

RTI: HI DOE CAST Webinar

Jim Wright

www.interventioncentral.org



Response to Intervention

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RTI Success in Secondary Schools: A Toolkit for Middle and High Schools

Latest Updates

July 22nd, 2013
How To: Teach Students to Change Behaviors Through Self-Monitoring
Student self-monitoring is an effective tool for behavior change that requires the student to take an active intervention role. Learn the 7steps to quickly set up a self-monitoring intervention.
[Read more...](#)

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. [Spread the word about ICI](#)
[31 July 2013] **Use Direct Instruction to Reach Struggling Learners.** Teachers can make challenging academic material accessible by building assistance directly into instruction. This [checklist](#) is designed for general-education teachers and summarizes essential elements of a direct-instruction approach.

Free Classroom Intervention Kit

	Intervention Planner for Academics	Manual	Sample Reading-Fluency Interventions
	Intervention Planner for Behavior	Manual	Sample Relationship-Building Strategies

Featured Tools

- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder
- Letter Name Fluency Generator
- Math Work - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker
- Student Rewards - Jackpot

Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/hi_doe

RTI: Webinar: 5 December 2013



Where should CAST schools be in RTI implementation at this point?

RTI Implementation: Year 1: Month 5

Schools implementing RTI should:

- Have shared an overview of the RTI model with staff.
- Have begun to assemble Tier 1 intervention resources and forms for teacher use.
- Be preparing a staff development for teachers in the specifics of how to carry out, document, and monitor progress of Tier 1 interventions.

RTI Implementation: Year 1 (Cont.)

Schools implementing RTI should:

- Have begun to inventory their Tier 2/3 programs to determine which are research-based and where program gaps exist.
- Be investigating (and perhaps piloting) schoolwide screening tools that meet their needs.
- Be assembling a Tier 3 Problem-Solving Team that can meet on individual students to create customized intervention plans as needed.

RTI Implementation: Year 1 (Cont.)

Schools implementing RTI should:

- Have a Complex Area RTI Leadership Team in place (or soon to be in place) to create an RTI implementation plan for the remainder of the school year.

RTI: Webinar: 5 December 2013



Where can teachers find more academic intervention ideas than are currently available on Intervention Central?



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

Save

Start New Checklist

Academic Intervention Planner for Struggling Students

The Intervention Planner for Academics is a free online tool that lets educators put together customized academic intervention plans to address reading, writing, and math issues for struggling learners. Once you have created an academic intervention plan, you can download the plan in text or PDF format and even email it to others. And if you have a free Intervention Central account, you can also save academic intervention plans that you create online for later retrieval.

Directions

Click [HERE](#) to download the full Intervention Planner for Academics manual.

- To browse academic intervention ideas, select any of the categories from the 'Select Checklist' drop-down menu. Strategies for the selected category will then load into the 'Selected Checklist' box. Click on the arrow next to intervention ideas that you would like to add to your customized intervention plan and those ideas will load into the 'Your Checklist' box. Items in this box will go into your plan.
- You can add your own notes to any intervention idea in the 'Your Checklist' box by clicking the 'edit' button that appears next to it. A window will open and you will be able to type in your notes.
- When you are ready to download your customized intervention plan, you can do so by clicking on the tabs of the report choices below. You can download PDF or RTF (Microsoft-Word-ready) documents and can email these documents to others. You can also apply a unique name to any report by typing that name into the 'Report Title' box that appears near the bottom of the page under 'Printing Options'.
- If you have already created a free account on Intervention Central, you can save your intervention plan to that account. Just click the 'Save' button at the top of the page.

Select Checklist: Math: Instruction

Selected Checklist

MATH: INSTRUCTION: PEER-GUIDED PAUSE. During large-group math lectures, teachers can help students to retain more instructional content by incorporating brief Peer Guided Pause sessions into lectures: (1) Students are trained to work in pairs. At one or more appropriate review points in a lecture period, the instructor directs students to pair up to work together for 4 minutes. (2) During each Peer Guided Pause, students are given a worksheet that contains one or more correctly completed word or number problems illustrating the math concept(s) currently being reviewed in the lecture. The sheet also contains several additional, similar problems that pairs of students must work cooperatively to complete, along with an answer key. (3) Student pairs are reminded to (a) monitor their understanding of the lesson concepts; (b) review the correctly

Your Checklist



Intervention Planner for Academics

[http://www.interventioncentral.org/
tools/academic-intervention-planner-
struggling-students](http://www.interventioncentral.org/tools/academic-intervention-planner-struggling-students)

Word Boxes/Word Sort

- This intervention strengthens K-1 students' phonics/alphabetic skills.

Word Boxes: Phonics Practice Sheet

Student: _____ Date: _____ Interventionist: _____

1

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Building Sight-Word Vocabulary: 4 Methods

- Teachers can choose one or more methods to help students to acquire sight vocabulary.

How To: Build Sight-Word Vocabulary: 4 Methods

Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency (Hudson, Torgesen, Lane, & Turner, 2012; NICHD, 2000). Below are four quick and simple tutoring interventions that promote student acquisition of common sight words. While of course teachers can employ these ideas, schools should also consider making efficient use of non-instructional personnel (e.g., support staff, paraprofessionals, adult or peer tutors) to serve as sight-word interventionists (Burns & Gibbons, 2008):

Sight Words: Flashcards: Single-Response (Ferkis, Belfiore, & Skinner, 1997). The tutor has a deck of 5 flashcards with sight words. Prior to the session, the tutor sets a session criterion for mastery: e.g., the student will name all sight words in the deck correctly 3 times in a row. The session opens with the tutor saying to the student "We are going to practice some words." The tutor shows each flashcard to the student with the prompt, "Look at this word and say the word." If the student responds correctly within 3 seconds, the tutor says, "Yes, the word is [word]." If the student responds incorrectly, the tutor says, "No, the word is [word]. Say [word]." If the student hesitates for longer than 3 seconds, the tutor says, "The word is [word]. Say [word]." When all flashcards have been presented, the tutor shuffles the cards and repeats. When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 sight words.

Sight Words: Flashcards: Direct Instruction (Ruwe, McLaughlin, Derby, & Johnson, 2011). The tutor prepares a deck of 10 flashcards with sight words. Prior to the session, the tutor sets a session criterion for mastery: e.g., the student will name all sight words in the deck correctly 3 times in a row. The tutor shows each card to the student and asks, "What is this word?" If the student names the card correctly within 2 seconds, the tutor puts the card at the back of the deck and presents the next card. If the student names the card incorrectly or hesitates for longer than 2 seconds, that card temporarily becomes a 'drill card'. The tutor (1) shows the drill card, says the sight word aloud, and has the student repeat the sight word correctly, (2) returns that drill card to the deck 2 places back from the front of the stack, (3) following each subsequent appearance of the drill card continues to re-place it 2 places from the beginning of the stack until the student responds to it correctly 3 times in succession, and (4) then ends the drill-card procedure by placing that flashcard at the back of the stack. When the tutor has reviewed all of the flashcards in the stack at least once and has no drill cards in play, the tutor shuffles the cards before again presenting them to the student. When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 10 sight words.

Sight Words: Flash Cards: Folding-In (Beranek, Fienup, & Pace, 2011). The tutor creates a deck of flashcards taken from a master sight word list (e.g., Dolch word list). In preparation for the intervention, the tutor shows each flashcard from the master deck to the student. Any card that the student is able to read correctly within 3 seconds is sorted into a "known" pile, while any card that the student reads incorrectly or hesitates on for more than 3 seconds is sorted into an "unknown" pile. Before each session, the tutor creates a daily deck of 10 cards, with 3 drawn from the "unknown" pile and 7 drawn from the "known" pile. The tutor shuffles the deck, presents each card to the student, and says, "What is this word?" If the student responds correctly within 3 seconds, the tutor says, "Yes, the word is [word]." If the student responds incorrectly, the tutor says, "No, the word is [word]. Say [word]." If the student hesitates for longer than 3 seconds, the tutor says, "The word is [word]. Say [word]." When all flashcards have been presented, the tutor shuffles the cards and repeats. When the student is able to read all sight words in the daily deck correctly 3 times in a row, the daily deck is updated: The tutor pulls any 3 cards from the daily deck, places them in the "known" pile, and adds 3 new cards from the "unknown" pile to the daily deck. The tutor then shuffles and repeats the above procedure.

Building Math-Fact Proficiency: Self-Administered Folding-In Technique (SAFI)

The math-fact self-administered folding-in intervention (math-fact SAFI) trains students to take charge of their own intervention to acquire and develop fluency in math-facts. Using flash cards, the student reviews math-facts with immediate performance feedback, engages in repeated practice to correct errors, and records on a running log those math-facts that have been mastered. An additional advantage of this intervention is that it has been shown to be effective with middle-school students.

Math Facts SAFI: Student Checklist

Response

Math-Facts SAFI: Student Checklist (Hulac, Dejong, & Benson, 2012).	
Carried Out?	Intervention Step
_Y _N	1. Start with the daily stack of cards from the last session. Or create a new "daily stack" by taking 7 cards from your weekly "known" stack and 3 cards from your weekly "unknown" stack and shuffling them.
_Y _N	2. Take the first card from the top of the daily stack and place it flat on the table.
_Y _N	3. Read the math-fact on the card and write the answer on the dry-erase board within 3 seconds .
_Y _N	4. Turn the card over and compare the answer that you wrote to the answer on the card.
_Y _N	5. If your answer is correct, sort that card into a "daily known" pile. If your answer is incorrect, sort that card into a "daily unknown" pile--then practice by writing the math-fact and correct answer on your dry-erase board three times in a row .
_Y _N	6. Continue until you have answered all 10 daily cards. Then look at the daily "known" and "unknown" card stacks. If all daily cards are in the "known" stack, draw a star in the bottom left corner of your dry-erase board.
_Y _N	7. Shuffle the 10 cards in the daily card deck.
_Y _N	8. Continue reviewing all 10 cards in the daily deck as explained in steps 2-7 until you have drawn three stars in the bottom left corner of the dry-erase board. (In other words, continue until you have answered all 10 cards without error in a single run-through and have accomplished this feat a total of three times in the session.)
_Y _N	9. When you have earned 3 stars, consider the entire daily stack to be "known" cards. So it's now time to update the daily deck.
_Y _N	10. Take any 3 cards from your current daily 10-card deck and transfer them to the weekly "known" deck. Then, on the <i>Student Log: Mastered Math-facts</i> form, record the math-facts and current date for the 3 cards that you transfer. Congratulations! These now count as mastered math-facts!
_Y _N	11. Next, take 3 cards from the weekly "unknown" stack and add them to your current daily deck to bring it back up to 10 cards.
_Y _N	12. Begin reviewing the daily stack again (as outlined in steps 2-7) until your time runs out.
_Y _N	13. Before ending the session, place rubber-bands around the weekly "known" and "unknown" decks and the daily stack that you are currently working on. Also, be sure that your <i>Student Log: Mastered Math-facts</i> form is up-to-date.

www

Strategic Note-Taking

- Students are taught a strategy to identify and record key lecture information.

Strategic Note-Taking: Worksheet (Boyle, 2013; Boyle & Weishaar, 2001)

First Page #: 1 Student: _____ Course/Class: _____ Date: _____

Topic. Write the topic of today's lecture: _____

Background Knowledge. Before the lecture, jot down anything that you already know about this topic (in sentences, phrases, or keywords):

Main Points: Record any new important points and related details covered in this part of the lecture:

1. _____

2. _____

3. _____

4. _____

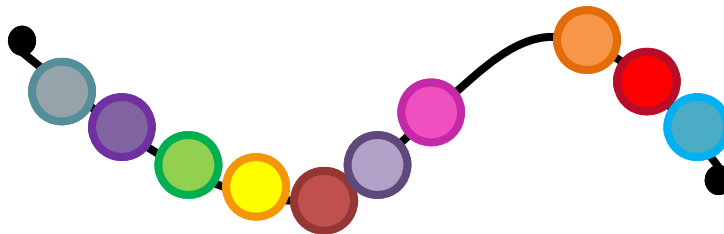
Summary: Before continuing with your note-taking, write briefly of how the key points listed above are related to each other:

Vocabulary: Jot down new vocabulary terms from this part of the lecture:

- _____
- _____
- _____
- _____

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 a relaxation strategy (count down from 10 using beads as manipulatives and with deep breathing) when upset. This intervention enhances behavioral self-management skills and minimizes exclusion from academic activities.



Intervention Central

<http://www.interventioncentral.org>

Intervention Central has a range of free academic and behavioral intervention ideas that span the grade levels.

New additions to the site include online applications to create customized academic and behavioral intervention plans.

The site also allows users to create free accounts and to save documents created with IC tools.

INTERVENTION CENTRAL Your source for RTI resources

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RTI Toolkit: A Practical Guide for Schools

Latest Updates

September 6th, 2013
[How To Document Classroom Academic & Behavioral Interventions](#)
 The Classroom Intervention Planning Sheet provides teachers with a simple, standard format to use in documenting their classroom intervention plans. [Read more...](#)

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. [Spread the word about RTI](#)

Workshops in Behavior Management & Math Interventions. In October 2013, Jim Wright will present workshops in the Mid-West on managing challenging student behaviors and delivering effective classroom math interventions. [Interested? Click here for registration information!](#)

(24 Sept 2013) [Managing Classrooms through Group Self-Monitoring](#). Group self-monitoring is feasible to implement, builds lasting behavioral skills, and promotes student responsibility. Students are trained to rate their own behaviors and those of the entire class—and receive incentives for both accurate ratings and positive behaviors.

(17 Sept 2013) [Using Beads to Reduce Time-Outs](#). Active-Response Beads-Time Out (AR-BE) replaces in-class time-out by promoting students' use of calm-down strategies, enhancing behavioral self-management skills, and minimizing exclusion from academic activities.

Featured Tools

- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolph Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder
- Letter Name Fluency Generator
- Math Work - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker
- Student Rewards - Jackpot Rewards Finder
- Test of Reading Comprehension - Mass Passage Generator
- Writing Probe Generator

Free Classroom Intervention Kit

	Intervention Planner for Academics	Manual	Sample Reading-Fluency Interventions
	Intervention Planner for Behavior	Manual	Sample Relationship-Building Strategies
	Accommodations Finder	Manual	Sample Task-Accommodation Strategies
	Academic Survival Skills Checklist Maker	Manual	Sample Homework-Skills Checklist

Evidence-Based Intervention Network

<http://ebi.missouri.edu/>

The EBI Network is a source for intervention scripts for academic and behavioral problems, along with videos modeling intervention practices.

Sponsored by the School Psychology Program at the University of Missouri, the site contains other intervention resources as well, including documents to help schools to better define the presenting student problem(s) and match them to appropriate interventions.

Re



Welcome to the EBI Network!

The EBI Network has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. To this end, four general sections have been developed for your use.

Evidence Based Intervention Section

In this section a collection of evidence based intervention (academic and behavioral) have been collected and sorted into categories to help you select the right EBI for the job. Short intervention briefs, modeling videos and overviews of the evidence base for the interventions are presented for each EBI. To start using this section please go to the "[How to Select an EBI!](#)" page.



If you're interested in an in depth review of EBI using the functional framework used in the EBI network take a look at [RTI Applications, Volume 1: Academic and Behavioral Interventions](#) and the soon to be published [RTI Applications, Volume 2: Assessment, Analysis, and Decision Making](#). These books were written by the developer of the EBI Network with Dr. Matt Burns, Dr. Amanda VanDerHeyden and Dr. Kimberly Gibbons. These books provide a thorough overview of EBI selection at the whole schools, class wide and individual child level as well as guidance concerning assessment, analysis and decision-making. The books are a part of the [Practical Intervention in the Schools Series](#) Book Series which has a number of very useful books to support EBI use in the schools.

Problem Solving Team/RTI Resources

This section has assorted resources to assist teachers, school based problem solving teams and schools as they develop their problem solving teams. This section is geared to provide simple materials to help educators select EBI and track effectiveness in an RTI model.

Foundations of Problem Solving

This section has been added to house a series of documents outlining the foundational skills and information necessary for using a problem solving approach when working with children who exhibit academic or behavioral problems. The following is a list of examples of such skills/information;

- What is an evidence based intervention?
- What are the common reasons for academic and behavior problems?
- Building strong relationships in classrooms

Evidence Based Intervention Network

Enter Keyword...

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Evidence Based Intervention Section

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Foundations of Problem Solving

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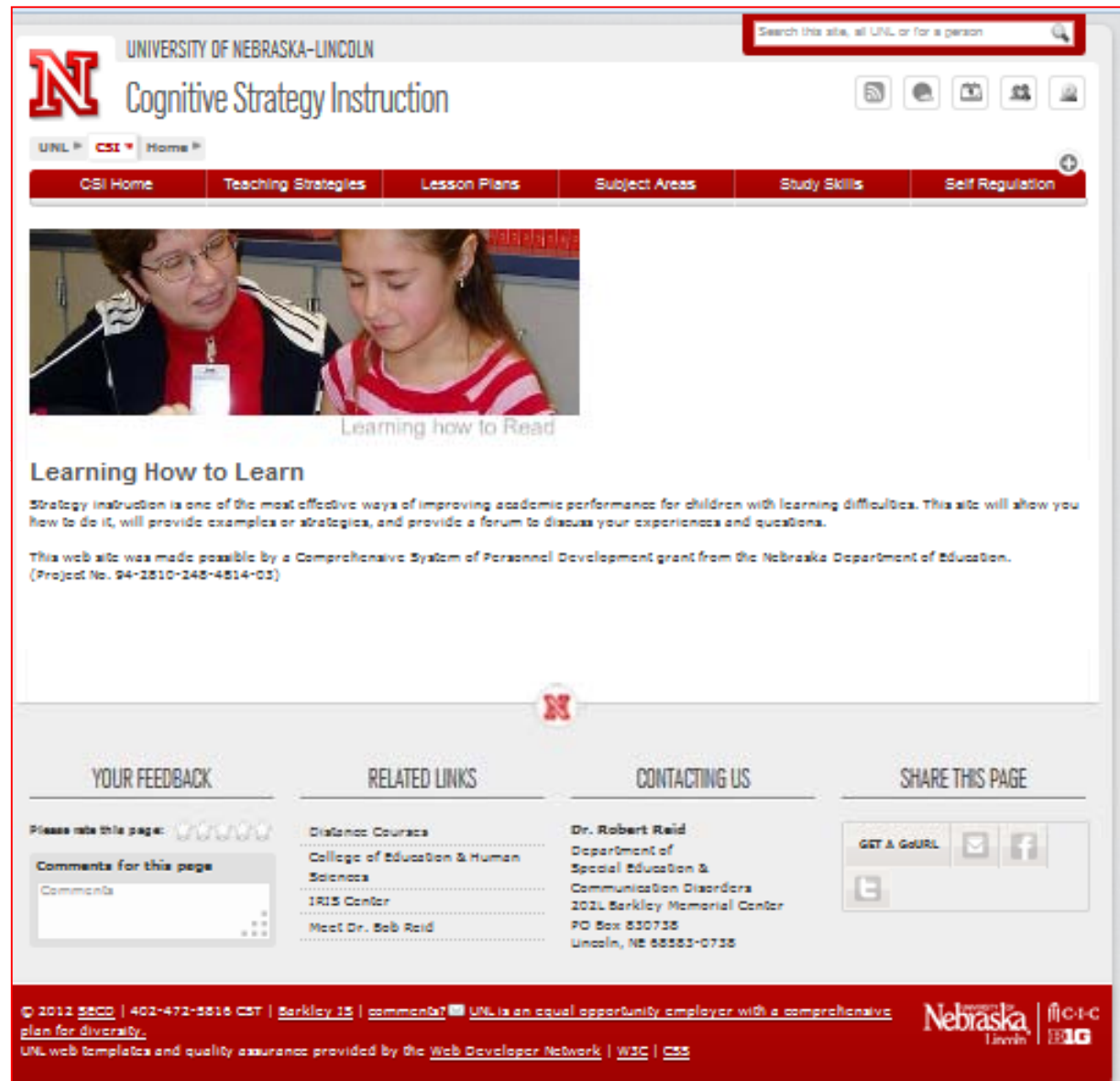
Response to Intervention

Cognitive Strategy Instruction

<http://cehs.unl.edu/csi/>

The Cognitive Strategy Instruction site was developed by the Special Education Department at the University of Nebraska-Lincoln.

The site specializes in cognitive strategies that students can learn to be more successful and independent in completing academic tasks.



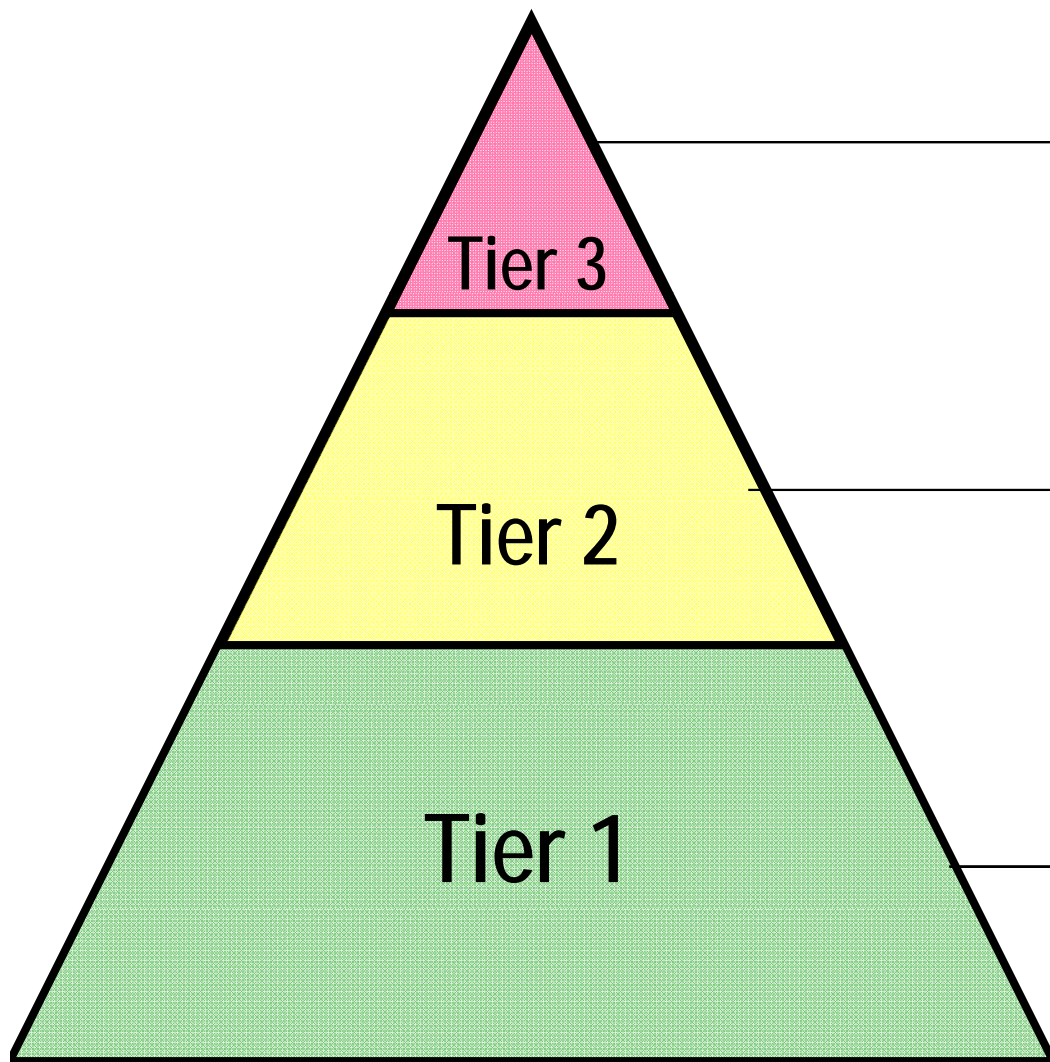
The screenshot shows the homepage of the Cognitive Strategy Instruction website. At the top, there is a search bar and the University of Nebraska-Lincoln logo. The main navigation menu includes links for CSI Home, Teaching Strategies, Lesson Plans, Subject Areas, Study Skills, and Self Regulation. A featured image shows a woman and a young girl looking at a book together, with the caption "Learning how to Read". Below this, the text reads "Learning How to Learn" and describes the site's purpose: "Strategy instruction is one of the most effective ways of improving academic performance for children with learning difficulties. This site will allow you how to do it, will provide examples of strategies, and provide a forum to discuss your experiences and questions." It also mentions funding from the Nebraska Department of Education. The footer contains sections for "YOUR FEEDBACK", "RELATED LINKS" (listing Distance Courses, College of Education & Human Sciences, IRIS Center, and Meet Dr. Bob Reid), "CONTACTING US" (with contact information for Dr. Robert Reid), and "SHARE THIS PAGE" (with social media icons). The bottom of the page features a red banner with copyright information, a diversity statement, and logos for Nebraska Learning and the Center for Learning and Instruction.

RTI: Webinar: 5 December 2013



What are examples of interventions appropriate for the 3 Tiers of RTI?

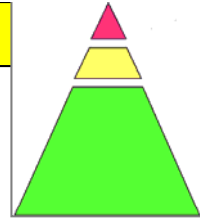
RTI 'Pyramid of Interventions'



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

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

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



RTI Support: Tier 1 (Classroom) Intervention

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

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

Sources: Wright, J. (2012). RTI Success in Secondary Schools: A toolkit for middle and high schools. Port Chester, NY: National Professional Resources, Inc.

Ask-Read-Tell (ART) Cognitive Strategy

- The student is taught a strategy to use during independent reading that includes pre-reading, reading, and post-reading phases. A graphic organizer helps to structure the student steps.

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

Name: _____ Passage/Page Numbers: _____ Date: _____

Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.

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

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

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

1. _____ ?
2. _____ ?

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

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

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

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

1. _____

2. _____

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

Interventions at Tiers 2 & 3: Standard-Treatment vs. Problem-Solving

Standard-Protocol. Programs based on scientifically valid instructional practices ('standard treatment protocol') are created to address frequent student referral concerns. These services are provided outside of core instruction.

An elementary school, for example, may put into place the HELPS tutoring program (www.helpsprogram.org: targeting reading fluency) to address large numbers of students with delayed reading fluency skills.

- An advantage of the standard-protocol approach is that it is efficient and consistent: groups of students can be put into these group interventions to receive a highly standardized intervention.
- A limitation of the standard-protocol is that these group often cannot be individualized easily to accommodate a specific student's unique needs.

RTI Interventions: Standard-Treatment vs. Problem-Solving

Problem-solving. When intervention plans are developed to match the unique profile of a particular student's strengths and weaknesses, this approach is called the 'problem-solving' model.

The problem-solving approach is open-ended and investigative—and addresses the 'whole child'.

- An advantage of the problem-solving approach is that the intervention can be customized to the student's needs.
- A limitation of the problem-solving approach is that developing intervention plans for individual students can be time-consuming and resource-intensive.

Tier 2: Standard-Treatment Protocol

Students are selected for Tier 2 through one of two paths:

1. they are picked up proactively in a schoolwide academic screening and are found to fall below the 20th to 25th percentile ('some risk' range), or
2. they have not responded sufficiently to a Tier 1 (classroom) intervention and are judged to need supplemental intervention support provided at Tier 2.

Tier 2 interventions are typically standard-treatment protocol (generic programs matched to common student problems: e.g., reading fluency or math problem-solving).

A schoolwide 'Data Analysis Team' is an efficient means to manage student selection and placement in Tier 2.

Response to Intervention

Selecting Performance 'Cut-Points' for Tier 2/3 Services: Example using EasyCBM Norms

RTI Tiers



51 WPM

20%ile

31 WPM

10%ile

Grade 3 Reading Measures

Percentile	Passage Reading Fluency		
	Fall	Wint	Sprg
10 th	31	64	60
20 th	51	81	81
50 th	83	114	115
75 th	108	147	144
90 th	138	173	173

Source: EasyCBM: (2010). *Interpreting the EasyCBM progress monitoring test results*. Retrieved February 22, 2011, from <http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf>

Tier 2 Interventions: Key Points

- Tier 2 interventions are supplemental; they take place outside of core instruction.
- If group-based, Tier 2 interventions are capped at 5-7 students to preserve effectiveness and integrity.
- 10-15% of the student population may qualify for Tier 2 support.
- Academic interventions at Tier 2 typically target 'off-level' skills (e.g., teaching basic math facts or vocabulary).
- Programs or practices used at Tier 2 are supported by research.
- Interventions are monitored at least 2X/month and typically last 6-8 instructional weeks.

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:

- Assisted Cloze preview (tutor reads text aloud)
- Group repeated-reading (alternating among students)
- Phrase-drill error correction (drill correct reading)
- Contingent rewards for good reading behaviors

A tutoring session using this group intervention will last about 15 minutes.





































Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

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

Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Tier 3 Interventions: 'Problem-Solving' Approach

Schools define Tier 3 interventions in one of two ways:

1. **Failure to Respond to Lesser Interventions.** The student requires an intervention sufficiently intensive (e.g., group size of 3 or fewer; daily sessions of 30 minutes or more) to qualify as Tier 3, or
2. **Case Complexity.** The student has multiple factors (e.g., academic and behavioral) that demand immediate attention, and require an open-ended problem-solving approach.

The RTI Problem-Solving Team is the appropriate group to oversee Tier 3 interventions, (1) ensuring fair access to intensive resources and (2) having the breadth of knowledge to design unique, customized interventions.

Tier 3 Interventions: 'Problem-Solving' Approach

Tier 3 interventions are often customized 'wrap-around plans' that fit the student's needs and are matched to available resources.

These stakeholders might have a role in Tier 3 intervention plans:

- Reading/Math Intervention Teacher: The student may receive intensive group-based or individual reading or math support.
- Classroom Teachers: Strategies for academic/behavioral support might be selected to strengthen core instruction.
- Parent(s): The parent(s) may assist with school-home reward systems, coaching of student homework completion, etc.
- Student: The student can assume an intervention (e.g., behavioral self-monitoring; academic survival skills).

Tier 3 Intervention Example: Kevin

- Kevin is a 6th grade student who has received small-group Tier 2 reading support (targeting his limited reading fluency and comprehension) for 4 months.
- Kevin has not made the expected progress in his Tier 2 reading program.
- Additionally, Kevin is becoming increasingly non-compliant in the classroom, despite the teacher's documented intervention efforts to manage his behaviors.
- Because Kevin's reading delays and problem behaviors are preventing academic success, he is referred to the RTI Problem-Solving Team to develop a customized Tier 3 plan to address his needs.

Tier 3 Intervention Plan for Kevin: 6th Grade

The RTI Problem-Solving Team meets with Kevin's instructional team and Kevin's mother to develop a customized 'wrap-around' intervention plan. **Non-compliance, delayed reading fluency/comprehension** are target concerns:

Reading Teacher. Kevin is making 'promising progress' in his reading group but is not yet hitting his intervention goals. The RTI Team switches Kevin into an individual tutoring program (HELPS) to meet daily. (Sessions will alternately be led by the reading teacher and a paraprofessional.)

Classroom Teachers. Kevin is to be taught to use a self-directed cognitive strategy: ASK-READ-TELL (ART) with a reading partner to increase his comprehension of challenging assigned readings. Teachers will also complete a daily Behavior Report Card tracking Kevin's classroom compliance and will communicate ratings to home.

Parent. Kevin's mother agrees to use assisted-cloze reading fluency intervention with Kevin to get him started on challenging reading assignments. Also, based on school reports about compliance, Kevin's mother will allow or withhold home privileges: e.g., access to computer games.

Student. Kevin is responsible for participating in the ASK-READ-TELL intervention, will self-rate his behaviors (Behavior Report Card) to compare results with teacher ratings.



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.



One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.

READ MORE

Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

READ MORE

Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

READ MORE

Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

READ MORE

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.

This 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.

READ MORE

RELATED LINKS

- All3Web
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center on Response to Intervention

UPDATES

Program Updates
Posted on July 6, 2010
- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
Posted on July 6, 2010
- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates
Posted on July 6, 2010
- HELPS website improves in several ways

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

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

Name: _____ Passage/Page Numbers: _____ Date: _____

Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.

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

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

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

1. _____ ?
2. _____ ?

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

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

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

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

1. _____

2. _____

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

ASK-READ-TELL
(ART): Reading
Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

Longwood High School Behavior Report Card

Student Name: Brian Date: _____

Rater: Mr. Wright Classroom: Classroom 345

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

Between classes, Brian traveled quickly from one class to another, avoided spending too much time socializing with other students, and did not bother other students or adults along the route.

Did Brian succeed in this behavior goal?

YES NO

Brian avoided engaging in rough, physical 'horse-play' with other students at lunch.

Behavior Report

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

The behavior goal was:

Accomplished Not Accomplished

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

The behavior goal was:

Accomplished Not Accomplished

I have reviewed this completed Behavior Report with my child.


Mentor Signature: _____ Date: _____

Comments:

Re Behavior Report Card Maker

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

Roy's Report Card

 [Switch to Expert Mode](#)


[Save](#) [Save as...](#)

[Start New Report Card](#)


Step 1

Enter the basic form information


Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title 


Roy's Behavior Report Card

Person to fill out the report card 


Mr. Wright

Directions 

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

Student's classroom 

Room 345


Student's first and last name 


Roy

Atkins


Gender  male 

Font family  san serif  Font size  10 pt 

Append signature section 

Instructions for report card signer 

I have reviewed this completed Behavior Report with my child.

Person to sign the report card 

Parent

[Previous](#) [Next](#)

Behavior Report Card Maker

Generate teacher-created behavior rating scales for daily behavioral assessment.

URL: <http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

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.

RTI: Webinar: 5 December 2013



How does a school go about finding the right schoolwide screening tools?

Building-Wide Screening: Assessing All Students

(Stewart & Silbergliit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

- Schools should consider using 'curriculum-linked' measures such as Curriculum-Based Measurement that will show generalized student growth in response to learning.
- If possible, schools should consider avoiding 'curriculum-locked' measures that are tied to a **single commercial instructional program.**

Source: Stewart, J. H. & Silbergliit, B. (2008). Best practices in developing academic local forms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Building-Wide Screening: Using a Wide Variety of Data

(Stewart & Silberglit, 2008)

Screenings can be compiled using:

- Fluency measures such as Curriculum-Based Measurement (e.g., AIMSweb, DIBELS, EasyCBM)
- Existing data, such as office disciplinary referrals.
- Computer-delivered assessments, e.g., Measures of Academic Progress (MAP) from www.nwea.org

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Applications of Screening Data (Stewart & Silberglit, 2008)

Screening data can be used to:

- Evaluate and improve the current core instructional program.
- Allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- Guide the creation of targeted Tier 2/3 (supplemental intervention) groups.
- Set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

CCSS: Grade 4 ELA Fluency Goal

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

Five Core Components of Reading

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

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

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

1. Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.

Response to Intervention

Purchase the Published Version

You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

[Visit Cambium/Sopris](#)

DIBELS for Mobile Devices

Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

[Visit Amplify](#)

Download from Dynamic Measurement Group

If you don't have an account yet, you will need to [sign up](#) before downloading the materials.

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DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Transition to DIBELS Next Today

[Getting Started With DIBELS Brochure](#)

[Transitioning to DIBELS Next](#)

[DIBELS Next® Benchmark Goals](#)

Basic-Skills Screener Example: DIBELS Next

“DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals.”

Curriculum-Based Measures (CBMs)

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

Schoolwide Screening Tools: 2 Types (Cont.)

Schoolwide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

The assumption built into curriculum-skills screeners is that when teachers can map the 'holes' in a student's academic skills, they can adjust instruction to address those gaps.

Response to Intervention

The screenshot displays the NWEA website's navigation and main content. The top navigation bar includes links for 'Events', 'Contact Us', 'Reports Login', and 'Partner Support', along with a search bar and social media icons for Facebook, Twitter, LinkedIn, YouTube, and RSS. The left sidebar contains a menu with 'ABOUT NWEA', 'OUR RESEARCH', and 'PRODUCTS & SERVICES'. Under 'PRODUCTS & SERVICES', there is a section for 'Common Core MAP Assessments' with a list of links: 'MAP® Overview', 'MAP®', 'MAP® for Science', 'MAP® for Primary Grades', 'Skills Pointer', 'Children's Progress Academic Assessment (CPAA)', 'End of Course Assessments', and 'Formative Assessment Item Bank'. The main content area features a large image of a young girl looking at a laptop. Overlaid on this image is a text box with the heading 'Measures of Academic Progress' and the following text: 'Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.' Below the image, the word 'MAP' is written in large red letters. At the bottom, there is a horizontal navigation bar with four tabs: 'MAP OVERVIEW', 'MAP ALIGNMENT', 'MAP SCORING', and 'USING THE DATA'. The 'MAP OVERVIEW' tab is currently selected and highlighted.

NWEA
Northwest Evaluation Association

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Common Core MAP
Assessments

- MAP® Overview
- MAP®
- MAP® for Science
- MAP® for Primary Grades
- Skills Pointer
- Children's Progress Academic Assessment (CPAA)
- End of Course Assessments
- Formative Assessment Item Bank

Measures of Academic Progress

Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.

MAP

MAP OVERVIEW | MAP ALIGNMENT | MAP SCORING | USING THE DATA

Curriculum Skills Screener Example: Measures of Academic Progress

“MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10.”

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.
- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.