Classroom Interventions for the Common Core: Behavior Management

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RTI Toolkit: A Practical Guide for Schools

Classroom Interventions for the Common Core

Jim Wright, Presenter ◆ 27 October 2014 ◆ Fallsburg Central School District

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Workshop materials available at: http://www.interventioncentral.org/fallsburg
Access PPTs and other materials from this workshop at:

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

Intervention Central
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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
Sam: A Student In Trouble...

Sam is a student who has a cascade of problems that impact his academic performance—such as:

– limited reading comprehension & writing skills
– poor work habits (‘academic survival skills’)
– problem behaviors

This workshop will provide teacher with tools & strategies to address these areas of deficit—and will also offer guidelines to ensure that instruction and classroom management are optimal to help students like Sam to be successful.
Classroom Management:

*Intervention Pathways.* For students like Sam, how can teachers set up behavior management to get the most positive outcomes with the least amount of effort?
Teachers: Managing Classroom Behaviors

Issues:

• There is limited time to implement classroom strategies.

• The school may lack a common set of management procedures to ensure consistency across classrooms.
Classroom Management: Intervention Pathways pp. 10-13

Classroom Management: Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'Intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors--to include:
   - Teaching Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guertino, & Lathrop, 2007).
   - Posting Positive Classroom Rules. The classroom has a set of 3-5 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Saji, Myers, & Sugai, 2008).
   - Training Students in Basic Class Routines. The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guertino, & Lathrop, 2007; Mezna, Mezna, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
     - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
     - Assigning and collecting homework and classwork
     - Transitioning students efficiently between activities
     - Independent seatwork and cooperative learning groups
     - Students leaving and reentering the classroom
     - Dismissing students at the end of the period

2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:
   - Delivering Effective Instruction. The teacher's lesson and instructional activities include these components (Burns, VanDenHeyden, & Boice, 2008):
     - Instructional match. Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
     - Explicit instruction. The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
     - High rate of student responding and engagement. There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know.'
Classroom Management: Intervention Pathways

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Teachers can use this checklist to build an intervention pathway that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

1. **Behavioral Expectations.** Students receive explicit training and guidance in expected classroom behaviors—to include:
   - **Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).
   - **Posting Positive Classroom Rules.** The classroom has a set of 3-6 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘goal’ behaviors (e.g., ‘Students participate in learning activities without distracting others from learning’). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
   - **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Spinck, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
     - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
     - Assigning and collecting homework and classwork
     - Transitioning students efficiently between activities
     - Independent seatwork and cooperative learning groups
     - Students leaving and reentering the classroom
     - Dismissing students at the end of the period
   - **Preparing a Range of Appropriate Classroom Consequences for Misbehavior.** The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; remove classroom privileges; send the student to another classroom for a brief timeout) that are used before the teacher considers administrative removal of the student from the classroom (Spinck, Borgmeier, & Nolet, 2002).

2. **Instruction That Motivates.** Academic instruction holds student attention and promotes engagement—to include:
   - **Delivering Effective Instruction.** The teacher’s lesson and instructional activities include these components (Burns, VanDeHeyden, & Boice, 2008):
Classroom Management: Intervention Pathways

Behavior Management ‘Buckets’: Well-managed classrooms are built on a foundation that includes:

1. teaching behavioral expectations to students;
2. providing strong instruction;
3. using proactive strategies to manage group behaviors;
4. building connections with students; and
5. responding flexibly and appropriately when individual behavior problems occur.
Classroom Management: Intervention Pathways

1. **Behavioral Expectations.** Students receive explicit training and guidance in expected classroom behaviors.
1. Teaching Behavioral Expectations

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1. Teaching Behavioral Expectations

- Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘goal’ behaviors (e.g. ‘Students participate in learning activities without distracting others from learning’). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
1. Teaching Behavioral Expectations

- **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
  - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
  - Assigning and collecting homework and classwork
  - Transitioning students efficiently between activities
  - Independent seatwork and cooperative learning groups
  - Students leaving and reentering the classroom
  - Dismissing students at the end of the period
1. Teaching Behavioral Expectations:

**Additional Resources**

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

[Image of Self-Check Behavior Checklist Maker]

*Create customized checklists for students to monitor their own classroom behaviors*

*If you have any suggestions or comments about this tool, please mail me.*

**Directions**

- Click [HERE](http://www.interventioncentral.org) to download the full Self-Check Behavior Checklist Maker manual.
Classroom Management: Intervention Pathways

2. **Instruction That Motivates.** Academic instruction holds student attention and promotes engagement.
2. Strong Instruction That Motivates

• **Delivering Effective Instruction.** The teacher’s lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
  
  – *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
  
  – *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
  
  – *High rate of student responding & engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and ‘show what they know’.
  
  – *Timely performance feedback.* Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities.
2. Strong Instruction That Motivates

- **Maintaining Brisk Pace of Instruction.** The teacher presents an organized lesson, with instruction moving briskly.

  There are no significant periods of ‘dead time’ (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
2. Strong Instruction That Motivates

- **Giving Clear Directions.** When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them (Ford, Olmi, Edwards, & Tingstrom, 2001).

For large groups, such strategies might include using a general alerting cue (e.g., ‘Eyes and ears on me’) and ensuring general group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.
2. Strong Instruction That Motivates

- **Offering Student Choice.** The teacher provides the class or individual students with appropriate choice-opportunities when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001)

Offering choice options to students can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials are to be used to complete an assignment; (3) who to work with on a collaborative task.
2. Strong Instruction That Motivates:

**Additional Resources**

**Direct Instruction Checklist.** Teachers can use this checklist to evaluate lesson plans to ensure that they provide appropriate direct-instruction support for struggling learners.
3. **Group Behavior Management.** The teacher uses active, positive techniques to manage the classroom.
3. Group Behavior Management

- **Employing Effective Verbal Commands.** The teacher delivers clear directives to students that (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005).

These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
3. Group Behavior Management

• **Providing Active Supervision.** The teacher frequently moves through the classroom—strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002).

As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
3. Group Behavior Management

- **Using Group Prompts to Hold Attention.** The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them (DuPaul & Stoner, 2002).

To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."
3. Group Behavior Management:

Additional Resources

Assorted Classroom Management ‘Packages’.
Teachers can assert classroom control using one or more of these classwide packages: Zone Defense System, Good Behavior Game, Color Wheel, and Defense Management.
Classroom Management: Intervention Pathways

4. **Student Relationships.** The teacher uses strategies to promote in students a sense of classroom connection and belonging.
4. Student Relationships

- **Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007).

  The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.
4. Student Relationships

• **Shaping Behavior Through Praise.** To increase desired behavior, the teacher praises the student in specific terms whenever the student engages in that behavior (Kern & Clemens, 2007).

The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal:

- The teacher selects the specific desired behavior(s) to encourage through praise;
- The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments).
- The teacher makes sure that any praise statements given are behavior-specific.
4. Student Relationships

- **Maintaining a High Rate of Positive Interactions** Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).
4. Student Relationships: Additional Resources

Praise (Teacher Handout) and Beep Tapes. Teachers can strengthen their use of classroom praise by reviewing ‘best practices’ for praising students.

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5. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students.
1. Teaching Behavioral Expectations

• Preparing a Range of Appropriate Classroom Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; remove classroom privileges; send the student to another classroom for a brief timeout) that are used before the teacher considers administrative removal of the student from the classroom (Sprick, Borgmeier, & Nolet, 2002).
5. Individual Behavior Management

• **Giving Pre-Corrections as Behavioral Reminders.** The teacher heads off a problem behavior by proactively prompting or reminding student to show appropriate behaviors (De Pry & Sugai, 2002). Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.
5. Individual Behavior Management

• **Emphasizing the Positive in Teacher Requests.** Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won’t help you with your assignment until you return to your seat."). 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 (Braithwaite, 2001).
5. Individual Behavior Management

- **Asking Open-Ended Questions.** The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose ‘who’, ‘what’, ‘where’, ‘when’, and ‘how’ questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking ‘why’ questions because they can imply that the teacher is blaming the student.
5. Individual Behavior Management

• **Keeping Responses Calm and Brief.** The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker & Walker, 1991). The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary—imposes a pre-determined consequence for noncompliance.
5. Individual Behavior Management

- Selecting Behavior Management Strategies Matched to Student Need. The teacher is able flexibly to select different behavior management strategies for use with different students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all students. (Marzano, Marzano, & Pickering, 2003).
5. Individual Behavior Management:

**Behavior Report Cards.**

Teachers can use BRCs to help students to internalize classroom behavioral expectations, set individual behavior goals, and self-monitor behavior.
Activity: Classroom Management: Intervention Pathways

In your groups:

- Brainstorm ideas for using this classroom management checklist to help you to manage classroom behaviors.
Teachers: Managing Classroom Behaviors

Suggestions for Implementation:

• Teachers in all classrooms should use a classroom-management approach that provides the greatest positive impact with the least amount of time and effort.
Strong Core Behavior Management. What are examples of behavior management ‘packages’ that can improve on-task behavior for an entire class—including Sam?
Zone Defense System
Zone Defense System: Assign to Zones, Not Students

To help them to attain student success, primary classrooms often receive additional staffing resources in the form of reduced class size or assignment of part-time or full-time teaching assistants.

Yet students in these settings may waste as much as a third of instructional time transitioning between activities.

Furthermore, primary classrooms staffed with teaching assistants typically show little or no improvement in student behaviors when compared with classrooms that lack assistants.
Zone Defense System: Assign to Zones, Not Students

An alternative means for organizing staff is to link educators to specific 'zones'. In this 'zone defense system' (Casey & McWilliam, 2005), two (or more) educators assigned to a classroom divide up the instructional day into zones (instructional activities occurring at scheduled times in different parts of the classroom).

At any point during the school day, one educator assumes the role of 'instructor' and actively teaches children within a zone. Meanwhile, the second educator takes the role of 'set-up', preparing for the next scheduled activity in another part of the room.
Zone Defense System: Assign to Zones, Not Students

Instructor. When in the role of instructor, the educator is actively in charge of the current instructional activity. The instructor:

- greets students as they enter the new zone and helps each child to engage immediately in the current activity.
- engages in active teaching during the zone activity, providing instructional support to students.
- releases students at the end of the activity to move to the next zone activity.
- continues to support those students who need a longer transition time as they wrap up the current activity.
- cleans up and reorganizes the work space.
Zone Defense System: Assign to Zones, Not Students

Set Up. When in the set-up role, the educator is preparing for the next activity, but is also on-call to intercept and deal with potential interruptions to instruction. The person in the set-up role:

- sets up the materials and organizes the work space for the next scheduled zone activity.
- is available pull any children from the current zone activity who are emotionally upset or misbehaving.
- performs any other duty that prevents the current zone instructor from being interrupted (e.g., greeting visitors).
- is waiting in the new zone during the change-over between zone activities to greet students as they enter the area and to ensure that each child immediately starts the planned instructional activity.
# Zone Defense: Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Person A</th>
<th>Person B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Arrival</td>
<td>Set Up</td>
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<tr>
<td>8:15-8:45</td>
<td>Set Up</td>
<td>Welcome</td>
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<td></td>
<td></td>
<td>Activities/Circle Time</td>
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<tr>
<td>8:45-9:15</td>
<td>Language</td>
<td>Set Up</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Set Up</td>
<td>Math</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>In-Class Play</td>
<td>Set Up</td>
</tr>
</tbody>
</table>
Zone Defense System: Assign to Zones, Not Students

The most important benefits of the Zone Defense System are that it

– reduces student down-time

– prevents the interruption of instruction, and

– accommodates those children who need additional time to transition from one activity to another.

However, an additional potential plus is that rotating primary responsibility for different zone activities among staff members ensures that all educators linked to the classroom work together as colleagues.
'Zone Defense' Schedule

Classroom: _______________________________ Date: ________________

Directions: Use this form to schedule the daily activities of up to 3 classroom educators. Coordinate the schedule so that-- for any instructional activity-- at least one educator is always assigned to supervise instruction in an active zone while a second educator is assigned to set up for the next activity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Person A</th>
<th>Person B</th>
<th>Person C</th>
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<tbody>
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<td>7:30-7:45</td>
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<td>7:45-8:00</td>
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<td>3:45-4:00</td>
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Good Behavior Game (Online)
Sample Classroom Management Strategy: Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

The Good Behavior Game is a whole-class intervention to improve student attending and academic engagement. It is best used during structured class time: for example, whole-group instruction or periods of independent seatwork.

The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.
Good Behavior Game: Steps

1. The instructor decides when to schedule the Game. (NOTE: Generally, the Good Behavior Game should be used for no more than 45 to 60 minutes per day to maintain its effectiveness.)

2. The instructor defines the 2-3 negative behaviors that will be scored during the Game. Most teachers use these 3 categories:

   - **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
   - **Out of Seat:** The student’s posterior is not on the seat.
   - **Disruptive Behavior:** The student engages in any other behavior that the instructor finds distracting or problematic.
Good Behavior Game: Steps

3. The instructor selects a daily reward to be awarded to each member of successful student teams. (HINT: Try to select rewards that are inexpensive or free. For example, student winners might be given a coupon permitting them to skip one homework item that night.)

4. The instructor divides the class into 2 or more teams.

5. The instructor selects a daily cut-off level that represents the maximum number of points that a team is allowed (e.g., 5 points).
Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student’s team (e.g., as a tally mark on the board) and continues to teach.
Good Behavior Game: Steps

7. When the Game period is over, the teacher tallies each team’s points. Here are the rules for deciding the winner(s) of the Game:

- Any team whose point total is at or below the pre-determined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)
- If one team’s point total is above the cut-off level, that team does not earn a reward.
- If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.
Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

• Avoid the temptation to overuse the Game. Limit its use to no more than 45 minutes to an hour per day.

• If a student engages in repeated bad behavior to sabotage a team and cause it to lose, you can create an additional ‘team of one’ that has only one member—the misbehaving student. This student can still participate in the Game but is no longer able to spoil the Game for peers!

• If the Game appears to be losing effectiveness, check to be sure it is being implemented with care and that you are:
  – Assigning points consistently when you observe misbehavior.
  – Not allowing yourself to be pulled into arguments with students when you assign points for misbehavior.
  – Reliably giving rewards to Game winners.
  – Not overusing the Game.
**Response to Intervention**

**Good Behavior Game**

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
</tr>
</thead>
</table>
| [Out of Seat]  
[Disruptive] | Game Over |
| [Call Out] |

**Cut-Off=2**

**Answer:** Both teams won the Game, as both teams’ point totals fell BELOW the cut-off of 5 points.

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The Color Wheel
Response to Intervention

How To: Improve Classroom Management Through Flexible Rules: The Color Wheel

• The Color Wheel enforces uniform group expectations for conduct and responds flexibly to the differing behavioral demands of diverse learning activities.

• This classwide intervention divides all activities into 3 categories, linking each category to a color and behavioral rules:
  – green for free time/low-structure activities
  – yellow for large- or small-group instruction/independent work
  – red for brief transitions between activities.

<table>
<thead>
<tr>
<th>Color Wheel Behaviors: Sample List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Condition: Free Time/Low-Structure Activities</strong></td>
</tr>
<tr>
<td>• Talk in a quiet voice</td>
</tr>
<tr>
<td>• Keep hands and feet to self</td>
</tr>
<tr>
<td>• Comply with directions</td>
</tr>
<tr>
<td><strong>Yellow Condition: Large- or Small-Group Instruction/Independent Work</strong></td>
</tr>
<tr>
<td>• To speak, raise hand for teacher permission</td>
</tr>
<tr>
<td>• To leave seat, raise hand for teacher permission</td>
</tr>
<tr>
<td>• Look at the speaker or your work</td>
</tr>
<tr>
<td>• Comply with directions</td>
</tr>
<tr>
<td><strong>Red Condition: Transitions Between Activities</strong></td>
</tr>
<tr>
<td>• Return to your seat</td>
</tr>
<tr>
<td>• Clear your desk</td>
</tr>
<tr>
<td>• Look at the teacher</td>
</tr>
<tr>
<td>• Do not talk</td>
</tr>
</tbody>
</table>

www.interventioncentral.org
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Green Behaviors
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors
- To speak, raise hand for teacher permission
- To leave seat, raise hand for teacher permission
- Look at the speaker or your work
- Comply with directions

Red Behaviors
- Return to your seat
- Clear your desk
- Look at the teacher
- Do not talk
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Color Wheel: Additional Considerations:

1. **Give advance warning.** The instructor gives a 30-second warning when the Color Wheel is about the change. (An additional 2-minute warning may be added as well.)

2. **Praise rule-following.** The teacher frequently praises students for following posted behaviors. Classwide praise should be intermixed with praise to small groups and individuals. Praise should be "labeled", clearly describing the praise-worthy behaviors (e.g., "This reading group transitioned quickly and quietly to the math lesson. Nice work!").
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Color Wheel: Additional Considerations:

3. *Keep the Color Wheel 'red' periods short.* Teachers should keep students on the red phase only long enough complete the transition to a new green or yellow activity (e.g., 3-5 minutes).

4. *Do not use the 'red' Color Wheel setting as punishment.* The rules for the red (transitions) Color Wheel condition are the most restrictive. However, teachers should never set the classroom color condition to red to punish students for misbehavior—as students may fail to comply with the red behavioral rules because they are seen as punitive.
Defensive Management (Online)
Defensive Management: A Method to Avoid Power Struggles

‘Defensive management’ (Fields, 2004) is a teacher-friendly six-step approach to avert student-teacher power struggles that emphasizes providing proactive instructional support to the student, elimination of behavioral triggers in the classroom setting, relationship-building, strategic application of defusing techniques when needed, and use of a ‘reconnection’ conference after behavioral incidents to promote student reflection and positive behavior change.

Defensive Management: Six Steps

1. **Understand the Student Problem and Use Proactive Strategies to Prevent ‘Triggers’**. The teacher collects information—through direct observation and perhaps other means—about specific instances of student problem behavior and the instructional components and other factors surrounding them. The teacher analyzes this information to discover specific ‘trigger’ events that seem to set off the problem behavior(s) (e.g., lack of skills; failure to understand directions).

   The instructor then adjusts instruction to provide appropriate student support (e.g., providing the student with additional instruction in a skill; repeating directions and writing them on the board).

Defensive Management: Six Steps

2. **Promote Positive Teacher-Student Interactions.** Early in each class session, the teacher has at least one positive verbal interaction with the student. Throughout the class period, the teacher continues to interact in positive ways with the student (e.g., brief conversation, smile, thumbs up, praise comment after a student remark in large-group discussion, etc.). In each interaction, the teacher adopts a genuinely accepting, polite, respectful tone.

Defensive Management: Six Steps

3. **Scan for Warning Indicators.** During the class session, the teacher monitors the target student’s behavior for any behavioral indicators suggesting that the student is becoming frustrated or angry. Examples of behaviors that precede non-compliance or open defiance may include stopping work; muttering or complaining; becoming argumentative; interrupting others; leaving his or her seat; throwing objects, etc.

Defensive Management: Six Steps

4. **Exercise Emotional Restraint.** Whenever the student begins to display problematic behaviors, the teacher makes an active effort to remain calm. To actively monitor his or her emotional state, the teacher tracks physiological cues such as increased muscle tension and heart rate, as well as fear, annoyance, anger, or other negative emotions. The teacher also adopts calming or relaxation strategies that work for him or her in the face of provocative student behavior, such as taking a deep breath or counting to 10 before responding.

Defensive Management: Six Steps

5. **Use Defusing Tactics.** If the student begins to escalate to non-compliant, defiant, or confrontational behavior (e.g., arguing, threatening, other intentional verbal interruptions), the teacher draws from a range of possible descalating strategies to defuse the situation. Such strategies can include private conversation with the student while maintaining a calm voice, open-ended questions, paraphrasing the student’s concerns, acknowledging the student’s emotions, etc.

Defensive Management: Six Steps

6. **Conduct a ‘Reconnection’ Conference.** Soon after any in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student to discuss the behavioral incident, identify the triggers in the classroom environment that led to the problem, and brainstorm with the student to create a written plan to prevent the reoccurrence of such an incident. Throughout this conference, the teacher maintains a supportive, positive, polite, and respectful tone.

Defensive Management: 6 Steps

1. Understand the Student Problem and Use Proactive Strategies to Prevent ‘Triggers’.

2. Promote Positive Teacher-Student Interactions.

3. Scan for Warning Indicators.


5. Use Defusing Tactics.

6. Conduct a ‘Reconnection’ Conference.
Group Activity: Ways to Manage Student Groups

At your tables:

- Consider the 4 ideas shared here for managing groups of students. Discuss how you might use 1 or more of these approaches at your school or district.

Group Behavior Management Ideas:

1. Zone Defense System
2. Good Behavior Game
3. Color Wheel
4. Defensive Management: 6 Steps
Strategies for Non-Compliance.
What are strategies that teachers can use when working with non-compliant students—like Sam?
Antecedent Strategies to Manage Behavior:
Proactive Changes to the Environment

“Antecedent interventions typically involve some type of environmental rearrangement.”

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
Advantages of Antecedent Strategies vs. ‘Reactive Approaches’

1. Can prevent behavior problems from occurring
2. Are typically ‘quick acting’
3. Can result in an instructional environment that better promotes student learning

Behavior Management Strategies: Non-Compliance

Make High-Probability Requests. High-probability requests are a useful technique to motivate students to engage in assigned classwork (Lee, 2006). The teacher first identifies an academic activity in which the student historically shows a low probability of completing because of non-compliance. The teacher then embeds within that low-probability activity an introductory series of simple, brief 'high-probability' requests or tasks that this same student has an established track record of completing (Belfiore, Basile, & Lee, 2008).
HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the ‘low-probability’ assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: To Start Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Take out a piece of paper.’</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Write your name on your paper.’</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Copy the topic description that you see on the board.’</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>‘Write an introductory paragraph on this topic.’</td>
</tr>
</tbody>
</table>
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: WITHIN AN ASSIGNMENT. The teacher selects a ratio of ‘easy-to-challenge’ problems or items (e.g., 3: 1). The instructor then formats the assignment or worksheet according to the ‘easy-to-challenge’ ratio.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: Within Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
</tbody>
</table>
Behavior Management Strategies: Non-Compliance

• **Reduce Response Effort.** Teachers can increase student motivation and compliance through any method that reduces the apparent ‘response effort’ of an academic task—so long as that method does not hold the student to a lesser academic standard than classmates. Appropriate response-effort examples include (1) breaking a larger student assignment into smaller ‘chunks’ and providing the student with performance feedback and praise for each completed ‘chunk’ of assigned work, and (2) arranging for students to start challenging reading or homework assignments in class as a cooperative activity and then complete the remainder on their own.
Behavior Management Strategies: Non-Compliance

• **Allow Alternative Response Format(s).** For some students, a trigger for misbehavior is that they are asked to complete an academic task in a response format that they find difficult or frustrating. A strategy to address this issue is to offer the student a more acceptable alternative response format. For example, a student who does not like to write by hand can be given access to a keyboard to draft an essay while a student who is put off by completing a math computation worksheet independently can answer the same math facts orally from flashcards.
Behavior Management Strategies: Non-Compliance

Schedule Non-Contingent Escape Breaks. When students engage in disruptive behavior to escape or avoid academic work, the teacher can use 'non-contingent escape breaks':

1. **SELECT A STARTING MINIMUM WORK INTERVAL.** The teacher selects a minimum interval length during which the student is likely to be able consistently to remain engaged in work. For example, a teacher may observe that a student is typically able to work for at least 3 minutes before engaging in escape behaviors.

2. **DETERMINE THE LENGTH OF ESCAPE BREAKS.** The teacher decides on the length of a student's non-contingent escape break (e.g., 30 seconds, 1 minute)—provided at the conclusion of each work interval.
Behavior Management Strategies: Non-Compliance

Schedule Non-Contingent Escape Breaks (Cont.)

3. SELECT A TARGET LENGTH FOR WORK INTERVALS. The teacher decides on a reasonable exit goal for student to be able to work without interruption or seeking escape (e.g., 10 minutes).

4. START NON-CONTINGENT ESCAPE INTERVENTION. The teacher writes 'Work' and 'Break' on sticky notes of different colors and places them on the student's desk during the work session. At the start of the first work interval, the teacher approaches the student and points silently to the 'Work' note. At the end of the work interval, the teacher approaches and points to the 'Break' note. At the conclusion of the break interval, the teacher again points to the 'Work' note. The process repeats until the end of the work session. The teacher uses a timer to track time intervals.
Behavior Management Strategies: Non-Compliance

Schedule Non-Contingent Escape Breaks (Cont.)

5. **MAKE INTERVAL ADJUSTMENTS AS NEEDED.** When the student's problem escape behaviors fall to an acceptable level (e.g., 10 percent of work time or less) for at least 3 consecutive work sessions, the teacher increases the work interval by a pre-determined increment (e.g., 30 seconds, 1 minute). If the student's problem behaviors spike when the work interval is increased, the teacher reduces the work session by a pre-determined increment (e.g., 30 seconds, 1 minute) until behaviors improve.

6. **FADE THE PROGRAM.** When the student reaches the goal length for work intervals, escape breaks can be shortened (e.g., falling from 1 minute to 30 seconds) and eventually discontinued.
Response to Intervention

Behavior Management Strategies: Non-Compliance

• **Say No With Preferred Alternative.** In preparation, the teacher creates a list of those activities or items preferred by the student that can actually be provided. Whenever the student requests an unavailable activity or item, the teacher structures the 'no' statement as follows: (1) The teacher states that the student cannot engage in the requested activity or have the desired item; (2) The teacher provides the student with an explanation for why the preferred activity or item is not available; (3) The teacher offers the student an alternative preferred activity or item in place of that originally requested.
Behavior Management Strategies: Non-Compliance

- **Say No With Preferred Alternative: Example.** Here is a sample teacher 'no' statement with preferred alternative: "Roger, you cannot listen to your music now because student music players are not allowed in class. However, you can take a five-minute break to play the Math Blasters computer game that you like."
Behavior Management Strategies: Non-Compliance

Active Response Beads-Time Out

(Grskovic et al., 2004)
Active Response Beads-Time Out:

- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

Active Response Beads-Time Out:

**Preparation.** The teacher makes a sufficient number of sets of Active Response Beads (ARBs) to use in this intervention—depending on whether the strategy is to be used with one student, a small group, or the entire class.

The materials needed to create a single Active Response Bead set are:

- ten 3/4-inch/1.9-cm beads with hole drilled through middle
- A 38-cm/15-inch length of cord

To make a set of Active Response Beads, the teacher strings the 10 beads on the cord and ties a knot at each end.

Active Response Beads-Time Out:

**Procedure.** The ARB-TO can be used whenever the student displays defiant, non-compliant, acting-out, or escalating behaviors (e.g., refuses to engage in classwork, leaves seat without permission, talks out, makes rude or inappropriate comments or gestures, or engages in less-serious acts of aggression or property destruction).

**NOTE:** Educators should be aware that the teacher’s role in providing prompts, feedback, and praise to the student throughout the ARB steps is crucial to the intervention's success.

### Active Response Beads-Time Out: 4 Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1    | **Teacher Initiates ARB-TO Strategy**  
**Teacher**: The teacher directs the student to "go get an ARB".  
**Student**: The student walks to the teacher’s desk (or other classroom location), picks up a set of Active Response Beads and returns to seat. |

<table>
<thead>
<tr>
<th>2</th>
<th>Student Uses Active Response Beads</th>
</tr>
</thead>
</table>

**Teacher:** The teacher praises compliance and directs the student to begin the ARB-TO procedure:

"Thanks for getting your ARB. You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."

**Student:** The student puts head on desk and counts down slowly from 10 to 1. The student starts counting in an audible voice. With each number in the count, the student:

- takes a deep breath and slowly releases;
- moves a bead along the cord from the left to the right side of the ARB;
- gradually reduces voice volume—to conclude in a whisper on the last number.

Upon completing the count, the student raises head from desk.

Active Response Beads-Time Out: 4 Steps

3. **Student Returns ARB to the Teacher**

   **Teacher:** The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher.

   "Good job using the ARB. Please bring it up to me."

   **Student:** The student gives the teacher the ARB and returns to seat.

Response to Intervention

Active Response Beads-Time Out: 4 Steps

Teacher Redirects the Student to Academic Task

Teacher: The teacher again praises use of ARB-TO, directs the student to resume the academic task or rejoin the academic activity, and offers support as needed.

"Thanks for using the ARB and for returning it to me. Please continue with your assignment/rejoin our activity. I will be over to check on how you are doing in a moment."

Student: The student resumes the academic task or rejoins the learning activity.

Active Response Beads-Time Out:

Adaption. Replace Beads With 'Desk Dots'. A low-key adaptation of the ARB-TO is the substitution for the beads of a series of 10 dots numbered in descending order printed on a slip of paper and affixed to the student's desk. The student is then trained, when directed by the teacher, to apply the ARB-TO count-down/calm-down procedure using dots.

Group Activity: Strategies for Non-Compliance

At your tables:

- Consider the ideas shared for managing non-compliance.
- Discuss which single strategy you would most want to see used in your school.

Strategies to Prevent or Manage Non-Compliant Behavior

1. Make High Probability Requests
2. Reduce Response Effort
3. Allow Alternative Response Format(s)
4. Schedule Non-Contingent Escape Breaks
5. Say No With Preferred Alternative
6. Use Active Response Beads-Time-Out
Response to Intervention

Reading & Writing Support.

Sam has difficulty with reading fluency & comprehension tasks. What are classroom intervention ideas that might help him?
Teachers: Providing Classroom Reading & Writing Interventions

Issues:

• Reading & writing delays are probably the most common reasons for student academic underperformance.

• Teachers need ready access to a bank of intervention ideas that are feasible and effective in classroom settings.

• Where appropriate, the student should be trained to take responsibility for implementing at least part of the intervention plan.
**Reading Interventions:**

1. Reading Racetrack (Vocabulary)
2. Assisted Cloze Reading (Fluency)
3. Paired Reading (Fluency)
4. HELPS Program (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Reading Reflection Pauses (Comprehension)
8. Question Generation (Comprehension)
9. Linking Pronouns to Referents (Comprehension)
10. Read-Ask-Paraphrase (RAP) (Comprehension)
11. Ask-Read-Tell Cognitive Strategy (Comprehension)
Big Ideas in Reading

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

Sample Strategy to Promote...Sight-Word Vocabulary
Reading Racetrack

• The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create ‘Reading Racetracks’.

• In one session, the student reads through four target Racetracks with 7 words each and one review Racetrack with all 28 words.

• The student reads words aloud from a ‘Reading Racetrack’ sheet for 1 minute.

• The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

# Reading Racetrack Score Sheet

<table>
<thead>
<tr>
<th>Target List 1</th>
<th># Words Correct</th>
<th># Errors</th>
<th>Practice Words</th>
<th>Target List 3</th>
<th># Words Correct</th>
<th># Errors</th>
<th>Practice Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
<td>Second Read</td>
<td></td>
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<td></td>
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<tr>
<td>Third Read</td>
<td></td>
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<td></td>
<td>Third Read</td>
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<tr>
<td>Fourth Read</td>
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<td>Fourth Read</td>
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<tr>
<td>Fifth Read</td>
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<td></td>
<td></td>
<td>Fifth Read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Strategy to Promote...Reading Fluency
Classroom Academic Interventions: Reading Fluency

• ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY. 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.

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, the teacher provides error correction.

Classroom Academic Interventions: Reading Fluency

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

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

Tutorial: Distinguishing Between an Intervention Practice and a Program

- **Practice.** An intervention ‘practice’ is an educational practice that has been found through research to be effective in improving student academic or behavioral performance.

- **Program.** An intervention ‘program’ is usually a packaged approach that has multiple components and that is scripted. Programs often incorporate several research-based practices.

Both ‘practices’ and ‘programs’ have their place on RTI intervention plans.
Response to Intervention

National Reading Panel Report (2000): Conclusions
Regarding Importance of Oral Reading Fluency:

“An extensive review of the literature indicates that classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students—for good readers as well as those who are experiencing difficulties.”-p. 3-3
Intervention Practice Example: Repeated Reading

This intervention targets reading fluency (Lo, Cooke, & Starling, 2011). The student is given a passage and first 'rehearses' that passage by following along silently as the tutor reads it aloud. Then the student reads the same passage aloud several times in a row, with the tutor giving performance feedback after each re-reading.
Response to Intervention

Intervention Program Example:

HELPS (www.helpsprogram.org)

- 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.
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE

The HELPS Education Fund
The HELPS Education Fund is the non-profit foundation that is used to support teachers’ free access to the HELPS program materials. The fund is also used to support students’ overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials for only $45 per set. Second, individuals or organizations can make tax-deductible donations directly to the fund. 100% of proceeds from purchased HELPS materials and 100% of donations to the HELPS Education Fund are used to improve educational outcomes for students.

Related Links
- ATISweb
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBM
- The Education Trust
- Evidence-Based Intervention Network
- Edna McConnell Clark Foundation
- Marsha Forzani and Associates
- Information Control
- Andrew Forzani
- National Center for Education Statistics
- National Public Radio

Updates
Program Updates
- Program Updates dated on July 6, 2011
- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
- Research Updates dated on July 6, 2011
- Recent journal publication about HELPS
- HIPS studies of small-group instruction program

Website Updates
- Website Updates dated on July 6, 2011
- HELPS website improves in several ways
Response to Intervention

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.)

Response to Intervention

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.

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.

## 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>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>When asked to read aloud, I did my best reading.</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>When others were reading, I paid close attention.</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I showed good behaviors and followed all directions quickly.</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

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

Group-Based Repeated Reading

Procedure.

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

Sample Strategies to Promote...Reading Comprehension
Response to Intervention

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

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

‘Click or Clunk’ Check Sheet

**My Reading Check Sheet**

Name: __________________ Class: __________________

**Sentence Check... “Did I understand this sentence?”**

If you had trouble understanding a word in the sentence, try...
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

**Paragraph Check... “What did the paragraph say?”**

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

**Page Check... “What do I remember?”**

If you had trouble remembering what was said on this page, try...
- Re-reading each paragraph on the page, and asking yourself, “What did it say?”

*Adapted from Anderson (1990), Babbie (1994)*

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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.
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.
Response to Intervention

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

- **[Student Strategy] 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.

**READ-ASK-PARAPHRASE (RAP) Sheet:**

**Reading Comprehension:**

Cognitive Strategy

*(Available on Conference Web Page)*

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

<table>
<thead>
<tr>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Paragraph 3</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
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</table>

<table>
<thead>
<tr>
<th>Paragraph 5</th>
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ASK-READ-TELL (ART): Reading Comprehension Cognitive Strategy
(Available on Conference Web Page)
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. Reading Racetrack (Vocabulary)
2. Assisted Cloze Reading (Fluency)
3. Paired Reading (Fluency)
4. HELPS Program (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Reading Reflection Pauses (Comprehension)
8. Question Generation (Comprehension)
9. Linking Pronouns to Referents (Comprehension)
10. Read-Ask-Paraphrase (RAP) (Comprehension)
11. Ask-Read-Tell Cognitive Strategy (Comprehension)
Teachers: Providing Classroom Reading & Writing Interventions

Suggestions for Implementation:

• The school or district should develop a bank of research-based intervention ideas that teachers can use immediately.

• Teachers should consider teaching a particular intervention strategy to the entire class if substantial numbers of students need to learn that strategy.

• The school should pull together a collection of ‘portable’ student-directed intervention ideas (e.g., ‘Ask-Read-Tell’) that can be taught in a variety of settings, such as classrooms, study halls, after-school help sessions, counselor meetings, parent conferences, etc.