RTI: An Overview for Educators: ELA Interventions and Data Collection

Jim Wright

www.interventioncentral.org
Response to Intervention

Latest Interventions

Motivation Challenge: How the Student Cannot Do the Work
August 30th, 2011
Students who are unmotivated because they cannot do the academic work need high-quality direct instruction. This write-up shows how to effectively teach them.

Read more...

Web Resources

New York State RTI Technical Assistance Center
NYS Regulations online RTI as a school district's process to determine if a student responds to scientific, research-based instruction.

Intervention Central provides teachers, schools, and districts with free resources to help struggling learners implement Response to Intervention.

Happy Halloween! Here are new resources available for October 2011 on Intervention Central:

- Create an Intervention Central Account. You can now create a free personal account on Intervention Central to save documents created with select online applications. At present, the site has one program, ChartDog Graphmaker, that allows users to save unique student progress-monitoring graphs—and more applications are under development. Check out this QuickGuide for instructions on how to create your own Intervention Central account.
- Use Phrase-Cued Tests to Assess Comprehension. Phrase-cued tests train students to recognize the natural pause that occurs between phrases in their reading and to enhance their comprehension of the text. Review the step-by-step script to use this strategy.
- Create Phrase-Cued Texts Online. This online application, the Phrase-Cued Test Generator, allows educators to rapidly annotate phrase-cued texts.
- Target Student Alphabetic Skills. Letter Cube Blending is an intervention that uses a game-like format to reinforce student alphabetic skills.

This is an exciting year for Intervention Central, with lots more tools and intervention resources on the way. Visit offt!
Workshop PPTs and handout available at:

http://www.jimwrightonline.com/holmesschool
Workshop Agenda

- RTI: An Introduction
- Tier 1 (Classroom) Interventions: Teacher Role
- ELA: Sample Interventions
- Q & A About RTI
RTI: An Introduction

Focus of Inquiry: How is Response to Intervention supposed to help schools to better meet the needs of struggling learners?
Response to Intervention

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.
Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive
2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains”
3. “Ongoing monitoring of student progress”
4. “Employment of more intensive or different interventions when students do not improve in response” to lesser interventions
5. “Evaluation for special education services if students do not respond to intervention instruction”

RTI ‘Pyramid of Interventions’

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

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

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

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

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.
NYSED RTI Guidance Memo: 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
Statewide Coordinator for Special Education, Office of Vocational and Educational Services for Individuals with Disabilities
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.
Response to Intervention

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)]

What previous approach to diagnosing Learning Disabilities does RTI replace?

Prior to RTI, many states used a ‘Test-Score Discrepancy Model’ to identify Learning Disabilities.

- A student with significant academic delays would be administered an battery of tests, including an intelligence test and academic achievement test(s).

- If the student was found to have a substantial gap between a higher IQ score and lower achievement scores, a formula was used to determine if that gap was statistically significant and ‘severe’.

- If the student had a ‘severe discrepancy’ [gap] between IQ and achievement, he or she would be diagnosed with a Learning Disability.
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)
Defining the ‘Big Ideas’ in Effective Academic Intervention

Focus of Inquiry: What are key ‘big ideas’ about effective instruction that can strengthen core instruction and intervention?
RTI Interventions: What If There is No Commercial Intervention Package or Program Available?

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

Motivation Deficit 1: The student is unmotivated because he or she cannot do the assigned work.

- Profile of a Student with This Motivation Problem:
  The student lacks essential skills required to do the task.
Motivation Deficit 1: Cannot Do the Work (Cont.)

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

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

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

- ensures that the lesson content is appropriately matched to students’ abilities.
- opens the lesson with a brief review of concepts or material that were previously presented.
- states the goals of the current day’s lesson.
- breaks new material into small, manageable increments, or steps.
- throughout the lesson, provides adequate explanations and detailed instructions for all concepts and materials being taught. NOTE: Verbal explanations can include ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps applying the strategy).
- regularly checks for student understanding by posing frequent questions and eliciting group responses.
- verifies that students are experiencing sufficient success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement.
- provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning.
- allows students the chance to engage in practice activities distributed throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).
- ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
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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.
Academic Intervention. An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

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

  – instructional adjustment example 1: Students are allowed to supplement silent reading of a novel by listening to the book on tape.

  – instructional adjustment example 2: For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and providing students with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

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

Examples of modifications:

– Giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class

– Letting the student consult course notes during a test when peers are not permitted to do so
The Classroom Teacher as RTI ‘First Responder’

Focus of Inquiry: What are the expectations for the teacher in carrying out classroom interventions?
**Response to Intervention**

**RTI ‘Pyramid of Interventions’**

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Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

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

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

## Classroom Intervention Planning Sheet

**Teacher/Team:** ______________________  **Date:** __________  **Student:** ______________________

**Student Problem Definition #1:** ______________________

**Student Problem Definition #2:** ______________________

(Optional) Person(s) assisting with intervention planning process: ______________________

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

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

For the interventions listed on p. 13:

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

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Sample ELA Interventions in the Primary Grades

www.interventioncentral.org
Big Ideas: The Four Stages of Learning Can Be Summed Up in the ‘Instructional Hierarchy’ pp. 9-10

(Haring et al., 1978)

Student learning can be thought of as a multi-stage process. The universal stages of learning include:

- **Acquisition**: The student is just acquiring the skill.
- **Fluency**: The student can perform the skill but must make that skill ‘automatic’.
- **Generalization**: The student must perform the skill across situations or settings.
- **Adaptation**: The student confronts novel task demands that require that the student adapt a current skill to meet new requirements.

Big Ideas in Beginning 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.”

Response to Intervention

Research-Based Interventions

Focus of Inquiry: What are examples of classroom ELA interventions that are supported by research?

- Incremental Rehearsal
- Letter Cube Blending (Alphabetics/Phonics)
- Paired Reading (Fluency)
- HELPS Program (Fluency)
“Risk for reading failure always involves the interaction of a particular set of child characteristics with specific characteristics of the instructional environment. Risk status is not entirely inherent in the child, but always involves a “mismatch” between child characteristics and the instruction that is provided.” (Foorman & Torgesen, 2001; p. 206).

Incremental Rehearsal

Reading Component:
Phonics/Alphabetics

Instructional Hierarchy:
Acquisition Stage
Response to Intervention

Acquisition Stage: Incremental Rehearsal of Letter Names (Available On Conference Page)

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

K
P
b

t
m
c

D
l
a

w
q
h

N
C
Y
Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.

<table>
<thead>
<tr>
<th>‘KNOWN’ Letters</th>
<th>‘UNKNOWN’ Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>K</td>
</tr>
<tr>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>Y</td>
<td>w</td>
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<td>l</td>
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<td>D</td>
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<td>m</td>
<td></td>
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<td>t</td>
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</tr>
</tbody>
</table>
Response to Intervention

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an ‘unknown’ letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.

K
Incremental Rehearsal of Letter Names

Step 3 (Cont.): Next the tutor takes a letter from the ‘known’ pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K  b
Step 3 (Cont.): The tutor then repeats the sequence—adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one ‘unknown’ letter and eight ‘known’ letters (a high ratio of ‘known’ to ‘unknown’ material).
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new ‘unknown’ letter to identify—and the review sequence is once again repeated each time until the ‘unknown’ letter is grouped with nine ‘known’ letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an ‘unknown’ letter incorrectly three times.
Letter Cube Blending

Reading Component:
Phonics/Alphabetics

Instructional Hierarchy:
Acquisition Stage
Response to Intervention

Letter Cube Blending

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

Letter Cube Blending

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

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.

- With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks—with one bold letter displayed per side.
  - Block 1: t,c,d,b,f,m: green marker
  - Block 2: a,e,i,o.u,i (The letter / appears twice on the block.): blue marker
  - Block 3: b,d,m,n,r,s: red marker

- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).


Letter Cube Blending

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

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

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

INTERVENTION STEPS (Cont.):

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

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

Letter Cube Blending
Sample Recording Sheet

d | i | r


Paired Reading

Reading Component: Fluency

With Text

Instructional Hierarchy: Fluency Stage
Paired Reading
(Interventions p. 31)

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.

www.interventioncentral.org
Spelling: Cover-Copy-Compare
NYSED Common Core State Standards:
Reading Standards Foundational Skills K-5

Grade 2 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
   e. Identify words with inconsistent but common spelling-sound correspondences.
   f. Recognize and read grade-appropriate irregularly spelled words.

Cover-Copy-Compare: Spelling p. 68

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

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

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

MATERIALS:

- Worksheet: Cover-Copy-Compare

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

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

1. **[Teacher] Create a Cover-Copy-Compare Spelling Sheet.** The teacher selects up to 10 spelling words for the student to work on during the session and writes those words as correct models into the left column ('Spelling Words') of the **Worksheet: Cover-Copy-Compare**. The teacher then pre-folds the spelling sheet using as a guide the vertical dashed line ('fold line') bisecting the left side of the student worksheet.
<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. product</td>
<td>1a. product</td>
</tr>
<tr>
<td>2. laughter</td>
<td>2a.</td>
</tr>
<tr>
<td>3. string</td>
<td>3a.</td>
</tr>
<tr>
<td>4. summer</td>
<td>4a.</td>
</tr>
<tr>
<td>5. distract</td>
<td>5a.</td>
</tr>
<tr>
<td>6. neighbor</td>
<td>6a.</td>
</tr>
<tr>
<td>7. stable</td>
<td>7a.</td>
</tr>
<tr>
<td>8. geography</td>
<td>8a.</td>
</tr>
<tr>
<td>9. spool</td>
<td>9a.</td>
</tr>
<tr>
<td>10. strict</td>
<td>10a.</td>
</tr>
</tbody>
</table>
2. [Student] Use the Cover-Copy-Compare Procedures. During the Cover-Copy-Compare intervention, the student follows these self-directed steps for each spelling word:

- Look at the correctly spelled target word that appears in the left column of the sheet.
- Fold the left side of the page over at the pre-folded vertical crease to hide the correct model ('Cover').
- Spell the word from memory, writing it in the first response blank under the 'Student Response' section of the spelling sheet ('Copy').
- Uncover the correct model and compare it to the student response ('Compare').
- Continue until all words on the spelling list have been spelled and checked against the correct models.
3. **[Teacher] Log Spelling Words Mastered by Student.** The teacher should select an objective standard for judging that the student using Cover-Copy-Compare has 'mastered' a spelling word (e.g., when the student is able to copy a specific word from memory without error on three successive occasions). The teacher can then apply this standard for mastery to identify and log spelling words in each session, using the **Spelling Log: Mastered Words sheet.**
## Spelling Log: Mastered Words Sheet

**Spelling Log: Mastered Words Sheet**

<table>
<thead>
<tr>
<th>Word 1:</th>
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<tbody>
<tr>
<td>Word 2:</td>
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<td>Word 4:</td>
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<td>Date: / / /</td>
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<td>Word 34:</td>
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<td>Date: / / /</td>
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<td>Word 37:</td>
<td>Date: / / /</td>
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<td>Word 38:</td>
<td>Date: / / /</td>
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<tr>
<td>Word 39:</td>
<td>Date: / / /</td>
</tr>
<tr>
<td>Word 40:</td>
<td>Date: / / /</td>
</tr>
</tbody>
</table>

**Response to Intervention**

*www.interventioncentral.org*
Response to Intervention

Research-Based Interventions: Web Resources

Focus of Inquiry: What are some websites that have free, research-based materials and lesson plans to promote ELA skills in Tiers 1, 2, and 3?

www.interventioncentral.org
Response to Intervention

Latest Interventions

Motivation Challenge 1: The Student Cannot Do the Work
August 30th, 2011
Students who are unmotivated because they cannot do the academic work need high-quality direct instruction. This write-up shows how to effectively teach them.

Read more...

Web Resources

New York State H11 Technical Assistance Center
NYS Regulations define RTI as a school district’s process to determine if a student responds to scientific, research-based instruction.

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention.

Happy Halloween! Here are new resources available for October 2011 on Intervention Central.

- Create an Intervention Central Account. You can now create a free personal account on Intervention Central to save documents created with selected online applications. At present, the site has one program, ChartDog GraphMaker, that allows users to save unique student progress-monitoring graphs—and more applications are under development. Check out this QuickGuide for instructions on how to create your own Intervention Central account.

- Use Phrase-Cued Tests to Assess Comprehension. Phrase-cued tests train students to recognize the natural pauses that occur between phrases in their reading and to enhance their comprehension of the text. Review a step-by-step script to use this strategy.

- Create Phrase-Cued Tests Online. This online application, the Phrase-Cued Test Generator, allows educators to easily create phrase-cued tests.

- Taper Student Alphabetic Skills. Letter Cube Blending is an intervention that uses a game-like format to reinforce student alphabetic skills.

This is an exciting year for Intervention Central, with lots more tools and intervention resources on the way. Visit often!

RTI Toolkit: A Practical Guide for Schools
RTI & Classroom Behaviors
RTI Toolkit: Implementing RTI in Middle and High Schools
FreeReading
http://www.freereading.net

This ‘open source’ website includes free lesson plans that target writing instruction and intervention.
Florida Center for Reading Research
http://www.fcrr.org

This site is supported by a staff of reading researchers and provides reading lessons across the elementary grades using the FAIR search tool.
HELPS Reading Fluency Program

www.helpsprogram.org
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.
What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

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

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.
Response to Intervention

Best Evidence Encyclopedia
http://www.bestevidence.org/

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

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

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

Users can streamline their search by subject and grade level.
Tier 1 Case Example: Colin:
Letter Identification
AIMSweb Cut-Points: Using National Aggregate Sample

- **Low Risk:** At or above the 25<sup>th</sup> percentile: Core instruction alone is sufficient for the student.

- **Some Risk:** 10<sup>th</sup> to 24<sup>th</sup> percentile: Student will benefit from additional intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).

- **At Risk:** Below 10<sup>th</sup> percentile: Student requires intensive intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).
Case Example: Letter Naming

The Concern

• In a mid-year (Winter) school-wide screening for Letter Naming Fluency, a first-grade student new to the school, Colin, was found to have moderate delays when compared to peers. In his school, Colin fell below the 25th percentile compared with peers (AIMSweb norms). According to the benchmark norms, a student at the 25th percentile should read at least 38 letters per minute. Colin was able to read only 27 letters per minute. (NOTE: These results place Colin between the 10th and 25th percentile, a mild level of deficit—‘Some Risk’.)

• Screening results, therefore, suggested that Colin has problems with Letter Naming. However, more information is needed to better understand this student academic delay.
AIMSweb Letter Naming Fluency Norms: Gr 1

25\textsuperscript{th} percentile for Winter Screening: 38 letters per minute

Colin’s Performance: 27 letters per minute

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall Num</th>
<th>LNC</th>
<th>Winter Num</th>
<th>LNC</th>
<th>Spring Num</th>
<th>LNC</th>
<th>ROI</th>
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<td>90</td>
<td>77585</td>
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<td>57</td>
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<td>41</td>
<td></td>
<td>49</td>
<td></td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>StdDev</td>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td>21</td>
<td></td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>
Case Example: Letter Naming

Instructional Assessment

- Colin’s teacher, Ms. Tessia, sat with him and checked his letter knowledge. She discovered that, at baseline, Colin knew 23 lower-case letters and 19 upper-case letters. (Ms. Tessia defined ‘knows a letter’ as: “When shown the letter, the student can correctly give the name of the letter within 3 seconds.”)

- Based on her findings, Ms. Tessia decided that Colin was still acquiring skill at letter names. He needed direct-teaching activities to learn to identify all of the letters.
Case Example: Letter Naming

Created at
www.interventioncentral.org
Case Example: Letter Naming

**Intervention**

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

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

- Colin received this intervention daily, for 10 minutes.

- **NOTE:** A paraprofessional, adult volunteer, or other non-instructional personnel can be trained to deliver this intervention.

Evidence-Based Intervention
Project

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 the manual should be addressed to Dr. T. Chris Friel,革新 at the Department of Psychology, East Carolina University, Room 258, Greenville, North Carolina, 27834. Email: wimp@ecu.edu

http://www.interventioncentral.org
Case Example: Letter Naming

Goal-Setting and Data Collection

• Ms. Tessia set the goals that, within 4 instructional weeks, Colin would:
  – identify all upper-case and lower-case letters.
  – move above the 25th percentile in Letter Naming Fluency when compared to grade-level peers (using the AIMSweb norms).

• The teacher collected two sources of data on the intervention:
  – At the end of each tutoring session, the tutor logged any additional formerly unknown letters that were now ‘known’ (that the student could now accurately identify within 3 seconds).
  – Each week, the teacher administered a one-minute timed Letter Naming Fluency probe and charted the number of correctly identified letters.
Case Example: Letter Naming

Outcome

• Ms. Tessia discovered that Colin attained the first goal (‘able to identify all upper-case and lower-case letters’) within 2 weeks.

• Colin attained the second goal (‘move above the 25th percentile in Letter Naming Fluency when compared to grade-level peers’ by reading at least 38 letters per minute) within the expected four instructional weeks.

• Ms. Tessia then discontinued the intervention after four weeks, as Colin had moved into the average range with letter naming skills.
Monitoring Student Academic or General Behaviors: Behavior Report Cards
Response to Intervention

Behavior Report Cards (BRCs) Are...

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

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

Behavior Report Card Maker

- Helps teachers to define student problem(s) more clearly.
- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.
- Provides a fixed response format each day to increase the consistency of feedback about the teacher’s concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.
Behavior Report Card Maker

www.interventioncentral.org
Jim's Report Card

Student Name: Brian
Date:

Rater: Mr. Wright
Classroom: Classroom 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.

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

The degree to which Brian met this behavior goal

1 2 3

Brian sat in class without fidgeting or squirming more than most peers.

How well Brian did in meeting the behavior goal

1 2 3
Poor Fair Good

Brian turned in his completed homework on time.

Did Brian succeed in this behavior goal?

☑ YES ☐ NO

Brian went to the nurse only when needed.

How well Brian did in meeting the behavior goal

1 2 3
Poor Fair Good

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

How well Brian did in meeting the behavior goal

1 2 3
Poor Fair Good
Response to Intervention

RTI: What Questions Do You Have?

- Review the RTI information presented at this workshop.
- What questions do you still have about this model and its implementation at your school? (Write those questions down!)