

RTI/MTSS and the Classroom: The Middle/High-School Teacher as Intervention 'First Responder'



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Response to Intervention/Multi-Tier System of Supports

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The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section, dated September 17th, 2013, highlights "How To: Reduce Time-Outs With Active Response Beads" and describes how this strategy replaces in-class time-outs to promote student self-management skills. The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states that Intervention Central provides free resources to help struggling learners and implement Response to Intervention. Two recent updates are listed: one from November 20, 2013, about "Building Sight-Word Vocabulary: 4 Methods" for promoting reading fluency, and another from November 18, 2013, about "CBM Warehouse: New Resources for Tracking Basic Academic Skills" covering areas like Letter Knowledge and Reading Comprehension. On the right, a "Featured Tools" sidebar lists various resources such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Response to Intervention/Multi-Tier System of Supports



How To: Implement Strong Core Instruction

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

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

1. Increase Access to Instruction

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

2. Provided 'Scaffolding' Support

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

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%

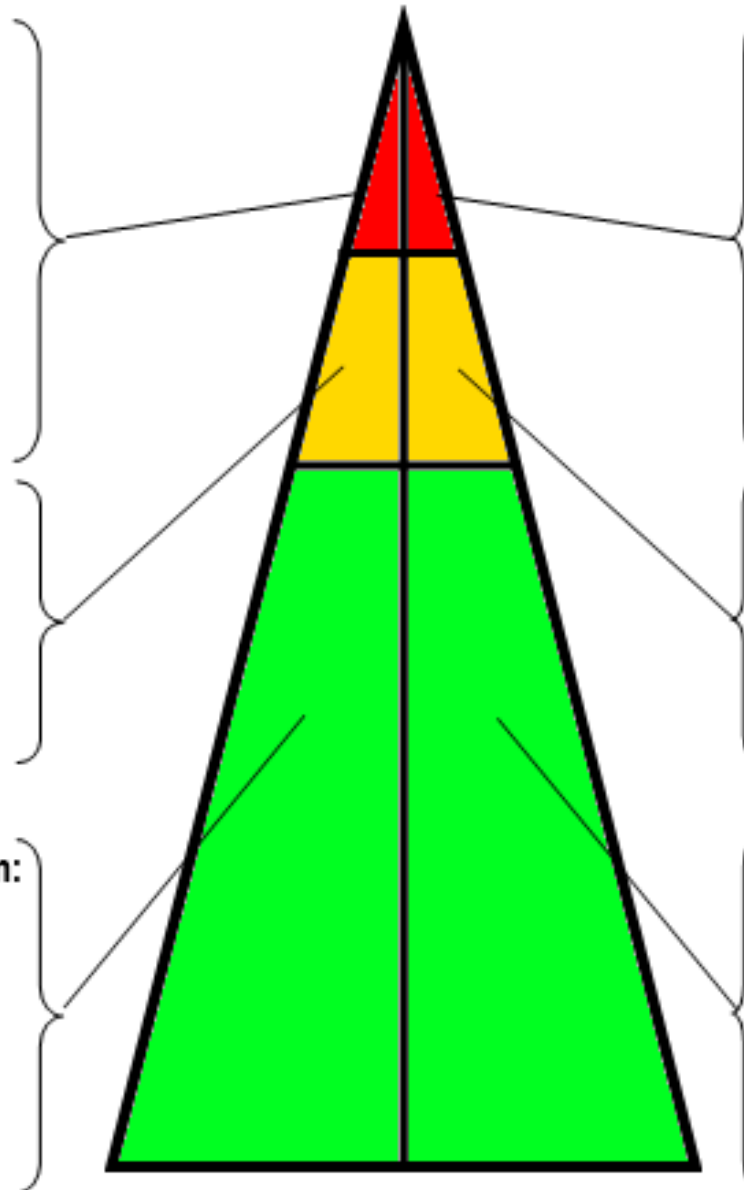
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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

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.

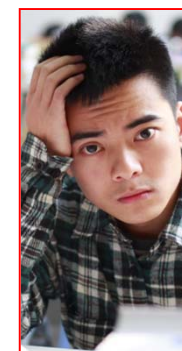


Agenda for Today's RTI/MTSS Work...

-  **'Pivot Points': Key Competencies.** What are the essential competencies that students must master for 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: Self-Management.** How can teachers help students to develop habits of academic self-management?
-  **RTI/MTSS: The Big Picture.** What are the levels, or Tiers, of RTI/MTSS—and how do they fit together?

*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)

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:

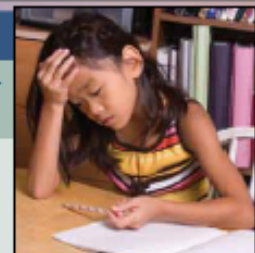
- Re-channel Interactions through Scheduled Attention.** One strategy to increase positive behaviors is to "catch the student being good" with regular doses of "scheduled attention": (1) Decide on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, observe the 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:

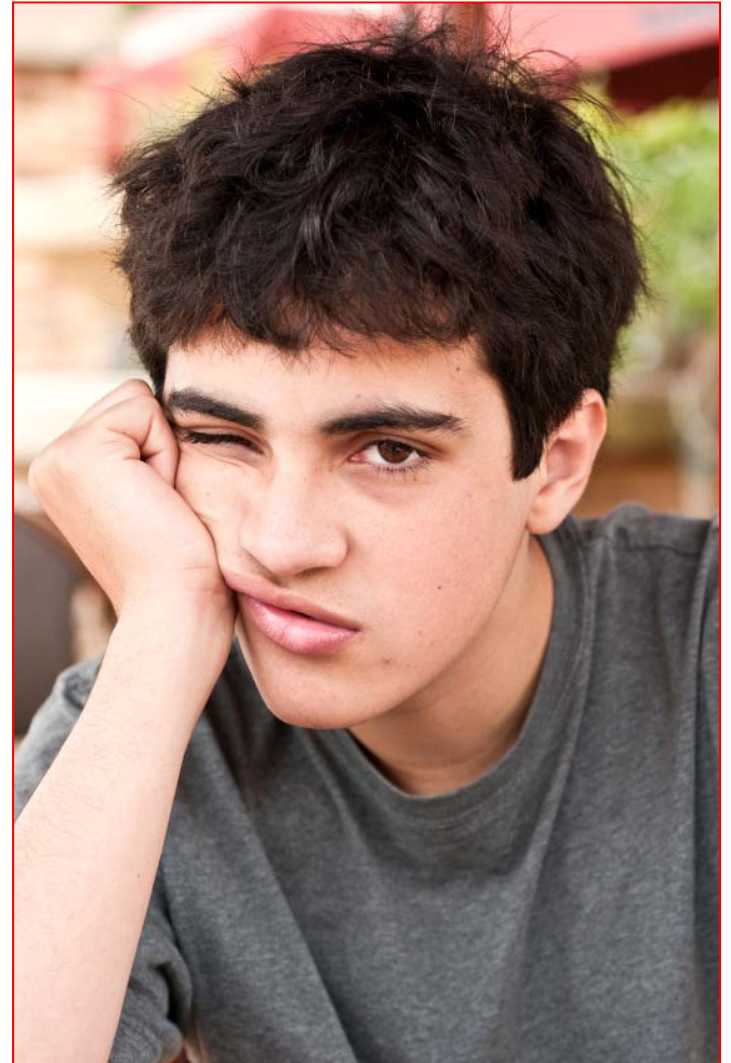
- Increase Predictability through Schedules.** When students know in advance what to expect in an upcoming activity, how long it will last, and/or the payoff for participation, their level of engagement rises and problem behaviors decline—a good definition of motivation. Provide, in the simplest form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

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."

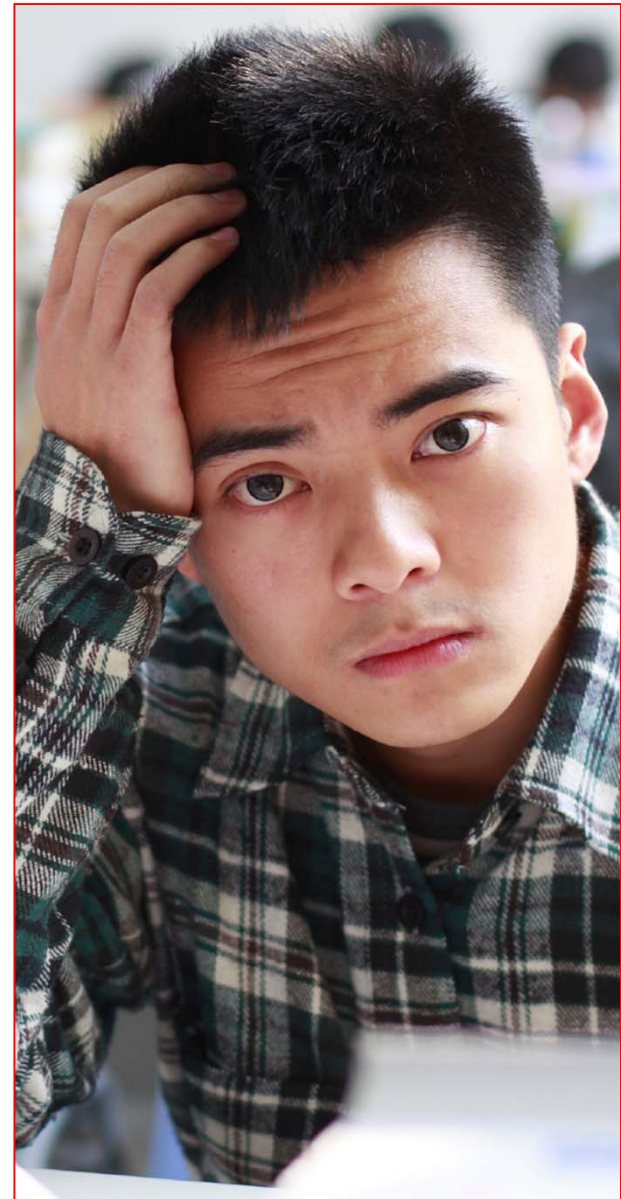
Non-Compliant Student: Intervention Ideas

- **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.

'Normative' Anxieties/Fears in Childhood & Adolescence

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

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

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.

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'.

Managing Academic Anxiety Through an Antecedent Writing Activity

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



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

Managing Academic Anxiety Through an Antecedent Writing Activity

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

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

Managing Academic Anxiety Through an Antecedent Writing Activity

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

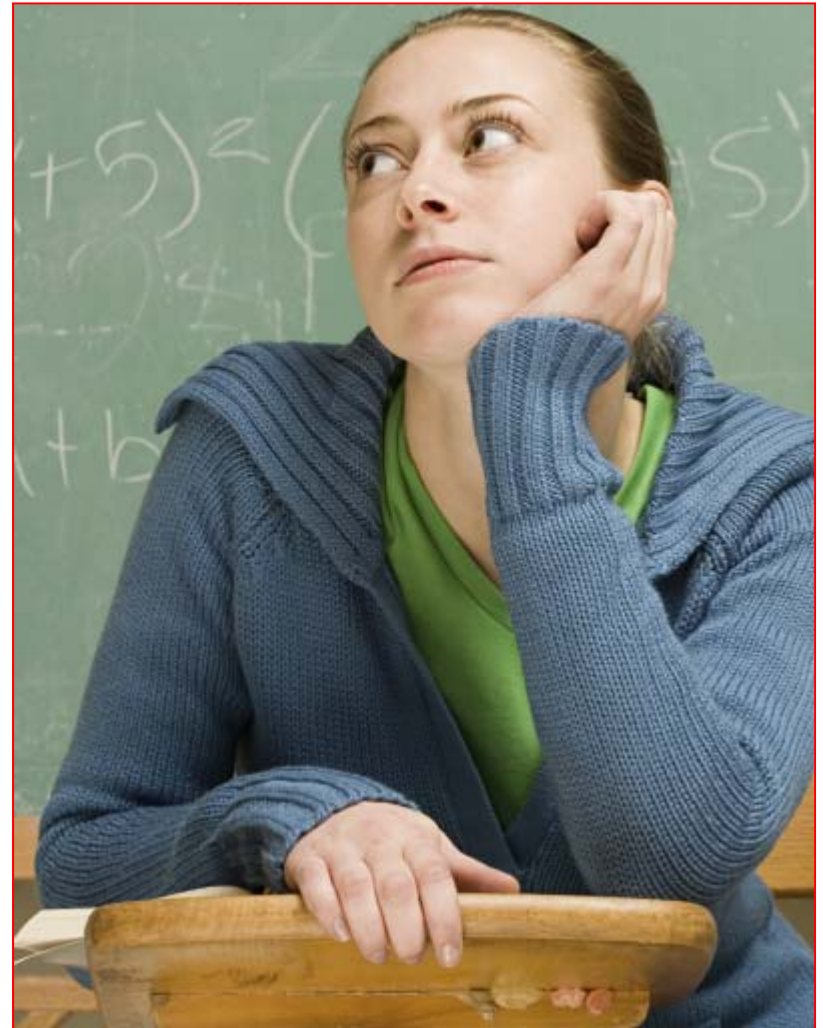
Writing Exercise: This Assignment: How Are You Feeling?

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

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

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

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)

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

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

www.interventioncentral.org

- **InterventionCentral** One strategy for managing non-compliant or defiant behaviors is to use a 5-minute 'Count Down' Timer. At the end of each interval, provide verbal praise; appropriate behaviors; redirection; and/or consequences. www.interventioncentral.org
- **Planned Ignoring** Planned ignoring is 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:



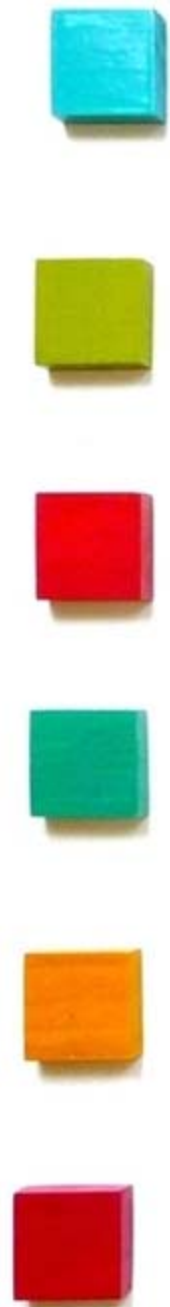
- **Increase Predictability through Schedules.** When students know in advance what to expect in an upcoming activity, how long it will last, and/or the payoff for participation, their level of engagement rises and problem behaviors decline—a good definition of motivation. Provide, in the simplest form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



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



“Things fall apart...”

--William Butler Yeats

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



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

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

Pivot Points (Online)

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



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

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

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

Pivot Points: The Struggling Student in a General Education Setting



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



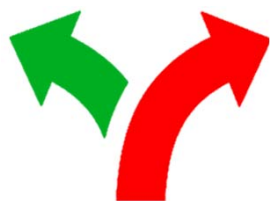
2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.



Pivot Points: The Struggling Student in a General Education Setting



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



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



Pivot Points: The Struggling Student in a General Education Setting



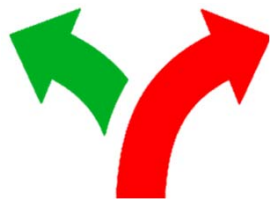
5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.



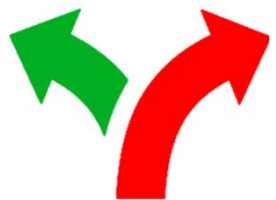
6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.



Pivot Points: The Struggling Student in a General Education Setting



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



8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').



Pivot Points: The Struggling Student in a General Education Setting



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



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



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



- | | |
|---|--|
| 1. Basic Academic Skills. Has mastery of basic academic skills. | 6. Emotional Control. Responds appropriately to setbacks, frustrations. |
| 2. Transitions. Flexibly adapts to changing routines and expectations across activities, settings. | 9. Self-Understanding. Can articulate their relative patterns of strength and weakness. |
| 3. Attentional Focus. Focuses attention in groups, when working independently. | 10. Self-Advocacy. Advocates and negotiates effectively with adults. |
| 4. Interactions. Gets along with and works productively with peers. | |
| 5. Self-Confidence. Has a positive view of academic abilities: effort plus work practices. | |

DIRECTIONS. Review the 10 'pivot points' discussed today.

Select 1-2 that you or your school find most challenging.

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



InterventionCentral
1-Minute 'Count Down' Timer
01 : 00
www.interventioncentral.org

- | | |
|---|---|
| 1. Basic Academic Skills. Has mastery of basic academic skills. | 6. Emotional Control. Responds appropriately to setbacks, frustrations. |
| 2. Academic Survival Skills. Possesses academic survival skills (e.g., homework skills, organization) needed for learning. | 7. Peer Interactions. Gets along with and collaborates productively with peers. |
| 3. Work Completion. Completes in-class work and homework. | 8. Self-Efficacy. Has a positive view of their academic abilities: effort plus effective work practices. |
| 4. Transitions. Flexibly adapts to changing routines and expectations across activities, settings. | 9. Self-Understanding. Can articulate their relative patterns of strength and weakness. |
| 5. Attentional Focus. Focuses attention in groups & when working independently. | 10. Self-Advocacy. Advocates and negotiates effectively with adults. |

Literacy Interventions. What are examples of classroom reading/writing interventions appropriate for middle/high school?



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.

Five Components of Reading



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

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

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

Grade 6: Problem: *“Terrence is not a fluent reader.”*

Intervention:

- Group-Based Repeated Reading

Group-Based Repeated Reading

(Available on Conference Web Page)

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

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

Group-Based Repeated Reading

Procedure.

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

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

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.

Response to Intervention/Multi-Tier System of Supports

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
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

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.

Grade 7: Problem: *“Dominic struggles to retain the ‘gist’/main ideas of informational passages.”*

Intervention:

- Read-Ask-Paraphrase

Reading Comprehension: Self-Management Strategies

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

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. *Remedial and Special Education, 33*, 110-123.

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Read-Ask-Paraphrase: STEPS:

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

Page)

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Grade 7: Problem: *“Neda ‘gets lost’ in difficult informational passages.”*

Intervention:

Linking Pronouns to Referents

Reading Comprehension 'Fix-Up' Skills: A Toolkit

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

Grade 8: Problem: *“Wade does not create a reading plan before starting an assigned reading.”*

Intervention:

Ask-Read-Tell

Reading Comprehension: Self-Management Strategies

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

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

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

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

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

Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

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

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

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my TWO questions from Step 1:

1.

[Empty text box for answer 1]

2.

[Empty text box for answer 2]

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

Grade 8: Problem: *“Madison sticks to simple subject-verb-object sentence structure in her writing.”*

Intervention:

Sentence Combining

Sentence Combining (Online)

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

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

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

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

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

Formatting Sentence Combining Examples

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

Example: **Base clause:** The car stalled.

Sentence to be combined: The car ran out of gas. (because)

Student-Generated Solution: *The car stalled because it ran out of gas.*

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

Example: **Base clause:** The economic forecast resulted in strong stock market gains.

Sentence to be embedded: The economic forecast was upbeat.

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

Response to Intervention/Multi-Tier System of Supports

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)	
Type of Sentence	Sentence Combining Example
<p>Multiple (Compound) Sentence Subjects or Objects:</p> <p>Two or more subjects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p> <p>Two or more direct or indirect objects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p>	<ul style="list-style-type: none"> • Skyscrapers in the city were damaged in the hurricane. <u>Bridges</u> in the city were damaged in the hurricane. <i>Skyscrapers and bridges in the city were damaged in the hurricane.</i> • When they travel, migratory birds need safe habitat. When they travel, migratory birds need <u>regular supplies of food</u>. <i>When they travel, migratory birds need safe habitat and regular supplies of food.</i>
<p>Adjectives & Adverbs: When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence.</p>	<ul style="list-style-type: none"> • Dry regions are at risk for chronic water shortages. <u>Overpopulated</u> regions are at risk for chronic water shortages. <i>Dry and overpopulated regions are at risk for chronic water shortages.</i> • Health care costs have risen nationwide. Those health care costs have risen <u>quickly</u>. <i>Health care costs have risen quickly nationwide.</i>

Response to Intervention/Multi-Tier System of Supports

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

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

Response to Intervention/Multi-Tier System of Supports

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

Type of Sentence	Sentence Combining Example
Possessive Nouns: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence.	<ul style="list-style-type: none">Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was <u>President Jefferson's</u> achievement. <p><i>Some historians view President Jefferson's Louisiana Purchase as the most important expansion of United States territory.</i></p>

READ-ASK-
PARAPHRASE
(RAP) Sheet:
Reading
Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Delivering 'Classroom' Academic Interventions: Options...

Tier 1: Classroom: Whole Class.

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

Tier 1/2: Cross-Age Peer Tutoring.

Older students are assigned as tutors/mentors to younger learners. One item in their tutoring toolkit is RAP. Teaching staff supervise these tutors.

Tier 1: Classroom: Small Group. The teacher conducts a group training for several students who need the RAP strategy.

Read-Ask-Paraphrase



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

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

Tier 2: Adult Mentor. A mentor (counselor; teaching assistant, special educator) 'checks in' with select Tier 2 students at start & end of the school day about their schoolwork. The mentor trains students to use RAP, monitors their use of it, and informs classroom teachers so they can support its use.

Classroom Reading/Writing Interventions

Fluency

Lab Work: Select Interventions to Pilot.

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



Select 1-2 ideas that you might want to try with students.

Writing

- Sentence Combining

Classroom Reading/Writing Interventions

Fluency

- Group-Based Repeated Reading

Comprehension

- Read-Ask-Paraphrase
- Linking Pronouns to Referents
- Ask-Read-Tell

Writing

- Sentence Combining



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



MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

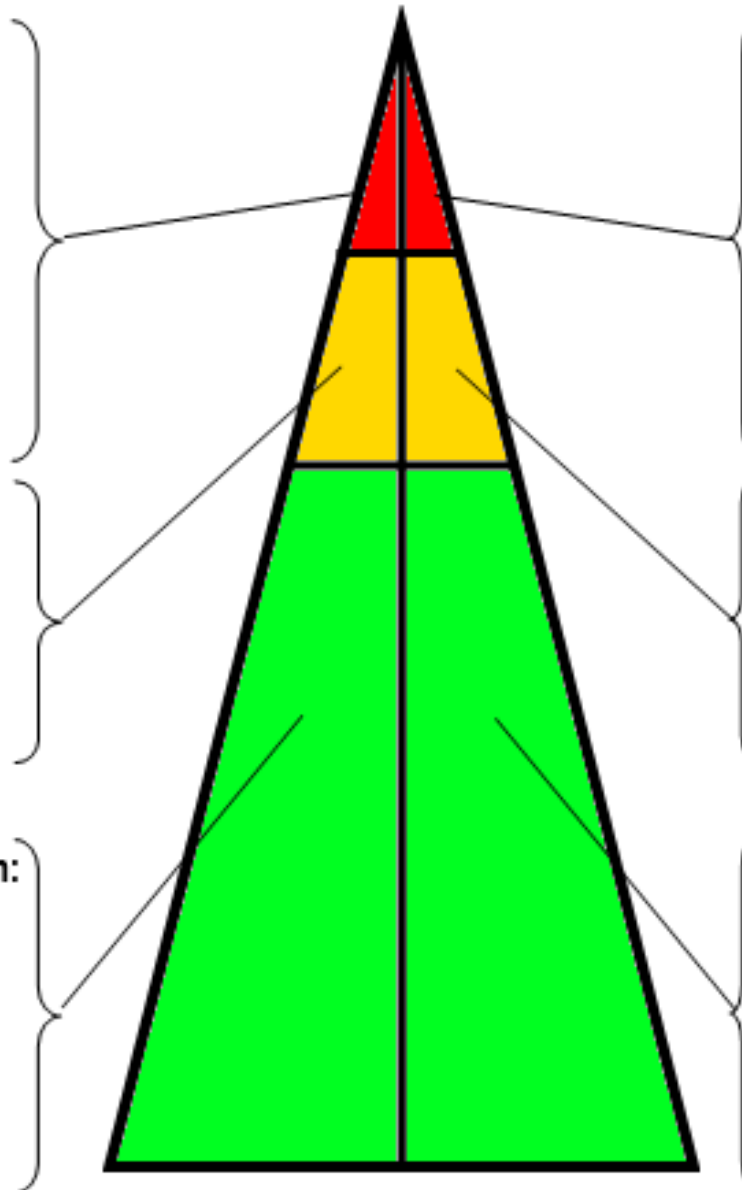
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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

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

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"

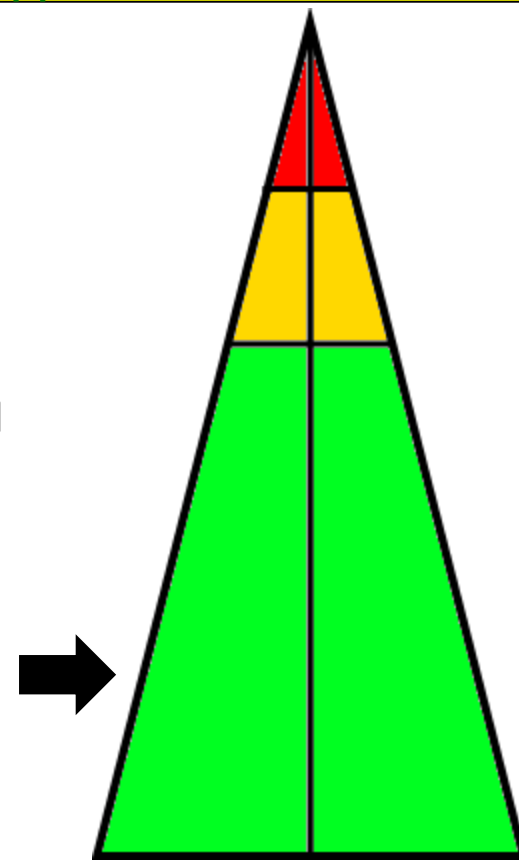
Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

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
<input type="checkbox"/> Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
<input type="checkbox"/> Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	
2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
<input type="checkbox"/> Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
<input type="checkbox"/> Collaborative Assignments. Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
<input type="checkbox"/> Checks for Understanding. The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2. 'Scaffolding' Support

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

2. 'Scaffolding' Support (Cont.)

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

3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

4. Opportunities for Review/ Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction

Instructional Match

Content Review at Lesson Start

Preview of Lesson Goal(s)

Numbered Heads Together

A simple strategy like NHT covers multiple elements of the Strong Core Instruction checklist.

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

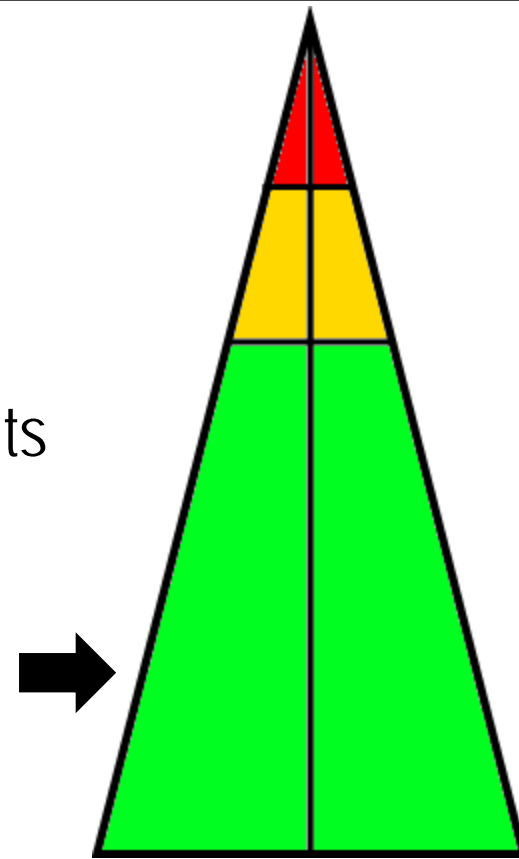
Distributed Practice

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

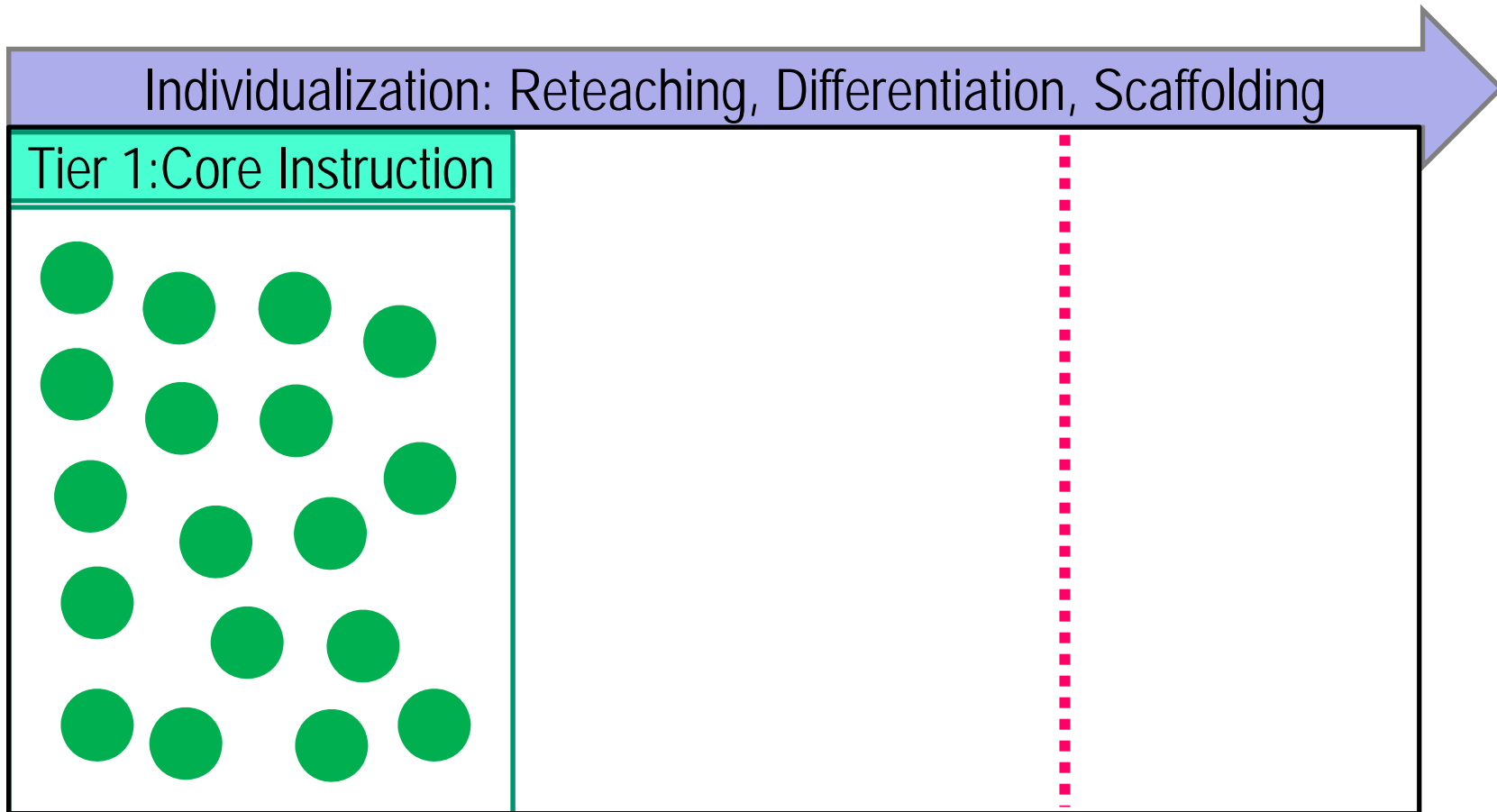
The teacher develops, implements, and documents classroom support plans for 'red-flag' students needing additional academic support.

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

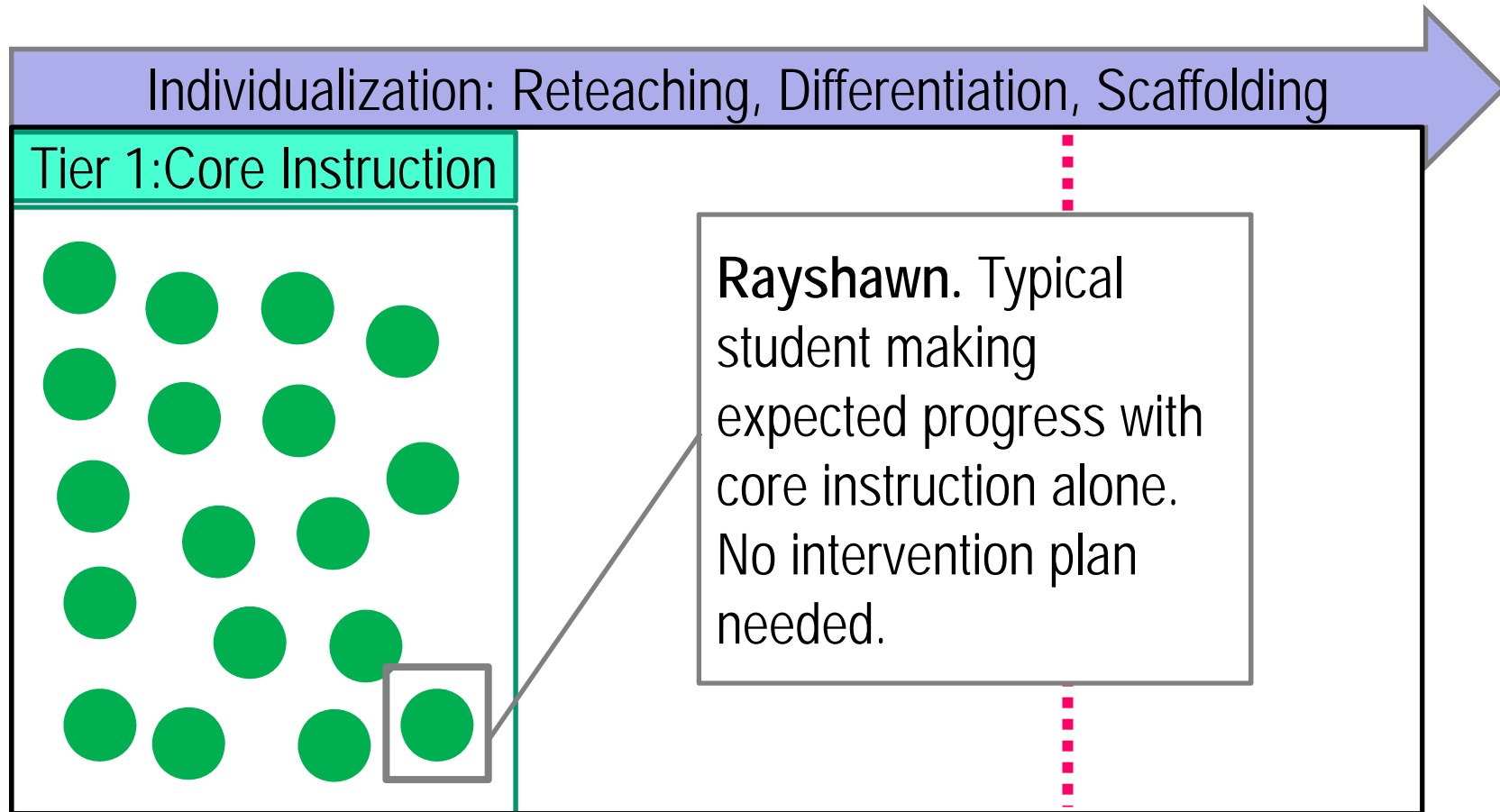
The purpose of classroom interventions is to help the student to be successful in the grade-level curriculum.



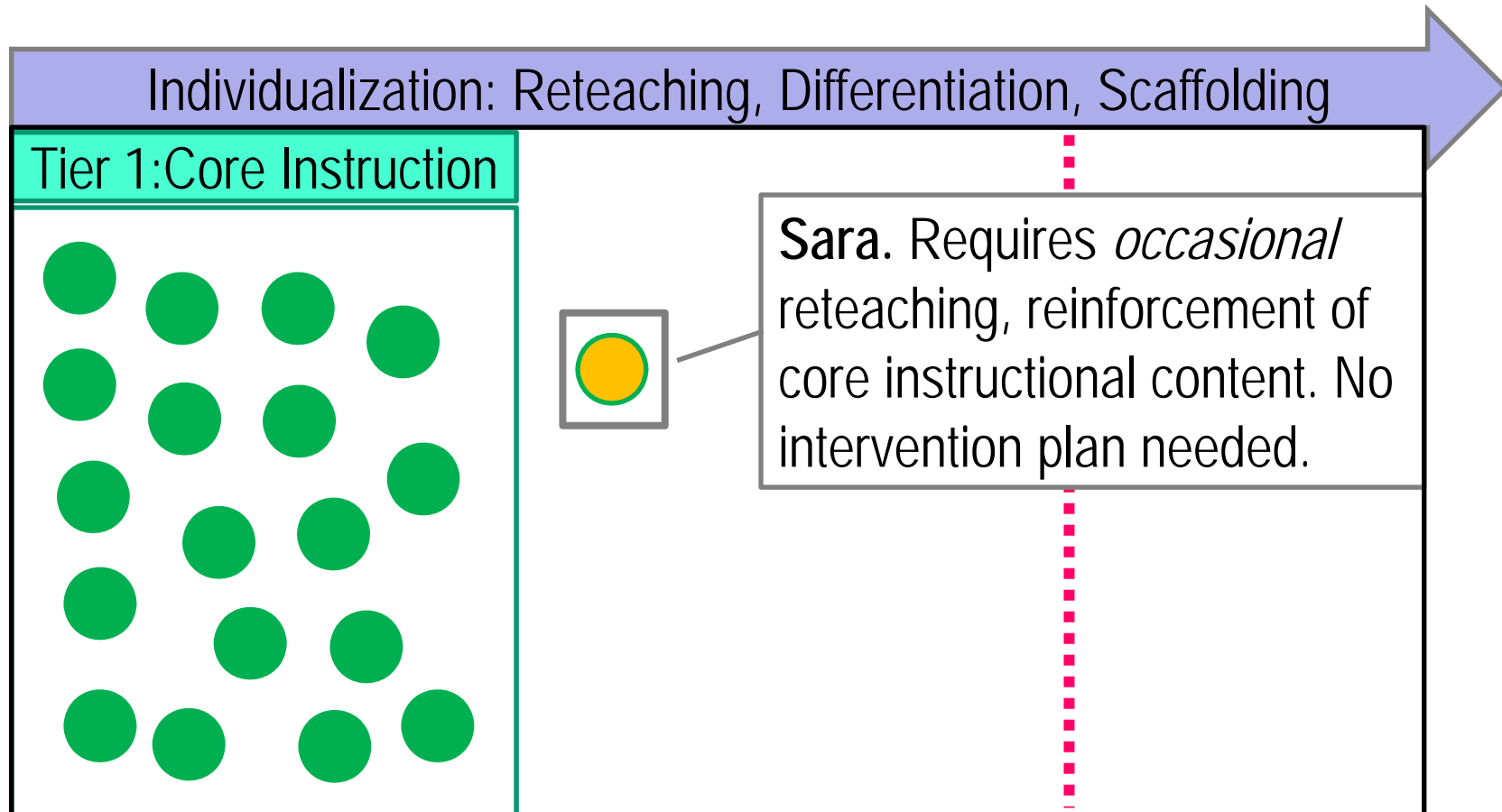
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



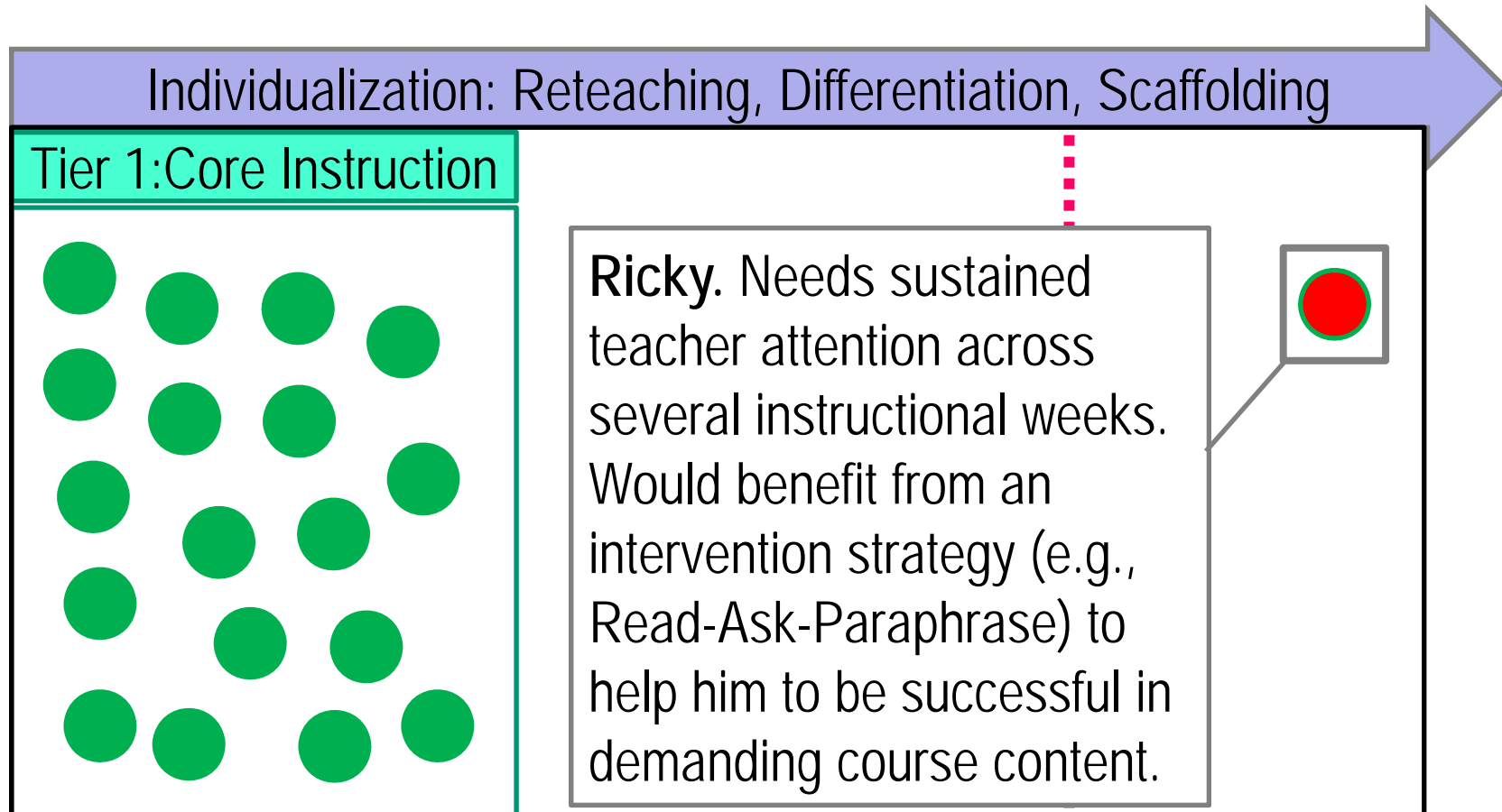
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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



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



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.

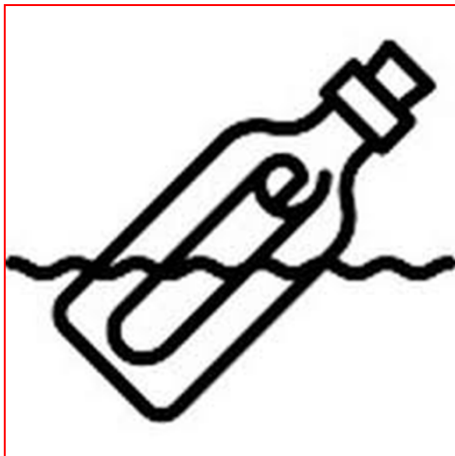


3. CHECK UP. The teacher and team/consultant touch base 4-8 weeks later to review intervention results, decide on next steps.

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.

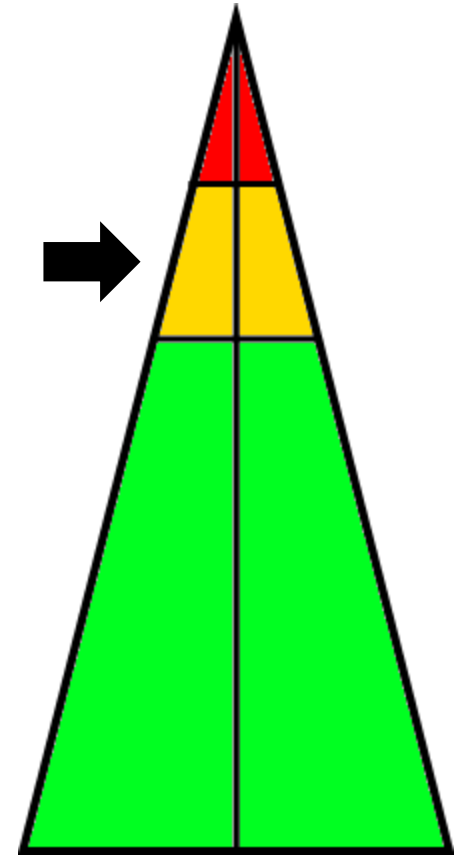


RTI/MTSS Problem-Solving Team. Your classroom intervention plan helps the team to make better recommendations, based on your findings.

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.

Evaluating the Quality of Tier 2/3 Interventions/Programs

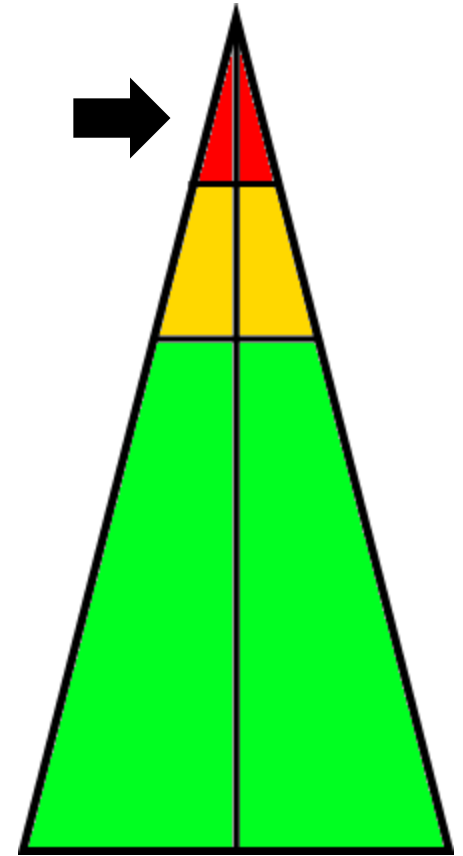
Here are 3 things that high-quality Tier 2/3 academic interventions are NOT:

- 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



Self-Management Interventions. What are ways to promote student “self-regulation” of their learning?



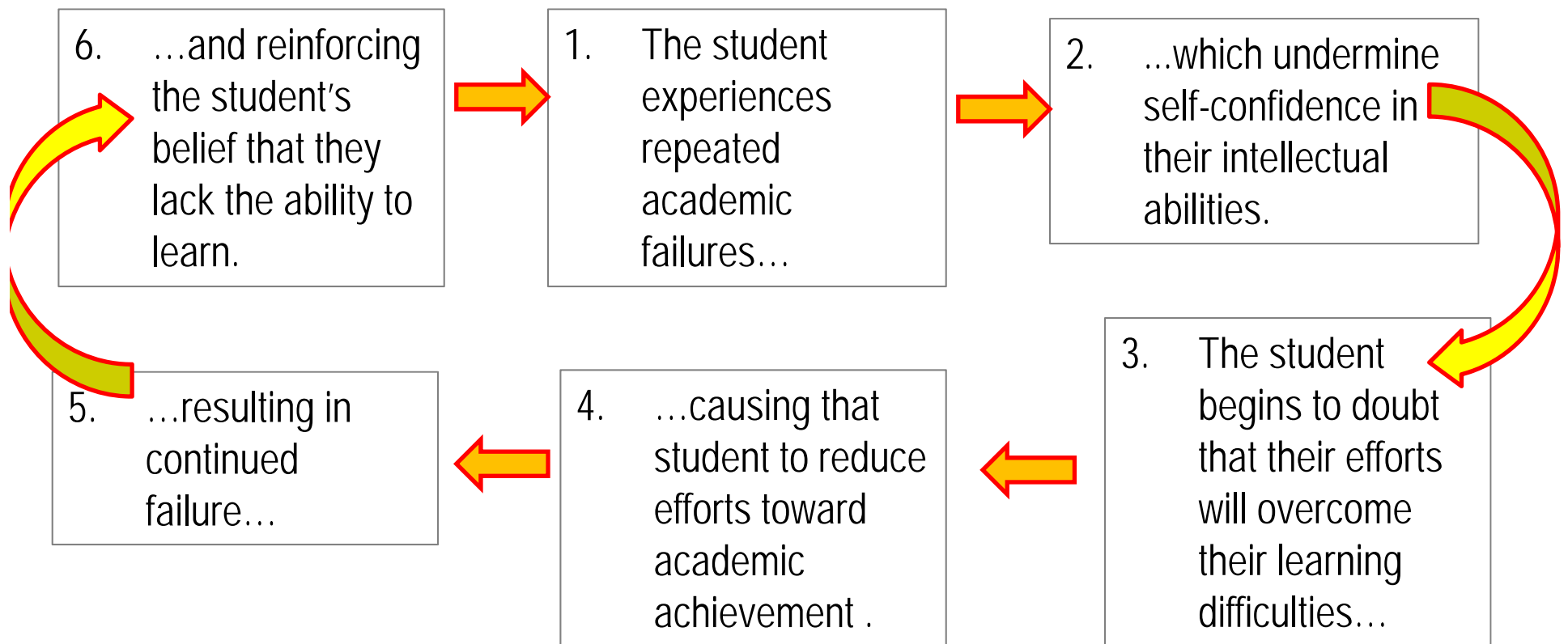
Self-Regulation: Motivation...With a Plan

"Self-regulation of learning involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress." p. 451

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

Learned Helplessness: The Failure Cycle

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



Learned Helplessness: The Effects

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

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

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

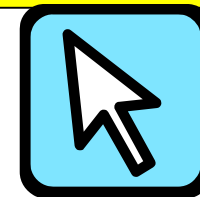
Tools to Promote Student Self-Management

This section covers 3 approaches to make academic tasks manageable and encourage reluctant students to take greater responsibility for managing their learning:

- Work Planning Skills
- Academic Survival Skills
- Learning Contracts

How To...Promote Academic Self- Management: Work Planning Skills

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust



The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.
- **Work.** The student completes the work.
- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.
- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children*, 69, 431-447.

Independent Work: Student Planner

Student: Russell Smith Teacher/Staff Member: Mrs. Lampe Date: 11 / 04 / 15

		Planning	Planning	Planning	Self-Evaluation	Self-Evaluation
	Date: _/_/___	Task: Describe the assignment or task to be completed.	Time Allocated: E.g., "20 minutes"; "11:20 to 11:40"	Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.	Actual Performance: Amount, accuracy, and/or quality of the work actually completed.	Goal Met?: Did you achieve the goal within the time allocated?
1	_/_/___	Select Topic				<input type="checkbox"/> YES <input type="checkbox"/> NO
2	<u>11/10/15</u>	Locate Sources	2 hours	Find at least 3 reputable sources	Found 3 sources	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
3	_/_/___	Create Notes from Sources				<input type="checkbox"/> YES <input type="checkbox"/> NO
4	_/_/___	Organize Notes into Paper Outline				<input type="checkbox"/> YES <input type="checkbox"/> NO

Adjustment: Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: 2 Schedule at least 3 hours to find source material on next assignment

Number of Goal Not Met & Action Plan to Fix: _____

Number of Goal Not Met & Action Plan to Fix: _____

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children*, 69, 431-447.

How To...Promote Academic Self-
Management: Academic Survival Skills
Checklists

Question: What are the 'quality indicators' that you look for in a student for:

- study skills?
- homework regimen?
- organization?

The Problem That This Tool Addresses: Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. Psychology in the Schools, 43, 7-17.

Academic Survival Skills Checklist: What It Is...

- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.

Academic Survival Skills Checklist

Academic Survival Skills Checklist: Homework

1. **WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY.** Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.
2. **ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS.** Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.
3. **USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK.** Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

Academic Survival Skills Checklist: Homework

4. **CREATE AN OPTIMAL HOMEWORK SPACE.** Create an organized space at home for getting homework done. The space can be temporary (e.g., kitchen table) or permanent (e.g., a desk in your bedroom). It should be quiet, well-lit, and include a table or desk large enough to lay out your work materials and a comfortable chair.
5. **SCHEDULE A REGULAR HOMEWORK TIME.** Homework is easier to complete if you set aside sufficient time in your schedule to do it. If possible, your daily routine should include a standing time when any homework is to be done. In deciding when to schedule a homework period, consider such factors as when your energy level is highest, when surrounding distractions are less likely to occur, and when shared resources such as a computer or printer may be available for your use.
6. **DEVELOP A DAILY HOMEWORK PLAN.** Before beginning your homework each day, take a few minutes to review all of your homework assignments and to develop a work plan. Your plan should include a listing of each homework task and an estimate of how long it will take to complete that task. It is a good rule of thumb to select the most difficult homework task to complete first, when your energy and concentration levels are likely to be at their peak. At the conclusion of your homework session, review the plan, check off all completed tasks, and reflect on whether your time estimates were adequate for the various tasks.

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

Academic Survival Skills Checklist: Homework

7. **DO NOT PROCRASTINATE ON LARGER HOMEWORK TASKS.** Some homework assignments (e.g., term papers) require substantial work and successful completion of several related sub-tasks before attaining the final goal. It is a mistake to put off these larger assignments until the night before they are due. Instead, when first assigned a comprehensive task, break that task down into appropriate sub-tasks. Next to each sub-task, list a target date for completion. When compiling a daily homework plan, include any sub-tasks with upcoming due dates. Monitor your progress to ensure that you remain on schedule to complete the larger assignment on time.
8. **USE HOMEWORK SUPPORTS SUPPLIED BY YOUR TEACHER.** Make use of homework guides or resources of any kind offered by your teacher. For example, be sure to review the course syllabus for information about upcoming homework, as well as any print or online listings of homework assignments for the day or week. Take advantage of teacher office hours to drop in and get help with homework as needed.
9. **GET YOUR HOMEWORK ORGANIZED.** When several homework tasks are assigned daily from several courses, the total volume of work can quickly pile up. Adopt simple but effective organizational strategies to keep track of all the paperwork. For example, consider maintaining two file folders labeled 'Work in Progress' and 'Completed Work'. Make a point of emptying the 'Completed Work' folder each day by turning in the finished homework.

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

Academic Survival Skills Checklist: Homework

10. NOTE AREAS OF HOMEWORK CONFUSION. If you are stuck on a homework item, be sure to note the specific reason(s) that you are unable to complete it. For example, you may have difficulty with a homework item because you failed to comprehend a passage in your assigned reading (note the problem by highlighting the confusing passage), do not know the meaning of a term (note the problem by writing down the unknown term), or do not understand the teacher's assignment (note the problem by writing a comment on the assignment worksheet). By recording the reason(s) that you are unable successfully to complete a homework item, you demonstrate to your teacher both that you made a good-faith effort to do the work and that you are able to clearly explain where you encountered the problem and why.
11. CHECK HOMEWORK QUALITY. Students can improve homework performance by adopting quality self-checks. For example, before turning in any homework writing task, you might apply the SCOPE revision tool: check your composition for Spelling-Capitalization-Order of words-Punctuation-Expression of complete thoughts. If your teacher has given you rubrics or other rating forms to evaluate the quality of your work, these also may be useful for evaluating your homework.

Academic Survival Skills Checklists: 5 Uses

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

Response to Intervention

Academic Survival Skills Checklist Maker

<http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker>

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.

Academic Survival Skills Checklist Maker



Create customized step-by-step checklists to train students in academic survival skills.

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

Save

Start New Checklist

Academic Survival Skills Checklist Maker

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

Select Checklist: Study Skills

Selected Checklist

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

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

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

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

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

Study Skills

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

Your Checklist

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

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

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

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

MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

How To...Promote Academic Self- Management: The Learning Contract

Learning Contracts: Put Student Promises in Writing...

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.
- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-22.

Learning Contract:
Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities-----

I have chosen to complete the following actions:

- 1 I will arrive to class on time.
- 2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
- 3 I will keep my desk organized during independent work.
- 4 I will submit any current homework at the start of class.

Teacher Responsibilities-----

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
- 3.
- 4.

Length of Contract-----

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs-----

<i>Russell B.</i>	<i>Mr. Rappaport</i>	[Signature]
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing...

Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-22.

Learning Contract:
Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities-----

I have chosen to complete the following actions:

- 1 I will arrive to class on time.
- 2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
- 3 I will keep my desk organized during independent work.
- 4 I will submit any current homework at the start of class.

Teacher Responsibilities-----

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
- 3.
- 4.

Length of Contract-----

The terms of this contract will continue until:

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Sign-Offs-----

<i>Russell B.</i>	<i>Mr. Rappaport</i>	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

I am taking part in this learning contract to improve my grades and pass the course.

Contract: Science 10

is and pass the course.

I have chosen to complete the following actions:

- 1 I will arrive to class on time.
- 2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
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Sign-Offs

Russell B.

Mr. Rappaport

Mr. Rappaport

Russell B.

[Parent Name]

Teacher

Student

Parent

Learning Contract

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

Learning Contract:
Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

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<i>Russell B.</i>	<i>Mr. Rappaport</i>	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

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- 1 I will arrive to class on time.
- 2 I will bring my work materials to class, including paper, notes, and assignments.
- 3 I will keep my desk organized during independent work.
- 4 I will submit any current homework at the start of class.

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs

Russell B.

Mr. Rappaport

Mr. Rappaport
Teacher

Russell B.
Student

[Parent Name]
Parent

Learning Contract:
Example

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Russell B: Success Contract: Science 10

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<i>Russell B.</i>	<i>Mr. Rappaport</i>	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am entering into this learning contract to improve my grades and pass the course.

Responsibilities

I have chosen to complete the following actions:

I will arrive to class on time.

I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

I will keep my desk organized during independent work.

I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
- 3.
- 4.

Mr. Rappaport Teacher	Russell B. Student	[Parent Name] Parent
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Learning Contract:
Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

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Sign-Offs

<i>Russell B.</i>	<i>Mr. Rappaport</i>	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Response to Intervention/Multi-Tier System of Supports

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1 I will arrive to class on time.

bring to class, including paper, notebook, textbook, and current

independent work.

at the start of class.

in this course through these actions/supports:

ing homework.

challenging assignments.

due until:

at that point, teacher and student will review progress and decide whether to
or end this learning contract.

Sign-Offs

Russell B.

Mr. Rappaport

Mr. Rappaport

Russell B.

[Parent Name]

Teacher

Student

Parent

Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Learning Contract:
Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

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Sign-Offs

Russell B.

Mr. Rappaport

Mr. Rappaport

Russell B.

[Parent Name]

Teacher

Student

Parent

Activity: Tools for Self-Management

- Review the several student self-management tools presented in this workshop.
- Discuss how you might use any of these tools to motivate students by giving them the skills to break down and complete complex tasks.



Self-Management Tools

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

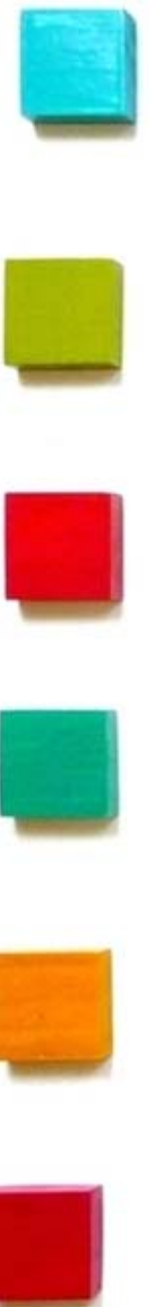
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Case 1: Tomás: Grade 7:
Reading Comprehension



Case 3: Russell: Grade 10: Attendance
& Preparedness

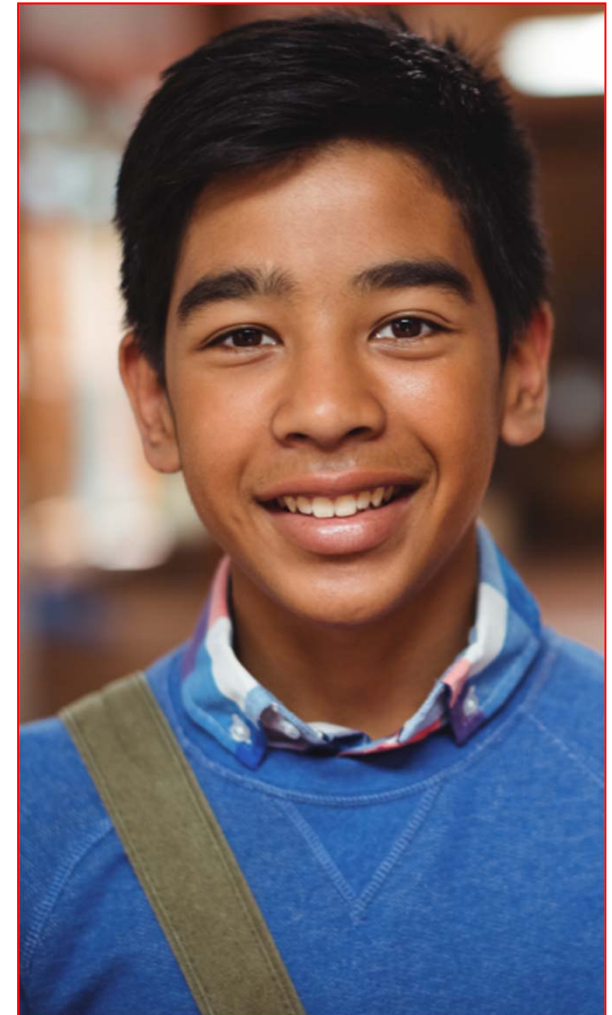


UWI# lhv=# dvh#

Tomás
Grade 7

Problem: Reading
comprehension

Intervention: Read-
Ask-Paraphrase



UWI# lmv=# dvh#1

- **Problem:** When Tomás reads assigned informational passages independently, he does not always retain the key ideas.
- **Intervention:** His Social Studies instructor, Mr. Garber, decides to teach Tomás to use **Read-Ask-Paraphrase (RAP)**, a self-managed reading comprehension strategy. The student will then use RAP on all assigned readings.



Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Read-Ask-Paraphrase: STEPS:

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

Page)

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

UWI# lmv=# dvh#

- **Progress-Monitoring:** Mr. Garber already assesses class-wide comprehension of assigned readings once per week with a brief bell-ringer quiz (5-item: short-answer).



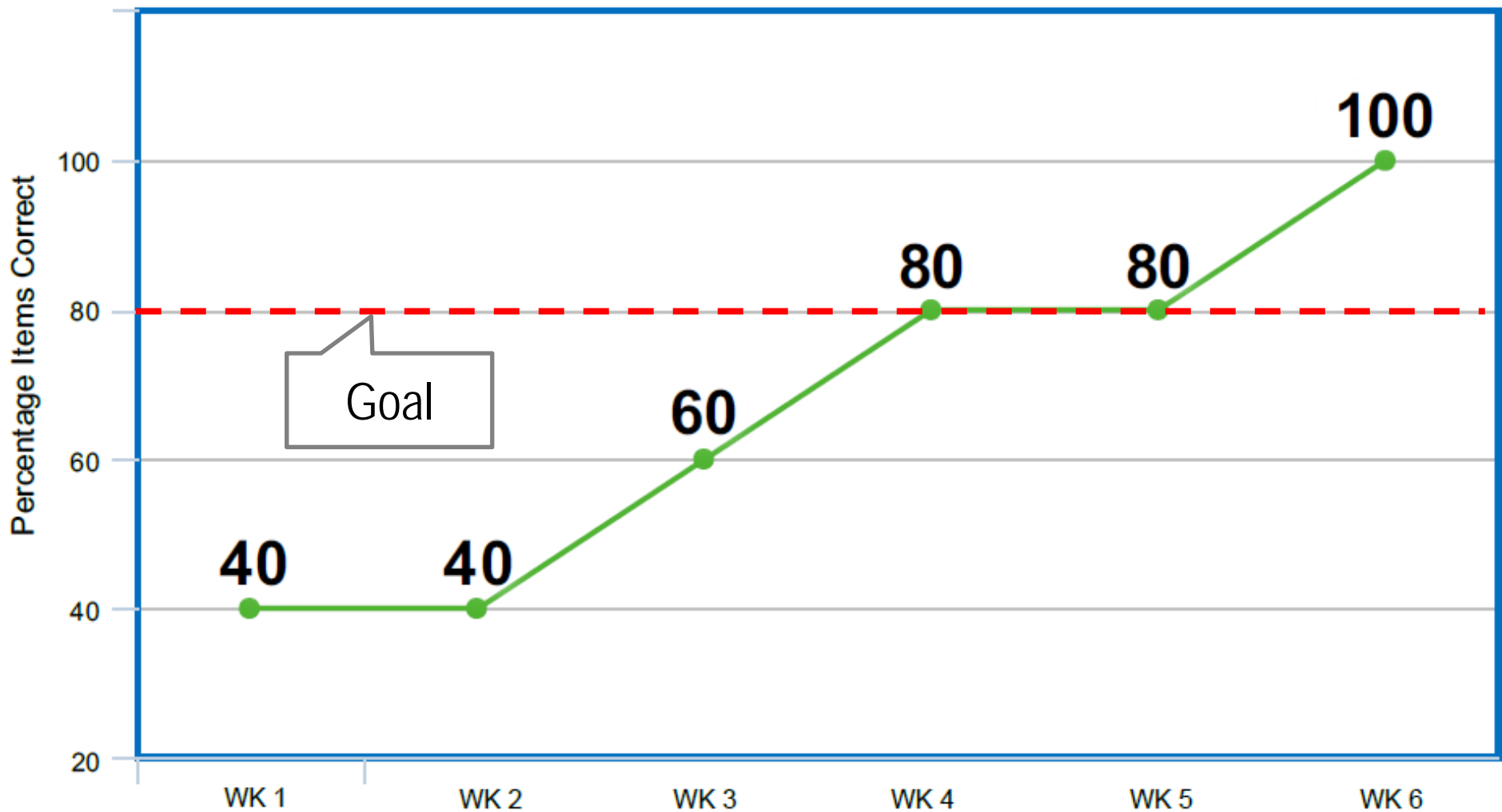
At **baseline**, Tomás is earning quiz grades averaging 40 percent (2 of 5 correct). The **outcome goal** in 6 weeks is for Tomás to earn quiz grades of 80 percent or higher.

Response to Intervention/Multi-Tier System of Supports

UWI# 10v#7 dvh#1

Tomás: Grade 7: Read-Ask-Paraphrase

Tomás: Bell-Ringer Quiz Grades



UWI# lhv=# dvh# =#WdnhO z d |

- With many middle- and high-school classroom academic interventions (such as **Read-Ask-Paraphrase**), the student is the interventionist and the teacher is the coach.
- That is, students are encouraged to become self-managing learners, mastering and using effective strategies on their own.

UWI# lmv=# dvh#6

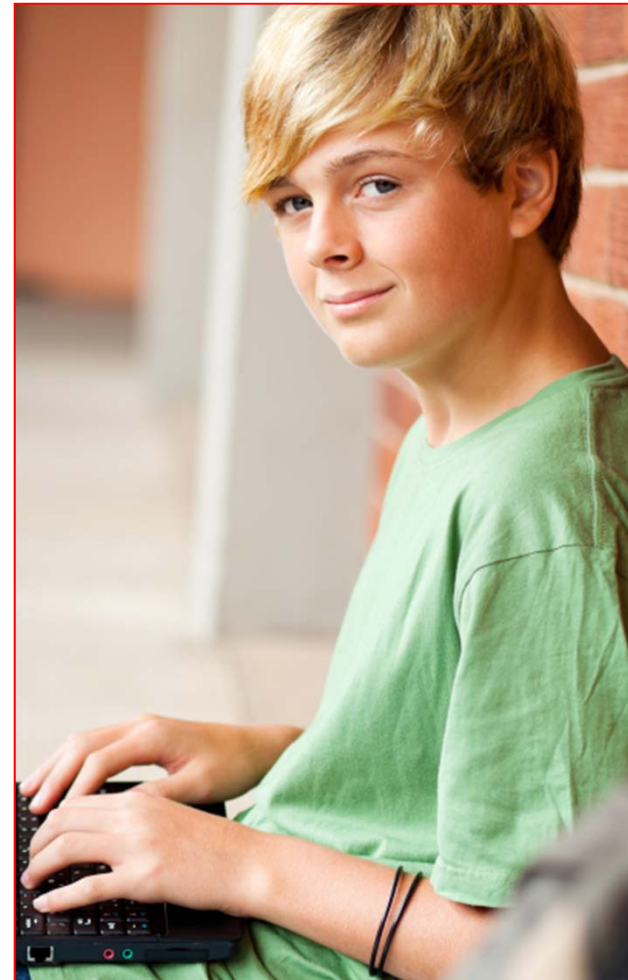
Russell
Grade 10

Problem:

Attendance and
preparedness

Intervention:

Learning Contract



UWI# lmv=# dvh#

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.
- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.



Learning Contract:
Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

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Sign-Offs

<i>Russell B.</i>	<i>Mr. Rappaport</i>	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

UWI# lmv=# dvh#5

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.



Russell was on-time to science class.

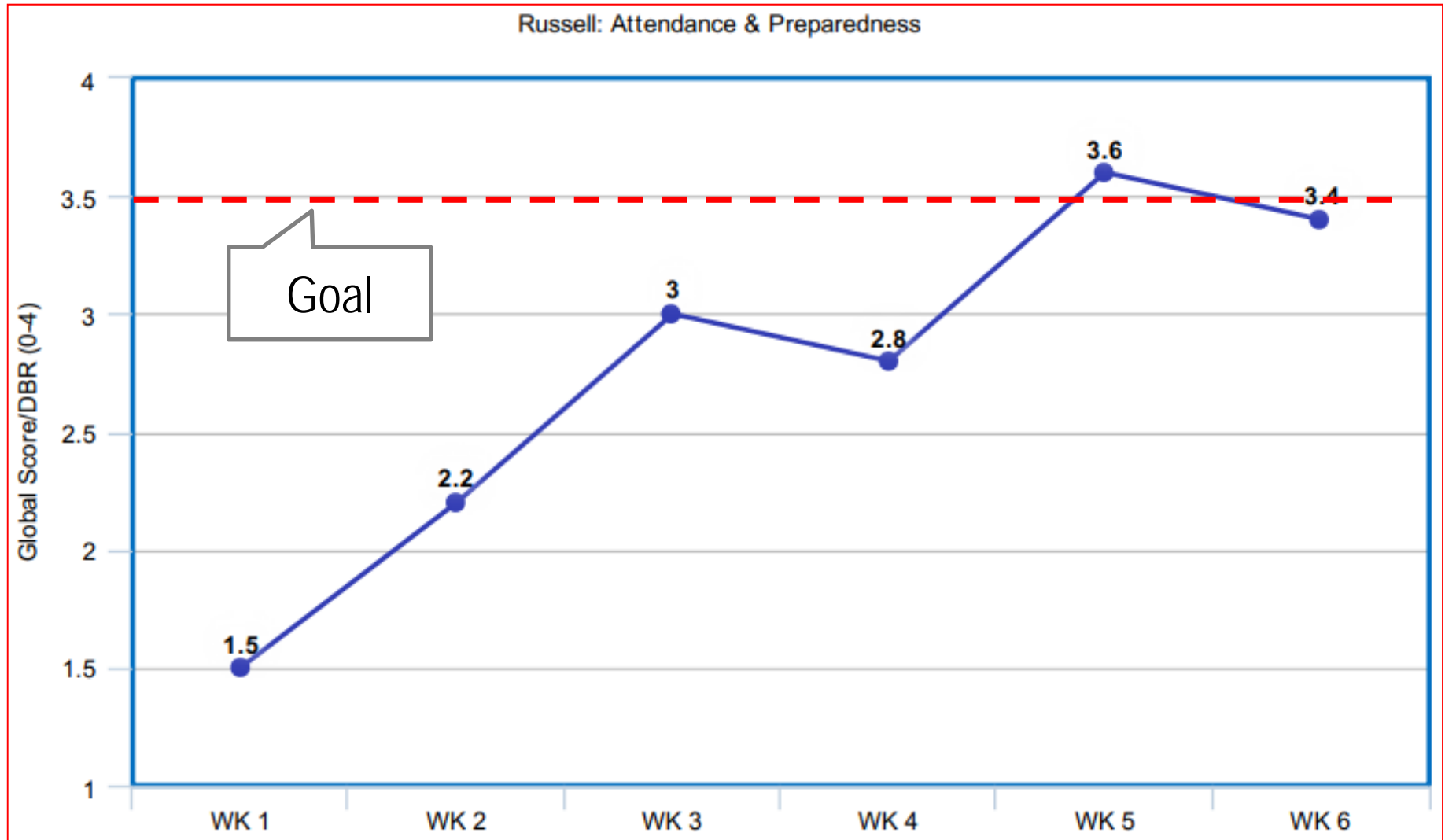
YES NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

Response to Intervention/Multi-Tier System of Supports

~~UWI# 1hv#7 dvh#6~~

Russell: Grade 10: Attendance & Preparedness



UWI# lhv=#' dvh#6 =#Wdnh0






Dz d |

- **Learning Contracts** are a great tool to record the outcome of parent conferences.

The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.



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

-  **'Pivot Points': Key Competencies.** What are the essential competencies that students must master for 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: Self-Management.** How can teachers help students to develop habits of academic self-management?
-  **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.

