

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

*Jim Wright*  
*[www.interventioncentral.org](http://www.interventioncentral.org)*



# Response to Intervention

Intervention Central  
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation bar includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook, Twitter, Print, Email, and Google+. Below this, the "Products" section features a link to "RTI Data Collection Forms & Organizer". The "Latest Updates" section, dated September 17th, 2013, highlights a "How To: Reduce Time-Outs With Active Response Beads" article. A central image shows a teacher and four students working together at a table. To the right, the "Featured Tools" section lists various resources such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker. Two news items are also featured: one from November 20, 2013, about building sight-word vocabulary, and another from November 18, 2013, about CBM Warehouse resources for tracking academic skills.

Handout



*RTI/MTSS Classroom Teacher Toolkit*

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

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Email: [jimw13159@gmail.com](mailto:jimw13159@gmail.com)  
Workshop Materials: <http://www.interventioncentral.org/westbabylon>

Workshop PPTs and handout available at:




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


# Workshop Question...

- What are effective ways to support 'difficult-to-teach' students in your classrooms?

# The Teacher as 'First Responder': Workshop Agenda



1.  **ACADEMIC INTERVENTIONS.** What are examples of academic interventions that can be used in elementary classrooms?
2.  **RTI/MTSS.** What is 'response-to-intervention' and how can it help schools to identify and support 'difficult-to-teach' students?
3.  **RESOURCES.** What free internet intervention resources are available for teachers?



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





### RTI vs. MTSS: What is the Difference?

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

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



## **MTSS: ACADEMICS**

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

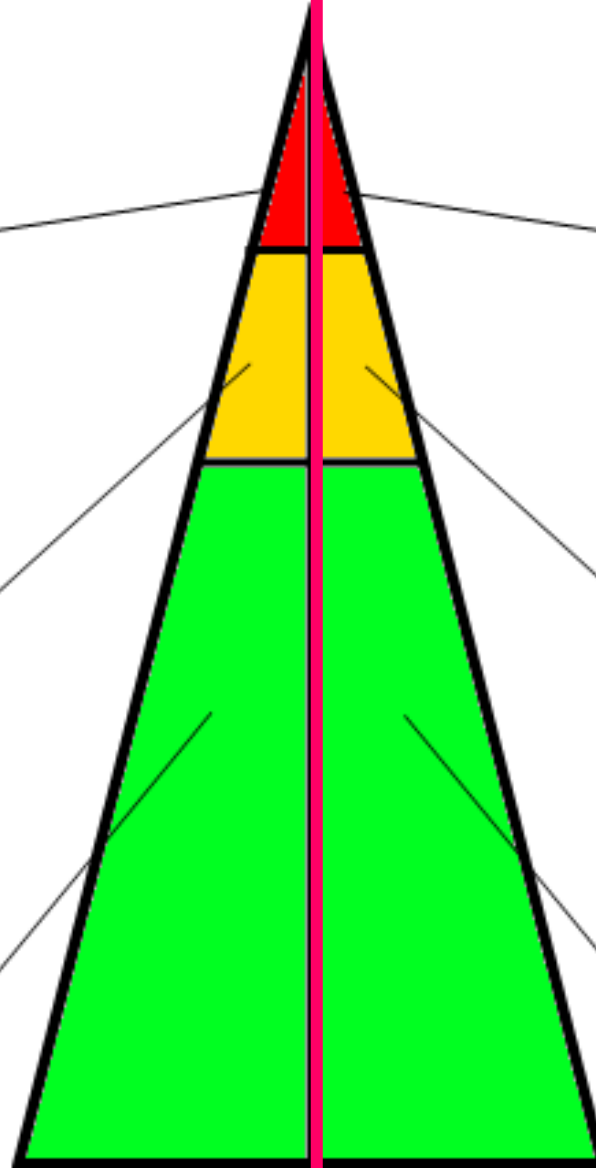
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

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

### **Tier 1: Universal: Core Instruction: 80%**

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



## **MTSS: BEHAVIOR**

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

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

### **Tier 2: At-Risk Students: 15%**

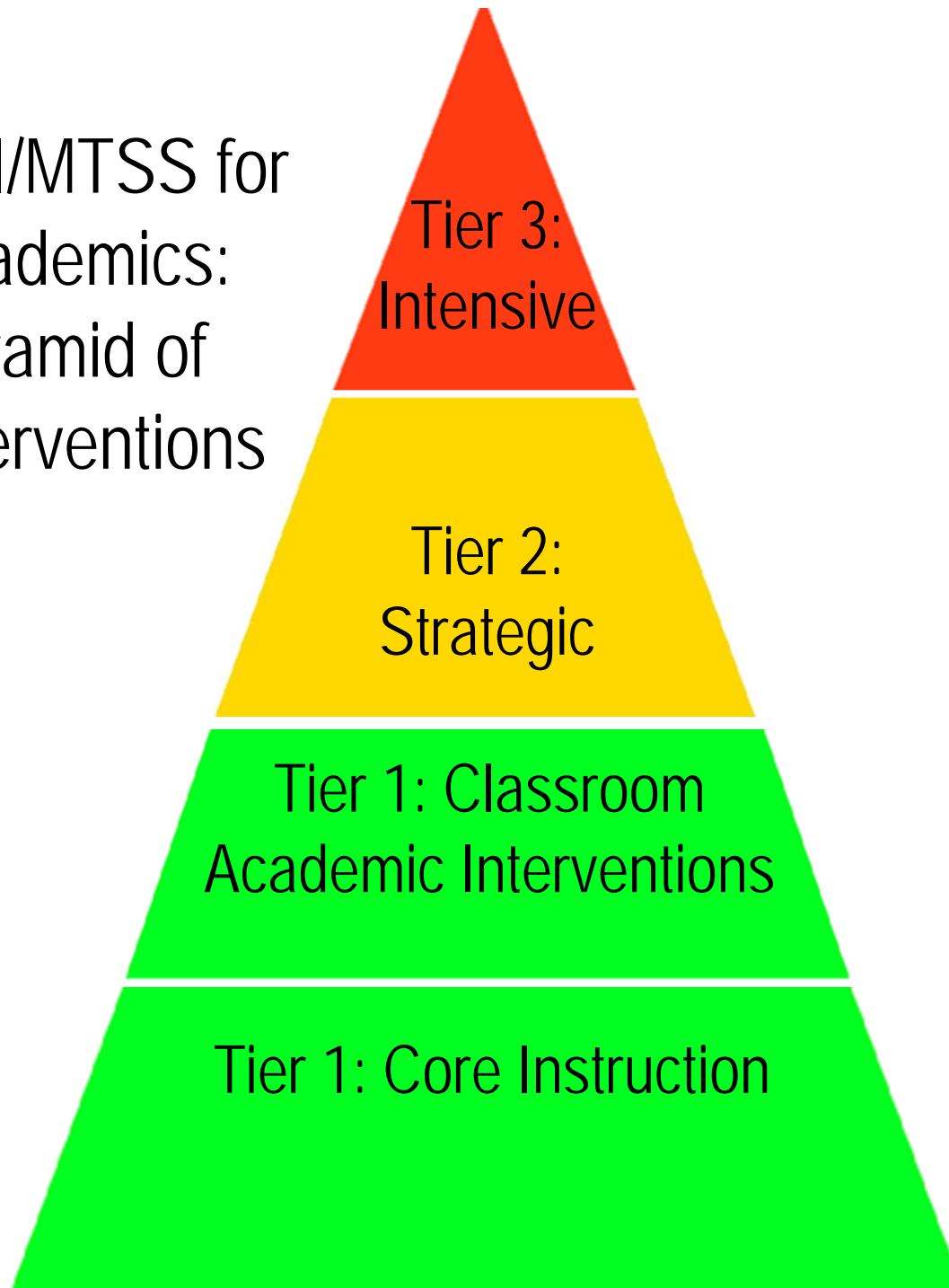
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

### **Tier 1: Universal: Classroom Management: 80%**

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

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

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



# RTI/MTSS for Academics: Pyramid of Interventions



Tier 1: Core Instruction

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

### Tier 1: Core Instruction. The teacher's whole-group instruction...

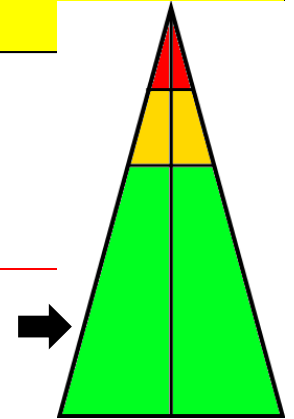
...maximizes **time devoted to instruction** by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.



...provides **differentiated instruction** matched to student needs.

...incorporates essential elements of **explicit and systematic instruction** into lessons.

...for reading and mathematics instruction, uses programs and/or practices **supported by research**.



# MTSS: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.  
pp. 2-3

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

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> <b>Detailed Explanations &amp; Instructions.</b> Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Think-Alouds/Talk-Alouds.</b> When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> <b>Work Models.</b> The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).	
<input type="checkbox"/> <b>Active Engagement.</b> 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

☐ Instructional Match

☐ Content Review at Lesson Start

☐ Preview of Lesson Goal(s)

☐ Chunking of New Material

## 2. 'Scaffolding' Support

☐ Detailed Explanations & Instructions

☐ Talk Alouds/Think Alouds

☐ Work Models

☐ Active Engagement

☐ Collaborative Assignments

☐ Checks for Understanding

## 2. 'Scaffolding' Support (Cont.)

☐ Group Responding

☐ High Rate of Student Success

☐ Brisk Rate of Instruction

☐ Fix-Up Strategies

## 3. Timely Performance Feedback

☐ Regular Feedback

☐ Step-by-Step Checklists

## 4. Opportunities for Review/ Practice

☐ Spacing of Practice Throughout Lesson

☐ Guided Practice

☐ Support for Independent Practice

☐ Distributed Practice

# How To Implement Strong Core Instruction

## *Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
2. **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).



# How To Implement Strong Core Instruction

## *Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

# How to: Implement Strong Core Instruction

## 1. Access to Instruction

☐ Instructional Match

☐ Co  
☐ Pre  
**Activity: Strong Direct Instruction**

- ☐ Ch
1. Look over this list of **elements of direct instruction** (pp. 2-3)
  2. Select the top 1-2 that you find to be **most challenging** to accomplish with your students.

☐ Active Engagement

☐ Collaborative Assignments

☐ Checks for Understanding

## 2. 'Scaffolding' Support (Cont.)

☐ Group Responding

☐ High Rate of Student Success

☐ Brisk Rate of Instruction

☐ Fix-Up Strategies

**Timely Performance Feedback**

☐ Regular Feedback

☐ Step-by-Step Checklists

**Opportunities for Review/ Practice**

☐ Spacing of Practice Throughout Lesson

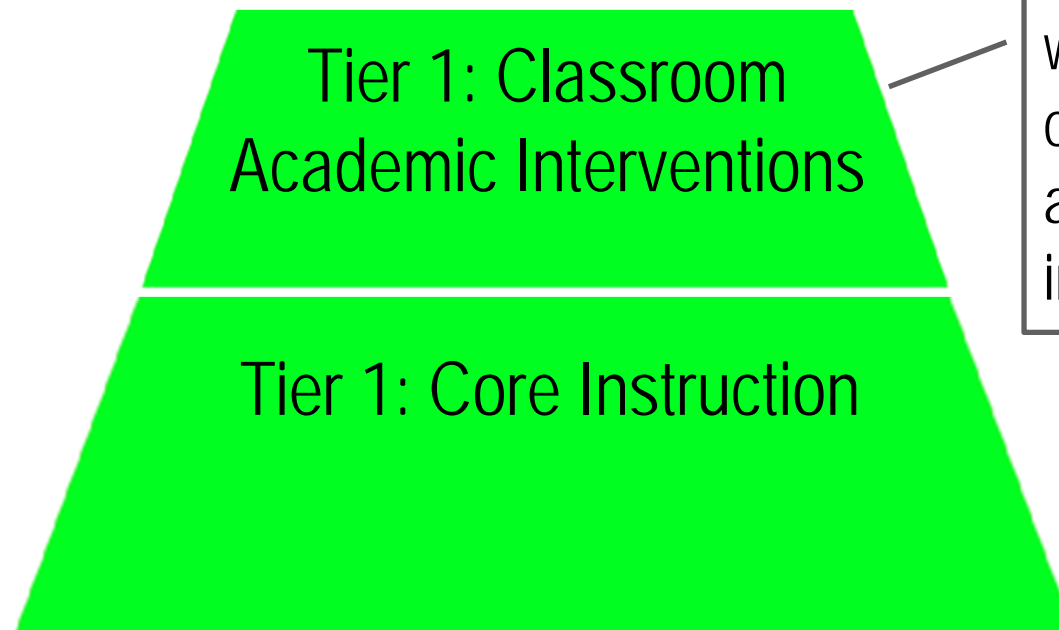
☐ Guided Practice

☐ Support for Independent Practice

☐ Distributed Practice



# RTI/MTSS for Academics: Pyramid of Interventions



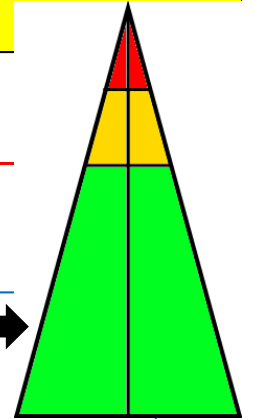
**Tier 1: Classroom Intervention.** The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

### Tier 1: Classroom Intervention. The teacher...

...has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.



...uses standardized form(s) to record classroom interventions.



...defines the student's presenting academic problem(s) in clear and specific terms.



...selects method(s) to monitor student progress, setting a goal and collecting baseline data.



...chooses appropriate academic intervention(s) supported by research.



# RTI/MTSS Files...

Case 1: Andrew:  
Kdg: Letter knowledge



Case 2: Miranda:  
Grade 1: CVC words



Case 3: Rivka:  
Grade 2: Reading  
fluency



## Classroom Intervention Plan

Description of the Student Problem (Handout; pp. 5-6)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
<b>When shown flashcards with mixed-case letter names for 3 seconds</b>	<b>Andrew correctly identifies 34 out of 52</b>	<b>while most classmates can correctly identify all letter names.</b>
Intervention		
<p><b>What to Write:</b> 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.</p>		
<p><b>On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.</b></p>		
<p><b>Progress-Monitoring.</b> Select a method to monitor student progress.</p>		
<p>Type of Data Used to Monitor:  <b>CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe</b></p>		
Baseline	Outcome Goal	
<b>8 correct letter names per min</b>	<b>24 correct letter names per min (6 wks)</b>	
<p>How often will data be collected? (e.g., daily, every other day, weekly): <b>Weekly</b></p>		

# RTI/MTSS Files: Case 1

Andrew

Kindergarten

*Problem:* Limited  
letter knowledge

*Intervention:*

Flashcards:

3-Second Delay





# RTI/MTSS Files: Case 1

- **Problem:** Andrew is a Kindergarten student who does not know the names of all mixed-case letters (skill deficit).
- **Intervention:** His teacher, Ms. Coleman, decides to use **Flashcards with 3-Second Delay** to teach unknown letter names.



# Classroom Intervention Plan for Andrew

Description of the Student Problem (Handout; pp. 5-6)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	Andrew correctly identifies 34 out of 52	while most classmates can correctly identify all letter names.

General Problem: *Andrew does not know all letter names.*

Classroom peer performance

### Phonics: Letter Names: Flashcards/3-Second Delay

- The tutor has a deck of 5 letter-name flashcards and has defined a session criterion for mastery: e.g., *the student will name all letters in the deck correctly 3 times in a row.*
- The tutor shows each flashcard to the student, saying, "Look at this letter and say the name of the letter."
- If the correct response comes within 3 seconds, the tutor says, "Yes, the name of the letter is [letter name]."
- If the student responds incorrectly or hesitates, the tutor says, "No, the name of the letter is [letter name]. Say [letter name]."
- When all flashcards are presented, tutor shuffles cards and repeats.
- When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 letter flashcards.

Source: 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.

# Classroom Intervention Plan for Andrew

## 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.

On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

- **Progress-Monitoring:** Mrs. Coleman selects free progress-monitoring probes for CBM Letter Names from easyCBM to monitor Andrew's flashcard intervention.

Each probe contains a randomized list of mixed-case letters and takes 1 minute to administer to the student.

At **baseline**, Andrew can correctly name 8 mixed-case letters in 1 minute. The **goal** at the end of 6 weeks is for Andrew to correctly name 24 letters per minute (Kdg: Fall: 50<sup>th</sup> percentile).

## Response to Intervention

### Letter Name/Sound Fluency Probe Generator

<http://www.interventioncentral.org>

Use this free online application to  
design and create Letter Name  
and Letter Sound Fluency Probes.

### Letter Naming Fluency Probe Generator

\* Indicates a required field

**Alphabet**

English ▾

**Letter Case**

Lowercase ▾

**Font Family**

Helvetica ▾

**Font Size**

14 ▾

**Total number of letters to appear in the probe\*** (Max: 400)

100

☒ Add letters as needed to fill out final line of probe

**Name of this list** (?)

Download PDF

Email PDF

1

# Classroom Intervention Plan for Andrew

**Progress-Monitoring.** Select a method to monitor student progress.

Type of Data Used to Monitor:

CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe

Baseline	Outcome Goal
8 correct letter names per min	24 correct letter names per min (6 wks)

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



# RTI/MTSS Files: Case 2

Miranda  
Grade 1

*Problem:* Inconsistency  
with CVC words

*Intervention:*  
Word Boxes/Word  
Sort



## RTI/MTSS Files: Case 2

- **Problem:** Marinda is in the 1<sup>st</sup> Grade but is not able consistently to decode CVC words (skill deficit).
- **Intervention:** Her teacher, Mr. Diaz, selects **Word Boxes/Word Sort** as an intervention to strengthen her CVC decoding skills. (A Teaching Assistant assigned to the classroom for 45 minutes every other day will assist with this intervention.)



# Classroom Intervention Plan for Miranda

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When show a CVC word	Miranda often requires several verbal prompts to decode successfully	while most classmates can decode with a minimum of adult help.

Classroom peer performance

General Problem: *Miranda has inconsistent skills in decoding CVC words.*

# Word Boxes & Word Sort

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

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

## Word Boxes & Word Sort

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

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

*Word  
Boxes:  
Phonics  
Practice  
Sheet*

Word Boxes: Phonics Practice Sheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_

1

--	--	--

2

--	--	--

3

--	--	--

4

--	--	--

5

--	--	--

## Response to Intervention

### Word Sort: Practice Sheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_

had

red

sit

top

rug

*Word Sort Practice Sheet*



# Word Boxes: Recording Form

## Word Boxes: Recording Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_

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

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

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

# Word Boxes & Word Sort

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

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

## Response to Intervention

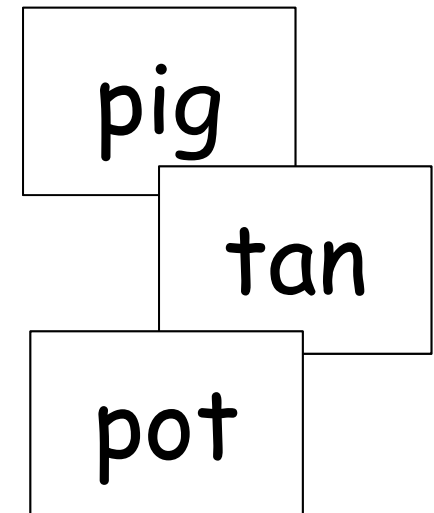
### Word Boxes: Recording Form

Student: Ricky Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_

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

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

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



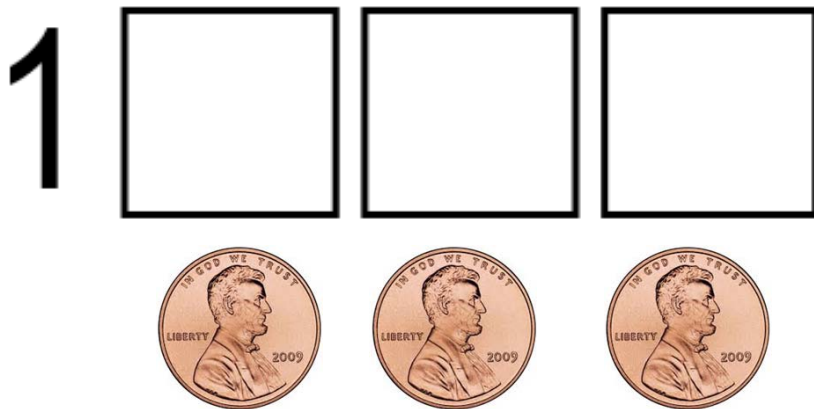
# Word Boxes & Word Sort

## Part 1: Word Box: Procedures.

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

### Word Boxes: Phonics Practice Sheet

Student: Ricky Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_



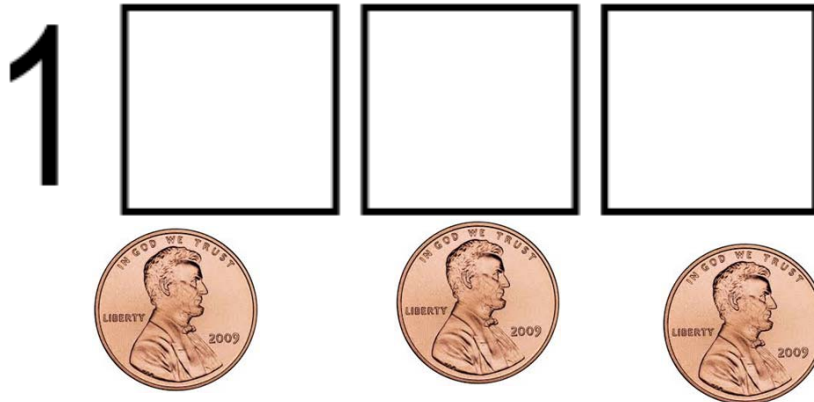
# Word Boxes & Word Sort

## Part 1: Word Box: Procedures.

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

### Word Boxes: Phonics Practice Sheet

Student: Ricky Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_



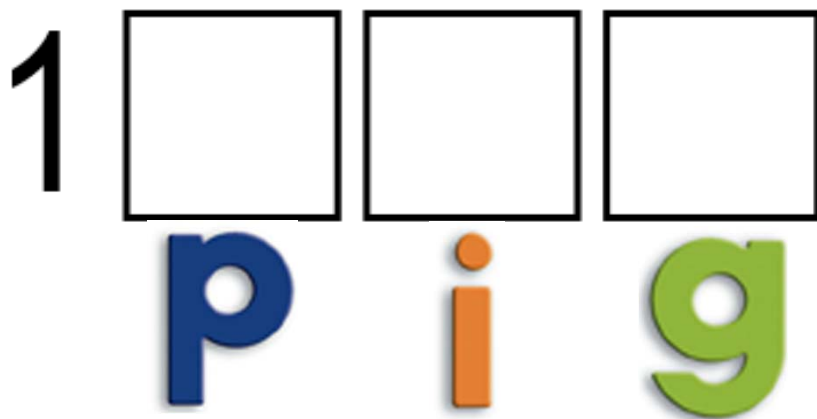
# Word Boxes & Word Sort

## Part 1: Word Box: Procedures.

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

### Word Boxes: Phonics Practice Sheet

Student: Ricky Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_



# Word Boxes & Word Sort

## Part 1: Word Box: Procedures.

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

### Word Boxes: Phonics Practice Sheet

Student: Ricky Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_

1 

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

## Word Boxes & Word Sort

### Part 1: Word Box: Procedures.

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

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

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

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



pig

tan

pot

# Word Boxes & Word Sort

## Part 2: Word Sort: Procedures.

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

### Word Sort: Practice Sheet

Student: Ricky Date: \_\_\_\_\_ Interventionist: \_\_\_\_\_

had

red

sit

top

rug

# Classroom Intervention Plan for Miranda

## 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.

Teacher to review CVC words using Word Boxes/Word Sort 3 times per week for 15 minutes with Miranda.

- **Progress-Monitoring:** To track Miranda's CVC-word intervention, Mr. Diaz chooses to use 1-min Nonsense Word Fluency (NWF) probes, available for free download from DIBELS Next/Acadience Learning.

At **baseline**, Miranda is correctly reading 4 correctly read NWFs (Whole Words Read or WWR). The norms from DIBELS (Winter: Gr 1) indicate that a typical reader at her grade level should read at least 8 NWF items (WWR).

- So Mr. Diaz sets a goal for Miranda at the end of 6 instructional weeks to be able to read at least **8 NWFs** (WWR).

# Classroom Intervention Plan for Miranda

**Progress-Monitoring.** Select a method to monitor student progress.

Type of Data Used to Monitor:

1-min Nonsense Word Fluency Probes/DIBELS

Next/Acadience Learning

Baseline	Outcome Goal
4 correctly read NWFs: Whole Words Read	8 correctly read NWFs: Whole Words Read(6 wks)

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

# Dolch Word List Builder: Free App

### Curriculum-Based Measurement Dolch Word List Builder

#### Select List Type

To create a composite CBM assessment list, select any checkbox and click 'Submit.'

#### Wordlist/Dolch

- ☐ Dolch Word List: **All Items**
- ☐ Dolch Word List: **Preprimer**
- ☐ Dolch Word List: **Primer**
- ☐ Dolch Word List: **First Grade**
- ☐ Dolch Word List: **Second Grade**
- ☒ Dolch Word List: **Third Grade**

#### Set List Format Settings

Change the format of your measurement list by changing any of the settings below:

☐ Check to display list labels on examiner answer key.

Number of Columns

Number of Rows

Font Type

Font Size

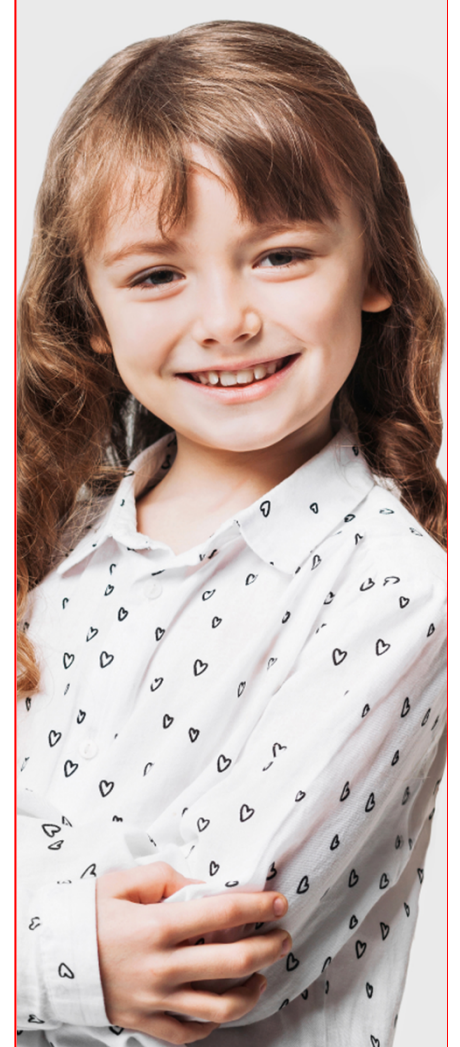
Source: easyCBM.com

# RTI/MTSS Files: Case 3

Rivka  
Grade 2

*Problem:* Reading  
fluency

*Intervention:*  
Passage Preview in  
Stages



## RTI/MTSS Files: Case 3

- **Problem:** Rivka is a fairly accurate reader—but reads aloud from passages considerably more slowly than do most peers in her 2<sup>nd</sup>-grade class (fluency deficit).
- **Intervention:** Her instructor, Mrs. Murphy, elects to use **Passage Preview in Stages** to promote oral reading fluency.



# Classroom Intervention Plan for Rivka

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When reading aloud for 1-min from a Gr 2 easyCBM Passage Reading Fluency probe	Rivka reads an average of 42 correctly read words (CRWs) per minute	while the peer norm (winter: 25 <sup>th</sup> percentile) is 57 CRWs.

easyCBM  
benchmark  
norms

General Problem: *Rivka is not a fluent reader in grade-level passages.*



# Reading Fluency: Passage Preview in Stages

- 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.
- 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 with feedback.

*Sources:* 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., Bokseveld, 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.

# Classroom Intervention Plan for Rivka

## 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.

A student tutor from Gr 5 will visit classroom 3 times per week during Intervention Period to sit with Rivka in 15-min sessions (under teacher supervision) to read aloud using Passage Preview in Stages.

NOTE: Before intervention begins, the Gr 5 tutor will be trained by the Tier 2/reading teacher in PRS.

- **Progress-Monitoring:** A good tool to monitor reading fluency is CBM Passage Reading Fluency/Oral Reading Fluency. Mrs. Murphy is already using free reading probes and benchmark norms from easyCBM ([www.easycbm.com](http://www.easycbm.com)) in her classroom—so she will also use them to monitor Rivka's intervention.

At **baseline**, Rivka is reading 42 correctly read words per minute (CRWs). An ambitious but realistic fluency **goal** is for Rivka to grow at a rate of 1.5 words per week across the span of the 6-week intervention.

So, if the intervention is successful, Rivka should gain 9 words in reading fluency (6 weeks x 1.5 CRW/Week) and end at **51 CRWs**.

# Classroom Intervention Plan for Rivka

**Progress-Monitoring.** Select a method to monitor student progress.

Type of Data Used to Monitor:

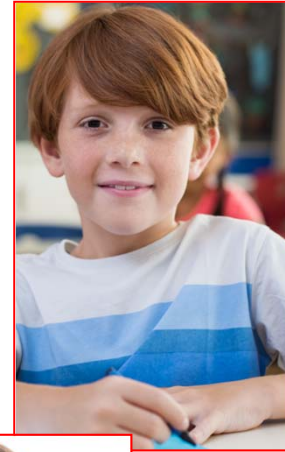
1-min Passage Reading Fluency Probes (Gr 2)  
from easyCBM.com

Baseline	Outcome Goal
42 CRWs per min	51 CRWs per min (6 wks)

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

# RTI/MTSS Files...

Case 1: Jayson:  
3<sup>rd</sup> Grade: Sight word vocabulary



Case 2: Lyla:  
4<sup>th</sup> Grade: Reading fluency



Case 3: Jared:  
5<sup>th</sup> Grade: Reading  
comprehension



## Classroom Intervention Plan

Description of the Student Problem (Handout; pp. 5-6)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
<b>When shown flashcards with mixed-case letter names for 3 seconds</b>	<b>Andrew correctly identifies 34 out of 52</b>	<b>while most classmates can correctly identify all letter names.</b>
Intervention		
<b>What to Write:</b> 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.		
<b>On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.</b>		
<b>Progress-Monitoring.</b> Select a method to monitor student progress.		
Type of Data Used to Monitor: <b>CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe</b>		
Baseline	Outcome Goal	
<b>8 correct letter names per min</b>	<b>24 correct letter names per min (6 wks)</b>	
How often will data be collected? (e.g., daily, every other day, weekly): <b>Weekly</b>		

# RTI/MTSS Files: Case 1

Jayson  
Grade 3

*Problem:* Limited sight-word recognition

*Intervention:*

Flashcards:

3-Second Delay



# RTI/MTSS Files: Case 1

- **Problem:** Jayson is a 3<sup>rd</sup>-grader who lacks important sight-word vocabulary that would help him in his independent reading (skill deficit).
- **Intervention:** His instructor, Mrs. Eddy, elects to use **Flashcards with 3-Second Delay** to teach him new sight words from the Dolch Wordlist.





# Classroom Intervention Plan for Jayson

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown a list of 41 sight words from the Dolch Basic Sight Words Gr 3 list	Jayson can read 12 words correctly (no time limit)	while the majority of the class is fluent in reading these words.

General Problem: *Jayson lacks essential sight words.*

Classroom peer performance

### Vocabulary: Sight Words: Flashcards/3-Second Delay

- The tutor has a deck of 5 sight-word flashcards and has defined a session criterion for mastery: e.g., *the student will read all sight words in the deck correctly 3 times in a row.*
- The tutor shows each flashcard to the student, saying, "Look at this word and say the name of the word."
- If the correct response comes within 3 seconds, the tutor says, "Yes, the word is [word name]."
- If the student responds incorrectly or hesitates, the tutor says, "No, the word is [word name]. Say [word name]."
- When all flashcards are presented, tutor shuffles cards and repeats.
- When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 sight-word flashcards.

Source: 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.

# Classroom Intervention Plan for Jayson

## 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.

The teacher will spend 10 mins daily with Jayson using Flashcards with 3-Second Delay to review sight words taken from the Dolch Basic Word List.

- **Progress-Monitoring:** Mrs. Eddy keeps a sight-word log for Jayson. Whenever he masters a new word during an intervention session, his teacher logs the word and the current date ('Cumulative Mastery Record').

At **baseline**, Jayson can read 12 words from the 3<sup>rd</sup> grade Dolch Word List.

His teacher's **goal** is for Jayson to master the remaining words on that 41-item list—an additional 29 words—during the 6-week intervention

## Cumulative Mastery Record Form: Online

Academic Intervention: Cumulative Mastery Record			
Student:	Jayson	School Yr:	19-20
		Classroom/Course:	Gr 3: Eddy
<b>Cumulative Mastery Record:</b> During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.			
Item 1:	bring	Date:	12/10/19
Item 2:	only	Date:	12/10/19
Item 3:	myself	Date:	12/11/19
Item 4:	full	Date:	12/18/19
Item 5:	better	Date:	12/18/19
Item 21:		Date:	
Item 22:		Date:	
Item 23:		Date:	
Item 24:		Date:	
Item 25:		Date:	

# Dolch Word List Builder: Free App

### Curriculum-Based Measurement Dolch Word List Builder

#### Select List Type

To create a composite CBM assessment list, select any checkbox and click 'Submit.'

#### Wordlist/Dolch

- ☐ Dolch Word List: **All Items**
- ☐ Dolch Word List: **Preprimer**
- ☐ Dolch Word List: **Primer**
- ☐ Dolch Word List: **First Grade**
- ☐ Dolch Word List: **Second Grade**
- ☒ Dolch Word List: **Third Grade**

#### Set List Format Settings

Change the format of your measurement list by changing any of the settings below:

☐ Check to display list labels on examiner answer key.

Number of Columns

Number of Rows

Font Type

Font Size

Source: easyCBM.com

# Classroom Intervention Plan for Jayson

**Progress-Monitoring.** Select a method to monitor student progress.

Type of Data Used to Monitor:

Cumulative log of words mastered from the Dolch 3<sup>rd</sup>-grade word list

Baseline	Outcome Goal
12 of 41 Dolch Gr 3 words	41 of 41 Dolch Gr 3 words

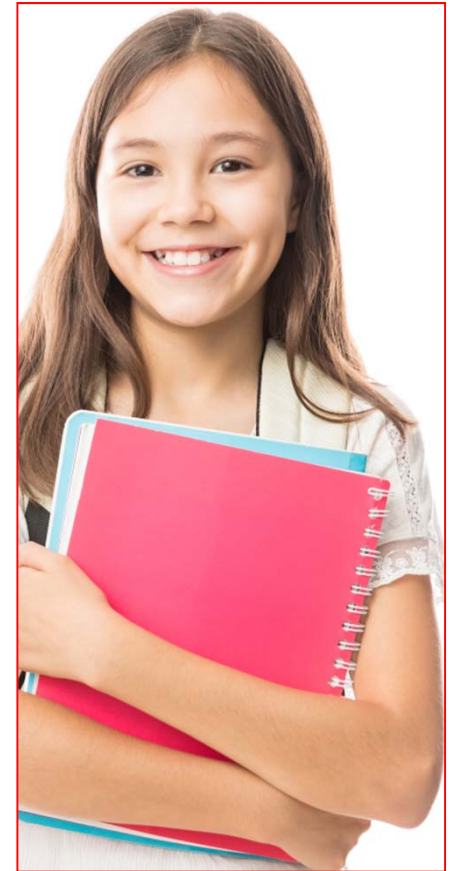
How often will data be collected? (e.g., daily, every other day, weekly): Daily during intervention period

# RTI/MTSS Files: Case 2

Lyla  
Grade 4

*Problem:* Reading  
fluency

*Intervention:*  
Passage Preview in  
Stages





## RTI/MTSS Files: Case 2

- **Problem:** Lyla reads with accuracy but reads aloud at a much slower rate than her 4<sup>th</sup>-grade classmates (fluency deficit).
- **Intervention:** Her general-education teacher, Ms. Robinson, decides to use **Passage Preview in Stages** to promote oral reading fluency. (Because Lyla is in a co-taught classroom, both teachers will assist in providing the intervention.)



# Classroom Intervention Plan for Lyla

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When reading aloud for 1-min from a Gr 4 easyCBM Passage Reading Fluency probe	Lyla reads an average of 98 correctly read words (CRWs) per minute	while the peer norm (winter: 25 <sup>th</sup> percentile) is 112 CRWs.

easyCBM  
benchmark  
norms

General Problem: *Lyla is not a fluent reader in grade-level passages.*

# Reading Fluency: Passage Preview in Stages

- 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.
- 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 with feedback.

*Sources:* 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., Bokseveld, 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.

# Classroom Intervention Plan for Lyla

## 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.

The 2 classroom teachers will each work with Lyla on alternate days for 10-minute sessions, using the Passage Preview in Stages intervention.

- **Progress-Monitoring:** A good tool to monitor reading fluency is CBM Passage Reading Fluency/Oral Reading Fluency. Mrs. Robinson is already using free reading probes and benchmark norms from easyCBM ([www.easycbm.com](http://www.easycbm.com)) in her classroom—so she will also use them to monitor Lyla's intervention.

At **baseline**, Lyla is reading 98 correctly read words per minute (CRWs). An ambitious but realistic fluency **goal** is for Lyla to grow at a rate of 1.5 words per week across the span of the 6-week intervention. So, if the intervention is successful, Lyla should gain 9 words in reading fluency (6 weeks x 1.5 CRW/Week) and end at **107 CRWs**.

# Classroom Intervention Plan for Lyla

**Progress-Monitoring.** Select a method to monitor student progress.

Type of Data Used to Monitor:

1-min Passage Reading Fluency Probes (Gr 4)  
from easyCBM.com

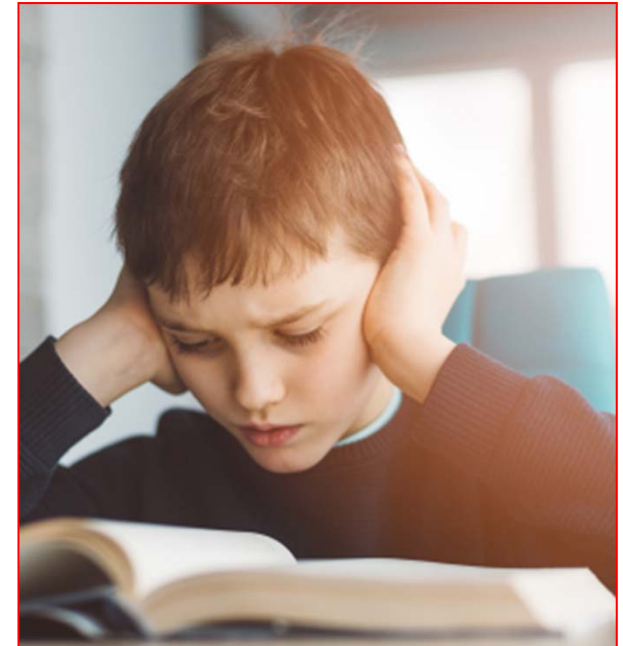
Baseline	Outcome Goal
98 CRWs per min	107 CRWs per min (6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

# RTI/MTSS Files: Case 3

Jared  
Grade 5

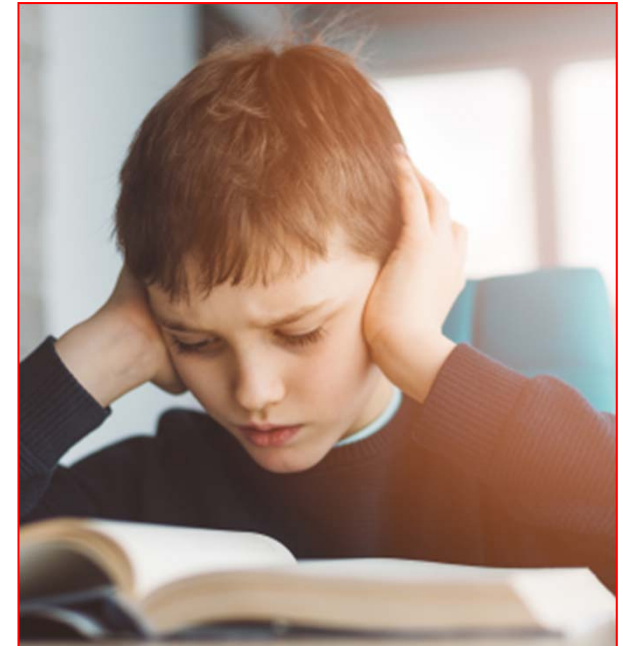
*Problem:* Failure to  
recall information from  
readings

*Intervention:*  
Read Actively



## RTI/MTSS Files: Case 3

- **Problem:** Jared is a fluent reader but frequently fails to monitor his understanding when reading assigned non-fiction passages. As a result, he often fails to recall key information (generalization deficit).
- **Intervention:** Jared's 5<sup>th</sup>-grade teacher, Mr. Griffin, chooses **Read Actively** as a student strategy to promote better recall of key ideas.





# Classroom Intervention Plan for Jared

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When assigned to read an informational passage and to complete a written recall	Jared is inconsistent in recalling main ideas/details from the passage	while written recalls from the majority of the class include most main ideas/details.

General Problem: *Jared does not recall key ideas from readings.*

Classroom peer performance (work samples)

### Reading Comprehension: Read Actively

- The instructor teaches students to first read through each paragraph, paying 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.
- 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 accurately recalled.
- This process is repeated with all paragraphs in the passage.

*Source:* 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.

# Classroom Intervention Plan for Jared

## 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.

Mr. Griffin will supervise Jared's use of the Read Actively intervention during independent reading time.

Initially, Mr. Griffin will sit with Jared and coach him in use of the strategy. The goal at the end of the initial 6 weeks is for Jared to use the strategy independently.

- **Progress-Monitoring:** Mr. Griffin decides to collect and evaluate Jared's written retells, using a written-retell rubric. After each reading, Jared writes a retell summarizing key information from the reading. The rubric scores the retell using 4 categories ("General Purpose/Gist"; "Organization", etc.), with each evaluated on 4-point scale—16-point rubric maximum.

At **baseline**, Jared scores an average of 7 points of 16 on the rubric. If the intervention is effective, the teacher expects that Jared's rubric ratings will rise to at least 12 of 16 (a rating of 'Capable').

## Response to Intervention

# Sample Retell Rubric

### MLPP RETELLING RUBRIC K - 12 INFORMATIONAL TEXT

Qualities of Retelling	4 Mature	3 Capable	2 Developing	1 Beginning
<b>Central Purpose/Gist</b>	Retelling indicates a <b>clear and elaborated</b> understanding of the central purpose of the selection.	Retelling indicates a <b>basic</b> understanding of the central purpose of the selection.	Retelling indicates an <b>incomplete or inaccurate</b> understanding of the central purpose of the selection.	Retelling indicates <b>no</b> understanding of the central purpose of the selection.
<b>Restatement/Elements</b>	Retelling contains a <b>clear and accurate</b> restatement of important and supporting elements. May contain related prior knowledge.	Retelling contains a clear and accurate restatement of <b>most</b> important and supporting elements.	Retelling <b>lacks</b> important elements and/or contains <b>inaccurate</b> information.	Retelling is <b>minimal and inaccurate</b> .
<b>Organization</b>	Important and supporting elements are logically presented and <b>clearly</b> connected.	<b>Most</b> important and supporting elements are presented logically and connected.	Elements are presented in a <b>random or disconnected</b> order.	There is <b>little or no</b> development of elements.
<b>Linguistic Spillover</b>	Use of language, conventions, and/or format from the selection reflects an <b>elaborated and personalized</b> understanding of the information.	Use of language, conventions, and/or format from the selection indicates <b>basic</b> understanding of the information.	Use of language, conventions, and/or format from the selection may indicate <b>superficial</b> understanding.	Retelling includes <b>little or no</b> use of language, conventions, and/or format from the selection.

Source: Source: Michigan's Mission: Literacy Website: Informational Passage Retell Rubric. Retrieved from [http://www.missionliteracy.com/uploads/3/4/4/5/34456187/retelling\\_rubric\\_-information\\_text\\_k-12.doc](http://www.missionliteracy.com/uploads/3/4/4/5/34456187/retelling_rubric_-information_text_k-12.doc)

# Classroom Intervention Plan for Jared

**Progress-Monitoring.** Select a method to monitor student progress.

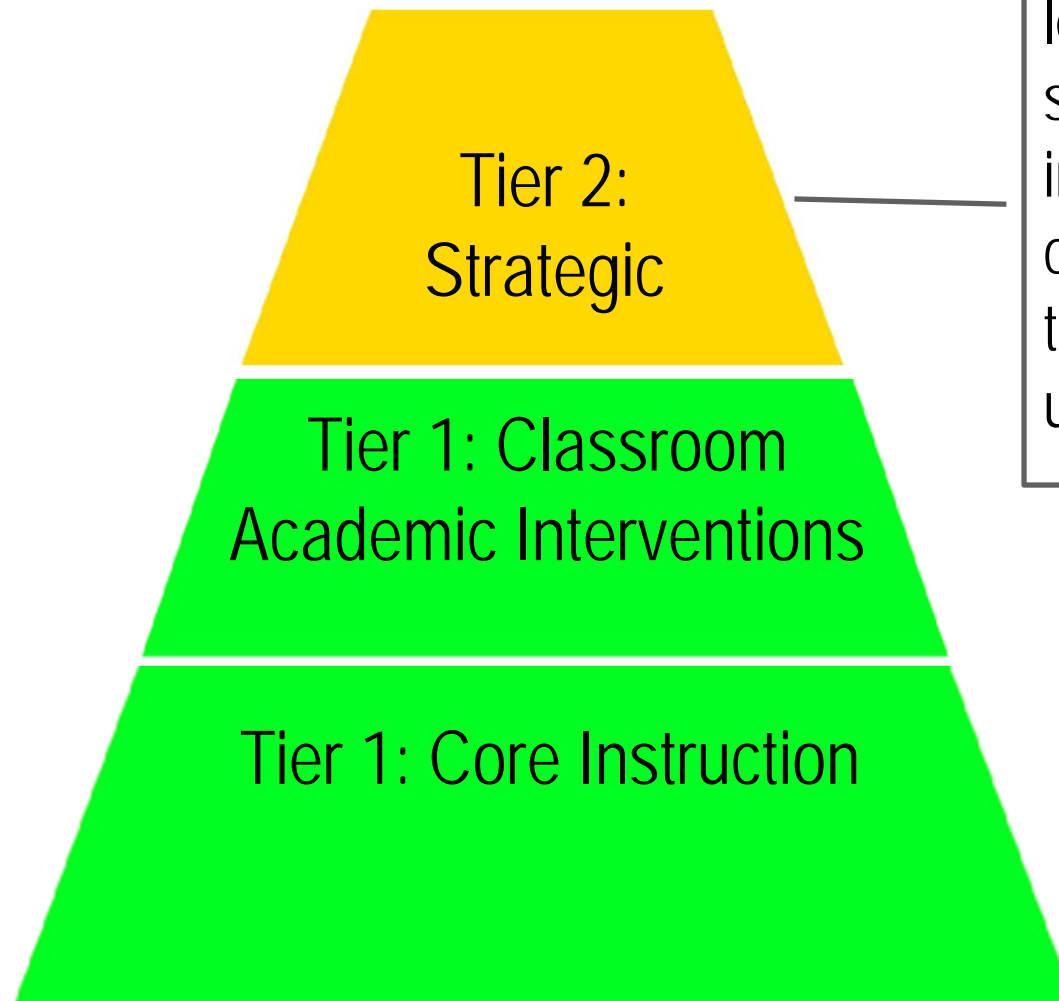
Type of Data Used to Monitor:

Written Retells and Informational-Passage Retell

Rubric from [www.missionliteracy.com](http://www.missionliteracy.com)

Baseline	Outcome Goal
Global Rubric Rating: 7/16 pts	Global Rubric Rating: 12/16 pts (6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

# RTI/MTSS for Academics: Pyramid of II



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

### Tier 2: Supplemental Intervention. At Tier 2,...

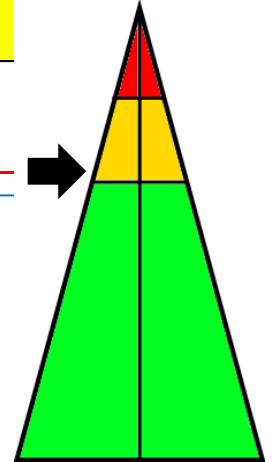
...students enter and exit Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20-25th% or below), with teacher nomination as only a minor source of recruitment.

...interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.

...the interventionist employs academic programs or practices supported by research.

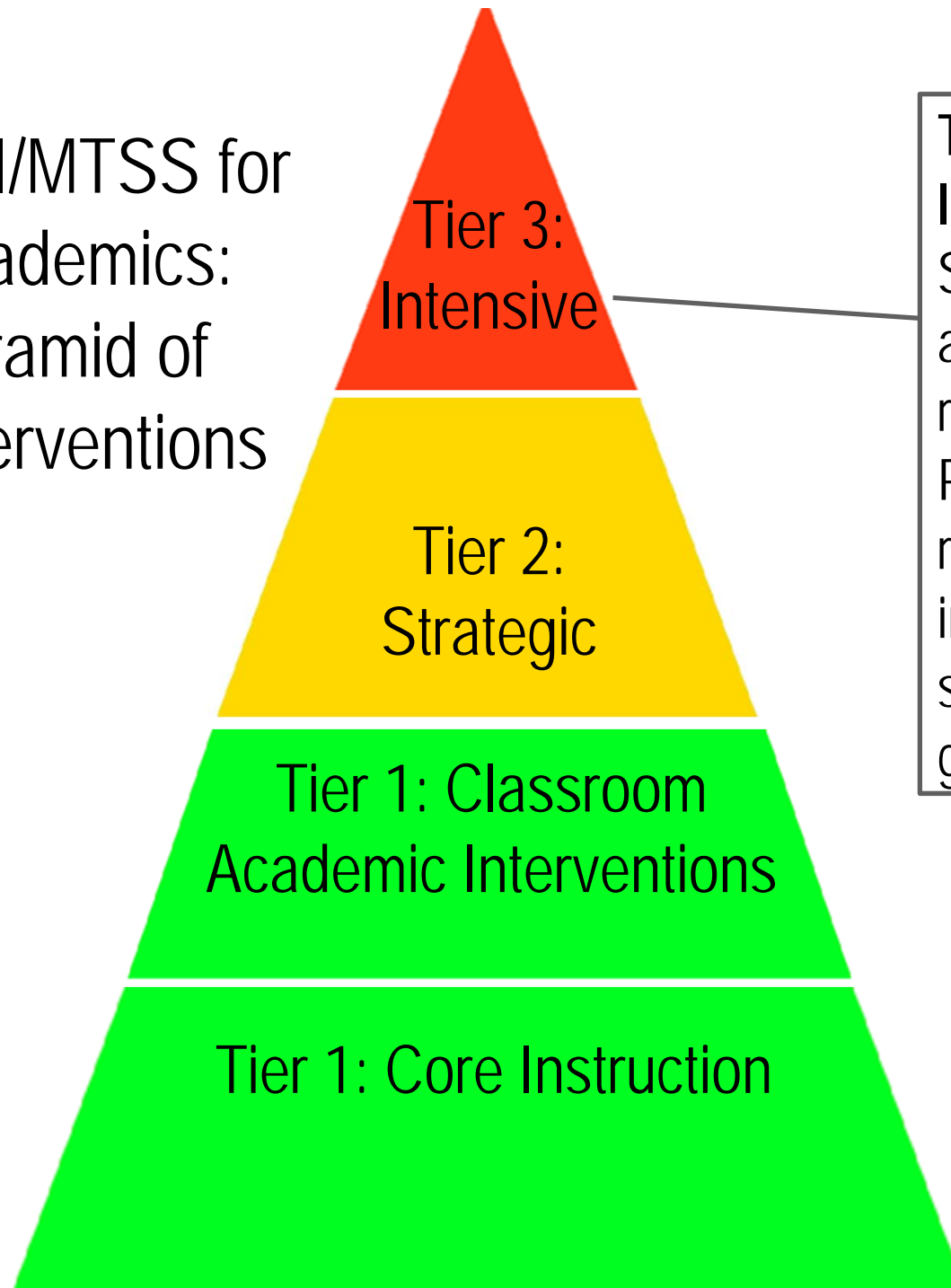
...the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.

...interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .



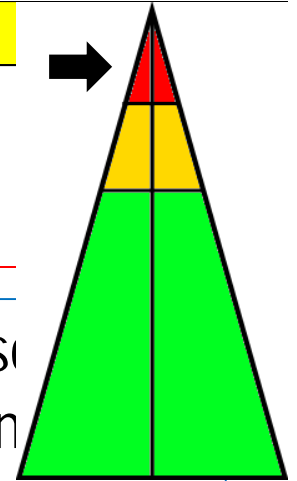


RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



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

### Tier 3: Intensive Intervention. The RTI Problem-Solving Team...



...meets on referred students within 1-2 weeks of initial referral.



...follows a standardized problem-solving meeting format, with defined meeting and steps.



...produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.



...expects that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.



...routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.



*Tier 1/Understanding the Academic Problem.* How can teachers identify the primary reason(s) that a student struggles with academic tasks? And how should they respond?



# Academic Problems: Think of a Student

Choose a student you work with that has 1 or more significant academic challenges appropriate for a Tier 1/Classroom Intervention Plan.

Write a brief description of the student's academic difficulties in 1 or 2 sentences.

## Handout pp. 7-9



'How RTIMTSS for Academics Works' Series © 2019 Jim Wright



[www.interventioncentral.org](http://www.interventioncentral.org)

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 intervention 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. <b>Skill.</b> The student is unable to do the academic work.	<ul style="list-style-type: none"> <li>All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work.</li> </ul>	<ul style="list-style-type: none"> <li>Actively teach the target skill(s).</li> <li>Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board).</li> <li>Provide timely feedback about correct performance. Offer praise and encouragement for effort.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2. <b>Fluency.</b> The student possesses the necessary academic skills but lacks fluency in completing the work.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for the student to practice the skill and receive timely performance feedback.</li> <li>Reinforce the student for fluency as well as accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Administer brief, timed measures to track growth in speed and efficiency.</li> </ul> <p>NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.</p>
3. <b>Retention.</b> The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Give the student multiple opportunities to drill on and 'over-practice' the skill.</li> </ul>	<ul style="list-style-type: none"> <li>Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.</li> </ul>

# Common Reasons for Academic Problems

1. **Skill.** The student is unable to do the academic work.
2. **Fluency.** The student possesses the necessary academic skills but lacks fluency in completing the work.
3. **Retention.** The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. **Generalization.** The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.

## Common Reasons for Academic Problems

5. **'Academic Survival' Skills.** The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.
6. **Overprompting.** The student completes the work—but requires high rates of prompting to complete the task.
7. **Seeking Help Too Often.** 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.
8. **Lack of Confidence/Work Avoidance.** The student has the foundation skills to undertake the academic work—but displays an attitude of 'learned helplessness' that undermines confidence and work performance.

# Academic Problems: Choose Your Hypothesis

- Look over the list of 8 common reasons ("hypotheses") for academic problems on pp. 7-9.
- Select the hypothesis that best matches your student.
- Share your selection with your colleagues.



Reason for Academic Problem
1. <i>Skill</i> . The student is unable to do the academic work.
2. <i>Fluency</i> . The student possesses the necessary academic skills but lacks fluency in completing the work.
3. <i>Retention</i> . The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. <i>Generalization</i> . The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.
5. <i>'Academic Survival' Skills</i> . The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.
6. <i>Overprompting</i> . The student completes the work—but requires high rates of adult prompting during the task.
7. <i>Seeking Help Too Often</i> . 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.
8. <i>Lack of Confidence/Work Avoidance</i> . The student has the foundation skills to undertake the academic work—but displays an attitude of 'learned helplessness' that undermines confidence and work performance.



*Tier 1/How to individualize instruction.* What are ideas to differentiate/scaffold instruction for academic success?



# Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout; p. 10)

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

### *Deciding How to Accommodate.*

What are examples of classroom 'instructional adjustments' (accommodations) that can benefit struggling learners? pp. 12-14



## Classroom Accommodations for Academics: A Teacher Toolkit pp. 12-14



### 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.	

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



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



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



# Lab Work: Find an Accommodation for Your Classroom



In your groups:

1. Scan the sample accommodation ideas on pp. 12-14 of your handout.
2. Select:
  - one idea that you **currently** use in your classroom.
  - one idea that you would like to **start** using.
3. Share your selections with your group.





### Activity: What Are Your Next Steps?

Identify 2-3 'next steps' to use key ideas and resources from today's training back in your classroom.

