The Teacher as 'First Responder': Resources that School Psychologists Can Use to Build the Classroom Intervention Toolkit

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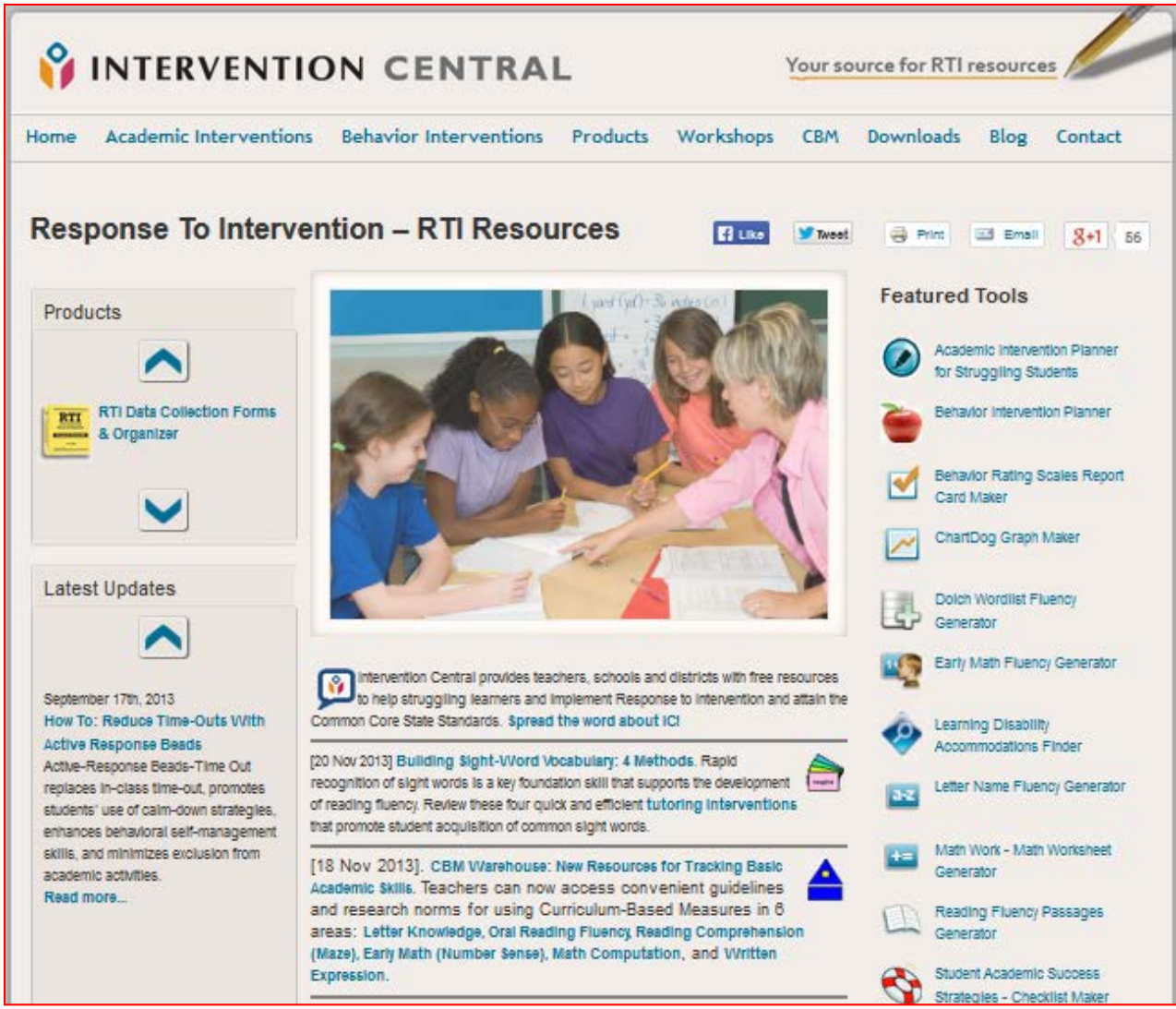

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RTI Toolkit: A Practical Guide for Schools

The Teacher as 'First Responder': Resources that School Psychologists Can Use to Build the Classroom Intervention Toolkit

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5 May 2017
Kansas Association of School Psychologists
2017 Spring Workshop
Emporia, KS

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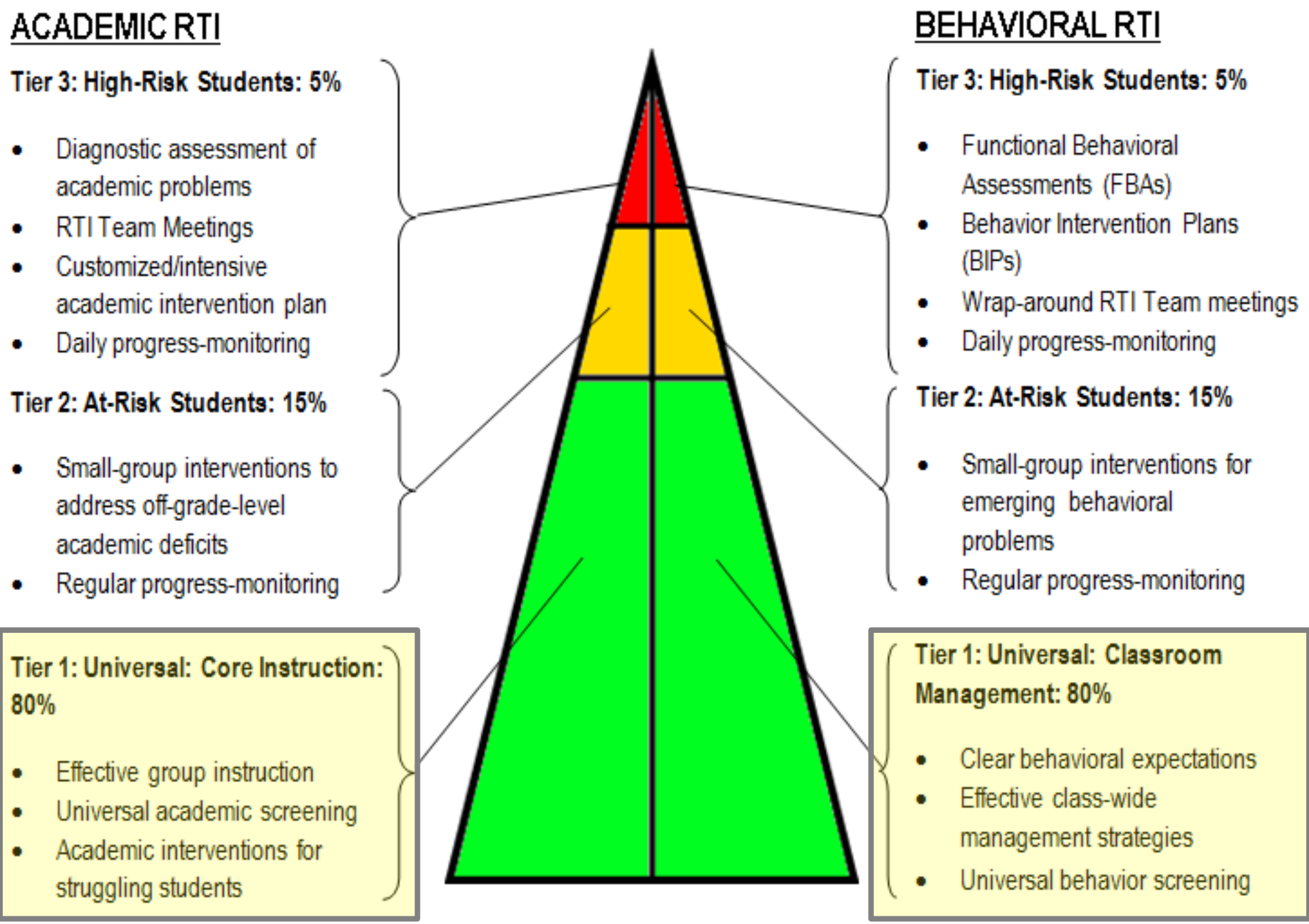
Workshop Downloads at: http://www.interventioncentral.org/KASP

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. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery."
> p. 177

Source: Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 177-193).



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

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

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

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

Task Analysis: The Classroom Interventionist 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. Locate Appropriate Intervention Ideas from 'Intervention Bank'

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

Big Ideas in Academic Intervention. What are 7 important 'quality indicators' of classroom academic interventions? 10-11

Academic Interventions: 7 'Big Ideas'

- *Academic problems should be clearly defined.* Before a teacher can select interventions to address a student academic problem, the instructor must be able to describe in clear and specific terms just what the student problem is. In fact, the most important step in the entire process of developing an intervention is to be able to describe correctly and specifically the problem that must be fixed (Bergan, 1995).

Academic Interventions: 7 'Big Ideas'

- *Academic problems should be linked to their probable cause.* Once an academic problem has been defined, the teacher will want to develop a hypothesis ('educated guess') about what issue is causing that problem.

  For example, a student may do poorly on a reading comprehension task because she lacks the necessary comprehension skills, is accurate but not yet fluent in those skills, had once learned those skills but failed to retain them, can perform the skills but has limited endurance, or possesses the skills but does not recognize situations when she should use them (Martens & Witt, 2004).

2

Academic Interventions: 7 'Big Ideas'

- *Intervention strategies should be research-based*. When possible, the teacher should include in an intervention plan only those ideas supported by research. At present, there is no consensus on how to define 'research-based' interventions (Odom et al., 2005). However, a sensible rule of thumb to follow is that an intervention idea should be shown as effective in at least one study published in a reputable peer-reviewed research journal before it is used in school intervention plans.

3

Academic Interventions: 7 'Big Ideas'

- *Intervention plans should help students to access instruction--but not 'dumb down' instruction*. When putting together classroom intervention plans, instructors can choose from among a wide array of strategies to help the student to achieve academic success. But general-education teachers should take care not cross the line and modify core instruction for struggling general-education students; that is, they should not hold underperforming students to a lesser academic standard than their classmates (Tindal & Fuchs, 1999).

4

Academic Interventions: 7 'Big Ideas'

- *Interventions should be documented in writing*. When a teacher commits to develop an academic intervention to support a student, that instructor should always create a written plan to document the intervention prior to implementing it (Burns & Gibbons, 2008).

  Writing out intervention plans help teachers to carry them out more consistently and be able to produce the plans when needed as proof that they are providing at-risk students with ongoing assistance.

5

Academic Interventions: 7 'Big Ideas'

- *Interventions should be carried out with integrity.* The teacher should monitor the integrity of any classroom intervention closely, ensuring that the actual intervention conforms as closely as possible to the guidelines contained in the written intervention plan (Gansle & Noell, 2007) and taking steps when needed to bring the intervention back into alignment with good practices.

6

Academic Interventions: 7 'Big Ideas'

- *Goal-setting and progress-monitoring should be a part of all academic interventions*. At their core, academic interventions are intended to improve student performance (Duhon, Mesmer, Atkins, Greguson, & Olinger, 2009). But teachers cannot know with certainty whether a student is actually benefiting from an intervention unless they set specific outcome goals up front and then collect data periodically throughout the intervention to verify that these goals are met (Wright 2007).

7

Activity: Big Ideas…

At your tables:

- review the 'big ideas' in academic interventions presented here.
- select the **one** idea that you feel presents the *greatest* challenge for a consultant attempting to change teacher practice.

Academic Intervention: Big Ideas

1. Academic problems should be clearly defined.
2. Academic problems should be linked to their probable cause.
3. Intervention strategies should be research-based.
4. Classroom intervention plans should help students to access instruction--but not 'dumb down' instruction.
5. Interventions should be documented in writing.
6. Interventions should be carried out with integrity.
7. Goal-setting and progress-monitoring should be a part of all academic interventions.

Strong Classroom Instruction. What are the elements of effective whole-group direct instruction? 2-4

RTI: Tier 1: Core Instruction

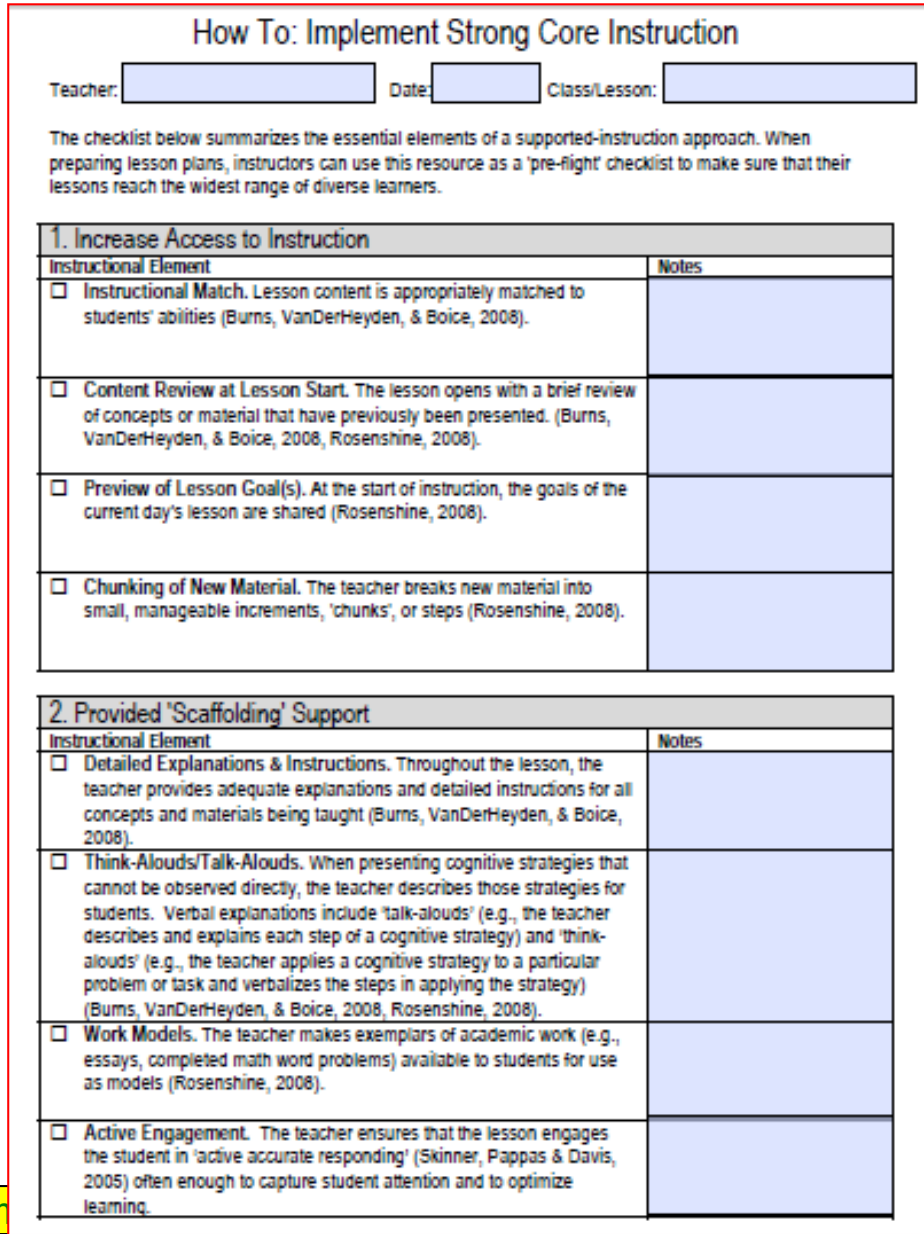
- Strong core instruction is the **foundation** of RTI.

  When teachers are able successfully to teach across the **full range** of classroom ability levels, individualized academic **interventions** are **not needed**.

  Strong instruction includes making optimal use **of instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations** & **supports** as appropriate.

RTI: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.



How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

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

1. Increase Access to Instruction

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

2. Provided 'Scaffolding' Support

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

How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑ 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

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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

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

3. **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).
4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How to: Implement Strong Core Instruction

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

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.

Motivating Students Through Collaboration: Numbered Heads Together

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

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2. 'Scaffolding' Support

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- ❑Distributed Practice

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Give Timely Performance Feedback

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑ Instructional Match
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- ❑ Collaborative Assignments
- ❑ Checks for Understanding

2. ‘Scaffolding’ Support (Cont.)

- ❑ Group Responding
- ❑ High Rate of Student Success
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- ❑ Regular Feedback
- ❑ Step-by-Step Checklists

Opportunities for Review/ Practice

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

Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction**.
2. Discuss how you might use this checklist as a tool in your consultation with teachers about instruction.

Reading Interventions. What are examples of classroom interventions for reading?

Sampler: Reading/Writing Interventions:

1. Word Boxes & Word Sort (Phonics/Alphabetics)
2. Incremental Rehearsal (Phonics/Alphabetics)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Read-Ask-Paraphrase (RAP) (Comprehension)
8. Ask-Read-Tell (ART) (Comprehension)
9. Sentence Combining (Grammar/Syntax)
10. Cover-Copy-Compare (Spelling)

Big Ideas in Reading

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

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

Sample Strategies to Promote…Phonics/Alphabetics

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

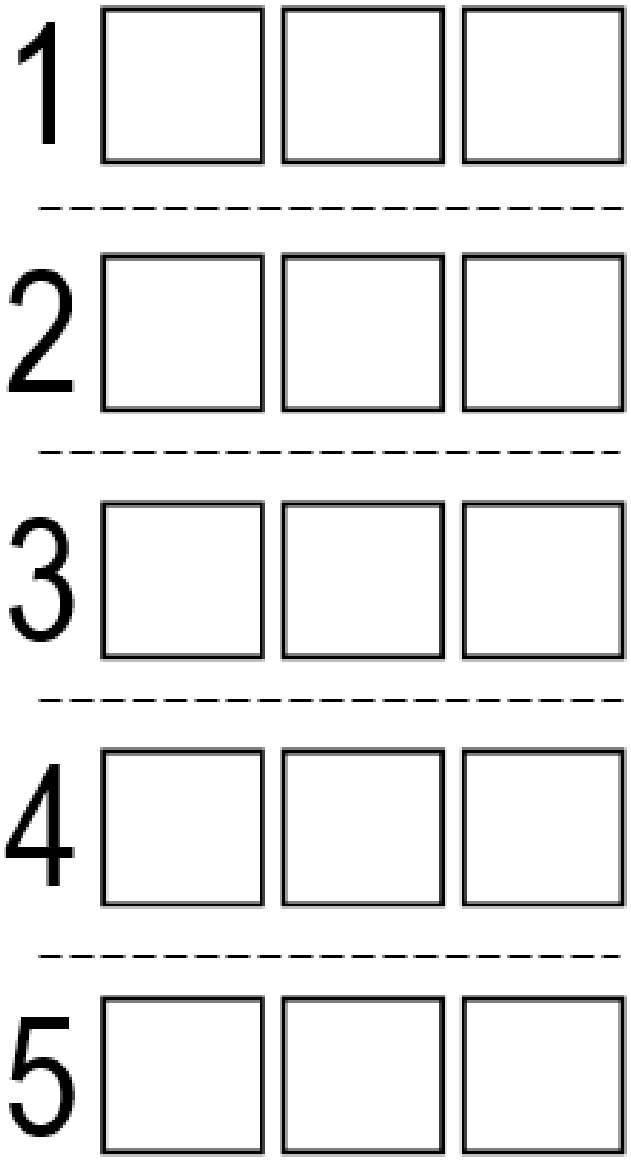
Materials. To use word boxes and word sort, the teacher will need these additional materials:

- *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: _____



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.

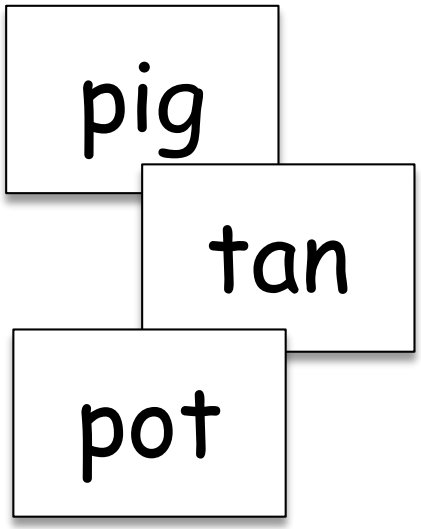
Word Boxes: Recording Form

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: _____

1

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: _____

1

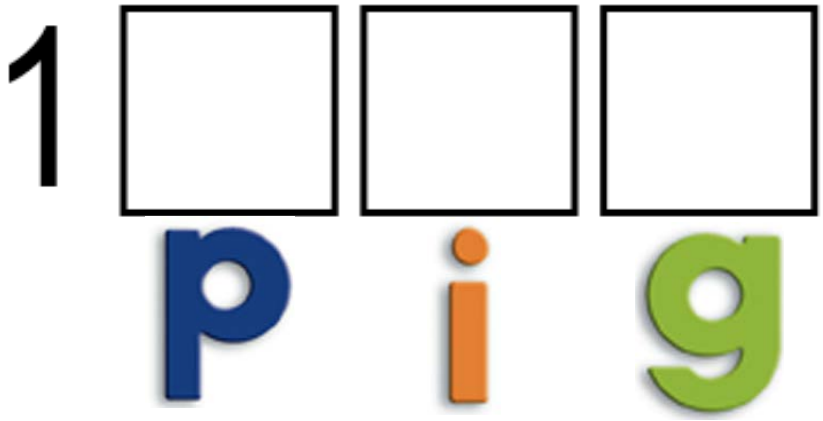
Word Boxes & Word Sort

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

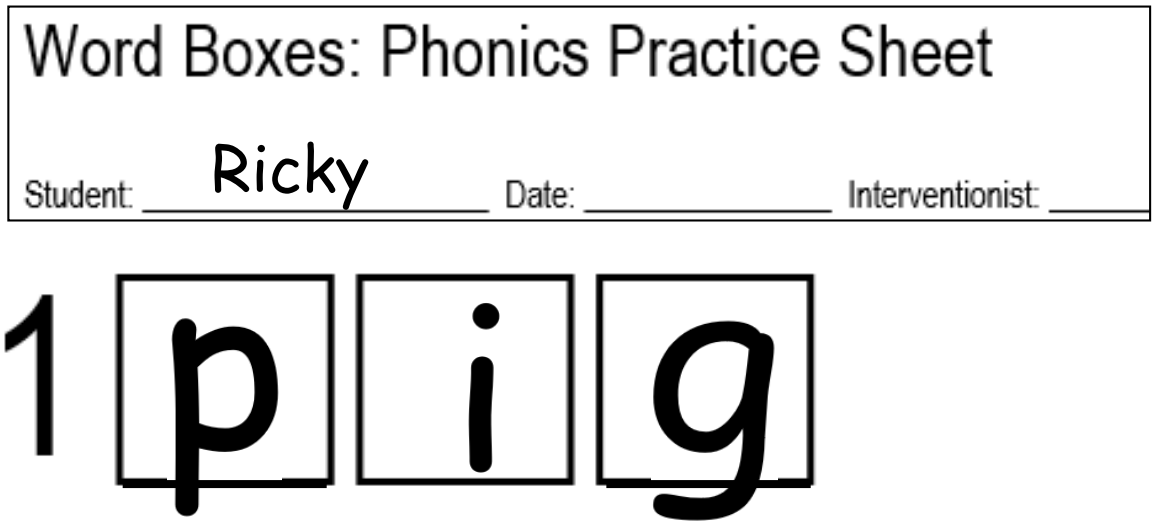
Student: Ricky Date: _____ Interventionist: _____



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

Word Boxes & Word Sort

pig | tan | pot

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?"

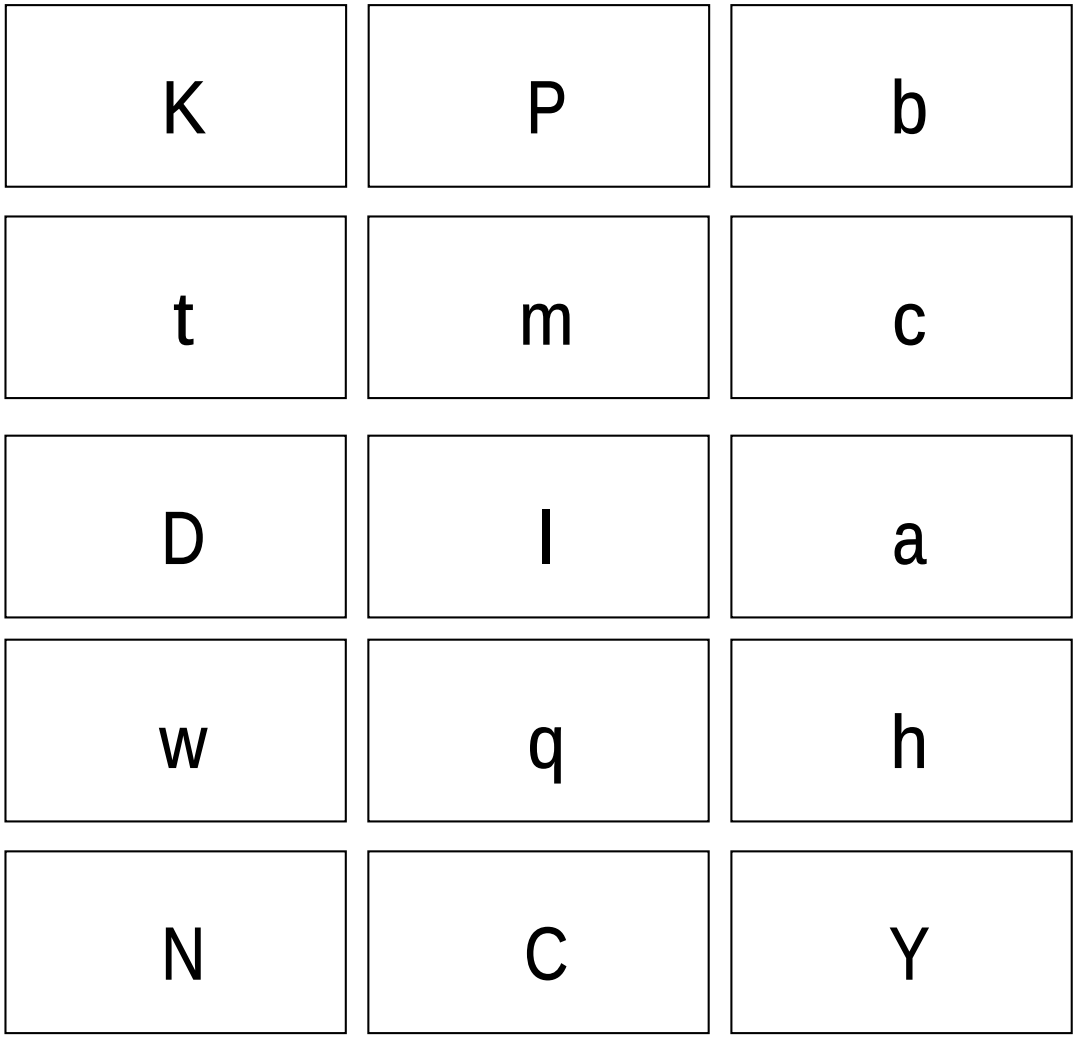
Word Sort: Practice Sheet

Student: Ricky Date: _____ Interventionist: _____

had	red	sit	top	rug

Letter Names: Incremental Rehearsal

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



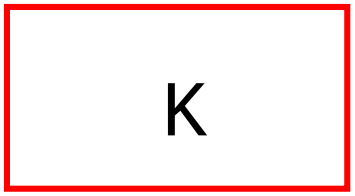
Incremental Rehearsal of Letter Names

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

'KNOWN' Letters		'UNKNOWN' Letters
b	P	K
Y	C	N
h	q	w
D	a	l
m	t	c

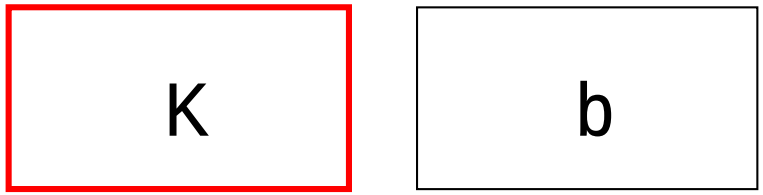
Incremental Rehearsal of Letter Names

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



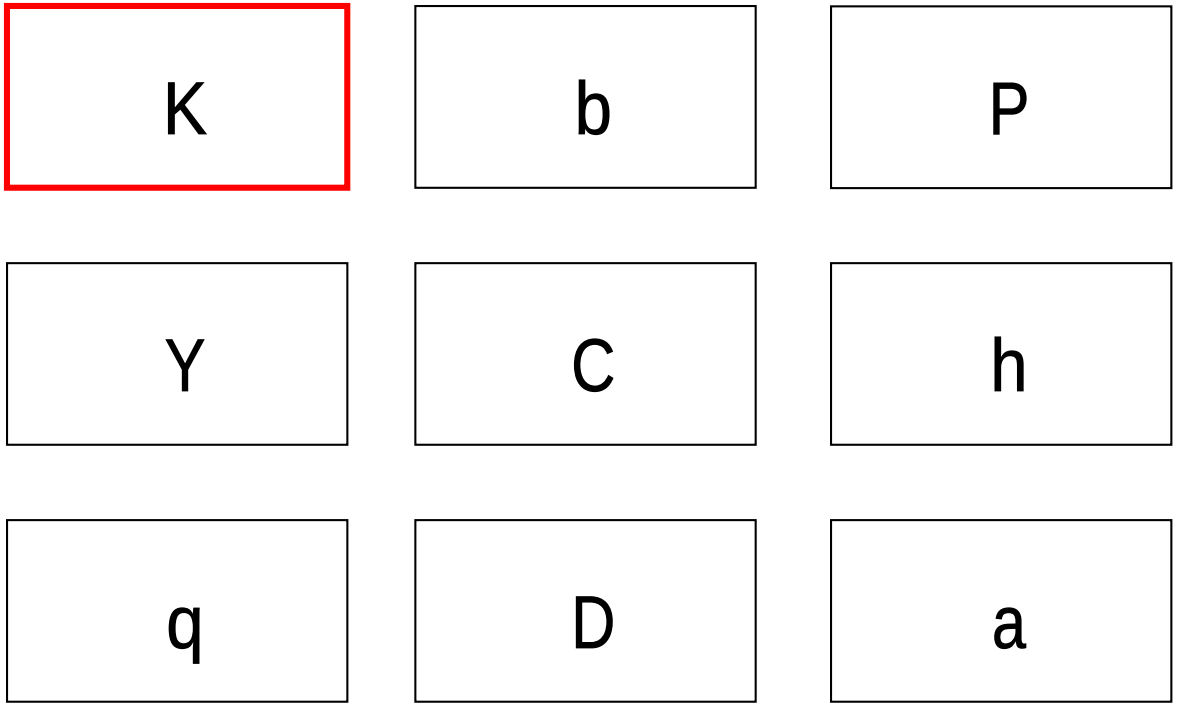
Incremental Rehearsal of Letter Names

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



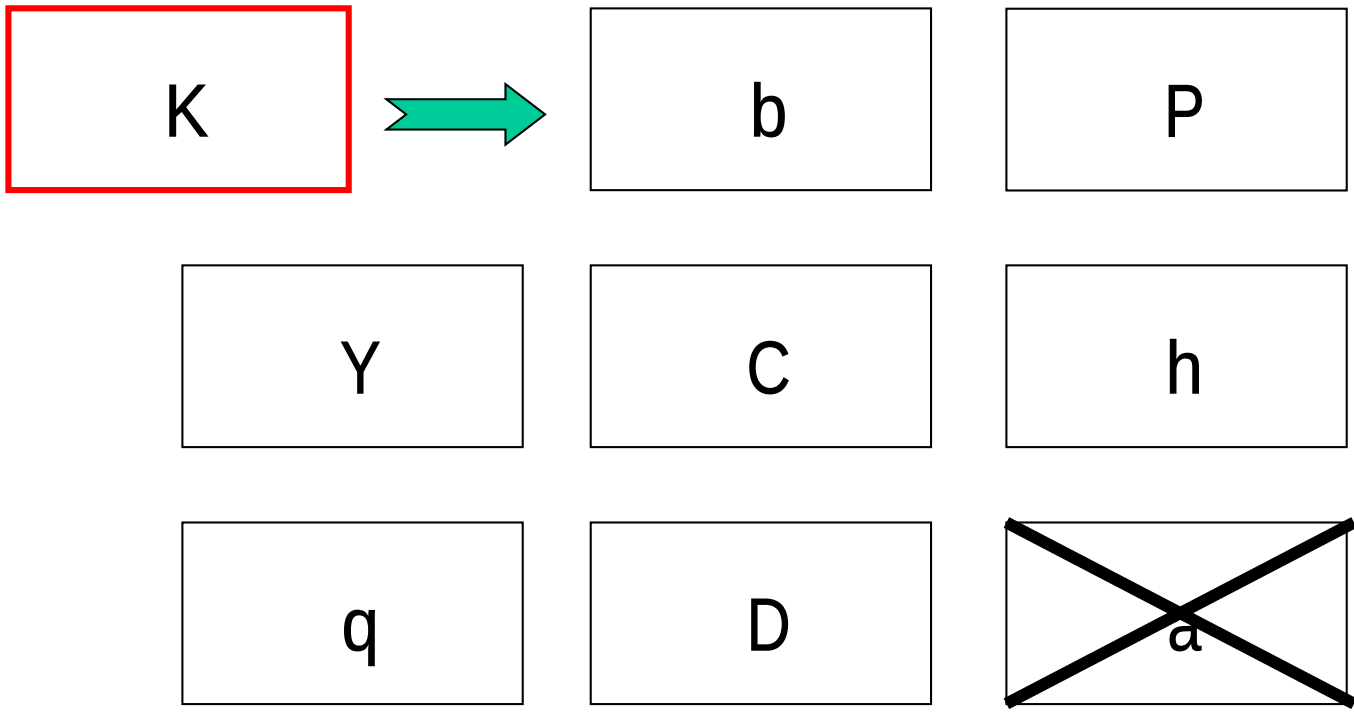
Incremental Rehearsal of Letter Names

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



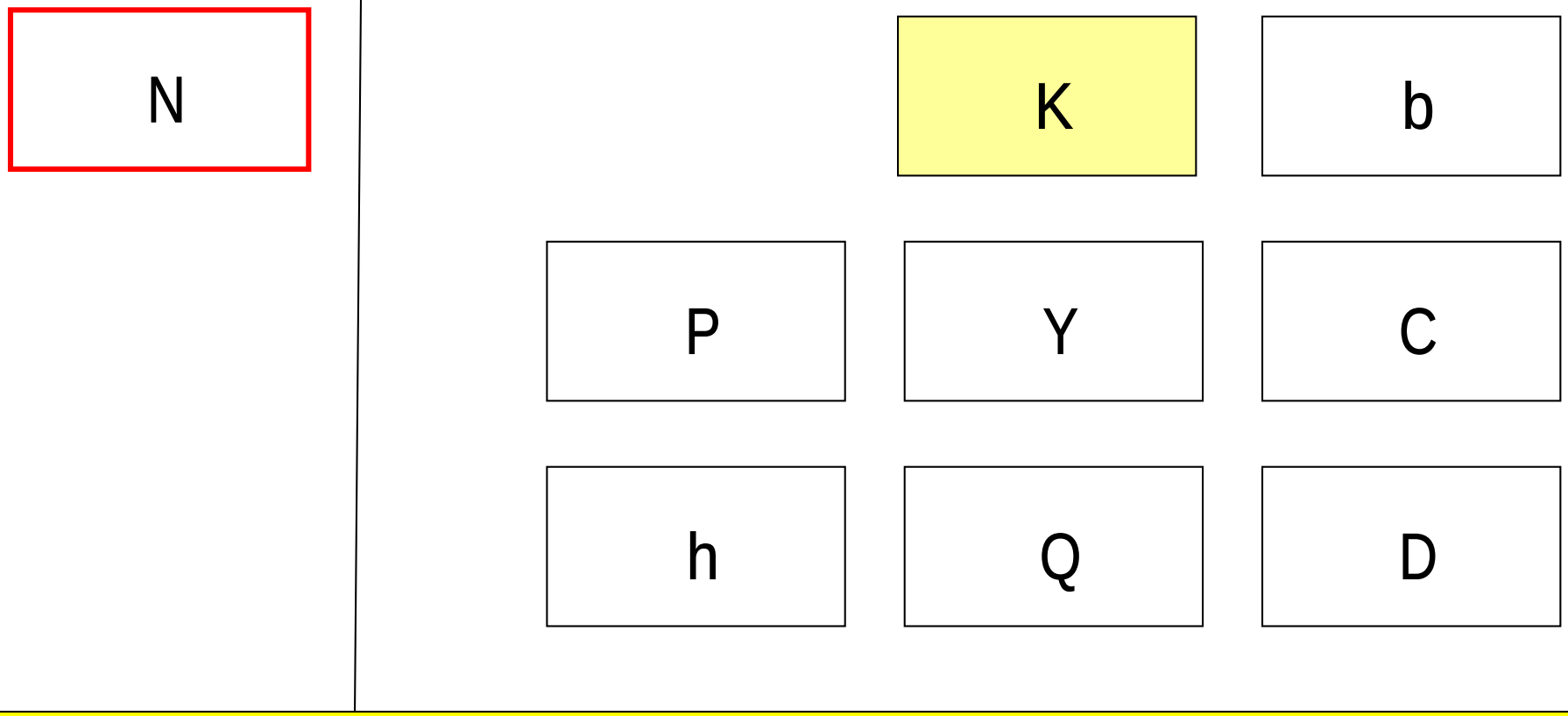
Incremental Rehearsal of Letter Names

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



Incremental Rehearsal of Letter Names

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

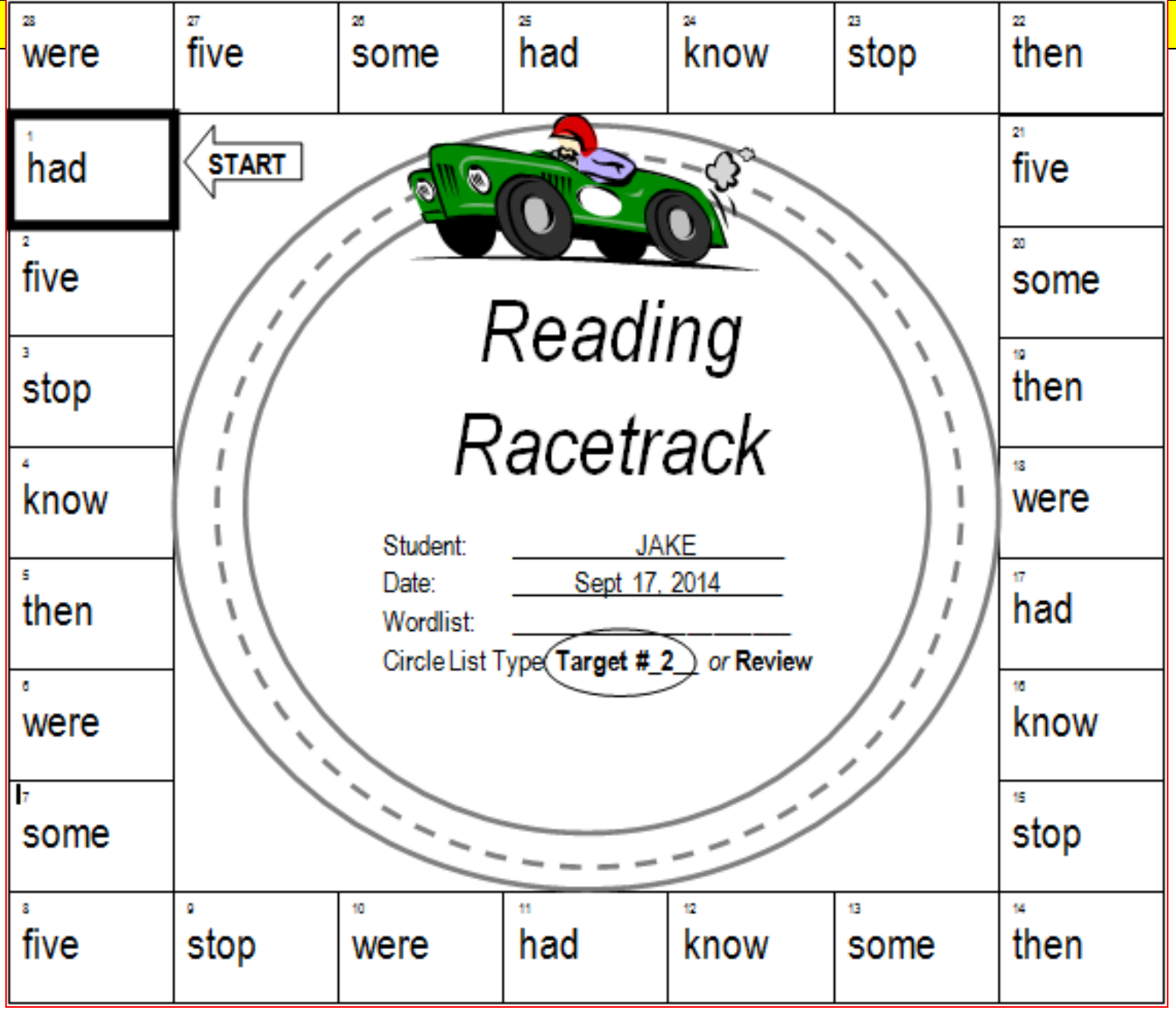


Sample Strategy to Promote…Sight-Word Vocabulary

Reading Racetrack

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

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



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

Response to Intervention

Reading Racetrack Score Sheet

Student:_____ Wordlist:_____ Date:_____

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

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

Sample Strategies to Promote…Reading Fluency

Classroom Academic Interventions: Reading Fluency

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

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

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

Group-Based Repeated Reading

(Available on Conference Web Page)

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

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

Group-Based Repeated Reading

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

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

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

Group-Based Repeated Reading

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

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

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

Group-Based Repeated Reading

Procedure.

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

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

Group-Based Repeated Reading

Procedure.

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

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

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

Group-Based Repeated Reading

Procedure.

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

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

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

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

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

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

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

Group-Based Repeated Reading

Procedure.

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

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

Sample Strategies to Promote…Reading Comprehension

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

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

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

'Click or Clunk' Check Sheet

My Reading Check Sheet*

Name: _____ Class: _____

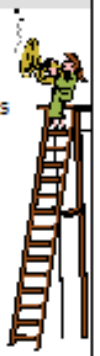
Sentence Check... "Did I understand this sentence?"

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

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

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

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



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

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

- Reading the paragraph over.

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

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

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

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

Reading Comprehension: Self-Management Strategies

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

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

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

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Reading Comprehension: Self-Management Strategies

- A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
3. TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

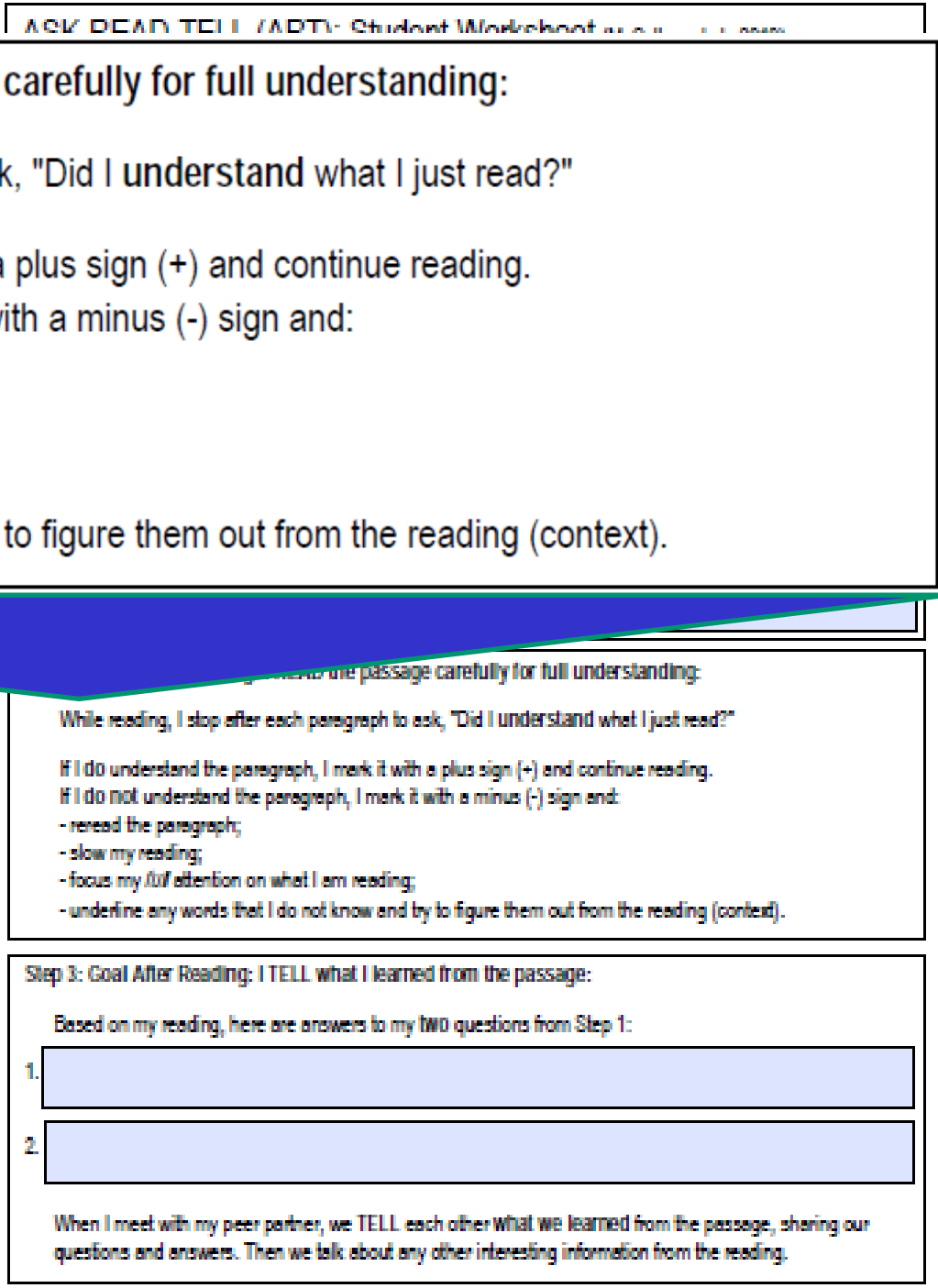
Source: McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. Psychology in the Schools, 48(1), 78-86.

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

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

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

Comprehension: Cognitive Strategy (Available on Conference Web Page)



Sample Strategy to Promote…Writing: Grammar & Syntax

Sentence Combining (Online)

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

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

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

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

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

Formatting Sentence Combining Examples

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

  Example: **Base clause:** The car stalled.
  Sentence to be combined: The car ran out of gas. (because)
  Student-Generated Solution: *The car stalled because it ran out of gas.*

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

  Example: **Base clause:** The economic forecast resulted in strong stock market gains.
  Sentence to be embedded: The economic forecast was upbeat.
  Student-Generated Solution: *The upbeat economic forecast resulted in strong stock market gains.*

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

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

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

Activity: Academic Interventions

- Review the sample academic interventions just presented.
- Select 1-2 ideas from this list that you would be interested in sharing with teachers at your school/district.
- Discuss your chosen interventions with your group.

Sampler: Reading//Writing Interventions:

1. Word Boxes & Word Sort (Phonics/Alphabetics)
2. Incremental Rehearsal (Phonics/Alphabetics)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Read-Ask-Paraphrase (RAP) (Comprehension)
8. Ask-Read-Tell (ART) (Comprehension)
9. Sentence Combining (Grammar/Syntax)

Identifying the Academic Problem. What process for describing academic problems can increase teachers' chances of finding interventions that work? 7-9

Academic Problem Identification: 3 Steps

1. Describe the problem.
2. Format the problem description as a 3-part problem-identification statement.
3. Choose a hypothesis for what is the most likely cause of the problem.

Academic Problem Identification: 3 Steps

Format the problem description as a 3-part problem-identification statement.

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
For science homework…	Tye turns in assignments an average of 50% of the time…	while the classroom median rate of homework turned in is 90%.

General Problem: *Tye isn't getting his homework in.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When given a 2-minute timed worksheet of multiplication facts 0-9...	Brad computes an average of 21 correct digits...	while the math-computation benchmark norm for Brad's grade level is 42 correct digits.

General Problem: *Brad is slow in answering math facts.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When completing an introductory-level algebra word problem…	Ann is unable to translate that word problem into an equation with variables…	while most peers in her class have mastered this skill.

General Problem: *Ann can't set up math problems for solution.*

Academic Problem Identification: 3 Steps

Choose a hypothesis for what is the most likely cause of the problem.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Skill Deficit.* The student has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

Sources: Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). The fourth R: Research in the classroom. Columbus, OH: Merrill.

Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. Psychology in the Schools, 41(1), 19-30.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Fluency Deficit.* The student has acquired the basic skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Retention Deficit.* The student can acquire the skill but has difficulty retaining it over an extended period.	Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Endurance Deficit.* The student can do the skill but engages in it only for brief periods.	Consider these ideas to boost endurance: • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
• *Generalization Deficit.* The student possesses the basic skill but fails to use it across appropriate situations or settings.	Train the student to identify the relevant characteristics of situations or settings when the skill should be used. Provide incentives for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
• *Motivation (Performance) Deficit.* The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.	Use various strategies to engage the student in the skill (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

Activity: Describe the Academic Problem

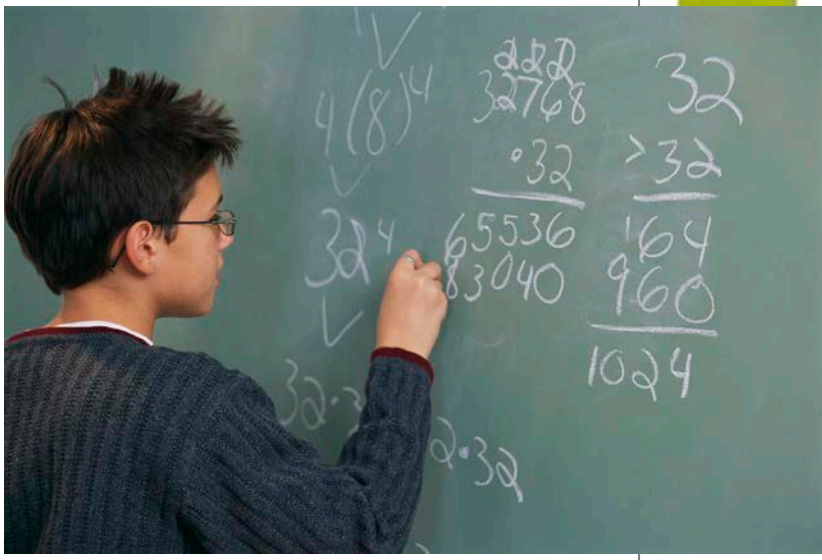
Select ONE of these 2 discussion topics :

1. Share your ideas about how to help teachers to develop focused, clearly defined problem-ID statements, OR.
2. Review the framework presented here (3-part problem-ID statement/hypothesis) for defining academic problems.

Conditions	Problem Description	Typical/Expected Level of Performance
When completing an introductory-level algebra word problem...	Ann is unable to translate that word problem into an equation with variables...	while most peers in her class have mastered this skill.

Hypotheses for Academic Problems
Skill Deficit
Fluency Deficit
Retention Deficit
Endurance Deficit
Generalization Deficit
Motivation (Performance) Deficit

Math Interventions.
What are practical math interventions to support struggling learners?



Five Strands of Mathematical Proficiency (NRC, 2002)

1. ***Understanding:*** *Comprehending mathematical concepts, operations, and relations--knowing what mathematical symbols, diagrams, and procedures mean.*

2. ***Computing:*** *Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.*

3. ***Applying:*** *Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.*

4. ***Reasoning:*** *Using logic to explain and justify a solution to a problem or to extend from something known to something less known.*

5. ***Engaging:*** *Seeing mathematics as sensible, useful, and doable—if you work at it—and being willing to do the work.*

Conceptual Knowledge

Procedural Knowledge

Metacognition

Synthesis

Motivation

Source: *National Research Council. (2002). Helping children learn mathematics. Mathematics Learning Study Committee, J. Kilpatrick & J. Swafford, Editors, Center for Education, Division of Behavioral & Social Sciences & Education. Washington, DC: National Academy Press.*

How Do We Reach Low-Performing Math Students?: Instructional Recommendations

Important elements of math instruction for low-performing students:

- "Providing teachers and students with data on student performance"
- "Using peers as tutors or instructional guides"
- "Providing clear, specific feedback to parents on their children's mathematics success"
- "Using principles of explicit instruction in teaching math concepts and procedures." p. 51

Source: Baker, S., Gersten, R., & Lee, D. (2002).A synthesis of empirical research on teaching mathematics to low-achieving students. *The Elementary School Journal, 103*(1), 51-73..

Sample Strategies to Promote…Math Fact Acquisition

The Importance of Math-Fact Mastery

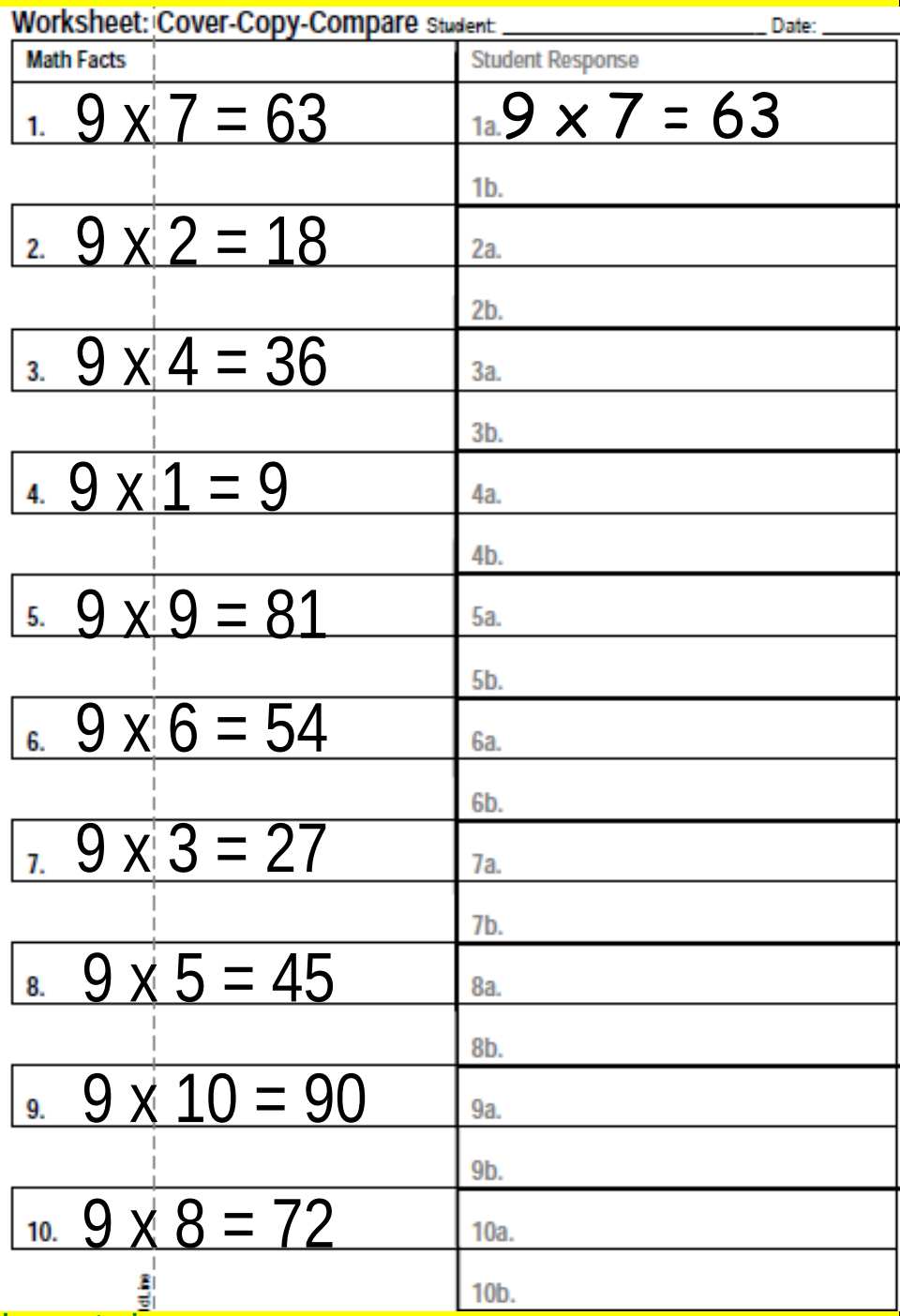
- Math-fact mastery permits students to shift valuable cognitive capacity away from simple calculations toward higher-level problem-solving (Gersten, Jordan, & Flojo, 2005; National Mathematics Advisory Panel, 2008).

- An important goal for schools is to ensure that students are proficient in math-facts by the end of grade 5 (Kroesbergen & Van Luit, 2003) to better prepare them for the demanding middle-school math curriculum.

Cover-Copy-Compare: Math Facts

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

Cover-Copy-Compare Math Fact Student Worksheet



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

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

Peer Tutoring in Math Computation with Constant Time Delay

Peer Tutoring in Math Computation with Constant Time Delay

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

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

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

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

Peer Tutoring in Math Computation with Constant Time Delay

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

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

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

Peer Tutoring in Math Computation with Constant Time Delay

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

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

Peer Tutoring in Math Computation: Score Sheet

Math Tutoring: Score Sheet

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

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

Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:

Peer Tutoring in Math Computation with Constant Time Delay

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

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

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

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

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

Sample Strategy to Promote…Student Self-Monitoring

Student Self-Monitoring: Customized Math Self-Correction Checklists

DESCRIPTION: The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.

Sources: *Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. Journal of Applied Behavior Analysis, 229, 309-314.*

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. Intervention in School and Clinic, 39(5), 269-275.

Increase Student Math Success with Customized Math Self-Correction Checklists

MATERIALS:

- Customized student math error self-correction checklist
- Worksheets or assignments containing math problems matched to the error self-correction checklist

Sources: *Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. Journal of Applied Behavior Analysis, 229, 309-314.*

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. Intervention in School and Clinic, 39(5), 269-275.

Sample Self-Correction Checklist

Math Self-Correction Checklist

Student Name: _____ Date: _____

Rater: Student Classroom: _____

Directions: To the Student: BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment. AFTER EACH PROBLEM: Stop and rate YES or NO whether you performed each goal correctly.

	Problem#1	Problem#2	Problem#3	Problem#4	Problem#5
I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I lined up all numbers in the right place-value columns. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I rechecked all of my answers. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Writing Down Classroom Interventions. What is a convenient form that allows teachers to quickly document classroom intervention plans while following an RTI problem-solving process? 13-15

RTI: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for **'red flag' students**. These are students whose **academic delays** or **difficulties** require a sustained **remediation plan** that will last at least several weeks.

  Tier 1 interventions take place in the **classroom**, typically **during core instruction**.

  Tier 1 interventions are often modest in scope but can still have strong **positive outcomes**. They follow the full RTI **problem-solving approach**--adapted to the realities of a busy classroom environment.

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.

Classroom Intervention Planning Sheet p. 14

Classroom Intervention Planning Sheet

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

Case Information

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

Student:		Interventionist(s):		Date Intervention Plan Was Written:	
Date Intervention is to Start:		Date Intervention is to End:		Total Number of Intervention Weeks:	
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, 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:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

Ideas for Intervention Progress-Monitoring

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

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.

Case Information

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

Student:	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 inform. 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.

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

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.

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
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
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

Creating a Written Record of Classroom Interventions: Form

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

Case Information

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

Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
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Description of the Student Problem:	Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.				

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

Name: Passage/Page Title: Date:

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

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

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

Conference Web Page)

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

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

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

1.

2.

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

Creating a Written Record of Classroom Interventions: Form

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

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

Creating a Written Record of Classroom Interventions: Form

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

Materials
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

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. F
is to be used, enter student baseline (starting-point) information, calculate an inter
you plan to monitor the intervention. Tip: Several ideas for classroom data collecti

Type of Data Used to Monitor:	completed ART sheets; quiz grades

Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades

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

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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.

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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:
Link:
http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
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What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

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Ideas for Intervention Progress-Monitoring

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

Activity: Documenting Classroom Intervention Plans

- Look over the sample intervention documentation form (p. 14).
- Discuss and list the **essential** types of information you believe teachers should put into writing when they create an academic intervention plan.

Classroom Intervention Planning Sheet

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

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Ask-Read-Tell Cognitive Strategy:
Link:
http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

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Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
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- Rubric
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- Behavior report card
- Behavior checklist

Self-Management. What interventions can help students to better manage their own learning?

Self-Regulation: Motivation…With a Plan

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

Source: Bembenutty, H. (2011). Meaningful and maladaptive homework practices: The role of self-efficacy and self-regulation. Journal of Advanced Academics, 22, 448-473.

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

Attributions: Self-Explanations That Drive Future Actions

"The reasons one assigns for achieving success or failure are called *attributions*...Students' attributions affect their future expectations and actions." (Alderman, 1990; p. 27)

Source: Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

"Why I did not do well on my writing assignment": 3 Common Student Attributions

1. **Lack of Ability:** *"The fact is that I am not good at writing."*

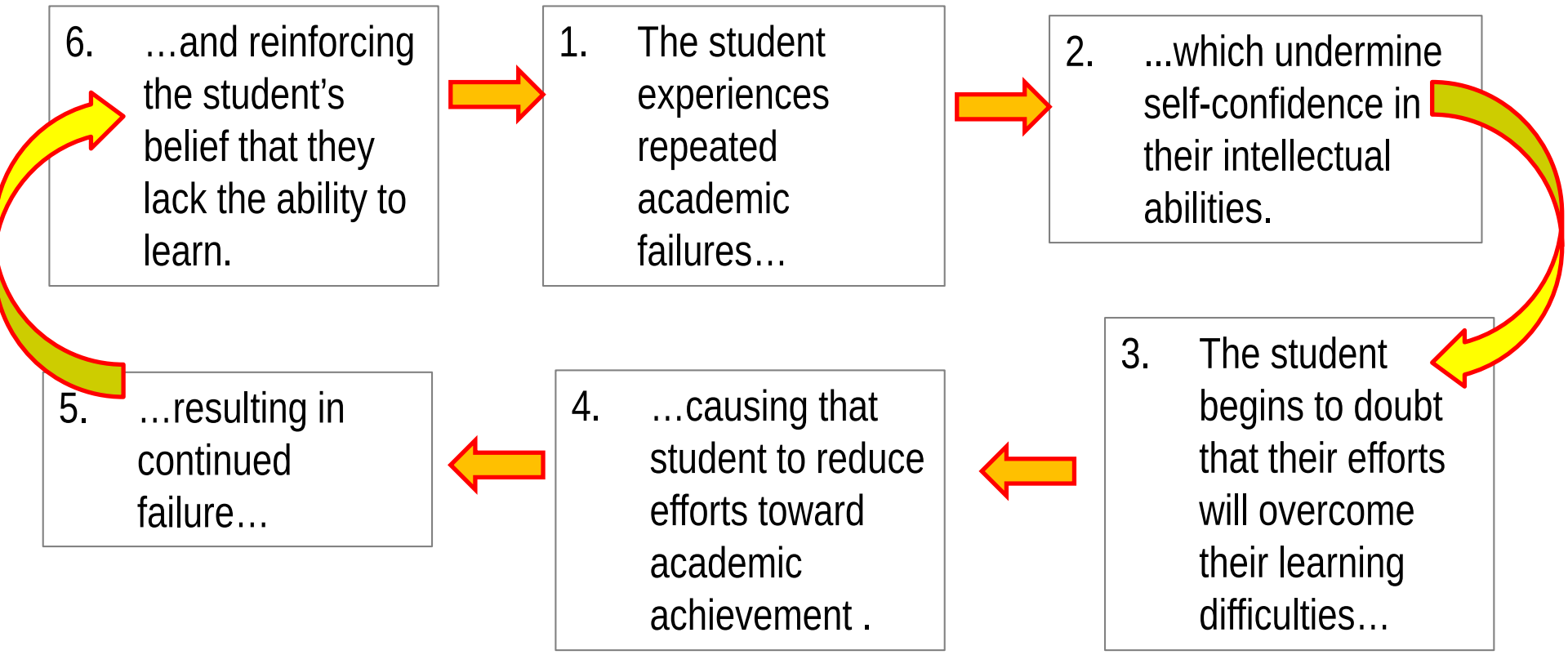
2. **Adult Bias:** *"This teacher grades unfairly. She doesn't like me."*

3. **Lack of Effort:** *"I did not work hard enough-but* could *do better if I put in more effort."*

Source: Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

Learned Helplessness: The Failure Cycle

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



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

Learned Helplessness: The Effects

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

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

.

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

How to Address 'Learned Helplessness': Teachers can help to support a student experiencing learned helplessness by:

- Using optimistic statements that encourage student effort and risk-taking (Dweck, 2006).
- teaching the student self-management skills, to include cognitive strategies, academic fix-up skills, and other techniques (e.g., 'process checklists') to use on challenging assignments.
- instructing the student in how to create a work plan for extended assignments.

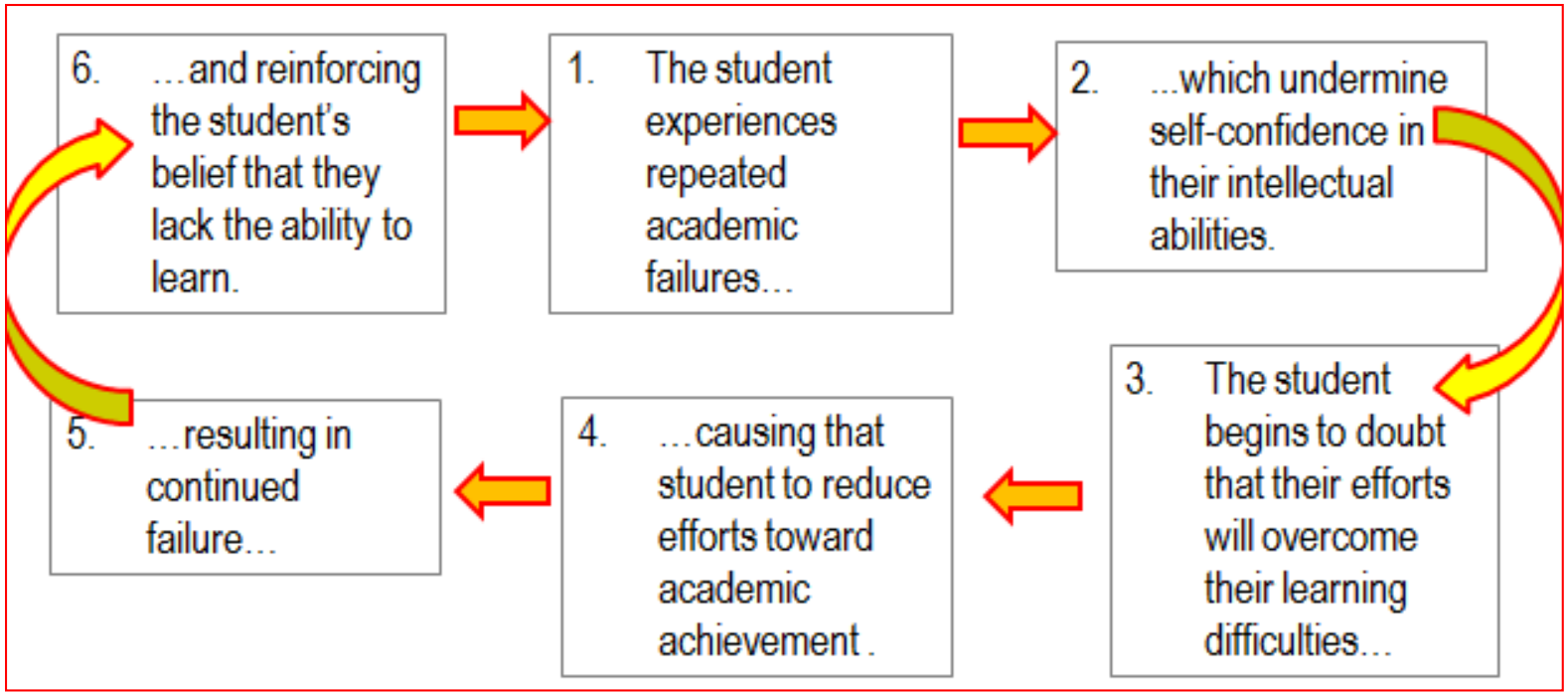
Sources: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

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

Activity: *Learned Helplessness*

Discussion Question:

- Do you find that '**learned helplessness**' is a **problem** in your school or district? If so, give examples.



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

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

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

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

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

Independent Work: Student Planner

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

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

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

2 Schedule at least 3 hours to find source material on next assignment

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

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

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

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

Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

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

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

Learning Contract: Example: Negotiable and Non-Negotiable Elements

Troy Blue's Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items

I have chosen to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.
2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.
3. .

Non-Negotiable Items

I am also expected to complete the following actions:

1. I will be on-time for class.
2. I will turn in at least 80% of assigned homework, with all work completed.
3. I will check in with the instructor during his free period at least once per week and bring any questions from current work.

Teacher Responsibilities

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

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

Sign-Offs

Mr. Frank Smith	Troy Blue	Diane Blue
Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

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

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

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

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Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course. This example divides actions into 2 groups: 'Negotiable' & 'Non-Negotiable'.

Diane Blue

Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

Learning Contract: Example: Negotiable and Non-Negotiable Elements

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Teacher	Student	Parent

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

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actions:

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

Sign-Offs

Mr. Frank Smith	*Troy Blue*	*Diane Blue*
Mr. Smith	Troy Blue	Diane Blue
Teacher	Student	Parent

Mr. Smith Teacher | Troy Blue Student | Diane Blue Parent

Learning Contract: Example: Negotiable and Non-Negotiable Elements

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

The Problem That This Tool Addresses:

Academic Survival Skills Checklist

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

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

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

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

Academic Survival Skills Checklist: What It Is…

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

Academic Survival Skills Checklist

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

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

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

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

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

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

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

Source: Academic Survival Skills Checklist Maker. (2012). Retrieved from http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

Academic Survival Skills Checklists: 5 Uses

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

Academic Survival Skills Checklist Maker

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

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

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

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

Activity: Tools for Self-Management

In your groups:

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

Self-Management Tools

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

Data Collection & Interventions. What are classroom-friendly ways to monitor student progress on interventions—and how should that data be structured?

The Struggling Student: Data Tells a Story…

Whenever a student faces significant challenges and the educator intervenes to solve the problem, that educator looks to data to tell a coherent story about the student. If any of these elements are missing, the 'data story' can become garbled and lose meaning:

- What kind of academic or behavioral problems is the student experiencing?
- What is the student's current performance?
- What is the educator (and/or the student) going to do to address the problem(s)?
- How will the educator judge that the problem has been fixed?
- Does the student actually improve over time?

Problem-Solving in Schools: Telling the Data Story

Teachers will want data to tell a student's intervention story when meeting with:

- the **counselor** or **principal** to inform them of an ELL student who is struggling and how the teacher responded.
- **parent** and **student** to develop a plan to improve that student's course standing.
- the building's **RTI Problem-Solving Team** to update them on a classroom intervention.
- the **Section 504 Committee** to discuss whether the supports in a student's current 504 Accommodation Plan are adequate in the classroom.
- the **Special Education Team** to review classroom efforts to support a student now being considered for LD.

Monitoring Student Progress on Classroom Interventions: Five Big Ideas. These 5 big ideas can help teachers to more effectively and efficiently collect and interpret student data in the classroom ... pp. 21-22

Data Collection: 5 Big Ideas…

- *Define the student problem clearly.* Before selecting a method of data collection to monitor student progress, the teacher must first define the academic or behavioral problem clearly (Christ, 2008).These are called 'problem identification [ID] statements'.

  Problem ID statements can often be improved with information about frequency, intensity, or other objective data to clarify the severity of the problem. 'Sam never turns in homework' can be improved with information about frequency, e.g., 'Sam turns in homework only about 25 percent of the time.'

1

Data Collection: 5 Big Ideas…

- *Take advantage of practical classroom progress-monitoring tools.* Teachers can use lots of data-collection methods to track student progress on academic or behavioral interventions: e.g., grades, rubrics, interviews, behavior report cards, and checklists.

  Such 'informal' measures may appear to lack the rigor of more formal norm-referenced assessments. But the reduced stakes of classroom interventions mean that measures used to track success on these general-education interventions can also be less rigorous (Hosp, 2008).

2

Data Collection: 5 Big Ideas…

- *Baseline: Know the student's starting point.* When preparing to monitor a student on intervention, the teacher typically first collects 'baseline' data. The instructor assesses the student's academic or behavioral performance on one or more occasions *before* the intervention starts—and uses this preliminary data to estimate that student's starting point or current level of performance (Hixson, Christ & Bruni, 2014).

  Baseline information is also used as a point of comparison throughout the intervention period to judge whether that student has made progress.

3

Data Collection: 5 Big Ideas…

- *Set an intervention goal.* Before launching an intervention and monitoring progress, the teacher establishes a student outcome goal (Hixson, Christ & Bruni, 2014). To compute this outcome goal, the instructor decides how many instructional weeks the intervention will last and calculates a 'realistic but ambitious' performance goal for the student to meet or exceed by the end of the intervention period.

  The intervention goal allows the teacher a simple, unambiguous standard against which to judge the success of the intervention.

4

Data Collection: 5 Big Ideas…

- *Reduce the 'noise' in the data.* All real-world student performance data contains both real information and an element of error (Hosp, 2008).

  Error in measurement is a natural element of data collection and can arise from many sources; e.g., fluctuations in mood and motivation; variability in data collection, scoring, and interpretation; the presence of environmental distractions. Error in data collection is ever-present. Teachers, however, can take action to minimize the 'noise', or 'error', and to maximize the 'signal', or 'true' information, that data contains.

5

Big Ideas in Data Collection: Activity

- Discuss the 5 big ideas presented here (handout: pp. 21-22).
- Pick **one** of the data-collection ideas that you feel is most important for classroom educator to remember.

Monitoring Student Progress on Classroom Interventions: Five Big Ideas

1. Define the student problem clearly.
2. Take full advantage of practical progress-monitoring tools available in the classroom
3. Baseline: Know the student's starting point.
4. Set an intervention goal.
5. Reduce the 'noise' in the data.

Choose the right data tools. Select methods that can actually measure the academic skills or behavior that are the focus of intervention.

Handout: pp. 23-24

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

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

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

Classroom Assessment Methods

1. Archival Data
2. Behavior Report Cards
3. Checklists
4. Cumulative Mastery Records
5. Curriculum-Based Measures/Assessment
6. Grades
7. Interviews
8. Logs
9. Observation
10. Rubrics
11. Self-Monitoring
12. Work Products

Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

2

Classroom Data Tool: Behavior Report Card

- What It Can Measure:

  - ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

2

Behavior Report Card

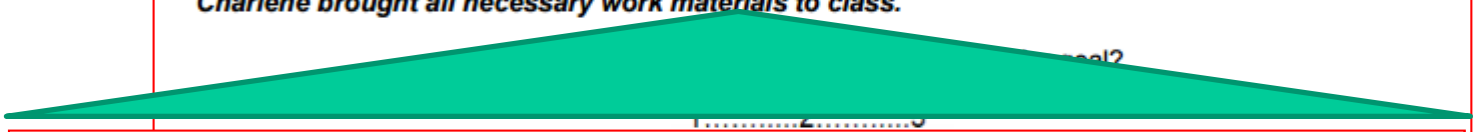
Charlene: Behavior Report Card

Student Name: Charlene Date: _____

Rater: Mr. Wright Classroom: Classroom 345

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

Charlene brought all necessary work materials to class.



Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

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

Poor Fair Good

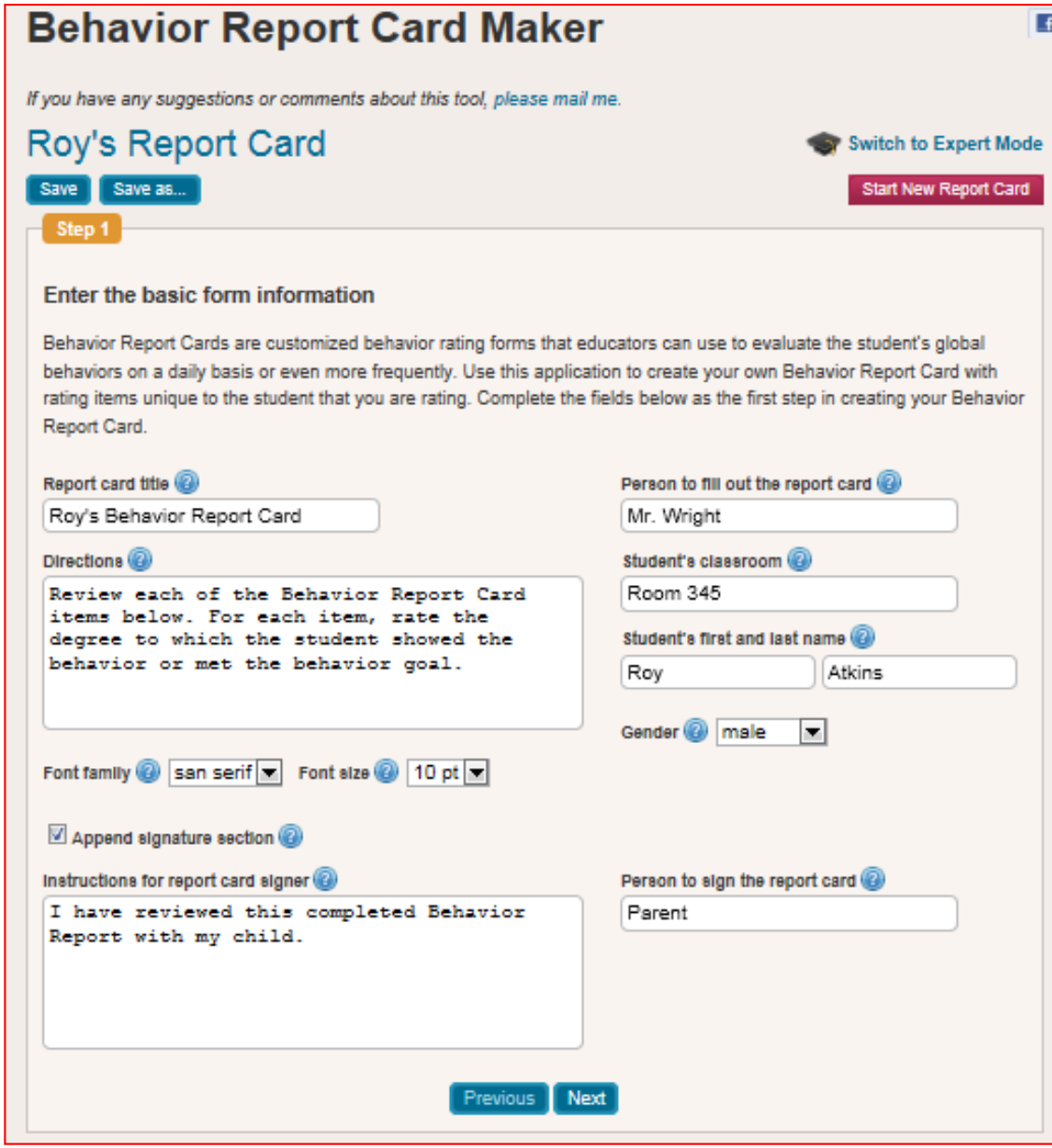
I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

2

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



Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

  Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

3

Classroom Data Tool: Checklist

- What It Can Measure:

  - ❑ Step-by-step cognitive strategies
  - ❑ Behavioral routines
  - ❑ Generalization: Target behavior carried out across settings

3

Checklist Example: Classroom Routine

Start-of-Class Checklist
❑ AT THE START OF CLASS, THE STUDENT:
❑ has a sharpened pencil.
❑ has paper for taking notes.
❑ has homework ready to turn in.
❑ has put her cell phone away in her backpack.
❑ has cleared her desk of unneeded materials.
❑ is sitting quietly.
❑ is working on the assigned start-of-class activity.

3

Checklist Example: Problem-Solving Strategy

Math Word Problem: Problem-Solving Checklist

WHEN COMPLETING A MATH WORD PROBLEM, THE STUDENT FOLLOWS THESE STEPS:

1. READING THE PROBLEM. The student reads the problem carefully, noting and attempting to clear up any areas of uncertainly or confusion (e.g., unknown vocabulary terms).
2. PARAPHRASING THE PROBLEM. The student restates the problem in his or her own words.
3. DRAWING THE PROBLEM. The student creates a drawing of the problem, creating a visual representation of the word problem.
4. CREATING A PLAN. The student decides on the best way to solve the problem and develops a plan to do so.
5. PREDICTING THE ANSWER. The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.
6. COMPUTING THE ANSWER. The student follows the plan developed earlier to compute the answer to the problem.
7. CHECKING THE ANSWER. The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

SOURCE: Montague, M. (1992). The effects of cognitive and metacognitive strategy instruction on the mathematical problem solving of middle school students with learning disabilities. *Journal of Learning Disabilities, 25*, 230-248.

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

3

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

5

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- What It Can Measure:
  - Speed and accuracy in basic academic skills, such as:
    - letter naming
    - number naming
    - number sense
    - vocabulary
    - oral reading fluency
    - reading comprehension (maze)
    - production of writing
    - math fact computation

5

Curriculum-Based Measures (CBMs)

CBM	*Skill Area*	*Activity*
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student **reads letter names** or **sounds** from a **randomly generated list.**
Oral Reading Fluency	Reading Fluency	1 Minute: Student **reads aloud** from a **text passage.**
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student **reads silently** from a **Maze passage** and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: (1) **Quantity Discrimination;** (2) **Missing Number;** or (3) **Number Identification**
Computation Fluency	Math Fact Fluency	2 Minutes: Student **completes math facts** and receives credit for each **correct digit.**
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then **produces a writing sample** that can be scored for **Total Words Written, Correctly Spelled Words, Correct Writing Sequences.**

5

CBM: Mechanics & Conventions of Writing

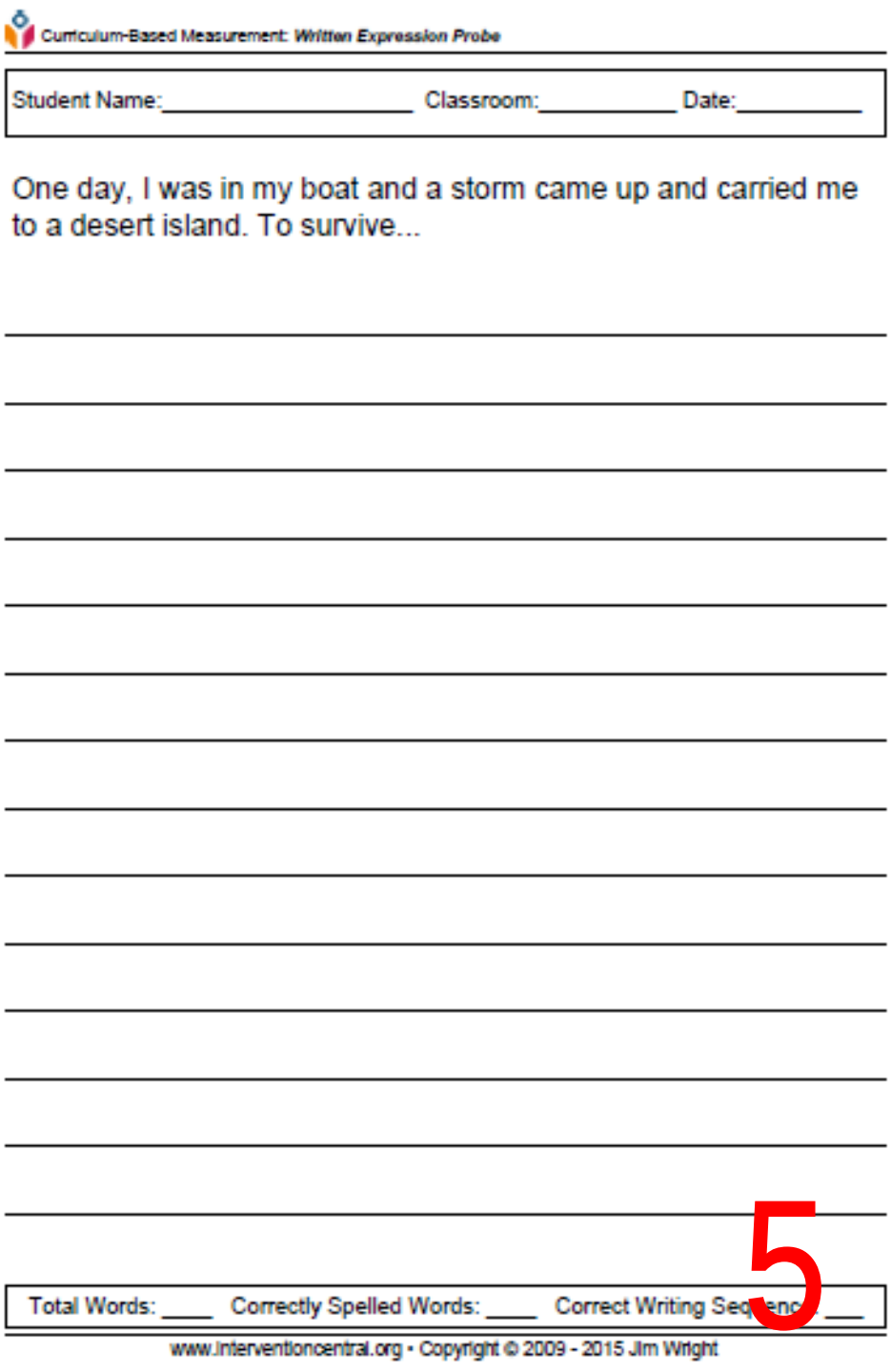
- Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

  However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful--such as total words written, correctly spelled words, and correct writing sequences.

5

CBM-Written Expression: Sample Story Starter

Source: Writing Probe Generator. Available at http://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing



Curriculum-Based Measurement: *Written Expression Probe*

Student Name:_____ Classroom:_____ Date:_____

One day, I was in my boat and a storm came up and carried me to a desert island. To survive...

5

Total Words: ____ Correctly Spelled Words: ____ Correct Writing Sequences: ___

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45

5

- CBM-WE: Total Words Written [4 Minutes]. The student's writing sample is scored for the total words written.

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.

Grade	Fall TWW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

CBM Writing Assessment: Scoring

Correctly Spelled Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Correctly Spelled Words = 39

5

- CBM-WE: Correct Writing Sequences [4 Minutes]. A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

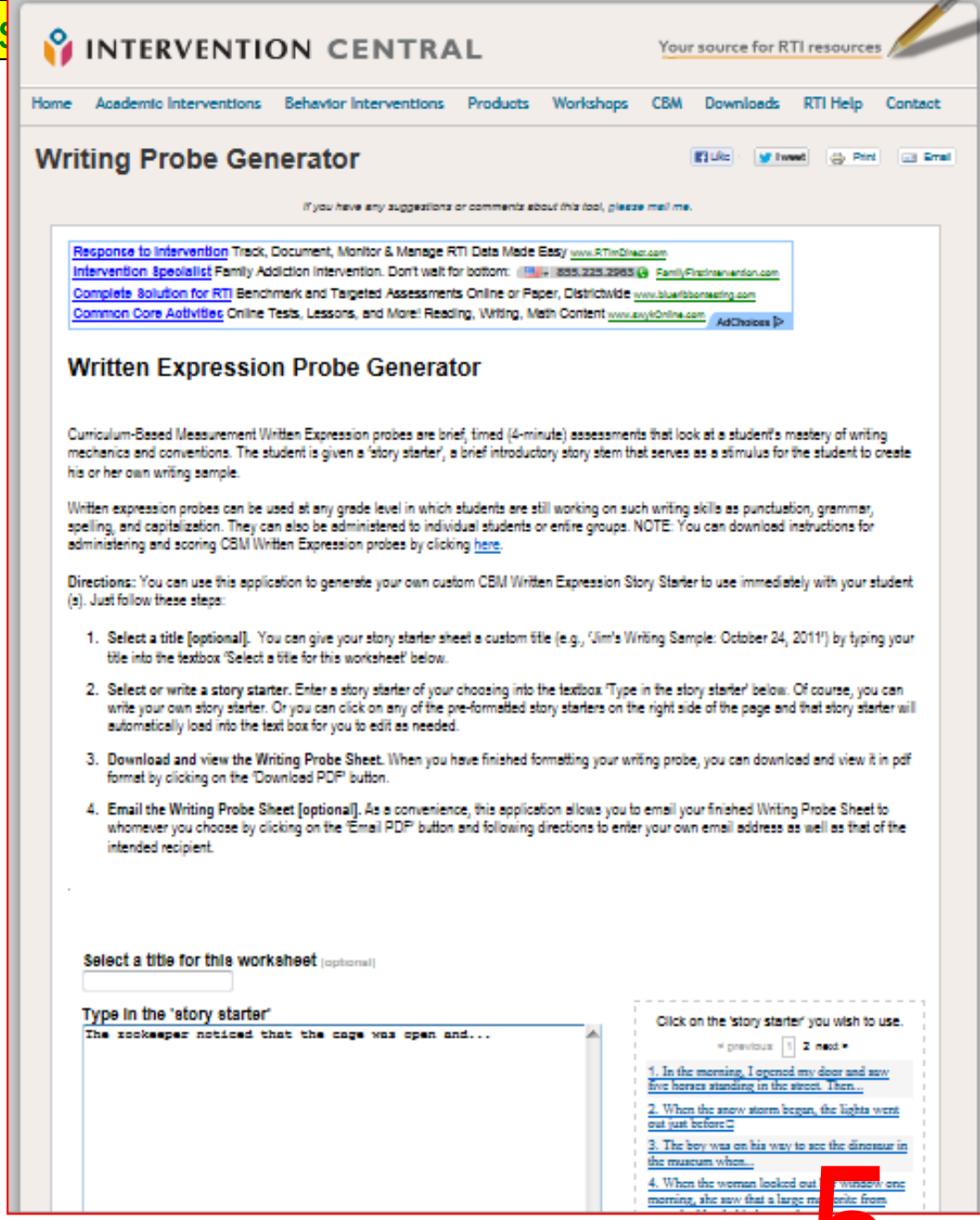
Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

Free Online App: Writing Probe Generator

Create a probe to assess the mechanics and conventions of student writing.



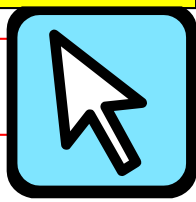
URL: http://www.interventioncentral.org/tools/writing-probe-generator

Classroom Data Tool: Work Products

- **What It Is:** Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework).

  A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).

Classroom Data Tool: Work Products

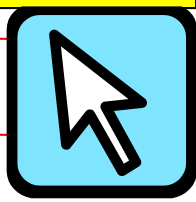


- Converting Work Products from Artifact to Data: Tutorial:

Teachers can find many inventive ways to convert work products into objective data. Here are some ideas to get started:

1. *Work Accuracy: Percentage.* Tracks the accuracy of student work containing a finite number of items, such as math number problems or end-of-chapter questions. Compute by dividing the number of correct answers by the total number of assigned items.

Classroom Data Tool: Work Products

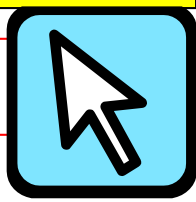


- Converting Work Products from Artifact to Data: Tutorial:

2. *Work Attempted: Percentage.* Measures effort on student work containing a finite number of items. Calculate by dividing the number of items attempted (whether correct or not) by the total number of items.
3. *Work Time: Time Log.* Indicates the amount of time required to complete the assignment. Compute by (1) having the student or teacher record the student's start and end time in working on the assignment and then
(2) calculating the number of elapsed minutes.

12

Classroom Data Tool: Work Products



- Converting Work Products from Artifact to Data: Tutorial:

4. *Work Quality: Rubric.* Measures overall quality of the work. Calculate using teacher-made rubric or 4-point rubric included in this document.
5. *Writing: Total Words Written.* Serves as a measure of writing fluency. Count up the total number of words (irrespective of spelling) in the writing sample.

Classroom Data Tool: Work Products

- Converting Work Products from Artifact to Data: Tutorial:

6. *Writing: Complete Sentences: Percentage.* Provides an indicator of percentage of correctly formed complete sentences in the writing sample. Calculate by (1) counting up all complete sentences and (2) dividing that figure by the total number of correct and incorrect sentences in the sample.
7. *Other.* Teachers are free to define additional targets to monitor in student work, e.g., number of paragraphs written or percentage of completed math problems in which the student records all intermediate steps to find the answer.

12

Classroom Data Tool: Work Products

- What It Can Measure:

  - ❑ Work completion
  - ❑ Work accuracy
  - ❑ Written evidence of problem-solving steps
  - ❑ Quality of student work (e.g., on writing assignments)

Classroom Data Tools: Activity

- Look over the methods for classroom data collection discussed at this workshop.
- Select 1-2 methods that you are **most interested** in encouraging teachers to use as an intervention-monitoring tool.

Classroom Assessment Methods	
1. Archival Data	7. Interviews
2. Behavior Report Cards	8. Logs
3. Checklists	9. Observation
4. Cumulative Mastery Records	10. Rubrics
5. Curriculum-Based Measures/ Assessment	11. Self-Monitoring
6. Grades	12. Work Products

The Structure of Data Collection

- Teachers can use a wide variety of methods to assess student academic performance or behavior.
- However, data collection should be structured to include these elements: **baseline**, **the setting of a goal for improvement**, and **regular progress-monitoring**.
- The structure of data collection can be thought of as a glass into which a wide variety of data can be 'poured'.

Interventions: The Essential Data Elements

1. **Clear problem definition:** 'If you can't name it, you can't measure it.'
2. **Baseline data:** 'If you don't know the student's starting point, you can't know if that student has made progress with the intervention.'
3. **Intervention outcome goal:** 'If you have no exit goal, you cannot judge if the intervention is successful—no matter how much data you collect.'
4. **Progress-monitoring plan:** 'If you don't actually collect the data, you are blind about the intervention outcome.'

Source: Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-383.

RTI Data Collection: Short Form
p. 14

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.

Case Information

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

Student:	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 inform. 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:
Link:
http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

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

Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades

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

Scheduled Attention/Contingent Instructions: Tier 1 Intervention Plan: **Behavior Report Card**

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. F
is to be used, enter student baseline (starting-point) information, calculate an interv
you plan to monitor the intervention. Tip: Several ideas for classroom data collectio

Type of Data Used to Monitor:	Behavior Report Card

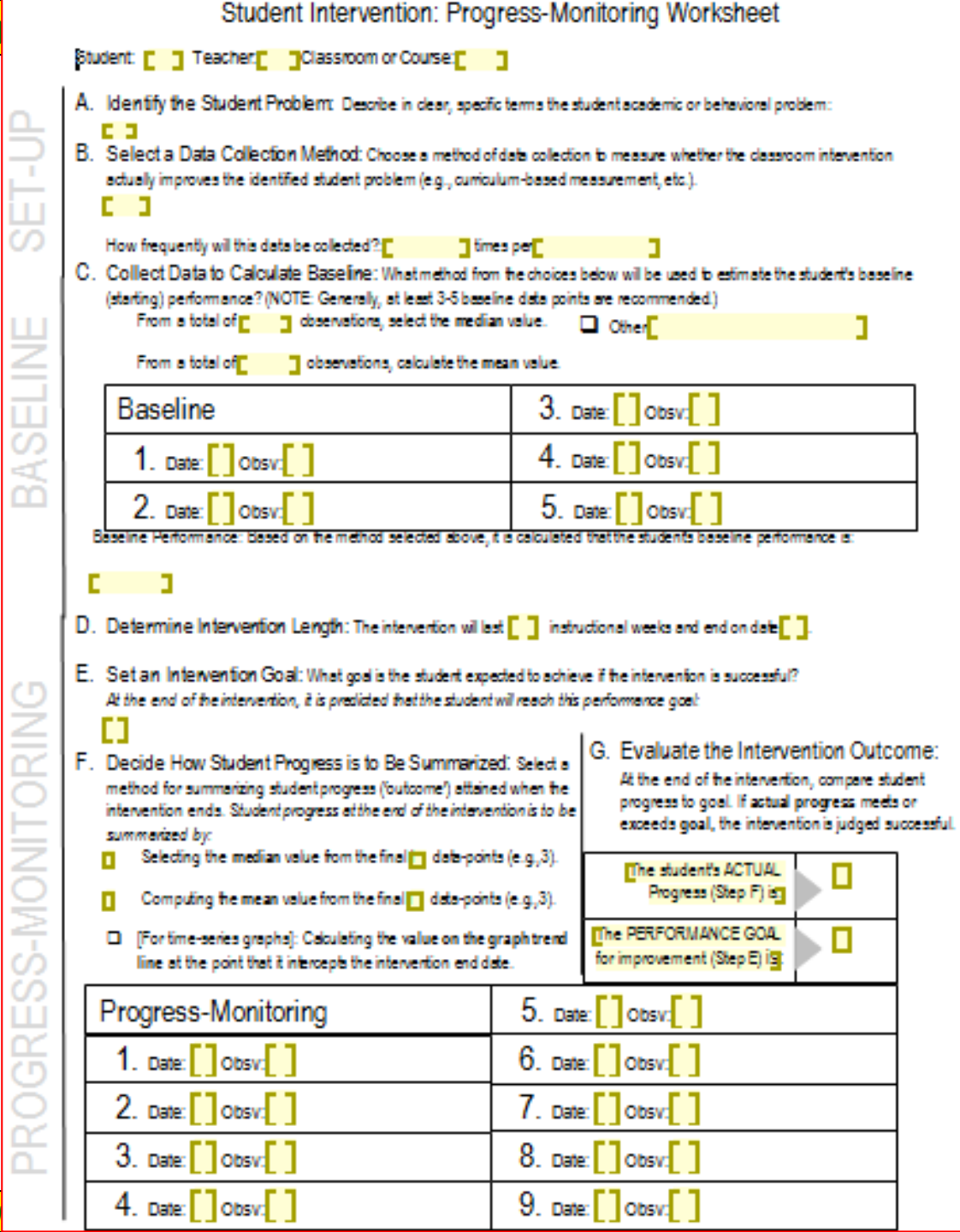
Baseline	Outcome Goal
Complied w/requests: Y/N One Week Avg: 4 of 5 days: N	Complied w/requests: Y/N Final Week Avg: 4 of 5 days: Y

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

Daily: BRC: Ratings of student behavior in large-group settings

RTI Data Collection: Long Form: For ‘Power Users’ (Online)

Student Intervention Progress-Monitoring Worksheet



Student Intervention: Progress-Monitoring Worksheet

Student: [ ] Teacher: [ ] Classroom or Course: [ ]

PROGRESS-MONITORING BASELINE SET-UP

A. **Identify the Student Problem:** Describe in clear, specific terms the student academic or behavioral problem:

[ ]

B. **Select a Data Collection Method:** Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.).

[ ]

How frequently will this data be collected? [ ] times per [ ]

C. **Collect Data to Calculate Baseline:** What method from the choices below will be used to estimate the student's baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

From a total of [ ] observations, select the median value. ☐ Other: [ ]

From a total of [ ] observations, calculate the mean value.

Baseline	3. Date: [ ] Obsv: [ ]
1. Date: [ ] Obsv: [ ]	4. Date: [ ] Obsv: [ ]
2. Date: [ ] Obsv: [ ]	5. Date: [ ] Obsv: [ ]

Baseline Performance: Based on the method selected above, it is calculated that the student's baseline performance is:

[ ]

D. **Determine Intervention Length:** The intervention will last [ ] instructional weeks and end on date [ ].

E. **Set an Intervention Goal:** What goal is the student expected to achieve if the intervention is successful?
At the end of the intervention, it is predicted that the student will reach this performance goal:

[ ]

F. **Decide How Student Progress is to Be Summarized:** Select a method for summarizing student progress ("outcome") attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

- ☐ Selecting the median value from the final [ ] data-points (e.g.,3).
- ☐ Computing the mean value from the final [ ] data-points (e.g.,3).
- ☐ [For time-series graphs]: Calculating the value on the graph trend line at the point that it intercepts the intervention end date.

G. **Evaluate the Intervention Outcome:**
At the end of the intervention, compare student progress to goal. If actual progress meets or exceeds goal, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	☐
The PERFORMANCE GOAL for improvement (Step E) is:	☐

Progress-Monitoring	5. Date: [ ] Obsv: [ ]
1. Date: [ ] Obsv: [ ]	6. Date: [ ] Obsv: [ ]
2. Date: [ ] Obsv: [ ]	7. Date: [ ] Obsv: [ ]
3. Date: [ ] Obsv: [ ]	8. Date: [ ] Obsv: [ ]
4. Date: [ ] Obsv: [ ]	9. Date: [ ] Obsv: [ ]

Example: Set-Up

RTI Classroom Progress-Monitoring Worksheet

Student: Brian Jones Teacher: Mrs. Braniff Classroom or Course: Gr 3

SET-UP

A. Identify the Student Problem: Describe in clear, specific terms the student academic or behavioral problem:
Need to Become Fluent in Multiplication Facts: 0 to 9

B. Select a Data Collection Method: Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.).
Curriculum-Based Measurement: 2-Minute Timed Math Computation Probes

How frequently will this data be collected?: 1 times per Week

Mrs. Braniff, Grade 3 teacher, wants to monitor her student, Brian, whose intervention target is math computation fluency with multiplication facts. The intervention to be used is 'explicit time drills'. The teacher decides to monitor Brian using CBM math computation probes (2 minutes) created on www.interventioncentral.org. She will monitor the student weekly.

Example: Baseline

BASELINE

C. Collect Data to Calculate Baseline: What method from the choices below will be used to estimate the student's baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

☑ From a total of 3 observations, select the **median** value. ☐ Other: _____

☐ From a total of _____ observations, calculate the **mean** value. _____

Baseline	3. Date: 11 / 21 /2011 Obsv: 34
1. Date: 11 / 14 /2011 Obsv: 31	4. Date: ___/___/___ Obsv: _____
2. Date: 11 / 17 /2011 Obsv: 28	5. Date: ___/___/___ Obsv: _____

Baseline Performance: Based on the method selected above, it is calculated that the student's baseline performance is:

31 Correct Digits in 2 minutes

Mrs. Braniff decides to collect 3 baseline observations of Brian using math computation probes. Because his results from day to day may vary, she also chooses to estimate his baseline (starting) performance by selecting the median/middle value from the 3 data points.

Example: Determine Intervention Timespan

D. Determine Intervention Timespan: The intervention will last 6 instructional weeks and end on 1 / 13 /2012

Mrs. Braniff plans for the intervention to last 6 instructional weeks. She looks up the end date for the intervention on the school calendar and enters it into the form.

Example: Performance Goal

E. Set a Performance Goal: What goal is the student expected to achieve if the intervention is successful?

At the end of the intervention, it is predicted that the student will reach this performance goal:

40 Correct Digits in 2 minutes

Mrs. Braniff sets the student goal at the conclusion of the intervention to be 40 Correct Digits in 2 minutes. This goal is based on research norms.

Curriculum-Based Measurement: Math Computation (Adapted from Deno & Mirkin, 1977)

Grade	Digits Correct in 2 Minutes	Digits Incorrect in 2 Minutes
1-3	20-38	6-14
4 & Up	40-78	6-14

Comments: These math computation norms are still widely referenced. However, the norms were collected nearly 30 years ago and may not be widely representative because they were drawn from a relatively small sample of students. Additionally, the norms make no distinction between easy and more challenging math computation problem types. Because of these limitations, these norms are best regarded as a rough indicator of 'typical' student math computation skills.

Example: How Progress to Be Summarized

F. **Decide How Student Progress is to Be Summarized:** Select a method for summarizing student progress ('outcome') attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

- ☐ Selecting the **median** value from the final ____ data-points (e.g.,3).
- ☑ Computing the **mean** value from the final 2 data-points (e.g.,3).
- ☐ [For time-series graphs]: Calculating the **value on the graph trend line** at the point that it intercepts the intervention end date.

Mrs. Braniff decides to summarize the student's intervention outcome by selecting the last two data points and averaging them (mean).

Example: Progress-Monitoring Data

Progress-Monitoring	5. Date: 01 / 06 /2012 Obsv: 41
1. Date: 12 / 02 /2011 Obsv: 29	6. Date: 01 / 13 /2012 Obsv: 43
2. Date: 12 / 09 /2011 Obsv: 34	7. Date: ____/____/____ Obsv: _____
3. Date: 12 / 16 /2011 Obsv: 35	8. Date: ____/____/____ Obsv: _____
4. Date: 12 / 22 /2011 Obsv: 39	9. Date: ____/____/____ Obsv: _____

Mrs. Braniff administers Brian a CBM multiplication math facts probe weekly during the intervention and records the results on the form.

Example: Evaluate the Intervention Outcome

G. Evaluate the Intervention Outcome:

At the end of the intervention, compare student progress to goal. If **actual progress** meets or exceeds **goal**, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	42
The PERFORMANCE GOAL for improvement (Step E) is:	40

At the end of the intervention, Mrs. Braniff find that the student's **actual progress** (42 CDs in 2 mins) exceeds the **intervention goal** of 40 CDs. The intervention is judged to be a success.

Student Intervention Progress-Monitoring Worksheet: Example

Student Intervention: Progress-Monitoring Worksheet

Student: Brian Jones Teacher: Mrs. Braniff Classroom or Course: Gr 3

A. Identify the Student Problem: Describe in clear, specific terms the student academic or behavioral problem:
Need to Become Fluent in Multiplication Facts: 0 to 9

B. Select a Data Collection Method: Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.).
Curriculum-Based Measurement: 2-Minute Timed Math Computation Probes
How frequently will this data be collected?: 1 times per Week

C. Collect Data to Calculate Baseline: What method from the choices below will be used to estimate the student's baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

☑ From a total of 3 observations, select the median value. ☐ Other: _____

☐ From a total of _____ observations, calculate the mean value. _____

Baseline	3. Date: 11 / 21 /2011 Obsv: 34
1. Date: 11 / 14 /2011 Obsv: 31	4. Date: ___/___/___ Obsv: _____
2. Date: 11 / 17 /2011 Obsv: 28	5. Date: ___/___/___ Obsv: _____

Baseline Performance: Based on the method selected above, it is calculated that the student's baseline performance is:
31 Correct Digits in 2 minutes

D. Determine Intervention Timespan: The intervention will last 6 instructional weeks and end on 1 / 13 /2012

E. Set a Performance Goal: What goal is the student expected to achieve if the intervention is successful?
At the end of the intervention, it is predicted that the student will reach this performance goal:
40 Correct Digits in 2 minutes

F. Decide How Student Progress is to Be Summarized: Select a method for summarizing student progress ("outcome") attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

☐ Selecting the median value from the final ____ data-points (e.g., 3).

☑ Computing the mean value from the final 2 data-points (e.g., 3).

☐ [For time-series graphs]: Calculating the value on the graph trend line at the point that it intercepts the intervention end date.

G. Evaluate the Intervention Outcome: At the end of the intervention, compare student progress to goal. If actual progress meets or exceeds goal, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	42
The PERFORMANCE GOAL for Improvement (Step E) is:	40

Progress-Monitoring	5. Date: 01 / 06 /2012 Obsv: 41
1. Date: 12 / 02 /2011 Obsv: 29	6. Date: 01 / 13 /2012 Obsv: 43
2. Date: 12 / 09 /2011 Obsv: 34	7. Date: ___/___/___ Obsv: _____
3. Date: 12 / 16 /2011 Obsv: 35	8. Date: ___/___/___ Obsv: _____
4. Date: 12 / 22 /2011 Obsv: 39	9. Date: ___/___/___ Obsv: _____

Team Activity: Structuring Student Data Collection

At your tables:

Discuss how you can encourage teachers to apply the 'structuring student data collection' framework (baseline, goal, progress-monitoring) and either the **short** or **long** recording form presented in this workshop to interpret different kinds of classroom data.

Defining Intervention-Related Terms. What are the definitions for different types of classroom instruction and support? 16, 17-21

Teachers: Issues With Classroom Use of Accommodations vs. Modifications

- Issue 1: If teachers **modify** instructional expectations in core instruction for general-education students, we can predict with confidence that those students will fall behind their peers.
- Issue 2: If teachers are not clear on the difference between **instructional adjustments/accommodations** and **modifications**, they may be reluctant to offer any individualized supports to general-education students—even when some students would clearly benefit from them.

Core Instruction, *Interventions*, Instructional Adjustments & Modifications: Sorting Them Out

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

*Core Instruction, **Interventions***, Instructional Adjustments & Modifications: Sorting Them Out

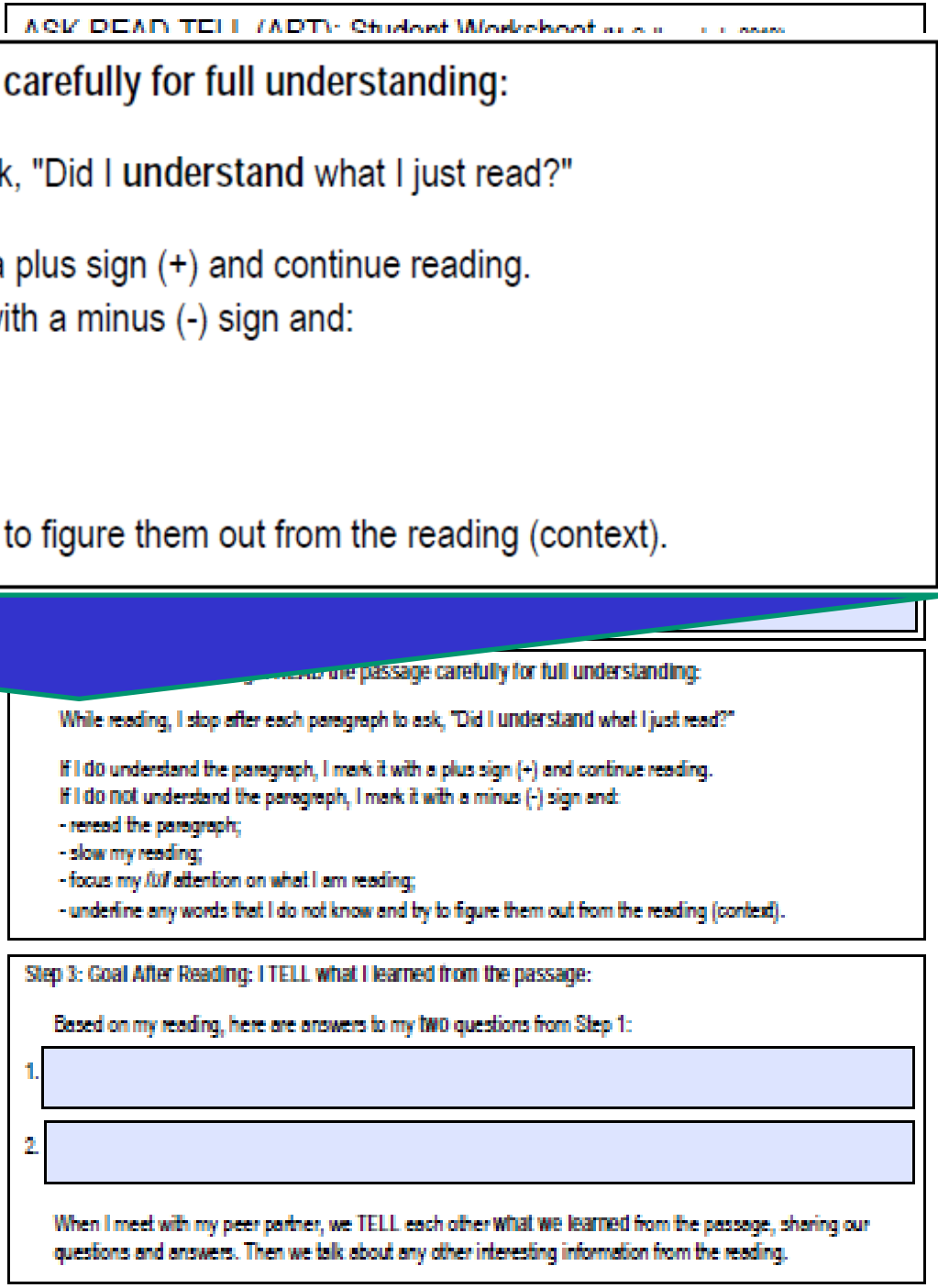
- **Intervention.** An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).

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

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

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

Comprehension: Cognitive Strategy (Available on Conference Web Page)



Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Instructional Adjustment/Accommodation. An *instructional adjustment* (also known as an 'accommodation') is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005).

An instructional adjustment removes barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Instructional Adjustment/Accommodation: Example.

- *Chunking*. The teacher breaks a larger assignment into smaller 'chunks' and provides a student with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).

- *Choice in Mode of Task Completion*. The teacher allows the student two or more choices for completing a given academic task. For example, a student may be given the option to use a computer keyboard to write an essay instead of writing it by hand -- or to respond orally to math-facts on flashcards rather than recording answers on a math worksheet (Kern & Clemens, 2007).

Core Instruction, Interventions, Instructional Adjustments & **Modifications**: Sorting Them Out

- **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.

  Modifications are generally **not** included on a general-education student's classroom intervention plan—because lowering academic expectations is likely to result in these students falling further behind rather than closing the performance gap.

Core Instruction, Interventions, Instructional Adjustments & **Modifications**: Sorting Them Out

Modification: Examples.

- *Reduced Amount of Work on a Fluency-Building Assignment*. A student is given 5 math computation problems for practice on a **math-computation fluency task** instead of the 20 problems assigned to the rest of the class.
- *Open-Book Test for One.* Allowing a single student to consult course notes during a test when peers are not permitted to do so.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Teacher Task: Steering Clear of Classroom Modifications. The teacher is the ultimate judge about whether a particular classroom support is an instructional adjustment or a modification. That judgment is a 2-part process:

1. The teacher first identifies the non-negotiable **'target skills'** in the academic task that are non-negotiable (that is, skills that cannot be changed without compromising the task) (Tindal & Fuchs, 1999).

2. The teacher then has the latitude to alter any of the remaining 'negotiable' elements of the learning task.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Teacher Task: Steering Clear of Classroom Modifications: Example.

A social-studies teacher plans to assign a course reading to her students.

1. *Non-negotiable target skills.* The assigned reading has 4 key terms and their definitions that students must learn.

2. *Negotiable elements*. The level of reading difficulty of the assigned passage is negotiable, as the assignment is intended to convey information, not serve as a reading test.

   Therefore the teacher is able to make available to students an easier passage that contains the same terms and definitions as the original reading.

RTI & the Classroom: Defining Academic-Intervention Terms

In your 'elbow groups', discuss the difference between 'instructional adjustment (accommodation)' and 'modification' (handout: p. 16).

Discuss whether – in your school – general-education students may be receiving **modified** core instruction. If YES, brainstorm ideas to provide appropriate support to students *without* modifying instruction.

RTI &Teacher Reluctance: What are reasons why teachers may be reluctant to support RTI in the classroom?

RTI & 'Teacher Reluctance'

The willingness of teachers to implement interventions is essential in any school to the success of the RTI model. Yet general-education teachers may not always see themselves as 'interventionists' and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers' reluctance to accept elements of RTI may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as RTI intervention 'first responders'…

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

1. **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.

2. **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions(Cont.)

3. **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.

4. **'Status Quo' Bias.** Teachers are comfortable with the current situation and do not sense a need to change their professional routines.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

5. **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose control of the classroom.

6. **'Undeserving Students'.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are 'more deserving'.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

7. **The Magic of Special Education.** Content-area teachers regard special education services as 'magic'. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.

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Activity: Next Steps Plan

Review the key points covered in this training (next slide).

Come up with 2-3 **next steps** you intend to take to apply content or resources from the training back in your school or district.

Task Analysis: The Classroom Interventionist 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. Locate Appropriate Intervention Ideas from 'Intervention Bank'

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress