RTI/MTSS and the Classroom: The Elementary Teacher as Intervention 'First Responder'

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INTERVENTION CENTRAL

Response to Intervention/Multi-Tier System of Supports

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

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
☐ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
☐ **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

Workshop PPTs and handout available at:

http://www.interventioncentral.org/westbabylon

Response to Intervention: The Mission…

"The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students."
--Wright (2005)

Source: Wright, J. (2005, Summer). Five interventions that work. *NAESP Leadership Compass, 2(4) pp.1,6.*

MTSS: ACADEMICS

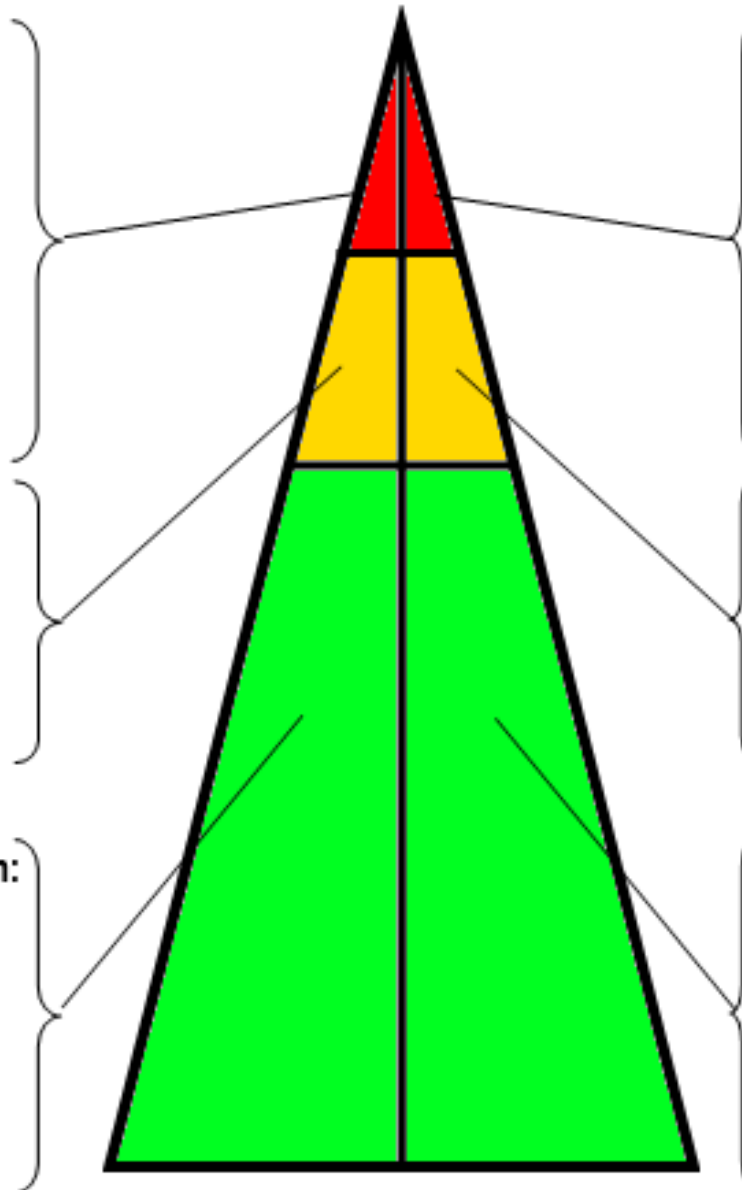## Tier 3: High-Risk Students: 5%

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

RTI 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.

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 don't count 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.

Agenda for Today's RTI/MTSS Work…

Pro-Learning Behaviors. What behaviors predict school success?

Toolkit: Behavior. What are classroom examples of strategies for managing common problem behaviors?

Toolkit: Literacy. What are sample reading/writing intervention ideas useful in classrooms?

Toolkit: Math. What are ideas for supporting students with math difficulties?

RTI/MTSS: The Big Picture. What are the levels, or Tiers, of RTI/MTSS—and how do they fit together? And what does classroom RTI/MTSS look like?

The Inattentive/Anxious/ Non-Compliant Student. What are the profiles of common behavior disorders? And what classroom intervention strategies work with these students?

Intervention Strategies for Non-Compliant, Anxious, and Inattentive/Hyperactive Students
(Online until April 12)

Strategies for Non-Compliant or Defiant Behaviors

While there are no magical strategies for managing non-compliant or defiant behaviors, you will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies, not allowing yourself to be pulled into arguments, and acting with consistency and fairness when intervening with or disciplining students. Here are additional ideas to manage non-compliance and defiance:

- **Re-channel Interactions through Scheduled Attention.** One strategy to increase positive behaviors is to "catch the student being good" with regular doses of "scheduled attention": (1) Decide on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, observe the student; (3) If the student is engaged in appropriate behaviors at that moment, provide a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If the student is off-task or not behaving appropriately, briefly redirect the student to task and return immediately to instruction until the next scheduled-attention interval.

- **Planned Ignoring: Turn Off Attention for Misbehavior.** Planned ignoring involves withholding attention when a student engages in a minor misbehavior that you think is meant to attract your attention. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it. Planned ignoring is more powerful when the teacher also provides scheduled attention whenever the student engages in positive, replacement behaviors.

- **Allow a Cool-Down Break.** Select a corner of the room (or area outside the classroom with adult supervision) where the target student can take a brief respite break whenever he/she feels angry or upset. Be sure to make cool-down breaks available to all students in the classroom, to avoid singling out only those students with anger-control issues. Whenever a student becomes upset and defiant, offer to discuss the situation once the student has calmed down and then direct the student to the cool-down corner.

- **Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations.** Maintain non-threatening body language, a soft tone of voice, or strategically pause during speech to reduce tensions. For example, if a student is visibly agitated, you may decide to sit down next to the student at eye level (a less threatening posture) rather than standing over that student. Or, you might insert a very brief wait time before

each response to the student, as these micro-pauses tend to signal calmness, slow the pacing of your interaction, and help to prevent it from escalating into an argument.

- **Keep Responses Calm, Brief, and Businesslike.** Strive to respond to the student in a neutral, business-like, calm voice and keep responses brief. Short teacher responses give the defiant student less control over the interaction and can also prevent instructors from inadvertently rewarding misbehaving students with lots of negative adult attention.

- **Listen Actively.** Many students lack effective negotiation skills in dealing with adults. These students may become angry and defensive when they try to express a complaint to you, even when that complaint is well founded. Signal that you want to understand the student's concern by summing up the crucial points in his/her own words (paraphrasing). Examples of paraphrase comments include: "Let me be sure that I understand you correctly...", "Are you telling me that...?", "It sounds to me like these are your concerns:..." When teachers engage in active listening through paraphrasing, they demonstrate a respect for the student's point of view and can improve their own understanding of the student's problems.

- **Choice Statements in Two Parts: Frame the Alternative Consequences.** Present a request to an uncooperative student as a two-part "choice" statement: (1) Describe the negative, or non-compliant, choice and its consequence (e.g., "John, you can choose to stay after school today to finish this in-class assignment."); (2) Next, state the positive behavioral choice that the student is encouraged to select (e.g., "Or you can finish your work now and not stay after school. It's your choice."). If the student fails to comply within a reasonable time (e.g. 1 minute), impose the disciplinary consequence.

Strategies for Anxious Behaviors

Students who struggle with anxiety can be preoccupied with the thought of performing poorly on classwork or otherwise having unwanted attention focused on them. Here are classroom ideas to support the anxious learner:

- **Increase Predictability through Schedules.** When students know in advance what to expect in an upcoming activity, how long it will last, and/or the payoff for participation, their level of engagement rises and problem behaviors decline—a good definition of motivation. Provide, in the simplest form possible, a schedule outlining the day's classroom activities that includes a title and brief description for each activity, along with the start and end times. Younger children or those with special needs may also benefit from pictorial cues or having the schedule read aloud to them.

- **Make the Complicated Simple with an Academic-Skills Checklist.** For intimidating multistep tasks, give students a checklist detailing each

step and instructions for completing it. Before the activity, prompt students to preview the checklist; after the activity, have them use the checklist to review the work.

- **Response Effort: Reduce Task Difficulty.** Any method that reduces the apparent difficulty ("response effort") of an academic task is likely to boost engagement. Examples of strategies that lower response effort include having students pair off to start homework in class and breaking larger academic tasks into smaller, more manageable chunks.

Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).

- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).

- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).

- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).

- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).

- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

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.

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

The **Non-Compliant** Student: Prescription

Here are **4** general strategies for working with these learners:

✓ Ensure that the student has the skills and strategies necessary for academic success.

✓ Teach behavioral expectations…then hold the student accountable for following those expectations.

✓ Keep interactions at a minimum when the student is uncooperative.

✓ Work to establish a personal connection with the student.

Non-Compliant Student: Intervention Ideas

- **Project Calmness When Approaching an Escalating Situation.** Your chances of defusing a potential confrontation with an angry or defiant student increase greatly if you carefully monitor your behavior when first approaching the student. Move toward the student at a slow, deliberate pace, and respect the student's private space by maintaining a reasonable distance. If possible, speak privately to the student, using a calm and respectful voice. Avoid body language that might provoke the student, such as staring, hands on hips, or finger pointing. Keep your comments brief. If the student's negative behaviors escalate despite your best efforts, move away from the student and seek additional adult assistance or initiate a crisis-response plan.

Non-Compliant Student: Intervention Ideas

- **Allow the Student a 'Cool-Down' Break.** Select a corner of the room (or area outside the classroom with adult supervision) where the target student can take a brief *respite break* whenever he/she feels angry or upset. Be sure to make cool-down breaks available to all students in the classroom, to avoid singling out only those students with anger-control issues. Whenever a student becomes upset and defiant, offer to talk the situation over with that student once he/she has calmed down and then direct the student to the cool-down corner.

Non-Compliant Student: Intervention Ideas

- **Proactively Interrupt the Student's Anger Early in the Escalation Cycle.** You may be able to "interrupt" escalating behavior by redirecting the student's attention or temporarily removing the student from the setting. If the student is showing only low-level defiant or non-compliant behavior, try engaging the student in a high-interest activity such as playing an educational computer game or acting as a classroom helper. Or, you may want to briefly remove the student from the room to prevent the student's behavior from escalating into a full-fledged confrontation. For example, you might send the student to the main office on an errand, with the expectation that-by the time the child returns to the classroom, he/she will have calmed down--*antiseptic bounce.*

Non-Compliant Student: Intervention Ideas

- **Keep Responses Brief, and Businesslike**. Because teacher sarcasm or lengthy negative reprimands can trigger defiant student behavior, strive to respond to the student in a *neutral*, business-like, calm voice and keep responses brief. Short teacher responses give the defiant student less control over the interaction and can also prevent instructors from inadvertently rewarding misbehaving students with lots of negative adult attention.

Non-Compliant Student: Intervention Ideas

- **Contingent Instructions: Move from 'Stop' to 'Start'** (Curran, 2006; Gable. Hester, Rock, & Hughes, 2009). When you observe that a student is engaging in problem behavior requiring a response, you deliver contingent instructions in a 3-part format.

  STOP statement. Direct the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."

Non-Compliant Student: Intervention Ideas

- ## Contingent Instructions: Move from 'Stop' to 'Start' (Cont.)

  START statement. After a brief (1-2 second) pause, describe the appropriate replacement behavior that the student should START, e.g., "Open your book to page 28 and begin the end-of-chapter questions."; "Work with your partner to solve the math problem on the board."

  PRAISE for compliance. As the student begins to engage in the desired behavior, conclude by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"

The **Anxious** Student
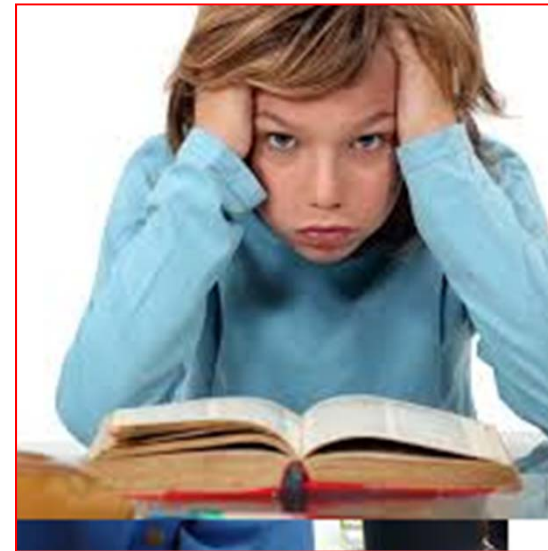
Generalized Anxiety Disorder: Essential Features

- *[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.

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

'Normative' Anxieties/Fears in Childhood & Adolescence

Stage/Age	Anxieties/Fears About…
Later Infancy: 6-8 months	• Strangers
Toddler: 12 months-2 years	• Separation from parents • Thunder, animals
Early Childhood: 4-5 years	• Death, dead people, ghosts
Elementary: 5-7 years	• Germs, natural disasters, specific traumatic events • School performance
Adolescence: 12-18 years	• 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/

The **Anxious** Student: Prescription

Here are **4** general strategies for working with these learners:

✓ Make classroom expectations predictable.

✓ Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.

✓ Teach the student how to translate global tasks into manageable sub-tasks.

✓ Use affirming statements that motivate the student to take risks and apply his or her best effort.

Anxious Student: Intervention Ideas

- **Increase Predictability through Schedules** (Kern & Clemens, 2007). When students know in advance what to expect in an upcoming class activity, how long it will last, and/or the payoff for participation, their level of engagement rises and problem behaviors decline—a good definition of motivation.

  A strategy to increase the predictability of events for individual students or an entire classroom is to post or otherwise provide a schedule outlining the day's classroom activities. In simplest form, such a schedule lists a title and brief description for each scheduled activity, along with the start and end times for that activity.

Anxious Student: Intervention Ideas

- **Make the Complicated Simple with an Academic-Skills Checklist** (Alter, Wyrick, Brown, & Lingo, 2008). When a learner must juggle several steps to complete a complex academic task, you can give that student a checklist detailing each step and instructions for completing it. Before the activity, the student is prompted to preview the checklist; after the activity, the student uses the checklist to review the work.

Task Analysis Example: Math Word Problem: 7-Step Self-Check

Checklist Item
1. **Reading the problem.** I read the problem carefully. When I do not understand part of the problem (such as a vocabulary word), I try to figure it out before going forward.
2. **Paraphrasing the problem.** I put the math problem into my own words--and keep at this step until I feel that I am describing the problem correctly.
3. **Drawing the problem.** I make a drawing that presents the problem as one or more pictures.
4. **Creating a plan to solve the problem.** Now that I understand what the problem is asking me to do, I make a plan to solve it.
5. **Predicting/Estimating the answer.** Using my estimating skills, I come up with my best guess for what the answer will be.
6. **Computing the answer.** I solve the problem, showing all of my work so that I can remember the steps that I followed.
7. **Checking the answer.** I check my work for each step of the problem to make sure that it is correct. I also compare my actual answer to make sure that it is close to my estimate.

Anxious Student: Intervention Ideas

- **Response Effort: Reduce Task Difficulty** (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). You can boost student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates. Examples of strategies that lower response effort include having students pair off to start homework in class and breaking larger academic tasks into smaller, more manageable 'chunks'.

The **Inattentive/ Hyperactive** 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)

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

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

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

The **Inattentive/Impulsive** Student: Prescription

Here are **3** general strategies for working with these learners:

- ✓ Ensure that the student is taught step-by-step behavioral expectations for common routines and transitions.

- ✓ Provide cues at 'point of performance' for expected behaviors.

- ✓ Have the student monitor his or her own behavior.

Inattentive Student: Intervention Ideas

- **Use Preferential Seating**.. Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that the student is seated in a location where he/she is most likely to stay focused on what you are teaching.

  Remember that all teachers have an *action zone*, a part of the room where they tend to focus most of their instruction. Once you have identified your *action zone* as a teacher, place the student's seat somewhere within that zone. Of course, the ideal seating location for any particular student will vary, depending on the unique qualities of the target student and of your classroom.

Inattentive Student: Intervention Ideas

- **Schedule Challenging Tasks for Peak Attention Times**. Many students with limited attention can focus better in the morning when they are fresh. Schedule those subjects or tasks that the student finds most difficult early in the day. Save easier subjects or tasks for later in the day, when the student's attention may start to wane.

Inattentive Student: Intervention Ideas

- **Provide a Quiet Work Area**. Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete. A desk or study carrel in the corner of the room can serve as an appropriate workspace. When introducing these workspaces to students, stress that the quiet locations are intended to help students to concentrate. Never use areas designated for quiet work as punitive time-out spaces, as students will then tend to avoid them.

Inattentive Student: Intervention Ideas

- **Provide Attention Breaks**. If students find it challenging to stay focused on independent work for long periods, allow them brief "attention breaks". Contract with students to give them short breaks to engage in a preferred activity each time that they have finished a certain amount of work. For example, a student may be allowed to look at a favorite comic book for two minutes each time that he/she has completed five problems on a math worksheet and checked the answers. Attention breaks can refresh the student and also make the learning task more reinforcing.

Inattentive Student: Intervention Ideas

- **Use a Checklist to Script Transitions** (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. You can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can reference the checklist as a prompt and guide to follow the expected steps.

Hyperactive Student: Intervention Ideas

- **Seat the Student Next to Distraction-Resistant Peers**. For managing low-level motor behaviors seat the student next to peers who can generally ignore those behaviors. Rearrange seating in the classroom so that the student is sitting near peers who are good behavior models and are not readily distracted by that student's minor fidgety movements or playing with objects.

Hyperactive Student: Intervention Ideas

- **Structure Instructional Activities to Allow Interaction and Movement**. Students with high energy levels may be more likely to engage in distracting behavior when they are forced to sit through long periods of lecture or independent seatwork. Instead, offer frequent opportunities for more movement by designing instruction to actively engage them as learners (e.g., cooperative learning). An additional advantage of less formal, more spontaneous learning activities is that when the overactive child does happen to display motor behaviors in this relaxed setting, those behaviors are less likely to distract peers.

Hyperactive Student: Intervention Ideas

- **Plant a Positive Thought through Pre-Correction** (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', you give the student a timely reminder of goal behaviors, using inventive prompting strategies such as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising a nearby student for demonstrating goal behaviors.

RTI/MTSS for Behavior: Connecting with Students. What are classroom strategies to strengthen connections with learners?

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

  The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

Activity: Select Strategies for Your Classroom

Think about :

- the inattentive/hyperactive student
- the non-compliant student
- the anxious student.

What are strategies that you already use that can help you to manage the behaviors of any of these types of learners?

Strategies for Non-Compliant or Defiant Behaviors

While there are no magical strategies for managing non-compliant or defiant behaviors, you will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies, not allowing yourself to be pulled into arguments, and acting with consistency and fairness when intervening with or disciplining students. Here are additional ideas to manage non-compliance and defiance:

InterventionCentral
5-Minute 'Count Down' Timer

05:00

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- minor misbehavior that you think is meant to attract your attention. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it. Planned ignoring is more powerful when the teacher also provides scheduled attention whenever the student engages in positive, replacement behaviors.
- **Allow a Cool-Down Break.** Select a corner of the room (or area outside the classroom with adult supervision) where the target student can take a brief respite break whenever he/she feels angry or upset. Be sure to make cool-down breaks available to all students in the classroom, to avoid singling out only those students with anger-control issues. Whenever a student becomes upset and defiant, offer to discuss the situation once the student has calmed down and then direct the student to the cool-down corner.
- **Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations.** Maintain non-threatening body language, a soft tone of voice, or strategically pause during speech to reduce tensions. For example, if a student is visibly agitated, you may decide to sit down next to the student at eye level (a less threatening posture) rather than standing over that student. Or, you might insert a very brief wait time before

each response to the student, as these micro-pauses tend to signal calmness, slow the pacing of your interaction, and help to prevent it from escalating into an argument.

- **Keep Responses Calm, Brief, and Businesslike.** Strive to respond to the student in a neutral, business-like, calm voice and keep responses brief. Short teacher responses give the defiant student less control over the interaction and can also prevent instructors from inadvertently rewarding misbehaving students with lots of negative adult attention.
- **Listen Actively.** Many students lack effective negotiation skills in dealing with adults. These students may become angry and defensive when they try to express a complaint to you, even when that complaint is well founded. Signal that you want to understand the student's concern by summing up the crucial points in his/her own words (paraphrasing). Examples of paraphrase comments include: "Let me be sure that I understand you correctly...", "Are you telling me that...?", "It sounds to me like these are your concerns:..." When teachers engage in active listening through paraphrasing, they demonstrate a respect for the student's point of view and can improve their own understanding of the student's problems.
- **Choice Statements in Two Parts: Frame the Alternative Consequences.** Present a request to an uncooperative student as a two-part "choice" statement: (1) Describe the negative, or non-compliant, choice and its consequence (e.g., "John, you can choose to stay after school today to finish this in-class assignment."); (2) Next, state the positive behavioral choice that the student is encouraged to select (e.g., "Or you can finish your work now and not stay after school. It's your choice."). If the student fails to comply within a reasonable time (e.g. 1 minute), impose the disciplinary consequence.

Strategies for Anxious Behaviors

Students who struggle with anxiety can be preoccupied with the thought of performing poorly on classwork or otherwise having unwanted attention focused on them. Here are classroom ideas to support the anxious learner:

- **Increase Predictability through Schedules.** When students know in advance what to expect in an upcoming activity, how long it will last, and/or the payoff for participation, their level of engagement rises and problem behaviors decline—a good definition of motivation. Provide, in the simplest form possible, a schedule outlining the day's classroom activities that includes a title and brief description for each activity, along with the start and end times. Younger children or those with special needs may also benefit from pictorial cues or having the schedule read aloud to them.
- **Make the Complicated Simple with an Academic-Skills Checklist.** For intimidating multistep tasks, give students a checklist detailing each

step and instructions for completing it. Before the activity, prompt students to preview the checklist; after the activity, have them use the checklist to review the work.

- **Response Effort: Reduce Task Difficulty.** Any method that reduces the apparent difficulty ("response effort") of an academic task is likely to boost engagement. Examples of strategies that lower response effort include having students pair off to start homework in class and breaking larger academic tasks into smaller, more manageable chunks.

Identifying Behaviors That Support Learning. What 'pro-learning' behaviors can help to predict academic success?
(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.

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.

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.

RTI/MTSS: To promote classwide 'pro-learning' behaviors, 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 (because behavior problems can stem from academic problems).

Source Maag, J. W. (2012). School-wide discipline and the intransigency of exclusion. Children and Youth Services Review, 34, 2094-2100.

5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

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.

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

Response to Intervention/Multi-Tier System of Supports

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Five Components of Reading

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

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

1 ▢ ▢ ▢

2 ▢ ▢ ▢

3 ▢ ▢ ▢

4 ▢ ▢ ▢

5 ▢ ▢ ▢

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.

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	

pig

tan

pot
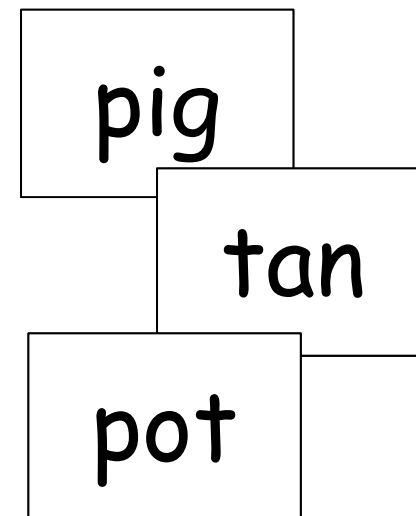
Word Boxes & Word Sort

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
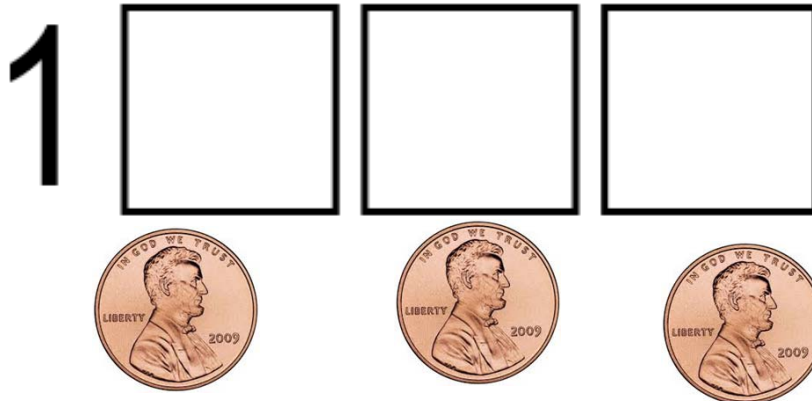
Word Boxes & Word Sort

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: _____

1 □ □ □

p i g
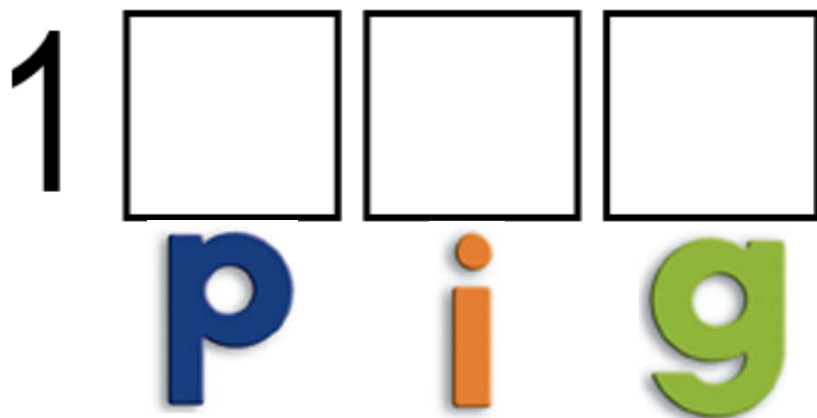
Word Boxes & Word Sort
Part 1: Word Box: Procedures.

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 |

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:__11/7/17__ Trial 1	Date:__Same__ Trial 2	Date:__Same__ Trial 3	NOTES
1	**pig**	__Y**X**_N	**X**_Y __N	**X**Y __N	Trial 1: R. needed prompts for steps 3,4.

Word Boxes & Word Sort

pig **tan** **pot**

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: *"Roy doesn't know his letter names."*

Intervention: Incremental Rehearsal

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	I	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

'KNOWN' Letters   'UNKNOWN' Letters

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.

b	P	K
Y	C	N
h	q	w
D	a	I
m	t	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).

K	b	P
Y	C	h
q	D	a
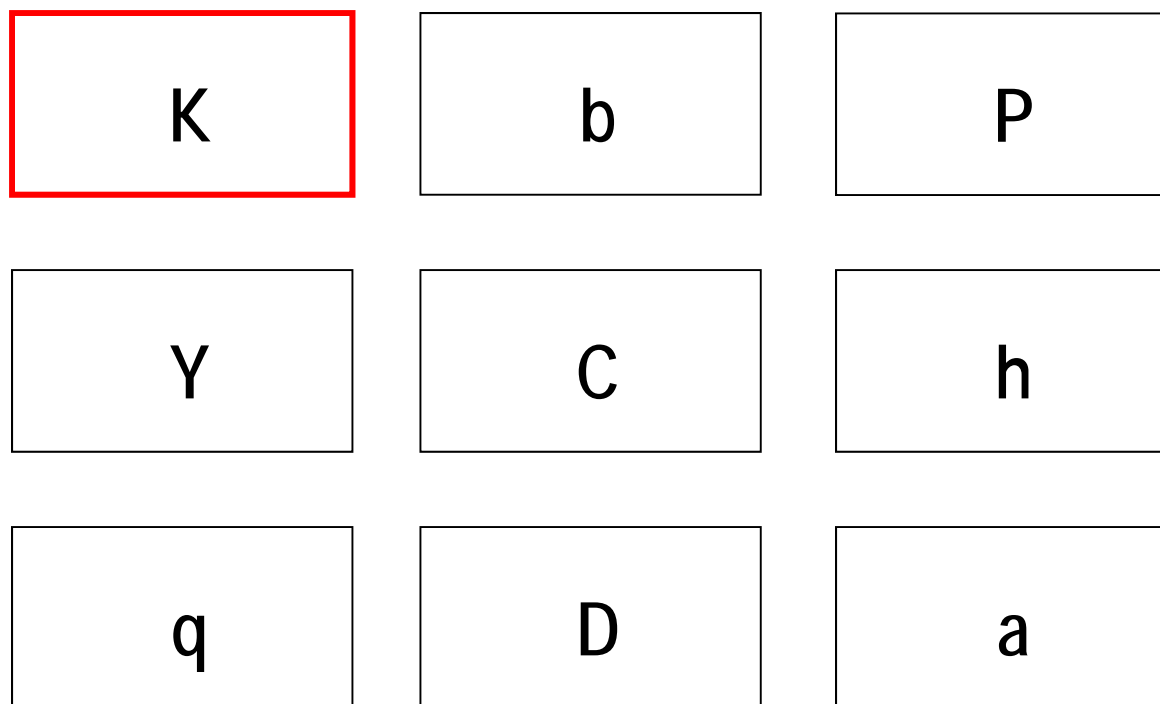
Incremental Rehearsal of Letter Names

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.

K →	**b**	**P**
Y	**C**	**h**
q	**D**	~~a~~
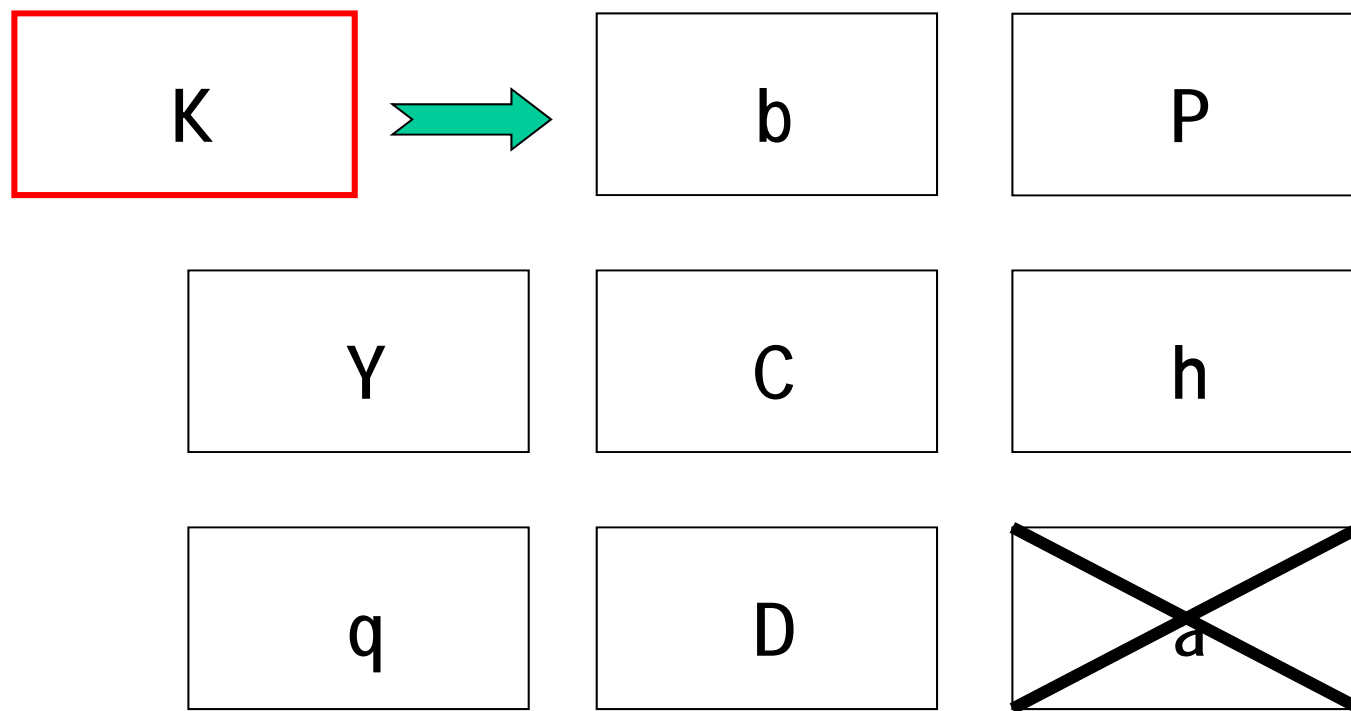
Incremental Rehearsal of Letter Names

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

Grade 2: Problem: *"Andrea needs to strengthen her sight-word vocabulary before she can move up to her 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.

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.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then

Reading Racetrack

1 had	START
2 five	
3 stop	
4 know	
5 then	
6 were	
7 some	

21 five
20 some
19 then
18 were
17 had
16 know
15 stop

Student: _____ JAKE _____
Date: _____ Sept 17, 2014 _____
Wordlist: _____
Circle List Type **Target #_2** or **Review**

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.

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.

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

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

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

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:

    – *When asked to read aloud, I did my best reading.*

    – *When others were reading, I paid close attention.*

    – *I showed good behaviors and followed all directions quickly.*

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

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students _____   Date: _____

Rater: Tutor _____   Classroom: _____

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

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3
When others were reading, I paid close attention. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3
I showed good behaviors and followed all directions quickly. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students   Date: _____

Rater: Tutor   Classroom: _____

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

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

Group-Based Repeated Reading

Procedure.

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

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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

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 (1984)

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 pilot in your classroom and/or share with others in your school or district.

- Group-Based Repeated Reading

Comprehension

- Click or Clunk

Classroom Reading/Writing Interventions

Phonics/Alphabetics

- Word Boxes & Word Sort

- Incremental Rehearsal

Vocabulary

- Reading Racetrack

Fluency

- Paired Reading

- Group-Based Repeated Reading

Comprehension

- Click or Clunk

RTI/MTSS Tiers. What are the levels, or 'tiers', of academic intervention in RTI/MTSS?

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

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

1. A "continuum of evidence-based services available to all students" that range from universal to highly individualized & intensive

2. "Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains"

3. "Ongoing monitoring of student progress"

4. "Employment of more intensive or different interventions when students do not improve in response" to lesser interventions

5. "Evaluation for special education services if students do not respond to intervention instruction"

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

RTI/MTSS for Academics:
Tier 1: Classwide: 80%

The foundation of RTI/MTSS is built upon the strategies each teacher uses in the classroom to promote strong core instruction.

These instructional strategies focus on the whole group. They ensure that the classroom will be orderly and that instruction will be engaging.
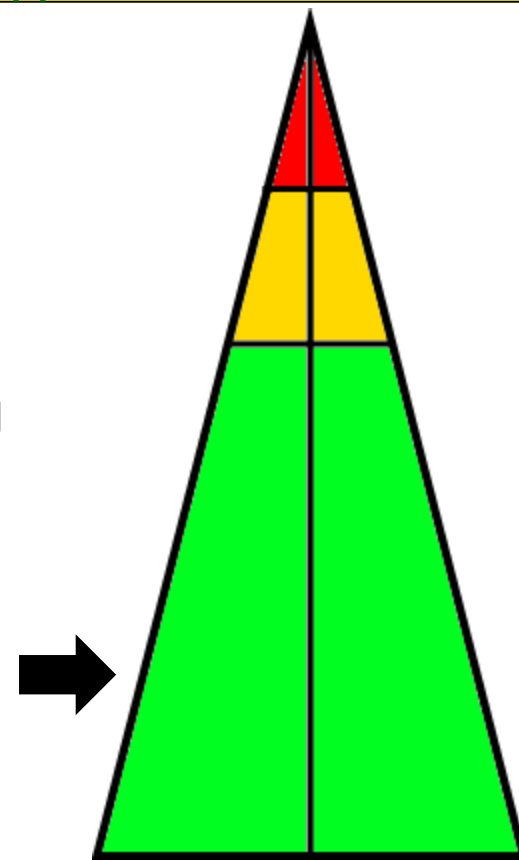
Motivating Students Through Collaboration: Numbered Heads Together (Online)

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

- students should have enough wait-time to formulate an adequate answer.,

- the teacher should provide targeted performance feedback (Maheady et al., 2006).

Motivating Students Through Collaboration: Numbered Heads Together

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

Motivating Students Through Collaboration: Numbered Heads Together

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

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

Motivating Students Through Collaboration: Numbered Heads Together

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

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

Motivating Students Through Collaboration: Numbered Heads Together

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

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

Teachers can strengthen their lessons by ensuring they include elements of direct instruction. (Handout)

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

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
☐ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
☐ **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

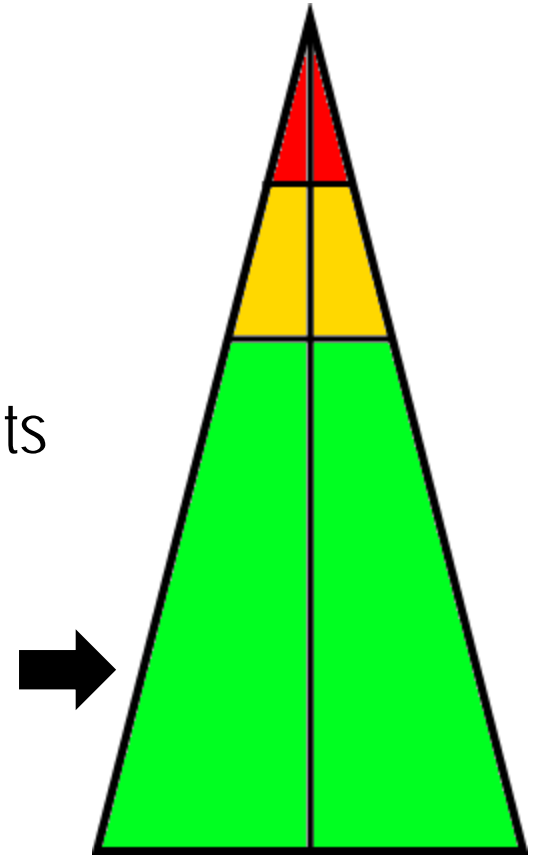❑ Support for Independent Practice

❑ Distributed Practice

How to: Implement Strong Core Instruction

1. Access to Instruction

❑ Instructional Match

❑ Content Review at Lesson Start

❑ Preview of Lesson Goal(s)

❑ Work Models

❑ Active Engagement

❑ Collaborative Assignments

❑ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

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❑ 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

> ## Numbered Heads Together
>
> A simple strategy like NHT covers multiple elements of the Strong Core Instruction checklist.

How to: Implement Strong Core Instruction

1. Access to Instruction	2. 'Scaffolding' Support (Cont.)
❑ Instructional Match	❑ Group Responding
❑ Co...	❑ High Rate of Student Success
❑ Pre...	❑ Brisk Rate of Instruction
❑ Ch...	❑ Fix-Up Strategies
2. ...	**Timely Performance Feedback**
❑ De...	❑ Regular Feedback
❑ Tal...	❑ Step-by-Step Checklists
❑ Wo...	**Opportunities for Review/ Practice**
❑ Act...	❑ Spacing of Practice Throughout Lesson
❑ Collaborative Assignments	❑ Guided Practice
❑ Checks for Understanding	❑ Support for Independent Practice
	❑ Distributed Practice

Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction**.
2. Select **1-2 elements** that you find MOST challenging to implement. What are ideas to help you overcome those challenges?

How to: Implement Strong Core Instruction

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

InterventionCentral
2-Minute 'Count Down' Timer
02:00
www.interventioncentral.org

RTI/MTSS for Academics:
Tier 1: Individualized Classroom Support Plans

The teacher develops, implements, and documents classroom support plans for 'red-flag' students needing additional academic support.

Plans are typically put in place for several weeks and are delivered with consistency.

The purpose of classroom interventions is to help the student to be successful in the grade-level curriculum.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Rayshawn. Typical student making expected progress with core instruction alone. No intervention plan needed.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Sara. Requires *occasional* reteaching, reinforcement of core instructional content. No intervention plan needed.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Ricky. Needs sustained teacher attention across several instructional weeks. Would benefit from an intervention strategy (e.g., Click-or-Clunk) to help him to be successful in demanding course content.

Tier 1/Classroom Support Plan: Flowchart

1. IDENTIFY. The teacher identifies a student who needs sustained academic support (e.g., 4-8 weeks) to be successful in core instruction.

2. PLAN. The teacher discusses the student at a team (e.g., grade-level/instructional/department) meeting or with a consultant, where they:
   - identify 1-2 problems to address
   - select intervention ideas to help the student
   - decide how to monitor progress, using classroom-friendly data sources
   - write down the plan.

3. CHECK UP. The teacher and team/consultant touch base 4-8 weeks later to review intervention results, decide on next steps.

RTI/MTSS Classroom Intervention Plans: 'Message in a Bottle': Who Benefits?

Next year's teacher(s). The plan allows them to build on your hard-won knowledge about the student.

Parent(s). Your plan documents clearly the strategies that you have put in place to support their child.
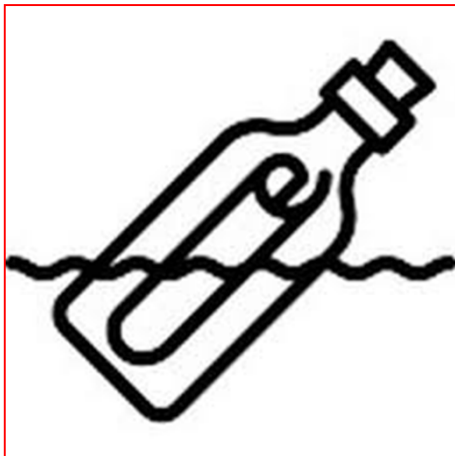
RTI/MTSS Problem-Solving Team. Your classroom intervention plan helps the team to make better recommendations, based on your findings.

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.

RTI/MTSS for Academics: Tier 2: Supplemental Intervention: 10-15%

Students with below-grade-level skill gaps are identified using school-wide academic screeners and picked up for Tier 2 services.
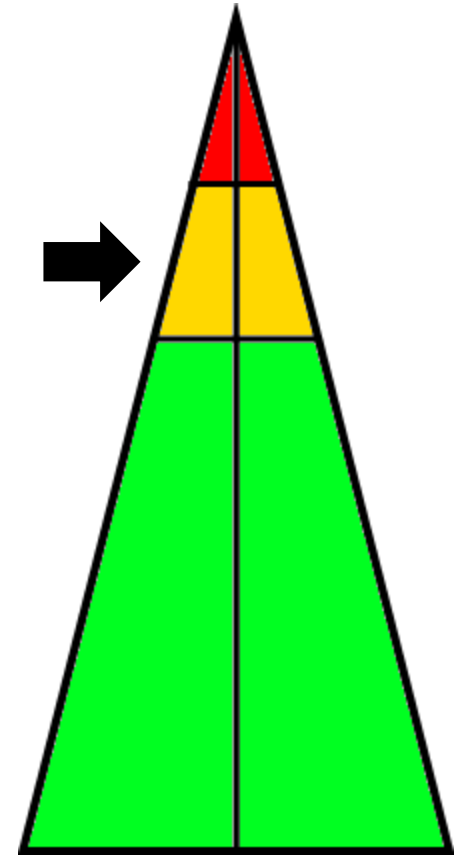
Evaluating the Quality of Tier 2/3 Academic Interventions/Programs

High-quality Tier 2/3 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 scripted in sufficient detail to allow interventionists to carry them out with fidelity.

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

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

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

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

HELPS: Tier 2 Reading-Fluency Program

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

Here are 3 things that high-quality Tier 2/3 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.)

RTI/MTSS for Academics: Tier 3: Intensive Intervention: 1-5%

Students with more severe/chronic academic delays who fail to respond to lesser interventions at Tiers 1 & 2 are reviewed by the Tier 3 RTI/MTSS Problem-Solving Team. The Team develops a Tier 3 intervention plan that:

- is customized to the student's unique academic needs.

- can include various stakeholders as interventionists (e.g., student, teacher(s), support staff, parent, etc.)

- Is reviewed every 6-8 weeks and updated as needed.
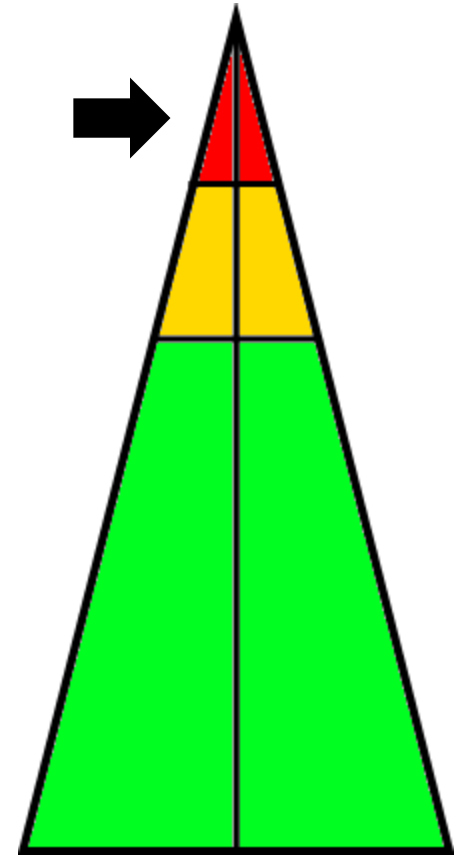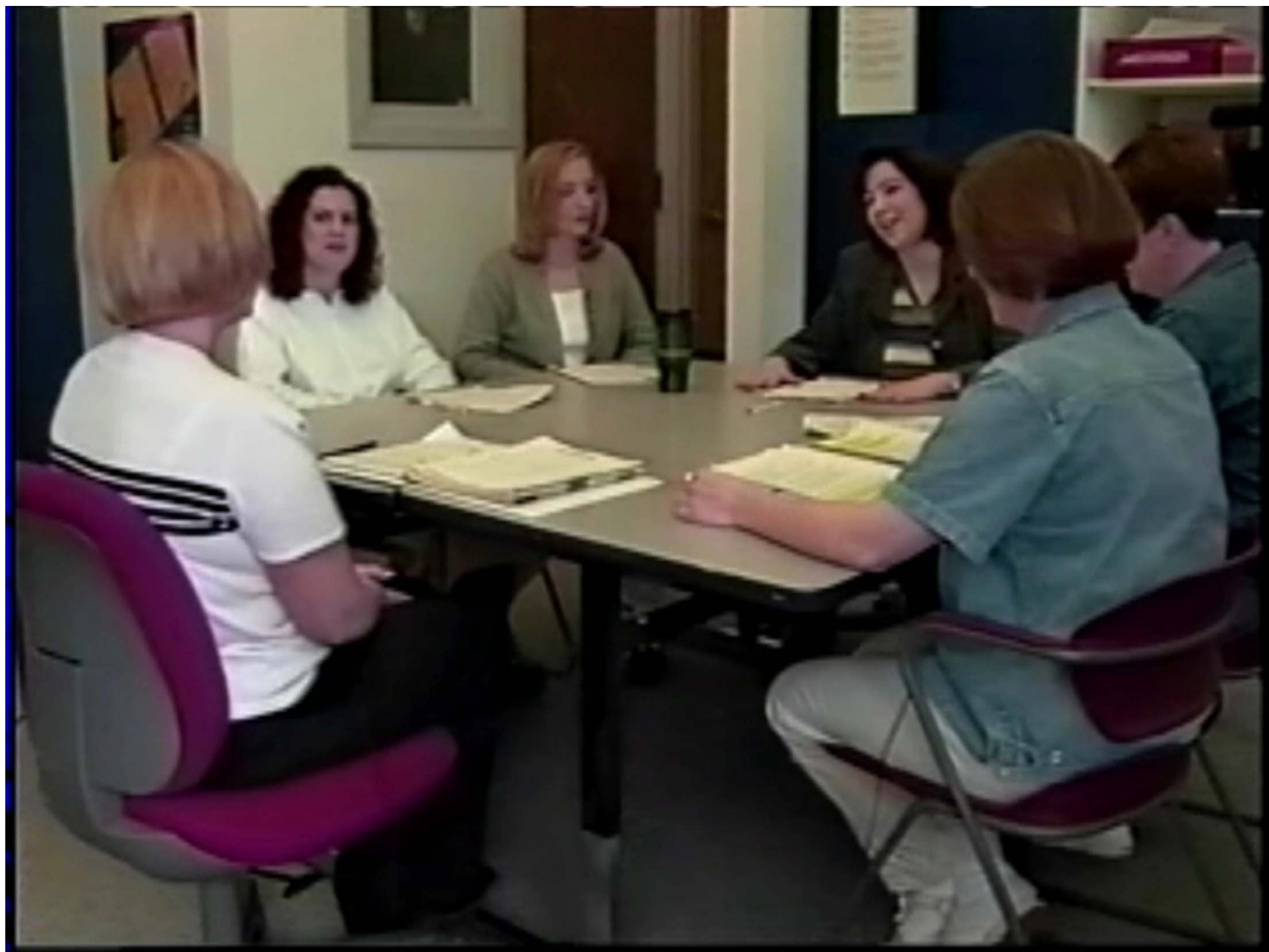
RTI Problem-Solving Team Roles

- 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

Continuum of RTI: Across Grade Levels

Elementary School   Middle School   High School

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

Grade 3: Problem: *"Emma doesn't know her basic math facts."*

Interventions:

Cover-Copy-Compare

Peer Tutoring in Math Facts

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

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

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.

Peer Tutoring in Math Computation with Constant Time Delay

Peer Tutoring in Math Computation with Constant Time Delay

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

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

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

❑ 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.

❑ Progress-monitoring form for each student.

❑ Pencils.

Peer Tutoring in Math Computation with Constant Time Delay

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

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.

- *Provides Tutor Feedback.* [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

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

- *Provides Praise.* The tutor praises the tutee immediately following correct answers.

- *Shuffles Cards.* When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.

Peer Tutoring in Math Computation with Constant Time Delay

Progress-Monitoring Activity. The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee. The tutor follows this sequence:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.

- *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.

- *Sorts Cards.* Based on the tutee's responses, the tutor sorts the math-fact cards into 'correct' and 'incorrect' piles.

- *Counts Cards and Records Totals.* The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.

Peer Tutoring in Math Computation: Score Sheet

Math Tutoring: Score Sheet

Tutor 'Coach': _____ Tutee 'Player': _____

Directions to the Tutor: Write down the number of math-fact cards that your partner answered correctly and the number answered incorrectly.		
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect
Date:	Cards Correct	Cards Incorrect

Peer Tutoring in Math Computation with Constant Time Delay

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

Peer Tutoring in Math Computation: 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.	

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: *"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, 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.

Sample Self-Correction Checklist

Math Self-Correction Checklist

Student Name: _____   Date: _____

Rater: _Student_____   Classroom: _____

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

	Problem#1	Problem#2	Problem#3	Problem#4	Problem#5
I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I lined up all numbers in the right place-value columns. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I rechecked all of my answers. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Activity: Tools for Math Intervention

- Review the several math intervention ideas presented in this workshop.

- Discuss how you might use any of these tools with your students.

Math Tools

- Cover-Copy-Compare

- Class-Wide Peer Tutoring in Math Facts

- Math Self-Correction Checklists

UWL#1bnvý

Case 2: Jacqueline:
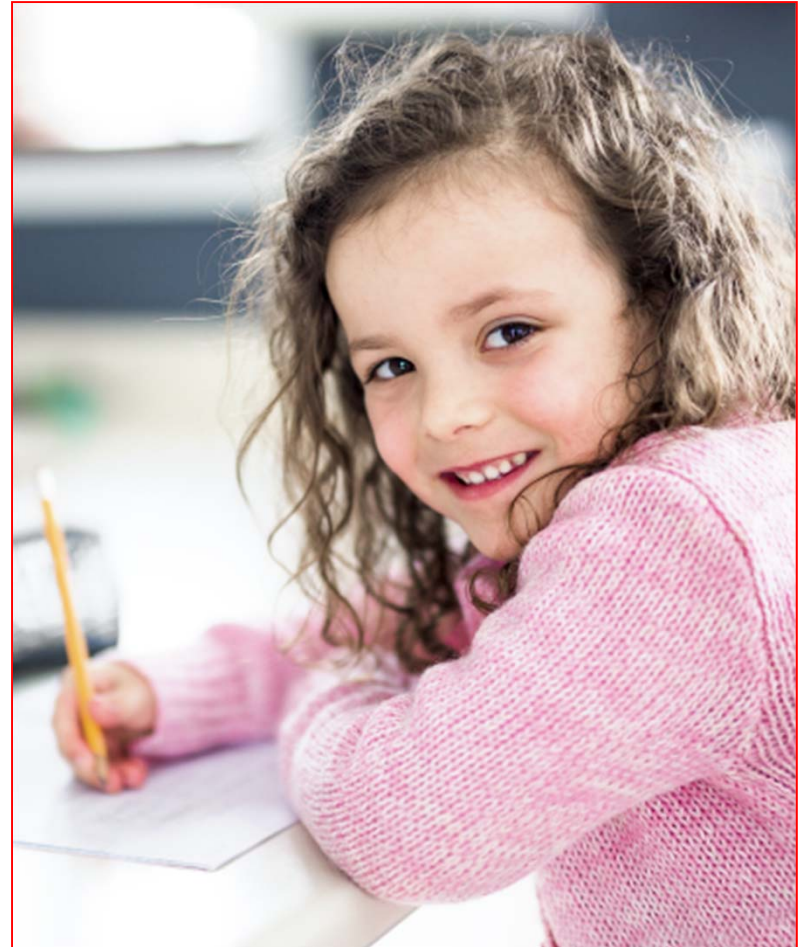Grade 1: Letter Knowledge

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

RTI: Lions & Cage?
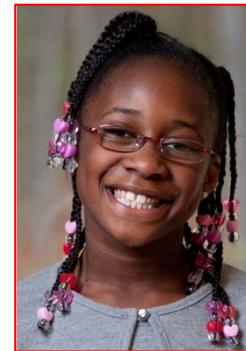
Jacqueline

Grade 1

Problem: Limited letter knowledge

Intervention: Incremental Rehearsal

UWI#Ldonv=#F dvh#5

- **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

RTI: Ideas Case 5

- **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.

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Jacqueline: Grade 1: Incremental Rehearsal

Jacqueline: Letter Names

RTI: Ideas Case 2: Take Away!
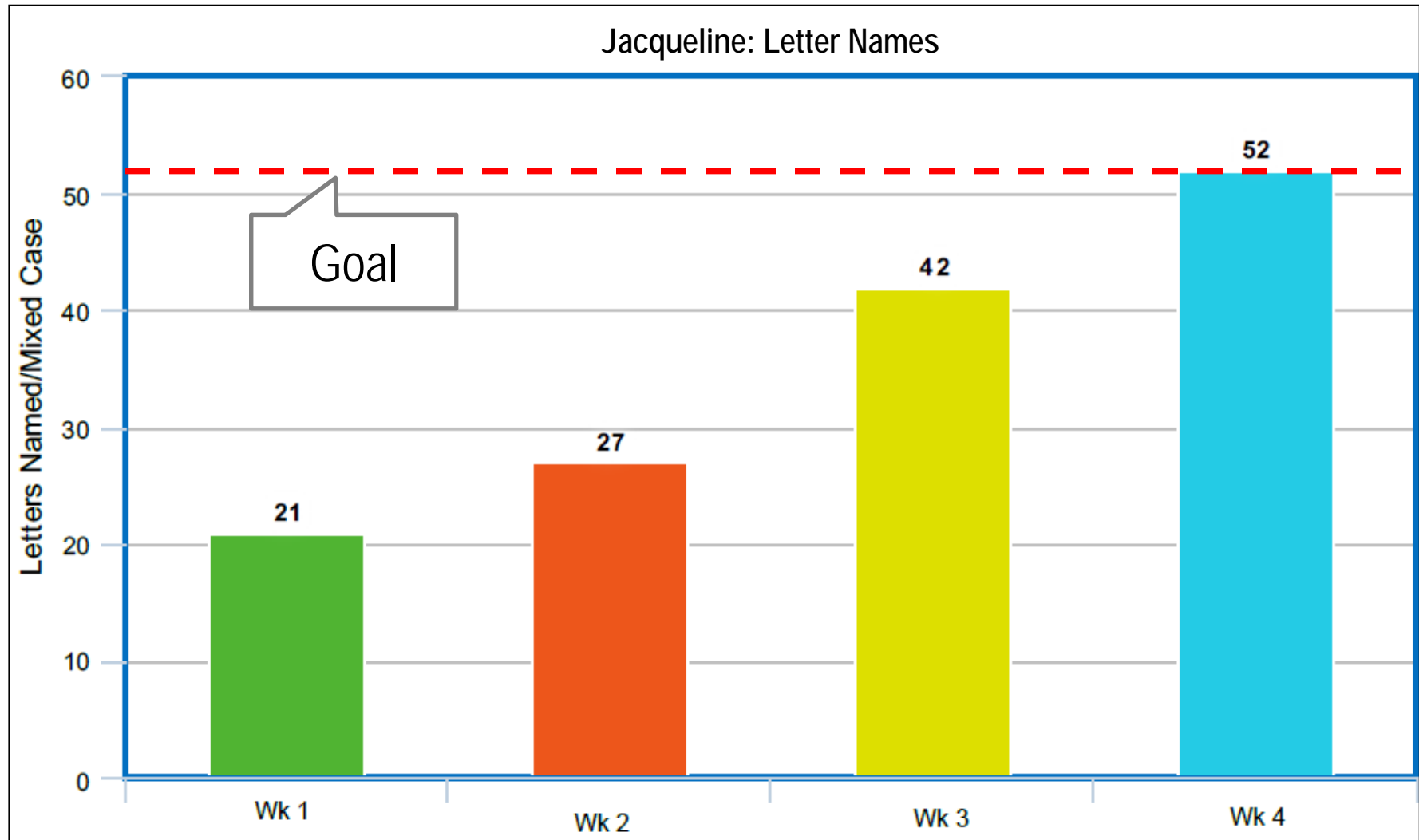
- Interventions are not…
  - an object ('flashcards')
  - a person ('the Reading Teacher')
  - a place ('The Learning Center').

- 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: Tier 1 Case 7

Neda

Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare

UWI#Lbnv=#Fdvh#7

- **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
Fact Student
Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

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.

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- **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.

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Neda: Grade 4: Math-Fact Fluency

Neda: Math Fact Fluency

(Goal)

RTI: Ideas Case 4: Take-Away
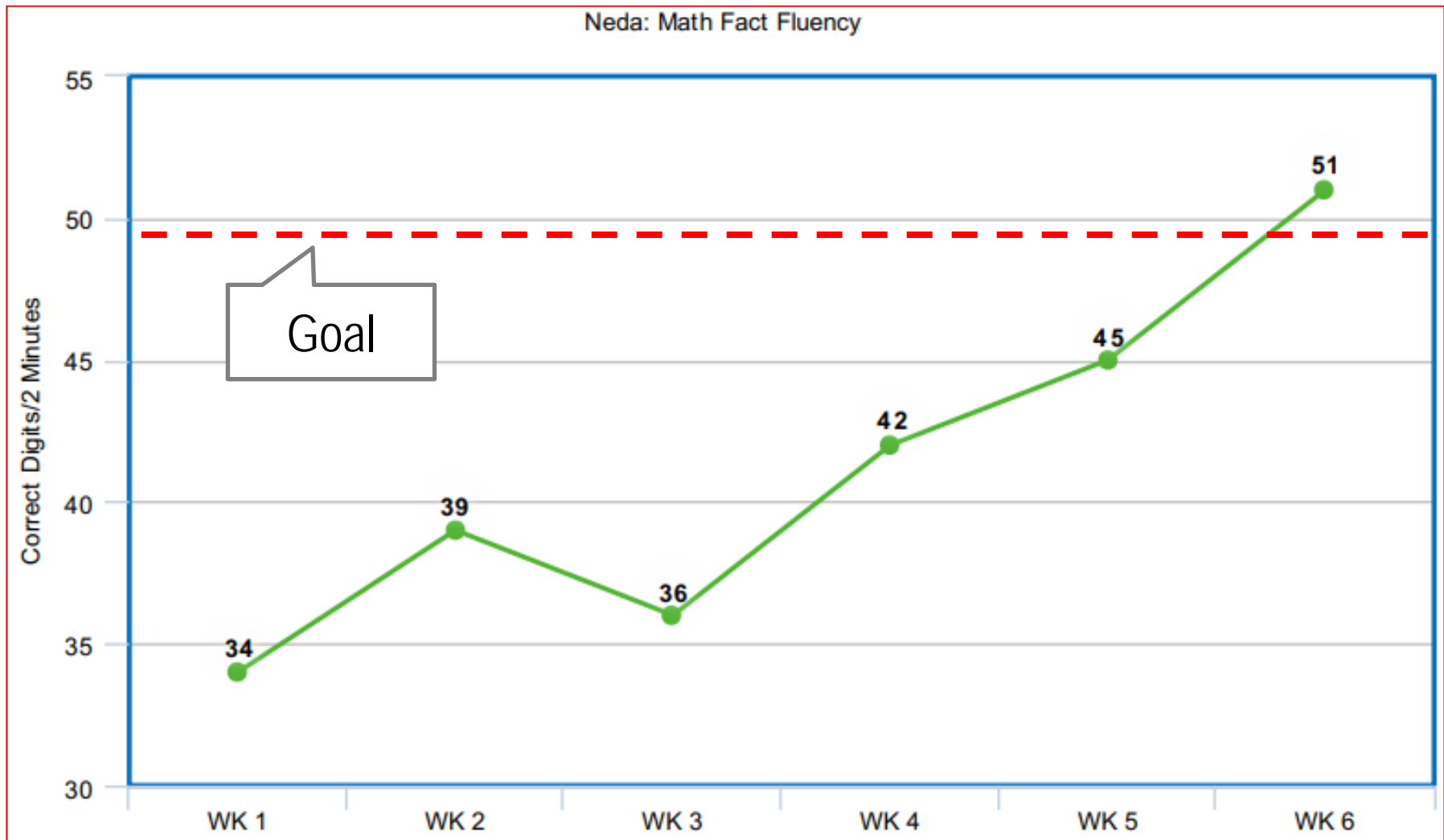
- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.

- 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.

Classroom Data Collection: Example. What is a feasible 'go-to' method that teachers can use to track almost any classroom behavior?
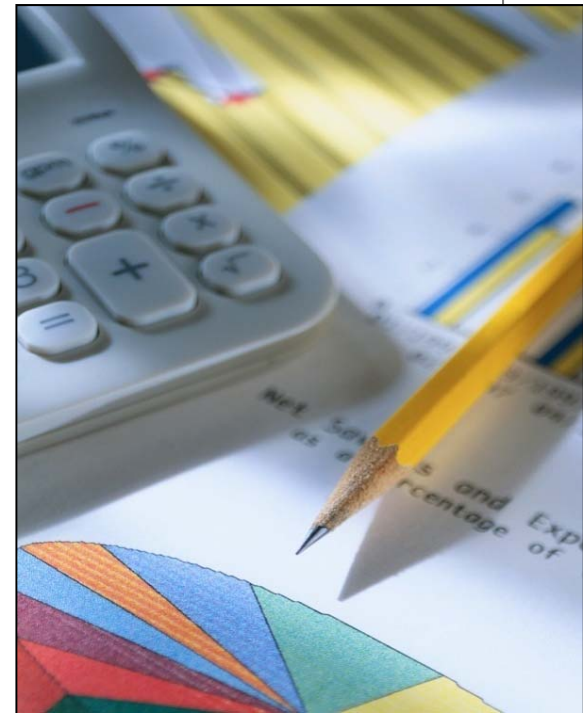
Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom behavioral data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

  ❑General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

  ❑Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Behavior Report Card

Rodney: Behavior Report Card

Student Name: _Rodney_____   Date: _____

Rater: _Mrs. Smith_____   Classroom: _____

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

Rodney spoke respectfully and complied with Mr. Jones' requests within 1 minute without argument or complaint.

Did Rodney succeed in this behavior goal?

Rodney spoke respectfully and complied with Mr. Jones' requests within 1 minute without argument or complaint.

Did Rodney succeed in this behavior goal?

❏ YES   ❏ NO

The degree to which Rodney met this behavior goal

☹   😐   🙂
1   2   3

_____

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____   Date: _____

Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

Agenda for Today's RTI/MTSS Work...

Pro-Learning Behaviors. What behaviors predict school success?

Toolkit: Behavior. What are classroom examples of strategies for managing common problem behaviors?

Toolkit: Literacy. What are sample reading/writing intervention ideas useful in classrooms?

Toolkit: Math. What are ideas for supporting students with math difficulties?

RTI/MTSS: The Big Picture. What are the levels, or Tiers, of RTI/MTSS—and how do they fit together?

Activity: What Are Your Next Steps?

- Review the key points shared at today's workshop.

- Select 'next steps' for using ideas and/or resources from this training in your classroom or school.