

RTI: The Classroom Teacher as Intervention 'First Responder'

Jim Wright

www.interventioncentral.org



Workshop Agenda



RTI Overview: What It Is and Why We Do It



The Teacher as RTI 'First Responder': Defining the Role



Examples of Evidence-Based Interventions



Examples of Teacher-Friendly Methods of Data Collection



Review of Free Online Resources to Help Teachers to Intervene With & Assess Struggling Students

Workshop PPTs and Handout Available at:

<http://www.jimwrightonline.com/lakeshore.php>

Additional Intervention and Assessment
Resources Available at:

<http://www.interventioncentral.org>

School Instructional Time: The Irreplaceable Resource

“In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery.”

p. 177

Source: Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 177-193).

RTI Assumption: Struggling Students Are 'Typical' Until Proven Otherwise...

RTI logic assumes that:

- A student who begins to struggle in general education is *typical*, and that
- It is general education's responsibility to find the instructional strategies that will unlock the student's learning potential

Only when the student shows through well-documented interventions that he or she has 'failed to respond to intervention' does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.

Five Core Components of RTI Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are 'evidence-based'
4. The 'procedural integrity' of interventions is measured
5. RTI is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.

NYSED RTI Guidance Memo: April 2008

Source: DeLorenzo, J. P., & Stevens, J. C. (April 2008). Implementation of response to intervention programs. [Memorandum issued by New York State Education Department]. Retrieved November 25, 2008, from <http://www.vesid.nysed.gov/specialed/publications/policy/RTI.htm>



April 2008

TO: District Superintendents
Superintendents of Public and Nonpublic Schools
Presidents of Boards of Education
Administrators of Charter Schools
New York City Board of Education
SETRC Project Directors and Professional Development Specialists
Regional School Support Centers
Organizations, Parents and Individuals Concerned with Special Education
Commissioner's Advisory Panel for Special Education

FROM: James P. DeLorenzo *James P. DeLorenzo*
Statewide Coordinator for Special Education, Office of Vocational and
Educational Services for Individuals with Disabilities

Jean C. Stevens *Jean C. Stevens*
Associate Commissioner, Office of Instructional Support and Development

RE: Implementation of Response to Intervention Programs

The purpose of this memorandum is to encourage all school districts in New York State (NYS) to take timely actions to implement response to intervention (RtI) programs in its schools. RtI is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

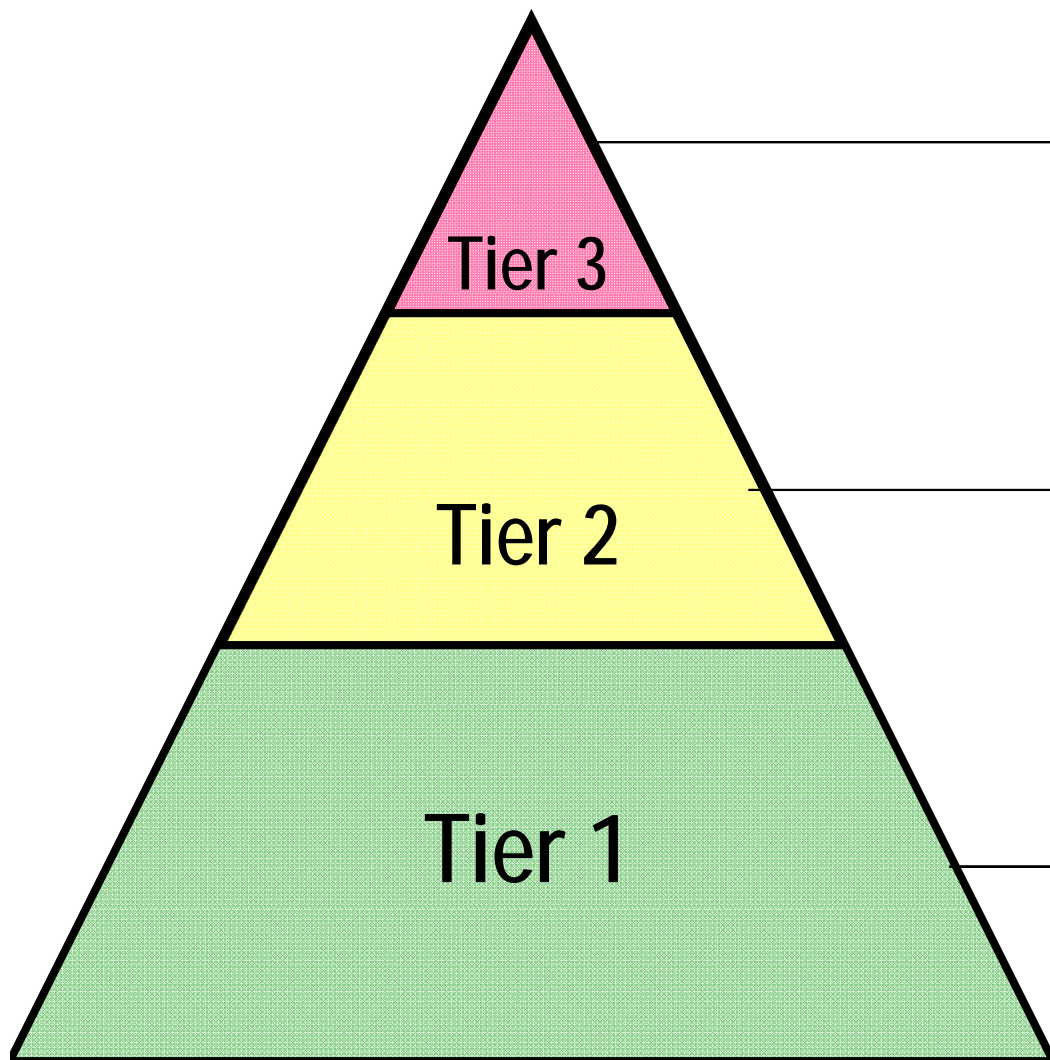
RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

The Regents policy framework for RtI:

4. Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. *"Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading."*
[8 NYCRR section 200.4(j)]

Source: DeLorenzo, J. P., & Stevens, J. C. (April 2008). Implementation of response to intervention programs. [Memorandum issued by New York State Education Department]. Retrieved November 25, 2008, from <http://www.vesid.nysed.gov/specialed/publications/policy/RTI.htm>

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.

Response to Intervention

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading.

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 12

Tier 1 Core Instruction

Tier I core instruction:

- Is universal—available to all students.
- Can be delivered within classrooms or throughout the school.
- Is an ongoing process of developing strong classroom instructional practices to reach the largest number of struggling learners.

All children have access to Tier 1 instruction/interventions. Teachers have the capability to use those strategies without requiring outside assistance.

Tier 1 instruction encompasses:

- The school's core curriculum.
- All published or teacher-made materials used to deliver that curriculum.
- Teacher use of 'whole-group' teaching & management strategies.

Tier I instruction addresses this question: *Are strong classroom instructional strategies sufficient to help the student to achieve academic success?*

Tier I (Classroom) Intervention

Tier 1 intervention:

- Targets 'red flag' students who are not successful with core instruction alone.
- Uses 'evidence-based' strategies to address student academic or behavioral concerns.
- Must be feasible to implement given the resources available in the classroom.

Tier I intervention addresses the question: *Does the student make adequate progress when the instructor uses specific academic or behavioral strategies matched to the presenting concern?*

Response to Intervention

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside of the general education classroom.

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 13

Tier 2: Supplemental (Group-Based) Interventions (Standard Treatment Protocol)

Tier 2 interventions are typically delivered in small-group format. About 5-10% of students in the typical school will require Tier 2/supplemental intervention support. Group size for Tier 2 interventions is limited to 3-5 students.

Students placed in Tier 2 interventions should have a shared profile of intervention need.

Programs or practices used in Tier 2 interventions should be 'evidence-based'.

The progress of students in Tier 2 interventions are monitored at least 2 times per month.

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

Response to Intervention

Scheduling Elementary Tier 2 Interventions

Option 3: *'Floating RTI': Gradewide Shared Schedule*. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: RTI Daily Schedule

<i>Grade K</i>	Classroom 1	Classroom 2	Classroom 3	9:00-9:30
<i>Grade 1</i>	Classroom 1	Classroom 2	Classroom 3	9:45-10:15
<i>Grade 2</i>	Classroom 1	Classroom 2	Classroom 3	10:30-11:00
<i>Grade 3</i>	Classroom 1	Classroom 2	Classroom 3	12:30-1:00
<i>Grade 4</i>	Classroom 1	Classroom 2	Classroom 3	1:15-1:45
<i>Grade 5</i>	Classroom 1	Classroom 2	Classroom 3	2:00-2:30

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

Response to Intervention

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 14

Tier 3: Intensive Individualized Interventions (Problem-Solving Protocol)

Tier 3 interventions are the most intensive offered in a school setting.

Students qualify for Tier 3 interventions because:

- they are found to have a large skill gap when compared to their class or grade peers; and/or
- They did not respond to interventions provided previously at Tiers 1 & 2.

Tier 3 interventions are provided daily for sessions of 30 minutes or more. The student-teacher ratio is flexible but should allow the student to receive intensive, individualized instruction.

The reading progress of students in Tier 3 interventions is monitored at least weekly.

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



RTI Challenge: Defining the Key Role of Classroom Teachers in RTI

The Key Role of Classroom Teachers as 'Interventionists' in RTI: 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.
2. The teacher decides on the best explanation for why the problem is occurring.
3. The teacher selects 'evidence-based' interventions.
4. The teacher documents the student's Tier 1 intervention plan.
5. The teacher monitors the student's response (progress) to the intervention plan.
6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.

Tier 1 Case Example: Colin:
Letter Identification



Case Example: Letter Identification

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 10th percentile compared with peers (easyCBM norms). According to the benchmark norms, a student at the 10th percentile should read at least 34 letters per minute. Colin was able to read only 18 letters per minute.
- Screening results, therefore, suggested that Colin has problems with Letter Identification. However, more information is needed to better understand this student academic delay.

Response to Intervention

easyCBM Letter Name Fluency Norms: Gr 1

10th percentile for Winter Screening: 34

letters per minute

Colin's Performance: 18 letters per minute

Grade 1 Reading Measures

Percentile	Phoneme Segmenting			Letter Names			Letter Sounds		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	8	31	35	20	34	42	10	26	30
20 th	19	38	42	28	42	49	15	30	36
50 th	35	50	52	40	56	68	26	39	46
75 th	44	59	61	47	69	80	34	49	54
90 th	52	66	67	59	80	90	40	56	63

Source: Interpreting the EasyCBM Progress Monitoring Test Results. (August 2010). Retrieved on August 15, 2011, from <http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf>

Case Example: Letter Identification

Instructional Assessment

- Colin's teacher, Ms. Tessia, sat with him and checked his letter knowledge. She discovered that, at baseline, Colin knew 17 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 2 seconds.")
- Based on her findings, Ms. Tessia decided that Colin was just acquiring this letter identification skill. He needed direct-teaching activities to learn to identify all of the letters.

Case Example: Letter Identification

Created at
www.interventioncentral.org

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

Case Example: Letter Identification

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, 27658. Email: triley@ecu.edu
Incremental Rehearsal Intervention Brief Revised 1 and Revisions - Author: David Rickel, M.Ed.

Case Example: Letter Identification

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 10th percentile in Letter Naming Fluency when compared to grade-level peers (using the easyCBM 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 2 seconds).
 - Each week, the teacher administered a one-minute timed Letter Naming Fluency probe and charted the number of correctly identified letters.

Case Example: Letter Identification

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 10th percentile in Letter Naming Fluency when compared to grade-level peers') within the expected four instructional weeks.
- Ms. Tessia then set another letter naming fluency goal for Colin of 42 letters per minute (25th percentile on the easyCBM norms) and predicted that the student would attain that goal within 3 additional instructional weeks.

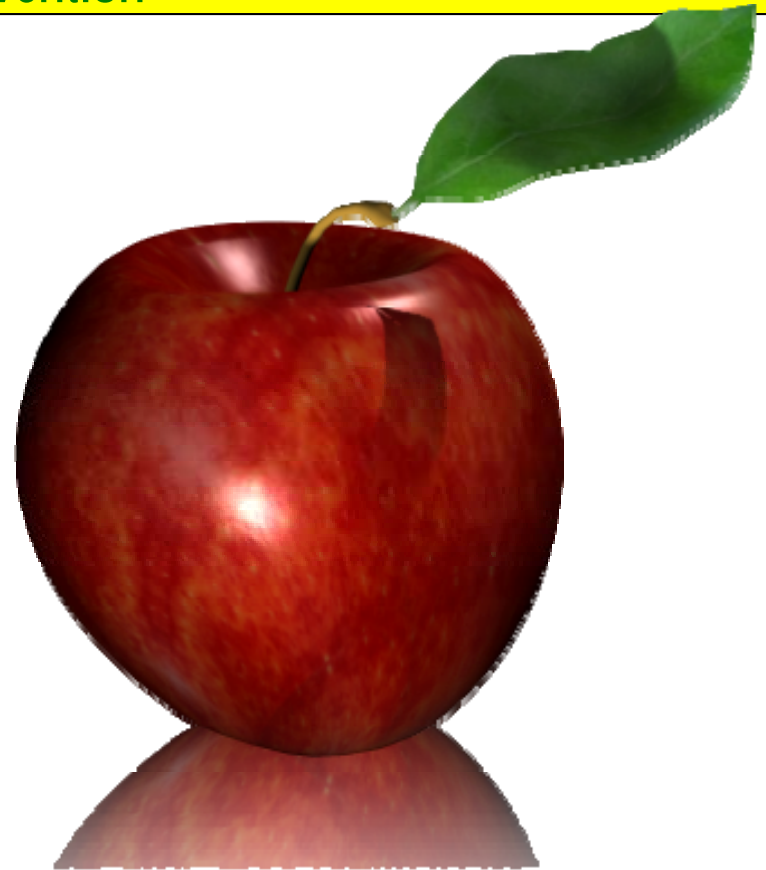
RTI: What Are Your Questions?

At your tables:

- Discuss the key questions that you still have about the RTI model.
- Write down the TOP 1-2 questions that you would like to have answered (or discussed) at today's workshop.



RTI Challenge: Defining
and Finding 'Evidence-
Based' Interventions



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

“Although commercially prepared programs and the subsequent 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 tier 2 interventions.” p. 88

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

Research-Based Elements of Effective Academic Interventions

- **'Correctly targeted'**: The intervention is appropriately matched to the student's academic or behavioral needs.
- **'Explicit instruction'**: Student skills have been broken down "into manageable and deliberately sequenced steps and providing overt strategies for students to learn and practice new skills" p.1153
- **'Appropriate level of challenge'**: The student experiences adequate success with the instructional task.
- **'High opportunity to respond'**: The student actively responds at a rate frequent enough to promote effective learning.
- **'Feedback'**: The student receives prompt performance feedback about the work completed.

Source: Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in intensive academic interventions. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp.1151-1162). Bethesda, MD: National Association of School Psychologists.



Sample Reading Interventions



Interventions for...*Increasing Reading Fluency*

- Assisted Reading Practice
- Listening Passage Preview ('Listening While Reading')
- Paired Reading
- Repeated Reading



Paired Reading pp. 10-11

Paired Reading

Description: The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

Materials:

- Reading book

Preparation:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired-reading approach.


Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily hold the book.
2. Say to the student, "Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don't know, I will tell you the word and begin reading it to you again."
3. Begin reading aloud with the student. If the student misreads a word, point to the word and say the word. Then have the student read the word. When the student reads the word correctly, resume reading through the passage.
4. When the child delivers the appropriate signal (a hand tap), stop reading aloud and read the word aloud clearly as the student continues with or finishes. Be particularly encouraging to praise the student's reading (e.g., "Good reading!" or "That was a hard word. You did a nice job sounding it out.")
5. If while reading alone, the child either commits a reading error or hesitates for longer than a second, point to the error word and provide it. Then read the student to say the word. When the student pronounces the error word correctly, begin reading aloud again in unison with the student.

Tips:

Consider Using Paired Reading for Peer Tutoring or as a Parent Strategy. Paired reading is a very structured but simple strategy that can easily be taught to others—including older siblings, children and youth. If you have a pool of responsible older



The graphic features the text "Paired Reading" in a large, black, sans-serif font. The text is centered within a white rectangular area. This white area is enclosed by a thick red border. To the left of the text, there is a thick yellow vertical bar that partially overlaps the letters "P" and "R".

Paired
Reading

Promoting Student Reading Comprehension 'Fix- Up' Skills pp. 12-13

Jim Wright

www.interventioncentral.org



Reading Comprehension 'Fix-Up' Skills: A Toolkit

Good readers continuously monitor their understanding of informational text. When necessary, they also take steps to improve their understanding of text through use of reading comprehension 'fix-up' skills.

Presented here are a series of fix-up skill strategies that can help struggling students to better understand difficult reading assignments...

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

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

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

- [Student Strategy] **Identifying or Constructing Main Idea Sentences** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a 'gist' sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph's main idea sentence. This stack of 'main idea' cards becomes a useful tool to review assigned readings.

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

- [Student Strategy] **Restructuring Paragraphs with Main Idea First to Strengthen 'Rereads'** (Hedin & Conderman, 2010).

The student highlights or creates a main idea sentence for each paragraph in the assigned reading. When rereading each paragraph of the selection, the student (1) reads the main idea sentence or student-generated 'gist' sentence first (irrespective of where that sentence actually falls in the paragraph); (2) reads the remainder of the paragraph, and (3) reflects on how the main idea relates to the paragraph content.

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

- [Student Strategy] **Reading Actively Through Text Annotation** (Harris, 1990; Sarkisian et al., 2003). Students are likely to increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text. Using photocopies, the student is taught to engage in an ongoing 'conversation' with the writer by recording a running series of brief comments in the margins of the text. The student may write annotations to record opinions about points raised by the writer, questions triggered by the reading, or unknown vocabulary words.

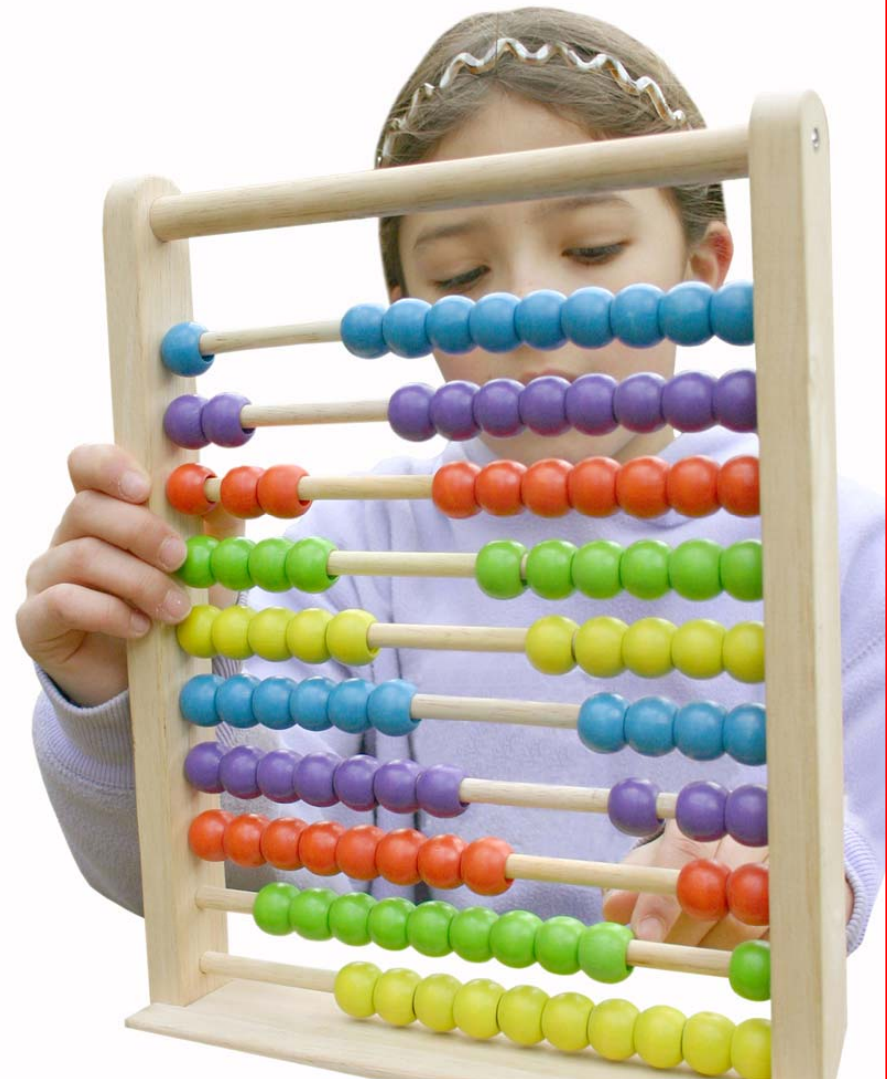
HELPS Program: Reading Fluency

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.



Sample Math Interventions



Math Intervention: Tier I or II::

Math Computation: Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback (p. 21)

1. The student is given a math computation worksheet of a specific problem type, along with an answer key [Academic Opportunity to Respond].
2. The student consults his or her performance chart and notes previous performance. The student is encouraged to try to 'beat' his or her most recent score.
3. The student is given a pre-selected amount of time (e.g., 5 minutes) to complete as many problems as possible. The student sets a timer and works on the computation sheet until the timer rings. [Active Student Responding]
4. The student checks his or her work, giving credit for each *correct digit* (digit of correct value appearing in the correct place-position in the answer). [Performance Feedback]
5. The student records the day's score of TOTAL number of correct digits on his or her personal performance chart.
6. The student receives praise or a reward if he or she exceeds the most recently posted number of correct digits.

Application of 'Learn Unit' framework from : Heward, W.L. (1996). *Three low-tech strategies for increasing the frequency of active student response during group instruction*. In R. Gardner, D. M.S ainato, J. O. Cooper, T. E. Heron, W. L. Heward, J. W. Eshleman, & T. A. Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction* (pp.283-320). Pacific Grove, CA:Brooks/Cole.

Self-Administered Arithmetic Combination Drills: Examples of Student Worksheet and Answer Key

Curriculum-Based Assessment Mathematics
Single-Skill Computation Probe: Student Copy

Student:

Date: _____

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

www.interventioncentral.org

Curriculum-Based Assessment Mathematics
Single-Skill Computation Probe: Examiner Copy

MULTIPLICATION: Multiplication facts: 0 to 9

item 1:
2 Co/2 Co total

$$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$$

item 2:
2 Co/4 Co total

$$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$$

item 3:
1 Co/5 Co total

$$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$$

item 4:
2 Co/7 Co total

$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$$

item 5:
2 Co/8 Co total

$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

item 6:
1 Co/10 Co total

$$\begin{array}{r} 1 \\ \times 3 \\ \hline 3 \end{array}$$

item 7:
2 Co/12 Co total

$$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$$

item 8:
2 Co/14 Co total

$$\begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$$

item 9:
1 Co/15 Co total

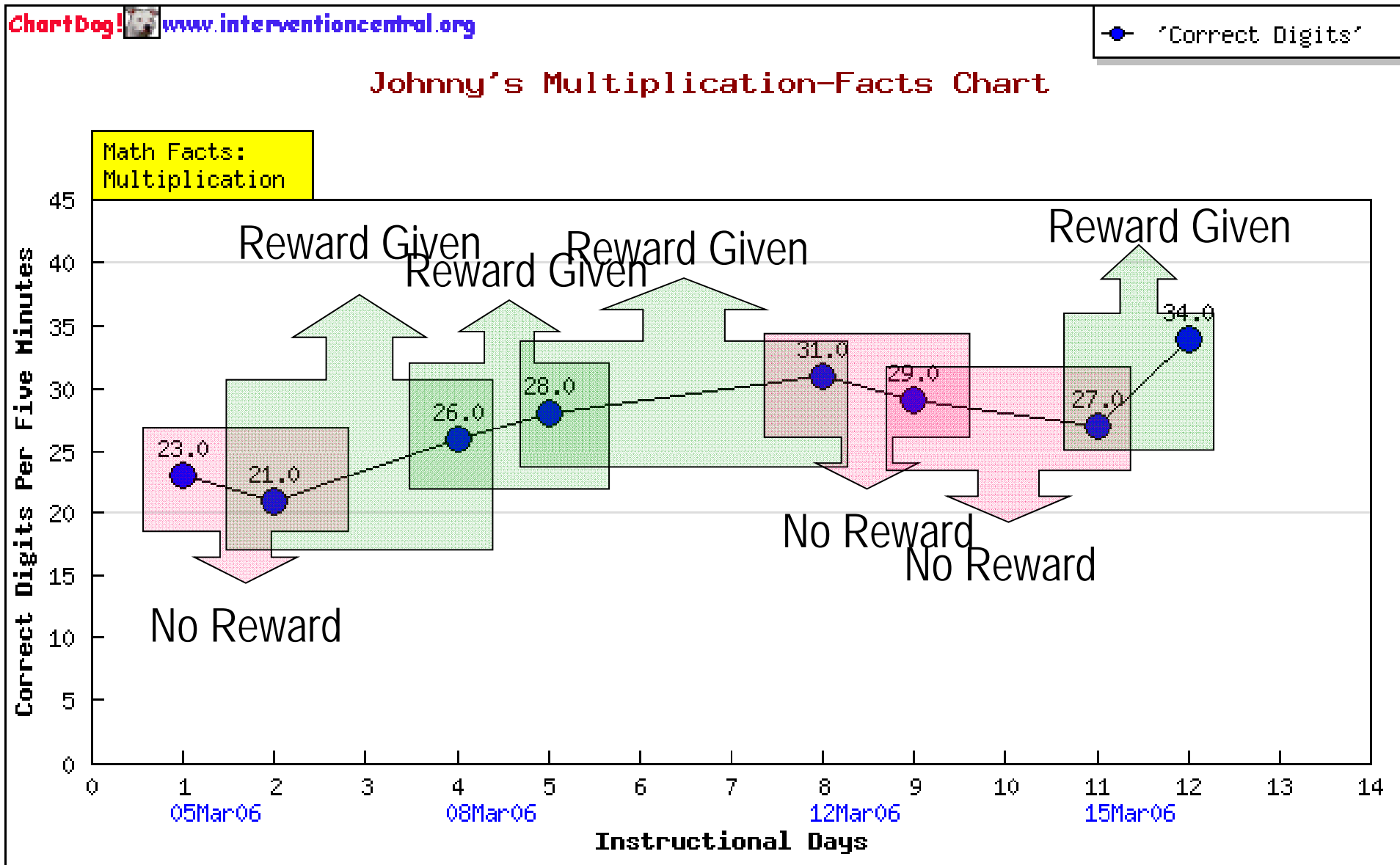
$$\begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array}$$

www.interventioncentral.org
[Click for Student Worksheet](#)

Worksheets created using Math Worksheet Generator. Available online at:
<http://www.interventioncentral.org/htmldocs/tools/mathprobe/addsing.php>

Response to Intervention

Self-Administered Arithmetic Combination Drills...



Peer Tutoring in Math Computation with Constant Time Delay



Peer Tutoring in Math Computation with Constant Time Delay

- **DESCRIPTION:** This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring 'session' is brief and includes its own progress-monitoring component--making this a convenient and time-efficient math intervention for busy classrooms.

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

Student Packet: A work folder is created for each tutor pair. The folder contains:

- 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.
- Progress-monitoring form for each student.
- Pencils.

Peer Tutoring in Math Computation with Constant Time Delay

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

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

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.

Peer Tutoring in Math Computation with Constant Time Delay

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

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).
- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: _____ Classroom: _____ Date: _____

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below.

Remember, students who are considered for the peer tutoring program should—at minimum—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- When given a two-minute math computation probe to complete independently, computes **FEWER** than 20 correct digits (Grades 1-3) or **FEWER** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

Peer Tutoring in Math Computation: Teacher Nomination Form

Number	Student Name	NOTES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Peer Tutoring in Math Computation with Constant Time Delay

Tutoring Activity. Each tutoring 'session' last for 3 minutes. The tutor:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Provides Tutor Feedback.* [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

[When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

- *Provides Praise.* The tutor praises the tutee immediately following correct answers.
- *Shuffles Cards.* When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.

Peer Tutoring in Math Computation with Constant Time Delay

Progress-Monitoring Activity. The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee.

The tutor follows this sequence:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
- *Sorts Cards.* Based on the tutee's responses, the tutor sorts the math-fact cards into 'correct' and 'incorrect' piles.
- *Counts Cards and Records Totals.* The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.

Peer Tutoring in Math Computation with Constant Time Delay

Tutoring Integrity Checks. As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.

Peer Tutoring in
Math
Computation:
Intervention
Integrity Sheet:
(Part 1:
Tutoring
Activity)

Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist

Tutoring Session: Intervention Phase

Directions: Observe the tutor and tutee for a full intervention session. Use this checklist to record whether each of the key steps of the intervention were correctly followed.

Correctly Carried Out? __ Y __ N	Step	Tutor Action	NOTES
__ Y __ N	1.	Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.	
__ Y __ N	2.	Presents Cards. The tutor presents each card to the tutee for 3 seconds.	
__ Y __ N	3.	Provides Tutor Feedback. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.	
__ Y __ N	4.	Provides Praise. The tutor praises the tutee immediately following correct answers.	
__ Y __ N	5.	Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.	
__ Y __ N	6.	Continues to the Timer. The tutor continues to present math-fact cards for tutee response until the timer rings.	

Response to Intervention

Peer Tutoring in Math Computation: Intervention Integrity Sheet (Part 2: Progress- Monitoring)

Tutoring Session: Assessment Phase			
Directions: Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed.			
Correctly Carried Out?	Step	Tutor Action	NOTES
__Y__N	1.	Presents Cards. The tutor presents each card to the tutee for 3 seconds.	
__Y__N	2.	Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.	
__Y__N	3.	Sorts Cards. The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses.	
__Y__N	4.	Counts Cards and Records Totals. The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.	

Response to Intervention

Math Tutoring: Score Sheet

Tutor 'Coach': _____ Tutee 'Player': _____

Directions to the Tutor: Write down the number of math-fact cards that your partner answered correctly and the number answered incorrectly.

Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:

Peer Tutoring in Math Computation: Score Sheet

Response to Intervention

Team Activity: Peer Tutoring in Math Computation with Constant Time Delay

Groups: At your table:

- Discuss how you might use or adapt this math computation tutoring intervention in your school.



RTI Challenge: Monitoring Student Progress on Classroom Interventions



Monitoring Student Academic or
General Behaviors:
Daily Behavior Report Cards



Daily Behavior Report Cards (DBRCs) Are...

brief forms containing student behavior-rating items. The teacher typically rates the student daily (or even more frequently) on the DBRC. The results can be graphed to document student response to an intervention.

Daily Behavior Report Cards Can Monitor...

- Hyperactivity
- On-Task Behavior (Attention)
- Work Completion
- Organization Skills
- Compliance With Adult Requests
- Ability to Interact Appropriately With Peers

Response to Intervention

Daily Behavior Report Card: Daily Version



The Behavior
Reporter

On-Line Behavior Report
Card Generator
A service of www.interventioncentral.org

Math Class: Period 1

Student: Jim Blalock

Date: May 5

Teacher: Mrs. Williams

Classroom: Rm 108

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.

Jim was prepared for class, with all necessary school materials (e.g., books, pencils, papers, calculator).

Circle percentage of times the student showed this behavior out of total opportunities to engage in it.

0%.....10%.....20%.....30% **40%**.....50%.....60%.....70%.....80%.....90%.....100%

Jim completed and turned in his assigned class work on time.

Circle the degree to which the student met the behavioral goal:

1.....2.....3 | 4 **5**.....6 | 7.....8.....9
Never/Seldom | Sometimes | Usually/Always

Jim wrote down homework assignments correctly and completely.

Did the student succeed in this behavioral goal?

YES NO

Response to Intervention

Daily Behavior Report Card: Weekly Version

Math Class: Period 1

Student: Jim Blalock

Teacher: Mrs. Williams Classroom: Rm 108

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.

Date	05/05/07	05/06/07	05/07/07	05/08/07	05/09/07
Behavioral Target	M	T	W	Th	F
<p><i>Jim was prepared for class, with all necessary school materials (e.g., books, pencils, papers, calculator).</i></p> <p>Write % of times the student <i>showed</i> this behavior... 0%.....20%.....40%.....60%.....80%.....100%</p>	40 %	0 %	60 %	60 %	50 %
<p><i>Jim completed and turned in his assigned class work on time.</i></p> <p>Select the degree to which the goal was met: 1...2...3...4...5...6...7...8...9 Never/Seldom Sometimes Usually/Always</p>	___ Pts	___ Pts	___ Pts	___ Pts	___ Pts
<p><i>Jim wrote down homework assignments correctly and completely.</i></p> <p>Did the student succeed in this behavioral goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Daily Behavior Report Card: Chart

Behavior Rating Report Card Monitoring Chart for _____

Week of: _____ Week of: _____ Week of: _____ Week of: _____

Goal 1: The student got along with others while showing socially appropriate behaviors.

Usually/Always	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Usually/Always		
	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Sometimes	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sometimes		
	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Never/Seldom	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Never/Seldom		
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	

Goal 2: The student completed class assignments on time, applying his/her best effort.

Usually/Always	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Usually/Always		
	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Sometimes	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sometimes		
	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Never/Seldom	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Never/Seldom		
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	

Daily Behavior Report Card: Example

Example: All of the teachers on a 7th-grade instructional team decided to use a Daily Behavior Report to monitor classroom interventions for Brian, a student who presented challenges of inattention, incomplete work, and occasional non-compliance. They created a DBR with the following items:

- *Brian focused his attention on teacher instructions, classroom lessons and assigned work.*
- *Brian completed and turned in his assigned class work on time.*
- *Brian spoke respectfully and complied with adult requests without argument or complaint.*

Each rating items was rated using a 1-9 scale:

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

'Academic Enabler' Observational Checklists:
Measuring Students' Ability to Manage Their
Own Learning



'Academic Enabler' Skills: Why Are They Important?

Student academic success requires more than content knowledge or mastery of a collection of cognitive strategies. Academic accomplishment depends also on a set of ancillary skills and attributes called 'academic enablers' (DiPerna, 2006). Examples of academic enablers include:

- Study skills
- Homework completion
- Cooperative learning skills
- Organization
- Independent seatwork

Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. *Psychology in the Schools, 43*, 7-17.

'Academic Enabler' Skills: Why Are They Important? (Cont.)

Observational checklists that define academic enabling skills have several uses in Response to Intervention:

- Classroom teachers can use these skills checklists as convenient tools to assess whether a student possesses the minimum 'starter set' of academic enabling skills needed for classroom success.
- Teachers or tutors can share examples of academic-enabler skills checklists with students, training them in each of the sub-skills and encouraging them to use the checklists independently to take greater responsibility for their own learning.
- Teachers or other observers can use the academic enabler checklists periodically to monitor student progress during interventions--assessing formatively whether the student is using more of the sub-skills.

Source: Kazdin, A. E. (1989). *Behavior modification in applied settings* (4th ed.). Pacific Gove, CA: Brooks/Cole.

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Study Skills. The student:				
<input type="checkbox"/> takes complete, organized class notes in legible form and maintains them in one accessible note book	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> reviews class notes frequently (e.g., after each class) to ensure understanding	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> When reviewing notes, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> follows an efficient strategy to study for tests and quizzes	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> allocates enough time to study for tests and quizzes	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> is willing to seek help from the teacher to answer questions or clear up areas of confusion	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> Other: _____				
Comments: _____ _____				

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Organization Skills. The student:				
<input type="checkbox"/> arrives to class on time.	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> maintains organization of locker to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> maintains organization of backpack or book bag to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.)	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> is efficient in switching work materials when transitioning from one in-class learning activity to another	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> Other: _____	Poor 1	Fair 2	Good 3	NA –
Comments: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>				

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Homework Completion. The student:				
<input type="checkbox"/> writes down homework assignments accurately and completely	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> makes use of available time in school (e.g., study halls, homeroom) to work on homework	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> has an organized, non-distracting workspace available at home to do homework	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> creates a work plan before starting homework (e.g., sequencing the order in which assignments are to be completed; selecting the most challenging assignment to start first when energy and concentration are highest)	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> when completing homework, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> turns in homework on time	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> Other: _____	Poor 1	Fair 2	Good 3	NA –
Comments: _____ _____ _____				

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Cooperative Learning Skills. The student:				
<input type="checkbox"/> participates in class discussion	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> gets along with others during group/pair activities	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> participates fully in group/pair activities	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> does his or her 'fair share' of work during group/pair activities	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> is willing to take a leadership position during group/pair activities	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> Other: _____	Poor 1	Fair 2	Good 3	NA –
Comments: _____ _____				

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Independent Seat Work. The student:				
<input type="checkbox"/> has necessary work materials for the assignment	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> is on-task during the assignment at a level typical for students in the class	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.)	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> recognizes when he or she needs teacher assistance and is willing to that assistance	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> requests teacher assistance in an appropriate manner	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> requests assistance from the teacher only when really needed	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> if finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> takes care in completing work—as evidenced by the quality of the finished assignment	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> is reliable in turning in assignments done in class.	Poor 1	Fair 2	Good 3	NA –
<input type="checkbox"/> Other: _____	Poor 1	Fair 2	Good 3	NA –
Comments: _____ _____				

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Motivation. The student:					
<input type="checkbox"/>	has a positive sense of 'self-efficacy' about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort)	Poor 1	Fair 2	Good 3	NA —
<input type="checkbox"/>	displays some apparent <i>intrinsic</i> motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right)	Poor 1	Fair 2	Good 3	NA —
<input type="checkbox"/>	displays apparent <i>extrinsic</i> motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes)	Poor 1	Fair 2	Good 3	NA —
<input type="checkbox"/>	Other: _____	Poor 1	Fair 2	Good 3	NA —
Comments: _____ _____					

Response to Intervention

'Academic Enabler' Skills: Sample Observational Checklists

Teacher-Defined Academic Enabling Skill:					
Skill Name: _____					
Essential Subskills: The student::					
<input type="checkbox"/> _____ _____		Poor 1	Fair 2	Good 3	NA -
<input type="checkbox"/> _____ _____		Poor 1	Fair 2	Good 3	NA -
<input type="checkbox"/> _____ _____		Poor 1	Fair 2	Good 3	NA -
<input type="checkbox"/> _____ _____		Poor 1	Fair 2	Good 3	NA
<input type="checkbox"/> _____ _____		Poor 1	Fair 2	Good 3	NA
Comments: _____ _____					

'Academic Enabler' Skills Checklist: Example

- Example: A school math instructor, Mr. Haverneck, was concerned that a student, Rodney, appears to have poor 'organization skills'. Mr. Haverneck created a checklist of observable subskills that, in his opinion, were part of the global term 'organization skills':
 - arriving to class on time;
 - bringing work materials to class;
 - following teacher directions in a timely manner;
 - knowing how to request teacher assistance when needed;
 - having an uncluttered desk with only essential work materials.

Mr. Haverneck monitored the student's compliance with elements of this organization -skills checklist across three days of math class. On average, Rodney successfully carried out only 2 of the 5 possible subskills (**baseline**). Mr. Haverneck set the **goal** that by the last week of a 5-week intervention, the student would be found to use all five of the subskills on at least 4 out of 5 days. He monitored the student weekly.

Curriculum-Based Measurement



Classroom Data Collection

Curriculum-Based Measurement. Curriculum-Based Measurement (CBM) is a family of brief, timed measures that assess basic academic skills. CBMs have been developed to assess phonemic awareness, oral reading fluency, number sense, math computation, spelling, written expression and other skills. Among advantages of using CBM for classroom assessment are that these measures are quick and efficient to administer; align with the curriculum of most schools; have good 'technical adequacy' as academic assessments; and use standard procedures to prepare materials, administer, and score (Hosp, Hosp & Howell, 2007).

Response to Intervention

Description:

Worksheet contains either single-skill or multiple-skill problems.

CBM Math Computation

Administration:

Can be administered to groups (e.g., whole class).
Students have 2 minutes to complete worksheet.

Curriculum-Based Assessment Mathematics Multiple-Skills Computation Probe: Student Copy

Date: _____

$$\begin{array}{r} 50 \\ +20 \\ \hline \end{array}$$

$$\begin{array}{r} 677 \\ -151 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ +26 \\ \hline \end{array}$$

Scoring: Students get credit for each **correct digit**-a method that is more sensitive to short-term student gain.

Curriculum-Based Measurement: Advantages as a Set of Tools to Monitor RTI/Academic Cases

- **Aligns** with curriculum-goals and materials
- Is **reliable** and **valid** (has 'technical adequacy')
- Is **criterion-referenced**: sets specific performance levels for specific tasks
- Uses **standard procedures** to prepare materials, administer, and score
- Samples student performance to give objective, observable '**low-inference**' information about student performance
- Has **decision rules** to help educators to interpret student data and make appropriate instructional decisions
- Is **efficient** to implement in schools (e.g., training can be done quickly; the measures are brief and feasible for classrooms, etc.)
- Provides data that can be converted into **visual displays** for ease of communication

Source: Hosp, M.K., Hosp, J. L., & Howell, K. W. (2007). *The ABCs of CBM*. New York: Guilford.

Among other areas, CBM Techniques have been developed to assess:

- Reading fluency
- Reading comprehension
- Math computation
- Writing
- Spelling
- Phonemic awareness skills
- Early math skills

Curriculum-Based Measurement: Example

Example: Mr. Jackson, a 3rd-grade teacher, decided to use explicit time drills to help his student, Andy, become more fluent in his multiplication math facts. Prior to starting the intervention, Mr. Jackson administered a CBM math computation probe (single-skill probe; multiplication facts from 0 to 12) on three consecutive days. Mr. Jackson used the median, or middle, score from these three assessments as **baseline**—finding that the student was able to compute an average of 20 correct digits in two minutes. He also set a goal that Andy would increase his computation fluency on multiplication facts by 3 digits per week across the 5-week intervention, resulting in an **intervention goal** of 35 correct digits.

Response to Intervention

Response to Intervention

Tiers 1&2: Case Example:
Angela: **Reading Fluency**



DIBELS Case Example: Angela

- Angela is a 3rd grade student.
- Angela struggled in her classroom with reading fluency. Her teacher tried a series of classroom strategies to promote fluency for the student, including providing Angela with additional opportunities to listen to fluent text modeling from an adult and opportunities to read aloud with corrective feedback.

DIBELS Case Example: Angela

- In the mid-year schoolwide literacy screening in January, Angela read 77 words per minute on the DIBELS Oral Reading Fluency measure.
- According to DIBELS benchmark guidelines, Angela falls within the 'strategic intervention' range (between 67 and 92 WPM).

Response to Intervention

Table 17

Descriptive Levels of Performance in the Middle of Third Grade

Performance	Descriptor	Percent Achieving Third Grade Goal	Instructional Recommendation
DORF < 67	At Risk	3%	Intensive - Needs Substantial Intervention
67 <= DORF < 92	Some Risk	27%	Strategic - Additional Intervention
DORF >= 92	Low Risk	90%	Benchmark - At Grade Level

Note. Based on $n = 11,811$ students, 91 participating districts, and 219 participating schools.

Source: Good, R. H., & Kaminski, R. A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

DIBELS Case Example: Angela: Cont.

- After the mid-year screening, the 3rd grade teachers, building administrator, and reading teacher gathered for a 'data meeting'.
- At that meeting, the group considered the screening results and discussed how to improve core literacy instruction to assist those students who fell within the 'some risk' and 'at risk' categories.
- The group next sorted students from the 'some risk' and 'at risk' categories into supplemental (Tier 2) groups, according to intervention need. Teacher knowledge of the student, classroom assessments, state test results, and other information was used to supplement the DIBELS data during this sorting process.

DIBELS Case Example: Angela: Cont.

- At the data meeting, it was decided that Angela and other students in the 3rd grade needed supplemental intervention support to increase their reading fluency, as well as to build their phonics (alphabetic) skills.
- The reading teacher agreed to start a Corrective Reading group that would meet for 4 days per week in 45 minute sessions. (The Corrective Reading program met the school's guidelines as an 'evidence-based' program, based on findings from the What Works Clearinghouse website.)
- Angela and 5 other children were placed in this Corrective Reading group.

Corrective Reading: Description

“Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of four to five students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons four to five times a week. For the single study reviewed in this report, only the word-level skills components of the Corrective Reading program were implemented.

...Corrective Reading was found to have potentially positive effects on alphabets and fluency and no discernible effects on comprehension.”

Source: What Works Clearinghouse. Retrieved on October 6, 2009 from http://ies.ed.gov/ncee/wwc/reports/beginning_reading/cr/c

DIBELS Case Example: Angela: Cont.

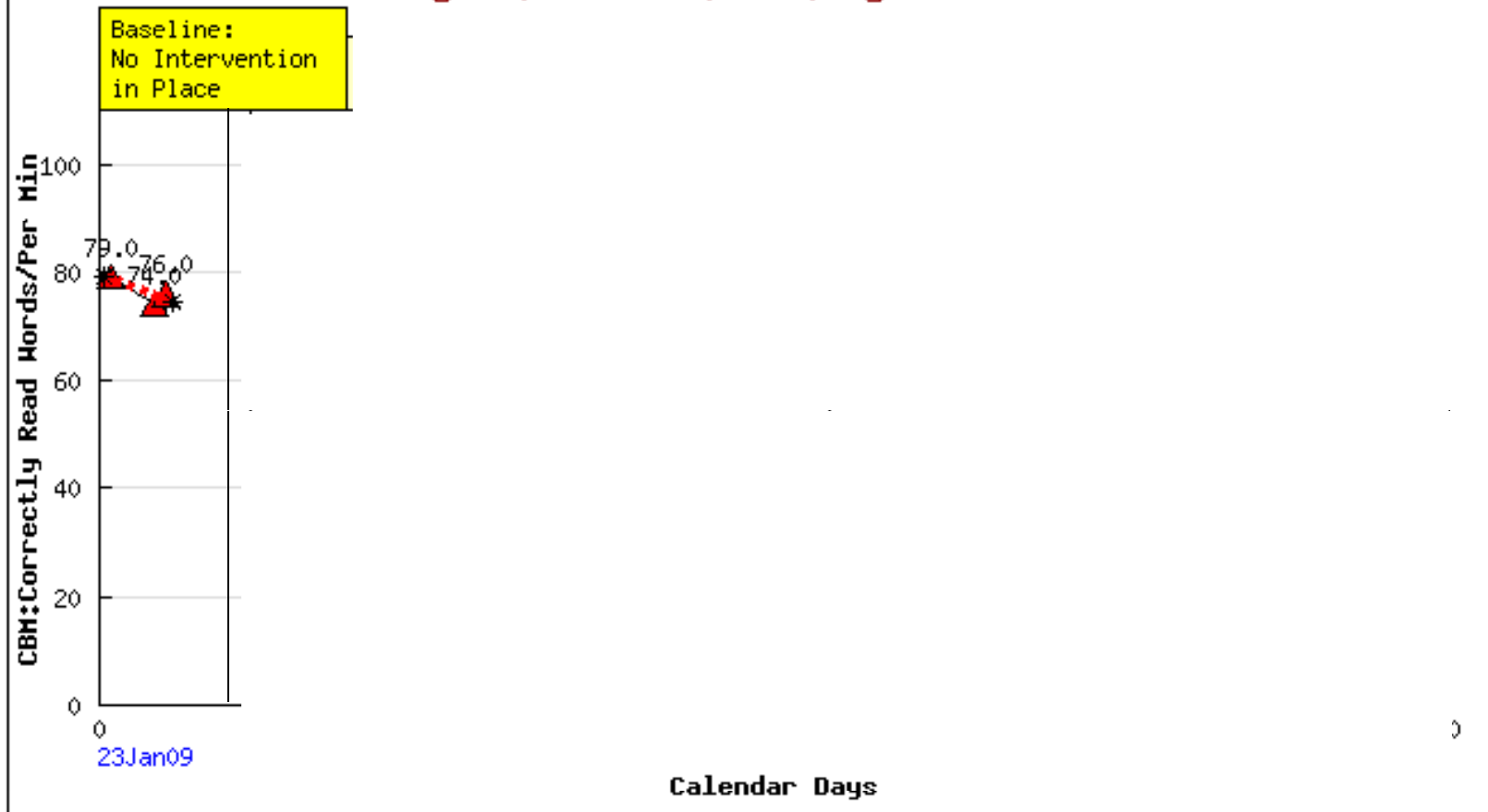
- **BASELINE:** Before Angela began the Corrective Reading group, her reading teacher collected baseline data. The teacher used grade 3 progress-monitoring probes supplied by DIBELS. The student was administered Oral Reading Fluency probes across three separate days.
- At baseline, Angela was found to be reading 76 words per minute in grade 3 text. This became the starting point for setting a student goal for intervention.

Response to Intervention

ChartDog! www.interventioncentral.org

▲ 'Words Per Min'

Angela: Grade 3: Mrs. Symons' Class



DIBELS Case Example: Angela: Cont.

- **GOAL-SETTING.** Because Angela would be monitored using grade 3 reading fluency probes, it was decided to select an ambitious rate of progress. Using research norms, the reading teacher estimated that Angela should increase her reading rate by 1.5 additional words per week. Because the intervention would be in place for 6 instructional weeks, the teacher estimated that the student should read an additional 9 words per minute at the end of 6 weeks. Because the student's baseline reading rate was 76 words per minute, her goal at the end of the 6 weeks is 85 words per minute. In other words, if the group intervention is successful, Angela should read at least 85 WPM at the end of the intervention period.

Table 2: Predictions for Reading Growth by Grade

Table 2: Predictions for Rates of Reading Growth by Grade
 (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993)
 Increase in Correctly Read Words Per Minute for Each Instructional Week

<i>Grade Level</i>	<i>Realistic Weekly Goal</i>	<i>Ambitious Weekly Goal</i>
Grade 1	2.0	3.0
Grade 2	1.5	2.0
Grade 3	1.0	1.5
Grade 4	0.85	1.1
Grade 5	0.5	0.8
Grade 6	0.3	0.65

DIBELS Case Example: Angela: Cont.

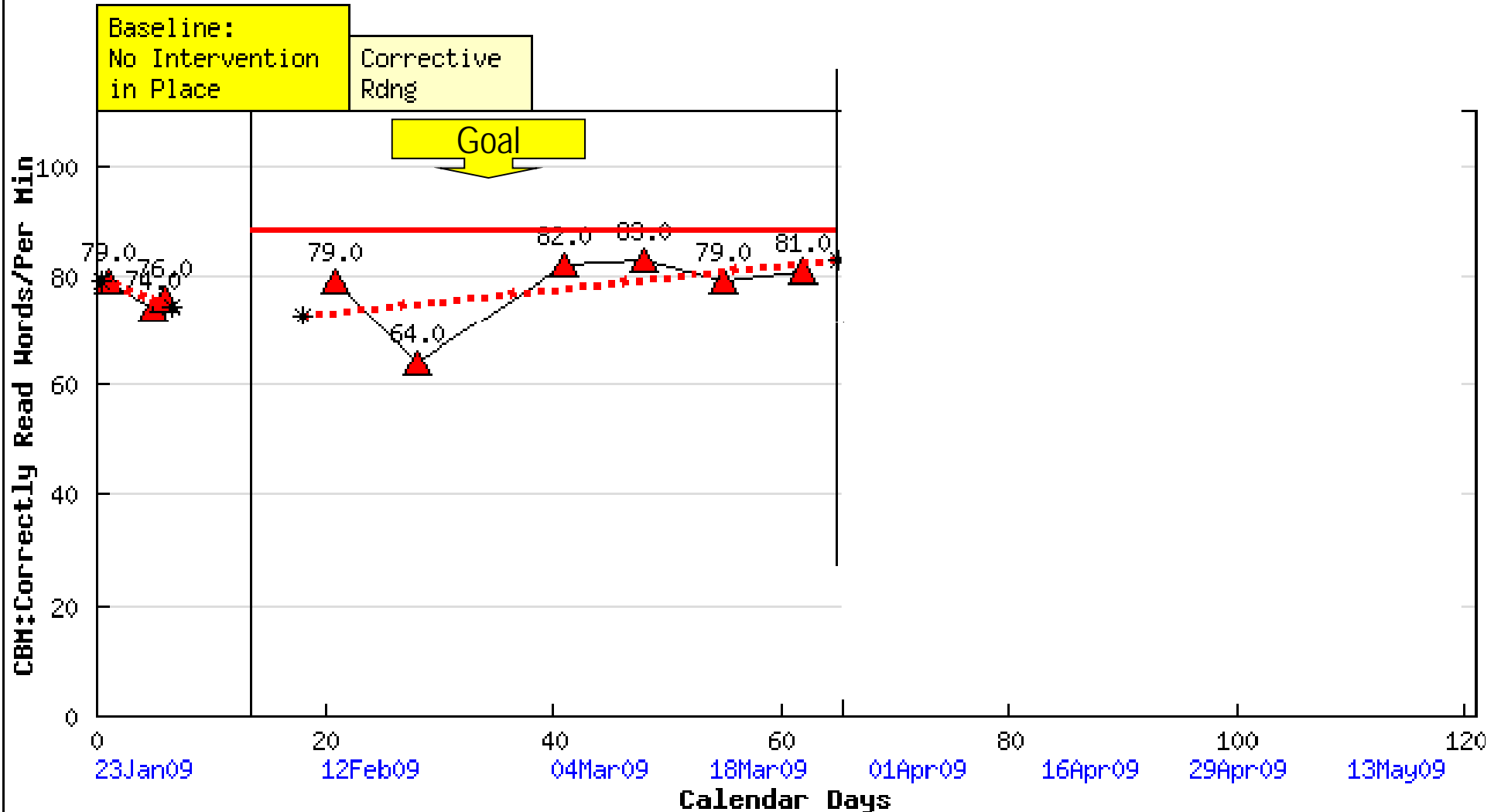
- IMPLEMENTATION OF INTERVENTION. When the Corrective Reading program began, Angela was assessed weekly (progress-monitoring) using grade 3 ORF probes from DIBELS.
- After six instructional weeks, the data team and reading teacher met to consider Angela's progress.

Response to Intervention

Chart Dog!  www.interventioncentral.org

▲ 'Words Per Min'

Angela: Grade 3: Mrs. [Name Redacted]



DIBELS Case Example: Angela: Cont.

- INTERVENTION CHECK-UP. At the end of 6 weeks, Angela had made 'promising' progress but had not quite hit her intervention goal of 85 WPM.
- The school kept Angela in the Corrective Reading program, but decided to add an intervention component. A high school student was recruited and trained in Paired Reading. The tutor met with Angela 3 times per week for 25 minutes and used the Paired Reading strategy. Additionally, Angela's parent was recruited to use Paired Reading at home for at least 2 times per week. The intervention goal was reset for 94 WPM.

Paired Reading

Paired Reading

Description: The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

Materials:

- Reading book

Preparation:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired-reading approach.

Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily hold the book.
2. Say to the student, "Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don't know, I will tell you the word and begin reading it for you again."
3. Begin reading aloud with the student. If the student misreads a word, point to the word and say the word. Then have the student read the word. When the student reads the word correctly, resume reading through the passage.
4. When the child delivers the appropriate signal (a hand tap), stop reading aloud and read the following passage slowly as the student continues with oral reading. Be sure to encourage the student to read the words for good (reading). (e.g., "That was a hard word. You did a nice job sounding it out.")
5. If while reading alone, the child either commits a reading error or hesitates for longer than 30 seconds, point to the error word and provide it. Then read the sentence to say the word. When the student pronounces the error word correctly, begin reading aloud again in unison with the student.

Tips:

Consider Using Paired Reading for Peer Tutoring or as a Parent Strategy. Paired reading is a very structured but simple strategy that can easily be taught to others—including older students, children and youth. If you have a pool of responsible older



The graphic features the text "Paired Reading" in a large, black, sans-serif font. The text is centered within a white rectangular area. This white area is enclosed by a thick red border. To the left of the text, there is a thick yellow vertical bar that partially overlaps the letters "P" and "R".

Paired
Reading

DIBELS Case Example: Angela: Cont.

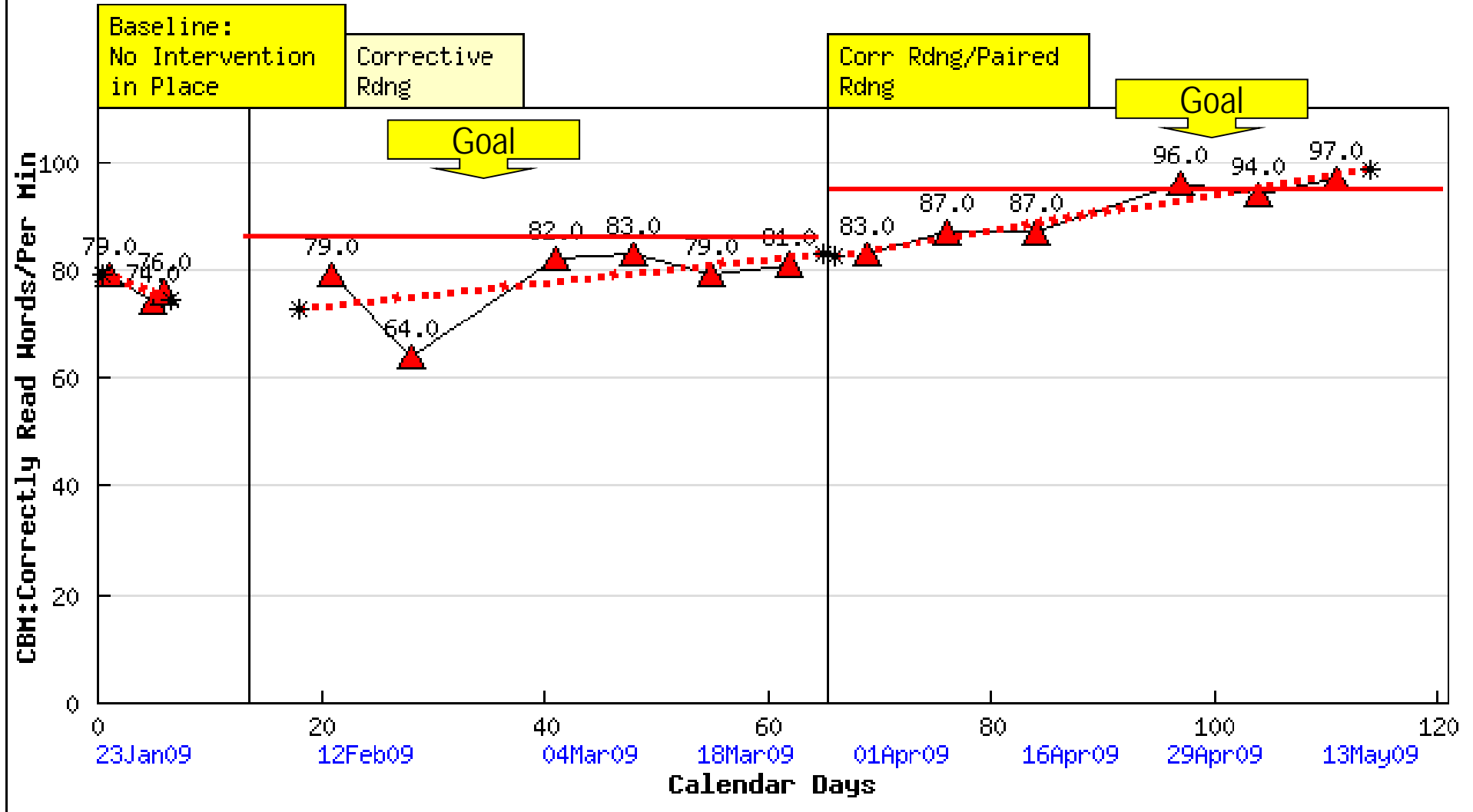
- INTERVENTION CHECK-UP 2. At the end of the second 6-week intervention, the reading teacher examined the student's monitoring data and discovered that she had met her intervention goal of 94 words per minute.

Response to Intervention

ChartDog! www.interventioncentral.org

▲ 'Words Per Min'

Angela: Grade 3: Mrs. Symons' Class

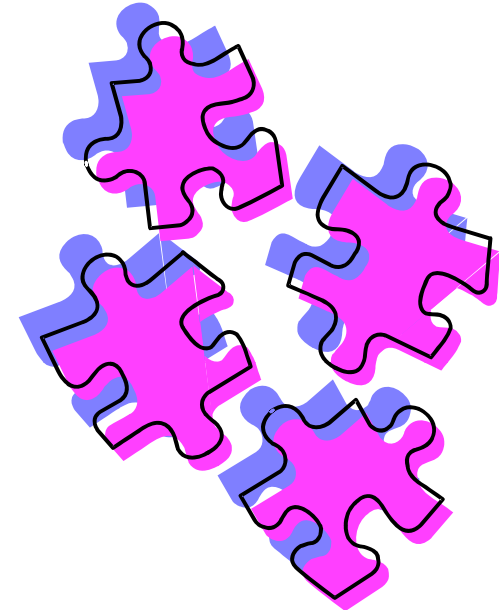


DIBELS Case Example: Angela: Cont.

- While the student had attained success, the school continued the intervention (Corrective Reading group and Paired Reading) for 3 more weeks to continue to strengthen Angela's reading fluency. The school then discontinued the Tier 2 intervention.
- Although Angela's teacher admitted that she was a bit anxious about the student's ability to maintain success without the Tier 2 intervention, she was reassured that Angela would immediately be given RTI intervention support again if she were to be flagged as 'at risk' in a future grade-wide reading screening.

Response to Intervention

Activity: Tier 1 Interventions



Intervention Write-Ups

- Reading Strategies: pp. 6-9
- Math Strategies: pp. 15-19
- Writing Strategies: pp. 23-25



Tier I Intervention Menu: Activity

- Select an academic area from the previous slide and review the ideas presented.
- Select at least ONE core instruction or intervention idea that you believe that **all** teachers in your grade-level or school should have in their Tier 1 'toolkit'.

Response to Intervention

RTI & Intervention: Key Concepts
p. 5



Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

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

Core Instruction, Interventions, Accommodations & 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).

Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

- **Accommodation.** 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 accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.
 - Accommodation example 1: Students are allowed to supplement silent reading of a novel by listening to the book on tape.
 - Accommodation example 2: For unmotivated students, the instructor breaks larger assignments into smaller 'chunks' and providing students with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).

“*Teaching is giving; it isn't taking away.*”

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

Source: Howell, K. W., Hosp, J. L., & Kurns, S. (2008). Best practices in curriculum-based evaluation. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.349-362). Bethesda, MD: National Association of School Psychologists..

Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

- **Modification.** A modification changes the expectations of what a student is expected to know or do in core instruction—typically by lowering the academic standards against which the student is to be evaluated.

Examples of modifications:

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