RTI: The Classroom
Teacher as Intervention
‘First Responder’

Jim Wright
www.interventioncentral.org
Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/clintonschools
I have come to believe that a great teacher is a great artist... Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

- John Steinbeck
RTI Challenges in the Secondary Grades. What are some challenges facing middle & high schools that Response to Intervention can help to address?
Secondary Students: Unique Challenges…

Struggling learners in middle and high school may:

- Have significant deficits in basic academic skills
- Lack higher-level problem-solving strategies and concepts
- Present with issues of school motivation
- Show social/emotional concerns that interfere with academics
- Have difficulty with attendance
- Are often in a process of disengaging from learning even as adults in school expect that those students will move toward being ‘self-managing’ learners…
School Dropout as a Process, Not an Event

“It is increasingly accepted that dropout is best conceptualized as a long-term process, not an instantaneous event; however, most interventions are administered at a middle or high school level after problems are severe.”

Student Motivation & The Need for Intervention

“A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential.”

What Are the ‘Early Warning Flags’ of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an ‘unsatisfactory’ behavior rating from at least one teacher

## Response to Intervention

### What is the Predictive Power of These Early Warning Flags?

<table>
<thead>
<tr>
<th>Number of ‘Early Warning Flags’ in Student Record</th>
<th>Probability That Student Would Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>56%</td>
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<tr>
<td>1</td>
<td>36%</td>
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<td>2</td>
<td>21%</td>
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<td>3</td>
<td>13%</td>
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<td>4</td>
<td>7%</td>
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**RTI: An Overview.** What does the RTI model look like and how does it connect to the Common Core Learning Standards?
Response to Intervention

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”

Tier 1: Universal interventions.
Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions.
Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.
RTI Assumption: Struggling Students Are ‘Typical’ Until Proven Otherwise…

RTI logic assumes that:

− A student who begins to struggle in general education is typical, and that

− It is general education’s responsibility to find the instructional strategies that will unlock the student’s learning potential

Only when the student shows through well-documented interventions that he or she has ‘failed to respond to intervention’ does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.
Focus on School Factors That We Can Control

“Some factors in students’ lives (such as family divorce, moving frequently, drug use, and poor teaching) lower the probability that these students will learn and/or get along with others. These are often referred to as risk factors. Risk factors do not assure student failure. Risk factors simply make the odds of failure greater. Aligning assessment and instruction allows teachers to introduce new factors into the student’s life that raise the probability of learning. These are often called protective factors since they protect against the risks associated with risk factors. The use of protective factors to raise the probability of learning is often referred to as resilience.”

Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Target Student

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)

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

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

Common Core State Standards: Supporting Different Learners in ELA

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

Common Core State Standards: Supporting Different Learners in ELA

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

Response to Intervention (RTI)

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

Because the focus of RTI is on the underperforming learner, schools can use this approach as the 'toolkit' for helping struggling learners to attain the ambitious standards of the Common Core.
Activity: What Are Your School’s Greatest Challenges?

• In your groups, discuss the most significant challenges that your school faces in educating your students.
• Narrow the list of challenges to your TOP 2-3.
• Be prepared to share with the larger group.
Reading Comprehension. What are strategies to boost student reading skills in the classroom?
Reading Interventions:

1. Group-Based Repeated Reading (Fluency)
2. Reading Reflection Pauses (Comprehension)
3. Question Generation Comprehension)
4. Linking Pronouns to Referents (Comprehension)
5. Read-Ask-Paraphrase (RAP) Cognitive Strategy (Comprehension)
6. Ask-Read-Tell Cognitive Strategy (Comprehension)
Reading Standards: Foundation Skills for K-5

Grade 5 students:

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

**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).

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.)

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.

Response to Intervention

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.

Response to Intervention

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.

### Response to Intervention

#### Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students

**Date:**

**Rater:** Tutor

**Classroom:**

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

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

Sample Strategies to Promote...Reading Comprehension
Grade 5 students:

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Response to Intervention

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

- [Student Strategy] **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.
Response to Intervention

Reading Standards: Informational Text: K-5

<table>
<thead>
<tr>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
</tr>
</tbody>
</table>

Reading Comprehension ‘Fix-Up’ Skills: A Toolkit

• [Student Strategy] **Identifying or Constructing Main Idea Sentences (Question Generation)** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. This stack of ‘main idea’ cards becomes a useful tool to review assigned readings.
Linking Pronouns to Referents (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’) —especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: “The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it.”
Response to Intervention

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.

**ASK-READ-TELL (ART): Reading Comprehension**

Cognitive Strategy

(Available on Conference Web Page)

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

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Passage/Page Numbers: __________________</th>
<th>Date: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 1: Goal Before Reading:** I look at the title of the passage and ASK myself these questions:

- What is the main topic of the passage? What does it discuss?
- What information do I already know about this topic?

Based on the title, what are two questions about this passage's topic that I would like to have answered in my reading?

1. ____________________________________________________________________________
2. ____________________________________________________________________________

**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).

**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.
Group Activity: Reading Interventions

At your tables:

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

Reading Interventions:

1. Group-Based Repeated Reading (Fluency)
2. Reading Reflection Pauses (Comprehension)
3. Question Generation Comprehension
4. Linking Pronouns to Referents (Comprehension)
5. Read-Ask-Paraphrase (RAP) Cognitive Strategy (Comprehension)
6. Ask-Read-Tell Cognitive Strategy (Comprehension)
Work Planning. How can teachers train students in work-planning skills so that they can complete assignments in an efficient and timely manner?
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.

### Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Date:</th>
<th>Planning</th>
<th>Planning</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date:</td>
<td>Task:</td>
<td>Time Allocated:</td>
<td>Performance Goal:</td>
<td>Actual Performance:</td>
</tr>
<tr>
<td></td>
<td><em><strong>/</strong></em></td>
<td>Describe the assignment or task to be completed.</td>
<td>E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
<td>Your goal for the amount, accuracy, and/or quality of work to be completed.</td>
<td>Amount, accuracy, and/or quality of the work actually completed.</td>
</tr>
<tr>
<td>1</td>
<td><em><strong>/</strong></em></td>
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<td><em><strong>/</strong></em></td>
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</table>

**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.

- Number of Goal Not Met & Action Plan to Fix: [space for input]
- Number of Goal Not Met & Action Plan to Fix: [space for input]
- Number of Goal Not Met & Action Plan to Fix: [space for input]

Response to Intervention

Self-Regulation Skills: Work-Plan Conference

• Pair off at your tables. Review the structure for student work-planning conferences shared today. Discuss how you might use or adapt it to train students in work planning.

• Consider questions such as:
  ✓ What assignments you might use it for: in-class? homework? longer-term assignments?
  ✓ Who might conference with the student: teacher? counselor? mentor?

STUDENT WORK-PLANNING
Pre- and Post-Planning Conferences

PLANNING
1. Task
2. Time Allocated
3. Performance Goal

SELF-EVALUATION
1. Comparison of Performance Goal to Actual Performance
2. Adjustment
Collecting Classroom Data. What are examples of data collection in the classroom?
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.’

Review of Selected Methods of Classroom Data Collection

1. Behavior Report Card
2. Academic Survival Skills Checklist
RTI: Data-Informed Intervention

Teacher-Friendly Data Collection

Method:

Behavior Report Card
The Problem That This Tool Addresses:

Behavior Report Card

Most traditional methods of behavioral data collection are time-consuming to collect and difficult to juggle for a classroom teacher.

What is needed is a simple behavior-collection method that can be completed quickly and on a daily basis.
Behavior Report Card: What It Is…

- A behavior report card is a customized rating scale created by the teacher to rate various target student behaviors on a daily basis.

- If a teacher can describe and observe a student behavior, it can be tracked using a behavior report card.

- Examples of behaviors to track using a behavior report card include: Hyperactivity, work completion, organizational skills, and compliance with teacher requests.
Response to Intervention

Behavior Report Card Maker

• Helps teachers to define student problem(s) more clearly.

• Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.

• Provides a fixed response format each day to increase the consistency of feedback about the teacher’s concern(s).

• Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.
Response to Intervention

Jim's Report Card

Student Name: Brian
Date:

Rater: Mr. Wright
Classroom: Classroom 245

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.

Example: Daily Report Card

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

The degree to which Brian met this behavior goal

1 2 3

Brian went to the nurse only when needed.

How well Brian did in meeting the behavior goal

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

Poor Fair Good

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

How well Brian did in meeting the behavior goal

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

Poor Fair Good

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Response to Intervention

Behavior Report Card: Example

**Background:** All of the teachers on a 7th-grade instructional team are concerned about problem behaviors of one of their students, Brian.

**Define the Problem:** The team agrees that Brian has difficulties with inattention, incomplete work, and occasional non-compliance.

**Decide How to Collect Data:** The team chooses a Behavior Report Card to monitor Brian’s behaviors, to include these items:

- **Brian focused his attention on teacher instructions, classroom lessons and assigned work.**
- **Brian completed and turned in his assigned class work on time.**
- **Brian spoke respectfully and complied with adult requests without argument or complaint.** Each item is rated using a 1-9 scale.
Behavior Report Card: Example

**Baseline Measure:** Each member of the instructional team tracks Brian in their classroom for 3 successive days using the behavior report card. (Completing a BRC takes only a few seconds per day.)

On average, Brian scores no higher than 3 (‘Never/Seldom’ range) on all rating items in all classrooms during this baseline phase.

**Intervention Outcome Goal:** The team sets as an intervention goal that, by the end of a 6-week intervention to be used in all classrooms, Brian will be rated in the 7-9 range (‘Most/All of the Time’) in all classrooms.
Behavior Report Card Maker

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Rating Scales (Behavior Report Cards) and the Standards

Behavior Report Cards and similar rating scales are ideal for:

• monitoring observable student behaviors and interactions that support or are directly cited as part of Common Core Standards.
Rating Scales (Behavior Report Cards) and the Standards

Speaking & Listening Standards: 6-12:
Comprehension & Collaboration

Grade 7 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Teacher-Friendly Data Collection

Method:

Academic Survival Skills Checklist

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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.

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: Study Skills Example

<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.</td>
</tr>
<tr>
<td>2. AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.</td>
</tr>
<tr>
<td>3. CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.</td>
</tr>
</tbody>
</table>

### Academic Survival Skills Checklist: Study Skills Example

<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>SET STUDY GOALS.</strong> Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).</td>
</tr>
<tr>
<td>5. <strong>MAKE A STUDY AGENDA.</strong> If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and the time allocated for that review.</td>
</tr>
<tr>
<td>6. <strong>DO THE TOUGH STUDY WORK FIRST.</strong> Tackle the most difficult or challenging study objectives first during study sessions, when energy levels and ability to concentrate are at their peak.</td>
</tr>
</tbody>
</table>

# Academic Survival Skills Checklist: Study Skills Example

<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. VARY ACTIVITIES. Mix up study activities during a study session (e.g., alternating between reading and writing) to maintain engagement and interest.</td>
</tr>
<tr>
<td>8. CHUNK A LARGE STUDY TASK INTO SMALLER UNITS. If studying a large amount of material in a single session, 'chunk' the material into smaller units and take short breaks between each unit to maintain focus.</td>
</tr>
<tr>
<td>9. TEACH CHALLENGING CONTENT. When studying complex or challenging material, assume the role of instructor and attempt to explain or describe the material to a real or imagined listener. Teaching study material is an efficient way to verify understanding.</td>
</tr>
</tbody>
</table>

## STUDY SKILLS CHECKLIST

10. HIGHLIGHT QUESTIONS. When reviewing notes or completing course readings, use highlighters, margin notes, sticky notes, or other notation methods to flag questions, unknown vocabulary terms, or areas of confusion for later review with teacher or tutor.

11. SEEK HELP WHEN NEEDED. Approach the teacher or tutor for help as needed to answer questions or clear up areas of confusion identified during study sessions.

12. AVOID CRAM SESSIONS. Stay away from all-night cram sessions before major tests. Cram sessions are ineffective because they are inefficient and often leave students exhausted and unable to perform their best on exams. Instead, distribute study and test-review time across multiple days and consider allocating an upward limit of about 1 hour per study session to maintain focus and energy.
Academic Survival Skills Checklists: 5 Uses

Consistent expectations among teachers. Teachers at a grade level, on an instructional team, or within an instructional department can work together to develop checklists for essential global academic-survival skills. As teachers collaborate to create these checklists, they reach agreement on the essential skills that students need for academic success and can then consistently promote those skills across their classrooms.
Academic Survival Skills Checklists: 5 Uses

Proactive student skills training. One excellent use of these checklists is as a classwide student training tool. At the start of the school year, teachers can create checklists for those academic survival skills in which students are weak (e.g., study skills, time management) and use them as tools to train students in specific strategies to remediate these deficiencies. Several instructors working with the same group of students can even pool their efforts so that each teacher might be required to teach a checklist in only a single survival-skill area.
Academic Survival Skills Checklists: 5 Uses

**Student skills self-check.** Teachers can use academic survival-skills checklists to promote student responsibility. Students are provided with master copies of checklists and encouraged to develop their own customized checklists by selecting and editing those strategies likely to work best for them. Instructors can then hold students accountable to consult and use these individualized checklists to expand their repertoire of strategies for managing their own learning.
Academic Survival Skills Checklists: 5 Uses

Monitoring progress of academic survival-skills interventions. Often, intervention plans developed for middle and high school students include strategies to address academic survival-skill targets such as homework completion or organization. Checklists are a good way for teachers to measure the student's baseline use of academic survival skills in a targeted area prior to the start of the intervention. Checklists can also be used to calculate a student outcome goal that will signify a successful intervention and to measure (e.g., weekly) the student's progress in using an expanded range of academic survival-skills during the intervention period.
Response to Intervention

Academic Survival Skills Checklists: 5 Uses

*Parent conferences.* When teachers meet with parents to discuss student academic concerns, academic survival-skills checklists can serve as a vehicle to define expected student competencies and also to decide what specific school and home supports will most benefit the student. In addition, parents often appreciate receiving copies of these checklists to review with their child at home.
Response to Intervention

Academic Survival Skills Checklist: Example

Decide How to Collect Data: Mr. Haverneck decides to use the checklist to verify (through direct observation and student interview) those sub-skills that the student does or does not display.

Baseline Measure: Mr. Havernick monitors the student’s compliance with elements of this organization -skills checklist across three days of math class. On average, Rodney successfully carries out only 2 of the 5 possible subskills.

Intervention Outcome Goal: Mr. Havernick sets the goal that by the last week of a 5-week intervention, the student will be found to use all five of the subskills on at least 4 out of 5 days.
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.
Global Skills Checklists and the Standards

Checklists are well-suited for:

• evaluating whether a student has the essential foundation skills necessary to attain success on a given Standard.

• breaking a complex Standard down into component skills that can be verified through direct observation, review of work products, student interview, or other means.
Global Skills Checklists and the Standards

- breaking a complex Standard down into component skills that can be verified through direct observation, review of work products, student interview, or other means.

Language Standards: K-5: Production & Distribution of Writing


Grade 4 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Activity: Classroom Data Collection

At your tables:

- Discuss the Academic Survival Skills Checklists as a classroom intervention & monitoring tool.
**RTI & Student Connections.** What are examples of strategies to help students to feel engaged & connected with teachers?
Response to Intervention

Research-Based Antecedent Strategies to Improve Student Behaviors: Example

A positive relationship with the teacher is often a crucial factor in motivating a struggling student. The power of positive teacher-student interactions is illustrated in one recent study, which found that—when instructors took just a few seconds to greet inattentive students by name at the start of class—the percentage of time those students spent academically engaged during the first 10 minutes of instruction soared from 45% to 72% (Allday & Pakurar, 2007).

‘Catalytic Comments’: Teacher Communication Tools

• Using teacher greetings to increase academic engagement. (Allday & Pakurar, 2007). A personalized greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.

‘Catalytic Comments’: Teacher Communication Tools

• **Emphasizing the positive in teacher requests.** (Braithwaite, 2001). When an instructor’s request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, the teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can’t help you with your assignment"). Instead, the teacher restates requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").
‘Catalytic Comments’: Teacher Communication Tools

• 'Two by ten': Establishing positive teacher-student interactions. (Mendler, 2000). This strategy (‘non-contingent teacher attention’) can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days (‘two-by-ten’) engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student’s problem behaviors or poor academic performance.

Response to Intervention

Tier 1 Secondary Level:
Case Example: Patricia:
Reading Comprehension

www.interventioncentral.org
Response to Intervention

Case Example: Reading Comprehension

The Problem

• A student, Patricia, struggled in her social studies class, particularly in understanding the course readings. Her teacher, Ms. Cardamone, decided that the problem was significant enough that the student required some individualized support.
Case Example: Reading Comprehension

The Evidence

- Student Interview. Ms. Cardamone met with Patricia to ask her questions about her difficulties with social studies content and assignments. Patricia said that when she reads the course text and other assigned readings, she doesn’t have difficulty with the vocabulary but often realizes after reading half a page that she hasn’t really understood what she has read. Sometimes she has to reread a page several times and that can be frustrating.
Case Example: Reading Comprehension

The Evidence (Cont.)

- **Review of Records.** Past teacher report card comments suggest that Patricia has had difficulty with reading comprehension tasks in earlier grades. She had received help in the reading lab at her previous school, although there was no record of what specific interventions were tried in that setting.

- **Input from Other Teachers.** Ms. Cardamone checked with other teachers who have Patricia in their classes. All expressed concern about Patricia’s reading comprehension skills. The English teacher noted that Patricia appears to have difficulty pulling the main idea from a passage, which limits her ability to extract key information from texts and to review that information for tests.
Case Example: Reading Comprehension

The Intervention

- Ms. Cardamone decided, based on the evidence collected, that Patricia would benefit from training in identifying the main idea from a passage, rather than trying to retain all the information presented in the text.

She selected two simple interventions: **Question Generation** and **Text Lookback**. She arranged to have Patricia meet with her during an open period to review these two strategies. During that meeting, Ms. Cardamone demonstrated how to use these strategies effectively with the social studies course text and other assigned readings.
Response to Intervention

Reading Comprehension: Retention Strategies

- QUESTION GENERATION. This strategy incorporates paragraph main ideas and note-cards to promote retention of textual information: (1) LOCATE MAIN IDEAS. For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence. (2) WRITE MAIN IDEAS ON NOTE-CARDS. The student then writes the main idea of that paragraph on an index card. Cards are sequentially numbered to correspond with paragraphs in the passage. (3) GENERATE REVIEW QUESTIONS. On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. The card-stack becomes a study tool.

Text lookback is a simple strategy that students can use to boost their recall of expository prose by identifying questions that require information from the text and then looking back in the text in a methodical manner to locate that information.

http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/txtlkbk.php
Response to Intervention

Case Example: Reading Comprehension

Documentation and Goal-Setting

• Ms Cardamone filled out a Tier 1 intervention plan for the student. On the plan, she listed interventions to be used, a checkup date (4 instructional weeks), and data to be used to assess student progress.

• Data: Ms. Cardamone decided that she would rate the student’s grasp of text content in two ways:
  – Student self-rating (1-4 scale; 1=don’t understand; 4 = understand well)
  – Quiz grades.

• She collected baseline on both and set a goal for improvement.
Response to Intervention

www.interventioncentral.org

Classroom Intervention Planning Sheet

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.

<table>
<thead>
<tr>
<th>Student</th>
<th>Interventionist(s)</th>
<th>Date Intervention Plan Was Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia M.</td>
<td>Mrs. Cardamone, Social Studies</td>
<td>4 Feb 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Intervention is to Start:</th>
<th>Date Intervention is to End:</th>
<th>Total Number of Intervention Weeks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Feb 2013</td>
<td>8 March 2013</td>
<td>4</td>
</tr>
</tbody>
</table>

Description of the Student Problem: Student has difficulty summarizing and retaining key information from social studies course readings.

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.

Text Lookback (see attached script)
Question Generation (see attached script)

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

<table>
<thead>
<tr>
<th>Index cards for question generation</th>
</tr>
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Training
What to Write: Note what training— if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

<table>
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<tr>
<th>Meet with Patricia before starting intervention to train to use both intervention strategies. NOTE: Use past course readings to demonstrate reading comprehension strategies.</th>
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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:
1. Student self-assessment of reading comprehension using 4-pt rating scale: 0=Did not understand rdng, 4=Fully understood rdng
2. Quiz grades

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Outcome Goal</th>
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<tr>
<td>3 student self-ratings: 1.6 average</td>
<td>student self-ratings: 3.5 average</td>
</tr>
<tr>
<td>3 quiz grades: 65 average</td>
<td>quiz grades: 75 average</td>
</tr>
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</table>

How often will data be collected? (e.g., daily, every other day, weekly):
Self-Assessment: after each assigned reading, quiz grades: weekly
# Classroom Intervention Planning Sheet

## 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.

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**Description of the Student Problem:** Student has difficulty summarizing and retaining key information from social studies course readings.

## 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.

- **Text Lookback** (see attached script)
- **Question Generation** (see attached script)
### Response to Intervention

#### Materials

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2. Quiz grades |

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<tr>
<th>Baseline</th>
<th>Outcome Goal</th>
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</thead>
</table>
| 3 student self-ratings: 1.6 average  
3 quiz grades: 65 average | student self-ratings: 3.5 average quiz grades: 75 average |

<table>
<thead>
<tr>
<th>Ideas for Intervention Progress-Monitoring</th>
</tr>
</thead>
</table>
| • Existing data: grades, homework logs, etc.  
• Cumulative mastery log  
• Rubric  
• Curriculum-based measurement  
• Behavior report card  
• Behavior checklist |

How often will data be collected? (e.g., daily, every other day, weekly):  
Self-Assessment: after each assigned reading; quiz grades: weekly
Case Example: Reading Comprehension

The Outcome

• When the intervention had been in place for 4 weeks, Ms. Cardamone noted that Patricia appeared to have a somewhat better grasp of course content and expressed a greater understanding of material from the text.

• Because Patricia’s self-ratings of reading comprehension and quiz grades met the goals after 4 weeks, Ms. Cardamone decided to continue the intervention plan with the student without changes.

• The teacher also shared her intervention ideas with other teachers working with Patricia.
Response to Intervention

Tier 1 Intervention-Planning: Teacher Consultation/Team

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

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

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.

- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom ‘at-risk’ status.

Activity: Review the team-based problem-solving model presented here for Tier 1 interventions.

What are enablers and roadblocks to putting this process in place at your school?