RTI at Tier 1: The Classroom Teacher as 'First Responder' to Help Struggling Students

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www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/enterprise
Response to Intervention

Workshop Agenda...

GOAL 1: Defining RTI and Tiers 1, 2, & 3

GOAL 2: In-Depth Discussion of Teacher Role as Tier 1 ‘First Responder’/Elements of Direct Instruction/Definition of ‘Academic Intervention’ and Related Terms/Sample Tier 1 Interventions

GOAL 3: Tier 1 Data Collection in the Classroom/Sample Ways to Monitor Classroom Interventions

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Response to Intervention: An Introduction

Topics: Linking RTI & Race to the Top; Description of the RTI Model
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.
Common Core State Standards: Supporting Different Learners in Reading

“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. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.”

Common Core State Standards: Supporting Different Learners in Reading

“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.”

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"

Response to Intervention

RTI ‘Pyramid of Interventions’

Tier 3: Intensive interventions.
Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

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

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

- Tier 1 core instruction is considered to be ‘universal’ because all students receive it and benefit from it.
- Core instruction should include the elements of ‘explicit instruction’, a structured method for instructional delivery that is more likely to be effective with struggling students.
- To judge whether core instruction is adequate, RTI schools use screening instruments (e.g., reading fluency & comprehension probes; math computation fluency probes, math concepts and applications measures) to assess classwide math performance three times yearly. If at least 80 percent of students attain or exceed the screener’s performance benchmark, core instruction is considered to be adequate.


RTI Support: Tier 1 (Classroom) Intervention

Tier 1 interventions are intended for ‘red flag’ students who struggle in the content area(s) and require additional individualized teacher support during core instruction. To successfully implement Tier 1 interventions, a middle or high school teacher will need:

• Clear criteria to identify Tier 1 intervention students (e.g., students who are failing the course on a 5-week grade report).
• Research-based strategies to address the student’s academic (and perhaps motivational) deficits.
• A streamlined form to document the Tier 1 intervention plan.
• The ability to collect and interpret classroom data to judge whether the Tier 1 intervention is working.
• Guidelines for how long to implement the Tier 1 intervention before seeking additional RTI help for the student.

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 Support: **Tier 2/3 Supplemental Interventions**

- Tier 2/3 interventions SUPPLEMENT core instruction.

- Students are identified for Tier 2/3 services based on objective data sources such as universal screeners that allow the school to predict each student’s degree of ‘risk’ for academic failure.

- In a typical school, 10-15% of students may require Tier 2 interventions in a given academic area. About 1-5% of students may need more intensive Tier 3 interventions.

- Interventions at Tier 2 are monitored at least twice per month. Interventions at Tier 3 are monitored weekly.

- Each Tier 2/3 intervention should last at least 6-8 instructional weeks.

Response to Intervention

RTI Support: Tier 2/3 Supplemental Interventions

Each Tier 2/3 intervention plan shows evidence that:

• Instructional programs or practices are ‘evidence-based’.
• The intervention has been selected because it logically addresses the area(s) of academic deficit for the target student.
• The student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students; Tier 3 up to 3 students. NOTE: The instructional ratio for students engaged in computer-delivered Tier 2/3 instruction is 1:1.
• Students enrolled in the Tier 2/3 intervention group have the same shared intervention need(s).
• The intervention provides contact time adequate to the student academic deficit. Tier 2 interventions occur a minimum of 3-5 times per week in sessions of 30 mins or more; Tier 3 interventions occur daily in sessions of 30 mins or more (Burns & Gibbons, 2008).

Academic Interventions and Classroom Accommodations: Starter Set

Topics: Definition of Core Instruction/Academic Intervention/Accommodation/Modification; Elements of Direct Instruction/Sample Intervention Ideas for Reading, Writing, and Math/Accommodation Ideas Suitable for General-Education Classrooms
Academic Interventions: Examples

Phonics/Alphabetics: Letter-Cube Blending
Reading Fluency: Assisted Cloze, Duet Reading, Paired Reading
Reading Comprehension: Fix-Up Skills
Reading Comprehension: Main Idea Maps
Spelling: Cover-Copy-Compare
Writing (Syntax): Sentence Combining
Math-Number Sense: Counting Board Game
Math-Computation: Reciprocal Peer Tutoring With Time Delay
NYSED Common Core State Standards:
Reading Standards Foundational Skills K-5

Grade 1 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

Response to Intervention

Letter Cube Blending
(Available Online)

- The Letter Cube Blending intervention targets alphabetic (phonics) skills. The student is given three cubes with assorted consonants and vowels appearing on their sides. The student rolls the cubes and records the resulting letter combinations on a recording sheet. The student then judges whether each resulting ‘word’ composed from the letters randomly appearing on the blocks is a real word or a nonsense word. The intervention can be used with one student or a group. (Florida Center for Reading Research, 2009; Taylor, Ding, Felt, & Zhang, 2011).

Letter Cube Blending

**PREPARATION:** Here are guidelines for preparing Letter Cubes:

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.
- With three markers of different colors (green, blue, red), write the lowercase letters listed below on the sides of the three blocks—with one bold letter displayed per side.
  - Block 1: t, c, d, b, f, m: green marker
  - Block 2: a, e, i, o, u, i (The letter i appears twice on the block.): blue marker
  - Block 3: b, d, m, n, r, s: red marker
- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

Letter Cube Blending

INTERVENTION STEPS: At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. Each student takes a turn rolling the Letter Cubes. The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.

2. The student is prompted to sound out the letters on the cubes. The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting ‘word’.

Letter Cube Blending

INTERVENTION STEPS (Cont.):

3. **The student identifies and records the word as ‘real’ or ‘nonsense’**. The student then identifies the word as ‘real’ or ‘nonsense’ and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.

4. **The activity continues to 10 words**. The activity continues until students in the group have generated at least 10 words on their recording sheets.

Letter Cube Blending

Sample Recording Sheet


NYSED Common Core State Standards:
Reading Standards: Foundation Skills for K-5

Grade 5 students:

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.

ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY.

Fluency is the goal of this reading intervention. Sessions last 10-15 minutes. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage. Then the teacher continues reading. The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity.

Classroom Academic Interventions: Reading Fluency p. 8

- **DUET READING: INCREASE READING FLUENCY.** This strategy targets reading fluency. Sessions last for 10-15 minutes. The teacher selects an engaging text at the student's instructional or independent level. During duet reading, the teacher and student alternate reading aloud from the passage one word at a time, while the teacher tracks the place in the passage with an index finger. As the student grows more accomplished, the teacher can change the reading ratio to shift more responsibility to the student: for example, with the teacher reading one word aloud and then the student reading three words aloud in succession. As the student becomes more familiar with duet reading, the teacher can also direct the student to track the place in the text. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.

Classroom Academic Interventions: Reading Fluency p. 9

• **PAIRED READING: INCREASE READING FLUENCY.** This reading fluency intervention prompts the student to read independently with prompt corrective feedback. Each session lasts 10-15 minutes, using an engaging passage at the student’s instructional level. 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 stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and resumes reading in unison. The teacher also praises the student for using the silent signal to read aloud independently and occasionally praises other aspects of the student’s reading performance or effort.

HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:

- adult modeling of fluent reading,
- repeated reading of passages by the student,
- phrase-drill error correction,
- verbal cueing and retell check to encourage student reading comprehension,
- reward procedures to engage and encourage the student reader.
Response to Intervention

NYSED Common Core State Standards:
Reading Standards for Informational Text: 6-12

Grades 9–10 students:

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

- [Student Strategy] **Identifying or Constructing Main Idea Sentences p.11** (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.
Response to Intervention

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

• [Student Strategy] **Promoting Understanding & Building Endurance through Reading-Reflection Pauses p.11** (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.
• [Student Strategy] **Linking Pronouns to Referents p.12**

(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.”
NYSED Common Core State Standards: Reading Standards for K-5 Informational Text

Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Main Idea Maps
(Available on conference page)

This simple strategy teaches students to generate a graphic organizer containing the main ideas and supporting details of each paragraph in a passage from informational text.
Main Idea Maps: Sample Graphic Organizer
### Grade 3 students:

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multisyllabic words.
   d. Read grade-appropriate irregularly spelled words.

Cover-Copy-Compare: Spelling (Available on conference page)

- **DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).

- **GROUP SIZE:** Whole class, small group, individual student

- **TIME:** Variable up to 15 minutes per session
Cover-Copy-Compare: Spelling

MATERIALS:

- Worksheet: Cover-Copy-Compare
- Spelling Log: Mastered Words
Cover-Copy-Compare: Spelling

INTERVENTION STEPS: Here are the steps of Cover-Copy-Compare for spelling:

1. **[Teacher] Create a Cover-Copy-Compare Spelling Sheet.** The teacher selects up to 10 spelling words for the student to work on during the session and writes those words as correct models into the left column ('Spelling Words') of the Worksheet: Cover-Copy-Compare. The teacher then pre-folds the spelling sheet using as a guide the vertical dashed line ('fold line') bisecting the left side of the student worksheet.
### Cover-Copy-Compare Spelling

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. product</td>
<td>1a. product</td>
</tr>
<tr>
<td>2. laughter</td>
<td>2a.</td>
</tr>
<tr>
<td>3. string</td>
<td>3a.</td>
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<tr>
<td>4. summer</td>
<td>4a.</td>
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<tr>
<td>5. distract</td>
<td>5a.</td>
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<td>6. neighbor</td>
<td>6a.</td>
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<tr>
<td>7. stable</td>
<td>7a.</td>
</tr>
<tr>
<td>8. geography</td>
<td>8a.</td>
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<tr>
<td>9. spool</td>
<td>9a.</td>
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<tr>
<td>10. strict</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Response to Intervention

Cover-Copy-Compare: Spelling

2. [Student] Use the Cover-Copy-Compare Procedures. During the Cover-Copy-Compare intervention, the student follows these self-directed steps for each spelling word:

- Look at the correctly spelled target word that appears in the left column of the sheet.
- Fold the left side of the page over at the pre-folded vertical crease to hide the correct model ('Cover').
- Spell the word from memory, writing it in the first response blank under the 'Student Response' section of the spelling sheet ('Copy').
- Uncover the correct model and compare it to the student response ('Compare').
- Continue until all words on the spelling list have been spelled and checked against the correct models.

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Cover-Copy-Compare: Spelling

3. [Teacher] Log Spelling Words Mastered by Student.
   The teacher should select an objective standard for judging that the student using Cover-Copy-Compare has 'mastered' a spelling word (e.g., when the student is able to copy a specific word from memory without error on three successive occasions). The teacher can then apply this standard for mastery to identify and log spelling words in each session, using the Spelling Log: Mastered Words sheet.
### Spelling Log: Mastered Words Sheet

<table>
<thead>
<tr>
<th>Word</th>
<th>Date</th>
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<tbody>
<tr>
<td>Word 1</td>
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<td>Word 2</td>
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<td>Word 3</td>
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<td>Word 39</td>
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<td>Word 40</td>
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</tbody>
</table>
NYSED Common Core State Standards:
Writing Standards for 6-12

Grade 8 students:

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Sentence Combining (Available on conference page)

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.


Response to Intervention

Formatting Sentence Combining Examples

- In each example, the base clause (sentence) appears first. Any sentence(s) to be combined or embedded with the base clause appear below that base clause.

Example: **Base clause:** The dog ran after the bus.  
**Sentence to be embedded:** The dog is *yellow*.  
**Student-Generated Solution:** *The yellow dog ran after the bus.*

- '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)

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple (Compound) Sentence Subjects or Objects:</strong></td>
<td>- 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.</td>
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<td></td>
<td>- 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.</td>
</tr>
<tr>
<td><strong>Adjectives &amp; Adverbs:</strong> 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.</td>
<td>- 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.</td>
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<td>- Health care costs have risen nationwide. Those health care costs have risen quickly. Health care costs have risen quickly nationwide.</td>
</tr>
<tr>
<td>Type of Sentence</td>
<td>Sentence Combining Example</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Connecting Words</strong>:</td>
<td>• The house was falling apart. No one seemed to care. (but)</td>
</tr>
<tr>
<td></td>
<td><em>The house was falling apart, but no one seemed to care.</em></td>
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<td></td>
<td>• The glaciers began to melt. The earth's average temperature increased. (because)</td>
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<td></td>
<td><em>The glaciers began to melt because the earth's average temperature increased.</em></td>
</tr>
<tr>
<td>Coordinating conjunctions (e.g., <em>and, but</em>) link sentences on an equal basis.</td>
<td></td>
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<tr>
<td>Subordinating conjunctions (e.g., <em>after, until, unless, before, while, because</em>) link sentences with one of the sentences subordinate or dependent on the other.</td>
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<tr>
<td><strong>Relative Clauses</strong>:</td>
<td>• The artist was the most popular in the city. The artist painted watercolors of sunsets. (who)</td>
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<tr>
<td></td>
<td><em>The artist who painted watercolors of sunsets was the most popular in the city.</em></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td></td>
<td>• The explorer paddled the kayak across the raging river. The explorer was an expert in handling boats.</td>
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<td></td>
<td><em>The explorer, an expert in handling boats, paddled the kayak across the raging river.</em></td>
</tr>
</tbody>
</table>
Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possessive Nouns:</strong></td>
<td>• Some historians view the Louisiana Purchase as the most important expansion of United</td>
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<tr>
<td></td>
<td>States territory. The Louisiana Purchase was President Jefferson’s achievement.</td>
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<tr>
<td></td>
<td>Some historians view President Jefferson’s Louisiana Purchase as the most important</td>
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<tr>
<td></td>
<td>expansion of United States territory.</td>
</tr>
</tbody>
</table>
Response to Intervention

Kindergarten: Counting & Cardinality

Counting & Cardinality

Count to tell the number of objects.
4. Understand the relationship between numbers and quantities: connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

Building Number Sense Through a Counting Board Game
(Available on Conference Page)

**DESCRIPTION:** The student plays a number-based board game to build skills related to 'number sense', including number identification, counting, estimation skills, and ability to visualize and access specific number values using an internal number-line (Siegler, 2009).

Building Number Sense Through a Counting Board Game

MATERIALS:

• Great Number Line Race! form

• Spinner divided into two equal regions marked "1" and "2" respectively. (NOTE: If a spinner is not available, the interventionist can purchase a small blank wooden block from a crafts store and mark three of the sides of the block with the number "1" and three sides with the number "2".)

The Great Number-Line Race!

Date: _______________ Start Time: _____: _____ End Time: _____: _____

Directions: Mark the winner for each game with an 'X' in the table below.

<table>
<thead>
<tr>
<th>Players</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
<th>Game 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: ____</td>
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</tr>
</tbody>
</table>

Building Number Sense Through a Counting Board Game

**INTERVENTION STEPS:** A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game.* The student is told that he or she will attempt to beat another player (either another student or the interventionist). The student is then given a penny or other small object to serve as a game piece. The student is told that players takes turns spinning the spinner (or, alternatively, tossing the block) to learn how many spaces they can move on the Great Number Line Race! board.

Each player then advances the game piece, moving it forward through the numbered boxes of the game-board to match the number "1" or "2" selected in the spin or block toss.

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. Introduce the Rules of the Game (cont.).

   When advancing the game piece, the player must call out the number of each numbered box as he or she passes over it. For example, if the player has a game piece on box 7 and spins a "2", that player advances the game piece two spaces, while calling out "8" and "9" (the names of the numbered boxes that the game piece moves across during that turn).

Building Number Sense Through a Counting Board Game

**INTERVENTION STEPS:** A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. **Record Game Outcomes.** At the conclusion of each game, the interventionist records the winner using the form found on the *Great Number Line Race!* form. The session continues with additional games being played for a total of 12-15 minutes.

2. **Continue the Intervention Up to an Hour of Cumulative Play.** The counting-board game continues until the student has accrued a total of at least one hour of play across multiple days. (The amount of cumulative play can be calculated by adding up the daily time spent in the game as recorded on the *Great Number Line Race!* form.)

The Great Number-Line Race!

Date: _______________ Start Time: _____: _____ End Time: _____: _____

Directions: Mark the winner for each game with an 'X' in the table below.

<table>
<thead>
<tr>
<th>Players</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
<th>Game 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: _____</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2: _____</td>
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</tbody>
</table>


www.interventioncentral.org
Grade 4 Math Fluency Goal: Number & Operations in Base Ten

Grade 4-Overview
Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Peer Tutoring in Math
Computation with Constant Time Delay
(Available on Conference Page)
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

**PREPARATION:** To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

**Select Student Participants.** Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.
Peer Tutoring in Math Computation with Constant Time Delay

Select Student Participants (Cont.). Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).

- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
Peer Tutoring in Math Computation: Teacher Nomination Form

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: ____________________  Classroom: ____________________  Date: ____________________

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below. Remember, students who are considered for the peer tutoring program should—at minimum—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

<table>
<thead>
<tr>
<th>Number</th>
<th>Student Name</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
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<td>3</td>
<td></td>
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<td>4</td>
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<td>7</td>
<td></td>
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<td>8</td>
<td></td>
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</tbody>
</table>

www.interventioncentral.org 64
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.
Response to Intervention

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)

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Y __ N</td>
<td>1.</td>
<td>Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>2.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>3.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>4.</td>
<td>Provides Praise. The tutor praises the tutee immediately following correct answers.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>5.</td>
<td>Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>6.</td>
<td>Continues to the Timer. The tutor continues to present math-fact cards for tutee response until the timer rings.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Intervention Integrity Sheet (Part 2: Progress-Monitoring)

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em> _N</td>
<td>1.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>2.</td>
<td>Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>3.</td>
<td>Sorts Cards. The tutor sorts cards into ‘correct’ and ‘incorrect’ piles based on the tutee’s responses.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>4.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Score Sheet

<table>
<thead>
<tr>
<th>Date:</th>
<th>Cards Correct:</th>
<th>Cards Incorrect:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>
Academic Interventions: Examples

**Phonics/Alphabolics:** Letter-Cube Blending

**Reading Fluency:** Assisted Cloze, Duet Reading, Paired Reading

**Reading Comprehension:** Fix-Up Skills

**Reading Comprehension:** Main Idea Maps

**Spelling:** Cover-Copy-Compare

**Writing (Syntax):** Sentence Combining

**Math-Number Sense:** Counting Board Game

**Math-Computation:** Reciprocal Peer Tutoring With Time Delay
The Key Role of Classroom Teachers as Tier 1 ‘Interventionists’ in RTI: 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.

2. The teacher decides on the best explanation for why the problem is occurring.

3. The teacher selects ‘research-based’ interventions.

4. The teacher documents the student’s Tier 1 intervention plan.

5. The teacher monitors the student’s response (progress) to the intervention plan.

6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.
# Response to Intervention

## Classroom Intervention Planning Sheet

**Teacher/Team:** ___________________________  **Date:** _______________  **Student:** ___________________________

**Student Problem Definition #1:** _________________________________________________________________

**Student Problem Definition #2:** _________________________________________________________________

[Optional] Person(s) assisting with intervention planning process: _________________________________

<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Delivery</th>
<th>Check-Up Date</th>
<th>Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe each intervention that you plan to use to address the student’s concern(s).</td>
<td>List key details about delivery of the intervention, such as: (1) where &amp; when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;</td>
<td>Select a date when the data will be reviewed to evaluate the intervention.</td>
<td>Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student’s progress during this intervention.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type(s) of Data to Be Used:</th>
<th>Goal by Check-Up</th>
</tr>
</thead>
</table>

<table>
<thead>
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</table>

*(Available on Conference Web Page)*

www.interventioncentral.org
Definitions: Core Instruction, Academic Intervention, Instructional Adjustment (Accommodation), Modification p. 2
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 RTI academic support. NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not ‘count’ as individual student interventions.
Core Instruction, **Interventions**, Instructional Adjustments & Modifications: Sorting Them Out

- **Academic 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).
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

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

  - instructional adjustment example 1: Students are allowed to supplement silent reading of a novel by listening to the book on tape.
  
  - instructional adjustment example 2: For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and providing students with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).
“Teaching is giving; it isn’t taking away.”

(Howell, Hosp & Kurns, 2008; p. 356).

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 in core instruction—typically by lowering the academic standards against which the student is to be evaluated.

Examples of modifications:

- Giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class
- Letting the student consult course notes during a test when peers are not permitted to do so
Response to Intervention

**RTI: Are Modifications Occurring in Core Instruction?**

In your ‘elbow groups’, discuss the difference between ‘instructional adjustment (accommodation)’ and ‘modification’ (p. 2).

Are general-education students being given modifications during core instruction at Enterprise Charter?

If so, what are ways to support students while preventing these modifications from being used?
A Sampling of Accommodation Ideas
Instructional Adjustments/Accommodations: Instruction

• ADJUST INSTRUCTIONAL MATCH. Verify that the student possesses the required skills to understand course instruction and complete academic tasks assigned as in-class work or homework. If necessary, provide additional instruction (e.g., via tutoring sessions with a peer or instructor) or other supports to enable the student to meet academic expectations.

Instructional Adjustments/Accommodations: Instruction

- CHUNK CLASSWORK AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller chunks and include brief breaks to sustain student attention.

CLASS NOTES: CREATE GUIDED NOTES. Prepare a copy of notes summarizing content from a class lecture or assigned reading—with blanks inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes.

Instructional Adjustments/Accommodations: Instruction

- **CLASS NOTES: PROVIDE A STUDENT COPY.** Provide a copy of class notes to allow the student to focus more fully on the lecture and class discussion. This strategy can be strengthened by requiring that the student highlight key vocabulary terms appearing in the prepared notes as they are brought up in the lecture or discussion.

Response to Intervention

Instructional Adjustments/Accommodations: Instruction

- CLASS NOTES: PROVIDE LECTURE OUTLINE. Make up an outline of the lecture to share with students. Encourage students to use the elements of the outline to help to structure their class notes and to ensure that their notes do not omit important information.

Activity: Finding Accommodations For Your Classroom

In your groups:

• Glance over the accommodations ideas that appear on pp. 22-37 of your handout.

• Identify at least 2 ideas from this list that you think might be helpful to use with students in your classroom.
AccommodationFinder
http://www.interventioncentral.org/tools/accommodationfinder

This application allows the user to browse a set of 60+ classroom accommodations to put together a unique plan for a struggling learner.
Motivation Deficit 1: The student is unmotivated because he or she cannot do the assigned work.

- Profile of a Student with This Motivation Problem:
  The student lacks essential skills required to do the task.

Handout pp.3-5
Motivation Deficit 1: Cannot Do the Work (Cont.)

- **What the Research Says:** When a student lacks the capability to complete an academic task because of limited or missing basic skills, cognitive strategies, or academic-enabling skills, that student is still in the acquisition stage of learning (Haring et al., 1978). That student cannot be expected to be motivated or to be successful as a learner unless he or she is first explicitly taught these weak or absent essential skills (Daly, Witt, Martens & Dool, 1997).
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **How to Fix This Motivation Problem:** Students who are not motivated because they lack essential skills need to be taught those skills.

*Direct-Instruction Format.* Students learning new material, concepts, or skills benefit from a ‘direct instruction’ approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, & Nichols, 2009).
How to Fix This Motivation Problem: Students who are not motivated because they lack essential skills need to be taught those skills.

Direct-Instruction Format. Students learning new material, concepts, or skills benefit from a ‘direct instruction’ approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, & Nichols, 2009). When following a direct-instruction format, the teacher:

- ensures that the lesson content is appropriately matched to students’ abilities.
- opens the lesson with a brief review of concepts or material that were previously presented.
- states the goals of the current day’s lesson.
- breaks new material into small, manageable increments, or steps.
- throughout the lesson, provides adequate explanations and detailed instructions for all concepts and materials being taught. NOTE: Verbal explanations can 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).
- regularly checks for student understanding by posing frequent questions and eliciting group responses.
- verifies that students are experiencing sufficient success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement.
- provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning.
- allows students the chance to engage in practice activities distributed throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).
- ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **How to Fix This Motivation Problem:** When following a direct-instruction format, the teacher:
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  - provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning.
Motivation Deficit 1: Cannot Do the Work (Cont.)

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- ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
Where to Find High-Quality Intervention Programs
What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in mathematics, as well as other academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.
Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based math and reading programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) .
National Center on RTI
Instructional Intervention Tools Chart

Sponsored by the National Center on RTI, this page provides ratings to intervention programs in math, reading, and writing.

Users can sort their search by subject and grade level.
Doing What Works

This website is sponsored by the U.S. Department of Education and offers specific guidelines for how to teach effectively across disciplines.

The site has a section devoted to math and science, including pragmatic recommendations for putting into classroom practice the specific recommendations of the National Math Advisory Panel Report of 2008.
Response to Intervention

Methods of Classroom Data Collection: Starter Set

Topics: How to Structure Data Collection: Baseline, Goal, Progress-Monitoring; Examples of Teacher-Friendly Methods of Data Collection (Behavior Report Cards; Academic Survival Skills Checklists)
Interventions: Potential ‘Fatal Flaws’

Any intervention must include 4 essential elements. The absence of any one of the elements would be considered a ‘fatal flaw’ (Witt, VanDerHeyden & Gilbertson, 2004):

1. **Clearly defined problem.** The student’s target concern is stated in specific, observable, measureable terms. This ‘problem identification statement’ is the most important step of the problem-solving model (Bergan, 1995), as a clearly defined problem allows the teacher or RTI Team to select a well-matched intervention to address it.

2. **Baseline data.** The teacher or RTI Team measures the student’s academic skills in the target concern (e.g., reading fluency, math computation) prior to beginning the intervention. Baseline data becomes the point of comparison throughout the intervention to help the school to determine whether the intervention is effective.

3. **Performance goal.** The teacher or RTI Team sets a specific, data-based goal for student improvement during the intervention and a checkpoint date by which the goal should be attained.

4. **Progress-monitoring plan.** The teacher or RTI Team collects student data regularly to determine whether the student is on-track to reach the performance goal.

Academic Survival Skills
Checklists
pp. 38-48
Academic Survival Skills Checklists: A Tool to Help Students to Manage Their Own Learning

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.

A solution is to complete a 'task analysis' of a given global academic-survival skill, dividing that larger skill into a checklist of component sub-skills (Kazdin, 1989).

With a checklist that breaks a global academic survival skill into components, a teacher can judge whether a student possesses the essential building-block strategies that make up a larger global 'survival skills' term. Teachers have access to good sources of information to verify what academic survival skills a student possesses, including direct observation; interviews (of the student, past teacher, or parent); and student work products.

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<tr>
<th>STUDY SKILLS CHECKLIST</th>
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<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>
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**STUDY SKILLS CHECKLIST**

4. SET STUDY GOALS. 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).

5. MAKE A STUDY AGENDA. 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.

6. DO THE TOUGH STUDY WORK FIRST. Tackle the most difficult or challenging study objectives first during study sessions, when energy levels and ability to concentrate are at their peak.

### STUDY SKILLS CHECKLIST

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<td><strong>7.</strong></td>
<td>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><strong>8.</strong></td>
<td>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><strong>9.</strong></td>
<td>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>
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## Academic Survival Skills Checklist: Study Skills Example

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<td><strong>10. HIGHLIGHT QUESTIONS.</strong> 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.</td>
</tr>
<tr>
<td><strong>11. SEEK HELP WHEN NEEDED.</strong> Approach the teacher or tutor for help as needed to answer questions or clear up areas of confusion identified during study sessions.</td>
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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 Checklist: Example

Example: A middle school math instructor, Mr. Haverneck, was concerned that a student, Rodney, appears to have poor ‘organization skills’. Mr. Haverneck created a checklist of observable subskills that, in his opinion, were part of the global term ‘organization skills:

- arriving to class on time;
- bringing work materials to class;
- following teacher directions in a timely manner;
- knowing how to request teacher assistance when needed;
- having an uncluttered desk with only essential work materials.

Mr. Haverneck monitored the student’s compliance with elements of this organization-skill checklist across three days of math class. On average, Rodney successfully carried out only 2 of the 5 possible subskills (baseline). Mr. Haverneck set the goal that by the last week of a 5-week intervention, the student would be found to use all five of the subskills on at least 4 out of 5 days.
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.
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.
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.
Monitoring Student Academic or General Behaviors: Behavior Report Cards
Behavior Report Cards (BRCs) Are...

brief forms containing student behavior-rating items. The teacher typically rates the student daily (or even more frequently) on the BRC. The results can be graphed to document student response to an intervention.
Behavior Report Cards Can Monitor Many Behaviors, Including...

- Hyperactivity
- On-Task Behavior (Attention)
- Work Completion
- Organization Skills
- Compliance With Adult Requests
- Ability to Interact Appropriately With Peers
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.
Behavior Report Card
Maker
www.interventioncentral.org
Jim's Report Card

Student Name: Brian
Date: ____________________________

Rater: Mr. Wright
Classroom: Classroom 24

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.

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

Example: Daily Report Card

www.interventioncentral.org
Behavior Report Card: Example

Example: All of the teachers on a 7th-grade instructional team decided to use a Behavior Report to monitor classroom interventions for Brian, a student who presented challenges of inattention, incomplete work, and occasional non-compliance. They created a BRC with the following 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 rating item was rated using a 1-9 scale:

On average, Brian scored no higher than 3 (‘Never/Seldom’ range) on all rating items in all classrooms (baseline). The team set as an intervention goal that, by the end of a 6-week intervention to be used in all classrooms, Brian would be rated in the 7-9 range (‘Most/All of the Time’) in all classrooms.
Activity: RTI: Taking the ‘Next Step’

At your tables:

- Discuss the content covered in today’s workshop.
- Decide on at least one ‘next step’ you plan to take to apply ideas and/or resources shared today back in your classroom.