The Middle / High School Teacher and Response to Intervention: Tools for Classroom Intervention and Assessment

Jim Wright

www.interventioncentral.org
Workshop PPTs and Handout Available at:

http://www.interventioncentral.org/reedsburg
Workshop Agenda

- What are the key elements of RTI—and what is the role of the classroom teacher?
- What are examples of RTI classroom academic interventions?
- What ‘instructional adjustments’ (accommodations) can be used to promote student learning?
- What are effective behavior-management ideas to engage students?
- How can schools promote student responsibility for interventions?
- What are examples of Tier 1 (classroom) data collection?

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Secondary Students: A Profile

Focus of Inquiry: What are the common characteristics of students who struggle academically in middle and high school?
Secondary Students: Unique Challenges...

Struggling learners in middle and high school may:

- Have significant deficits in basic academic skills
- Lack higher-level problem-solving strategies and concepts
- Present with issues of school motivation
- Show social/emotional concerns that interfere with academics
- Have difficulty with attendance
- Are often in a process of disengaging from learning even as adults in school expect that those students will move toward being ‘self-managing’ learners...
School Dropout as a Process, Not an Event

“It is increasingly accepted that dropout is best conceptualized as a long-term process, not an instantaneous event; however, most interventions are administered at a middle or high school level after problems are severe.”

Student Motivation & The Need for Intervention

“A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential.”

What Are the ‘Early Warning Flags’ of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an ‘unsatisfactory’ behavior rating from at least one teacher

## What is the Predictive Power of These Early Warning Flags?

<table>
<thead>
<tr>
<th>Number of ‘Early Warning Flags’ in Student Record</th>
<th>Probability That Student Would Graduate</th>
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<td>None</td>
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<tr>
<td>1</td>
<td>36%</td>
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<td>21%</td>
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<tr>
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<td>13%</td>
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<td>4</td>
<td>7%</td>
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Response to Intervention: Key Elements

Focus of Inquiry: What are the important elements of RTI—especially for classroom teachers?
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.
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.
Response to Intervention

Tier 1 Core Instruction

Tier 1 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 students 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 1 instruction addresses this question: Are strong classroom instructional strategies sufficient to help the student to achieve academic success?
Response to Intervention

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

Tier 2 interventions are typically delivered in small-group format. About 15% 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.

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.

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)
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.
Response to Intervention

The Key Role of Classroom Teachers as Tier 1 ‘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 ‘research-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>
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<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>
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<th>Goal by Check-Up</th>
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Handouts p. 24

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Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.
RTI and RTT: Complementary Initiatives

- Response to Intervention and Race to the Top are both comprehensive change initiatives whose ultimate goal is to help underperforming students.
- These two initiatives are complementary to one another and can mutually support each other.
- A concern, however, is that districts are organizing their efforts for each initiative in separate ‘silos’ and will duplicate their efforts unnecessarily.
Similarities Between RTI and RTT

1. Both look at comprehensive reform at the district, school, classroom, and individual-student level.

2. For both, the focus is ultimately on the struggling student.

3. The ‘toolkit’ for helping an individual struggling learner is the same under RTI or RTT.
Activity: Selecting a Student as a Focus of Workshop Ideas

In your groups:

• Discuss students that you had last year who did not seem to put their full effort into academics and may also have had motivation or behavior problems.

• Pick one of those students to use in several activities during this workshop.
Defining ‘Intervention’ ‘Accommodation’ and ‘Modification’

Focus of Inquiry: How do we define ‘academic intervention’ and related terms to help us to better and more efficiently support struggling students?
**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.

- **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).
“Teaching is giving; it isn’t taking away.”

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

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
Response to Intervention

RTI: Are Modifications Occurring in Core Instruction?

In your ‘elbow groups’, discuss the difference between ‘instructional adjustment (accommodation)’ and ‘modification’ (p. 5).

Are there times when core instruction is being ‘modified’ for general-education students in your school?

If so, what are ways to promote general-education student success without modifying core instruction?
Academic Interventions: Examples

Focus of Inquiry: What are examples of academic interventions that content-area teachers could use in their classrooms?
Promoting Student Reading Comprehension ‘Fix-Up’ Skills (Available on Conference Web Page)
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...
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.
Response to Intervention

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]** **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’) — especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: “The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it.”
Response to Intervention

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

- **Student Strategy** Apply Vocabulary ‘Fix-Up’ Skills for **Unknown Words** (Klingner & Vaughn, 1999). When confronting an unknown word in a reading selection, the student applies the following vocabulary ‘fix-up’ skills:

  1. Read the sentence again.
  2. Read the sentences before and after the problem sentence for clues to the word’s meaning.
  3. See if there are prefixes or suffixes in the word that can give clues to meaning.
  4. Break the word up by syllables and look for ‘smaller words’ within.
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.
A Sampling of Accommodation Ideas

Focus of Inquiry: What are instructional adjustment/accommodation ideas that can be used to promote student success?
Accommodations: Sampling

• Here is a sampling of accommodations for ‘Instruction’ taken from this application:

  – Pages 9-13 (examples 17-37) from the accommodations section of the workshop handout.
Instructional Adjustments/Accommodations: Instruction

• ADJUST INSTRUCTIONAL MATCH. Verify that the student possesses the required skills to understand course instruction and complete academic tasks assigned as in-class work or homework. If necessary, provide additional instruction (e.g., via tutoring sessions with a peer or instructor) or other supports to enable the student to meet academic expectations.

Instructional Adjustments/Accommodations: Instruction

- CHUNK CLASSWORK AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller chunks and include brief breaks to sustain student attention.

Response to Intervention

Instructional Adjustments/Accommodations: Instruction

- CLASS NOTES: CREATE GUIDED NOTES. Prepare a copy of notes summarizing content from a class lecture or assigned reading—with blanks inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes.

Instructional Adjustments/Accommodations: Instruction

- **CLASS NOTES:** PROVIDE A STUDENT COPY. Provide a copy of class notes to allow the student to focus more fully on the lecture and class discussion. This strategy can be strengthened by requiring that the student highlight key vocabulary terms appearing in the prepared notes as they are brought up in the lecture or discussion.

Instructional Adjustments/Accommodations: Instruction

- **CLASS NOTES: PROVIDE LECTURE OUTLINE.** Make up an outline of the lecture to share with students. Encourage students to use the elements of the outline to help to structure their class notes and to ensure that their notes do not omit important information.

Instructional Adjustments/Accommodations: Instruction

- INCREASE OPPORTUNITIES TO RESPOND. Provide the student with increased classroom opportunities for active academic responding. Examples of active student responding are reading aloud, responding in writing or orally to a teacher question, and collaborating with a peer to solve a math problem.

Instructional Adjustments/Accommodations: Instruction

- **INTERSPERSE LOW- AND HIGH-INTEREST ACTIVITIES.**
  When structuring a lesson, switch between less-appealing and more-appealing activities in short spans to hold student interest.

Instructional Adjustments/Accommodations: Instruction

- LECTURE: SUMMARIZE OFTEN. When lecturing, review and reinforce student understanding through repetition, paraphrase, and frequent summarization of important points.

Response to Intervention

Instructional Adjustments/Accommodations: Instruction

• LECTURE: TIE INFORMATION TO COURSE READINGS. When presenting important course concepts during lecture, explicitly link that content to page references in the course text or other assigned readings that also cover that information. In class notes, also link important information to the course text by page number.

Instructional Adjustments/Accommodations: Instruction

• MATCH WORK TO PEAK ENERGY PERIODS. Schedule the most challenging academic subjects, tasks, or activities when students’ energy levels are highest (e.g., at the start of the day or class period).

Instructional Adjustments/Accommodations: Instruction

• PREPARE READING GUIDES. Develop reading guides to help students to better access demanding texts in the course or content area. Reading guides provide a general map of the text, summarize main ideas and key details presented, and offer tips and pose questions to alert the reader to important content. Depending on student needs, reading guides can deal broadly with whole sections of a text or focus more specifically on chapters or sub-chapters.

Response to Intervention

Instructional Adjustments/Accommodations: Instruction

- PREPARE WEEKLY HOMEWORK ASSIGNMENTS. Share weekly listings of upcoming homework assignments with the student. Also, ensure that these homework assignments are shared with the student’s parent(s), to help them to support their child’s homework completion.

Instructional Adjustments/Accommodations: Instruction

- SET A REASONABLE HOMEWORK QUOTA. Limit homework to a manageable amount of work. Use this formula to estimate an appropriate homework load: 10 minutes times the student’s grade level equals an appropriate TOTAL time devoted to nightly homework.

Instructional Adjustments/Accommodations: Instruction

• TEST: ALLOW EXTRA TIME. For tests that evaluate student knowledge or skills but do not formally assess speed/fluency with fixed time limits, allow all students a reasonable amount of additional time if needed.

Instructional Adjustments/Accommodations: Instruction

- **TEST: ALLOW OPEN-BOOK/OPEN-NOTES.** In situations in which students are being tested on their ability to apply—rather than memorize—course information or concepts, allow students full access to their textbooks and/or notes during the test.

Instructional Adjustments/Accommodations: Instruction

- TEST: EVALUATE MORE FREQUENTLY. Assess student mastery of course content frequently (e.g., weekly) through shorter quizzes in place of less-frequent, more-comprehensive tests. More frequent, smaller assessments can make study more manageable for students, build strong habits of continual study and review, and provide more formative assessment information for the teacher.

Instructional Adjustments/Accommodations: Instruction

- TEST: HIGHLIGHT KEY WORDS IN DIRECTIONS. When preparing test directions, highlight key words or phrases in bold or underline to draw student attention.

Instructional Adjustments/Accommodations: Instruction

- TEST: PRACTICE UNDER TEST CONDITIONS. Create practice tests that mimic the actual test in format and environmental conditions (e.g., with time limits). Have the student complete practice tests to build endurance, reduce test anxiety.
Instructional Adjustments/Accommodations: Instruction

- TEST: PROVIDE EXTRA SPACE. Format tests with extra space to write answers. This formatting change has two advantages: (1) it can accommodate students who have difficulty writing in small spaces due to fine-motor issues, and (2) it can result in a neater test that looks less crowded and therefore less intimidating.

Instructional Adjustments/Accommodations: Instruction

• USE GRAPHIC ORGANIZERS. Select the graphic organizer(s) (e.g., outline, chart, or other visual representation) most appropriate to help the student to better understand course content by noting key ideas, recording important details, making specific connections between concepts, etc. To adequately use graphic organizers, students should first be explicitly trained in their use. Teachers should also require that students turn in completed organizers periodically to monitor their use and effectiveness.

Instructional Adjustments/Accommodations: Instruction

- **USE WHITEBOARDS FOR STUDENT RESPONDSING.** Reduce impulsive responding and increase student participation by providing all students with small whiteboards and markers. The teacher (1) poses a question, (2) directs students to write their answers on whiteboards, and then (3) prompts all students in unison to hold up their whiteboards for teacher review.

Activity: Finding Accommodations For Your Student

In your groups:

• Glance over the accommodations ideas that appear on pp. 6-21 of your handout.

• Identify at least 2 ideas from this list that you think might be helpful to use with your struggling student.
AccommodationFinder
http://www.interventioncentral.org/tools/accommodationfinder

This application allows the user to browse a set of 60+ classroom accommodations to put together a unique plan for a struggling learner.
Accommodations Plan: Classwide Example

An eighth-grade instructional team ('8th Grade Green Team') met to discuss six students who showed difficulty in keeping up with course content and performing well on tests. The group browsed the Accommodations Finder application and selected a list of 6 ideas (next screen) to include in a classwide Accommodations Plan.
Accommodations Menu: Classwide Example (Cont.)

8th Grade Green Team Classwide Accommodations Plan:

• **CLASS NOTES: PROVIDE LECTURE OUTLINE** (Handouts: p. 10/Accommodation #21)

• **INTERSPERSE LOW- AND HIGH-INTEREST ACTIVITIES** (Handouts: p. 10/Accommodation #23)

• **LECTURE: TIE INFORMATION TO COURSE READINGS** (Handouts: p. 11/Accommodation #25)

• **PREPARE READING GUIDES** (Handouts: p. 11/Accommodation #27)

• **TEST: EVALUATE MORE FREQUENTLY** (Handouts: p. 12/Accommodation #32)

Here is a demonstration of how the 8th Grade Green Team used the Accommodations Finder to create an Instructional Adjustment/Accommodation Plan for the entire class.
AccommodationFinder
http://www.interventioncentral.org/tools/accommodationfinder

This application allows the user to browse a set of 60+ classroom accommodations to put together a unique plan for a struggling learner.
Managing Challenging Behaviors: Strategies

Focus of Inquiry: What are ‘big ideas’ and practical ideas for managing (and preventing) problem student behaviors?
Big Ideas: Academic Delays Can Be a Potent Cause of Behavior Problems
(Witt, Daly, & Noell, 2000)

Student academic problems cause many school behavior problems.

“Whether [a student’s] problem is a behavior problem or an academic one, we recommend starting with a functional academic assessment, since often behavior problems occur when students cannot or will not do required academic work.”

Response to Intervention

Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student’s expectation of success on the task

   Multiplied by

2. the value that the student places on achieving success on that learning task

The relationship between the two factors is *multiplicative*. If EITHER of these factors (the student’s expectation of success on the task OR the student’s valuing of that success) is zero, then the ‘motivation’ product will also be zero.

ABC: The Core of Behavior Management

“....at the core of behavioral interventions is the three-term contingency consisting of an antecedent, behavior, and consequence.”

“That is, most behavior is believed to occur...”

ABC: The Core of Behavior Management

“...at the core of behavioral interventions is the three-term contingency consisting of an antecedent, behavior, and consequence.”

“...subsequent to some type of environmental event (i.e., an antecedent) ...”


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ABC: The Core of Behavior Management

“....at the core of behavioral interventions is the three-term contingency consisting of an antecedent, behavior, and consequence.”

“...which then may be maintained if it is followed by an event that is pleasurable or reinforcing (i.e., consequence).”

Advantages of Antecedent Strategies vs. ‘Reactive Approaches’

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

BehaviorManagementPlanner
http://www.interventioncentral.org/tools/behaviormanagementplanner

This application has a collection of classroom-friendly ideas for managing and preventing problem student behaviors. Users can create and print their own unique plans.
Response to Intervention

Working With Behaviorally Challenging Students

Classroom strategies to proactively manage (and prevent) problem behaviors can be grouped as:

- Academic Adjustments
- Communication Tools
- Consequences
- Defusing Strategies
- Environmental Adjustments
- Reinforcement
- Relationship-Building

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Managing Challenging Behaviors in the Classroom: Academic Adjustments
Behavior Management Strategies: Academic Focus

• **BEHAVIORAL MOMENTUM: INCREASING COMPLIANCE.** Students with low-frustration tolerance or lack of confidence may balk when asked to complete challenging academic tasks assigned as independent seatwork. A strategy to increase the probability that a student will attempt a challenging academic task is to precede that task with a short series of brief, easy academic tasks. (For example, a student may do three easy problems on a math worksheet before encountering a challenge problem.) The student builds 'behavioral momentum' in completing the easy items and is thus 'primed' to attempt the challenge item that might otherwise derail them.
Behavior Management Strategies: Academic Focus

• **CHOICE: ALLOWING STUDENTS CONTROL OVER LEARNING.** Teachers who allow students a degree of choice in structuring their learning activities can increase engagement and reduce classroom behavior problems. One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. For example, during independent assignment, students might be allowed to (1) choose from at least two assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.
Behavior Management Strategies: Academic Focus

• ALTERNATIVE ACADEMIC RESPONSE FORMATS:
  REDUCING STUDENT FRUSTRATION. For some students, a trigger for misbehavior is that they are asked to complete an academic task in a response format that they find difficult or frustrating. A strategy to address this issue is to offer the student a more acceptable alternative response format. For example, a student who does not like to write by hand can be given access to a keyboard to draft an essay while a student who is put off by completing a math computation worksheet independently can answer the same math facts orally from flashcards.
Behavior Management Strategies: Academic Focus

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

• CRITICISM PAIRED WITH PRAISE: COMMUNICATING ACCEPTANCE. Here is a way to structure critical feedback to convey that the teacher continues to value the student despite the misbehavior: (1) The teacher describes the problem behavior that the student should target for change; (2) The teacher describes (or encourages the student to brainstorm) appropriate behavioral alternatives; (3) The teacher acknowledges and praises some noteworthy aspect of the student's past classroom behavior or accomplishments, and finally (4) The teacher affirms that he or she values having the student as a part of the classroom community.
Behavior Management Strategies: Communication Tools

- **CRITICISM PAIRED WITH PRAISE: COMMUNICATING ACCEPTANCE: EXAMPLE:**

(1) Description of problem behavior: "Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop." (2) Appropriate behavioral alternative(s): "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others." (3) Specific praise: "I am talking to you about this behavior because I know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well." (4) Affirmation statement: "You contribute a lot to class discussion!"
Behavior Management Strategies: Communication Tools

• **EMPHASIZE THE POSITIVE IN TEACHER REQUESTS:** INCREASING STUDENT COMPLIANCE. When an instructor’s request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, the teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can’t help you with your assignment"). Instead, the teacher restates requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").
Behavior Management Strategies: Communication Tools

• **SAY NO WITH PREFERRED ALTERNATIVE: INCREASING COMPLIANCE.** In preparation, the teacher creates a list of those activities or items preferred by the student that can actually be provided. Whenever the student requests an unavailable activity or item, the teacher structures the 'no' statement as follows: (1) The teacher states that the student cannot engage in the requested activity or have the desired item; (2) The teacher provides the student with an explanation for why the preferred activity or item is not available; (3) The teacher offers the student an alternative preferred activity or item in place of that originally requested.
Response to Intervention

Behavior Management Strategies: Communication Tools

• SAY NO WITH PREFERRED ALTERNATIVE: INCREASING COMPLIANCE : EXAMPLE:

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

- **TEACHER COMMANDS: ESTABLISHING CLASSROOM COMMAND AND CONTROL.** Teacher commands play an important role in classroom behavior management. Teacher commands are most likely to elicit student compliance when they (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one command at a time and appropriately paced to avoid confusing or overloading students. Effective teacher commands avoid both sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
Behavior Management Strategies: Communication Tools

• TWO-PART CHOICE STATEMENT: DELIVERING CLEAR CONSEQUENCES FOR NON-COMPLIANCE. The teacher can structure verbal requests to both acknowledge a non-compliant student’s freedom to choose whether to comply and to present the logical consequences for non-compliance (e.g., poor grades, office disciplinary referral, etc.). The teacher frames requests to uncooperative students as a two-part 'choice' statement: (1) The teacher presents the negative, or non-compliant, choice and its consequences; (2) The teacher next states the positive behavioral choice that the student is encouraged to select.
Behavior Management Strategies: Communication Tools

- **TWO-PART CHOICE STATEMENT: DELIVERING CLEAR CONSEQUENCES FOR NON-COMPLIANCE:** EXAMPLE:

Here is a sample 2-part choice statement, "John, you can stay after school to finish the class assignment or you can finish the assignment now and not have to stay after class. It is your choice."
Managing Challenging Behaviors in the Classroom: Defusing Strategies
Behavior Management Strategies: Defusing Strategies

• **COOL-DOWN BREAK: CALMING THE EMOTIONALLY ESCALATING STUDENT.** This idea addresses students who become angry or upset and need time to collect themselves.

  1. The teacher selects an area of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset. (2) Whenever a student becomes upset and defiant, the teacher first offers to talk the situation over with that student once he or she has calmed down. (3) The teacher then directs the student to the cool-down corner. The teacher makes cool-down breaks available to all students in the classroom and (optionally) keeps a log of students using the cool-down corner.
Behavior Management Strategies: Defusing Strategies

- PLANNED IGNORING: OVERLOOKING THE SMALL STUFF. In this tactic, the teacher identifies in advance low-level problem student behaviors (e.g., minor talking out) and makes the commitment to ignore such behaviors if they do not seriously distract other students, disrupt classroom routine, or otherwise violate important behavioral expectations. NOTE: The teacher can always follow up privately with a student regarding low-level problem behaviors even if the instructor chooses to ‘ignore’ them during the class period. However, planned ignoring is not recommended if the student’s behavior represents a serious infraction or if the student has a pattern of escalating behaviors until he or she gains teacher attention.
Behavior Management Strategies: Defusing Strategies

- PRE-CORRECTION: GIVING A TIMELY REMINDER. Pre-corrections remind students of behavioral expectations just before they encounter problem situations: (1) The teacher defines the student problem behavior(s) and identifies those school situations and settings where the problem behavior(s) tend to be displayed; (2) The teacher shares information with the student about the problem behaviors and their related situations or settings; (3) The teacher and student next come up with expected or acceptable replacement behaviors that the student should display in those situations; (4) At the 'point of performance' the teacher delivers a brief pre-correction, a timely behavioral reminder that alerts the student to follow the classroom behavioral rule or expectation.
Behavior Management Strategies: Defusing Strategies

- **SILENT SIGNAL: PROVIDING LOW-KEY BEHAVIORAL PROMPTS.** The teacher can unobtrusively redirect students who begin to show problem behaviors by using a silent signal. (1) The teacher meets privately with the student to identify those problem behaviors that appear to be most challenging. (2) The student and teacher agree on a silent signal to be used to alert the student whenever his or her behavior has crossed the threshold and now is distracting others or otherwise creating classroom problems. (3) The teacher role-plays several scenarios with the student in which the student begins to display a problem behavior, the teacher uses the silent signal, and the student then successfully controls the problem behavior.
Managing Challenging Behaviors in the Classroom: Relationship-Building
Behavior Management Strategies: Relationship-Building

• MAINTAIN A HIGH RATIO OF POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).
Behavior Management Strategies: Relationship-Building

- STRIVE FOR DAILY POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. If the teacher lacks a positive relationship with a particular student, the teacher makes the commitment to have at least one positive verbal interaction per class period with that student (e.g., greeting at the door, positive conversation, praise for student discussion comments). Whenever possible, the teacher continues to interact in positive ways with the student throughout the rest of the class period through both verbal (e.g., praise comment after a student remark) and non-verbal (e.g., thumbs-up sign, smile) means. In all such interactions, the teacher maintains a polite, respectful tone.
Activity: Selecting Behavioral Interventions

In your groups:

• Review the behavioral intervention ideas on pp. 25-39 of your handout.

• For the student that you selected for this workshop, choose at least 2 behavior-management ideas that you think may be helpful.
RTI & Student Responsibility

Focus of Inquiry: What are ways to promote student responsibility and independence in RTI?
**School Success Intervention Plan**

For: ___________________________  Date: ____________

<table>
<thead>
<tr>
<th>The student agrees to carry out the strategies listed below to promote school success:</th>
<th>[Optional] If adults in school or at home will assist the student with a strategy, the ADULT responsibilities are listed below:</th>
<th>[Optional] Name of adult(s) assisting student with strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

______________________________  ________________________________  ________________________________
Signature of Student              Signature of Adult School Contact                Signature of Parent
School Success Intervention Plan: Form

Use this all-purpose form to document student responsibilities for interventions at:

– Individual student conferences
– Parent-teacher-student conferences
– RTI Problem-Solving Team meetings with the student attending
Helping the Student Who is ‘Under Water’ With Late Assignments: A Structure for Teacher–Student Conferences
Negotiating Missing Work: Student-Teacher Conference

When students fall behind in their classwork, they can quickly enter a downward spiral. Some students become overwhelmed and simply give up.

In such cases, the teacher may want to meet with the student—and if possible, a parent—to help that student to create a work plan to catch up with late work.

At the meeting, the teacher and student inventory what work is missing, negotiate a plan to complete that overdue work, and perhaps agree on a reasonable penalty when late work is turned in. All attending then sign off on the work plan. The teacher also ensures that the atmosphere at the meeting is supportive.
Negotiating Missing Work: Student-Teacher Conference (Cont.)

Here in greater detail are the steps that the teacher and student would follow at a meeting to renegotiate missing work:

1. **Inventory All Missing Work.** The teacher reviews with the student all late or missing work. The student is given the opportunity to explain why the work has not yet been submitted.
2. *Negotiate a Plan to Complete Missing Work.* The teacher and student create a log with entries for all missing assignments. Each entry includes a description of the missing assignment and a due date by which the student pledges to submit that work. This log becomes the student’s work plan. Submission dates for late assignments should be realistic—particularly for students who owe a considerable amount of late work and are also trying to keep caught up with current assignments.
3. [Optional] Impose a Penalty for Missing Work. The teacher may decide to impose a penalty for the work being submitted late. Examples of possible penalties are a reduction of points (e.g., loss of 10 points per assignment) or the requirement that the student do additional work on the assignment than was required of his or her peers who turned it in on time. If imposed, such penalties would be spelled out at this teacher-student conference. Any penalties should be balanced and fair, permitting the teacher to impose appropriate consequences while allowing the student to still see a path to completing missing work and passing the course.
# Student Late-Work Planning Form: Middle & High School

Teacher: ____________________  Course: ____________________

Student: ____________________  Date: __________/___/__________

Directions: At a teacher-student conference, use this form to create a plan for the student to complete and submit missing or late work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Target Date for Completion</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What penalty—if any—will be imposed for these late assignments? __________________

__________________________

______________  ______________  ______________
Student Signature  Teacher Signature  Parent Signature
Negotiating Missing Work: Student-Teacher Conference (Cont.)

4. *Periodically Check on the Status of the Missing-Work Plan.* If the schedule agreed upon by teacher and student to complete and submit all late work exceeds two weeks, the teacher (or other designated school contact, such as a counselor) should meet with the student weekly while the plan is in effect. At these meetings, the teacher checks in with the student to verify that he or she is attaining the plan milestones on time and still expects to meet the submission deadlines agreed upon. If obstacles to emerge, the teacher and student engage in problem-solving to resolve them.
Data Collection & Progress Monitoring

Focus of Inquiry: What are examples of how teachers can collect data on classroom interventions?

—Example 1: Global Skills Checklists
—Example 2: Behavior Report Cards
Interventions: Potential ‘Fatal Flaws’

Any intervention must include 4 essential elements. The absence of any one of the elements would be considered a ‘fatal flaw’ (Witt, VanDerHeyden & Gilbertson, 2004):

1. **Clearly defined problem.** The student’s target concern is stated in specific, observable, measureable terms. This ‘problem identification statement’ is the most important step of the problem-solving model (Bergan, 1995), as a clearly defined problem allows the teacher or RTI Team to select a well-matched intervention to address it.

2. **Baseline data.** The teacher or RTI Team measures the student’s academic skills in the target concern (e.g., reading fluency, math computation) prior to beginning the intervention. Baseline data becomes the point of comparison throughout the intervention to help the school to determine whether the intervention is effective.

Interventions: Potential ‘Fatal Flaws’ (Cont.)

3. *Performance goal.* The teacher or RTI Team sets a specific, data-based goal for student improvement during the intervention and a checkpoint date by which the goal should be attained.

4. *Progress-monitoring plan.* The teacher or RTI Team collects student data regularly to determine whether the student is on-track to reach the performance goal.

‘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

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

Because academic enablers are often described as broad skill sets, however, they can be challenging to define in clear, specific, measurable terms. A useful method for defining a global academic enabling skill is to break it down into a checklist of component sub-skills—a process known as ‘discrete categorization’ (Kazdin, 1989). An observer can then use the checklist to note whether a student successfully displays each of the sub-skills.

‘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.

### Study Skills

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

Comments:

__________________________________________________________________________

__________________________________________________________________________
### ‘Academic Enabler’ Skills: Sample Observational Checklists

**Organization Skills. The student:**

- **arrives to class on time.**
  - Poor: 1, Fair: 2, Good: 3, NA

- **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

- **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

- **brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.).**
  - Poor: 1, Fair: 2, Good: 3, NA

- **is efficient in switching work materials when transitioning from one in-class learning activity to another.**
  - Poor: 1, Fair: 2, Good: 3, NA

- **Other:**
  - NA

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## ‘Academic Enabler’ Skills: Sample Observational Checklists

### Homework Completion

The student:

<table>
<thead>
<tr>
<th>Task</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>writes down homework assignments accurately and completely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>makes use of available time in school (e.g., study halls, homeroom) to work on homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has an organized, non-distracting workspace available at home to do homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when completing homework, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>turns in homework on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other:**

**Comments:**
**Cooperative Learning Skills. The student:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>participates in class discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>gets along with others during group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>participates fully in group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>does his or her ‘fair share’ of work during group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>is willing to take a leadership position during group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Other:** ____________________________

**Comments:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
‘Academic Enabler’ Skills: Sample Observational Checklists

<table>
<thead>
<tr>
<th>Independent Seat Work. The student:</th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ has necessary work materials for the assignment</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ is on-task during the assignment at a level typical for students in the class</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.)</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ recognizes when he or she needs teacher assistance and is willing to that assistance</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ requests teacher assistance in an appropriate manner</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ requests assistance from the teacher only when really needed</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ if finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ takes care in completing work—as evidenced by the quality of the finished assignment</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ is reliable in turning in assignments done in class.</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>☐ Other: ___________________________________________</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>Comments: __________________________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ‘Academic Enabler’ Skills: Sample Observational Checklists

**Motivation**. The student:

- **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

- **Displays some apparent *intrinsic* 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

- **Displays apparent *extrinsic* 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

- **Other: ___________________________**

**Comments:**

__________________________________________

__________________________________________
‘Academic Enabler’ Skills: Sample Observational Checklists

Teacher-Defined Academic Enabling Skill:
Skill Name: __________________________________________

Essential Subskills: The student:

[Checkboxes and rating scales for Poor, Fair, Good, NA]
‘Academic Enabler Skills’ Checklist: Example

Example: A middle school math instructor, Mr. Havemeck, was concerned that a student, Rodney, appears to have poor ‘organization skills’. Mr. Havemeck 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. Havemick 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. Havemick 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.
Monitoring Student Academic or General Behaviors: Behavior Report Cards
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
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.
Response to Intervention

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
Rating Scales/Behavior Report Card: Example

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

At your tables:

• Discuss either the ‘Academic Enablers’ Observational Checklists or the Behavior Report Card as a classroom monitoring tool.

• What use(s) could you find for such a measurement tool?

• How would you share this tool with others on your instructional team or in your school?
Secondary-Level Tier 1
Intervention: Case Examples
Jim Wright
www.interventioncentral.org
# Response to Intervention

## Classroom Intervention Planning Sheet

<table>
<thead>
<tr>
<th>Teacher/Team:</th>
<th>Date:</th>
<th>Student:</th>
</tr>
</thead>
</table>

**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>
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<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>
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**Interventions:**
- Essential Elements (Witt et al., 2004)
  - Clear problem-definition(s)
  - Baseline data
  - Goal for improvement
  - Progress-monitoring plan


[www.interventioncentral.org](http://www.interventioncentral.org)
Tier 1 Case Example: Patricia: Reading Comprehension
Case Example: Reading Comprehension

The Problem

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

The Evidence

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

The Evidence (Cont.)

• *Review of Records.* Past teacher report card comments suggest that Patricia has had difficulty with reading comprehension tasks in earlier grades. She had received help in middle school in the reading lab, although there was no record of what specific interventions were tried in that setting.

• *Input from Other Teachers.* Ms. Cardamone checked with other teachers who have Patricia in their classes. All expressed concern about Patricia’s reading comprehension skills. The English teacher noted that Patricia appears to have difficulty pulling the main idea from a passage, which limits her ability to extract key information from texts and to review that information for tests.
Case Example: Reading Comprehension

The Intervention

- Ms. Cardamone decided, based on the evidence collected, that Patricia would benefit from training in identifying the main idea from a passage, rather than trying to retain all the information presented in the text. She selected two simple interventions: Question Generation and Text Lookback. She arranged to have Patricia meet with her during an open period to review these two strategies. During that meeting, Ms. Cardamone demonstrated how to use these strategies effectively with the social studies course text and other assigned readings.
Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.

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

http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/txtlkbk.php
Response to Intervention

Case Example: Reading Comprehension

Documentation and Goal-Setting

• Ms Cardamone filled out a Tier 1 intervention plan for the student. On the plan, she listed interventions to be used, a checkup date (4 instructional weeks), and data to be used to assess student progress.

• Data: Ms. Cardamone decided that she would rate the student’s grasp of text content in two ways:
  – Student self-rating (1-3 scale; 1=don’t understand; 3 = understand well)
  – Quiz grades.

• She collected baseline on both and set a goal for improvement.
Response to Intervention

Classroom Intervention Planning Sheet

Teacher/Tutor: Mrs. Cardamone Date: 11-4-2009 Student: Patricia

Student Problem Definition #1: has difficulty summarizing and retaining key information from course readings.

Student Problem Definition #2:

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<td>Text Lookback (see attached script)</td>
<td>Meet with student during open period to demonstrate intervention.</td>
<td>4 instructional weeks</td>
<td>Type(s) of Data to Be Used: Student self-evaluation of reading comprehension using 3 pt rating scale: 1 = did not understand rdng, 3 = did understand rdng/quiz grades</td>
</tr>
<tr>
<td>Question Generation</td>
<td>Meet with student during open period to demonstrate intervention. Ask student to show note card collection periodically to verify that she is using the intervention.</td>
<td>4 instructional weeks</td>
<td>Type(s) of Data to Be Used: See above</td>
</tr>
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Interventions: Essential Elements (Witt et al., 2004)
- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

www.interventioncentral.org
Case Example: Reading Comprehension

The Outcome

• When the intervention had been in place for 4 weeks, Ms. Cardamone noted that Patricia appeared to have a somewhat better grasp of course content and expressed a greater understanding of material from the text.

• Because Patricia’s self-ratings of reading comprehension and quiz grades met the goals after 4 weeks, Ms. Cardamone decided to continue the intervention plan with the student without changes.

• The teacher shared her intervention ideas with other teachers working with Patricia.
Tier 1 Case Example: Justin:
Non-Compliance
Case Example: Non-Compliance

The Problem

• Justin showed a pattern from the start of the school year of not complying with teacher requests in his English class. His teacher, Mr. Steubin, noted that – when given a teacher directive—Justin would sometimes fail to comply. Justin would show no obvious signs of opposition but would sit passively or remain engaged in his current activity, as if ignoring the instructor.

When no task demands were made on him, Justin was typically a quiet and somewhat distant student but otherwise appeared to fit into the class and show appropriate behavior.
Case Example: Non-Compliance

The Evidence

- **Student Interview.** Mr. Steubin felt that he did not have a strong relationship with the student, so he asked the counselor to talk with Justin about why he might be non-compliant in English class. Justin told the counselor that he was bored in the class and just didn’t like to write. When pressed by the counselor, Justin admitted that he could do the work in the class but chose not to.

- **Direct Observation.** Mr. Steubin noted that Justin was less likely to comply with writing assignments than other in-class tasks. The likelihood that Justin would be non-compliant tended to go up if Mr. Steubin pushed him to comply in the presence of Justin’s peers. The odds that Justin would comply also appeared to increase when Mr. Steubin stated his request and walked away, rather than continuing to ‘nag’ Justin to comply.
Case Example: Non-Compliance

The Evidence (Cont.)

- **Work Products.** Mr. Steubin knew from the assignments that he did receive from Justin that the student had adequate writing skills. However, Justin’s compositions tended to be short, and ideas were not always as fully developed as they could be—as Justin was doing the minimum to get by.

- **Input from Other Teachers.** Mr. Steubin checked with other teachers who had Justin in their classes. The Spanish teacher had similar problems in getting Justin to comply but the science teacher generally found Justin to be a compliant and pleasant student. She noted that Justin seemed to really like hands-on activities and that, when potentially non-compliant, he responded well to gentle humor.
Case Example: Non-Compliance

The Intervention

- Mr. Steubin realized that he tended to focus most of his attention on Justin’s non-compliance. So the student’s non-compliance might be supported by teacher attention. OR the student’s compliant behaviors might be extinguished because Mr. Steubin did not pay attention to them.

- The teacher decided instead that Justin needed to have appropriate consequences for non-compliance, balanced with incentives to engage in learning tasks. Additionally, Mr. Steubin elected to give the student attention at times that were NOT linked to non-compliance.
Case Example: Non-Compliance

The Intervention (Cont.)

- *Appropriate Consequences for Non-Compliance.* Mr. Steubin adopted a new strategy to deal with Justin’s episodes of non-compliance. Mr. Steubin got agreement from Justin’s parents that the student could get access to privileges at home each day only if he had a good report from the teacher about complying with classroom requests.

Whenever the student failed to comply within a reasonable time (1 minute) to a teacher request, Mr. Steubin would approach Justin’s desk and quietly restate the request as a two-part ‘choice’ statement. He kept his verbal interactions brief and neutral in tone. As part of the ‘choice’ statement, the teacher told Justin that if he did not comply, his parents would be emailed a negative report. If Justin still did not comply, Mr. Steubin would follow through later that day in sending the report of non-compliance to the parents.
Teacher Command Sequence: Two-Part Choice Statement

1. *Make the request.* Use simple, clear language that the student understands.

   If possible, phrase the request as a positive (*do*) statement, rather than a negative (*don’t*) statement. (E.g., “Justin, please start your writing assignment now.”) Wait a reasonable time for the student to comply (e.g., 1 minute)
Teacher Command Sequence: Two-Part Choice Statement

2. [If the student fails to comply] Repeat the request as a 2-part choice. Give the student two clear choices with clear consequences. Order the choices so that the student hears negative consequence as the first choice and the teacher request as the second choice. (E.g., “Justin, I can email your parents to say that you won’t do the class assignment or you can start the assignment now and not have a negative report go home. It’s your choice.”) Give the student a reasonable time to comply (e.g., 1 minute).
Teacher Command Sequence: Two-Part Choice Statement

3. [If the student fails to comply] **Impose the pre-selected negative consequence.** As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.
Case Example: Non-Compliance

The Intervention (Cont.)

• *Active Student Engagement.* Mr. Steubin reasoned that he could probably better motivate the entire class by making sure that lessons were engaging.

He made an extra effort to build lessons around topics of high interest to students, built in cooperative learning opportunities to engage students, and moved the lesson along at a brisk pace. The teacher also made ‘real-world’ connections whenever he could between what was being taught in a lesson and ways that students could apply that knowledge or skill outside of school or in future situations.
Case Example: Non-Compliance

The Intervention (Cont.)

- *Teacher Attention (Non-Contingent).* Mr. Steubin adopted the two-by-ten intervention (A. Mendler, 2000) as a way to jumpstart a connection with Justin. The total time required for this strategy was 20 minutes across ten school days.
Sample Ideas to Improve Relationships With Students: The Two-By-Ten Intervention (Mendler, 2000)

- Make a commitment to spend 2 minutes per day for 10 consecutive days in building a relationship with the student...by talking about topics of interest to the student.

Avoid discussing problems with the student’s behaviors or schoolwork during these times.

Sample Ideas to Improve Relationships With Students: **The Three-to-One Intervention**

(Sprick, Borgmeier, & Nolet, 2002)

- Give positive attention or praise to problem students at least three times more frequently than you reprimand them. Give the student the attention or praise during moments when that student is acting appropriately. Keep track of how frequently you give positive attention and reprimands to the student.

Case Example: Non-Compliance

The Outcome

- The strategies adopted by Mr. Steubin did not improve Justin’s level of compliance right away. Once the teacher had gone through the full ten days of the ‘two by ten’ intervention, however, Mr. Steubin noticed that Justin made more eye contact with him and even joked occasionally. And the student’s rate of compliance then noticeably improved—but still had a way to go.

- Mr. Steubin kept in regular contact with Justin’s parents, who admitted about 8 days into the intervention that they were not as rigorous as they should be in preventing him from accessing privileges at home when he was non-compliant at school. When the teacher urged them to hold the line at home, they said that they would—and did. Justin’s behavior improved as a result, to the point where his level of compliance was typical for the range of students in Mr. Steubin’s class.
Activity: RTI: Taking the ‘Next Step’

At your tables:

• Discuss the content covered in today’s workshop.

• Decide on at least one ‘next step’ you plan to take to apply ideas and/or resources shared today back in your classroom.