RTI/MTSS in the Classroom:
The Teacher as Tier 1 Intervention ‘First Responder’

Jim Wright
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Response to Intervention/Multi-Tier System of Supports

Intervention Central
www.interventioncentral.org
How to: Implement Strong Core Instruction:

### 1. Increase Access to Instruction

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

### 2. Provided ‘Scaffolding’ Support

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
<td></td>
</tr>
<tr>
<td>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, &amp; Boice, 2008, Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>Active Engagement. The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappos &amp; Davis, 2005) often enough to capture student attention and to optimize learning.</td>
<td></td>
</tr>
<tr>
<td>Collaborative Assignments. Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, &amp; Lee, 2002; Githner &amp; Selbert, 2002).</td>
<td></td>
</tr>
<tr>
<td>Checks for Understanding. The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).</td>
<td></td>
</tr>
</tbody>
</table>

For more resources, visit: [http://www.interventioncentral.org/int_onc_boces](http://www.interventioncentral.org/int_onc_boces)
Workshop PPTs and handout available at:

http://www.interventioncentral.org/rti_onc_boces
The Teacher as Classroom ‘First Responder’

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

RTI/MTSS: Why? Why are schools adopting RTI/MTSS across the country? And what is the RTI/MTSS model?

Strong Core Instruction. How can teachers optimize lesson plans to better reach at-risk students?

RTI/MTSS: Classroom Interventions. What is the teacher’s role as Tier 1 intervention ‘first responder’ for at-risk students?
Response to Intervention/Multi-Tier System of Supports

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.
Identifying Behaviors That Support Learning. What ‘pro-learning’ behaviors can help to predict academic success?
US Department of Education Longitudinal Study:
Pro-Learning Behaviors Impact Academic Performance

A 2010 national study conducted by the US Department of Education showed a strong correlation between students’ mastery of 7 ‘pro-learning behaviors’ and their later performance in reading, math, and science.

7 Classroom ‘Pro-Learning’ Behaviors

The student...

1. pays attention in class.

2. persists in completing tasks.

3. shows eagerness to learn new things.

4. works independently.
7 Classroom ‘Pro-Learning’ Behaviors

The student . . .

5. adapts easily to changes in routine.

6. keeps belongings organized.

7. follows classroom rules.
A 2010 national study conducted by the US Department of Education showed a strong correlation between students’ mastery of 7 ‘pro-learning behaviors’ at the start of kindergarten and their later performance (kindergarten, grade 1, grade 2) in reading, math, and science.

Measuring Positive Classroom Learning Behaviors in Kindergarten: A Predictor of School Success

The US Department of Education oversees the Early Childhood Longitudinal Study. This investigation includes periodic national samplings of children starting kindergarten to determine their average level of ‘positive approaches to learning behaviors’ (Kena et al., 2016). Teachers rate the frequency with which their young students display 7 specific behaviors that support learning, using a scale of 1 to 4 (1=Never; 2=Sometimes; 3=Often; 4=Very Often).

In 2010, students surveyed received an average rating of ‘3’ on all behaviors. However, there was also significant variation across children sampled at the outset of their kindergarten year (Kena et al., 2016):

- 26 percent received an average rating of 4.
- 49 percent received an average rating of 3.
- 24 percent received an average rating of 2.
- 1 percent received an average rating of 1.

Ratings on this behavior scale were found to predict students’ school academic performance across the primary grades (Kena et al., 2016). While the actual rating scale used in this longitudinal study is not accessible, the rating scale below was constructed to include all 7 behaviors tracked in the investigation.

### Positive Classroom Learning Behaviors: Informal Rating Scale

The student:

1. pays attention in class. || 1/Never....2/Sometimes...3/Often...4/Very Often
2. persists in completing tasks. || 1/Never....2/Sometimes...3/Often...4/Very Often
3. shows eagerness to learn new things. || 1/Never....2/Sometimes...3/Often...4/Very Often
4. works independently. || 1/Never....2/Sometimes...3/Often...4/Very Often
5. adapts easily to changes in routine. || 1/Never....2/Sometimes...3/Often...4/Very Often
6. keeps belongings organized. || 1/Never....2/Sometimes...3/Often...4/Very Often
7. follows classroom rules. || 1/Never....2/Sometimes...3/Often...4/Very Often
To promote classwide ‘pro-learning’ behaviors, teachers can. . .

• teach behavioral expectations to all students.

• reinforce students (using acknowledgement and praise) for appropriate behaviors.

• identify students needing additional behavioral support.

• view displays of problem behaviors as an opportunity to reteach and reinforce appropriate behaviors.

• ensure above all that students have the necessary academic supports for school success (because behavior problems can stem from academic problems).

RTI/MTSS: Enlisting a School to Support Learning Expectations

The responsibility for training and reinforcing students for pro-learning behaviors should not be left solely to individual teachers but should be a school-wide effort.

RTI/MTSS enlists all staff to define, teach, and reinforce behaviors that promote learning.

‘Pro-Learning’ Behaviors:

The student...

1. pays attention in class.
2. persists in completing tasks.
3. shows eagerness to learn new things.
4. works independently.
5. adapts easily to changes in routine.
6. keeps belongings organized.
7. follows classroom rules.
**RTI/MTSS: Why?** Why are schools adopting RTI/MTSS across the country? And what *is* the RTI/MTSS model?
RTI/MTSS for Reading: Demonstrating the Need...

The NAEP is a reading-achievement assessment given to a national student sample every 2 years. Here are results for 2015:

<table>
<thead>
<tr>
<th>National Assessment of Educational Progress (NAEP): Reading: 2015</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>36%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>34%</td>
<td>42%</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>37%</td>
<td>35%</td>
<td>28%</td>
</tr>
</tbody>
</table>

School Instructional Time: The Irreplaceable Resource

“In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students.” p. 177

Pivot Points: Strengthening the Student Skillset

Basic academic skills

- Academic 'survival skills'
- Work completion
- Transitions
- Attentional focus

Emotional control

- Emotional control
- Peer interactions
- Self-efficacy
- Self-understanding
- Self-advocacy
Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are ‘evidence-based’
4. The ‘procedural integrity’ of interventions is measured
5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

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

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

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the completion of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).
Response to Intervention/Multi-Tier System of Supports

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)
NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts.

School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).

Strong Core Instruction. How can teachers optimize lesson plans to better reach at-risk students?
Motivating Students Through Collaboration: Numbered Heads Together

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

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

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

– the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

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

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

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

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

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
How to Implement

Strong Core Instruction

Teachers can use this checklist to strengthen their lessons, incorporating into them elements of direct instruction. (Handout & Online)
## How to: Implement Strong Core Instruction

### 1. Access to Instruction

- **Instructional Match**
- **Group Responding**
- **Content Review at Lesson Start**
- **High Rate of Student Success**
- **Preview of Lesson Goal(s)**
- **Brisk Rate of Instruction**
- **Chunking of New Material**
- **Fix-Up Strategies**
- **Timely Performance Feedback**
- **Detailed Explanations & Instructions**
- **Talk Alouds/Think Alouds**
- **Step-by-Step Checklists**
- **Work Models**

### 2. ‘Scaffolding’ Support (Cont.)

- **Regular Feedback**
- **Step-by-Step Checklists**
- **Opportunities for Review/Practice**
- **Spacing of Practice Throughout Lesson**
- **Guided Practice**
- **Checks for Understanding**
- **Support for Independent Practice**
- **Distributed Practice**

### Strong Instruction: Reducing the Need for Classroom Interventions

Strong instruction matched to the abilities of diverse learners is a good way to minimize the number of students needing individualized classroom interventions.

Teachers can use this checklist as a quick ‘self-check’ to ensure that lessons are optimized for diverse learners.
### How to: Implement Strong Core Instruction

<table>
<thead>
<tr>
<th>1. <strong>Access to Instruction</strong></th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Instructional Match</td>
<td>❑ Group Responding</td>
</tr>
<tr>
<td>❑ Content Review at Lesson Start</td>
<td>❑ High Rate of Student Success</td>
</tr>
</tbody>
</table>

#### Numbered Heads Together

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

- ❑ Talk Alouds/Think Alouds
- ❑ Work Models

#### ‘Scaffolding’ Support

- ❑ Brisk Rate of Instruction
- ❑ Fix-Up Strategies

#### Timely Performance Feedback

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

#### Opportunities for Review/Practise

- ❑ Spacing of Practice Throughout Lesson
- ❑ Guided Practice
- ❑ Support for Independent Practice
- ❑ Distributed Practice
**RTI/MTSS: Classroom Interventions.** What is the teacher’s role as Tier 1 intervention ‘first responder’ for at-risk students?
Teacher Problem-Solving: Just a Part of the Job…

Instructors regularly engage in problem-solving efforts, such as:
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.
Teacher Problem-Solving: All the Work, Little Credit…

Teachers routinely engage in problem-solving to identify and fix academic and behavioral problems in the classroom.

However, in this era of accountability, classroom intervention efforts don’t count unless they are documented: “Teachers are already doing 90% of the work. But they are often getting zero credit.”

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.
The Individualization Continuum: When Should Tier 1/Classroom Intervention Efforts Be Documented?
The Individualization Continuum: When Should Tier 1/Classroom Intervention Efforts Be Documented?

**Tier 1: Core Instruction**

**Rayshawn.** Typical student making expected progress with core instruction alone. No intervention plan needed.
The Individualization Continuum: When Should Tier 1/Classroom Intervention Efforts Be Documented?

Tier 1: Core Instruction

- **Sara.** Requires *occasional* reteaching, reinforcement of core instructional content. No intervention plan needed.
The Individualization Continuum: When Should Tier 1/Classroom Intervention Efforts Be Documented?

**Tier 1: Core Instruction**

- **Ricky.** Needs sustained teacher attention across several instructional weeks. Benefits from scaffolding strategies (e.g., preteaching vocabulary) to fully access core instruction. Intervention plan recommended.
Tier 1 Academic Intervention: The Classroom

Teacher is Able to:

1. Provide Strong Core Instruction to the Whole Class
2. Understand & Accept Role as Intervention ‘First Responder’
3. Define the Academic Problem(s) in Clear & Specific Terms
4. Develop an Appropriate Intervention Plan Matching the Student Problem(s)
5. Write Down the Intervention Plan Before Implementing
6. Collect Data to Monitor & Judge Student Progress
Tier 1 Intervention Plans: Essentials...

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
Tier 1: Classroom Intervention: When to Put a Plan into Writing?

Teachers document classroom intervention plans to communicate with others, including:

1. next year’s teacher(s). What supports benefited the student?

2. parent conference. What additional teacher attention did the child receive? What was the outcome? What are next steps?

3. the RTI/MTSS Problem-Solving Team. What was the presenting problem, what classroom supports were offered, and what data were collected?

4. Special Education Eligibility Team. What evidence was collected to show that the student received appropriate, individualized instruction to address academic needs?
‘Message in a Bottle’: What Should Be in a Tier 1 Intervention Plan?

The Classroom Intervention Plan is a vehicle to communicate with other teachers (this year...next year...in future years) your hard-won information about what academic and/or behavioral strategies best support an at-risk student.

So think of your documented Classroom Intervention Plan as a ‘message in a bottle’, a way to share crucial insights with other key educators about the student—even when you can’t be there in person.
Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ...

**Differentiation.** The academic task itself is modified to match student abilities.

- Easier assigned readings
- Shorter independent work periods
- Different assignment format (e.g., multiple-choice vs. short-answer)

**Scaffolding.** The student is given supports that allow them to meet the demands of the original academic task.

- Pre-teaching vocabulary
- Chunking of tasks into smaller increments
- Use of organizers to highlight key information from text

**Classroom Intervention Planning Sheet**

This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions.

### Case Information

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date Intervention is to Start:</th>
<th>Date Intervention is to End:</th>
<th>Total Number of Intervention Weeks:</th>
</tr>
</thead>
</table>

**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.

**Description of the Student Problem:**

### 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

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

### Training

**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

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

**Type of Data Used to Monitor:**

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

**Baseline:**

**Outcome Goal:**

**How often will data be collected?** (e.g., daily, every other day, weekly):
How To: Create a Written Record of Classroom Interventions

### Classroom Intervention Planning Sheet
This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

<table>
<thead>
<tr>
<th>Case Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: Josh H.</th>
<th>Interventionist(s): Mr. Smith, Social Studies/Grade 7</th>
<th>Date Intervention Plan Was Written: 23 Oct 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start: 27 Oct 2014</td>
<td>Date Intervention is to End: 8 Jan 2015</td>
<td>Total Number of Intervention Weeks: 8 weeks</td>
</tr>
</tbody>
</table>

**Description of the Student Problem:** Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information.

### 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.

**Ask-Read-Tell Cognitive Strategy:**

### Materials vs. Training

<table>
<thead>
<tr>
<th>Materials</th>
<th>Training</th>
</tr>
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<tbody>
<tr>
<td>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
<td>What to Write: Note what training— if any—is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
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A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent. Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

### Progress-Monitoring

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

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed ART sheets; quiz grades</td>
<td>100% completion/ART sheets 75% for quiz grades</td>
</tr>
</tbody>
</table>

### Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

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

<table>
<thead>
<tr>
<th>ART sheets/as readings are assigned; quizzes weekly</th>
</tr>
</thead>
</table>
Creating a Written Record of Classroom Interventions: Form

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

### Case Information

<table>
<thead>
<tr>
<th>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.</th>
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</tbody>
</table>
Response to Intervention/Multi-Tier System of Supports

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

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

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.
If I do not understand the paragraph, I mark it with a minus (-) sign and:
- reread the paragraph;
- slow my reading;
- focus my full attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Conference Web Page (Available on Conference Web Page)
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th>Intervention</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask-Read-Tell Cognitive Strategy</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
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<tr>
<td>A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

Training

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

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.
Creating a Written Record of Classroom Interventions: Form

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

### Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. Determine what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and decide how often you plan to monitor the intervention. Tip: Several ideas for classroom data collection are included below.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>completed ART sheets; quiz grades</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Baseline</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>None for ART sheets</td>
<td>100% completion/ART sheets</td>
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<td>Quiz grades: 65%</td>
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**How often will data be collected?** (e.g., daily, every other day, weekly):

| ART sheets/as readings are assigned; quizzes weekly |
How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

**Case Information**
- **Student:** Josh H.
- **Interventionist(s):** Mr. Smith, Social Studies/Grade 7
- **Date Intervention Plan Was Written:** 23 Oct 2014
- **Date Intervention is to Start:** 27 Oct 2014
- **Date Intervention is to End:** 8 Jan 2015
- **Total Number of Intervention Weeks:** 8 weeks

**Description of the Student Problem:**
Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information text.

**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.

**Ask-Read-Tell Cognitive Strategy:**

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

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

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

**Type of Data Used to Monitor:**
- **Completed ART sheets; quiz grades**

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**How often will data be collected? (e.g., daily, every other day, weekly):**
- ART sheets/as readings are assigned; quizzes weekly

Ideas for intervention Progress-Monitoring:
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
A journey of a thousand miles must begin with a single step.

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