Helping the Struggling Learner in Elementary School

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

Response to Intervention

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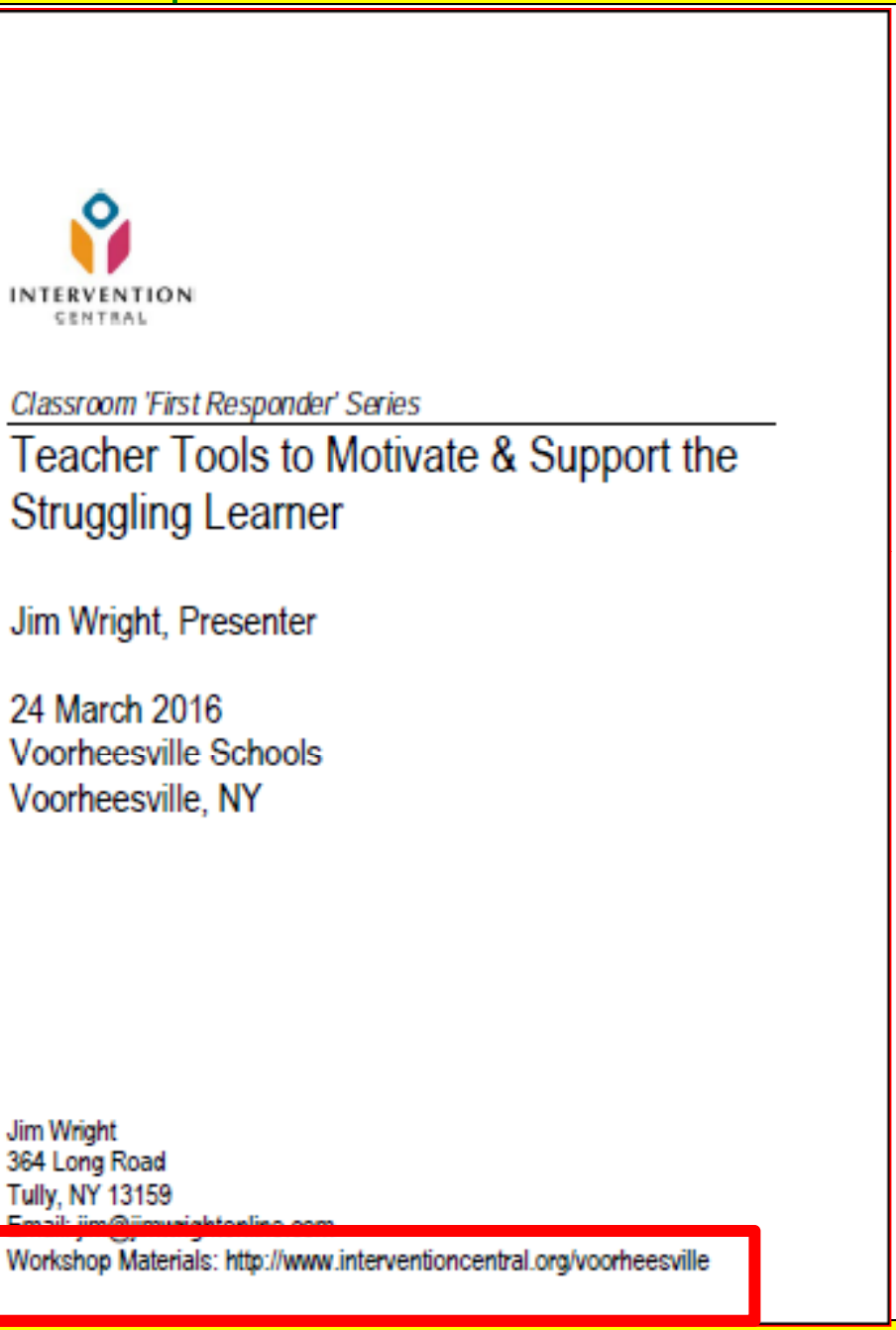
http://www.interventioncentral.org/voorheesville



INTERVENTION CENTRAL

Classroom 'First Responder' Series

Teacher Tools to Motivate & Support the Struggling Learner

Jim Wright, Presenter

24 March 2016
Voorheesville Schools
Voorheesville, NY

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Workshop Materials: http://www.interventioncentral.org/voorheesville

Workshop Questions

1. **RTI: The Big Picture.** What is Response to Intervention? And how can RTI support the Common Core Learning Standards?

2. **RTI & Strong Core Instruction.** What are the elements of instruction that benefit struggling learners?

3. **Intervention Sampler.** What are examples of academic instruction/interventions that teachers can use in the elementary classroom?

4. **RTI: Data Collection.** What is an example of a data collection method to measure the effectiveness of a behavioral intervention?

5. **The Classroom Teacher as 'First Responder'.** What are the steps that a teacher would follow to implement a classroom intervention plan?

“*In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less.*”

-Lee Iacocca

RTI: The Big Picture. What is Response to Intervention? And how can RTI support the Common Core Learning Standards?

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

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

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

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

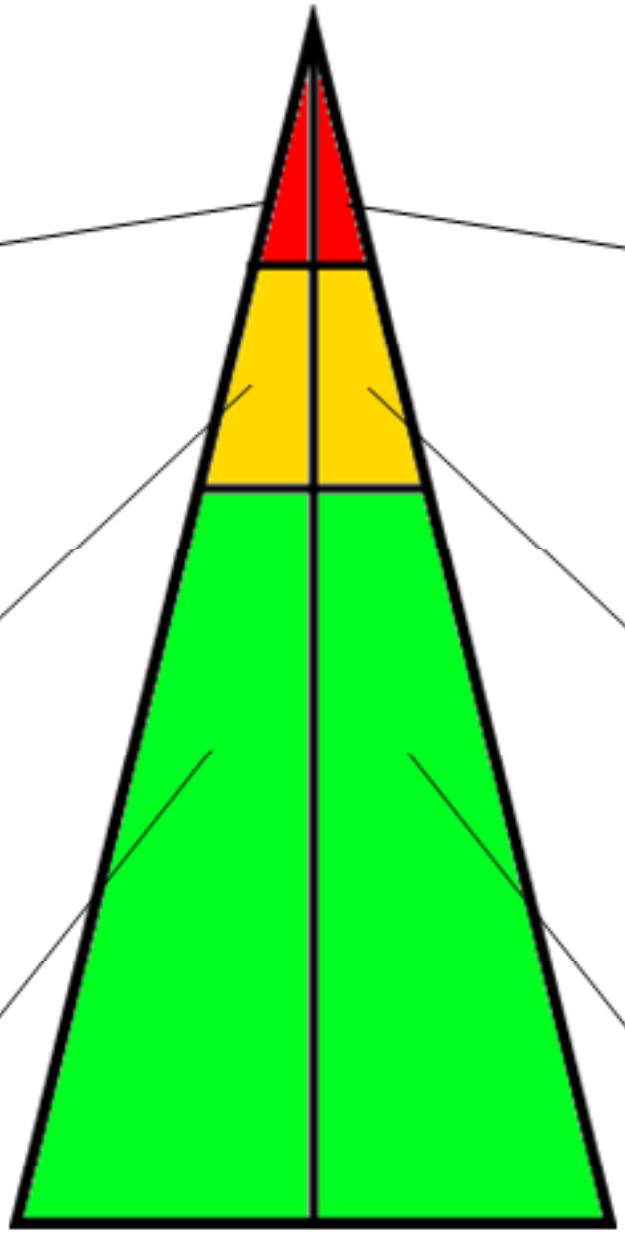
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

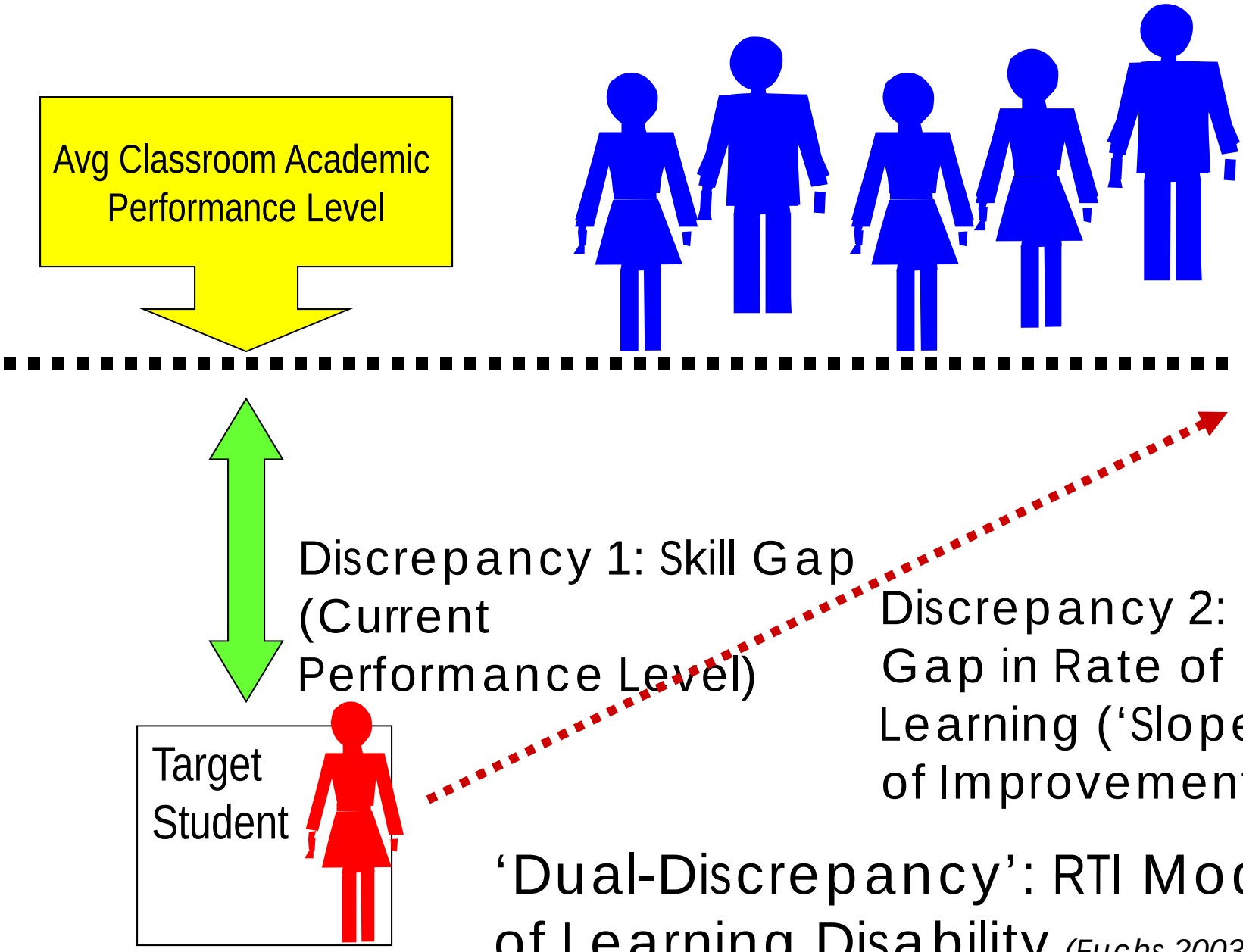
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

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

What does RTI look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under RTI is the 'dual discrepancy model' (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).
- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to 'close the gap' with classmates (discrepancy in rate of learning relative to peers).



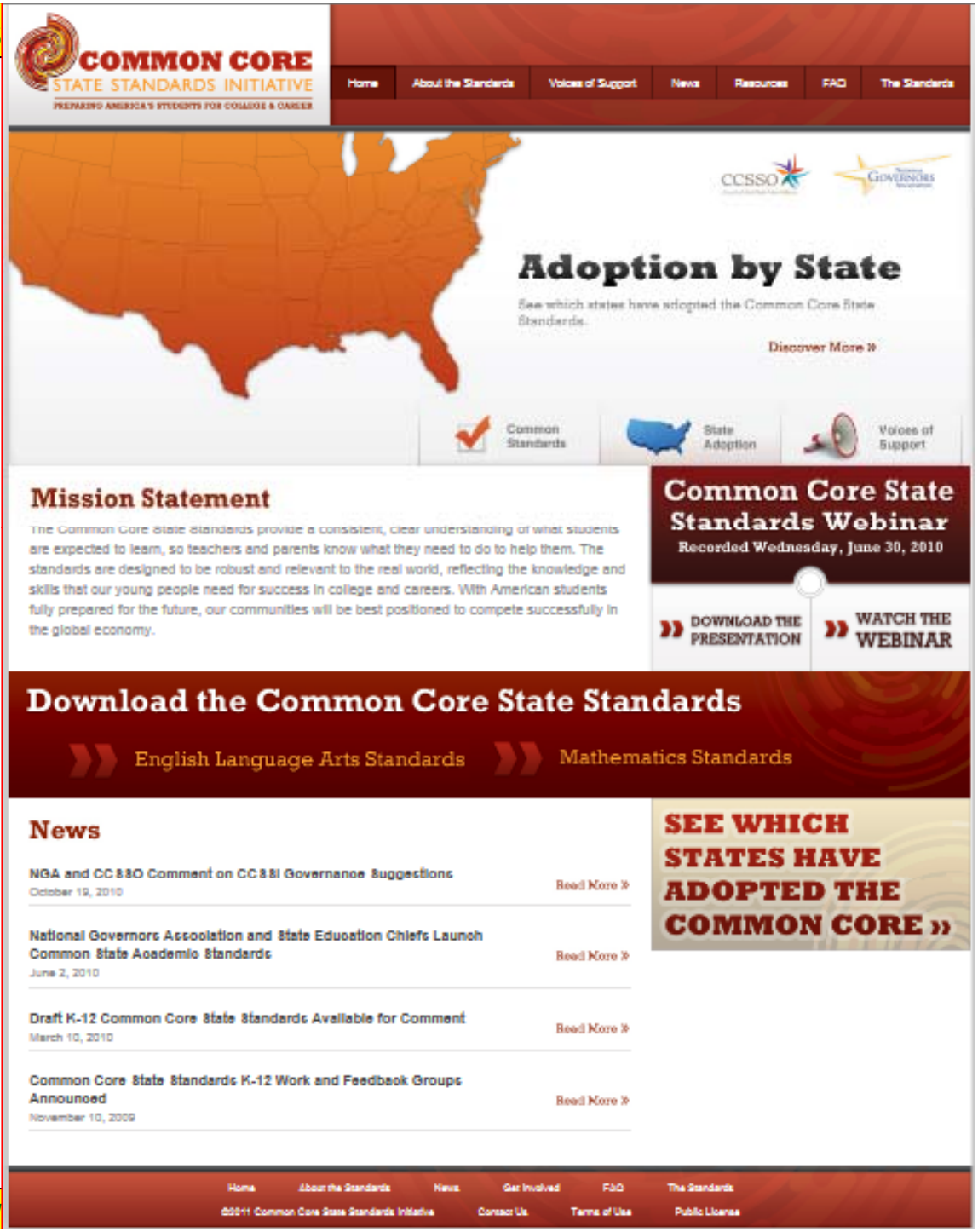
'Dual-Discrepancy': RTI Model of Learning Disability *(Fuchs 2003)*

Res

Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from http://www.corestandards.org/; p. 6.*



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Common Core State Standards: Supporting Different Learners in ELA

"The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom."

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from http://www.corestandards.org/; p. 6.*

Common Core State Standards: Supporting Different Learners in ELA

"…It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives."

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from http://www.corestandards.org/; p. 6.*

Response to Intervention (RTI)

Response to Intervention (RTI) is a blue-print that schools can implement to proactively identify students who struggle with academic and/or behavioral deficits and provide them with academic and behavioral intervention support. RTI divides school support resources into 3 progressively more intensive levels--or 'tiers'--of intervention. RTI first gained national recognition when written into congressional legislation, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004.

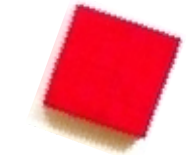
Because the focus of RTI is on the underperforming learner, schools can use this approach as the 'toolkit' for helping struggling learners to attain the ambitious Virginia Standards of Learning.

Activity: What Are Your School's Greatest Challenges?

- In your groups, discuss the most significant challenges that you face in educating your students.
- Narrow the list of challenges to your TOP 2-3.
- Be prepared to share with the larger group.

Tools for Teacher as RTI 'First Responder': A Mosaic

1. Knowledge of Teacher's Role in Supporting RTI
2. Delivery of Strong Core Instruction
3. Skill in Defining Student Academic Problems in Clear & Specific Terms
4. Capacity to Create Classroom (Tier 1) Academic Intervention Plans
5. Access to Research-Supported Tier 1 Intervention Ideas
6. Ability to Set Intervention Goals and Collect Data to Monitor Classroom Interventions



RTI & Strong Core Instruction. What are the elements of instruction that benefit struggling learners?

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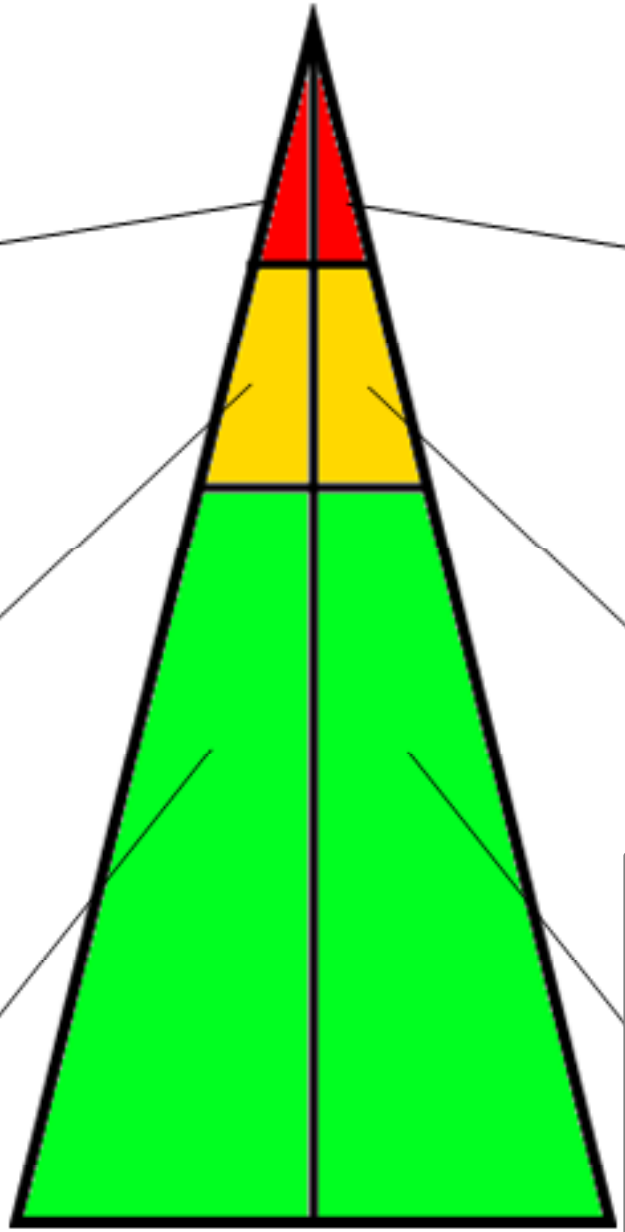

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Tier 1: Universal: Classroom Management: 80%

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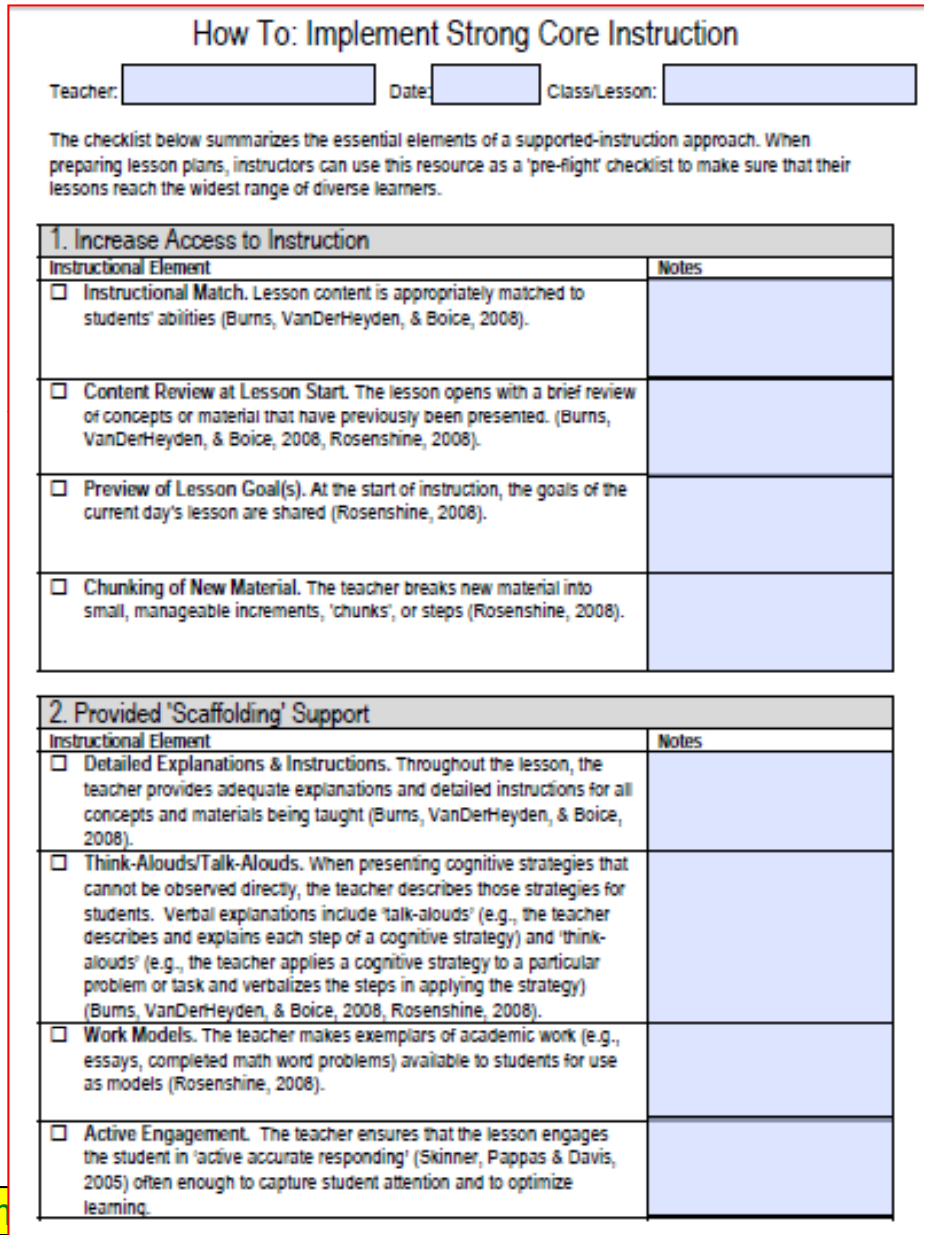
RTI: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
pp. 2-4



How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

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

1. Increase Access to Instruction

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

2. Provided 'Scaffolding' Support

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

How to: Implement Strong Core Instruction

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

How To Implement Strong Core Instruction

Increase Access to Instruction

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How To Implement Strong Core Instruction

Increase Access to Instruction

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How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

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How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Give Timely Performance Feedback

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2.

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

Activity: Strong Direct Instruction

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

2. 'Scaffolding' Support (Cont.)

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

Timely Performance Feedback

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

Opportunities for Review/ Practice

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

Intervention Sampler. What are examples of academic instruction/interventions that teachers can use in the elementary classroom?

Sampler: Academic Interventions:

1. Incremental Rehearsal (Phonics)
2. Letter Cube Blending (Phonics/Alphabetics)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. HELPS Program (Fluency)
6. Group-Based Repeated Reading (Fluency)
7. Click or Clunk (Comprehension)
8. Question Generation (Comprehension)
9. Linking Pronouns to Referents (Comprehension)
10. Read-Ask-Paraphrase (Comprehension)
11. Ask-Read-Tell (Comprehension)
12. Sentence Combining (Syntax)
13. Cover-Copy-Compare (Math Facts)
14. Classwide Peer Tutoring (Math Facts)

Big Ideas in Reading

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

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

Sample Strategies to Promote…Phonics/Alphabetics

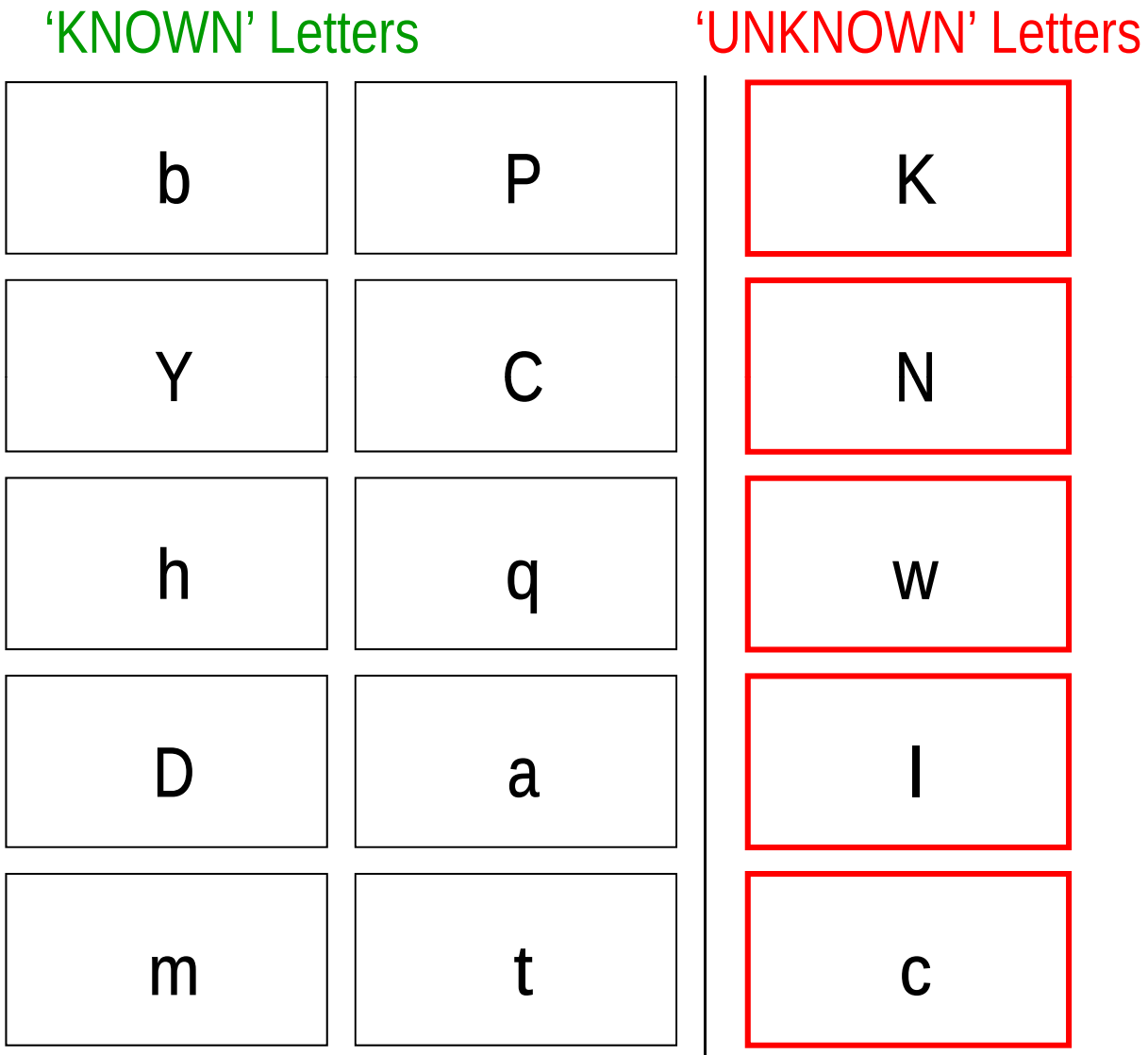
Letter Names: Incremental Rehearsal

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

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

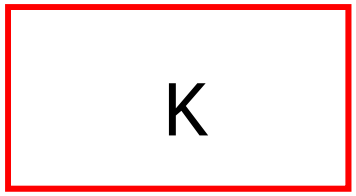
Incremental Rehearsal of Letter Names

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



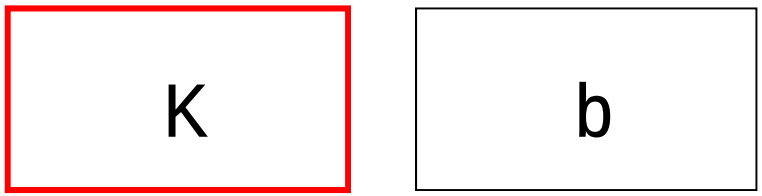
Incremental Rehearsal of Letter Names

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



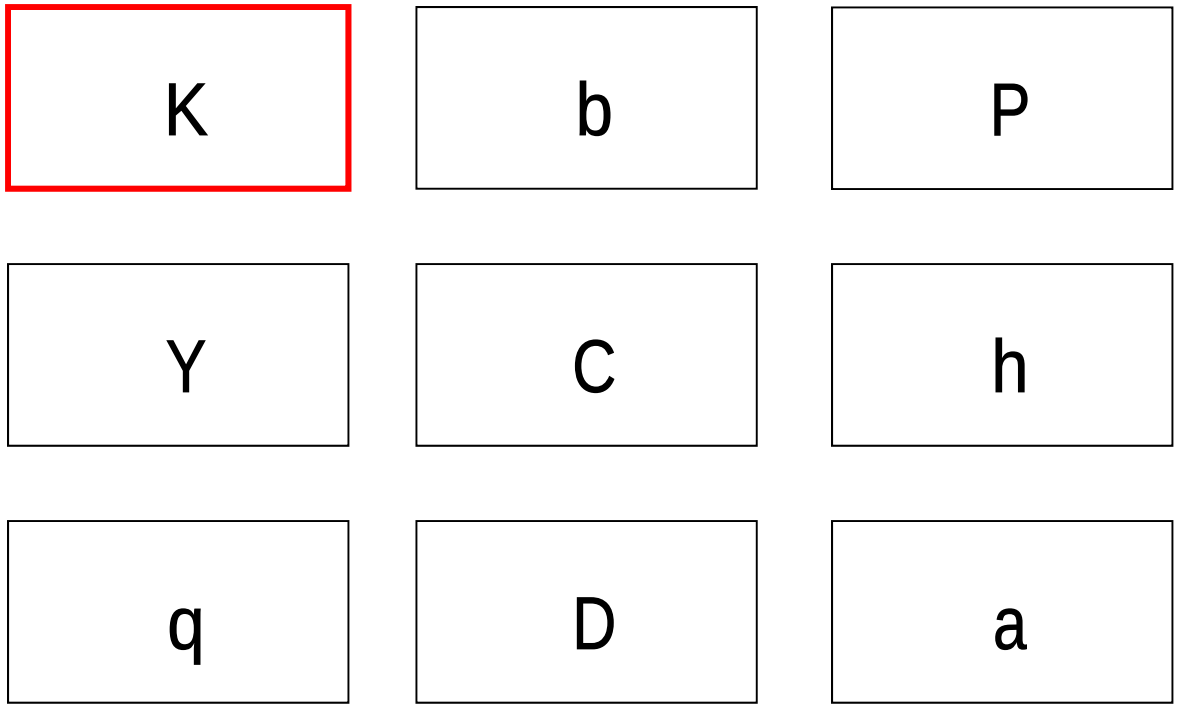
Incremental Rehearsal of Letter Names

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



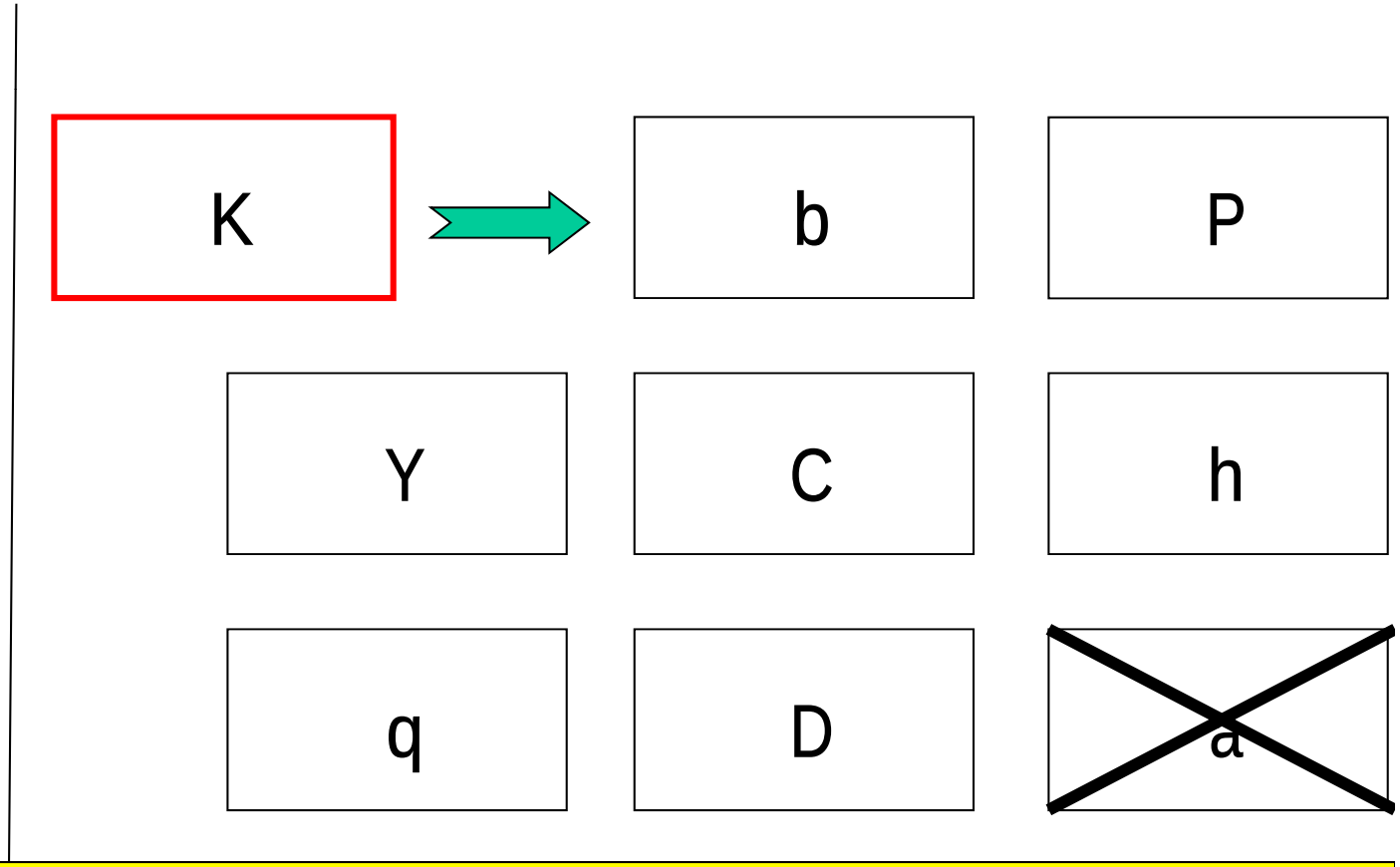
Incremental Rehearsal of Letter Names

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



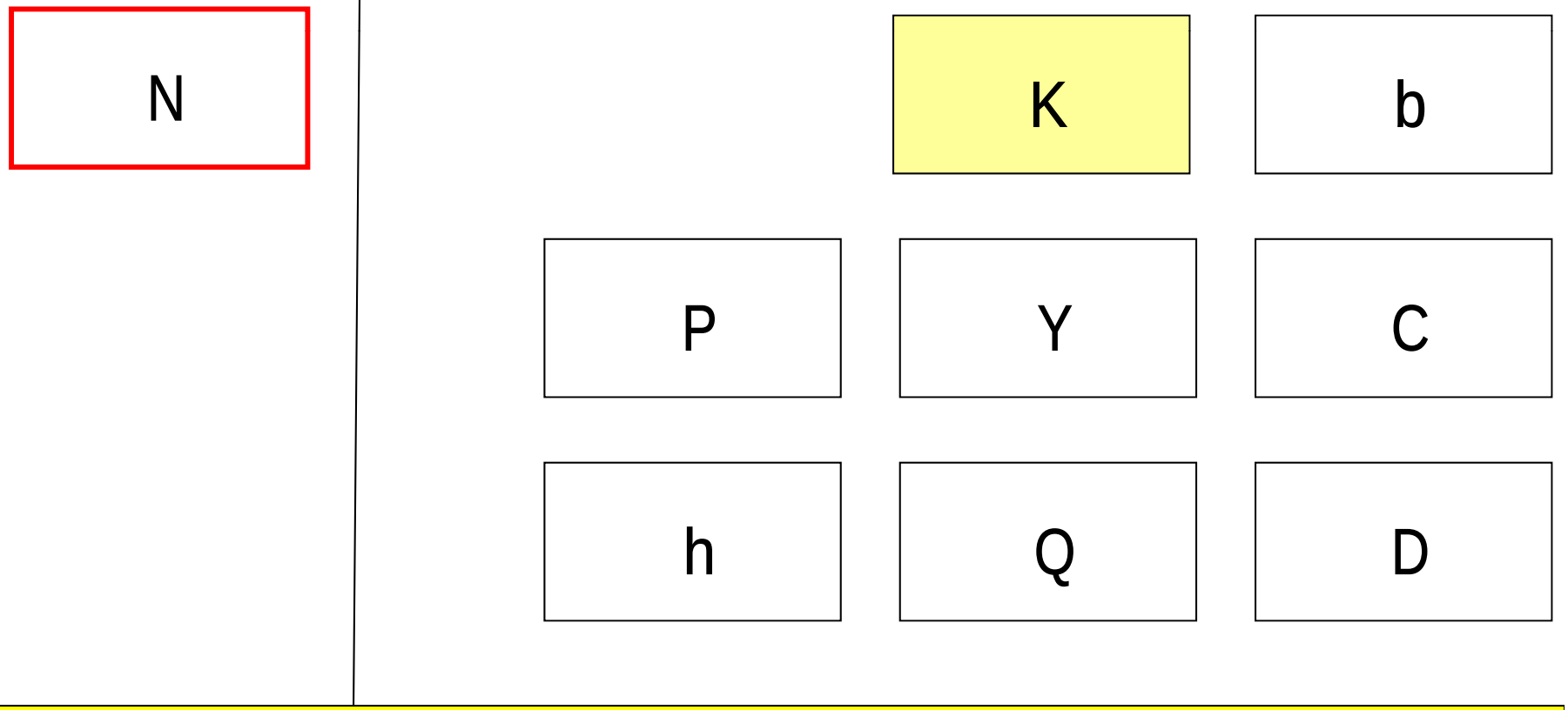
Incremental Rehearsal of Letter Names

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



Incremental Rehearsal of Letter Names

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



Letter Cube Blending

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

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

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

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

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

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

Letter Cube Blending

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

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

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

Letter Cube Blending

INTERVENTION STEPS (Cont.):

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

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

Letter Cube Blending Sample Recording Sheet

d	i	r

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

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

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

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

Student Name Carrie

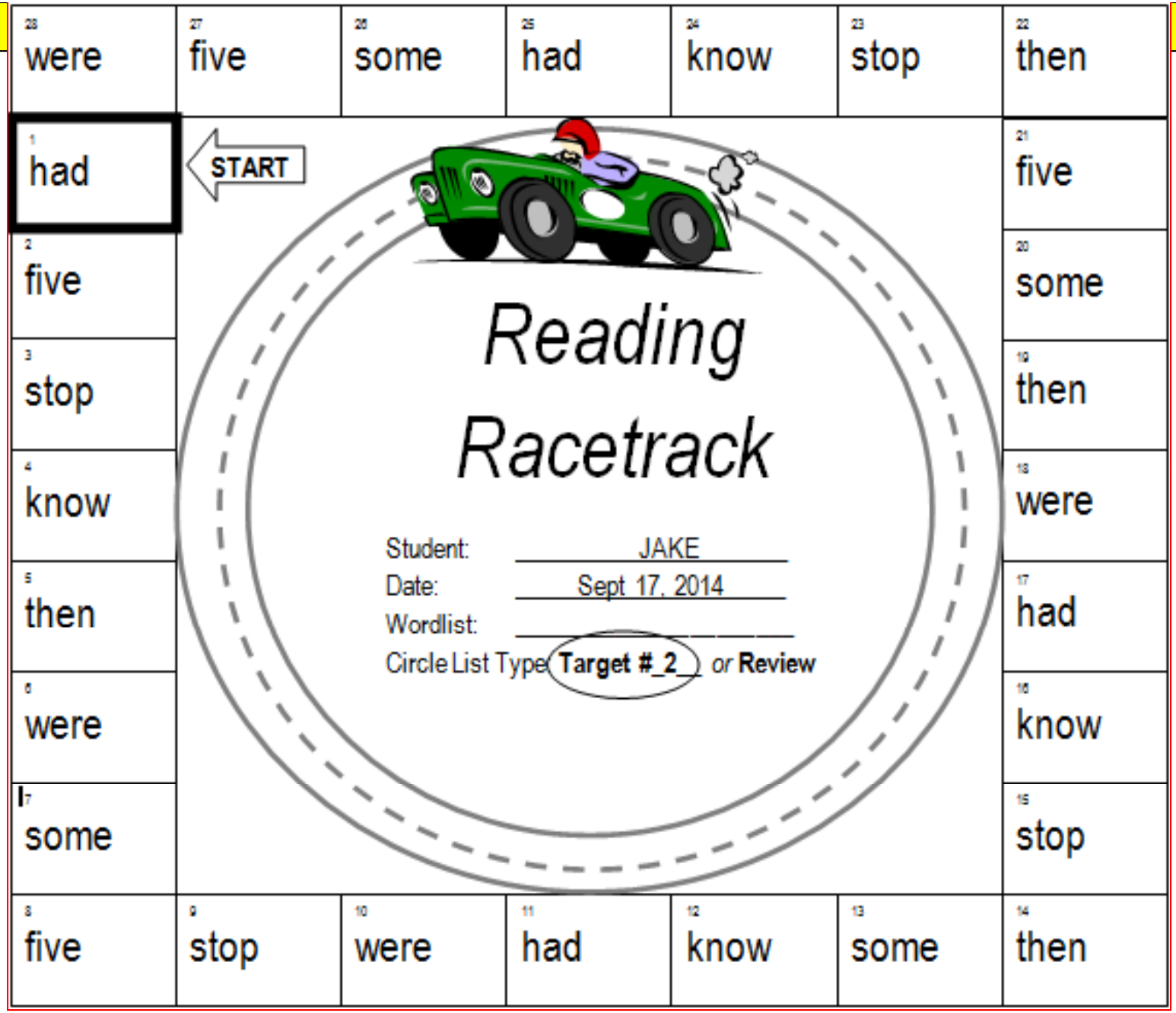
Real Word	Nonsense Word
bar	dir
fun	

Sample Strategy to Promote…Sight-Word Vocabulary

Reading Racetrack

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

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



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

Response to Intervention

Reading Racetrack Score Sheet

Student:_____ Wordlist:_____ Date:_____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

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

Sample Strategies to Promote…Reading Fluency

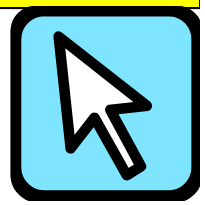
Classroom Academic Interventions: Reading Fluency

- PAIRED READING: INCREASE READING FLUENCY. Teacher and student begin the session reading aloud in unison.

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

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

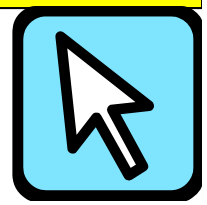
Tutorial: Distinguishing Between an Intervention Practice and a Program



- **Practice.** An intervention 'practice' is an educational practice that has been found through research to be effective in improving student academic or behavioral performance.
- **Program.** An intervention 'program' is usually a packaged approach that has multiple components and that is scripted. Programs often incorporate several research-based practices.

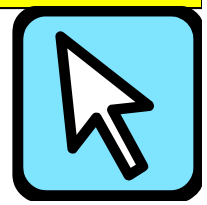
  Both 'practices' and 'programs' have their place on RTI intervention plans.

Intervention **Practice** Example: Repeated Reading



This intervention targets reading fluency (Lo, Cooke, & Starling, 2011). The student is given a passage and first 'rehearses' that passage by following along silently as the tutor reads it aloud. Then the student reads the same passage aloud several times in a row, with the tutor giving performance feedback after each re-reading.

Intervention Program Example: HELPS (www.helpsprogram.org)

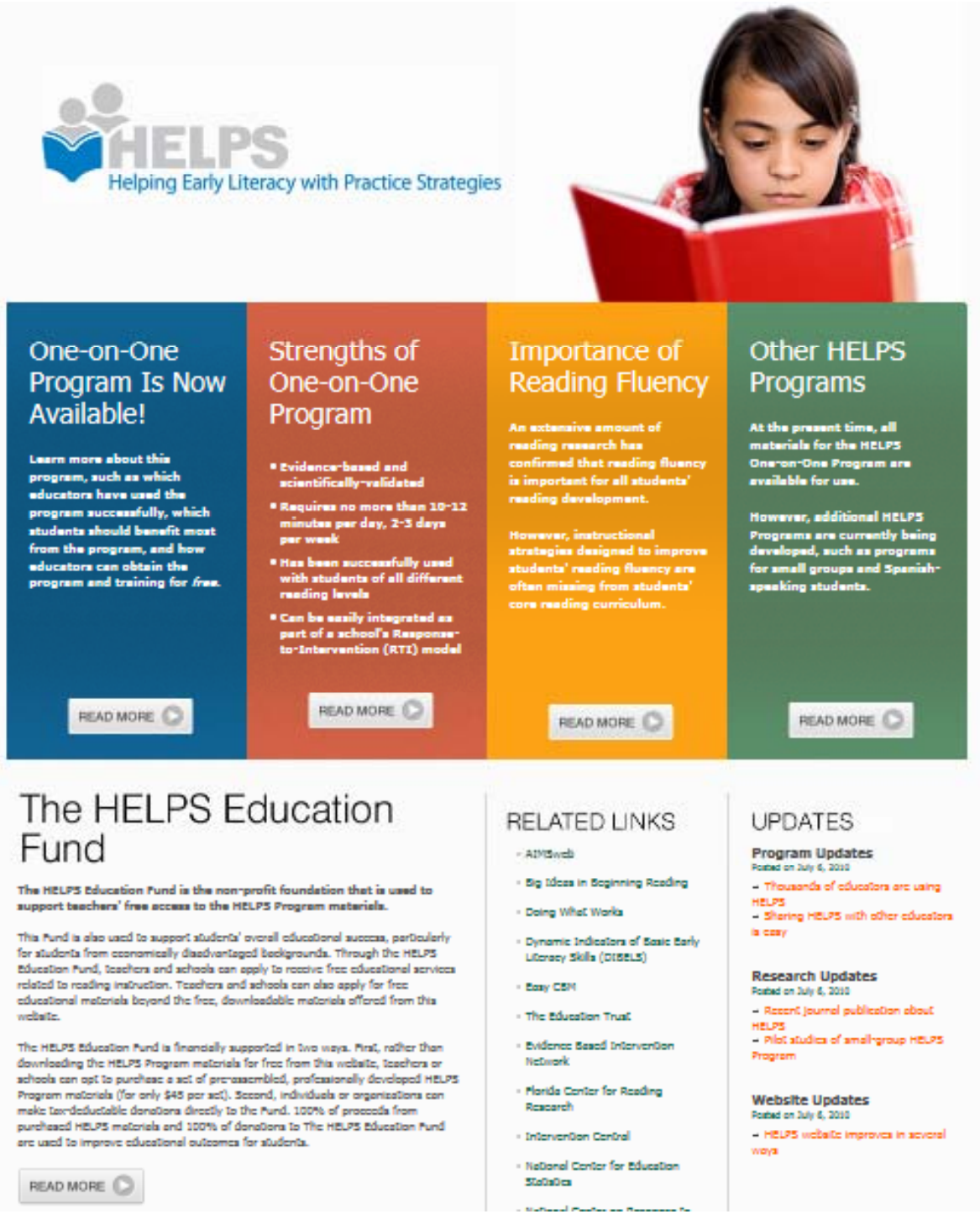


- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.

HELPS Reading Fluency Program

www.helpsprogram.org

LINK AVAILABLE ON CONFERENCE WEB PAGE



Group-Based Repeated Reading

(Available on Conference Web Page)

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

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

Group-Based Repeated Reading

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

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

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

Group-Based Repeated Reading

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

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

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

Group-Based Repeated Reading

Procedure.

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

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

Group-Based Repeated Reading

Procedure.

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

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

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

Group-Based Repeated Reading

Procedure.

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

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

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

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

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

Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

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

Group-Based Repeated Reading

Procedure.

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

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

Sample Strategies to Promote…Reading Comprehension

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

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

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

'Click or Clunk' Check Sheet

MY READING CHECK SHEET*

Name: _____ **Class:** _____

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

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

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

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

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

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

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

- Reading the paragraph over.

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

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

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

*Adapted from Anderson (1980), Babbs (1984)

Reading Comprehension 'Fix-Up' Skills: A Toolkit

- [Student Strategy] **Identifying or Constructing Main Idea Sentences (Question Generation)** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a 'gist' sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph's main idea sentence. This stack of 'main idea' cards becomes a useful tool to review assigned readings.

Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

- [Student Strategy] **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."*

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.

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

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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

Reading Comprehension: Self-Management Strategies

- CREATE A PLAN FOR ASSIGNED READINGS (ART). 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.

Source: McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. Psychology in the Schools, 48(1), 78-86.

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ASK-READ-TELL (ART): Student Worksheet (McCallum et al., 2010)

Name: Passage/Page Title: Date:

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).

Conference Web Page)

"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).

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.

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.

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Sample Strategy to Promote…Writing: Grammar & Syntax

Sentence Combining (Online)

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

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

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

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

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

Formatting Sentence Combining Examples

- In each example, the base clause (sentence) appears first. Any sentence(s) to be combined or embedded with the base clause appear below that base clause.

  Example: **Base clause:** The dog ran after the bus.
  Sentence to be embedded: The dog is yellow.
  Student-Generated Solution: *The yellow dog ran after the bus.*

- '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.*

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

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

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

Sample Strategies to Promote…Math Facts

Math Facts: Cover-Copy-Compare

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

Response to

Cover-Copy-Compare Math Fact Student Worksheet

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

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

Peer Tutoring in Math Computation with Constant Time Delay

Peer Tutoring in Math Computation with Constant Time Delay

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

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

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

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

Peer Tutoring in Math Computation with Constant Time Delay

PREPARATION: To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

Select Student Participants. Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- ❑ Is able and willing to follow directions;
- ❑ Shows generally appropriate classroom behavior;
- ❑ Can attend to a lesson or learning activity for at least 20 minutes.

Peer Tutoring in Math Computation with Constant Time Delay

Select Student Participants (Cont.). Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).
- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).

Peer Tutoring in Math Computation: Teacher Nomination Form

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: _____ Classroom: _____ Date: _____

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below. Remember, students who are considered for the peer tutoring program should—*at minimum*—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

Number	Student Name	NOTES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Peer Tutoring in Math Computation with Constant Time Delay

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

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

  [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.
- *Provides Praise*. The tutor praises the tutee immediately following correct answers.
- *Shuffles Cards*. When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.

Peer Tutoring in Math Computation with Constant Time Delay

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

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Remains Silent*. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
- *Sorts Cards*. Based on the tutee's responses, the tutor sorts the math-fact cards into 'correct' and 'incorrect' piles.
- *Counts Cards and Records Totals*. The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.

Peer Tutoring in Math Computation with Constant Time Delay

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

Peer Tutoring in Math Computation: Intervention Integrity Sheet: (Part 1: Tutoring Activity)

Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist			
Tutoring Session: Intervention Phase			
Directions: Observe the tutor and tutee for a full intervention session. Use this checklist to record whether each of the key steps of the intervention were correctly followed.			
Correctly Carried Out?	Step	Tutor Action	NOTES
__Y__N	1.	**Promptly Initiates Session.** At the start of the timer, the tutor immediately presents the first math-fact card.	
__Y__N	2.	**Presents Cards.** The tutor presents each card to the tutee for 3 seconds.	
__Y__N	3.	**Provides Tutor Feedback.** [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.	
__Y__N	4.	**Provides Praise.** The tutor praises the tutee immediately following correct answers.	
__Y__N	5.	**Shuffles Cards.** When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.	
__Y__N	6.	**Continues to the Timer.** The tutor continues to presents math-fact cards for tutee response until the timer rings.	

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

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

Peer Tutoring in Math Computation: Score Sheet

Math Tutoring: Score Sheet

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

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

Teachers: Providing Classroom Reading & Writing Interventions

Suggestions for Implementation:

- The school or district should develop a bank of research-based intervention ideas that teachers can use immediately.
- Teachers should consider teaching a particular intervention strategy to the entire class if substantial numbers of students need to learn that strategy.
- The school should pull together a collection of 'portable' student-directed intervention ideas (e.g., 'Ask-Read-Tell') that can be taught in a variety of settings, such as classrooms, study halls, after-school help sessions, counselor meetings, parent conferences, etc.

Group Activity: *Reading/Writing/Math Interventions*

At your tables:

- Consider the academic intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your classroom.

Sampler: Academic Interventions:

1. Incremental Rehearsal (Phonics)
2. Letter Cube Blending (Phonics/Alphabetics)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. HELPS Program (Fluency)
6. Group-Based Repeated Reading (Fluency)
7. Click or Clunk (Comprehension)
8. Question Generation (Comprehension)
9. Linking Pronouns to Referents (Comprehension)
10. Read-Ask-Paraphrase (Comprehension)
11. Ask-Read-Tell (Comprehension)
12. Sentence Combining (Syntax)
13. Cover-Copy-Compare (Math Fact)
14. Classwide Peer Tutoring (Math Facts)

RTI: Data Collection. What is an example of a data collection method to measure the effectiveness of a classroom intervention?

Behavior Report Cards

- **What It Is.** A behavior report card is a type of rating scale that the teacher fills out on a regular basis--e.g., daily-- to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007).

Behavior Report Card Example: Roy: Classroom Attention

Roy: Classroom Attention

Student Name: Roy _____ Date: _____

Rater: Wright _____ 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.

Roy spoke respectfully and complied with Mrs. Smith's requests within 1 minute without argument or complaint.

Did Roy succeed in this behavior goal?

❑ YES ❑ NO

Roy sat in class without fidgeting or squirming more than most peers.

Percentage of times Roy showed this behavior out of total opportunities to engage in it

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

Roy left his seat only with permission during academic periods.

The degree to which Roy met this behavior goal

☹ 1 😐 2 ☺ 3

Roy took notes on lecture content, capturing the essential information presented.

How well Roy did in meeting the behavior goal?

1.....2.....3

Poor Fair Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

Behavior Report Cards

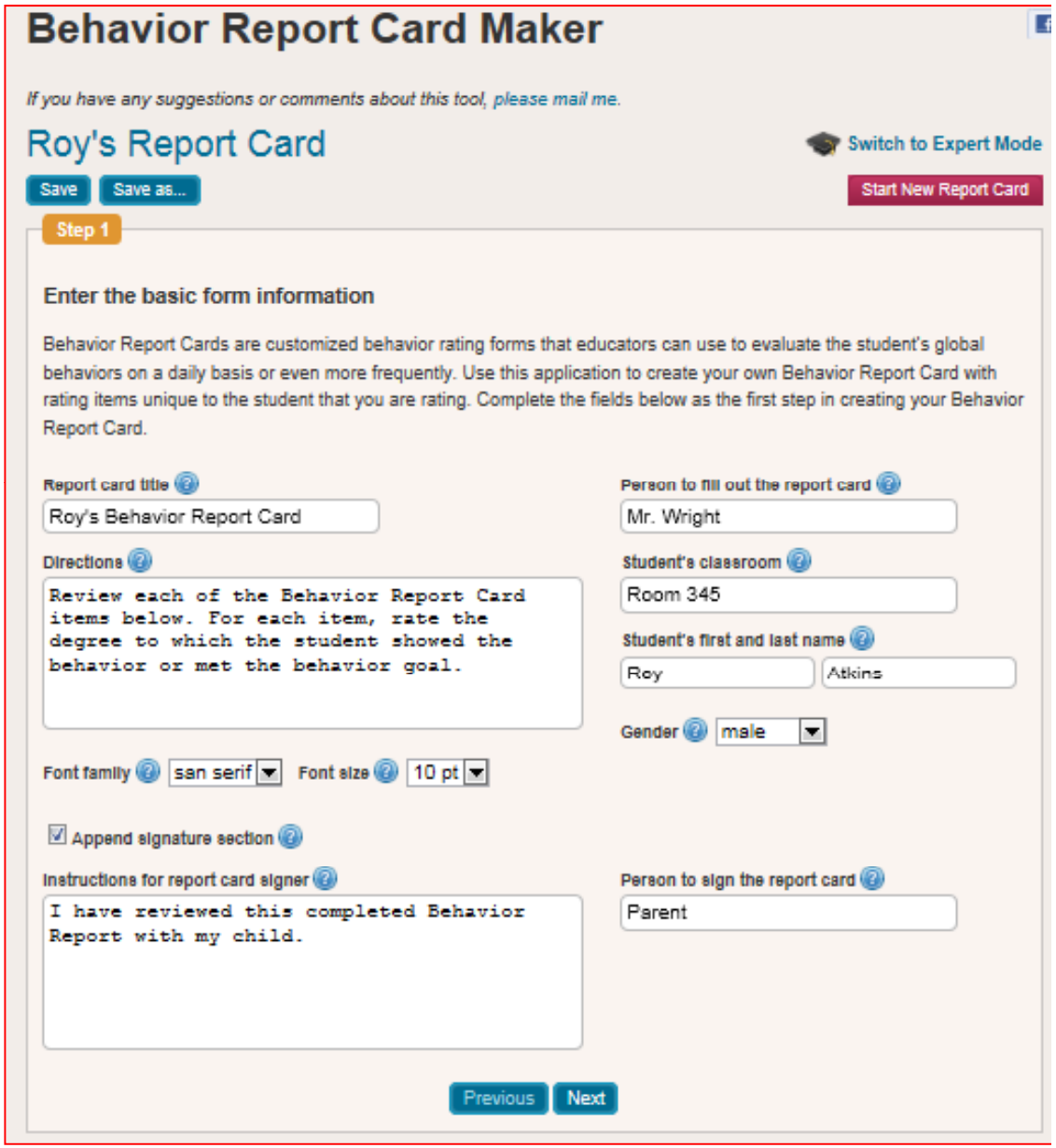
- **When to Use It.** Behavior report cards are an optimal measurement tool for teachers to use in tracking classroom behaviors.

  Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.

Behavior Report Cards

- **How to Assess and Where to Find Materials.** Classroom behaviors that can be assessed via a BRC are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).
- Teachers can use a free online app to create custom BRCs in PDF format.

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



Behavior Report Card Maker

- Helps teachers to define student problem(s) more clearly.
- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.
- Provides a fixed response format each day to increase the consistency of feedback about the teacher's concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.

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

Activity: Data Collection

At your tables:

Discuss the Behavior Report Card and how you might use this data collection tool in your classroom.

Classroom Assessment

Behavior Report Cards

Roy: Classroom Attention

Student Name: Roy _____ Date: _____

Rater: Wright _____ 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.

Roy spoke respectfully and complied with Mrs. Smith's requests within 1 minute without argument or complaint.

Did Roy succeed in this behavior goal?

❑ YES ❑ NO

Roy sat in class without fidgeting or squirming more than most peers.

Percentage of times Roy showed this behavior out of total opportunities to engage in it

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

Roy left his seat only with permission during academic periods.

The degree to which Roy met this behavior goal

☹ 1 😐 2 ☺ 3

Roy took notes on lecture content, capturing the essential information presented.

How well Roy did in meeting the behavior goal?

1.....2.....3

Poor Fair Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

Motivation. How can teachers structure their statements to promote student optimism and motivation?

Mindsets: Determining Limits on Potential

Research in cognitive psychology (Dweck, 2006) demonstrates that individuals' performance as learners is profoundly influenced by

- their perceptions of their intelligence and/or abilities and
- their reinforcing these perceptions through an ongoing monologue as they encounter new challenges.

The habitual ways that people have of thinking about their abilities can be thought of as '**mindsets**'. Mindsets fall into two categories: **Fixed** vs. **growth**.

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

Beliefs About Mindsets: Fixed vs. Growth

- Fixed Mindset	+ Growth Mindset
Intelligence (general ability) is fixed. **Effort** plays a **minor role** in determining one's level of accomplishment. Thus, **setbacks** are viewed as a **lack of ability** and result in the student "giving up or withdrawing effort" (Blackwell, et al., 2015).	Intelligence and other attributes are '**malleable**'--they can increase with effort. This perspective views **struggle** as a **positive**-- "an opportunity for growth, not a sign that a student is incapable of learning." (Paunesku, et al., 2015).

The ‘Malleability’ of Intelligence

“It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease.

Rather, it means that for any given individual, intellectual ability can always be further developed.”

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Contrasting Mindsets: Responses to Setbacks

- Fixed Mindset: The student may:	+ Growth Mindset: The student will:
• give up • withdraw effort • 'disidentify' with challenge subject: e.g., "*I don't like math much anyway.*" • be at greater risk for cheating	• view setback as an opportunity for learning • increase effort • figure out deficiencies in work or study processes and correct them

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Mindsets: Fixed vs. Growth

"[Fixed vs. growth] mindsets affect students' achievement by creating **different psychological worlds**."

Dr. Carol Dweck

Source: Dweck, C. S. (2008). Mindsets: How praise is harming youth and what can be done about it. School Library Media Activities Monthly, 24(5), 55-58; p. 56.

Mindsets: Fixed vs. Growth

Does a student's type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with **fixed** and **growth** mindsets may do **equally well**.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), g**rowth-mindset** students tend to do **significantly better** than their fixed-mindset peers.

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements are those that reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Here are statements to avoid, because they send a fixed-mindset message to students:

- *"Excellent essay. You are a **natural-born** writer!"*
- *"You need to work harder. I have seen your grades and know that you are **smart enough** to get an A in this course."*
- *"It's OK-not everyone **can be good** at math."*

To Promote a 'Growth Mindset'…Use Process-Oriented Statements

Teachers ' growth-mindset statements are varied. However, they tend to include these elements:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

Source: *Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.*

Mindsets: The Power to Help or Hinder Student Motivation

Motivation is central to student academic achievement. And research shows that there is one crucial factor that greatly impacts academic engagement and performance: whether a student has a 'fixed' or 'open' mindset (Dweck, 2006). Students with a *fixed mindset* view intelligence, or general ability, as having a fixed upward limit. Viewed from this perspective, accomplishments are explained largely by one's intellectual potential, with effort playing only a minor role. In contrast, students with a *growth mindset* see intelligence as 'malleable': they have faith that increased effort will result in more effective learning and accomplishment. When growth-mindset learners are challenged by academic tasks, they interpret these struggles as "an opportunity for growth, not a sign that a student is incapable of learning" (Paunesku et al., 2015; p. 785).

Why should teachers be concerned about students having a fixed mindset? When such students encounter difficulty or setbacks, they are likely to respond by becoming discouraged, withdrawing effort, or even giving up entirely. Of even more concern, a fixed mindset can result in learners 'disidentifying' with (i.e., disengaging from) those academic subjects or tasks that they find difficult. Research indicates that rates of cheating may also be higher among students with a fixed mindset (Blackwell, Trzesniewski & Dweck, 2007).

Yet students with a growth mindset have a much more positive reaction to setbacks. When they experience difficulty with schoolwork, they respond by viewing the setback as an opportunity to learn, putting more effort into mastering the task, and analyzing where their work or study processes fall short and correcting them. It's no surprise, then, that--because growth-mindset learners remain optimistic and engaged in the challenging task– they are likely to be successful (Blackwell, Trzesniewski & Dweck, 2007).

Teachers have an important role to play in promoting a growth mindset among their students. First and foremost, instructors should take care not to use statements in their classrooms that reinforce a fixed-mindset. For example, a teacher who says "Excellent essay, Rebecca. You are a natural-born writer!" is implying that writing is an innate talent, immune to skill-building. Similarly, when an instructor responds to the student with a poor math-test grade, "That's OK. Not everyone is good at math", the educator has suggested that 'math ability' is a fixed quantity that cannot expand much despite the learner's efforts.

On the other hand, when instructors structure their statements of praise, process feedback, and encouragement to reflect a growth-mindset attitude, even learners with a habitual negative fixed-mindset attitude can receive a boost of optimism and motivation. 'Growth mindset' statements can be as varied as the educators, students, and situations they address. However, they typically:

- lay out a specific process for moving forward.
- recognize difficulties or struggles to be faced and frame them as opportunities to learn.
- convey optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

In their day-to-day communication with students, instructors have many opportunities to craft statements according to growth-mindset principles. Below is a sampling of statements–praise, work-prompts, encouragement, introducing of assignments– that teachers can use to foster motivation in their classrooms:

Praise

Effective teacher praise has two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher (Hawkins & Heflin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it. Here is an example of process praise:

Integrate 'Pro-Growth-Mindset' Statements into Classroom Discourse

In day-to-day communication with students, instructors have many opportunities use growth-mindset principles to infuse their statements with optimism, including:

- praise
- work-prompts
- encouragement
- introduction of assignments

Source: *Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.*

Process Praise

"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."

Growth Mindset: Teacher Examples

Process Praise

Effective teacher praise has two elements: (1) a description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

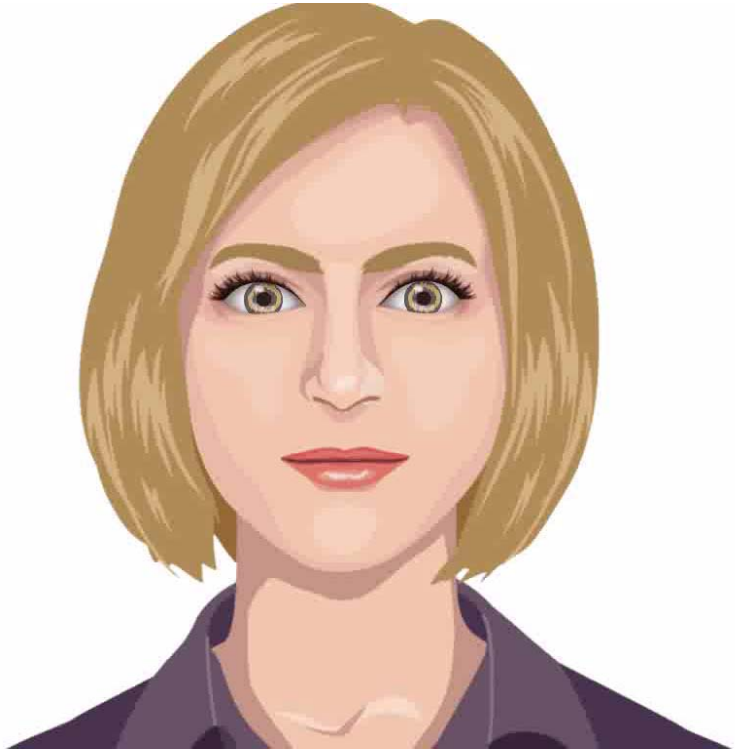
EXAMPLE:

Approval

Performance

"Your writing is improving a lot.

The extra time you put in and your use of an outline has really paid off."



Work Prompt

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It's a challenging passage, so if you get stuck, be sure to use your reading fix-up skills.

Remember, it's also OK to ask a neighbor or to come to me for help.

Use your strategies and you will be successful!"

Growth Mindset: Teacher Examples
Work Prompt

When students stop working during an independent assignment, the teacher can structure the "get-back-to-work" prompt to follow a growth-mindset format.

EXAMPLE:

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.	Prompt: Keep Working
It's a challenging passage,	Challenge
so if you get stuck, be sure to use your reading fix-up skills. Remember, it's also OK to ask a neighbor or to come to me for help.	Process: Fix-Up Skills & Help Options
Use your strategies and you WILL be successful!"	Confidence

Encouragement

"I can see that you didn't do as well on this math test as you had hoped, Luis.

Let's review ideas to help you prepare for the next exam.

If you are willing to put in the work, I know that you can raise your score."

Growth Mindset: Teacher Examples
Encouragement

When students have academic setbacks, the teacher can respond with empathy: framing the situation as a learning opportunity, describing proactive steps to improve the situation, and expressing confidence in the learner.

EXAMPLE:

"I can see that you didn't do as well on this math test as you had hoped, Luis.	Empathy
Let's review ideas to help you to prepare for the next exam. If you are willing to put in the work,	Process & Effort
I know that you can raise your score."	Confidence

To Promote a 'Growth Mindset'…Use Process-Oriented Statements

Teachers ' growth-mindset statements are as varied as the students and situations they address. However, they tend to include these elements:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

Source: Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.

Growth-Mindset Statement: A Motivational Push

Research studies have shown that even students with an ingrained ‘fixed-mindset’ view of academics can gain a brief motivation ‘push’ when the teacher reframes a past, present, or future learning activity in ‘growth mindset’ terms.

Each classroom, then, becomes its own motivational micro-climate.

And with the teacher’s continued expression of an optimistic, growth-mindset view, students are more likely to apply more effort, attain greater success, and become self-directed learners.

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

Growth Mindset: Scenario

Your student Brian can get frustrated and shut down when required to complete multi-step math word problems . *You have created a checklist outlining each of the steps he should follow in problem solving and verified that, with this tool, he can successfully complete these problems.*

You are having the class work independently on a 10-problem assignment, so you decide to approach Brian to prompt him to get started.

At your table, come up with a growth-mindset statement to help Brian to begin work.

Growth-mindset statements address:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success with effort.

Growth Mindset: Scenario

Brian: Work Prompt

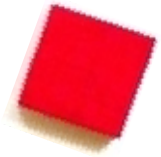
"Brian, it's time to start your math deskwork. You see that there are10 word problems, which may seem like a lot.

But remember to use your checklist. It will take you through the right steps to solve each problem.

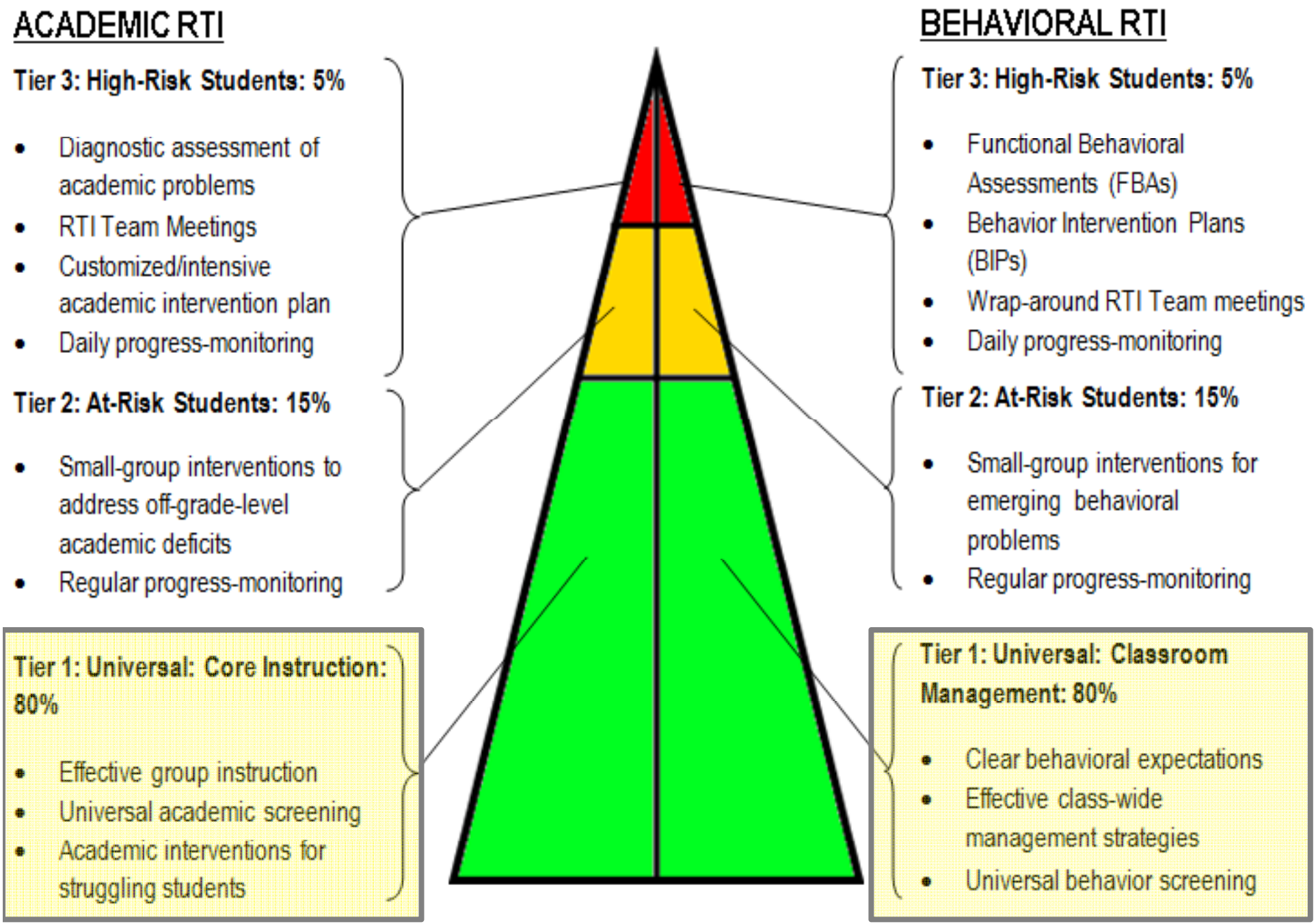
Follow the checklist and you should be OK. If you need help, though, just raise your hand."

Growth-mindset statements address:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success with effort.



The Classroom Teacher as 'First Responder'. What are the steps that a teacher would follow to implement a classroom intervention plan?



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

Tier 1: Teacher Consultation/Team

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.
- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom 'at-risk' status.

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet: Math Computation Example

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

Case Information

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

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

Intervention

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

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

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

Materials

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

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

Training

What to Write: Note what training–if any–is needed to prepare adult(s) and/or the student to carry out the intervention.

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

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor: *Curriculum-based measurement: math computation assessments: 2 minute single-skill probes*

Baseline	Outcome Goal
12 correct digits per 2 minute probe	*24 correct digits per 2 minute probe*

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

Ideas for Intervention Progress-Monitoring

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

Creating a Written Record of Classroom Interventions: Form

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

Case Information

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

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

Creating a Written Record of Classroom Interventions: Form

- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Math Computation Time Drill.(Rhymer et al., 2002)-See attached description

Creating a Written Record of Classroom Interventions: Form

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

Materials
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.
Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials.

Creating a Written Record of Classroom Interventions: Form

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

Training
What to Write: Note what training–if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor: *Curriculum-based measurement: math computation assessments: 2 minute single-skill probes*

Baseline	Outcome Goal
12 correct digits per 2 minute probe	*24 correct digits per 2 minute probe*

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

Ideas for Intervention Progress-Monitoring

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

Resp

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet: Math Computation Example

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

Case Information

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

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

Intervention

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

Math Computation Time Drill (Rhymer et al., 2002)
Explicit time-drills are a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher calls 'time', stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

Materials

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

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

Training

What to Write: Note what training–if any–is needed to prepare adult(s) and/or the student to carry out the intervention.

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

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

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- Behavior checklist

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InterventionCentral
2-Minute 'Count Down' Timer

02:00

www.interventioncentral.org

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Documenting Classroom (Tier 1) Interventions: Discuss how you might use a form like the one demonstrated at this training to keep a record of your own classroom interventions.

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Classroom Intervention Planning Sheet: Math Computation Example

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- Behavior report card
- Behavior checklist

Tier 1: Teacher Consultation/Team

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.
- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom 'at-risk' status.

Activity: Next Steps

At your tables:

Review the information covered in this workshop.

Come up with 1-2 'next steps' for using resources and/or ideas shared at this training back in your classroom.

Tools for Teacher as RTI 'First Responder': A Mosaic

1. Knowledge of Teacher's Role in Supporting RTI
2. Delivery of Strong Core Instruction
3. Skill in Defining Student Academic Problems in Clear & Specific Terms
4. Capacity to Create Classroom (Tier 1) Academic Intervention Plans
5. Access to Research-Supported Tier 1 Intervention Ideas
6. Ability to Set Intervention Goals and Collect Data to Monitor Classroom Interventions

RTI for Behavior. What are examples of 'research-based' strategies for managing the behavior of an entire class?

Good Behavior Game

Sample Classroom Management Strategy: Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

The Good Behavior Game is a whole-class intervention to improve student attending and academic engagement. It is best used during structured class time: for example, whole-group instruction or periods of independent seatwork

The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.

Good Behavior Game: Steps

1. The instructor decides when to schedule the Game. (NOTE: Generally, the Good Behavior Game should be used for no more than 45 to 60 minutes per day to maintain its effectiveness.)
2. The instructor defines the 2-3 negative behaviors that will be scored during the Game. Most teachers use these 3 categories:
   - **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
   - **Out of Seat:** The student's posterior is not on the seat.
   - **Disruptive Behavior:** The student engages in any other behavior that the instructor finds distracting or problematic.

Good Behavior Game: Steps

3. The instructor selects a daily reward to be awarded to each member of successful student teams. (HINT: Try to select rewards that are inexpensive or free. For example, student winners might be given a coupon permitting them to skip one homework item that night.)
4. The instructor divides the class into 2 or more teams.
5. The instructor selects a daily cut-off level that represents the maximum number of points that a team is allowed (e.g., 5 points).

Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student's team (e.g., as a tally mark on the board) and continues to teach.

Good Behavior Game: Steps

7. When the Game period is over, the teacher tallies each team's points. Here are the rules for deciding the winner(s) of the Game:
   - Any team whose point total is at or below the pre-determined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)
   - If one team's point total is above the cut-off level, that team does not earn a reward.
   - If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.

Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

- Avoid the temptation to overuse the Game. Limit its use to no more than 45 minutes to an hour per day.
- If a student engages in repeated bad behavior to sabotage a team and cause it to lose, you can create an additional 'team of one' that has only one member--the misbehaving student. This student can still participate in the Game but is no longer able to spoil the Game for peers!
- If the Game appears to be losing effectiveness, check to be sure it is being implemented with care and that you are:
  - Assigning points consistently when you observe misbehavior.
  - Not allowing yourself to be pulled into arguments with students when you assign points for misbehavior.
  - Reliably giving rewards to Game winners.
  - Not overusing the Game.

Good Behavior Game

Cut-Off=2

Team 1	Team 2
[Out of Seat]	*[Call Out]*
[Disruptive]	

Game Over

Answer: Both teams won the Game, as both teams' point totals fell BELOW the cut-off of 5 points.

The Color Wheel

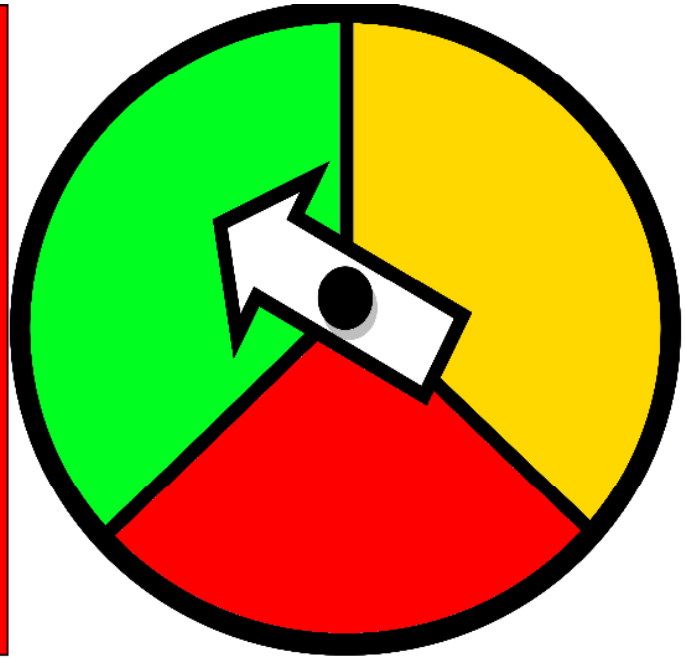
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel

- The Color Wheel enforces uniform group expectations for conduct and responds flexibly to the differing behavioral demands of diverse learning activities.
- This classwide intervention divides all activities into 3 categories, linking each category to a color and behavioral rules:
  - green for free time/ low-structure activities
  - yellow for large- or small-group instruction/independent work
  - red for brief transitions between activities.

Color Wheel Behaviors: Sample List
Green Condition: Free Time/Low-Structure Activities
• Talk in a quiet voice
• Keep hands and feet to self
• Comply with directions
Yellow Condition: Large- or Small-Group Instruction/Independent Work
• To speak, raise hand for teacher permission
• To leave seat, raise hand for teacher permission
• Look at the speaker or your work
• Comply with directions
Red Condition: Transitions Between Activities
• Return to your seat
• Clear your desk
• Look at the teacher
• Do not talk

How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Green Behaviors	Yellow Behaviors	Red Behaviors
• Talk in a quiet voice • Keep hands and feet to self • Comply with directions	• To speak, raise hand for teacher permission • To leave seat, raise hand for teacher permission • Look at the speaker or your work • Comply with directions	• Return to your seat • Clear your desk • Look at the teacher • Do not talk



How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Color Wheel: Additional Considerations:

1. *Give advance warning*. The instructor gives a 30-second warning when the Color Wheel is about the change. (An additional 2-minute warning may be added as well.)
2. *Praise rule-following*. The teacher frequently praises students for following posted behaviors. Classwide praise should be intermixed with praise to small groups and individuals. Praise should be 'labeled', clearly describing the praise-worthy behaviors (e.g., "This reading group transitioned quickly and quietly to the math lesson. Nice work!").

How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Color Wheel: Additional Considerations:

3. *Keep the Color Wheel 'red' periods short.* Teachers should keep students on the red phase only long enough complete the transition to a new green or yellow activity (e.g., 3-5 minutes).
4. *Do not use the 'red' Color Wheel setting as punishment.* The rules for the red (transitions) Color Wheel condition are the most restrictive. However, teachers should never set the classroom color condition to red to punish students for misbehavior—as students may fail to comply with the red behavioral rules because they are seen as punitive.

Motivating through Personal Connection. Students can gain motivation when they feel they are recognized and valued by their teacher.

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:

- *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.

“A journey of a thousand miles must begin with a single step.”

Lao Tzu, Chinese Taoist (600 BC-531 BC)

SCHOOLIES
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SLOW STUDENTS CROSSING
BOY, WE BOMB ONE STATE TEST AND WE'RE LABELLED FOR LIFE.