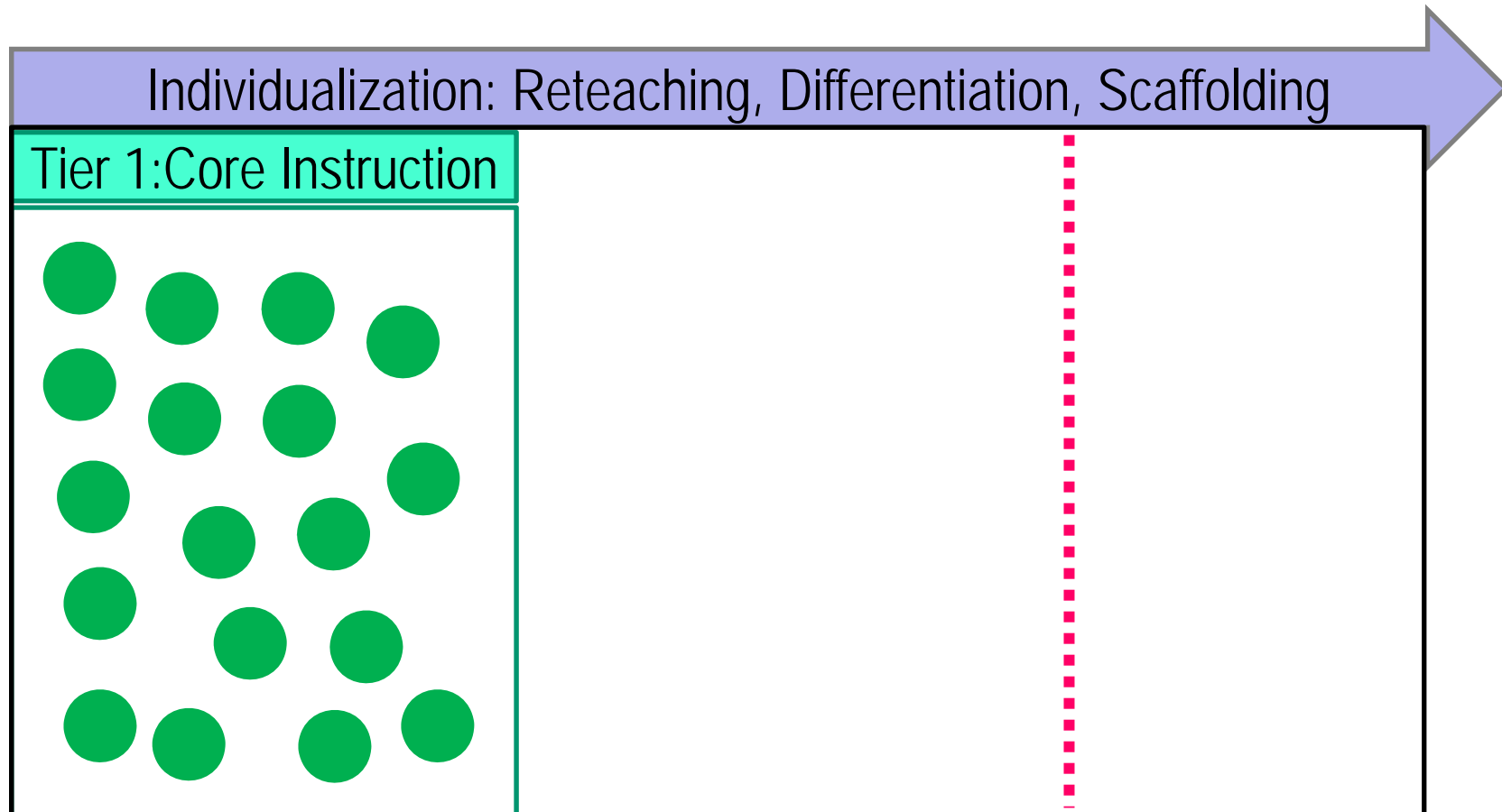
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit...

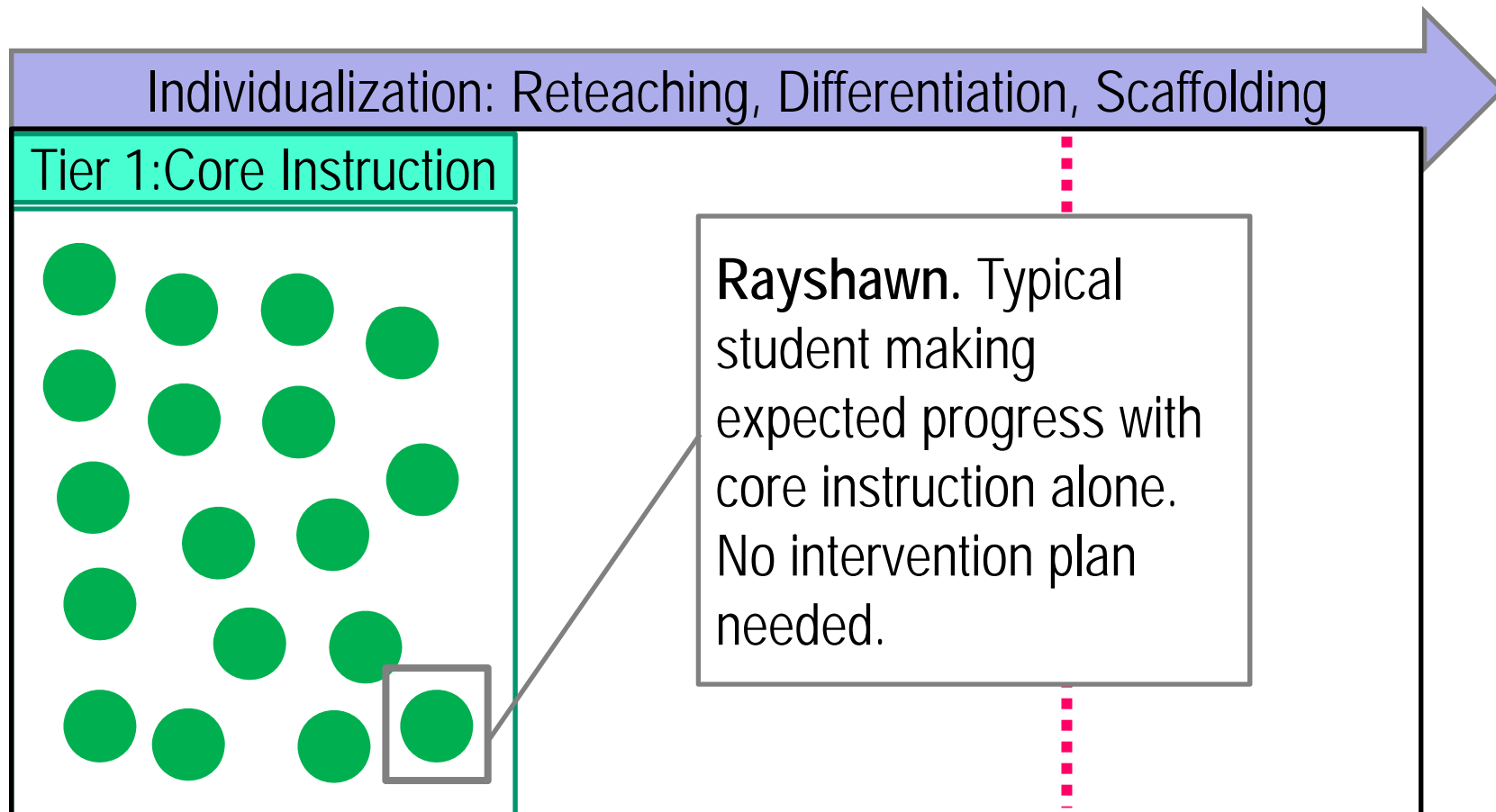
In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

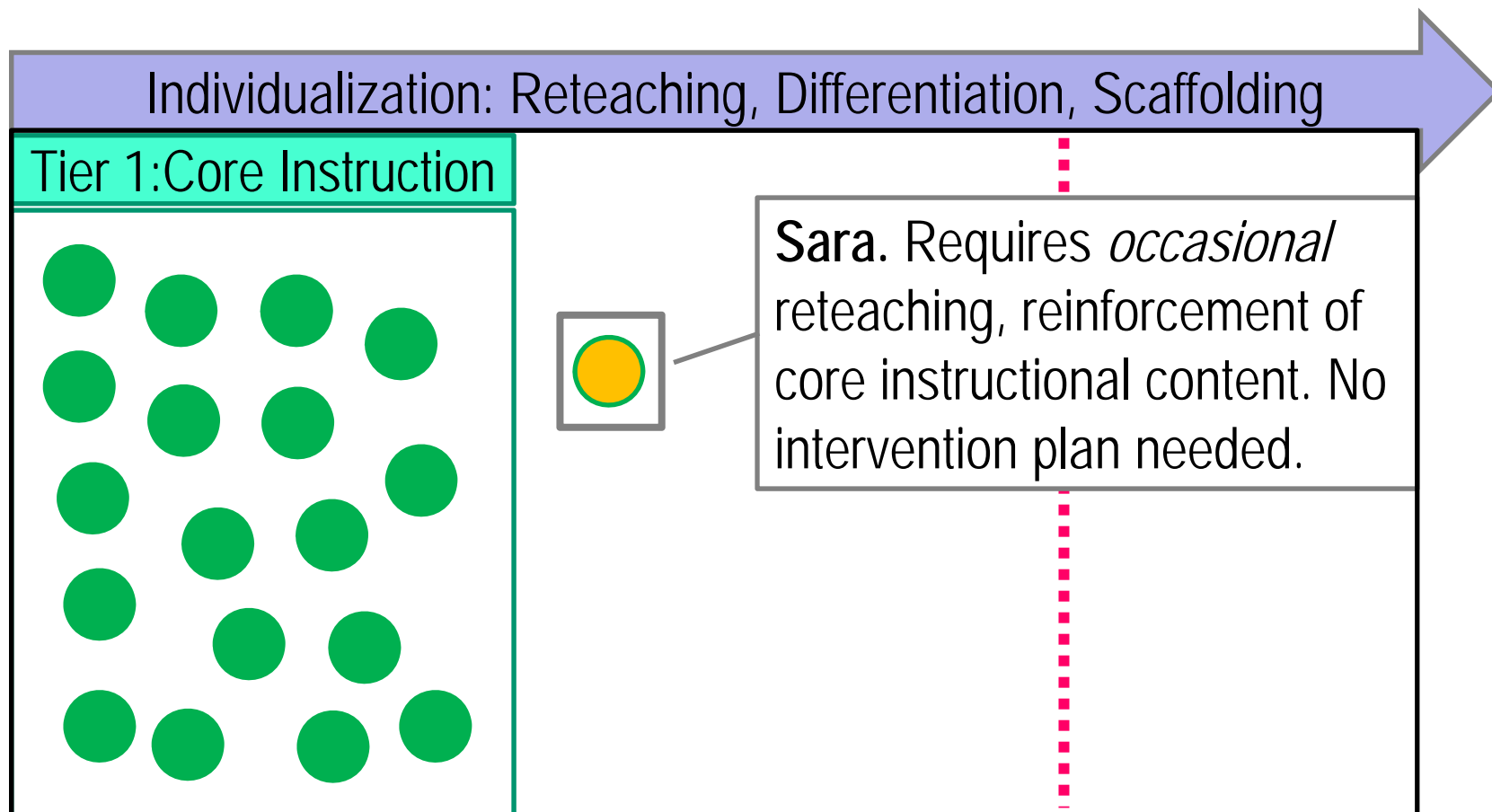
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



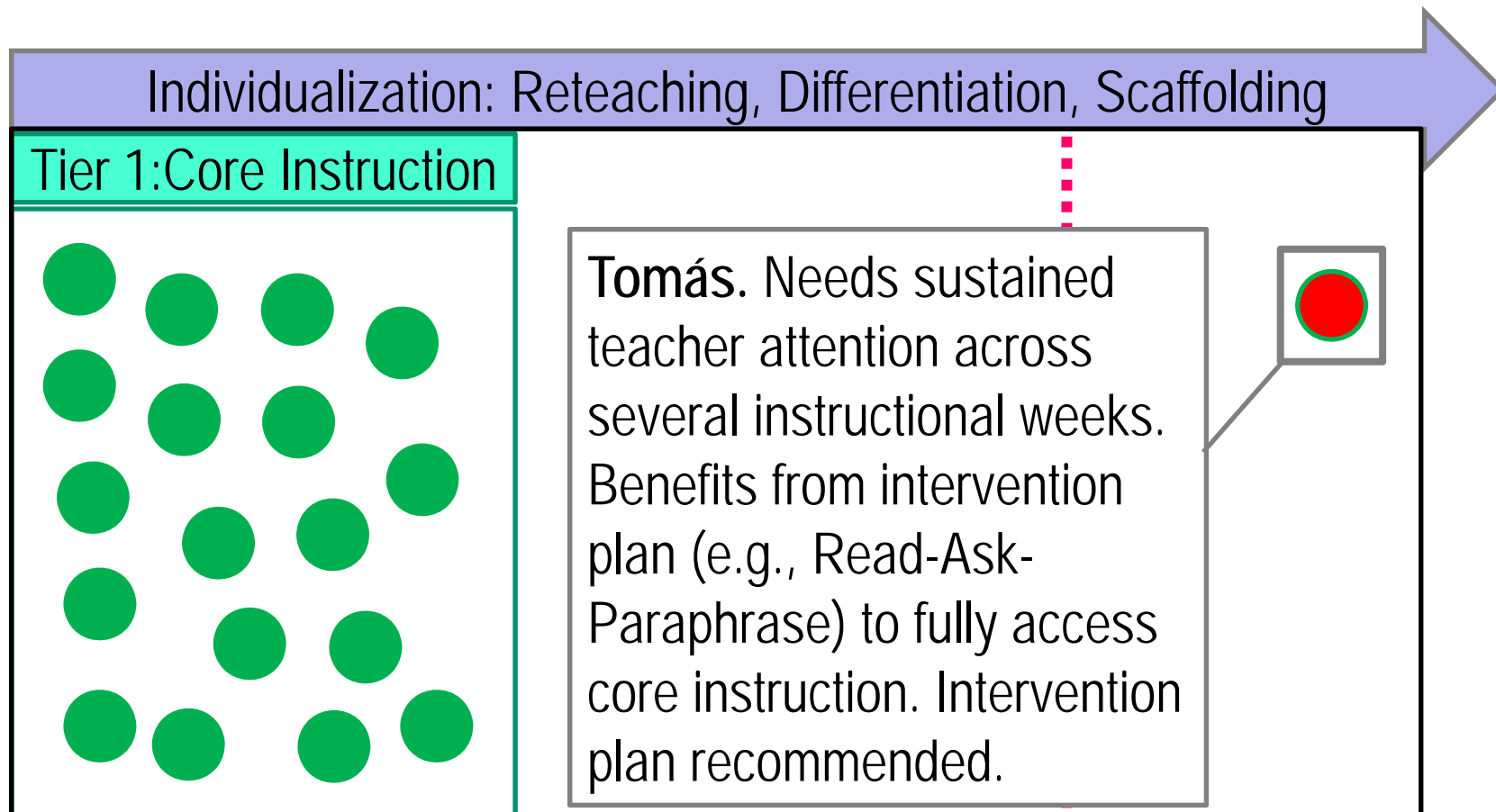
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

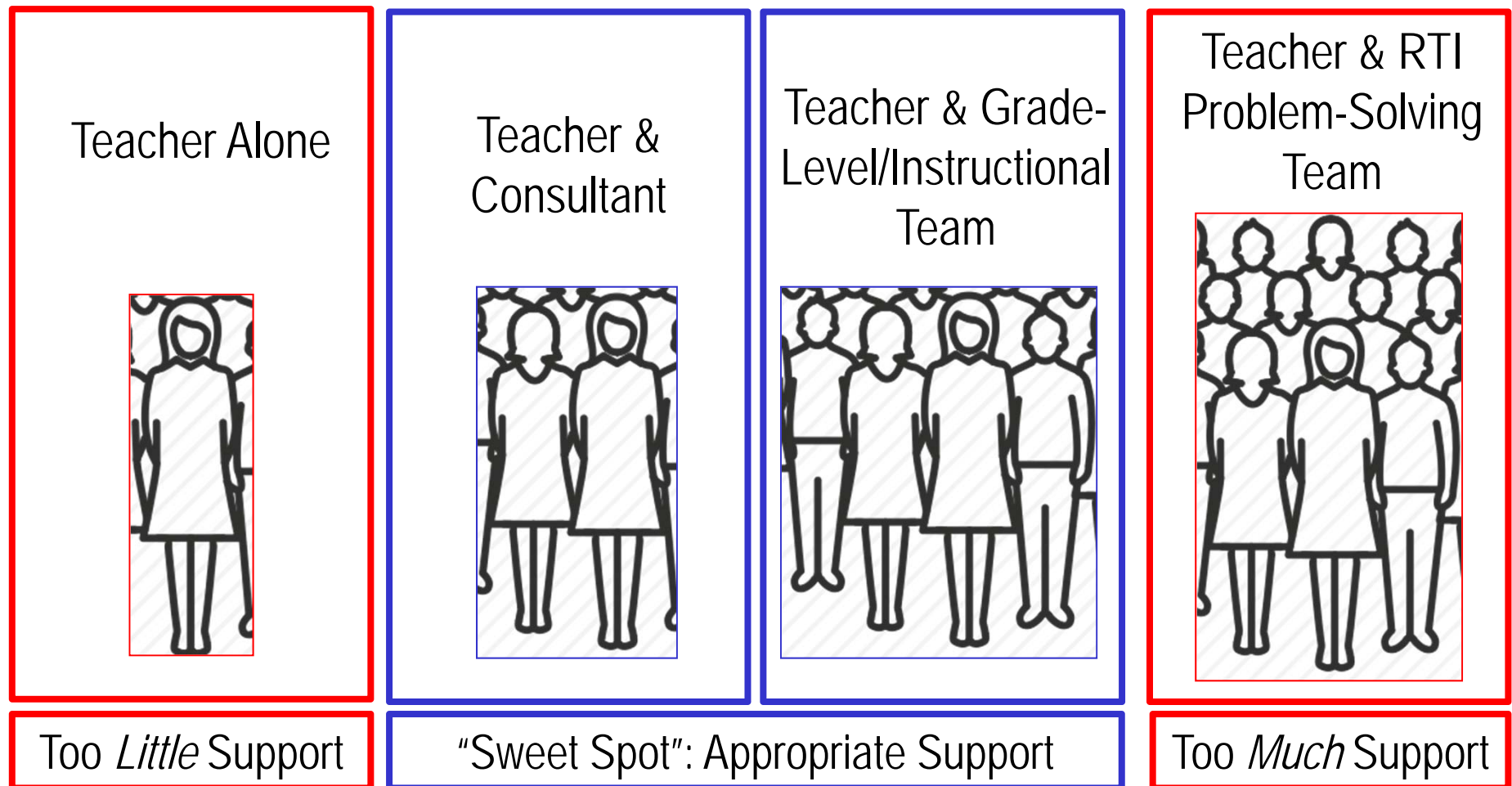


The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



Teachers & Classroom Support Plans: Finding the Balance

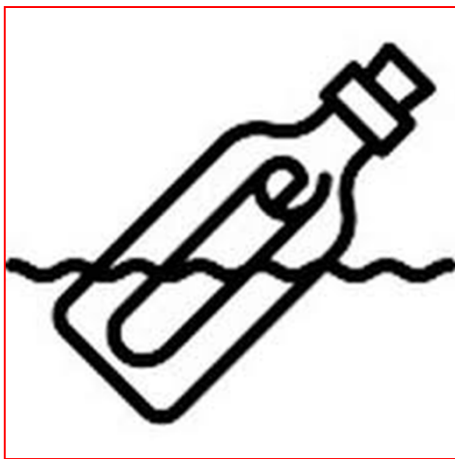
When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?



RTI/MTSS Classroom Support Plan: 'Message in a Bottle': Who might benefit?

Colleagues. Your intervention efforts can be read by your fellow teachers and future educators

Parents & Student. You can make the creation of the Classroom Support Plan the focus of student and parent conferences.



RTI/MTSS Problem-Solving Team. Your classroom intervention plan helps the team to make better recommendations.

CSE/Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

Classroom Intervention Planning Sheet

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

Case Information

Problem Description

How To: Create a Written Record of Classroom Interventions (pp. 14-18)

Listing of Intervention Elements

Training

Materials

Plan to Monitor Progress

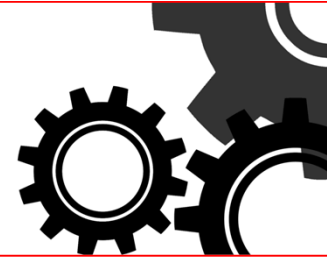
Case Information			
What to Write: Record the important case information, including student name, date of plan, start and end dates for the intervention plan, and the total number of instructional minutes.			
Student:	Josh H.	Interventionist(s):	Mr. St...
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015
Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.	

Intervention	
What to Write: Write a brief description of the intervention, including the materials used with this student. TIP: If you have a script for this intervention, attach it to this sheet.	
Ask-Read-Tell Cognitive Strategy Link: http://www.jimwrighton.com/interactive_form.pdf	

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed for the adult(s) and/or the student to carry out the intervention.
Copy of the interactive ART strategy organizer will be provided to the parent.	Teacher will train Josh to use the ART strategy and will have the student log its use and to email completed ART form to the teacher after each reading.

Progress-Monitoring	
What to Write: Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	

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



Interventions: Activity

Documenting Interventions: Your Wish List

Imagine that—at the start of the coming school year—you receive classroom intervention plans from 2018-2019 for your at-risk students.

What **essential** information would you hope that previous teachers might record in these written plans?

Classroom Intervention Planning Sheet

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

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015	Total Number of Intervention Weeks:	8 weeks
Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.			

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Ask-Read-Tell Cognitive Strategy: Link: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.	Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

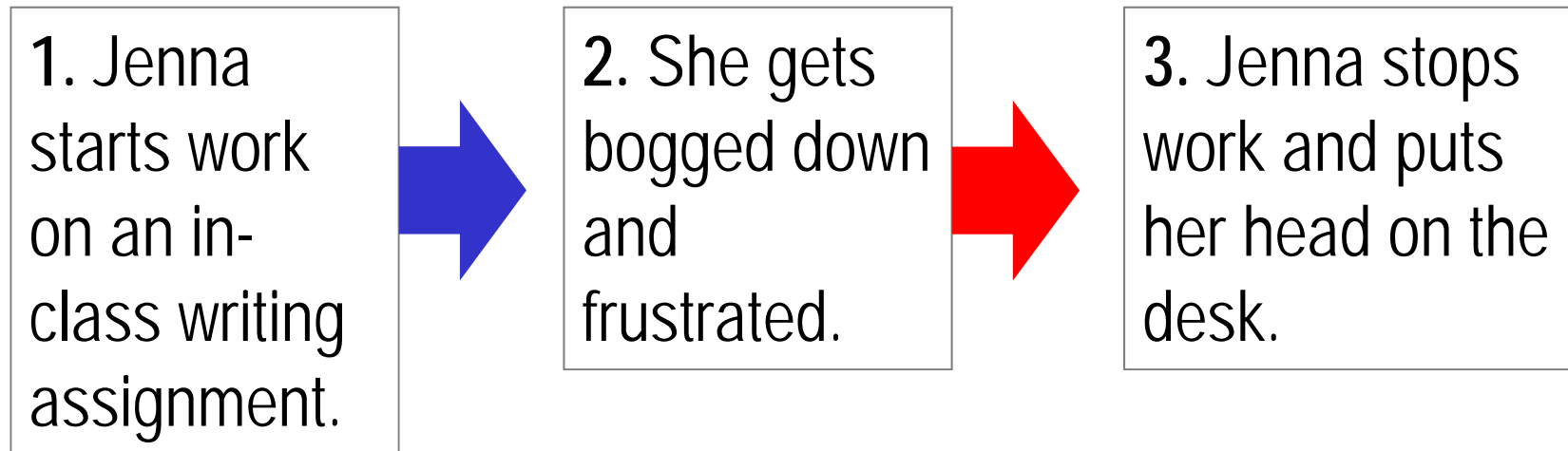
Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	
Ideas for Intervention Progress-Monitoring <ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist 	

Building the Behavior/Social-Emotional Toolkit. What are research-based strategies that can help teachers to motivate students and decrease problem behaviors?



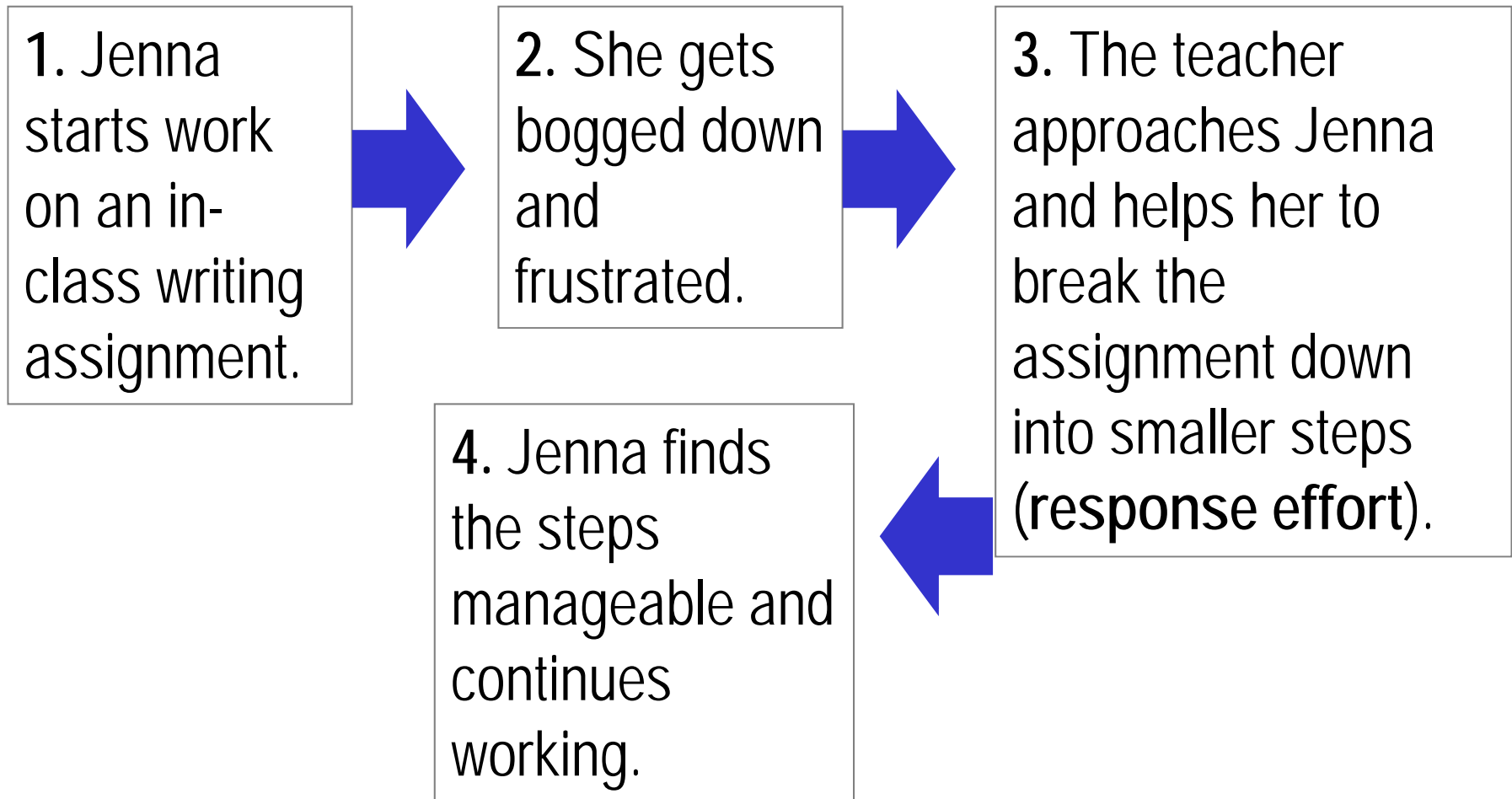
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 1



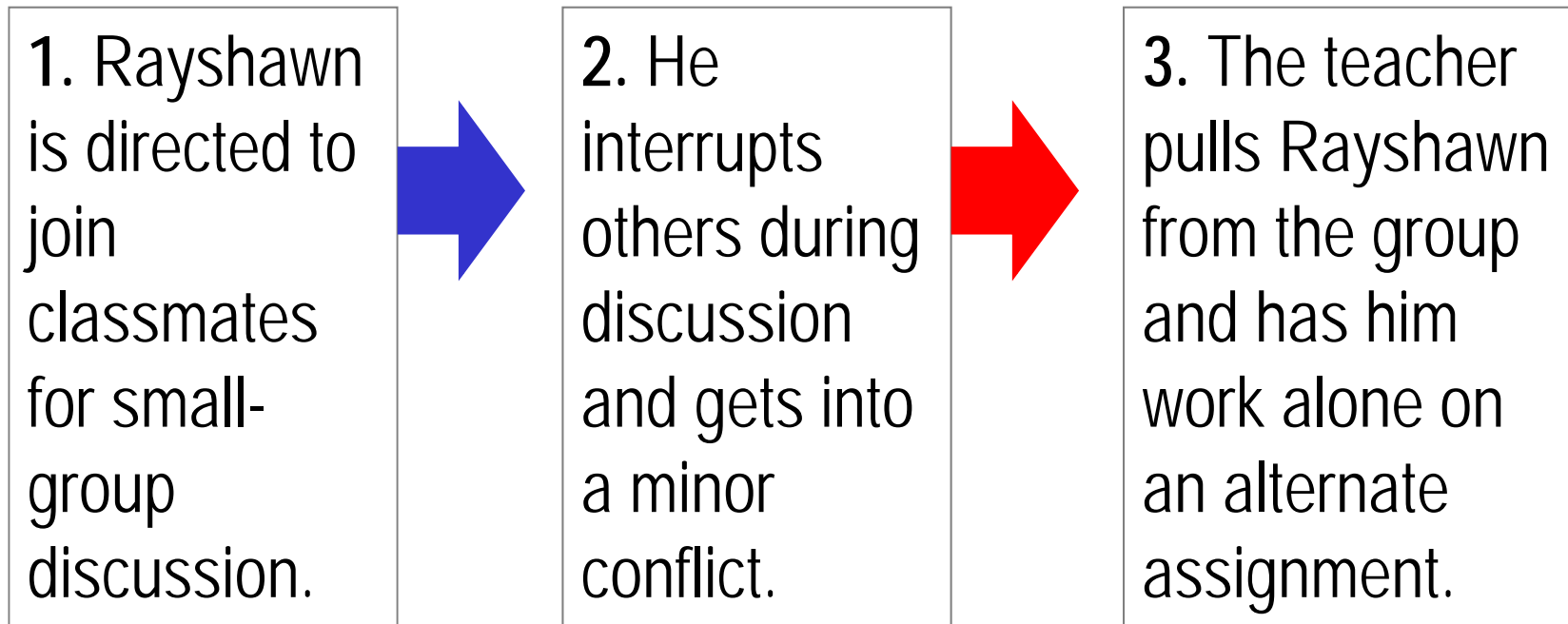
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 2



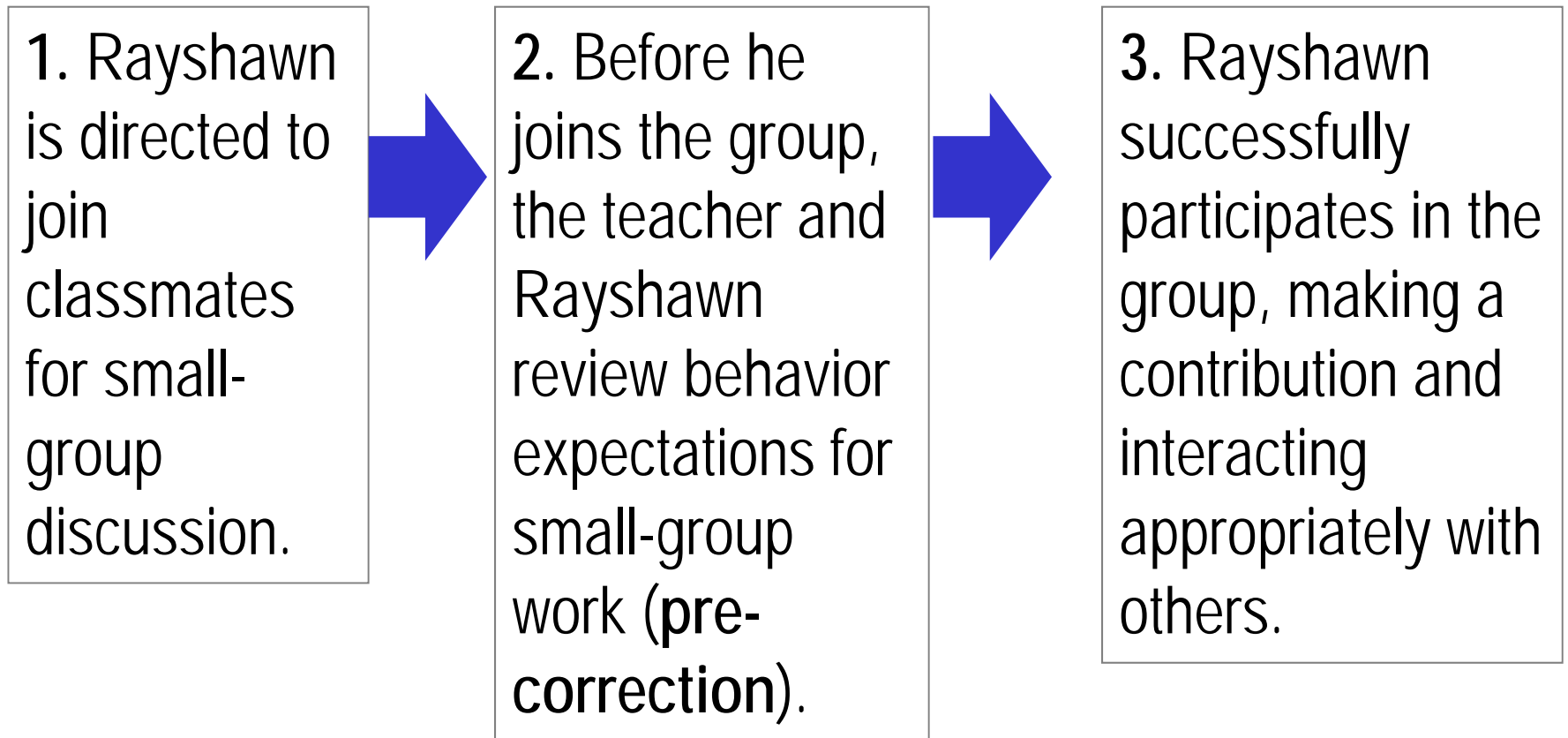
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 1



Student Scenarios: The Power of Timely Support...

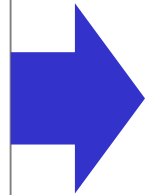
Engaging with Peers: Scenario 2



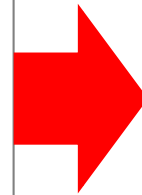
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 1

1. Ellis is directed to start his in-class assignment.



2. He loudly asserts that he is NOT doing this stupid assignment.

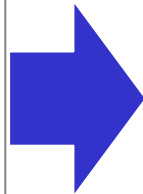


3. Ellis is sent to the principal's office for disrespectful behavior.

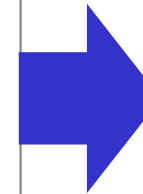
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 2

1. Ellis is directed to start his in-class assignment.



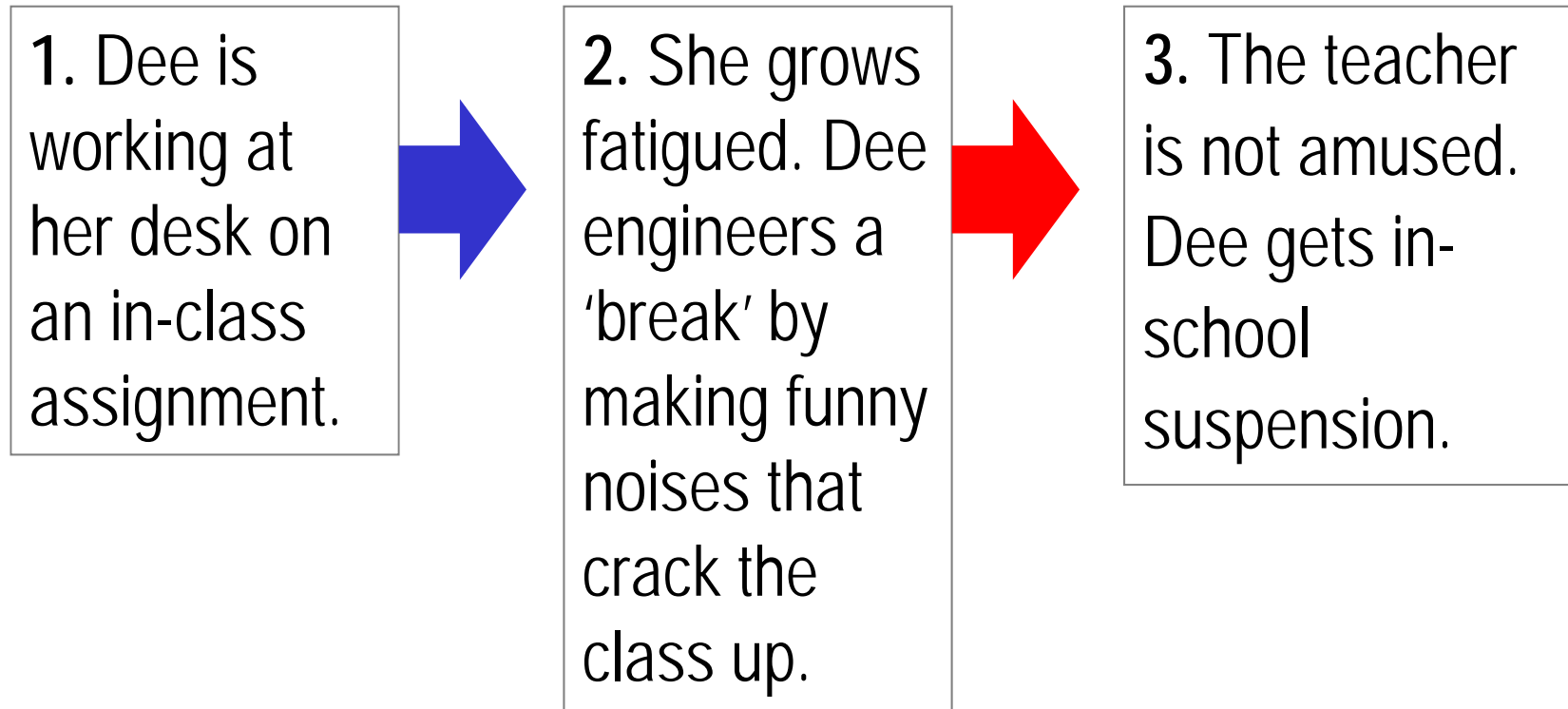
2. The teacher reminds Ellis that he can choose to work alone or with a peer on the assignment and also can decide where in the room he wants to do the work (**choice-making**).



3. Ellis chooses to work with a friend. They move to a corner table and complete the assignment.

Student Scenarios: The Power of Timely Support...

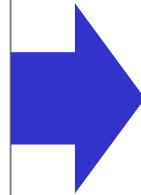
Developing Endurance: Scenario 1



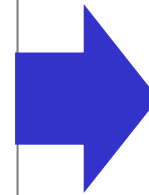
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 2

1. Dee is working at her desk on an in-class assignment.



2. She decides to use a break ticket provided by the teacher to request a 2-minute break (break on demand).



3. Dee is refocused after the break and continues her work.

The Inattentive/Non-Compliant/Anxious Student. What are examples of behavior-management strategies that work for students with specific behavioral profiles?



A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices pp. 19-28



A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. Antecedents: Strategies to promote positive behaviors and prevent misbehavior
2. Positive consequences: Responses that increase positive/goal behaviors
3. Extinction procedures: Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

1. *Antecedents*: Strategies to Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

Antecedents That Prevent Problem Behaviors

- Behaviors: Teach Expectations** (Fairbanks, Sugei, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

The Inattentive/Non-Compliant/Anxious Student: Behavior-Management Examples

Students who are chronically inattentive, or non-compliant, or anxious can benefit from specific strategies. Here is a sampling...



The Inattentive/ Impulsive Student



Attention-Deficit/Hyperactivity Disorder: Essential Features

- The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:
- **Inattention.** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
 - Fails to give close attention to details
 - Has difficulty sustaining attention in tasks or play
 - Seems not to pay attention when spoken to
 - Does not follow through on instructions or finish schoolwork
 - Has difficulty organizing tasks and activities
 - Avoids or dislikes tasks requiring sustained mental effort
 - Often loses things needed for tasks or activities
 - Is distracted by extraneous stimuli
 - Is often forgetful in daily activities (e.g., chores, errands)

Attention-Deficit/Hyperactivity Disorder: Essential Features

- The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:
- **Hyperactivity/Impulsivity:** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
 - Fidgets or taps hands or feet or squirms in seat
 - Leaves seat when expected to remain seated
 - Runs around or climbs in situations when the behavior is not appropriate
 - Is unable to play or take part in a leisure activity quietly
 - Seems “on the go” “as if driven by a motor”
 - Talks incessantly
 - Blurts out an answer before a question has been fully asked
 - Interrupts others

Antecedents: Strategies to PREVENT Misbehavior

Relocate the Student: Remove From Temptation (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment--such as a talkative peer or difficulty hearing or seeing the instructor--the teacher may choose to move the student to another, less-distracting location in the classroom.

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.

Behavioral Checklist: General Behavior

Example: Routine/Transition



Start-of-Class Checklist

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

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Pre-Correction: Plant a Positive Thought (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur.

At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Rewards: Choose Them in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu.

The student is later given that reward if behaviors were appropriate.

The Non-Compliant Student



Oppositional Defiant Disorder: Essential Features

- *[ODD is one of the Disruptive, Impulse-Control, and Conduct Disorders.]*
- The individual shows a pattern of oppositional behavior lasting at least 6 months that includes elevated levels of at least 4 of the following:
 - Often loses temper
 - Often argues with adults
 - Often defies or refuses to comply with adults' requests or rules
 - Often purposely annoys people
 - Often blames others for his or her mistakes or misbehavior
 - Is often touchy or easily annoyed by others
 - Is often angry and resentful
 - Is often spiteful or vindictive
- The individual displays these oppositional behaviors significantly more frequently than typical age-peers.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

High-Preference Requests: Build Behavioral Momentum (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").

Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the 'low-probability' assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

Hi-Prob Requests: To Start Assignment

Easy	'Take out a piece of paper.'
Easy	'Write your name on your paper.'
Easy	'Copy the topic description that you see on the board.'
Challenge	'Write an introductory paragraph on this topic.'

- **'Two by Ten': Engage in Brief Positive Chats** (Mendler, 2000). If a teacher has a strained (or nonexistent) relationship with a particular student, that instructor may want to jump-start a more positive pattern of interaction using the 'two-by-ten' intervention.

With this time efficient strategy, the teacher commits to having a positive 2-minute conversation with the student at least once per day across 10 consecutive school days. The active ingredient in the intervention is regular and positive teacher attention delivered at times when the student is engaged in appropriate behavior.

Extinction Procedures: REDUCE or ELIMINATE Behaviors

Planned Ignoring: Turn Off the Attention (Colvin, 2009).

In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

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

Positive Consequences: INCREASE Positive/Goal Behaviors

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

The Anxious Student



Generalized Anxiety Disorder: Essential Features

- *[GAD is one of the Anxiety Disorders.]*
- The individual experiences excessive anxiety and worry about a variety of topics, events, or activities over a period of at least 6 months. Worry occurs on the majority of days. It is difficult for the individual to control the anxiety/worry.
- The worry is associated with at least 3 of these 6 symptoms:
 - Restlessness.
 - Becoming fatigued easily
 - Difficulty concentrating
 - Irritability
 - Muscle tension
 - Sleep disturbance
- The individual experiences 'clinically significant' distress/impairment in one or more areas of functioning (e.g., at work, in social situations, at school).
- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

'Normative' Anxieties/Fears in Childhood & Adolescence

Stage/Age	Anxieties/Fears About...
Later Infancy: 6-8 months	<ul style="list-style-type: none">• Strangers
Toddler: 12 months-2 years	<ul style="list-style-type: none">• Separation from parents• Thunder, animals
Early Childhood: 4-5 years	<ul style="list-style-type: none">• Death, dead people, ghosts
Elementary: 5-7 years	<ul style="list-style-type: none">• Germs, natural disasters, specific traumatic events• School performance
Adolescence: 12-18 years	<ul style="list-style-type: none">• Peer rejection

Source: Beesdo, K., Knappe, S. & Pine, D. S. (2009). Anxiety and anxiety disorders in children and adolescents: Developmental issues and implications for DSM-V. *Psychiatric Clinics of North America*, 32(3), 483-524. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018839/>

Antecedents: Strategies to PREVENT Misbehavior

Schedule: Increase Predictability (Kern & Clemens, 2007). When students know the “content, duration, and/or consequences of future events”, their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individual students or an entire classroom, post or provide a schedule outlining the day's activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers may wish to add information to the schedule, such as reminders of what work materials a student might need for each event.

ADHD

ODD

GAD

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Choice-Making: Allow for Student Preference (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as:

- where the activity takes place;
- who the child works with;
- what materials to work with (e.g., choosing a book from several options);
- when to begin or end the activity;
- how long to engage in the activity.

ADHD

ODD

GAD

Lab Work: Behavior-Management Strategy 'Scavenger Hunt'








In your groups:

1. Select 1 of these student profiles:
 - *Inattentive/Hyperactive*
 - *Non-Compliant*
 - *Anxious*
2. Look over the behavior-management ideas on pp. 19-28 to find at least 1 strategy you might use with this type of student.



What Classroom Supports Help a Struggling Student?



-  1. **PROBLEM IDENTIFICATION.** The student's specific academic deficits have been clearly defined.
-  2. **INTERVENTIONS.** The student receives research-based interventions to help them to succeed in core instruction.
-  3. **ACCOMMODATIONS.** The student has access to classroom accommodations as needed to reach grade-level potential.
-  4. **PLAN.** The student has a written intervention plan.
-  5. **DATA.** *The student has assessment data collected to better understand the academic delay and/or to track progress.*

05:00

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Activity: What Are Your Next Steps?

- Review the key information shared at today's workshop.
- What are **2-3 key ideas** and/or **resources** from this training that you would like to try back in your classroom?



Response to Intervention

Identifying Behaviors That Support Learning. What 'pro-learning' behaviors at the start of kindergarten can help to predict academic success in the primary grades? (Online)



7 Classroom 'Pro-Learning' Behaviors

The student...

1. pays attention in class.



2. persists in completing tasks.



3. shows eagerness to learn new things.



4. works independently.



7 Classroom 'Pro-Learning' Behaviors

The student...

5. adapts easily to changes in routine.



6. keeps belongings organized.



7. follows classroom rules.



Response to Intervention

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

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

Sources: Kena, G., Hussar W., McFarland J., de Brey C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti M., Barmer, A., Bullock Mann, F., and Dunlop Velez, E. (2016). The condition of education 2016 (NCES 2016-144). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Response to Intervention

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

Behaviors were rated using a scale of 1 to 4 (1=Never; 2=Sometimes; 3=Often; 4=Very Often)

Here are the behavioral norms for children sampled at the outset of their kindergarten year (Kena et al., 2016):

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

Sources: Kena, G., Hussar W., McFarland J., de Brey C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti M., Barmer, A., Bullock Mann, F., and Dunlop Velez, E. (2016). The condition of education 2016 (NCES 2016-144). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved [date] from <http://nces.ed.gov/pubsearch>.



Behaviors That Support Reading Instruction: Activity

At your tables:

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

'Pro-Learning' Behaviors: The student...

1. pays attention in class.
2. persists in completing tasks.
3. shows eagerness to learn new things.
4. works independently.
5. adapts easily to changes in routine.
6. keeps belongings organized.
7. follows classroom rules.

To promote class-wide 'pro-learning' behaviors (the 'RTI approach), teachers can...

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