INTERVENTION CENTRAL

RTI/MTSS Classroom Teacher Toolkit

The Teacher as 'First Responder': Creating Effective Academic-Intervention Plans

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How To: Implement Strong Core Instruction

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

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

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

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

☐ **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).	
☐ **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).	
☐ **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).	
☐ **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).	

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

4. Provide Opportunities for Review & Practice	
Instructional Element	Notes
☐ **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).	
☐ **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).	
☐ **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).	
☐ **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).	

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How To: Define Academic Problems: The First Step in Effective Intervention Planning

Students who struggle with academic deficits do not do so in isolation. Their difficulties are played out in the larger context of the school environment and curriculum—and represent a 'mismatch' between the characteristics of the student and the instructional demands of the classroom (Foorman & Torgesen, 2001).

It may surprise educators to learn that the problem-identification step is the most critical for matching the student to an effective intervention (Bergan, 1995). Problem identification statements should be defined in clear and specific terms sufficient to pass 'the stranger test' (Howell, Hosp, & Kurns, 2008). That is, the student problem can be judged as adequately defined if a person with no background knowledge of the case and equipped only with the problem-identification statement can observe the student in the academic setting and know with confidence when the problem behavior is displayed and when it is not.

Here are recommendations for increasing teacher capacity to describe student academic problems in specific terms, and generate a hypothesis about why the problem is occurring.

1. Describe the academic problem in specific, skill-based terms with a meaningful instructional context (Batsche et al., 2008; Upah, 2008). Write a clear, brief description of the academic skill or performance deficit that focuses on a specific skill or performance area. Include information about the conditions under which the academic problem is observed and typical or expected level of performance.

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

Reading-Related Problems: Sample Definitions		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letters for 3 seconds	Annika can name 38 of 52 correctly	while most peers in her class can name all letters correctly.
When asked to blend / segment onsets and rimes of single-syllable spoken words	Thomas (grade 1) is inconsistent in this skill	while this is a Kindergarten ELA/Reading standard.
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.
When reading aloud from a 1-minute 4th-grade passage	Benjamin reads an average of 45 words	while the fall norm (20th percentile) at Grade 4 is 68 words per minute.

When completing sets of 5 short-answer questions based on assigned readings…	Neda scores an average of 40% (2 of 5 correct)	while classmates score an average of 80%.
When directed to match terms and definitions for 20 social-studies terms…	Lucy can correctly match 10 items	while this entry-level vocabulary is a prerequisite for the course.
Math-Related Problems: Sample Definitions		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with multiplication math facts 0 to 12 for 3 seconds	Annika can answer 57 of 156 correctly	while most peers in her class can name all facts correctly.
When completing a beginning-level algebra word problem	Dennis is unable to translate that word problem into an equation with 1 variable	although this is a prerequisite skill for the course.
Given a 2-term addition or subtraction problem with proper fractions	Franklin (grade 7) cannot correctly solve	although this skill is a Grade 5 Common Core Learning Standard.
On math homework	Neda attempts approximately 60 % of assigned items	while peers typically attempt 90% or more of items.

2. Select a hypothesis to explain the academic skill or performance problem. The hypothesis states the assumed reason(s) or cause(s) for the student's academic problems. Once selected, the hypothesis acts as a compass needle, pointing toward interventions that most logically address the student academic problems. Listed below are common reasons for academic problems. Note that occasionally more than one hypothesis may apply to a particular student (e.g., a student may demonstrate a skill deficit as well as a pattern of escape/avoidance).

Reason for Academic Problem	What It Looks Like	How to Respond	How to Measure: Sample Ideas
1. *Skill.* The student is unable to do the academic work.	• All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work.	• Actively teach the target skill(s). • Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board). • Provide timely feedback about correct performance. Offer praise and encouragement for effort.	• Select any method for data collection that provides direct, observable evidence of the student's mastery of the academic skills being taught: e.g., teacher-made quizzes; rubrics; work products, etc.
2. *Fluency.* The student possesses the necessary academic skills but lacks fluency in completing the work.	• The student can complete the work but is inefficient, requiring substantially more time than classmates to do so. The student may also be committing large amounts of cognitive energy to the basic task, preventing them from focusing on higher-level problem-solving or comprehension.	• Provide opportunities for the student to practice the skill and receive timely performance feedback. • Reinforce the student for fluency as well as accuracy.	• Administer brief, timed measures to track growth in speed and efficiency. NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.
3. *Retention.* The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.	• The student demonstrates success on an academic task (e.g., correctly recalling a set of math facts from memory) but on a following day cannot repeat this same task.	• Give the student multiple opportunities to drill on and 'over-practice' the skill.	• Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.

4. *Generalization.* The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.	• The teacher has evidence that the student possesses specific academic skills (e.g., reading comprehension techniques; an efficient note-taking strategy). However, the student fails to use those skills in appropriate situations or settings.	• Identify situations/settings in which the student should use the missing skills ('skills transfer') • Select a method (e.g., adult prompt; self-monitoring with a checklist) through which the student is alerted to apply those missing skills in the new setting.	• Choose those target situations/settings to which the student should generalize specific skills. • In those situations/settings, tally the number of times the student both (1) successfully displays the target skill(s), and (2) fails to display those skills.
5. *'Academic Survival' Skills.* The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.	• The student's ability to complete assigned work is compromised because they are disorganized, manage time poorly, lack a strong study-skills or homework regimen, or have other survival-skill deficits.	• Identify the specific area(s) of academic survival skills that are lacking. • Create a skills-checklist for each. • Use this checklist to teach the survival skill steps. Consider having the student then use the checklist to self-monitor performance.	• For each academic survival skill that is lacking, create a checklist describing each recommended step or element. • Periodically use the checklist to track those elements that the student is now successfully carrying out. (Methods to verify student success on checklist elements might include interview, direct observation, examination of work products, etc.).
6. *Overprompting.* The student completes the work—but requires high rates of adult prompting during the task.	• The student does not complete the task without frequent prompting from adults (e.g., gestural prompt; verbal prompt; modeling prompt; manual prompt).	• A goal in reducing use of adult prompts is shift from more-intensive to less-intensive prompt types. For example, if a student requires that the teacher demonstrate the skill (modeling), that teacher may set as a goal that the student will instead be able to complete the task with a less-intensive verbal prompt. Once the student responds to verbal prompts, the teacher might provide	• During each session, record the number and types of prompt (e.g., gestural; verbal; modeling; manual) used to elicit student work. • The goal over time is to see (1) a replacement of more-intensive with less-intensive adult prompts and (2) an overall reduction in the number of prompts required to complete the work.

		the student with a checklist outlining steps to follow and simply point to the checklist (gestural prompt) to encourage the student to complete the task.	
7. *Seeking Help Too Often.* The student has the ability to complete the work—but seeks repeated assistance during the task.	• The student seeks frequent adult help on the assignment even though all signs indicate that the student has the ability to do the work independently.	• Ensure that the student has any supports that will increase confidence during independent work (e.g., completed work models to review; understanding of what fix-up strategies to apply when stuck, etc.). • Assign a fixed number of 'help requests' that the student can make (e.g., 3) during each work session. (Note: Consider also giving the student incentive NOT to use all help requests by allowing them to 'cash in' unused help requests for points, prizes, privileges, or rewards.)	• Tally the number of help requests that the student makes during each independent-work session.
8. *Lack of Confidence/Work Avoidance.* The student possesses the necessary academic skills but lacks sufficient confidence to attempt the work.	• The student has the foundation skills to undertake the academic work—but displays an attitude of 'learned helplessness' that undermines confidence and work performance.	• Adjust the work to the student's ability level. • Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., breaking larger tasks into smaller increments ("chunking"), allowing the student to take brief breaks during work sessions, creating a work plan for multi-session assignments, using checklists to outline multi-step cognitive strategies such as math problem-solving, etc.	• Track information about quality, completion, and speed of academic work: e.g., percentage of assignments turned in; number of items attempted on completed assignments; time-log tracking length of time required to complete an assignment.

How To: Define Intervention-Related Terms: Core Instruction, Intervention, Instructional Adjustment, Modification

Educators who serve as interventionists should be able to define and distinguish among the terms *core instruction*, *intervention*, *instructional adjustment*, and *modification*. (In particular, interventionists should avoid using modifications as part of an intervention plan to support a general education student in core instruction--as they can be predicted to undermine the student's academic performance.) Here are definitions for these key terms. (Tindal & Fuchs, 1999; Wright, 2007).

Intervention-Related Terms & Definitions

Core Instruction. Those instructional strategies that are used routinely with all students in a general-education setting are considered 'core instruction'. High-quality instruction is essential and forms the foundation of classroom academic support. NOTE: While it is important to verify that a struggling student receives good core instructional practices, those routine practices do not 'count' as individual student interventions.

Intervention. An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select question generation (Davey & McBride,1986.; Rosenshine, Meister & Chapman, 1996), a strategy in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those 'gist' sentences for later review.

Instructional Adjustment (Accommodation). An *instructional adjustment* (also known as an 'accommodation') is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An instructional adjustment is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers. An instructional adjustment for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape. An instructional adjustment for unmotivated students may include breaking larger assignments into smaller 'chunks' and providing students with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).

Modification. A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Examples of modifications are giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class or letting the student consult course notes during a test when peers are not permitted to do so. Instructional modifications are essential elements on the Individualized Education Plans (IEPs) or Section 504 Plans of many students with special needs. Modifications are generally not included on a general-education student's classroom intervention plan, however, because the assumption is that the student can be successful in the curriculum with appropriate interventions and instructional adjustments alone. In fact, modifying the work of struggling general education students is likely to have a negative effect that works *against* the goals of intervention. Reducing academic expectations will result in these students falling further behind rather than closing the performance gap with peers

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Classroom Accommodations for Academics: A Teacher Toolkit

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

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

1.	ALLOW PHYSICAL MOVEMENT. To accommodate the fidgety student, negotiate appropriate outlets for movement (e.g., allowing the student to pace at the back of the classroom during a lesson).	Attention/Impulsivity
2.	CHUNK CLASSWORK SESSIONS AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller segments and include brief breaks to sustain student attention.	
3.	CREATE LOW-DISTRACTION WORK AREA. Set up a study carrel in the corner of the room or other low-distraction work area. Direct or allow distractible students to use this area when needed.	
4.	USE PREFERENTIAL SEATING. Seat the student in a classroom location that minimizes distractions and maximizes the ability to focus on the teacher's instruction.	
5.	USE SILENT CUES. Meet with the student and agree on one or more silent teacher cues to redirect or focus the student (e.g., placing a paperclip on the student's desk) during class instruction. Use the cue as needed.	
6.	USE 'VISUAL BLOCKERS'. Encourage the student to reduce distractions on assignments by using a blank sheet of paper or similar aid to cover sections of the page that the student is not currently working on.	

7.	REPEAT/REPHRASE COMMENTS. Repeat or rephrase student questions or comments to the class or group before responding.	Communication
8.	DIRECTIONS: ASSIGN A BUDDY. Assign a study buddy who is willing and able to repeat and explain directions to the student.	
9.	DIRECTIONS: SIMPLIFY. Simplify written directions on assignments to promote student understanding.	
10.	PROVIDE SCHEDULES/AGENDAS. Provide the student with an academic agenda or schedule for the class period or school day, to include: instructional activities, independent assignments, other tasks to be covered during the period, as well as their approximate duration. Preview with students to prepare them for upcoming activities.	

11.	ALLOW EXTRA WORK TIME. Allow the student additional time to complete an in-class activity or assignment. (For longer assignments, the instructor can announce to students at the start the amount of extra time available for those that need it.)	Independent Work
12.	ASSIGN A 'FALL-BACK' PEER. Choose a peer whom the student can check in with to get details about missing or lost homework assignments.	
13.	DEVELOP A STUDENT SELF-CHECK ERROR CHECKLIST. Meet with the student to generate a short list of their most common errors made on course assignments (e.g., 'In writing assignments, some words are illegible', 'Not all words at sentence beginning are capitalized'.) Format that list as a customized error-correction checklist for the student to use before turning in the work.	
14.	GIVE AN ASSIGNMENT HEAD-START. Allow students who require extra time to complete a lengthy or involved assignment to start it early.	
15.	HIGHLIGHT ESSENTIAL MATERIAL. Have the student use a highlighter to identify key ideas and vocabulary in text. (Provide training in this skill if needed.)	
16.	OFFER CHOICE: MODES OF TASK COMPLETION. Allow the student two or more choices for completing a given academic task: e.g., keyboarding vs. handwriting an essay; oral vs. written responding to math-fact worksheet.	
17.	OFFER CHOICE: ASSIGNMENT SUBSTITUTION. Present the student with two or more alternative activities to choose from with equivalent academic requirements: e.g., to review a textbook chapter, student can answer a series of questions independently or discuss those questions in a structured cooperative learning activity.	
18.	OFFER CHOICE: TASK SEQUENCE. When the student has several tasks to complete during independent work time, allow the student to select the order in which she or he will complete those tasks.	
19.	PROVIDE A WORK PLAN. For a multi-step assignment, give the student an outline of a work plan that breaks the task into appropriate sub-steps (e.g., 'find five research articles for the paper', 'summarize key information from research articles into notes', etc.). For each sub-step, (1) estimate the minimum amount of 'seat time' required to complete and (2) set a calendar-date deadline for completion.	
20.	PROVIDE TEXTS WITH EASIER READABILITY. Locate alternative texts for course readings with the same vocabulary and concepts as the standard text(s) but written at a lower reading level. Allow students to select the easier texts as substitute or supplemental course readings.	
21.	PROVIDE WORK SAMPLES / EXEMPLARS. Provide samples of successfully completed academic items (e.g., math computation or word problems) or exemplars (e.g., samples of well-written paragraphs or essays) for the student to refer to when working independently.	
22.	RESPONSE EFFORT: CHUNK INDIVIDUAL ASSIGNMENTS. To reduce the required response effort, break a larger in-class or homework assignment into smaller, more manageable 'chunks'.	

23.	RESPONSE EFFORT: START ASSIGNED HOMEWORK IN CLASS. Have students begin assigned homework in class. For reading assignments, have a skilled reader read the first several paragraphs aloud while students follow along silently. For academic homework, have students pair off to complete the first several items. Students are then expected to finish the work on their own.	
24.	STRUCTURE ASSIGNMENTS FOR INITIAL SUCCESS. Promote student motivation on worksheets and independent assignments by presenting easier items first and more challenging items later.	
25.	TEACH FIX-UP STRATEGIES. Teach the student steps to follow when stuck during independent work: e.g., "If I don't understand what I am reading, (1) slow my reading; (2) focus full attention on the reading; (3) underline unfamiliar words and try to figure them out from context."	

26.	CREATE STUDENT ORGANZATION FOLDER. Help the student to create work folder(s) to organizer materials for a course or content area. Each folder can include dividers and color-coding to organize materials by subject or topic.	Organization
27.	CLASS NOTES: CREATE GUIDED NOTES. Prepare a copy of notes summarizing content from a class lecture or assigned reading—with blanks inserted in the notes where key facts or concepts should appear. During instruction, prompt the student to write missing content into the blanks.	
28.	CLASS NOTES: PROVIDE A STUDENT COPY. Provide a copy of class notes to allow the student to focus more fully on the lecture and class discussion. This strategy can be strengthened by requiring that the student highlight key vocabulary terms appearing in the prepared notes as they are brought up in the lecture or discussion.	
29.	CLASS NOTES: PROVIDE LECTURE OUTLINE. Make up an outline of the lecture to share with students. Encourage students to use the elements of the outline to help to structure their class notes and to ensure that their notes do not omit important information.	
30.	LECTURE: TIE INFORMATION TO COURSE READINGS. When presenting important course concepts during lecture, explicitly link that content to page references in the course text or other assigned readings that also cover that information. Prompt students to write these page references into their notes.	
31.	PROVIDE CLASSROOM STORAGE SPACE. Provide the student with shelf space or container in the classroom to store work materials required for class.	
32.	PROVIDE MISSING WORK MATERIALS. Provide essential work materials (e.g., paper, writing utensil) for students who forget to bring them to class.	

33.	CUE IMPORTANT INFORMATION. In instruction and on handouts, identify academic content to be evaluated on upcoming tests and quizzes.	Test-Taking
34.	TEST: ALLOW EXTRA TIME. For tests that evaluate student knowledge or skills but do not formally assess speed/fluency with fixed time limits, allow the student a reasonable amount of additional time if needed.	
35.	TEST: HIGHLIGHT KEY WORDS IN DIRECTIONS. When preparing test directions, highlight key words or phrases (e.g., bold; underlined) to focus student attention.	
36.	TEST: PRACTICE UNDER TEST CONDITIONS. Create practice tests that mimic the actual test in format and environmental conditions (e.g., with time limits). Have the student complete practice tests to build endurance, reduce test anxiety.	

How To: Create a Written Record of Classroom Interventions

When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum Response to Intervention standards.

Teachers need a standard format to use in documenting their classroom intervention plans. The *Classroom Intervention Planning Sheet* that appears later in this article is designed to include all of the essential documentation elements of an effective intervention plan. The form includes space to document:

- *Case information*. In this first section of the form, the teacher notes general information, such as the name of the target student, the adult(s) responsible for carrying out the intervention, the date the intervention plan is being created, the expected start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will be in place. Most importantly, this section includes a description of the student problem; research shows that the most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995).
- *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.
- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.
- *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.
- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention. For the method selected, the instructor records what type of data is to be used, collects and enters student baseline (starting-point) information, calculates an intervention outcome goal, and notes how frequently he or she plans to monitor the intervention.

A completed example of the *Classroom Intervention Planning Sheet* that includes a math computation intervention can be found later in this article.

While a simple intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using classroom interventions. For example, teachers should have access to an 'intervention menu' that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas.

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Tier 1: Classroom Support Plan

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:		Interventionist(s):		Date of Plan	
Intervention: Start Date		Intervention: End Date		Total/Intervention Weeks:	

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

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.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	**What to Write:** Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.	
Type of Data Used to Monitor:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

Tier 1: Classroom Support Plan

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:	Neda J. Gr 4	Interventionist(s):	Mrs. Kennedy	Date of Plan	5 Feb 2018
Intervention: Start Date	10 Feb 2018	Intervention: End Date	30 Mar 2018	Total/Intervention Weeks:	6 weeks

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute multiplication-facts worksheet (0-12)	Neda computes 28 correct digits	while the benchmark for Grade 4 is at least 49 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.

Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention.
She will use the self-guided strategy daily for 10 minutes during math independent seatwork.

At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	**What to Write:** Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Use the math CCC interactive form from: http://www.interventioncentral.org	Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.	
Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12	
Baseline	Outcome Goal
28 correct digits/2 mins	49 correct digits/2 mins
How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**	

Classroom Data Tools: What Are They and What Can They Measure?

Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	• Attendance • Office disciplinary referrals • Other aspects of behavior or academic performance captured in the school database
Behavior Report Cards	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	• General behaviors (e.g., complies with teacher requests; waits to be called on before responding) • Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Checklists	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	• Step-by-step cognitive strategies • Behavioral routines • Generalization: Target behavior carried out across settings
Cumulative Mastery Records	A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.	• Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts, spelling words, letter or number names
Curriculum-Based Measures/ Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	• Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	• Homework grades • Test grades • Quarterly report card grades
Interviews	Guided by prompts or questions, the student periodically provides verbal feedback about	• Student routines outside of class (e.g., use of study hall time, homework regimen)

	academic performance, conduct, or other relevant intervention targets. Interviews are most effective when brief and consistent in format, with structured questions designed to elicit objective student responses. The interviewer can also reference specific instruments to focus questions: e.g., checklist, rubric, rating scale.	• Collecting covert information accessible only to the student (e.g., a learner's demonstration of ability to implement essential steps of a cognitive strategy)
Logs	Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.	• Homework completion • Incidents of non-compliance • Student record of dates when he or she uses a self-guided academic intervention. • Listing of student-teacher meetings.
Observation	Data on behavior or academic performance collected during direct observation of the student. The objectivity and consistency of data is often improved if the observer uses instruments to structure the observation: e.g., checklist, rubric, rating scale.	• Academic engagement • Out of seat • Any other observable behavior of interest
Rubrics	An instrument designed to measure a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.	• Any complex, multi-dimensional task: e.g., participation in a discussion; writing a research paper; preparing and presenting a PowerPoint; completing and documenting a science lab project, etc.
Self-Monitoring	The student collects information about his or her own performance. The objectivity and consistency of data collection increases if the self-monitoring student uses a structured instrument (e.g., behavior report card, rubric, checklist, etc.).	• Collecting data from settings outside of the classroom (e.g., self-monitoring homework routines) • Monitoring covert information (e.g., student use of multi-step cognitive strategy to solve math problems)
Work Products	Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework). A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).	• Work completion • Work accuracy • Written evidence of problem-solving steps • Quality of student work (e.g., on writing assignments)

Letter Names: Flashcards with 3-Second Delay (adapted from Ferkis, Belfiore, & Skinner, 1997).

The tutor has a deck of 5 flashcards with letter names. Prior to the session, the tutor sets a session criterion for mastery: e.g., the student will name all letters in the deck correctly 3 times in a row. The session opens with the tutor saying to the student "We are going to practice the names of some letters." The tutor shows each flashcard to the student with the prompt, "Look at this letter and say the name of the letter." If the student responds correctly within 3 seconds, the tutor says, "Yes, the name of the letter is [letter name]." If the student responds incorrectly, the tutor says, "No, the name of the letter is [letter name]. Say [letter name]." If the student hesitates for longer than 3 seconds, the tutor says, "The letter name is [letter name]. Say [letter name]." When all flashcards have been presented, the tutor shuffles the cards and repeats. When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 letters.

Ferkis, M. A., Belfiore, P. J., & Skinner, C. H. (1997). The effects of response repetitions on sight word acquisition for students with mild disabilities. Journal of Behavioral Education, 7, 307-324.

How To: Promote Phonics Skills: Word Boxes & Word Sort

Young children must master phonics--the mapping of the sounds of speech to the symbols of the alphabet--before they can become accomplished readers (NICHHD, 2000). Word boxes/word sort is a one-to-one intervention that can strengthen essential phonics skills (Joseph, 2002).

Preparation. The teacher selects up to 10 consonant-vowel-consonant (CVC) words each tutoring session and writes them into the Word *Boxes: Recording Form* (attached). The teacher also writes these 10 words onto index cards--one word per card. NOTE: These CVC words can be a mix from the five vowel groups: a,e,i,o,u.

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

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

Procedures. Below are guidelines for conducting both the Word Boxes and Word Sort elements of this intervention.

Word Boxes. For each word used in the Word Boxes intervention, the teacher follows these steps:

1. Teacher sounds out word and puts counters into word boxes. The teacher places counters under each of the 3 blanks on the *Word Boxes: Phonics Practice Sheet*. The teacher next reads aloud a word from the CVC word list. Then the teacher sounds out each letter sound in the CVC word. While sounding out each letter, the teacher slides a counter into the corresponding word box. For example, for the word /p-a-t/, the teacher reads the word, then pronounces /p/ and slides a counter into the first word box, pronounces /a/ and slides a counter into the second word box, and pronounces /t/ and slides a counter into the third word box.

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

3. Student sounds out word and puts letters into word boxes. Using cut-out or magnetic letters, the teacher lines up the letters that make up the target word under each of the appropriate blanks on the *Word Boxes: Phonics Practice Sheet*. The student is then directed to sound out each letter sound in the CVC word while sliding that moveable letter counter into the corresponding word box. For the word /p-a-t/, for example, the student pronounces /p/ and slides the letter 'p' into the first word box, pronounces /a/ and slides the letter 'a' into the second word box, and pronounces /t/ and slides the letter 't' into the third word box.

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

5. [Optional] Teacher records student responses. The instructor may want to keep a record of student performance on the word-box activity. The *Word Boxes: Recording Form* (attached) is a convenient means to track student success rate across successive reviews of the same words.

Throughout these steps in the word boxes activity, the teacher praises the student for correct performance. If the student makes a mistake, the teacher provides corrective feedback, models the correct response, and then has the student demonstrate the correct response.

Word Sort. At the end of each session, the teacher has the student complete a word sort with the day's target words, using the *Word Sort: Practice Sheet* (attached). Here are the steps:

1. Teacher demonstrates the word sort: First session only. If the student is unfamiliar with the word sort procedure, the teacher demonstrates. The teacher first reads aloud each of the keywords atop the columns on the *Word Sort: Practice Sheet*. Those words--had, red, sit, top, rug--are examples of the five short-vowel CVC word groups. The teacher then takes the 10 session CVC words written on index cards, reads each word aloud, and places it under the column of the CVC keyword whose vowel matches the target word (e.g., the target word 'pat' is placed in the first column of the worksheet under the keyword 'had'). The teacher points out to the student that target words are matched to keywords based on the shared vowel.

2. Student performs the word sort: Subsequent sessions. Once the student knows how to perform the word sort, he or she does this independently at the end of the session. The teacher hands the word index cards to the student and directs the student to do the word sort. The student then places all 10 cards under the matching keywords on the *Word Sort: Practice Sheet*. At the end of the sort, the teacher praises the student for correct performance. If a word is incorrectly sorted, the teacher points to that word and asks, "Is this word in the right place?." If the student does not self-correct despite the prompt, the teacher places the word in the correct word-sort column, points to the shared vowel in both target and keywords, and says, "The word [target word] should be put here because [target word] has the same vowel as [keyword]."

References

Joseph, L. M. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. *School Psychology Review, 31*, 122-129.

NICHHD: National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

1 ☐☐☐

_ _

2 ☐☐☐

_ _

3 ☐☐☐

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4 ☐☐☐

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5 ☐☐☐

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

6 □□□

_ _

7 □□□

_ _

8 □□□

_ _

9 □□□

_ _

10 □□□

Word Boxes: Recording Form

Student: _____ Date: _____ Interventionist: _____

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

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

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

Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

had	red	sit	top	rug

Reading Fluency: Passage Preview in Stages (Rose & Sherry, 1984; Van Bon, Boksebeld, Font Freide, & Van den Hurk, J.M., 1991).

The student 'rehearses' a text by first following along silently as a more accomplished reader (tutor) reads a section of the passage aloud; then the student reads the same passage aloud while receiving corrective feedback as needed.

The student and tutor sit side-by-side at a table with a book between them. The tutor begins by reading aloud a section from the book for about 2 minutes while the student reads silently. If necessary, the tutor tracks his or her progress across the page with an index finger to help the student to keep up. At the end of the 2 minutes, the tutor stops reading and asks the student to read aloud the passage just read. If the student commits a reading error or hesitates for longer than 3-5 seconds, the tutor tells the student the correct word and has the student continue reading.

For each new section in the passage, the tutor first reads that section aloud before having the student read aloud.

Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. Learning Disabilities Quarterly, 7, 39-44.

Van Bon, W.H.J., Boksebeld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. Journal of Learning Disabilities, 24, 471-476.

Sight Words: Flashcards with 3-Second Delay (Ferkis, Belfiore, & Skinner, 1997).

The tutor has a deck of 5 flashcards with sight words. Prior to the session, the tutor sets a session criterion for mastery: e.g., the student will name all sight words in the deck correctly 3 times in a row. The session opens with the tutor saying to the student "We are going to practice some words." The tutor shows each flashcard to the student with the prompt, "Look at this word and say the word." If the student responds correctly within 3 seconds, the tutor says, "Yes, the word is [word]." If the student responds incorrectly, the tutor says, "No, the word is [word]. Say [word]." If the student hesitates for longer than 3 seconds, the tutor says, "The word is [word]. Say [word]." When all flashcards have been presented, the tutor shuffles the cards and repeats. When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 sight words.

Ferkis, M. A., Belfiore, P. J., & Skinner, C. H. (1997). The effects of response repetitions on sight word acquisition for students with mild disabilities. Journal of Behavioral Education, 7, 307-324.

Reading Comprehension: Reading Actively (Gleason, Archer, & Colvin, 2002).

By reading, recalling, and reviewing the contents of every paragraph, the student improves comprehension of the longer passage. The instructor teaches students to first read through the paragraph, paying particular attention to the topic and important details and facts. The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage from memory. Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student had been able to accurately recall. This process is repeated with all paragraphs in the passage.

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp.651-680). Bethesda, MD: National Association of School Psychologists.