RTI for Academics:
Quality Audit

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www.interventioncentral.org
### Critical RTI Elements: A Checklist

The elements below are important components of the RTI model. Review each element and discuss how to implement it in your school or district:

**Tier 1 Interventions: Evidence-Based & Implemented With Integrity**

<table>
<thead>
<tr>
<th>RTI Element</th>
<th>Adequately Documented?</th>
<th>If this element is incomplete, missing, or undocumented...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: High-Quality Core Instruction</td>
<td>YES</td>
<td>Inadequate or incorrectly focused core instruction may be an explanation for the student’s academic delays.</td>
</tr>
<tr>
<td>Tier 1: Classroom Interventions</td>
<td>NO</td>
<td>An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student’s academic delays.</td>
</tr>
<tr>
<td>Tier 1: Intervention Integrity</td>
<td>YES</td>
<td>Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student’s ‘non-response’ to intervention or due to an intervention that was poorly or inconsistently carried out.</td>
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**Tier 1: Decision Point: Teacher Consultation/Team Meeting**

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<tbody>
<tr>
<td>Tier 1: Classroom Teacher Problem-Solving Meetings</td>
<td>NO</td>
<td>The school has set up a forum for teachers to discuss students who need Tier 1 classroom interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms:</td>
</tr>
</tbody>
</table>

**Consultant:** The school compiles a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and document an intervention plan.

**Grade-Level Teams:** The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected...
Components of RTI: Reflection Sheet

Directions: Appoint a recorder. Review the RTI components & related tasks described below. Discuss the status of each task and—if not accomplished—what is needed to accomplish it. Record the main points of your discussion.

Tier 1: Core Instruction

☐ Through direct observation or other means, determine whether teachers are optimizing the amount of time spent delivering instruction ('instructional time')—and whether students are actively engaged ('engaged time') during lessons.

☐ Develop and share with all teachers a uniform checklist with essential elements of direct instruction.

☐ Train teachers to appreciate the positive role that accommodations can play in providing student choice and creating more supportive learning environments.

NOTES: __________________________________________

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Workshop PPTs and handout available at:

http://www.interventioncentral.org/southcountry
NYSED School Requirements: 100.2

2. A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.

3. A school district shall take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision.

NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts. School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).

Five Core Components of RTI Service Delivery

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

**The Purpose of RTI in Secondary Schools: What Students Should It Serve?**

<table>
<thead>
<tr>
<th>Early Identification.</th>
<th>Chronically At-Risk.</th>
<th>Special Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As students begin to show need for academic support, the RTI model proactively supports them with early interventions to close the skill or performance gap with peers.</td>
<td>Students whose school performance is marginal across school years but who do not qualify for special education services are identified by the RTI Team and provided with ongoing intervention support.</td>
<td>Students who fail to respond to scientifically valid general-education interventions implemented with integrity are classified as ‘non-responders’ and found eligible for special education.</td>
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</table>
# Levels of Intervention: Tiers 1, 2 & 3

<table>
<thead>
<tr>
<th>Tier 1: Universal</th>
<th>Tier 2: Individualized</th>
<th>Tier 3: Intensive</th>
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<tbody>
<tr>
<td>100%</td>
<td>~15%</td>
<td>~1-5%</td>
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![Diagram showing levels of intervention]

[www.interventioncentral.org](http://www.interventioncentral.org)
Response to Intervention

RTI: Support for Struggling Learners (General Education) & Documentation for Eligibility (Special Education)

“...Through RTI, educators are expected to systematically rule out questions about basic instruction as an alternative explanation for low performance, find and apply an optimal amount of intervention strength to bring about desired changes in children’s behavior, and then use information from a child’s cumulative intervention history to make [Special Education] eligibility decisions...”

What does RTI look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under RTI is the ‘dual discrepancy model’ (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).
Response to Intervention

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: Decision Rules: Identifying the Academic ‘Non-Responding’ Student

The student:

- received interventions in current classroom to address concerns.
- has completed 3 or more ‘intervention trials’ at Tiers 2 & 3 (with at least one at Tier 3)—with each trial lasting 6-8 weeks.
- continues to show a large academic ‘performance deficit’.
- has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI ‘evidence trail’ shows that the student’s interventions were:

- research-based.
- appropriately matched to the student concern.
- carried out with integrity.
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<td>K-3</td>
</tr>
<tr>
<td>Brookhaven Elementary</td>
<td>K-3</td>
</tr>
<tr>
<td>Frank P. Long Intermediate</td>
<td>4-5</td>
</tr>
<tr>
<td>Bellport Middle School</td>
<td>6-8</td>
</tr>
<tr>
<td>Bellport High School</td>
<td>9-12</td>
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The RTI model looks for consistency in practices in schools serving the same grades.

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The RTI model looks for shared language, general similarity in RTI structures and procedures, & good communication across all grade levels.
Social-Emotional RTI: Why should schools implement an RTI model for behavior/social-emotional concerns?
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:

- 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.

The “RTI: Guidance for NYS Schools” guide (2010) describes RTI as having both academic and behavioral elements.

Why is a Social-Emotional RTI Model Needed?:
Zero-Tolerance Discipline Policies: The Hidden Cost

Schools that adopt a 'zero-tolerance' policy for disruptive student behaviors:

• have higher rates of school suspension and expulsion

• spend a "disproportionate amount of time" on discipline

• have lower rates of schoolwide academic achievement.

RTI-Friendly Practices: Positive Teacher Strategies to Reduce "Disciplinary Exclusions" (Maag, 2012):

- Understand that all behavior—even undesirable behavior—has a valid function (purpose). Problem behaviors will persist until the student can achieve that purpose through more acceptable replacement behaviors.

- Remember that the two most common functions of behavior are attention-seeking and escape/avoidance.

- Regularly use verbal praise in the classroom as a powerful tool to increase positive behaviors.

- When students misbehave during academic tasks, investigate whether those tasks are too easy or too difficult.

- Teach appropriate replacement behaviors to the attention-seeker (such as raising a hand to be recognized, greeting a classmate, or smiling at a student) and the escaper-avoider (such as requesting a short break or seeking help on an assignment).

Social-Emotional & Academic RTI: Shared Elements

No single, unified model exists for either academic or behavioral/social-emotional RTI (Burns et al., 2007). However, RTI for both academics and behavior includes these elements:

- A range of services to which students can be assigned that span the levels, or Tiers, from universal through intensive supports.
- "Decision points": educators periodically looking at data, identifying students at risk, and deciding what specific academic/behavioral supports those students need.
- Ongoing progress-monitoring of student interventions.
- Provision of more intensive interventions when lesser interventions are not effective.
- Referral for special education services for students who continue to have significant academic or behavioral deficits despite best efforts to provide intervention support of appropriate intensity.

Sources

Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems.

**ACADEMIC RTI**

**Tier 1: Universal Core Instruction: 80%**
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

**Tier 2: At-Risk Students: 15%**
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

**BEHAVIORAL RTI**

**Tier 1: Universal Classroom Management: 80%**
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

**Tier 2: At-Risk Students: 15%**
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Advantages of a Social-Emotional RTI Model

• Behavior concerns are conceptualized in terms of risk, rather than as deficits—leading to early, proactive intervention efforts rather than a ‘wait-to-fail’ approach.

• There is potentially greater objectivity in referral of students—that is, referrals are based on objective behavioral or social-emotional indicators rather than on minority status or other non-behavioral factors.

• By analyzing potential triggers and outcomes that influence behavior, as well as focusing on positive outcomes, RTI steers staff away from simply blaming students for their behaviors.

• Teachers are placed squarely at the center of the RTI social-emotional model, as it becomes clear that student behavior changes only in response to changes in adult behavior.

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
(C) Inappropriate types of behavior or feelings under normal circumstances.
(D) A general pervasive mood of unhappiness or depression.
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.
“Emotional Disturbance”: Federal Definition

This definition has a number of inherent flaws. It is contradictory, poorly specified, and redundant. The limiting criteria are poorly and subjectively defined, and in the case of the educational impact criterion, redundant and unclear …” (Gresham et al., 2013)

“Emotional Disturbance”: Federal Definition

(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics currently affecting educational performance:

- Emotional maladjustment, whether or not associated with physical symptoms or other evidence that there is a chronic illness or disability;

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

“... the social maladjustment clause has received some criticism as well....Specifically, it states that students who are socially maladjusted should not be classified as ED; this part of the definition clearly contradicts Part B (“an inability to build or maintain satisfactory interpersonal relationships with peers or teachers”).” (Gresham et al., 2013)

“Emotional Disturbance”: Federal Definition

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:

(A) Intellectual, sensory, or health impairment

(B) Speech or language impairment

(C) Learning disabilities

(D) Mental illness

(E) Emotional disturbance

By excluding students who are socially maladjusted, but including students who cannot build or maintain satisfactory interpersonal relationships, the definition simultaneously includes and excludes a subset of students, which is confusing.” (Gresham et al., 2013)

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

A student with a diagnosis of ADHD and some oppositional classroom behaviors could go down any of several pathways of identification and support:

1. **Emotionally Disturbed.** The school may find that the student meets criteria for ED and provides an IEP.

2. **Other Health Impairment.** The student’s ADHD diagnosis is treated as a ‘medical condition’ and an IEP is granted.

3. **Section 504.** The attentional and/or behavioral symptoms of ADHD may be identified as comprising a “major life impairment” that requires a Section 504 plan.

4. **No support.** The student remains in general education with no additional support.
Response to Intervention

Schools & Psychiatric Disorders: Building Capacity

• Promote the expectation whenever possible that students with behavioral or social-emotional difficulties—even those with psychiatric diagnoses—will go through the RTI problem-solving process as a starting point.

RTI will demonstrate whether the student needs more support than general education offers ("resistance to intervention") and will reveal what intervention elements actually work.
Establishing a Social-Emotional RTI Model: Broad Recommendations

1. RTI problem-solving should be integrated so that, at each Tier, schools are considering the academic, behavioral, and social-emotional needs of the student.

2. The primary focus of RTI—both academic and behavioral/social-emotional—must be Tier 1, the general-education classroom. After all, this is where most students spend most of their time and where the learning happens.

3. The Tier 3 RTI Problem-Solving Team should have the capacity to a wide range of social-emotional RTI cases—because those are the referrals that (a) teachers often feel least able to manage on their own, and (b) are most likely to require an open-ended problem-solving approach to solve.
Establishing a Social-Emotional RTI Model: Broad Recommendations

4. Your school or district should have an RTI Leadership Team established to develop and oversee multi-year plans that implement, coordinate, and maintain academic and behavioral/social-emotional RTI.
RTI for Academics: Follow-Up Training: Goals

Day 1: Building Updates. Each campus will provide an update about their RTI accomplishments over past school year.

Day 1: RTI Model: A Review. Schools will review RTI best practices at each of the 3 Tiers, identify strengths and growth areas.

Day 2: Classroom Academic Interventions. Teams will review intervention classroom intervention ideas and clarify teachers' intervention role.

Day 3: RTI Audit: Each school team will conduct an RTI 'gap analysis', select key objectives to work on, and generate an RTI work plan for the coming year.

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Activity: RTI Questions...

- As a team, identify at least one question about Response to Intervention that you would like to have answered during this 3-day workshop.
RTI Tiers. What do the 3 levels, or ‘tiers’, of RTI look like and what students do they serve?
RTI: Tier 1: Core Instruction
RTI: Tier 1: Core Instruction

- Strong core instruction is the foundation of RTI.

When teachers are able successfully to teach across the full range of classroom ability levels, individualized academic interventions are not needed.

Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.
RTI: Tier 1: Core Instruction: **Instructional Time**

While schools cannot lengthen the instructional day, they can help teachers to make the best use of the time that they have for instruction:

- **Available time**: Total days/hours available for instruction.
- **Scheduled time**: Time teachers allocate for instruction.
- **Instructional time**: Time during which instruction is actually being delivered (teacher is the target).
- **On-Task time**: Time that the student is on-task and engaged in learning (student is the target).

RTI: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
How To Implement Strong Core Instruction

Increase Access to Instruction

1. Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

2. Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

2. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
Teachers can use accommodations (‘instructional adjustments’) 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).

Instructional adjustments can remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

RTI: Tier 1: Core Instruction: **Accommodations**

**Instructional Adjustment/Accommodation.** An *instructional adjustment* (also known as an 'accommodation') is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005).

An instructional adjustment removes barriers to learning while still expecting that students will master the same instructional content as their typical peers.
RTI: Tier 1: Core Instruction: Accommodations

• **Choice: What the Research Says…** Many accommodation ideas involve the element of **student choice**.

Choice is actually a powerful means of promoting positive student behavior. One theory to explain this is that people are wired to find choice-making to be positively reinforcing. A second theory is that, by allowing choice opportunities, we encourage students to structure learning activities to match their changing moods and preferences (Kern & State, 2009).

RTI: Tier 1: Core Instruction: Accommodations

Instructional Adjustment/Accommodation: Examples.

• Choose assignment. Give the student a choice between two or more assignment options that are equivalent in the 'target academic skills' required—e.g., allowing the student to format a summary of the causes of the American War of Independence as a research paper or PowerPoint presentation (Kern & State, 2009).

• Select a work partner. Allow the student the option to select one or more individuals to collaborate with—e.g., classmate, older peer, adult mentor—when completing an assignment (Kern & State, 2009).

• Choose where to work. Give the student the option of completing the assignment in one of several acceptable locations—e.g., at desk, at corner table, in the school library (Kern & State, 2009).
RTI: Tier 1: Core Instruction: Accommodations

Instructional Adjustment/Accommodation: Examples.

• *Choose mode of completion.* Give options for the means that the student will use to complete the assignment—e.g., writing an essay by hand or typing it on a computer (Kern & State, 2009).

• *Provide a skills checklist.* For complex academic tasks requiring several cognitive steps to complete, provide the student with a checklist that lists each step and instructions for completing it. Before the activity, the student can be prompted to preview the checklist; after the activity, the student uses the same checklist to review the work (Alter, Wyrick, Brown, & Lingo, 2008).
Components of RTI: Reflection Sheet

Directions: Appoint a recorder. Review the RTI components & related tasks described below. Discuss the status of each task and—if not accomplished—what is needed to accomplish it. Record the main points of your discussion.

Tier 1: Core Instruction

☐ Through direct observation or other means, determine whether teachers are optimizing the amount of time spent delivering instruction (‘instructional time’)—and whether students are actively engaged (‘engaged time’) during lessons.

☐ Develop and share with all teachers a uniform checklist with essential elements of direct instruction.

☐ Train teachers to appreciate the positive role that ‘accommodations’ can play in providing student choice and creating more supportive learning environments.

NOTES:

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RTI: Tier 1: Core Instruction

In your teams, discuss ideas for accomplishing each of these RTI building objectives:

- Through direct observation or other means, determine whether teachers are optimizing the amount of time spent delivering instruction (‘instructional time’)—and whether students are actively and fully engaged (‘engaged time’) during lessons.

- Develop and share with all teachers a uniform checklist with essential elements of direct instruction.

- Train teachers to appreciate the positive role that ‘accommodations’ can play in providing student choice and creating more supportive learning environments.
RTI: Tier 1: Classroom Intervention
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- Teachers sometimes need to put academic interventions in place for *red flag* students. These are students whose academic delays or difficulties require a sustained remediation plan that will last at least several weeks.

Tier 1 interventions take place in the classroom, typically during core instruction.

Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full RTI problem-solving approach—adapted to the realities of a busy classroom environment.
RTI: Tier 1: Classroom Intervention

Here are the steps to Tier 1 intervention-planning & follow-through:

• The teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

• The teacher and team or consultant define the student problem(s), select intervention(s), decide how to monitor the intervention, and document the intervention plan.

• The teacher meets again with team or consultant several weeks later to check on the status of the intervention. Options are to continue the intervention, discontinue because the goal is reached, change the intervention, or refer the student for additional RTI support at Tier 2 or 3.
Classroom Intervention Planning Sheet

Case Information
- What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.
- Student:
- Intervention(s):
- Date Intervention Plan Was Written:
- Date Intervention is to Start:
- Date Intervention is to End:
- Total Number of Intervention Weeks:
- Description of the Student Problem:

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

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

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

Progress-Monitoring
- What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.
- Type of Data Used to Monitor:
- Baseline:
- Outcome Goal:
- How often will data be collected? (e.g., daily, every other day, weekly):

Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
RTI: Tier 1: Classroom Intervention

In your teams, discuss ideas for accomplishing each of these RTI building objectives:

- Develop a plan to allow teachers to meet with consultants or teams to develop Tier 1 intervention plans (e.g., who do teachers meet with?; when do the meetings take place?).

- Create a bank of academic intervention ideas that teachers can readily access for their classroom plans.

- Train teachers to use feasible methods of data collection to monitor intervention effectiveness.

- Provide teachers with a streamlined, standard form to document intervention plans that follows the RTI problem-solving model.
RTI: Tier 2: Supplemental Intervention
RTI: Tier 2: Supplemental Intervention

• When students have moderate academic delays that cannot be addressed by classroom support alone, they are placed in Tier 2 (supplemental) intervention. About 10-15% of students may qualify for Tier 2 services.

Tier 2 academic interventions are typically delivered in small-group format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is dynamic. At several points during the school year, students' progress is evaluated. Those who have made progress sufficient to no longer need supplemental help are exited from Tier 2 services, while new students at-risk for academic failure are recruited.
RTI: Tier 2: Supplemental Intervention

Q: How are students identified for Tier 2 intervention services?

- Grades K-8: The school administers a building-wide set of academic screeners (e.g., AIMSweb reading fluency; STAR Math Assessment) three times per year.

Students who fall in the medium- to high-risk range are picked up for Tier 2 services.
Response to Intervention

RTI: Tier 2: Supplemental Intervention

Q: How are students identified for Tier 2 intervention services?

- Grades 9-12: The school uses local data (grades, attendance, behavior)—and perhaps a global academic skills screener (e.g., Measures of Academic Progress)—to identify struggling students for Tier 2 support.

The school then conducts more in-depth diagnostic testing as needed with identified students to match them to appropriate services.
RTI: Tier 2: Supplemental Intervention

Q: Who handles the entrance or exit of students in Tier 2 services in grades K-6?

- The Data Analysis Team (DAT) convenes after each of the 3 school-wide screenings (Fall, Winter, Spring).

  The DAT reviews screening data, determines which students qualify for Tier 2 services, and places students in appropriate Tier 2 programs.

  The DAT also exits any students currently in Tier 2 who fall within the ‘low risk’ range on the latest screener.
RTI: Tier 2: Supplemental Intervention

Q: When are Tier 2 services delivered?

• Elementary (and some secondary) schools set aside a daily ‘intervention block’ of at least 30 minutes when Tier 2 services can be delivered.
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>

RTI: Tier 2: Supplemental Intervention

Q: When are Tier 2 services delivered in secondary grades?

• Secondary schools have explored these scheduling ideas:
  – **Schoolwide RTI period.** The school sets aside a period per day (e.g., 35-45 minutes) for RTI support.
  – **‘Zero’ period.** Students attend electives before the official start (or after the end) of the school day—freeing up time for RTI help.
  – **Core course with extended time.** Students attend a double period of English or math, allowing additional time for RTI support.
  – **Study hall coordinated with RTI services.** 4-6-week RTI mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.
  – **Credit recovery.** Students can take a core course online (via credit recovery) to allow time for RTI support during the school day.
RTI: Tier 2: Supplemental Intervention

Q: How can you verify that a Tier 2 intervention is of high quality?

A quality Tier 2 intervention plan shows evidence that:

- instructional programs or practices are ‘evidence-based’.
- an intervention is selected that logically addresses the area(s) of academic deficit for the target student.
- the student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students.
- the intervention provides contact time adequate to the student academic deficit. Tier 2 interventions occur a minimum of 3-5 times per week in sessions of 30 minutes or more (Burns & Gibbons, 2008).
RTI: Tier 2: Supplemental Intervention

Q: What are examples of activities NOT suitable for Tier 2 interventions?

• As the purpose of Tier 2 interventions is to remediate serious academic deficits, the Tier 2 interventionist typically would not use that time for:
  – routine homework or class assignment help.
RTI: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/
RTI: Tier 2: Supplemental Intervention

In your teams, discuss ideas for accomplishing each of these RTI building objectives:

- Review your school-wide screener(s) to verify that they are identifying the right students and the right skills that need supplemental interventions.
- Review your process for using screening data and a Data Analysis Team to enter/exit Tier 2 students.
- Inventory your existing Tier 2 programs to verify that they are supported through research.
- Identify current gaps in programming (e.g., a lack of Tier 2 programs for math-fact fluency) and visit the What Works Clearinghouse to find appropriate candidates.
- Discuss when your school can schedule Tier 2 services.
RTI: Tier 3: Intensive Intervention
Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems.

RTI: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may receive a Tier 3 intervention. In a typical school, 1-5% of students may need a Tier 3 intervention in a given year.

The group that designs and implements the Tier 3 intervention plan is the RTI Problem-Solving Team.

The RTI Team develops customized intervention plans. The Team identifies the most important blockers to student success and develops a unique intervention plan to address those concerns.
RTI: Tier 3: Intensive Intervention

The RTI Problem-Solving Team:

• is multi-disciplinary, with expertise that covers both academic and behavioral intervention planning.

• conducts its meetings according to a structured, multi-step problem-solving agenda.

• creates as a product of the meeting a customized ‘wrap-around’ intervention plan. This plan often incorporates several stakeholders such as the classroom teacher, parent, student, and reading or math instructors.

• determines whether a student has exhausted the range of available interventions, is a ‘non-responder’, and should be referred for a Special Education evaluation.
Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager
RTI Problem-Solving Team Agenda

**Step 1:** Assess Teacher Concerns

**Step 2:** Inventory Student Strengths/Talents

**Step 3:** Review Background/Baseline Data

**Step 4:** Select Target Teacher Concerns

**Step 5:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring

**Step 6:** Design an Intervention Plan

**Step 7:** Plan How to Share Meeting Information with the Student’s Parent(s)

**Step 8:** Review Intervention & Monitoring Plans
Response to Intervention

RTI Teams Engage in Negotiation With Referring Teachers

• Definition of **Negotiation**: “a dialogue intended to resolve disputes, to produce an agreement upon courses of action, to bargain for individual or collective advantage, or to craft outcomes to satisfy various interests.”

• RTI Teams negotiate with classroom teachers about the types of interventions to be used, degree of teacher involvement, time period during which intervention will be implemented, etc.

Elements of Negotiation

• **Goal:** “Goals are statements that state specific, measurable outcomes, with time requirements as appropriate.”

• **Target:** “The target is what the negotiator would like to get or the outcome that will satisfy him [or her].”

• **Resistance point:** “The resistance point is a minimum acceptable outcome the negotiator will accept.”

### Response to Intervention

#### Comparison of Possible Goals, Targets, & Resistance Points for Classroom Teacher and RTI Consultant or RTI Team

<table>
<thead>
<tr>
<th><strong>Classroom Teacher</strong></th>
<th><strong>RTI Consultant or RTI Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>The student will pass the course</td>
</tr>
<tr>
<td><strong>Target (Desired Outcome)</strong></td>
<td>The student will pass the course</td>
</tr>
<tr>
<td>– The student will pass all tests, quizzes.</td>
<td>– The student will get a passing course grade.</td>
</tr>
<tr>
<td>– The student will be motivated to complete and turn in homework and to work on in-class assignments.</td>
<td>– The student will be motivated to complete and turn in homework and to work on in-class assignments.</td>
</tr>
<tr>
<td>– The school will find intervention support for the student outside of the classroom.</td>
<td>– The teacher will implement appropriate, feasible evidence-based interventions in the classroom.</td>
</tr>
<tr>
<td>– Any classroom interventions will require minimal teacher efforts.</td>
<td>– Interventions will be implemented with integrity.</td>
</tr>
<tr>
<td><strong>Resistance Point (Minimally Acceptable Outcome)</strong></td>
<td>– The teacher will collect data on the intervention.</td>
</tr>
<tr>
<td>– The student will get a passing course grade.</td>
<td>– The student will get a passing course grade.</td>
</tr>
<tr>
<td>– Any classroom interventions will require minimal teacher efforts.</td>
<td>– The teacher will implement appropriate, feasible evidence-based interventions in the classroom.</td>
</tr>
<tr>
<td></td>
<td>– Interventions will be implemented with integrity.</td>
</tr>
<tr>
<td></td>
<td>– The teacher will collect data on the intervention.</td>
</tr>
</tbody>
</table>

**Source:** Page, D., & Mukherjee, A. (2009). Effective technique for consistent evaluation of negotiation skills. Education, 129, 521-
RTI: Tier 3: Intensive Intervention

In your teams, discuss ideas for accomplishing each of these RTI building objectives:

- Train your RTI Team to follow a structured meeting agenda that moves reliably through the steps of the problem-solving process.

- Create the capacity for case managers to pre-meet with referring teachers to clarify referral concern(s) and decide what assessment data to bring to the initial RTI Team meeting.

- Develop a Tier 3: RTI Team referral process that is timely—and also capable of screening out students whose needs can better be met at the Tier 1 or Tier 2 level.

- Create decision rules in coordination with the Special Education Department to determine when a student with serious academic deficits should be considered a 'non-responder' and referred for a Special Education evaluation.
Self-Management. What are ideas to motivate students to use self-management skills?
Learning is “giving personal meaning to public knowledge”.

Self-Regulation: Motivation...With a Plan

“Self-regulation of learning involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress.” p. 451

Tamara & Jack: Contrasting Learners

Has several favorite study techniques that help her to fully comprehend challenging reading assignments.
Tamara & Jack: Contrasting Learners

Attends all classes, takes full notes, has a strong homework routine, and is developing solid time management skills.

+ Academic Survival Skills

Takes sporadic notes, lacks a consistent homework routine, and has difficulty planning multi-step academic tasks such as writing a research paper.

- Academic Survival Skills
Tamara & Jack: Contrasting Learners

Reflects on her work habits and academic performance—and makes adjustments as needed.

+ **Self-Monitoring**

Seldom sets academic goals of any kind and pays little attention to work performance.

- **Self-Monitoring**
Tamara & Jack: Contrasting Learners

Will seek out teachers immediately if she has a problem with coursework and is able to advocate for her learning needs.

+ Negotiation/Advocacy

Avoids meeting with teachers unless forced to—and says little during those instructor conferences.

- Negotiation/Advocacy
Learned Helplessness: The Underperforming Student

“Learned helplessness exists when individuals believe that their own behavior has no influence on consequent events.”

“. . . when individuals learn that responding and reinforcement are independent, they are slower to initiate responses or do not respond at all. They also have greater difficulty learning the response–reinforcement contingency even when they have initiated correct responses because the percentage of reinforced responses is so low” (Sutherland & Singh, 2004; p. 171).

Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned helplessness cycle:

1. The student experiences repeated academic failures...
2. ...which undermine self-confidence in their intellectual abilities.
3. The student begins to doubt that their efforts will overcome their learning difficulties...
4. ...causing that student to reduce efforts toward academic achievement.
5. ...resulting in continued failure...
6. ...and reinforcing the student’s belief that they lack the ability to learn.

Learned Helplessness: How Should It Be Treated?

Teachers can help a student experiencing learned helplessness to ‘break out’ of this pattern by:

– **teaching** the student step-by-step cognitive strategies, academic fix-up skills, and other techniques (e.g., ‘process checklists’) to use on challenging assignments.

– **providing** frequent ‘process’ feedback and ‘process’ praise (vs. ‘ability’ feedback and praise) that helps the student to link effort to improved academic outcomes.

Response to Intervention

Mindsets: Fixed vs. Growth

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Mindsets: Determining Limits on Potential

Research in cognitive psychology (Dweck, 2006) demonstrates that individuals’ performance as learners is profoundly influenced by

– their perceptions of their abilities and
– their reinforcing these perceptions through an ongoing monologue as they encounter new challenges.

The habitual ways that people have of thinking about their abilities can be thought of as ‘mindsets’. Mindsets fall into two categories: Fixed vs. growth.

Mindsets: Fixed vs. Growth

What are the 2 types of mindsets?

The **fixed mindset** holds that intelligence (general ability) is fixed. According to this view, effort plays a minor role in determining one's level of accomplishment. Thus, setbacks are viewed as a lack of ability and result in the student "giving up or withdrawing effort" (Blackwell, et al., 2015).

Mindsets: Fixed vs. Growth

What are the 2 types of mindsets?

The growth mindset views intelligence and other attributes as malleable—they can increase with effort. This perspective views struggle as a positive—"an opportunity for growth, not a sign that a student is incapable of learning."

(Paunesku, et al., 2015).

Mindsets: Fixed vs. Growth

Why does one's typical 'mindset' matter in school?

Students who display the growth mindset tend to react to various setbacks with positive action, rather than panic, withdrawal, or self-doubt.

They also show the traits of self-initiation and self-management—instead of waiting for someone else to solve their problem.

Mindsets: Fixed vs. Growth

How can teachers promote students’ ability to display a growth-mindset?

Research shows that individuals’ perceptions about their own abilities can be profoundly influenced by their immediate environment.

Teachers help students to access a growth-mindset perspective when they deliver positive messages about students’ ability to change, improve, and respond to setbacks.

Mindsets: Fixed vs. Growth

What specific strategies can teachers use?

Positive teacher actions to promote a growth mindset in students include:

– affirming through words and deeds the beliefs that everyone has the potential to be a successful learner and that struggles and setbacks are actually positive opportunities for learning; and

– framing challenging tasks as a series of specific steps and helping students to develop concrete plans to complete them.

Mindsets: Fixed vs. Growth

Why are teachers responsible for using ‘growth-mindset’ language in the classroom?

Research shows that individuals’ ‘mindsets’ are highly sensitive to the verbal and non-verbal cues of others.

Teachers have great power to evoke ‘fixed’ or ‘growth’ mindsets in many of their students through their interactions with individuals and groups. Therefore, they will want to be mindful in how they use this power.

How To...Combat Learned Helplessness:
Work Planning Skills
The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.

- **Work.** The student completes the work.

- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.

- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

## Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Date:</th>
<th>Planning</th>
<th>Time Allocated:</th>
<th>Performance Goal:</th>
<th>Actual Performance:</th>
<th>Self-Evaluation</th>
<th>Goal Met?: Did you achieve the goal within the time allocated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/1</td>
<td>Task: Describe the assignment or task to be completed.</td>
<td>E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
<td>Your goal for the amount, accuracy, and/or quality of work to be completed.</td>
<td>Amount, accuracy, and/or quality of the work actually completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/2/2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3/3/3</td>
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<tr>
<td>4/4/4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adjustment:** Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: ___________  ___________  ___________

Response to Intervention

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

1. **Task.** The student describes each academic task in clear and specific terms (e.g., "Complete first 10 problems on page 48 of math book", "write an outline from notes for history essay").

For this part of the work plan, the teacher may need to model for the student how to divide larger global assignments into component tasks. in the future to improve performance and outcomes.

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

2. **Time Allocated.** The student decides how much time should be reserved to complete each task (e.g., For a math workbook assignment: "20 minutes" or "11:20 to 11:40").

Because students with limited planning skills can make unrealistic time projections for task completion, the teacher may need to provide initial guidance and modeling in time estimation.

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

3. **Performance Goal.** The student sets a performance goal to be achieved for each task. Performance goals are dependent on the student and may reference the amount, accuracy, and/or qualitative ratings of the work: (e.g., for a reading assignment: "To read at least 5 pages from assigned text, and to take notes of the content"; for a math assignment: "At least 80% of problems correct"; for a writing assignment: "Rating of 4 or higher on class writing rubric").

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

1. **Comparison of Performance Goal to Actual Performance.** For each task on the plan, the student compares his or her actual work performance to the original performance goal and notes whether the goal was achieved. In addition to noting whether the performance goal was attained, the student evaluates whether the task was completed within the time allocated.

Response to Intervention

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

2. Adjustment. For each task that the student failed to reach the performance goal within the time allocated, the student reflects on the experience and decides what adjustments to make on future assignments. For example, a student reviewing a homework work-plan who discovers that she reserved insufficient time to complete math word problems may state that, in future, she should allocate at least 30 minutes for similar tasks.

## Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Student: ___________________________</th>
<th>Teacher/Staff Member: ___________________________</th>
<th>Date: <strong>/</strong>/__</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td><strong>Planning</strong></td>
<td><strong>Self-Evaluation</strong></td>
</tr>
<tr>
<td>Date: <strong>/</strong>/__</td>
<td>Time Allocated: E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
<td><strong>Goal Met?</strong>: Did you achieve the goal within the time allocated?</td>
</tr>
<tr>
<td>Task: Describe the assignment or task to be completed.</td>
<td>Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.</td>
<td>Actual Performance: Amount, accuracy, and/or quality of the work actually completed.</td>
</tr>
<tr>
<td>1 <strong>/</strong>/__</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>2 <strong>/</strong>/__</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>3 <strong>/</strong>/__</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>4 <strong>/</strong>/__</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
</tr>
</tbody>
</table>

**Adjustment:** Find any 'NO' responses in the **Goal Met?** column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: ____________________________________________________________________
Number of Goal Not Met & Action Plan to Fix: ____________________________________________________________________
Number of Goal Not Met & Action Plan to Fix: ____________________________________________________________________

How To...Combat Learned Helplessness:
The Learning Contract
Learning Contracts: Put Student Promises in Writing...

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.


# Learning Contract:

## Example:

### Negotiable and Non-Negotiable Elements

**Negotiable Items**

I have chosen to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

3. 

### Non-Negotiable Items

I am also expected to complete the following actions:

1. I will be on-time for class.

2. I will turn in at least 80% of assigned homework, with all work completed.

3. I will check in with the instructor during his free period at least once per week and bring any questions from current work.

### Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

### Sign-Offs

- **Mr. Frank Smith**
  - Teacher

- **Troy Blue**
  - Student

- **Diane Blue**
  - Parent
Learning Contracts: Put Student Promises in Writing…

**Benefits.** Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

**Sources:**
Learning Contract:

Example:

Negotiable and Non-Negotiable Elements

Troy Blue’s Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items

I have chosen to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

3. (Blank)

Non-Negotiable Items

I am also expected to complete the following actions:

1. I will be on-time for class.

2. I will turn in at least 80% of assigned homework, with all work completed.

3. I will check in with the instructor during his free period at least once per week and bring any questions from current work.

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3. Supply review copy of class notes each period.

Sign-Offs

Mr. Frank Smith
Mr. Smith
Teacher

Troy Blue
Troy Blue
Student

Diane Blue
Diane Blue
Parent

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I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

**Statement of Purpose.** The contract opens with a statement presenting a rationale for why the contract is being implemented.
Learning Contract:
Example:
Negotiable and Non-Negotiable Elements

Troy Blue’s Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items
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1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

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Non-Negotiable Items
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Teacher Responsibilities
My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

Sign-Offs

Mr. Frank Smith  Troy Blue  Diane Blue
Mr. Smith  Troy Blue  Diane Blue
Teacher  Student  Parent
Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course. This example divides actions into 2 groups: ‘Negotiable’ & ‘Non-Negotiable’.
Learning Contract:

Example:

Negotiable and Non-Negotiable Elements

Troy Blue's Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items:
I have chosen to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

2. After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

3. 

Non-Negotiable Items:
I am also expected to complete the following actions:

1. I will be on-time for class.

2. I will turn in at least 80% of assigned homework, with all work completed.

3. I will check in with the instructor during his free period at least once per week and bring any questions from current work.

Teacher Responsibilities:
My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

Sign-Offs:

Mr. Frank Smith  Troy Blue  Diane Blue

Mr. Smith  Troy Blue  Diane Blue
Teacher  Student  Parent
**Teacher Actions.** Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.
Learning Contract:

Example:

Negotiable and Non-Negotiable Elements
**Sign-Off.** Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.
Learning Contract:
Example:
Negotiable and Non-Negotiable Elements

Troy Blue’s Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

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2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

Sign-Offs
Mr. Frank Smith  Troy Blue  Diane Blue
Mr. Smith  Troy Blue  Diane Blue
Teacher  Student  Parent
Intervention Sampler. What are examples of academic instruction/interventions that teachers can use in the classroom?
Teachers: Providing Classroom Reading & Writing Interventions

Issues:

• Reading & writing delays are probably the most common reasons for student academic underperformance.

• Teachers need ready access to a bank of intervention ideas that are feasible and effective in classroom settings.

• Where appropriate, the student should be trained to take responsibility for implementing at least part of the intervention plan.
Reading Interventions:

1. Incremental Rehearsal (Phonics/Alphabetic)
2. Letter Cube Blending (Phonics/Alphabetic)
3. Reading Racetrack (Vocabulary)
4. Paired Reading (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Question Generation (Comprehension)
8. Linking Pronouns to Referents (Comprehension)
9. Read-Ask-Paraphrase (RAP) (Comprehension)
10. Ask-Read-Tell Cognitive Strategy (Comprehension)
Big Ideas in Reading

1. “Phonemic Awareness: The ability to hear and manipulate sounds in words.

2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

3. Fluency with Text: The effortless, automatic ability to read words in connected text.

4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

RTI & Reading Interventions. What are examples of research-based interventions that support reading?
Sample Strategy to Promote...Phonics/Alphabetics
Letter Names: Incremental Rehearsal

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

<table>
<thead>
<tr>
<th>K</th>
<th>P</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>m</td>
<td>c</td>
</tr>
<tr>
<td>D</td>
<td>l</td>
<td>a</td>
</tr>
<tr>
<td>w</td>
<td>q</td>
<td>h</td>
</tr>
<tr>
<td>N</td>
<td>C</td>
<td>Y</td>
</tr>
</tbody>
</table>
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.
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.
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 $d$).

**Sources:**
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**

<table>
<thead>
<tr>
<th></th>
<th>d</th>
<th>i</th>
<th>r</th>
</tr>
</thead>
</table>


---

**Letter Cube Blending Activity** (Florida Center for Reading Research, 2009)

Directions: Have the student toss the Letter Cubes. Line up the Cubes in GREEN-BLUE-RED (G-B-R) order. Have the student sound out each of the letters on the Cubes in G-B-R order. Have the student read the ‘word’ spelled out on the Cubes. Then have the student decide whether the ‘word’ is real or nonsense and write the word under the appropriate column below. Continue until at least 10 ‘words’ have been generated by this group activity.

Student Name: **Carrie**

<table>
<thead>
<tr>
<th>Real Word</th>
<th>Nonsense Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bar</td>
<td>dir</td>
</tr>
<tr>
<td>fun</td>
<td></td>
</tr>
</tbody>
</table>
Sample Strategy to Promote...Sight-Word Vocabulary
Response to Intervention

Reading Racetrack

• The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create ‘Reading Racetracks’.

• In one session, the student reads through four target Racetracks with 7 words each and one review Racetrack with all 28 words.

• The student reads words aloud from a ‘Reading Racetrack’ sheet for 1 minute.

• The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

## Reading Racetrack Score Sheet

<table>
<thead>
<tr>
<th>TARGET LIST 1</th>
<th>#/Words Correct</th>
<th>#/Errors</th>
<th>Practice Words</th>
<th>TARGET LIST 3</th>
<th>#/Words Correct</th>
<th>#/Errors</th>
<th>Practice Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Read</td>
<td></td>
<td></td>
<td></td>
<td>Third Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Read</td>
<td></td>
<td></td>
<td></td>
<td>Fourth Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Read</td>
<td></td>
<td></td>
<td></td>
<td>Fifth Read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Strategy to Promote...Reading Fluency
Group-Based Repeated Reading
(Available on Conference Web Page)

An effective \textit{group repeated reading intervention} (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

**Procedure.** The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. **Passage Preview.** The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy – Homan, Klesius, & Hite, 1993—ensures that students pay close attention to the tutor’s modeling of text.)

Group-Based Repeated Reading

Procedure.

2. *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times. For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

3. **Phrase Drill Error Correction.** At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word—performing this action twice.

4. **Contingent Reward.** At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the Group Repeated Reading Intervention Behavior Rating Scale:

- When asked to read aloud, I did my best reading.
- When others were reading, I paid close attention.
- I showed good behaviors and followed all directions quickly.

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.

### Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:**  
**Rater:** Tutor  
**Classroom:**  

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
<td><img src="1" alt="1" /> <img src="2" alt="2" /> <img src="3" alt="3" /></td>
</tr>
</tbody>
</table>
# Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:** ________________

**Rater:** Tutor  
**Classroom:** ________________

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>1……2……3</td>
<td>1……2……3</td>
<td>1……2……3</td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>1……2……3</td>
<td>1……2……3</td>
<td>1……2……3</td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>1……2……3</td>
<td>1……2……3</td>
<td>1……2……3</td>
</tr>
</tbody>
</table>

- **P** Poor  
- **F** Fair  
- **G** Good
Response to Intervention

Group-Based Repeated Reading

Procedure.

4. Contingent Reward (Cont.) At the end of the session, the tutor rates each student’s behavior on the Group Repeated Reading Intervention Behavior Rating Scale. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Sample Strategies to Promote...Reading Comprehension
Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.
- If the student understands what is read, he/she quietly says ‘CLICK’ and continues reading.
- If the student encounters problems with vocabulary or comprehension, he/she quietly says ‘CLUNK’ and uses a checklist to apply simple strategies to solve those reading difficulties.

‘Click or Clunk’ Check Sheet

Sentence Check... “Did I understand this sentence?”
- If you had trouble understanding a word in the sentence, try...
  - Reading the sentence over.
  - Reading the next sentence.
  - Looking up the word in the glossary (if the book or article has one).
  - Asking someone.
- If you had trouble understanding the meaning of the sentence, try...
  - Reading the sentence over.
  - Reading the whole paragraph again.
  - Reading on.
  - Asking someone.

Paragraph Check... “What did the paragraph say?”
- If you had trouble understanding what the paragraph said, try...
  - Reading the paragraph over.

Page Check... “What do I remember?”
- If you had trouble remembering what was said on this page, try...
  - Re-reading each paragraph on the page, and asking yourself, “What did it say?”

*Adapted from Anderson (1980), Babblin (1994)
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit

- [Student Strategy] **Identifying or Constructing Main Idea Sentences (Question Generation)** (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: Self-Management Strategies

• RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP).
  The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

READ-ASK-PARAPHRASE (RAP) Sheet:

Reading Comprehension: Cognitive Strategy

(Available on Conference Web Page)

<table>
<thead>
<tr>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Reading Comprehension: Self-Management Strategies

• A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy: ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

1. **ASK:** Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.

2. **READ:** While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.

3. **TELL:** After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

Math Interventions:

- Cover-Copy-Compare:
  Math Facts

- Peer Tutoring in Math
  Computation With
  Constant Time Delay

- Customized Math Self-
  Correction Checklists
How Do We Reach Low-Performing Math Students?: Instructional Recommendations

Important elements of math instruction for low-performing students:

- “Providing teachers and students with data on student performance”
- “Using peers as tutors or instructional guides”
- “Providing clear, specific feedback to parents on their children’s mathematics success”
- “Using principles of explicit instruction in teaching math concepts and procedures.” p. 51

Cover-Copy-Compare: Math Facts

In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).
Response to Intervention

Cover-Copy-Compare Math Fact Student Worksheet

<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 x 7 = 63</td>
<td>9 x 7 = 63</td>
</tr>
<tr>
<td>9 x 2 = 18</td>
<td></td>
</tr>
<tr>
<td>9 x 4 = 36</td>
<td></td>
</tr>
<tr>
<td>9 x 1 = 9</td>
<td></td>
</tr>
<tr>
<td>9 x 9 = 81</td>
<td></td>
</tr>
<tr>
<td>9 x 6 = 54</td>
<td></td>
</tr>
<tr>
<td>9 x 3 = 27</td>
<td></td>
</tr>
<tr>
<td>9 x 5 = 45</td>
<td></td>
</tr>
<tr>
<td>9 x 10 = 90</td>
<td></td>
</tr>
<tr>
<td>9 x 8 = 72</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math
Computation with Constant
Time Delay
Peer Tutoring in Math Computation with Constant Time Delay

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

MATERIALS:

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

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

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

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

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.
Peer Tutoring in Math Computation with Constant Time Delay

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

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).

- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
Peer Tutoring in Math Computation: Teacher Nomination Form

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: ___________________________ Classroom: ___________________________ Date: ___________________________

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below. Remember, students who are considered for the peer tutoring program should—at minimum—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- Can correctly read aloud a sampling of 10 math facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors.)

<table>
<thead>
<tr>
<th>Number</th>
<th>Student Name</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
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<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation with Constant Time Delay

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

– *Presents Cards*. The tutor presents each card to the tutee for 3 seconds.

– *Provides Tutor Feedback*. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

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

– *Provides Praise*. The tutor praises the tutee immediately following correct answers.

– *Shuffles Cards*. When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.
Peer Tutoring in Math Computation with Constant Time Delay

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

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.

- *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.

- *Sorts Cards.* Based on the tutee’s responses, the tutor sorts the math-fact cards into ‘correct’ and ‘incorrect’ piles.

- *Counts Cards and Records Totals.* The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.
Peer Tutoring in Math Computation with Constant Time Delay

**Tutoring Integrity Checks.** As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.
Peer Tutoring in Math Computation: Intervention Integrity Sheet: (Part 1: Tutoring Activity)

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

Directions: Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed.

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Y __ N</td>
<td>1.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>2.</td>
<td>Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>3.</td>
<td>Sorts Cards. The tutor sorts cards into ‘correct’ and ‘incorrect’ piles based on the tutee’s responses.</td>
<td></td>
</tr>
<tr>
<td>__ Y __ N</td>
<td>4.</td>
<td>Counts Cards and Records Totals. The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Score Sheet

Response to Intervention

<table>
<thead>
<tr>
<th>Date</th>
<th>Cards Correct</th>
<th>Cards Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Self-Monitoring: Customized Math Self-Correction Checklists

DESCRIPTION: The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.


# Sample Self-Correction Checklist

## Math Self-Correction Checklist

**Student Name:** ____________________________  
**Date:** ____________________________________

**Rater:** Student  
**Classroom:** ________________________________

**Directions:** To the Student: BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment. AFTER EACH PROBLEM: Stop and rate YES or NO whether you performed each goal correctly.

<table>
<thead>
<tr>
<th>I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I lined up all numbers in the right place-value columns.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I rechecked all of my answers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>
**Interventions:**

1. Incremental Rehearsal (Phonics/Alphabets)
2. Reading Racetrack (Vocabulary)
3. Group-Based Repeated Reading (Fluency)
4. Click or Clunk (Comprehension)
5. Question Generation (Comprehension)
6. Linking Pronouns to Referents (Comprehension)
7. Read-Ask-Paraphrase (RAP) (Comprehension)
8. Ask-Read-Tell Strategy (Comprehension)
9. Cover-Copy-Compare
10. Peer Tutoring: Math Facts
11. Math Self-Correction Checklists

**Group Activity:**

**Interventions**

At your tables:

- Consider the intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your classroom or school.
Teachers: Providing Classroom Reading & Writing Interventions

Suggestions for Implementation:

- The school or district should develop a bank of research-based intervention ideas that teachers can use immediately.

- Teachers should consider teaching a particular intervention strategy to the entire class if substantial numbers of students need to learn that strategy.

- The school should pull together a collection of ‘portable’ student-directed intervention ideas (e.g., ‘Ask-Read-Tell’) that can be taught in a variety of settings, such as classrooms, study halls, after-school help sessions, counselor meetings, parent conferences, etc.
Documenting Classroom RTI Interventions: Getting the Credit. What is a streamlined format to document Tier 1 (classroom) intervention plans?

ACADEMIC RTI

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/Intensive academic intervention plan
- Daily progress-monitoring


BEHAVIORAL RTI

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 1: Teacher Consultation/Team

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.

- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom ‘at-risk’ status.

**Step 1: Goal Before Reading:**
1. Look at the title, headings, and illustrations of the passage and ASK myself: What is the main topic of the passage? What does it discuss?
2. What information do I already know about this topic?
3. Based on the title, what are two questions about this passage's topic that I would like to have answered in my reading?

**Step 2: Goal While Reading:**
- While reading, I stop after each paragraph to ask, "Did I understand what I just read?"
- If I do understand the paragraph, I mark it with a plus (+) sign and continue reading.
- If I do not understand the paragraph, I mark it with a minus (-) sign and:
  - re-read the paragraph;
  - slow my reading;
  - focus my full attention on what I am reading;
  - underline any words that I do not know and try to figure them out from the reading (context).

**Step 3: Goal After Reading:**
Based on my reading, here are answers to my two questions from Step 1:
1. 
2.

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

**How To: Create a Written Record of Classroom Interventions**

**Classroom Intervention Planning Sheet**

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

#### Case Information

<table>
<thead>
<tr>
<th>Student:</th>
<th>Josh H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionist(s):</td>
<td>Mr. Smith, Social Studies/Grade 7</td>
</tr>
<tr>
<td>Date Intervention Plan Was Written:</td>
<td>23 Oct 2014</td>
</tr>
</tbody>
</table>

**Date Intervention is to Start:**

- **27 Oct 2014**

**Date Intervention is to End:**

- **8 Jan 2015**

**Total Number of Intervention Weeks:**

- **8 weeks**

**Description of the Student Problem:**

Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information.

#### Intervention

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

**Ask-Read-Tell Cognitive Strategy:**

**Link:**


#### Materials

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

#### Training

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

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

#### Progress-Monitoring

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

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>Baseline</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed ART sheets; quiz grades</td>
<td>None for ART sheets</td>
<td>100% completion/ART sheets</td>
</tr>
<tr>
<td>75% for quiz grades</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

**Ideas for intervention Progress-Monitoring:**

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

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

ART sheets/as readings are assigned; quizzes weekly
Creating a Written Record of Classroom Interventions: Form

- **Case information.** The opening section of the form includes general information about the case, including:
  - Target student
  - Teacher/interventionist
  - Date of the intervention plan
  - Start and end dates for the intervention
  - Description of the student problem to be addressed

### Case Information

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Josh H.</th>
<th>Interventionist(s):</th>
<th>Mr. Smith, Social Studies/Grade 7</th>
<th>Date Intervention Plan Was Written:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>27 Oct 2014</td>
<td>Date Intervention is to End:</td>
<td>8 Jan 2015</td>
<td>Total Number of Intervention Weeks:</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Description of the Student Problem:</td>
<td>Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Intervention.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

**Intervention**

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

Ask-Read-Tell Cognitive Strategy:
Link:
Creating a Written Record of Classroom Interventions: Form

- **Materials**: The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

**Materials**

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.
Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- **Training.** If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
</tbody>
</table>

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

www.interventioncentral.org
• **Progress-Monitoring.** The teacher selects a method to monitor student progress during the intervention, to include:
  
  – what type of data is to be used
  – collects and enters student baseline (starting-point) information
  – calculates an intervention outcome goal
  – The frequency that data will be collected.

<table>
<thead>
<tr>
<th>Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Select a method to monitor student progress on this intervention. If you plan to monitor the intervention, enter student baseline (starting-point) information, calculate an intervention outcome goal, and specify the frequency that data will be collected. Tip: Several ideas for classroom data collection.</td>
</tr>
<tr>
<td><strong>Type of Data Used to Monitor:</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>None for ART sheets</td>
</tr>
<tr>
<td>Quiz grades: 65%</td>
</tr>
<tr>
<td><strong>How often will data be collected?</strong> (e.g., daily, every other day, weekly):</td>
</tr>
</tbody>
</table>
### How To: Create a Written Record of Classroom Interventions

#### Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

<table>
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<td><strong>What to Write:</strong> Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</td>
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</tr>
<tr>
<td>Date Intervention Plan Was Written: 23 Oct 2014</td>
<td>Total Number of Intervention Weeks: 8 weeks</td>
</tr>
</tbody>
</table>

| Description of the Student Problem: Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text. |

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Write a brief description of the intervention(s) to be used with this student. TIP: if you have a script for this intervention, you can just write its name here and attach the script to this sheet.</td>
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</tbody>
</table>

**Ask-Read-Tell Cognitive Strategy:**

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
</tbody>
</table>

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

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<tr>
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<tbody>
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</table>

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

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

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>Baseline</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed ART sheets; quiz grades</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

None for ART sheets
Quiz grades: 65%
100% completion ART sheets
75% for quiz grades

<table>
<thead>
<tr>
<th>How often will data be collected? (e.g., daily, every other day, weekly):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART sheets/as readings are assigned; quizzes weekly</td>
</tr>
</tbody>
</table>
Tier 1 Intervention

Activity: Discuss how you might use this Classroom Intervention Planning Sheet to help you to create a plan to document and monitor classroom interventions.
Classroom Data Collection.

What are efficient ways that teachers can collect data to efficiently monitor growth in a range of student academic skills & behavior?
How-to-Teach Questions: See How the Student Responds to Instruction

“It is best to decide how to teach by using data showing trends in student learning. This is referred to as progress data. Do not attempt to answer how-to-teach questions with front-loaded techniques like learning styles inventories. They do not work . . . Instead, try to get an image of how the student actually responds to instruction over time. There are two ways to do this: by taking a good instructional history to find out what has worked in the past or by using progress-monitoring (i.e., formative) data to compare the student’s response to varied instructional conditions.”

IEP Assessment: Use Non-Commercial Tools to Get Information Relevant to Programming

“A mistake IEP teams often make is to assume that they can use only standardized, norm-referenced tests during the assessment process. This notion is absolutely false. Whereas such tests can be valuable for eligibility determination, they are not particularly useful for determining educational programs or for monitoring student progress.

Instead noncommercial tools, such as classroom-based assessments, direct observation, and CBM, should be used to provide information that leads directly to programming.”

Source: Yell, M. L., & Stecker, P. M. (). Developing legally correct and educationally meaningful IEPs using curriculum-based measurement. Assessment for Effective Intervention 28(3&4), 73-88. p. 77
Data Collection: Assumptions Underlying This Workshop

Assumption #1: Methods of teacher data collection should directly measure student academic performance and/or behaviors.
Low-Stakes, High-Stakes: The Quality of Student Data Should Match Costs of ‘Being Wrong’

“[In school problem-solving], the greater the costs associated with being wrong, the greater the need for sufficient information of high quality. If the consequences of being wrong are not too severe, we can afford to collect a little information or use information of questionable quality. On the other hand, if the cost of being wrong is great, multiple forms of evidence need to be collected and information must be used that is of high quality.”

Response to Intervention

Data Collection: Assumptions Underlying This Workshop

Assumption # 2: The rigor of data collection should match the severity of the presenting student problem. Classroom (Tier 1) data collection can be less rigorous than Tiers 2 & 3—as student problems are not yet severe.
Interventions: The Essential Data Elements

1. **Clear problem definition:** ‘If you can’t name it, you can’t measure it.’

2. **Baseline data:** ‘If you don’t know the student’s starting point, you can’t know if that student has made progress with the intervention.’

3. **Intervention outcome goal:** ‘If you have no exit goal, you cannot judge if the intervention is successful—no matter how much data you collect.’

4. **Progress-monitoring plan:** ‘If you don’t actually collect the data, you are blind about the intervention outcome.’

Classroom Data Collection: Right Tools for the Job...

Student outcome measures are ‘academic performance/student behavior’ detectors. When possible, they should be:

– convenient for teachers to use
– valid and reliable measures of the academic performance/behavior being measured’
– sensitive to short-term student improvement
<table>
<thead>
<tr>
<th>Classroom Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum-Based Measurement</td>
</tr>
<tr>
<td>2. Cumulative Mastery Logs</td>
</tr>
<tr>
<td>3. Rubrics</td>
</tr>
<tr>
<td>4. Checklists</td>
</tr>
<tr>
<td>5. Behavior Report Cards</td>
</tr>
</tbody>
</table>
1. Curriculum-Based Measurement

- **What It Is.** Curriculum-based measurement (CBM) is a family of timed assessments to assess fluency in basic academic skills.

Examples include oral reading fluency (1-minute assessments of student reading from text), and math computation fluency (2-minute math-fact drills).
Response to Intervention

Curriculum-Based Measurement: Advantages as a Set of Tools to Monitor Basic Academic-Skill Fluency

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

1. Curriculum-Based Measurement

- **When to Use It.** Curriculum-based measures are ideal tools when the teacher is interested in tracking a student’s increase in basic-skill fluency (i.e., speed plus accuracy).

  If a student is slow and halting when reading from text, for example, the instructor may monitor the student weekly using 1-minute oral reading fluency probes to ascertain whether that student is developing fluency as a reader.
1. Curriculum-Based Measurement

- **How to assess and where to find materials.**
  While CBM covers a wide range of different assessments, all are brief; timed; use standard procedures to prepare materials, administer, and score; and include decision rules to help educators to make appropriate instructional decisions (Hosp, Hosp & Howell, 2007).

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

- The ability of young children to identify letter names and sounds quickly and accurately gives information about their phonics/alphabetics skills, which are necessary tools for reading.
Five Core Components of Reading

- “Phonemic Awareness: The ability to hear and manipulate sounds in words.

- Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

- Fluency with Text: The effortless, automatic ability to read words in connected text.

- Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

- Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Response to Intervention

- **Letter Knowledge: Letter Name Fluency (LNF)** [1 minute]:
  The student is given a random list of upper- and lower-case letters and identifies the names of as many letters as possible.

---

### Curriculum-Based Measurement: Letter Name Fluency (LNF) Norms

(Riverside, 2013)*

In the CBM-Letter Name Fluency (LNF) task, the student is given a random list of upper- and lower-case letters and has 1 minute to identify the names of as many letters as possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall LNF (Riverside, 2013)</th>
<th>Winter LNF (Riverside, 2013)</th>
<th>Spring LNF (Riverside, 2013)</th>
<th>Weekly Growth (Calculated across 32 Instructional Wks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>50%ile</td>
<td>19</td>
<td>35</td>
<td>45</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td>20%ile</td>
<td>5</td>
<td>22</td>
<td>36</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>2</td>
<td>13</td>
<td>29</td>
<td>0.84</td>
</tr>
<tr>
<td>1</td>
<td>50%ile</td>
<td>40</td>
<td>56</td>
<td>68</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td>20%ile</td>
<td>28</td>
<td>42</td>
<td>49</td>
<td>0.66</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>20</td>
<td>34</td>
<td>42</td>
<td>0.69</td>
</tr>
</tbody>
</table>
**Response to Intervention**

- **Letter Knowledge: Letter Sound Fluency (LSF)** [1 minute]:
  The student is given a random list of upper- and lower-case letters and identifies the sounds of as many letters as possible.

---

**Curriculum-Based Measurement: Letter Sound Fluency (LSF) Norms (Riverside, 2013)**

In the CBM-Letter Sound Fluency (LSF) task, the student is given a random list of upper- and lower-case letters and has 1 minute to identify as many letter sounds as possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall LSF (Riverside, 2013)</th>
<th>Winter LSF (Riverside, 2013)</th>
<th>Spring LSF (Riverside, 2013)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>50%ile</td>
<td>4</td>
<td>22</td>
<td>35</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td>20%ile</td>
<td>1</td>
<td>9</td>
<td>23</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>0.50</td>
</tr>
<tr>
<td>1</td>
<td>50%ile</td>
<td>29</td>
<td>40</td>
<td>46</td>
<td>0.53</td>
</tr>
<tr>
<td></td>
<td>20%ile</td>
<td>18</td>
<td>31</td>
<td>36</td>
<td>0.56</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>12</td>
<td>27</td>
<td>30</td>
<td>0.56</td>
</tr>
</tbody>
</table>
Letter Name/Sound Fluency Probe Generator
http://www.interventioncentral.org

Use this free online application to design and create Letter Name and Letter Sound Fluency Probes.
Reading Speed: Oral Reading Fluency

- The speed and accuracy of a child reading aloud is correlated with increased comprehension and overall reading skill.
Five Core Components of Reading

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

National Reading Panel Report (2000): Conclusions Regarding Importance of Oral Reading Fluency:

“An extensive review of the literature indicates that classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students—for good readers as well as those who are experiencing difficulties.”-p. 3-3
**Response to Intervention**

- **Oral Reading Fluency [1 Minute]**. The student reads aloud from a passage, with the reading sample scored for words read correctly (WRC) and errors.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50%ile</td>
<td>23</td>
<td>53</td>
<td>1.9</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>12</td>
<td>28</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>6</td>
<td>15</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>2</td>
<td>50%ile</td>
<td>51</td>
<td>72</td>
<td>89</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>25</td>
<td>42</td>
<td>61</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>11</td>
<td>18</td>
<td>31</td>
<td>0.6</td>
</tr>
<tr>
<td>3</td>
<td>50%ile</td>
<td>71</td>
<td>92</td>
<td>107</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>44</td>
<td>62</td>
<td>78</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>21</td>
<td>36</td>
<td>48</td>
<td>0.8</td>
</tr>
<tr>
<td>4</td>
<td>50%ile</td>
<td>94</td>
<td>112</td>
<td>123</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>68</td>
<td>87</td>
<td>98</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>45</td>
<td>61</td>
<td>72</td>
<td>0.8</td>
</tr>
</tbody>
</table>
**Response to Intervention**

- **Oral Reading Fluency [1 Minute]**. The student reads aloud from a passage, with the reading sample scored for words read correctly (WRC) and errors.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>50%ile</td>
<td>110</td>
<td>127</td>
<td>139</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>85</td>
<td>99</td>
<td>109</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>61</td>
<td>74</td>
<td>83</td>
<td>0.7</td>
</tr>
<tr>
<td>6</td>
<td>50%ile</td>
<td>127</td>
<td>140</td>
<td>150</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>98</td>
<td>111</td>
<td>122</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>68</td>
<td>82</td>
<td>93</td>
<td>0.8</td>
</tr>
<tr>
<td>7</td>
<td>50%ile</td>
<td>128</td>
<td>136</td>
<td>150</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>102</td>
<td>109</td>
<td>123</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>79</td>
<td>88</td>
<td>98</td>
<td>0.6</td>
</tr>
<tr>
<td>8</td>
<td>50%ile</td>
<td>133</td>
<td>146</td>
<td>151</td>
<td>0.6</td>
</tr>
<tr>
<td></td>
<td>25%ile</td>
<td>106</td>
<td>115</td>
<td>124</td>
<td>0.6</td>
</tr>
<tr>
<td></td>
<td>10%ile</td>
<td>77</td>
<td>84</td>
<td>97</td>
<td>0.6</td>
</tr>
</tbody>
</table>

CBM-Oral Reading Fluency assesses general reading performance (Espin et al., 2010), as well as reading speed. In an oral reading fluency assessment, the student reads aloud from a passage for 1 minute. The reading sample is scored for words read correctly (WRC) and errors.
Jellyfish Are Efficient Predators

New York Times

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.

“To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.
CBM Student Reading Samples: What Difference Does Fluency Make?

- 3rd Grade: 19 Words Per Minute
- 3rd Grade: 70 Words Per Minute
- 3rd Grade: 98 Words Per Minute
Online Resources: Oral Reading Fluency

- Free ORF passages and national norms for grades 1-6 are available at:

  DIBELS NEXT: https://dibels.org/next/

- EasyCBM: http://www.easycbm.com

NOTE: Users create a free account to download and print ORF passages.
Reading Fluency
Passages Generator

Enter a user-selected passage to format as an Oral Reading Fluency Probe for reading fluency assessment.

URL: http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator
Reading Comprehension: Maze

- Efficient student understanding of text is a culminating skill in reading and the foundation for academic success in the secondary grades.
Five Core Components of Reading

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

• **Maze Passage** [3 Minutes]. The student silently reads a specially formatted passage with multiple-response format appearing on every 7th word and—for each item—circles the word that 'restores' the meaning of that section of the passage.

### Curriculum-Based Measurement: Maze Passage Fluency Norms

(Fuchs, Fuchs, Hamlett, Waltz, & Germann, 1993; Graney, Missall, Martinez, & Bergstrom, 2009; Jenkins & Jewell, 1993)*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall Maze</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring Maze</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>1 ←→ 11</td>
<td>15</td>
<td>7 ←→ 23</td>
<td>0.40</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>7 ←→ 19</td>
<td>14</td>
<td>8 ←→ 20</td>
<td>0.40</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>9 ←→ 19</td>
<td>21</td>
<td>12 ←→ 30</td>
<td>0.40</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>11 ←→ 25</td>
<td>22</td>
<td>14 ←→ 30</td>
<td>0.40</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
<td>22 ←→ 44</td>
<td>39</td>
<td>26 ←→ 52</td>
<td>0.40</td>
</tr>
</tbody>
</table>
Jellyfish Are Efficient Predators

New York Times

For animals that drift through the sea without the benefit of cycoht, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing (and, throughout, board) habitat destruction have reduced fish populations, (fact, alert, jellyfish) are now becoming the dominant predators.

(Remember, Poised, It) turns out that jellyfish, despite their (improve, sluggish, amount) looks, are just as effective at (thought, hunting, comfort) and catching meals as their competitors (beside, with, destruction) fins. They may not move as (quickly, cough, flight), but in a study published in (the, damaged, dirty) journal Science, researchers found that many (jellyfish, known, proud) use their body size to increase (fresh, their, servant) hunting success. With their large, watery (accept, jelly, bodies) and long tentacles, they conserve energy (by, teach, correctly) letting currents guide them into their (agree, proud, prey), said José Luis Acuña, an author (of, daughter, mountain) the paper and a biologist at (intend, equally, the) University of Oviedo in Spain.

“To (our, via, insect) surprise, jellyfish were as good predators (blindly, as, on) visually predating fish in spite of (being, bewildered, thought) slow and blind, because they play (an, place, driven) entirely different hydromechanical trick,” he said (uptight, in, following) an e-mail.
Online Resources: Maze

• Free Maze passages and national norms for grades 3-6 are available from DIBELS NEXT at:

https://dibels.org/next/

NOTE: Users create a free account to download and print Maze passages (called ‘DAZE’ by DIBELS).
Maze Passage Generator

Enter a user-selected passage to format as a Maze passage for reading comprehension assessment.

URL: http://www.interventioncentral.org/teacher-resources/test-of-reading-comprehension
“…One way I have used the Maze in the past at the secondary level, is as a targeted screener to determine an instructional match between the student and the text materials. By screening all students on one to three Maze samples from the text and/or books that were planned for the course, we could find the students who could not handle the materials without support (study guides, highlighted texts, alternative reading material). …This assessment is efficient and it seems quite reliable in identifying the potential underachievers, achievers, and overachievers. The real pay back is that success can be built into the courses from the beginning, by providing learning materials and supports at the students' instructional levels.”

Lynn Pennington, Executive Director, SSTAGE
(Student Support Team Association for Georgia Educators)
Early Math Fluency: Measuring ‘Number Sense’

- Early Math Fluency measures track primary-grade students’ acquisition of number sense (defined as mastery of internal number line)
• **Early Math Fluency: Quantity Discrimination [1 minute]:**
  The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

  ![Number Pair Example](4 12)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall QD (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter QD (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring QD (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>15</td>
<td>8→22</td>
<td>20</td>
<td>8→32</td>
<td>23</td>
<td>12→34</td>
<td>0.25</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>16→30</td>
<td>30</td>
<td>21→39</td>
<td>37</td>
<td>28→46</td>
<td>0.44</td>
</tr>
</tbody>
</table>

• **Early Math Fluency: Missing Number [1 minute]**: The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number.  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall MN (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter MN (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring MN (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>3</td>
<td>0 ↔ 7</td>
<td>10</td>
<td>3 ↔ 17</td>
<td>14</td>
<td>7 ↔ 21</td>
<td>0.34</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>3 ↔ 15</td>
<td>17</td>
<td>11 ↔ 23</td>
<td>20</td>
<td>14 ↔ 26</td>
<td>0.34</td>
</tr>
</tbody>
</table>

**Response to Intervention**

- **Early Math Fluency: Number Identification** [1 minute]: The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

  ![Number Identification (NID): 1 Minute](image)

  The student is presented with a randomly generated series of numbers ranging from 1-20 and names as many of those numbers aloud as time allows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall NID (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter NID (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring NID (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>14</td>
<td>0→28</td>
<td>45</td>
<td>27→63</td>
<td>56</td>
<td>38→74</td>
<td>1.31</td>
</tr>
<tr>
<td>1</td>
<td>34</td>
<td>18→50</td>
<td>53</td>
<td>36→70</td>
<td>62</td>
<td>46→78</td>
<td>0.88</td>
</tr>
</tbody>
</table>

Numberfly Early Math Fluency Generator
http://www.interventioncentral.org

Use this free online application to design and create Early Math Fluency Probes, including:

• Quantity Discrimination
• Missing Number
• Number Identification
Math Computation Fluency

• Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.
Response to Intervention

Benefits of Automaticity of ‘Arithmetic Combinations’
(Gersten, Jordan, & Flojo, 2005)

• There is a strong correlation between poor retrieval of arithmetic combinations (‘math facts’) and global math delays

• Automatic recall of arithmetic combinations frees up student ‘cognitive capacity’ to allow for understanding of higher-level problem-solving

• By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties...

Response to Intervention

• **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

---

**Curriculum-Based Measurement: Computation Fluency Norms**

(Burns, VanDerHeyden, & Jiban, 2006; Deno & Mirkin, 1977; Fuchs & Fuchs, 1993; Fuchs & Fuchs, n.d.)*

**CBM-Computation Fluency** measures a student's accuracy and speed in completing 'math facts' using the basic number operations of addition, subtraction, multiplication, and division. Computation fluency in the elementary grades is a strong predictor of later success in higher-level math coursework (Gersten, Jordan, & Flojo, 2005). CBM-Computation Fluency probes are 2-minute assessments of basic math facts that are scored for number of 'correct digits'.

<table>
<thead>
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<tr>
<td>1</td>
<td>20</td>
<td>0.3</td>
<td>0.5</td>
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</tbody>
</table>
**Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

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<tbody>
<tr>
<td>2</td>
<td>Mastery</td>
<td>More than 31</td>
<td>0.3</td>
<td>0.5</td>
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<td></td>
<td>Instructional</td>
<td>14-31</td>
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<tr>
<td></td>
<td>Frustration</td>
<td>Less than 14</td>
<td></td>
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<tr>
<td>3</td>
<td>Mastery</td>
<td>More than 31</td>
<td>0.3</td>
<td>0.5</td>
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<tr>
<td></td>
<td>Instructional</td>
<td>14-31</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Frustration</td>
<td>Less than 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mastery</td>
<td>More than 49</td>
<td>0.75</td>
<td>1.2</td>
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<tr>
<td></td>
<td>Instructional</td>
<td>24-49</td>
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<td></td>
<td>Frustration</td>
<td>Less than 24</td>
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<tr>
<td>5</td>
<td>Mastery</td>
<td>More than 49</td>
<td>0.75</td>
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<td>Instructional</td>
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<tr>
<td></td>
<td>Frustration</td>
<td>Less than 24</td>
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</tbody>
</table>
Math Computation Fluency [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.
Mechanics & Conventions of Writing

• Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful—such as total words written, correctly spelled words, and correct writing sequences.
CBM-Written Expression: Sample Story Starter

One day, I was in my boat and a storm came up and carried me to a desert island. To survive...

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45
CBM-WE: Total Words Written [4 Minutes]. The student’s writing sample is scored for the total words written.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall TWW (Malecki &amp; Jewell, 2003)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring TWW (Malecki &amp; Jewell, 2003)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth (Tadatada, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>3 → 13</td>
<td>14</td>
<td>7 → 21</td>
<td>0.45</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>14 → 34</td>
<td>31</td>
<td>19 → 43</td>
<td>0.43</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>23 → 49</td>
<td>36</td>
<td>24 → 48</td>
<td>0.35</td>
</tr>
<tr>
<td>4</td>
<td>41</td>
<td>30 → 52</td>
<td>46</td>
<td>30 → 62</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>51</td>
<td>34 → 68</td>
<td>67</td>
<td>43 → 91</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>44</td>
<td>31 → 57</td>
<td>58</td>
<td>44 → 72</td>
<td>--</td>
</tr>
</tbody>
</table>

Correctly Spelled Words: are highlighted in green.

CBM Writing Assessment: Scoring
Correctly Spelled Words:
I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Correctly Spelled Words = 39
• **CBM-WE: Correctly Spelled Words** [4 Minutes]. The student’s writing sample is scored for the number of words spelled correctly.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall CSW (Malecki &amp; Jewell, 2003)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring CSW (Malecki &amp; Jewell, 2003)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth (Tadatada, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1&amp;9</td>
<td>10</td>
<td>3&amp;17</td>
<td>0.45</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>10&amp;30</td>
<td>27</td>
<td>15&amp;39</td>
<td>0.46</td>
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<tr>
<td>3</td>
<td>32</td>
<td>19&amp;45</td>
<td>33</td>
<td>21&amp;45</td>
<td>0.37</td>
</tr>
<tr>
<td>4</td>
<td>38</td>
<td>26&amp;50</td>
<td>44</td>
<td>29&amp;59</td>
<td>0.26</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>31&amp;65</td>
<td>65</td>
<td>42&amp;88</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
<td>29&amp;55</td>
<td>56</td>
<td>41&amp;71</td>
<td>--</td>
</tr>
</tbody>
</table>

Response to Intervention

CBM Writing Assessment: Scoring

Correct Writing Sequences:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud build a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Correct Writing Sequences = 37
• **CBM-WE: Correct Writing Sequences** [4 Minutes]. A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

![Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.](table.jpg)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall CWS (Malecki &amp; Jewell, 2003)</th>
<th>Fall: +/- 1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring CWS (Malecki &amp; Jewell, 2003)</th>
<th>Spring: +/- 1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth (Tadatada, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0→4</td>
<td>7</td>
<td>1→15</td>
<td>0.36</td>
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<td>18→44</td>
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<td>4</td>
<td>38</td>
<td>25→51</td>
<td>42</td>
<td>26→58</td>
<td>0.22</td>
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<tr>
<td>5</td>
<td>46</td>
<td>28→64</td>
<td>63</td>
<td>40→86</td>
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<tr>
<td>6</td>
<td>41</td>
<td>27→55</td>
<td>54</td>
<td>37→71</td>
<td>--</td>
</tr>
</tbody>
</table>

Writing Probe Generator

Create a probe to assess the mechanics and conventions of student writing.

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

- **How to Set a Goal.** CBM measures typically are accompanied by research norms that allow the teacher to set student performance goals.
### Curriculum-Based Measures (CBMs)

<table>
<thead>
<tr>
<th>CBM</th>
<th>Skill Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Sound Fluency/Letter Name</td>
<td>Alphabetics/Phonics</td>
<td>1 Minute: Student <strong>reads letter names or sounds</strong> from a randomly generated list.</td>
</tr>
</tbody>
</table>

**Curriculum-Based Measurement: Activity**

At your tables:

- Select a CBM reviewed at today’s training that you are interested in using with students.
- Discuss how you might use that CBM in your own school practice.

Be prepared to report out.

<table>
<thead>
<tr>
<th>Written Expression</th>
<th>Mechanics/Conventions of Writing</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4 Minutes: Student reads a story-starter (sentence stem), then <strong>produces a writing sample</strong> that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.</td>
</tr>
</tbody>
</table>
2. Cumulative Mastery Log

- **What It Is.** The cumulative mastery log is a form on which the teacher tracks a student’s mastery of a finite set of academic items.

- **When to Use It.** The cumulative mastery log is the tool of choice whenever the student is working on the acquisition of basic skills and the set of items is fixed.

Examples suitable for this measure include letter identification: mixed case; the ability to decode 30 important ‘community’ words; math facts: multiplication 0-9; and 20 key vocabulary terms and definitions for a biology course.
2. Cumulative Mastery Log

- How to assess and where to find materials. The teacher develops objective guidelines for judging that a student has mastered an item: e.g., "to know a math-fact, the student must answer the fact correctly from a flash-card within 3 seconds and repeat the feat twice in a row during a session".
2. Cumulative Mastery Log

- How to assess and where to find materials (Cont.).

Next, the teacher conducts a baseline assessment. That is, the instructor (1) reviews with the student all items in the larger pool (e.g., letters; multiplication math-facts 0-9, etc.)

Using the previously developed guidelines for judging mastery, the teacher (2) identifies and (3) records those items that the student already knows at baseline. Then during the intervention, whenever the student masters an additional item, the teacher logs the item and date acquired.
**Response to Intervention**

**Cumulative Mastery Log**

**Academic Skills: Cumulative Mastery Log**

**Student:**

**School Yr.:**

**Classroom/Course:**

**Academic Item Set:** Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary items for biology course):

**Criteria for Mastery:** Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: 'A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session'.)

**Baseline Skills Inventory:** Prior to beginning the intervention, inventory the student’s current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)

**Person completing the inventory:**

**Date:**

<table>
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<th>Item 1</th>
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<td>Item 10</td>
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<td>Item 20</td>
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<td>Item 30</td>
</tr>
</tbody>
</table>
## Academic Intervention: Cumulative Mastery Log

**Student:**

**School Yr:**

**Classroom/Course:**

**Cumulative Mastery Log:** During the intervention, log each mastered item below with date of mastery. 

**NOTE:** Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

<table>
<thead>
<tr>
<th>Item 1:</th>
<th>Date:</th>
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<th>Item 21:</th>
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<td>Item 40:</td>
<td>Date:</td>
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</tbody>
</table>
2. Cumulative Mastery Log

- **How to Set a Goal.** Typically, the teacher sets the goal of 100% mastery for the academic item sets that are tracked with mastery logs.
3. Rubrics

- **What It Is.** A rubric is an instrument well-suited for measuring a student on complex tasks.

In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension (Schafer, Swanson, Bene', & Newberry, 2001).
3. Rubrics

- **When to Use It.** Teachers often find that they must evaluate a student on higher-level academic skills that are multi-dimensional and complex (Moskal, 2000). For example, the Common Core ELA Standard for grade 5-speaking and listening states that, in collaborative discussions, the student will show a variety of self-managing behaviors.

For this standard, a student may show evidence of at least partial fulfillment of some elements. A rubric is a good way to measure such complex skills.
Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Source:
Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
c. Engages in Q&A turn-taking and contributes ideas to discussion

Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
d. Reviews discussion content to summarize learning, draw conclusions


Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
3. Rubrics

- **How to Assess and Where to Find Materials.** Teachers can make their own rubrics, following simple guidelines. Rubrics can be used to rate student performance as often as needed.
3. Rubrics

- **How to Set a Goal.** Teachers have complete discretion in setting goals (thresholds for acceptable performance) using rubrics.

Generally, goals are defined as point or performance ranges that fall within the ‘typical’ range for a grade or classroom.

<table>
<thead>
<tr>
<th>Analytic Rubric: 'Student Discussion Group' Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong> The student will take part in weekly in-class collaborative peer discussions of assigned readings, contributing ideas and responding appropriately to the ideas of others (from CCSSELA.5.SL.1).</td>
</tr>
<tr>
<td><strong>Dimensions</strong></td>
</tr>
<tr>
<td>Preparation</td>
</tr>
</tbody>
</table>
4. Behavioral Checklists

• **What It Is.** A behavioral checklist is a task analysis in checklist form of the essential steps that the student should follow to complete a connected sequence of events.

Checklist items are written in a manner that allows their presence or absence to be verified (e.g., through direct observation, examination of student work products, interview with student or adult who knows that student).
4. Behavioral Checklists

- **When to Use It.** Any multi-step routine or step-by-step process that the student is expected to master is a good candidate to be measured by a behavioral checklist.

Examples of behavioral goals that can be sequenced and turned into checklists include classroom routines, cognitive strategies, and academic survival skills.
4. Behavioral Checklists: Example 1: Classroom Routines

**Start-of-Class Checklist**

<table>
<thead>
<tr>
<th>☐ AT THE START OF CLASS, THE STUDENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ has a sharpened pencil.</td>
</tr>
<tr>
<td>☐ has paper for taking notes.</td>
</tr>
<tr>
<td>☐ has homework ready to turn in.</td>
</tr>
<tr>
<td>☐ has put her cell phone away in her backpack.</td>
</tr>
<tr>
<td>☐ has cleared her desk of unneeded materials.</td>
</tr>
<tr>
<td>☐ is sitting quietly.</td>
</tr>
<tr>
<td>☐ is working on the assigned start-of-class activity.</td>
</tr>
</tbody>
</table>
4. Behavioral Checklists

- **How to Assess and Where to Find Materials.**
  Teachers can make their own customized checklists using 2 free apps: (1) **the Self-Check Behavior Checklist Maker** AND (2) **the Academic Survival Skills Checklist Maker**.
Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.
4. Behavioral Checklists: Example 2:

Cognitive Strategy

<table>
<thead>
<tr>
<th>Math Word Problem: Problem-Solving Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHEN COMPLETING A MATHEMATICAL WORD PROBLEM, THE STUDENT FOLLOWS THESE STEPS:</strong></td>
</tr>
</tbody>
</table>

1. **READING THE PROBLEM.** The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).

2. **PARAPHRASING THE PROBLEM.** The student restates the problem in his or her own words.

3. **DRAWING THE PROBLEM.** The student creates a drawing of the problem, creating a visual representation of the word problem.

4. **CREATING A PLAN.** The student decides on the best way to solve the problem and develops a plan to do so.

5. **PREDICTING THE ANSWER.** The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.

6. **COMPUTING THE ANSWER.** The student follows the plan developed earlier to compute the answer to the problem.

7. **CHECKING THE ANSWER.** The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.


- **Academic survival skills** are those global 'academic enablers'—such as time management, study skills, homework completion, note-taking—required to support a strong academic performance (DiPerna, 2006).

The teacher breaks the global skill down into specific sub-skills that can be verified via direct observation, interview with the student or adult who knows that student well, and/or examination of work products.

4. Behavioral Checklists: Example 3:

**Academic Survival Skills Checklist**

<table>
<thead>
<tr>
<th>Academic Survival Skills Checklist: Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. CREATE AN OPTIMAL HOMEWORK SPACE. Create an organized space at home for getting homework done. The space can be temporary (e.g., kitchen table) or permanent (e.g., a desk in your bedroom). It should be quiet, well-lit, and include a table or desk large enough to lay out your work materials and a comfortable chair.</td>
</tr>
<tr>
<td>5. SCHEDULE A REGULAR HOMEWORK TIME. Homework is easier to complete if you set aside sufficient time in your schedule to do it. If possible, your daily routine should include a standing time when any homework is to be done. In deciding when to schedule a homework period, consider such factors as when your energy level is highest, when surrounding distractions are less likely to occur, and when shared resources such as a computer or printer may be available for your use.</td>
</tr>
<tr>
<td>6. DEVELOP A DAILY HOMEWORK PLAN. Before beginning your homework each day, take a few minutes to review all of your homework assignments and to develop a work plan. Your plan should include a listing of each homework task and an estimate of how long it will take to complete that task. It is a good rule of thumb to select the most difficult homework task to complete first, when your energy and concentration levels are likely to be at their peak. At the conclusion of your homework session, review the plan, check off all completed tasks, and reflect on whether your time estimates were adequate for the various tasks.</td>
</tr>
</tbody>
</table>

### Academic Survival Skills Checklist: Homework

7. **DO NOT PROCRASTINATE ON LARGER HOMEWORK TASKS.** Some homework assignments (e.g., term papers) require substantial work and successful completion of several related sub-tasks before attaining the final goal. It is a mistake to put off these larger assignments until the night before they are due. Instead, when first assigned a comprehensive task, break that task down into appropriate sub-tasks. Next to each sub-task, list a target date for completion. When compiling a daily homework plan, include any sub-tasks with upcoming due dates. Monitor your progress to ensure that you remain on schedule to complete the larger assignment on time.

8. **USE HOMEWORK SUPPORTS SUPPLIED BY YOUR TEACHER.** Make use of homework guides or resources of any kind offered by your teacher. For example, be sure to review the course syllabus for information about upcoming homework, as well as any print or online listings of homework assignments for the day or week. Take advantage of teacher office hours to drop in and get help with homework as needed.

9. **GET YOUR HOMEWORK ORGANIZED.** When several homework tasks are assigned daily from several courses, the total volume of work can quickly pile up. Adopt simple but effective organizational strategies to keep track of all the paperwork. For example, consider maintaining two file folders labeled 'Work in Progress' and 'Completed Work'. Make a point of emptying the 'Completed Work' folder each day by turning in the finished homework.

4. Behavioral Checklists: Example 3:

Academic Survival Skills Checklist

<table>
<thead>
<tr>
<th>Academic Survival Skills Checklist: Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. NOTE AREAS OF HOMEWORK CONFUSION. If you are stuck on a homework item, be sure to note the specific reason(s) that you are unable to complete it. For example, you may have difficulty with a homework item because you failed to comprehend a passage in your assigned reading (note the problem by highlighting the confusing passage), do not know the meaning of a term (note the problem by writing down the unknown term), or do not understand the teacher's assignment (note the problem by writing a comment on the assignment worksheet). By recording the reason(s) that you are unable successfully to complete a homework item, you demonstrate to your teacher both that you made a good-faith effort to do the work and that you are able to clearly explain where you encountered the problem and why.</td>
</tr>
<tr>
<td>11. CHECK HOMEWORK QUALITY. Students can improve homework performance by adopting quality self-checks. For example, before turning in any homework writing task, you might apply the SCOPE revision tool: check your composition for Spelling-Capitalization-Order of words-Punctuation-Expression of complete thoughts. If your teacher has given you rubrics or other rating forms to evaluate the quality of your work, these also may be useful for evaluating your homework.</td>
</tr>
</tbody>
</table>

4. Behavioral Checklists

• How to Assess and Where to Find Materials. Teachers can make their own customized checklists using 2 free apps: (1) the Self-Check Behavior Checklist Maker AND (2) the Academic Survival Skills Checklist Maker.
Academic Survival Skills Checklist Maker. The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.
4. Behavioral Checklists

- **How to Set a Goal.** Teachers set the criterion for success on behavioral checklists.

  While teacher judgment is key in setting reasonable goals, the default expectation for most behavior checklists is 100% mastery.
5. Behavior Report Cards

- **What It Is.** A behavior report card is a type of rating scale that the teacher fills out on a regular basis—e.g., daily—to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007).
Roy: Classroom Attention

Student Name: Roy  Date: __________________________
Rater: Wright  Classroom: __________________________

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

Roy spoke respectfully and complied with Mrs. Smith’s requests within 1 minute without argument or complaint.

Did Roy succeed in this behavior goal?

☐ YES  ☐ NO

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

Percentage of times Roy showed this behavior out of total opportunities to engage in it

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

Roy left his seat only with permission during academic periods.

The degree to which Roy met this behavior goal

1 2 3

Roy took notes on lecture content, capturing the essential information presented.

How well Roy did in meeting the behavior goal?

1 2 3

I have reviewed this completed Behavior Report with my child.

Parent Signature: __________________________  Date: __________________________
Comments:
5. Behavior Report Cards

- **When to Use It.** Behavior report cards are an optimal measurement tool for teachers to use in tracking classroom behaviors.

Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.
5. Behavior Report Cards

- **How to Assess and Where to Find Materials.** Classroom behaviors that can be assessed via a BRC are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).

- Teachers can use a free online app to create custom BRCs in PDF format.
Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.
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.
5. Behavior Report Cards

- **How to Set a Goal.** As BRCs are customized rating scales, the teacher selects a response format appropriate to the behavior. The teacher also selects a threshold for appropriate behavior, typically a behavior rating representative of ‘typical’ students in the classroom.

<table>
<thead>
<tr>
<th>Roy completed and turned in his assigned class work on time.</th>
<th>Mon / / /</th>
<th>Tue / / /</th>
<th>Wed / / /</th>
<th>Thu / / /</th>
<th>Fri / / /</th>
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<tbody>
<tr>
<td>Circle the degree to which Roy met the behavior goal?</td>
<td>____ Pts</td>
<td>____ Pts</td>
<td>____ Pts</td>
<td>____ Pts</td>
<td>____ Pts</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
<td></td>
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</tbody>
</table>
Activity: Data Collection

At your tables:

Review the different classroom data collection methods discussed at this workshop.

Select and discuss the top 1 or 2 methods that your school would most like to pilot or use more often in your classrooms.

Classroom Assessment Methods

1. Curriculum-Based Measurement
2. Cumulative Mastery Logs
3. Rubrics
4. Checklists
5. Behavior Report Cards
RTI: School Status Report

Directions: Review the RTI Instruction/Intervention Tiers listed below. For each Tier, discuss and record current strengths (e.g., accomplishments, favorable factors) and challenges at your school.

Tier 1: Core Instruction. Strong core instruction is the foundation of RTI. When teachers are able successfully to teach across the full range of classroomability levels, individualized academic interventions are not needed. Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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Tier 1: Classroom Intervention. Teachers sometimes need to put academic interventions in place for 'red flag' students. These are students whose academic delays or difficulties require a sustained remediation plan that will last at least several weeks. Tier 1 interventions take place in the classroom, typically during core instruction. Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full RTI problem-solving approach—adapted to the realities of a busy classroom environment.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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Activity: Taking Stock of RTI at Your School: Part 1

Review the RTI instruction/ intervention Tiers listed on the RTI: School Status Report worksheet.

For each Tier, discuss and record current strengths (e.g., accomplishments, favorable factors) and challenges at your school.

NOTE: To enhance your discussion, your team should also consult

- your completed Components of RTI: Reflection Sheet, and
- the handout RTI for Academics: Critical Elements
Activity: Taking Stock of RTI at Your School: Part 2

Look over your team’s completed *RTI: School Status Report* worksheet.

Select at least one **strength** and your top 3 **identified challenges** that you believe your school should target to work on in the coming school year.

Be prepared to report out!
Activity: Create an RTI Work Plan

• Go to your assigned break-out room.

• As a team, develop your RTI: Work Session Plan mapping out the activities and participants that you plan to achieve during tomorrow’s work session (9:15 am-2:00 pm). Your plan will include:
  – **Tasks:** A listing of tasks written as SMART goals
  – **Time:** Estimate of time needed to complete each task.
  – **Participants:** Staff assigned to each task.
RTI Planning Time: Thursday 9:15 am- 2 pm)

Use these documents to help you to create your work plan:

• Components of RTI: Reflection Sheet, and
• Handout RTI for Academics: Critical Elements
• RTI: School Status Report
S.M.A.R.T. (SMART)

- SPECIFIC
- MEASURABLE
- APPROPRIATE, ACHIEVEABLE, ATTAINABLE
- REALISTIC, RESULTS-FOCUSED
- TIME-BOUND
RTI: Work Session Plan  BUILDING: __________________________

On Thursday 13 August, your building team will have from 9:30 am to 2 pm to work on an RTI implementation plan for the coming year. Use this organizer to develop your work plan for this day.

<table>
<thead>
<tr>
<th>Task: State as SMART Goal if possible</th>
<th>TIME: How much time will this take?</th>
<th>PARTICIPANTS: Who in your group will work on this?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Activity: Reviewing the Classroom Intervention Planning Sheet

Look over the Classroom Intervention Planning Sheet. As a group, consider whether there are changes or additions needed.
<table>
<thead>
<tr>
<th>S.M.A.R.T. (SMART)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>SPECIFIC</strong></td>
</tr>
<tr>
<td>• <strong>MEASURABLE</strong></td>
</tr>
<tr>
<td>• <strong>APPROPRIATE, ACHIEVEABLE, ATTAINABLE</strong></td>
</tr>
<tr>
<td>• <strong>REALISTIC, RESULTS-FOCUSED</strong></td>
</tr>
<tr>
<td>• <strong>TIME-BOUND</strong></td>
</tr>
</tbody>
</table>
## RTI Implementation Planning Sheet

RTI Implementation Goal: ________________________________  School Year: ____________

In what stage of the RTI implementation will these tasks take place?

- [ ] 1. Preparation
- [ ] 2. Initial Implementation
- [ ] 3. Institutionalization
- [ ] 4. Ongoing Development/Updating

<table>
<thead>
<tr>
<th>Task Title</th>
<th>Task Description</th>
<th>Person(s) Responsible</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
South Country Schools RTI: 'Next Steps' Planning Tool

Participant: ___________________ School: ___________________ Date: ____________

<table>
<thead>
<tr>
<th>Tier 1: Academic: Core Instruction &amp; Intervention: Review the quality indicators shared at this workshop for Tier 1 (Teacher consultation team meeting to develop plans for classroom interventions). Based on your knowledge of your school or district, use this planning sheet to highlight your essential 'next steps' to improve this RTI Tier.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the next steps that you plan to follow to accomplish this goal:</td>
</tr>
<tr>
<td>1. ________________________________________________________</td>
</tr>
<tr>
<td>2. ________________________________________________________</td>
</tr>
<tr>
<td>3. ________________________________________________________</td>
</tr>
<tr>
<td>4. ________________________________________________________</td>
</tr>
<tr>
<td>5. ________________________________________________________</td>
</tr>
<tr>
<td>6. ________________________________________________________</td>
</tr>
<tr>
<td>Who in your school or district will you need to enlist to help you with this goal?:</td>
</tr>
<tr>
<td>1. ________________________________________________________</td>
</tr>
<tr>
<td>2. ________________________________________________________</td>
</tr>
<tr>
<td>What resources will you need beyond those supplied in this training to accomplish the goal?</td>
</tr>
<tr>
<td>1. ________________________________________________________</td>
</tr>
<tr>
<td>2. ________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2: Supplemental Academic Interventions: Review the quality indicators shared at this workshop for Tier 2 (Data Analysis Team). Based on your knowledge of your school or district, use this planning sheet to highlight your essential 'next steps' to improve this RTI Tier.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the next steps that you plan to follow to accomplish this goal:</td>
</tr>
<tr>
<td>1. ________________________________________________________</td>
</tr>
<tr>
<td>2. ________________________________________________________</td>
</tr>
<tr>
<td>3. ________________________________________________________</td>
</tr>
<tr>
<td>4. ________________________________________________________</td>
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<tr>
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<td>2. ________________________________________________________</td>
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</table>

Additional Notes: ____________________________________________

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