

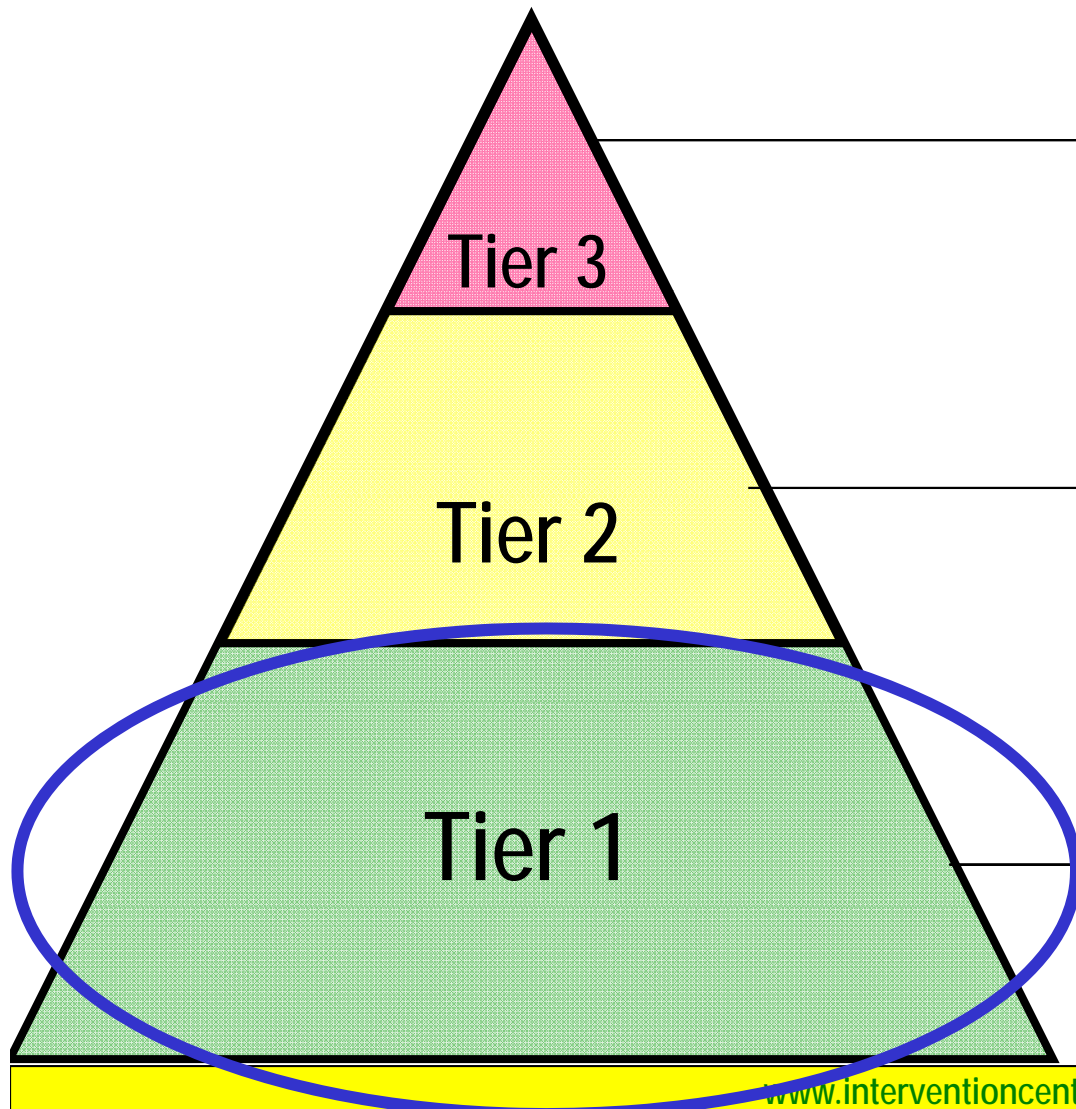
RTI at Tier 1: Universal Instruction & Classroom Intervention

Jim Wright

www.interventioncentral.org



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.

Tier 1: Universal Instruction & Classroom Intervention



RTI & Classwide Instruction. What does Response to Intervention look like at the classroom (Tier 1: Core Instruction) level?

RTI Plan: Tier 1 Core Instruction

Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above grade-wide academic screening benchmarks through classroom instructional support alone (Christ, 2008).

RTI Interventions: What If There is No Commercial Intervention Package or Program Available?

“Although commercially prepared programs and ... manuals and materials are inviting, they are not necessary. ... A recent review of research suggests that interventions are research based and likely to be successful, if they are correctly targeted and provide explicit instruction in the skill, an appropriate level of challenge, sufficient opportunities to respond to and practice the skill, and immediate feedback on performance... Thus, these [elements] could be used as criteria with which to judge potential ... interventions.” p. 88

Source: Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools*. Routledge: New York.

A Direct Instruction Model: Elements of Strong Core Instruction... pp. 5-7

1. Increase Access to Instruction

Instructional Element

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

Elements of Strong Core Instruction...

2. Provided 'Scaffolding' Support

Instructional Element

- Detailed Explanations & Instructions.** throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).
- Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
- Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).
- Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
- Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

Elements of Strong Core Instruction...

2. Provided 'Scaffolding' Support (Cont.)

Instructional Element

- Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
- Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).
- High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
- Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).
- Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

Elements of Strong Core Instruction...

3. Give Timely Performance Feedback

Instructional Element

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

Elements of Strong Core Instruction...

4. Provide Opportunities for Review & Practice

Instructional Element

- Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
- Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
- Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).
- Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

Activity: Core Instruction Fidelity Checks

- Lembke et al (2012) recommend that schools periodically use teacher self-, collegial, or administrative checks to ensure that strong explicit core instruction is occurring in classes.
- Discuss how your school could a 'core instruction' checklist like the one just reviewed to ensure strong Tier 1 (core) instruction across all classrooms.



Source: Lembke, E. S., Hampton, D., & Beyers, S. J. (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools*, 49(3), 257-272.

Tier 1: Universal Instruction & Classroom Intervention



RTI & Individual Classroom Interventions. What does Response to Intervention look like for an individual student (Tier 1: Intervention)?

Tier 1: Teacher Consultation/Team

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.
- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom 'at-risk' status.

Tier 1 Interventions: Quality Indicators

The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction:

- The teacher documents those strategies on a Tier 1 intervention plan.
- Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'.
- Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan.
- The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness.

Tier 1 Interventions Are *NOT*...

- The classroom teacher trying strategies informally without documentation.
- Minor actions such as 'called the parent' or 'moved the student's seat'.
- A restatement of the core instructional strategies given to all students in the class.

Making RTI Work at the Middle and High School Level



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

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

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

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

- **Intervention.** An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select question generation (Davey & McBride, 1986.; Rosenshine, Meister & Chapman, 1996), a strategy in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those ‘gist’ sentences for later review.

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

- **Instructional Adjustment.** An *instructional adjustment* (also known as an 'accommodation') is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An instructional adjustment removes barriers to learning while still expecting that students will master the same instructional content as their typical peers. An instructional adjustment for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape. An instructional adjustment for unmotivated students may include breaking larger assignments into smaller 'chunks' and providing students with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).

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

- **Modification.** A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Examples of modifications are giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class or letting the student consult course notes during a test when peers are not permitted to do so. Modifications are generally **not** included on a general-education student's classroom intervention plan—because lowering academic expectations is likely to result in these students falling further behind rather than closing the performance gap.

RTI & the Classroom: Are Modifications Occurring in Core Instruction?

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

Are general-education students being given modifications during core instruction in your school or district?

If so, what are ways to support students while preventing these modifications from being used?



Tier 1
Elementary
Level:
Case Example:
Colin: **Letter
Identification**



AIMSweb Cut-Points: Using National Aggregate Sample

- **Low Risk:** At or above the 25th percentile: *Core instruction alone is sufficient for the student.*
- **Some Risk:** 10th to 24th percentile: *Student will benefit from additional intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).*
- **At Risk:** Below 10th percentile : *Student requires intensive intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).*

Case Example: Letter Naming

The Concern

- In a mid-year (Winter) school-wide screening for Letter Naming Fluency, a first-grade student new to the school, Colin, was found have moderate delays when compared to peers. In his school, Colin fell below the 25th percentile compared with peers (AIMSweb norms). According to the benchmark norms, a student at the 25th percentile should read at least 38 letters per minute. Colin was able to read only 27 letters per minute. (NOTE: These results place Colin between the 10th and 25th percentile, a mild level of deficit—'Some Risk'.)
- Screening results, therefore, suggested that Colin has problems with Letter Naming. However, more information is needed to better understand this student academic delay.

Response to Intervention

AIMSweb Letter Naming Fluency Norms: Gr 1
 25th percentile for Winter Screening: 38 letters
 per minute

Colin's Performance: 27 letters per minute

AIMSweb® Growth Table Letter Naming Fluency Multi-Year Aggregate 2006-2007 School Year								
		Fall		Winter		Spring		
Grade	Percentile	Num	LNC	Num	LNC	Num	LNC	ROI
1	90	77585	63	5047	74	3286	82	0.5
	75		53		63		70	0.5
	50		41		52		57	0.4
	25		29		38		43	0.4
	10		18		19		25	0.2
	Mean		41		49		55	
	StdDev		18		21		23	

Case Example: Letter Naming

Instructional Assessment

- Colin's teacher, Ms. Tessia, sat with him and checked his letter knowledge. She discovered that, at baseline, Colin knew 23 lower-case letters and 19 upper-case letters. (Ms. Tessia defined 'knows a letter' as: "When shown the letter, the student can correctly give the name of the letter within 3 seconds.")
- Based on her findings, Ms. Tessia decided that Colin was still acquiring skill at letter names. He needed direct-teaching activities to learn to identify all of the letters.

Case Example: Letter Naming

Curriculum-Based Measurement: Letter Naming Fluency: Student Copy

I	J	N	D	T	c	P	l	p	j	h
G	F	L	n	q	K	W	s	i	k	Z
v	Q	f	A	g	x	R	u	m	E	d
S	w	b	t	O	H	U	a	Y	o	r
y	C	B	e	X	M	z	V	B	z	L
T	O	k	X	l	d	V	U	Y	b	h
Z	H	p	n	y	A	l	x	t	w	f
Q	i	r	e	R	c	g	P	J	M	o
m	a	N	G	S	K	q	W	D	u	C
v	j	s	F	E	J	i	o	x	z	G

Created at
www.interventioncentral.org

Case Example: Letter Naming

Intervention

- Ms. Tessia decided to use 'incremental rehearsal' (Burns, 2005) as an intervention for Colin. This intervention benefits students who are still acquiring their math facts, sight words, or letters.

Students start by reviewing a series of 'known' cards. Then the instructor adds 'unknown' items to the card pile one at a time, so that the student has a high ratio of known to unknown items. This strategy promotes near-errorless learning.

- Colin received this intervention daily, for 10 minutes.
- NOTE: A paraprofessional, adult volunteer, or other non-instructional personnel can be trained to deliver this intervention.

Source: Burns, M. K. (2005). Using incremental rehearsal to increase fluency of single-digit multiplication facts with children identified as learning disabled in mathematics computation. *Education and Treatment of Children*, 28, 237-249.

East Carolina University Evidence-Based Intervention Project

<http://ebi.missouri.edu/wp-content/uploads/2011/03/Incremental-Rehearsal-Intervention-Brief-2.pdf>

Incremental Rehearsal Guidelines

Common Reason for Academic Failure: They have not spent enough time doing it
Intervention Name: **Incremental Rehearsal**

Brief Description:

A student is presented with flashcards containing unknown items added in to a group of known items. Presenting known information along with unknown allows for high rates of success and can increase retention of the newly learned items, behavioral momentum and resulting time on task. Research shows that this technique can be used with sight/vocabulary words, simple math facts, letter names, and survival words/signs. In addition, this technique could be used for other facts, such as state capitals or the meanings of prefixes or suffixes, etc.

What "common problems" does this address?

Incremental Rehearsal increases fluency

Procedures:*

1. Introduce a series of words or math facts on instructional level.
2. From these, identify at least 9 words or math facts that the child can read or answer correctly within 2 seconds. These are "knowns" and go into a stack.
3. Also, identify 10 words or math facts that the child cannot read or answer correctly within 2 seconds. These are "unknowns" and go into a different stack.
4. Take 9 cards from the known stack and 1 from the unknown stack.
5. Present the first known card and have the student read it aloud.
6. Present the unknown with the answer for math and the first and second known and have the child read or answer aloud.
7. Present the unknown with the answer for math and the first, second, third known and so on until all 9 knowns have been presented.
8. If the first unknown is now a known, it now replaces a previous known, which is then removed from the stack. Begin the procedure again at number 4 using a different unknown.
9. Repeat until all unknowns become knowns.

*A complete sequence of flashcard presentation is provided in the Supplements section.

Critical Components that must be implemented for the intervention to be successful:

- There must be a clear understanding of the student's skill level. (Does the student have the skills necessary to use the flashcards?)
- Student is presented with material on a 90% known to 10% unknown ratio during trials. This ratio helps to produce *behavioral momentum*, which occurs when high rates of initial reinforcement 'get the ball rolling' so that when the student is presented with challenging material they are more likely to persevere. Allowing the student to produce high rates of success increases motivation to work through material that is unknown.

This manual was developed as a class project at East Carolina University. Correspondence concerning this manual should be addressed to Dr. T. Chris Riley-Tillman at the Department of Psychology, East Carolina University, Rawl Building, Greenville, North Carolina, 27858. Email: triley@ecu.edu
Incremental Rehearsal Intervention Brief Revised 1 and Revisions: Authors: David Rickels, M.Ed.

Case Example: Letter Naming

Goal-Setting and Data Collection

- Ms. Tessia set the goals that, within 4 instructional weeks, Colin would:
 - identify all upper-case and lower-case letters.
 - move above the 25th percentile in Letter Naming Fluency when compared to grade-level peers (using the AIMSweb norms).
- The teacher collected two sources of data on the intervention:
 - At the end of each tutoring session, the tutor logged any additional formerly unknown letters that were now 'known' (that the student could now accurately identify within 3 seconds).
 - Each week, the teacher administered a one-minute timed Letter Naming Fluency probe and charted the number of correctly identified letters.

Classroom Intervention Planning Sheet

Case Information

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

Student:	Coin R.	Interventionist(s):	Mrs. Tessie	Date Intervention Plan Was Written:	7 Jan 2013
Date Intervention is to Start:	14 Jan 2013	Date intervention is to End:	22 Feb 2013	Total Number of Intervention Weeks:	6
Description of the Student Problem:		Student is still acquiring ability to name upper- and lower-case letters. Mastery standard: When shown the letter, the student can correctly give the name of the letter within 3 seconds			

Intervention

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

Incremental Rehearsal (see attached write-up)

Materials

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

Create weekly letter-identification monitoring sheets from Letter Name Fluency Generator:
<http://www.interventioncentral.org/teacher-resources/letter-name-fluency-generator>

Create upper and lower-case letter flashcards

Training

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

Provide training in incremental rehearsal to the part-time para-professional assigned to the classroom

Progress-Monitoring

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

Type of Data Used to Monitor:

1. Each session: assessment and recording in each tutoring session of new letters mastered; 2. Weekly timed (1-min) letter-identification probes (curriculum-based measurement)

Baseline

Session assessments: Knows 23 lower-case and 19 upper-case letters/Weekly probes: 27 correct letters ID'd per min

Outcome Goal

Session assessments: Student will know all upper- and lower-case letters letters/Weekly probes: Student will identify at least 38 correct letters per min

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

Session Assessments: Each student meeting; Probes: weekly

Ideas for Intervention Progress-Monitoring

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

Response to Intervention

Case Information

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

Student:	<i>Colin R.</i>	Interventionist(s):	<i>Mrs. Tessia</i>	Date Intervention Plan Was Written:	<i>7 Jan 2013</i>
Date Intervention is to Start:	<i>14 Jan 2013</i>	Date Intervention is to End:	<i>22 Feb 2013</i>	Total Number of Intervention Weeks:	<i>6</i>
Description of the Student Problem:	Student is still acquiring ability to name upper- and lower-case letters. Mastery standard: When shown the letter, the student can correctly give the name of the letter within 3 seconds				

Intervention

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

Incremental Rehearsal (see attached write-up)

Response to Intervention

Materials	Training
<p>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</p>	<p>What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</p>
<p><i>Create weekly letter-identification monitoring sheets from Letter Name Fluency Generator: http://www.interventioncentral.org/teacher-resources/letter-name-fluency-generator</i></p> <p><i>Create upper and lower-case letter flashcards</i></p>	<p><i>Provide training in incremental rehearsal to the part-time para professional assigned to the classroom</i></p>

Progress-Monitoring

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

Type of Data Used to Monitor:

1. Each session: assessment and recording in each tutoring session of new letters mastered; 2. Weekly timed (1-min) letter-identification probes (curriculum-based measurement)

Baseline

Session assessments: Knows 23 lower-case and 19 upper-case letters/Weekly probes: 27 correct letters ID'd per min

Outcome Goal

Session assessments: Student will know all upper- and lower-case letters letters/Weekly probes: Student will identify at least 38 correct letters per min

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

Session Assessments: Each student meeting; Probes: weekly

Ideas for Intervention Progress-Monitoring

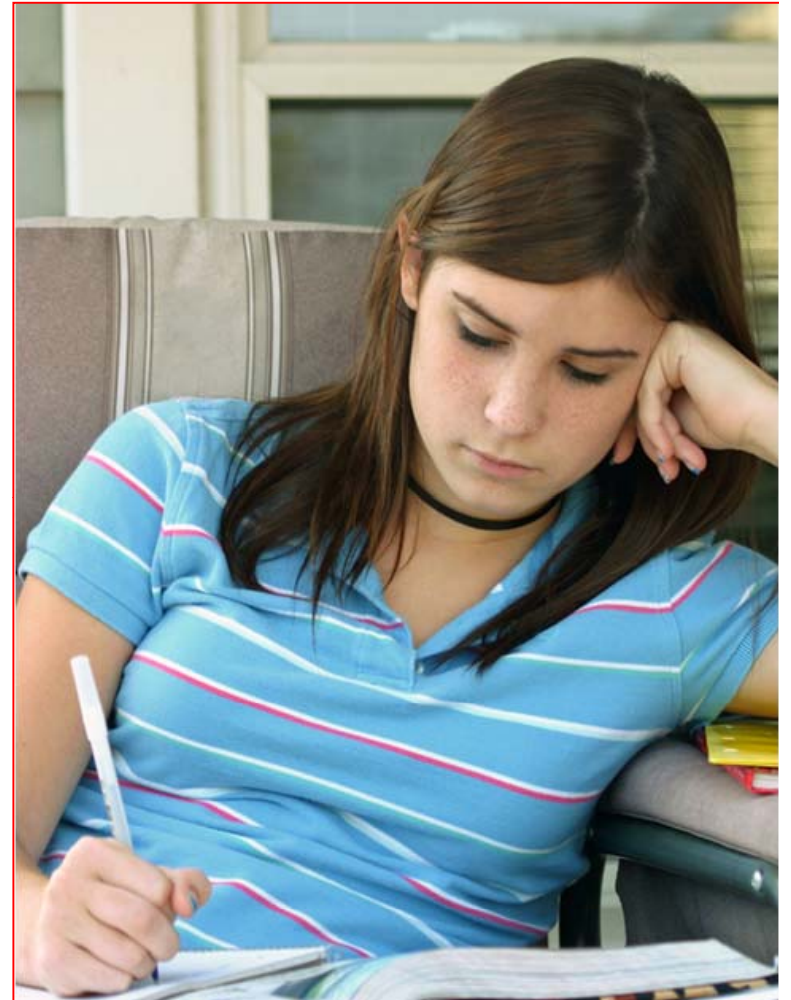
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

Case Example: Letter Naming

Outcome

- Ms. Tessia discovered that Colin attained the first goal ('able to identify all upper-case and lower-case letters') within 2 weeks.
- Colin attained the second goal ('move above the 25th percentile in Letter Naming Fluency when compared to grade-level peers' by reading at least 38 letters per minute) within the expected four instructional weeks.
- Ms. Tessia then discontinued the intervention after four weeks, as Colin had moved into the average range with letter naming skills.

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



Case Example: Reading Comprehension

The Problem

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

Case Example: Reading Comprehension

The Evidence

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

Case Example: Reading Comprehension

The Evidence (Cont.)

- *Review of Records.* Past teacher report card comments suggest that Patricia has had difficulty with reading comprehension tasks in earlier grades. She had received help in the reading lab at her previous school, although there was no record of what specific interventions were tried in that setting.
- *Input from Other Teachers.* Ms. Cardamone checked with other teachers who have Patricia in their classes. All expressed concern about Patricia's reading comprehension skills. The English teacher noted that Patricia appears to have difficulty pulling the main idea from a passage, which limits her ability to extract key information from texts and to review that information for tests.

Case Example: Reading Comprehension

The Intervention

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

She selected two simple interventions: **Question Generation** and **Text Lookback**. She arranged to have Patricia meet with her during an open period to review these two strategies.

During that meeting, Ms. Cardamone demonstrated how to use these strategies effectively with the social studies course text and other assigned readings.

Question Generation

Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.

<http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/qgen.php>

Text Lookback

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

<http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/txtlkbk.php>

Case Example: Reading Comprehension

Documentation and Goal-Setting

- Ms Cardamone filled out a Tier 1 intervention plan for the student. On the plan, she listed interventions to be used, a checkup date (4 instructional weeks), and data to be used to assess student progress.
- Data: Ms. Cardamone decided that she would rate the student's grasp of text content in two ways:
 - Student self-rating (1-4 scale; 1=don't understand; 4 = understand well)
 - Quiz grades.
- She collected baseline on both and set a goal for improvement.

Classroom Intervention Planning Sheet

Case Information

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

Student:	Patricia M.	Interventionist(s):	Mrs. Cardamone, Social Studies	Date Intervention Plan Was Written:	4 Feb 2013
Date Intervention is to Start:	11 Feb 2013	Date Intervention is to End:	8 March 2013	Total Number of Intervention Weeks:	4
Description of the Student Problem:		Student has difficulty summarizing and retaining key information from social studies course readings.			

Intervention

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

Text Lookback (see attached script)

Question Generation (see attached script)

Materials

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

Index cards for question generation

Training

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

Meet with Patricia before starting intervention to train to use both intervention strategies. NOTE: Use past course readings to demonstrate reading comprehension strategies.

Progress-Monitoring

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

Type of Data Used to Monitor:

1. Student self-assessment of reading comprehension using 4-pt rating scale: 0=Did not understand rdng; 4=Fully understood rdng
2. Quiz grades

Baseline

3 student self-ratings: 1.6 average
3 quiz grades: 65 average

Outcome Goal

student self-ratings: 3.5 average
quiz grades: 75 average

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

Self-Assessment: after each assigned reading; quiz grades: weekly

Ideas for Intervention Progress-Monitoring

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

Response to Intervention

Classroom Intervention Planning Sheet

Case Information

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

Student:	<i>Patricia M.</i>	Interventionist(s):	<i>Mrs. <u>Cardamone</u>, Social Studies</i>	Date Intervention Plan Was Written:	<i>4 Feb 2013</i>
Date Intervention is to Start:	<i>11 Feb 2013</i>	Date Intervention is to End:	<i>8 March 2013</i>	Total Number of Intervention Weeks:	<i>4</i>
Description of the Student Problem:	Student has difficulty summarizing and retaining key information from social studies course readings.				

Intervention

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

Text Lookback (see attached script)

Question Generation (see attached script)

Response to Intervention

Materials	Training
<p>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</p>	<p>What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</p>
<p><i>Index cards for question generation</i></p>	<p><i>Meet with Patricia before starting intervention to train to use both intervention strategies. NOTE: Use past course readings to demonstrate reading comprehension strategies.</i></p>

Progress-Monitoring	
<p>What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.</p>	
<p>Type of Data Used to Monitor:</p> <p>1. <i>Student self-assessment of reading comprehension using 4-pt rating scale: 0=Did not understand rdng; 4=Fully understood rdng</i></p> <p>2. <i>Quiz grades</i></p>	
<p>Baseline</p>	<p>Outcome Goal</p>
<p>3 <i>student self-ratings: 1.6 average</i></p> <p>3 <i>quiz grades: 65 average</i></p>	<p><i>student self-ratings: 3.5 average</i></p> <p><i>quiz grades: 75 average</i></p>
<p>How often will data be collected? (e.g., daily, every other day, weekly):</p> <p><i>Self-Assessment: after each assigned reading; quiz grades: weekly</i></p>	
<p style="text-align: center;"><u>Ideas for Intervention Progress-Monitoring</u></p> <ul style="list-style-type: none"> • Existing data: grades, homework logs, etc. • Cumulative mastery log • Rubric • Curriculum-based measurement • Behavior report card • Behavior checklist 	

Case Example: Reading Comprehension

The Outcome

- When the intervention had been in place for 4 weeks, Ms. Cardamone noted that Patricia appeared to have a somewhat better grasp of course content and expressed a greater understanding of material from the text.
- Because Patricia's self-ratings of reading comprehension and quiz grades met the goals after 4 weeks, Ms. Cardamone decided to continue the intervention plan with the student without changes.
- The teacher also shared her intervention ideas with other teachers working with Patricia.

Tier 1: Universal Instruction & Classroom Intervention



Next Steps. What are the recommended 'next steps' for this module?

Tier 1: Recommended Next Steps...

1. *Develop a Checklist to Define Strong Instruction.* Select or develop an observational checklist for "direct instruction" to help teachers to verify delivery of strong, consistent instruction across classrooms.
2. *Define Intervention-Related Terms.* Share with teachers the definitions of academic intervention, instructional adjustment/accommodation, and modification--to prevent accidental modification of instruction for general-education students.

Tier 1: Recommended Next Steps...

3. *Create an Intervention Meeting Structure (Tier 1) for Teachers.* Create a meeting format (e.g., grade-level meetings, department meetings, instructional team meetings, meetings with consultants) and structure for teachers to develop Tier 1 intervention plans.
4. *Design a Documentation Form.* Format a documentation form that teachers can use to quickly put intervention plans into writing.

Tier 1: Recommended Next Steps...

5. *Develop 'Non-Responder Decision Rules.* Create decision rules to guide teachers with Tier 1 interventions (e.g., expected number of weeks interventions should last; number of Tier 1 intervention plans attempted before allowing referral to higher RTI support, etc.).

Handout: Next Steps: p. 33

05:00

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- In your groups, discuss the content and recommendations for 'next steps' presented in this portion of the workshop.
- Jot down any immediate next steps that you think are important to prepare to support your schools in RTI.

. The classroom teacher is the RTI 'first responder',
t. This training segment identifies the hallmarks of strong
of classroom intervention.

Who in your CAST network of schools will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____