

RTI/MTSS for Academics: Tier 1: Intervention Toolkit: District Audit & Planning Session

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Multi-Tier System of Supports

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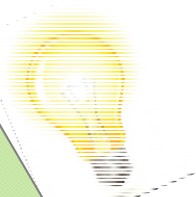
The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section, dated September 17th, 2013, highlights "How To: Reduce Time-Outs With Active Response Beads" and describes how this strategy replaces in-class time-outs to promote student self-management skills. The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states that Intervention Central provides free resources to help struggling learners and implement RTI to meet Common Core State Standards. Two recent updates are listed: one from November 20, 2013, about "Building Sight-Word Vocabulary: 4 Methods" for promoting reading fluency, and another from November 18, 2013, about "CBM Warehouse: New Resources for Tracking Basic Academic Skills" for curriculum-based measures. On the right, a "Featured Tools" sidebar lists various resources such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/northbabylon>

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RTI/MTSS
Planning Tool



*RTI/MTSS
Academics:
Tier 1
Intervention:
Planning Tool*
Shared Google
Docs

RTI/MTSS Academics: Tier 1 Intervention: Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:




1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal should be delayed until at least the next school year, mark it with a '2'.
3. Use the 'Action Plan' column to record your district's specific plan to implement each high-priority RTI/MTSS element.

Tier 1: Classroom Intervention: Building Capacity. The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions.

Status (0, 1, 2)	GOALS: The school has:	Action Plan: Steps; Person(s) Responsible; Timeline, Resources Needed
	- [A.1.5] created a bank of academic intervention ideas accessible by all staff.	
	- [A.1.6] created a bank of classroom data-collection methods accessible by all staff.	
	- [A.1.7] defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with	



Agenda for Today's RTI/MTSS Work...

-  **Review RTI/MTSS Elements.** What are the essential components of RTI/MTSS for Tier 1: Classroom Intervention that should be part of any district's planning?
-  **Prioritize RTI/MTSS Elements.** Which components has your district already completed? Which should take precedence during the 2017-18 school year?
-  **Develop This Year's RTI/MTSS Roll-Out Plan.** For each of the RTI/MTSS Tier1: Classroom Intervention elements targeted for this year, what is a concrete plan (e.g., persons responsible, deadline dates, resources needed, etc.) to make it a reality?

Identifying the Academic Problem. What process for describing academic problems can increase teachers' chances of finding interventions that work?



Academic Problem Identification: The Challenge...

Teachers often need training in how to describe clearly and accurately exactly what a student's academic problem is. Here is a simple approach

- to guide instructors to develop a 3-part 'problem ID' statement, and
- to link that student problem to a likely cause.

Academic Problem Identification: 3 Steps

Format the problem description as a 3-part problem-identification statement.

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
For science homework...	Tye turns in assignments an average of 50% of the time...	while the classroom median rate of homework turned in is 90%.

General Problem: *Tye isn't getting his homework in.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When given a 2-minute timed worksheet of multiplication facts 0-9...	Brad computes an average of 21 correct digits...	while the math-computation benchmark norm for Brad's grade level is 42 correct digits.

General Problem: *Brad is slow in answering math facts.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When completing an introductory-level algebra word problem...	Ann is unable to translate that word problem into an equation with variables...	while most peers in her class have mastered this skill.

General Problem: *Ann can't set up math problems for solution.*

Academic Problem Identification: 3 Steps

Choose a hypothesis for what is the most likely cause of the problem.



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Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Skill Deficit.</i> The student has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

Sources: Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). The fourth R: Research in the classroom. Columbus, OH: Merrill.

Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. *Psychology in the Schools*, 41(1), 19-30.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Fluency Deficit.</i> The student has acquired the basic skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Retention Deficit.</i> The student can acquire the skill but has difficulty retaining it over an extended period.	Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Endurance Deficit.</i> The student can do the skill but engages in it only for brief periods.	<p>Consider these ideas to boost endurance:</p> <ul style="list-style-type: none">● In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use.● Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.

Academic Problems: Hypotheses & Recommendations

(Adapted from the 'Instructional Hierarchy'; Haring et al., 1978; Martens et al, 2004)

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Generalization Deficit.</i> The student possesses the basic skill but fails to use it across appropriate situations or settings.	Train the student to identify the relevant characteristics of situations or settings when the skill should be used. Provide incentives for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

Hypothesis

- *Motivation (Performance) Deficit.* The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.

Recommendation

Use various strategies to engage the student in the skill (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

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Activity: Describe the Academic Problem

Review the framework presented here (3-part problem-ID statement/hypothesis) for defining academic problems.

Discuss how you might train teachers to use this simple framework during their Tier 1 intervention meetings (handout).

Conditions	Problem Description	Typical/Expected Level of Performance	Hypotheses for Academic Problems
When completing an introductory-level algebra word problem...	Ann is unable to translate that word problem into an equation with variables...	while most peers in her class have mastered this skill.	Skill Deficit
			Fluency Deficit
			Retention Deficit
			Endurance Deficit
			Generalization Deficit
			Motivation (Performance) Deficit

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5-Minute 'Count Down' Timer

05:00

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*Classroom
Interventions: When &
What to Document?*

When should teachers make the effort to document the support that they give to students? And what types of student support might count as acceptable 'interventions'?



Tier 1: Classroom Intervention: When to Document?

Teachers have latitude in deciding when to write down and collect progress-monitoring data for a classroom intervention. If a student occasionally requires 1-2 sessions of 'reteaching', the teacher typically does not document this as an intervention.

However, the teacher's work with the student **SHOULD** be counted as an intervention if it:

- focuses on academic skills **already acquired** by the majority of students in the class.
- is likely to require **several weeks** of sustained teacher attention and effort to achieve success.

Tier 1: Classroom Intervention: What Are Options?

The teacher selects an intervention option that best matches the student's presenting need(s). Three common options include:

- **Direct instruction.** The student is missing key knowledge or skills that most or all of classmates possess. The teacher can design a 'lesson plan' to re-teach this content. If the lesson plan is founded on strong instructional principles, it is considered to be 'research-based'.
- **Academic Survival Skills Checklists.** The student lacks one or more 'academic survival skills' such as a strong homework regimen. The student is taught these missing skills using a checklist that outlines the essentials.
- **Research-based Intervention Scripts.** The teacher uses a step-by-step 'script' (e.g., Read-Ask-Paraphrase; Cover-Copy-Compare) that has been researched as effective and addresses the student's deficit(s).

Direct Instruction

Design a 'lesson plan' outlining the academic content, instructional activities, and expected outcomes.

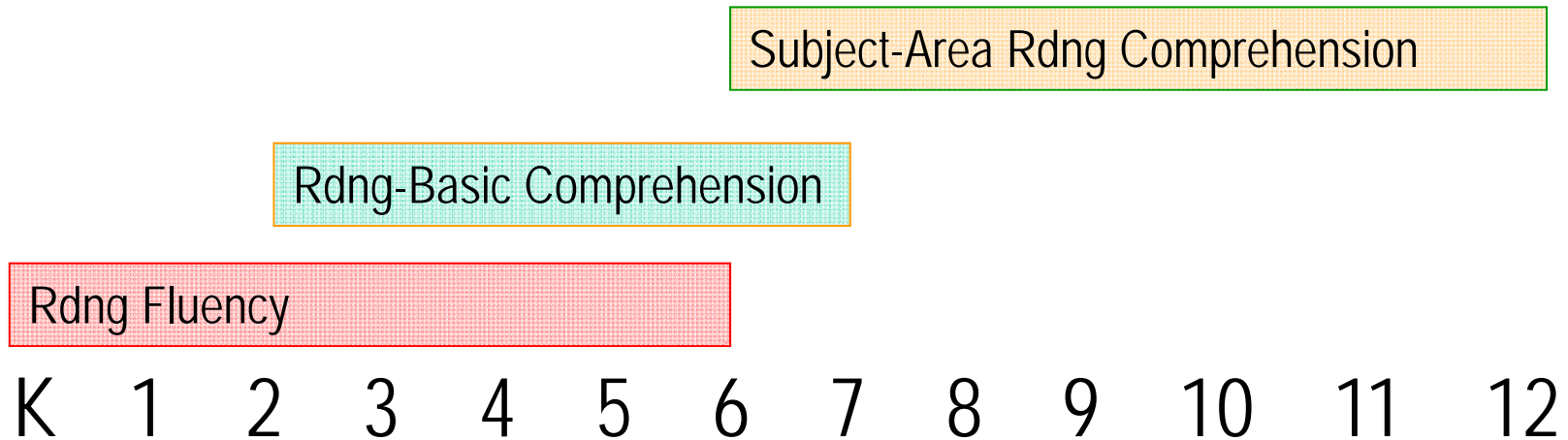
Direct Instruction: Teacher-Made Lessons to Fill in Gaps

Often, when a student struggles academically, the teacher can trace the problem to a gap in skills or knowledge. The simplest – and often best—response is for the instructor to create a lesson plan to teach the missing skills or content. Teacher-developed direct instruction is most effective when it meets these 2 criteria:

1. While significant, the student's academic delay(s) can be effectively improved in a 4-8 week span.
2. The teacher **is able to manage** the task of providing this small-group or individual instruction within the core-curriculum classroom. (NOTE: Direct-instruction interventions are most realistic in elementary classrooms.)

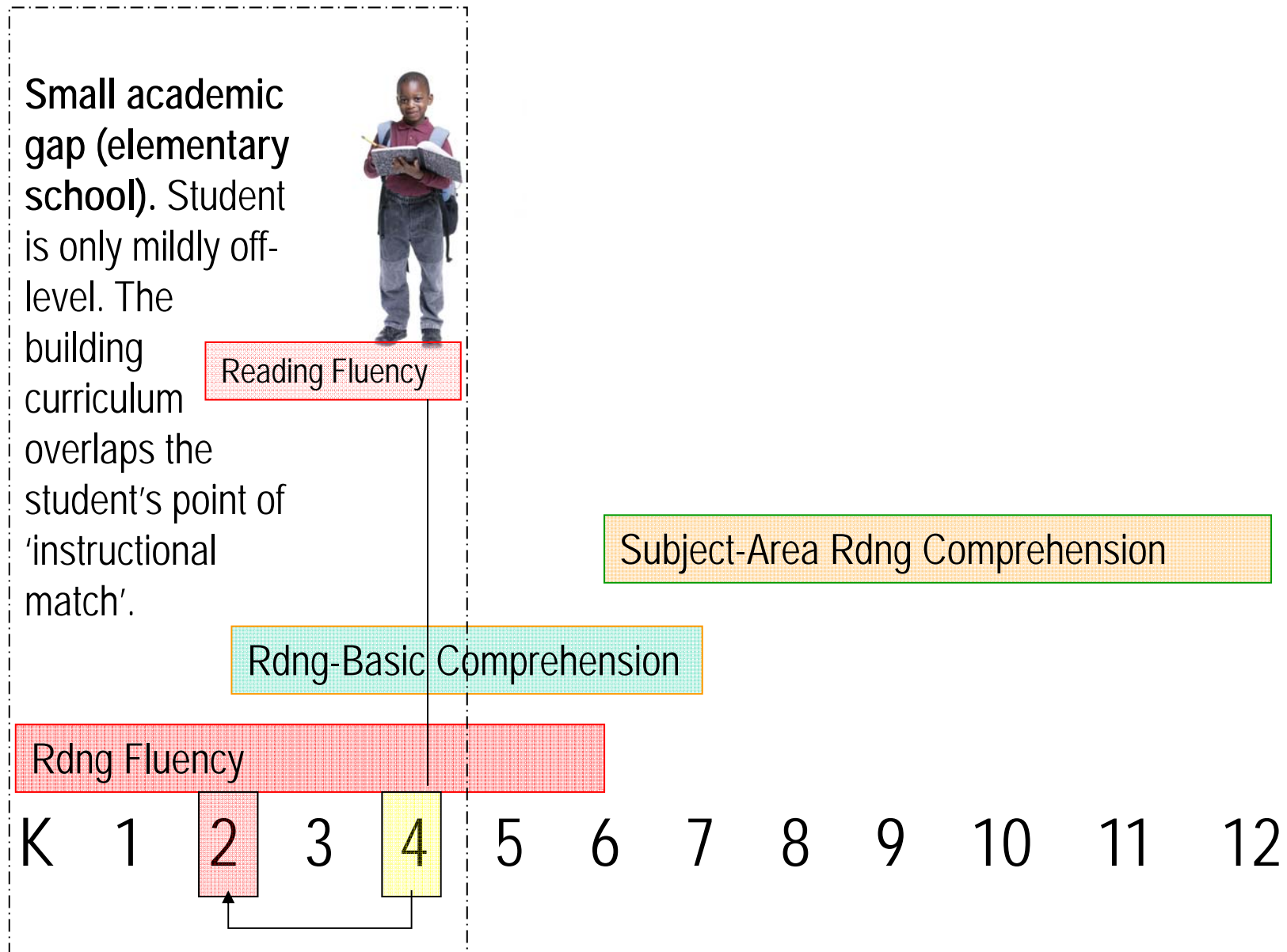
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Remediating Academic Deficits: The Widening Curriculum Gap...



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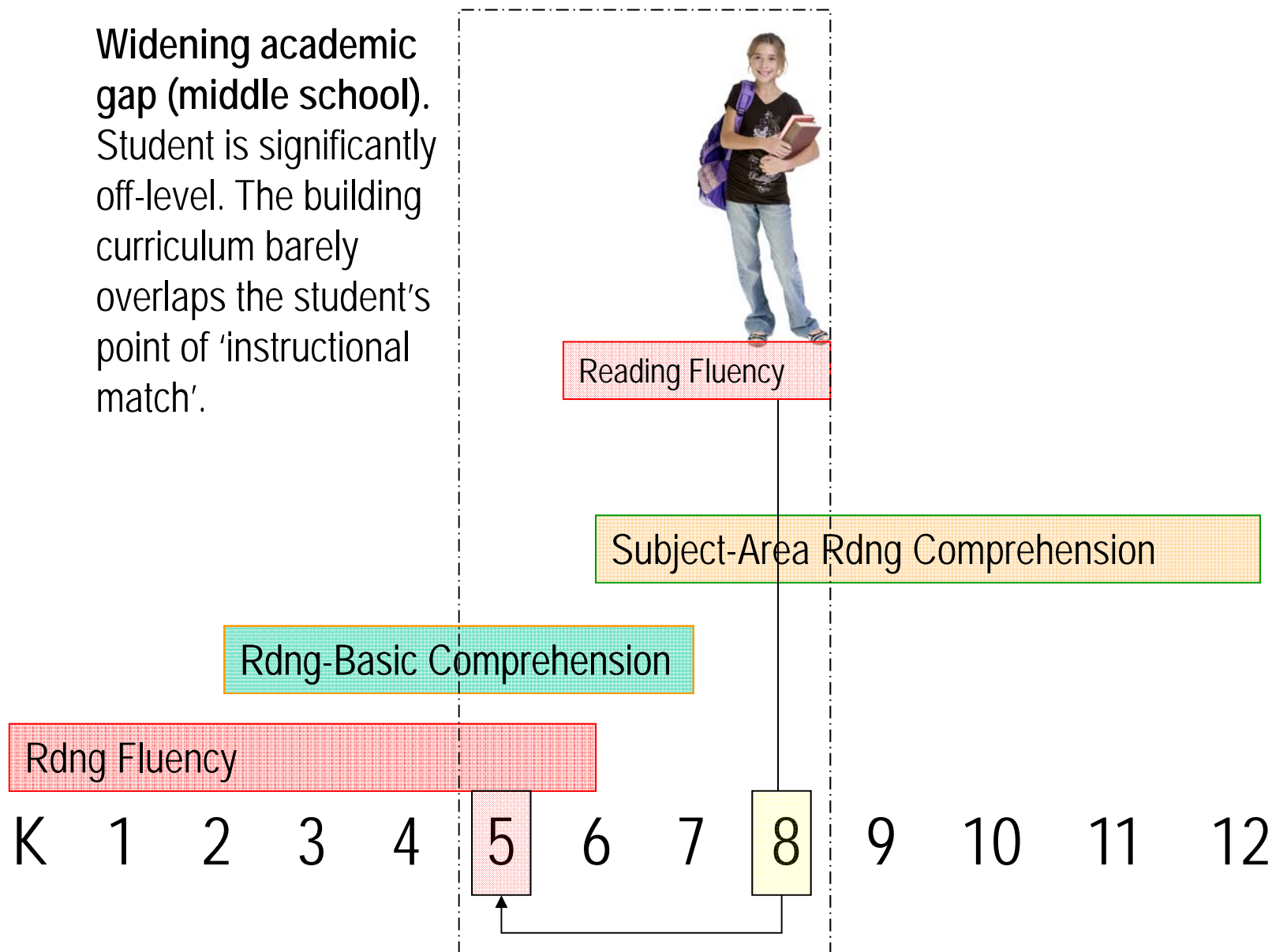
Remediating Academic Deficits: The Widening Curriculum Gap...



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Remediating Academic Deficits: The Widening Curriculum Gap...

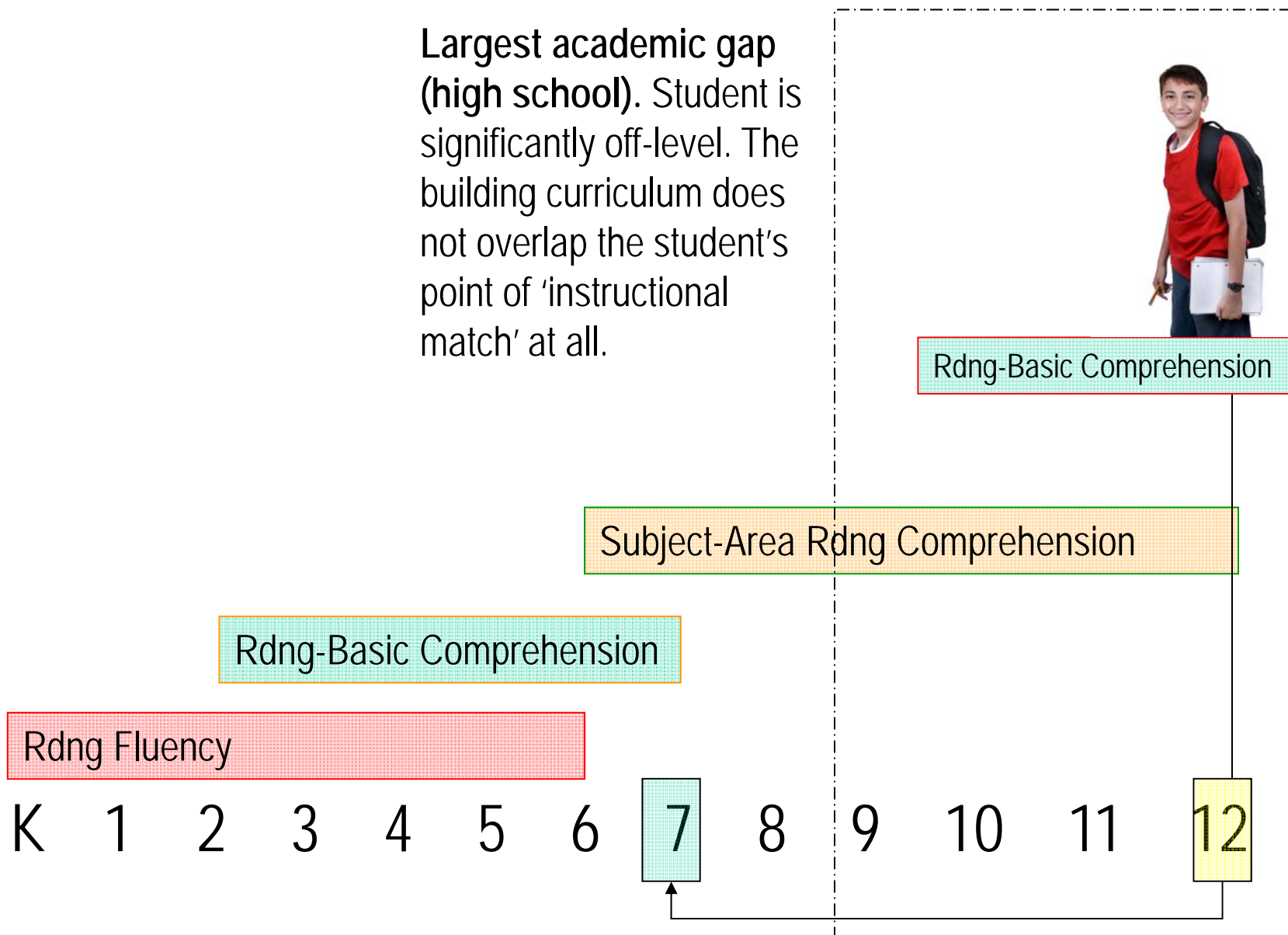
Widening academic gap (middle school). Student is significantly off-level. The building curriculum barely overlaps the student's point of 'instructional match'.



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Remediating Academic Deficits: The Widening Curriculum Gap...

Largest academic gap (high school). Student is significantly off-level. The building curriculum does not overlap the student's point of 'instructional match' at all.




Direct Instruction: Sample Activity: Florida Center for Reading Research


Phonics




Encoding and Decoding **P.036**

Letter Cube Blending

 **Objective**
The student will blend sounds of letters to make words.

 **Materials**

- ▶ Letter cubes (Activity Master P.036.AM1a - P.036.AM1c)
Copy on card stock, laminate, cut, and assemble.
- ▶ Student sheet (Activity Master P.036.SS)
- ▶ Pencils

 **Activity**
Students make words using consonant and vowel cubes.

1. Place the three cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll the cubes. Place each cube on the matching number on the student sheet. Say the sound of each letter, blend them, and read the word orally (e.g., "/k//o//b/, cob").
3. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet.
4. Continue until at least ten words are recorded.
5. Teacher evaluation

Name _____
Letter Cube Blending P.036.SS

Source: Florida Center for Reading Research. (n.d.) Letter Cube Blending. Retrieved from http://www.fcrr.org/studentactivities/p_036a.pdf

Tier 1/Classroom: Small-Group/Individual Lesson Plan

Teacher		Student(s)		Date	
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Common Core Learning Standard(s): What are the skills being taught? Which standards are being specifically addressed in this lesson?

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Instructional Activities. What specific activities will be used to accomplish the lesson objective? (Consider including activities to review previously mastered material, build student motivation, practice skills with adult support and independently, and assess daily learning.)

Minutes	Activity

Resources/Instructional Materials. What materials are needed for these activities?

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Tier 1/Classroom: Small-Group/Individual Lesson Plan

Academic Survival Skills

Use customized checklists to teach (and monitor) student acquisition of organization, time-management, and other essential 'survival' skills.

Academic Survival Skills: Reduce Complexity via Checklists

Study, organization, time management, homework: all of these are examples of 'self-regulation/self-management' strategies. Students strong in these skills will typically do well academically; those with weak 'academic survival skills' will often underperform or even fail their courses.

When a student has a deficit in an 'academic survival skill' area, the teacher breaks that global skill into a checklist of component sub-skills. The teacher can use the checklist to teach/model/demonstrate the sub-skills and verify that student applies them appropriately in schoolwork.

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

Academic Survival Skills Checklist: Homework Example

Academic Survival Skills Checklist: Homework

1. **WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY.** Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.
2. **ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS.** Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.
3. **USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK.** Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.

Academic Survival Skills Checklist: Homework Example

Academic Survival Skills Checklist: Homework

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.
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.
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.

Academic Survival Skills Checklist: Homework Example

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.

Academic Survival Skills Checklist: Homework Example

Academic Survival Skills Checklist: Homework

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.
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.

Academic Survival Skills Checklists: 5 Uses

Consistent expectations among teachers. Teachers at a grade level, on an instructional team, or within an instructional department can work together to develop checklists for essential global academic-survival skills. As teachers collaborate to create these checklists, they reach agreement on the essential skills that students need for academic success and can then consistently promote those skills across their classrooms.

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Academic Survival Skills Checklists: 5 Uses

Proactive student skills training. One excellent use of these checklists is as a classwide student training tool. At the start of the school year, teachers can create checklists for those academic survival skills in which students are weak (e.g., study skills, time management) and use them as tools to train students in specific strategies to remediate these deficiencies. Several instructors working with the same group of students can even pool their efforts so that each teacher might be required to teach a checklist in only a single survival-skill area.

Academic Survival Skills Checklists: 5 Uses

Student skills self-check. Teachers can use academic survival-skills checklists to promote student responsibility. Students are provided with master copies of checklists and encouraged to develop their own customized checklists by selecting and editing those strategies likely to work best for them. Instructors can then hold students accountable to consult and use these individualized checklists to expand their repertoire of strategies for managing their own learning.

Academic Survival Skills Checklists: 5 Uses

Monitoring progress of academic survival-skills interventions.

Often, intervention plans developed for middle and high school students include strategies to address academic survival-skill targets such as homework completion or organization.

Checklists are a good way for teachers to measure the student's baseline use of academic survival skills in a targeted area prior to the start of the intervention. Checklists can also be used to calculate a student outcome goal that will signify a successful intervention and to measure (e.g., weekly) the student's progress in using an expanded range of academic survival-skills during the intervention period.

Academic Survival Skills Checklists: 5 Uses

Parent conferences. When teachers meet with parents to discuss student academic concerns, academic survival-skills checklists can serve as a vehicle to define expected student competencies and also to decide what specific school and home supports will most benefit the student. In addition, parents often appreciate receiving copies of these checklists to review with their child at home.

Academic Survival Skills Checklist Maker

<http://www.interventioncentral.org/tools/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.

Teachers can use the application to create and print customized checklists and can also save their checklists online.

Academic Survival Skills Checklist Maker



Create customized step-by-step checklists to train students in academic survival skills.

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

Save

Start New Checklist

Academic Survival Skills Checklist Maker

Success in school depends on the student acquiring effective 'academic survival' skills such as study skills, time management, and homework completion. The **Academic Survival Skills Checklist Maker** is a free application that allows teachers, students, and parents to assemble 'how to' checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability! (For suggestions on how to use these checklists, download Jim Wright's [Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners.](#))

Select Checklist: Study Skills

Selected Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and items on this list are editable.

Study Skills

Study Skills relate to the systematic, purposeful review, practice, and mastery of academic material.

Your Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

Tier 1/Classroom: Small-Group/Individual Lesson Plan

Teacher		Student(s)		Date	
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Common Core Learning Standard(s): What are the skills being taught? Which standards are being specifically addressed in this lesson?

Instructional Activities. What specific activities will be used to accomplish the lesson objective? (Consider including activities to review previously mastered material, build student motivation, practice skills with adult support and independently, and assess daily learning.)

Minutes	Activity

Resources/Instructional Materials. What materials are needed for these activities?

Tier 1/Classroom: Small-Group/Individual Lesson Plan

Research-Based Intervention Scripts

Use step-by-step procedures shown by research to address the student's academic problem(s).

Research-Based Intervention Scripts: Ready-Made Solutions

A number of effective classroom intervention strategies have been researched and published. These interventions can be used as step-by-step scripts to ensure high-quality implementation.

Often, a wide variety of personnel can be trained to use these scripts, including paraprofessionals, adult volunteers, and even parents.

Multi-Tier System of Supports

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.

Five Components of Reading



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.

Grade 1: Problem: *"Roy doesn't know his letter names."*

Intervention: Incremental Rehearsal

Letter Names: Incremental Rehearsal

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

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

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.

'KNOWN' Letters

b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
l
c

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

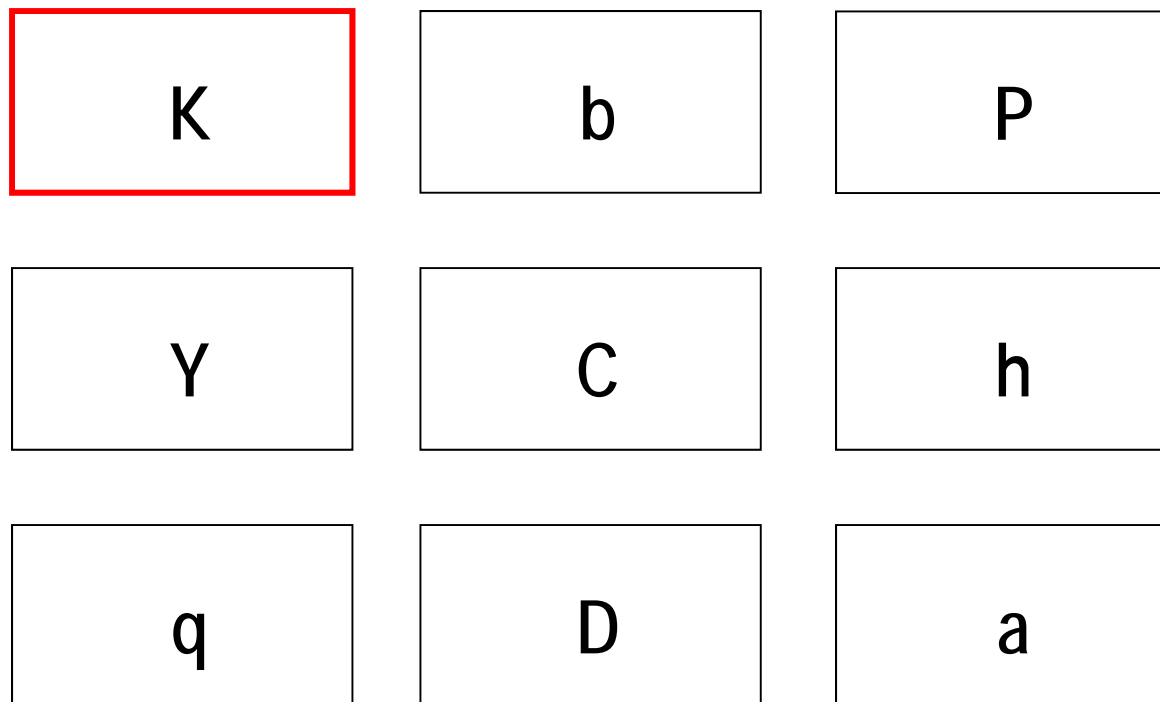
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

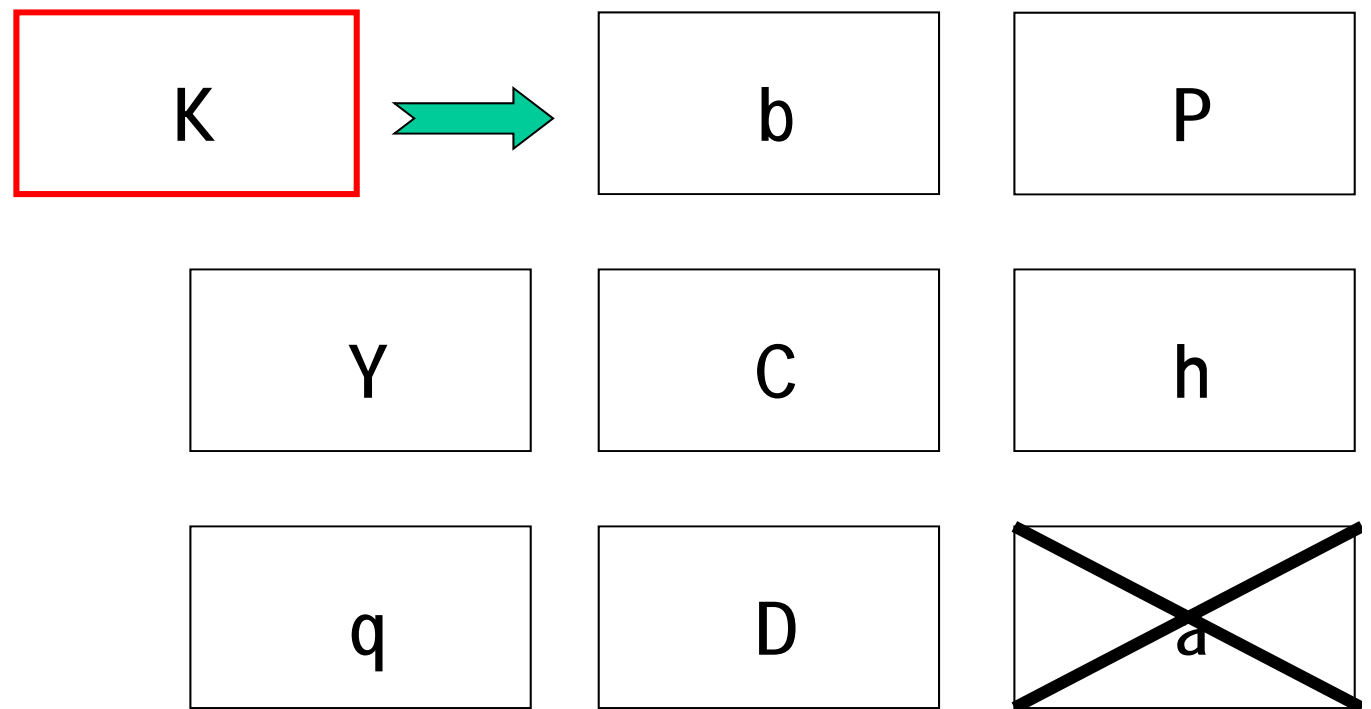
Incremental Rehearsal of Letter Names

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).



Incremental Rehearsal of Letter Names

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.

N

K

b

P

Y

C

h

Q


D

Grade 3: Problem: *“Andrea needs to strengthen her sight-word vocabulary before she can move up to her next book.”*

Intervention: Reading Racetrack

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.

28	were	27	five	26	some	25	had	24	know	23	stop	22	then
1	had	 <p style="text-align: center;">Reading Racetrack</p> <p>Student: _____ JAKE _____ Date: _____ Sept 17, 2014 _____ Wordlist: _____ Circle List Type: <u>Target # 2</u> or Review</p>										21	five
2	five											20	some
3	stop											19	then
4	know											18	were
5	then											17	had
6	were											16	know
7	some											15	stop
8	five											9	stop

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

Multi-Tier System of Supports



Reading Racetrack Score Sheet

Student: _____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Grade 7: Problem: *"Neda 'gets lost' in difficult informational passages."*

Intervention:

Linking Pronouns to Referents

Reading Comprehension 'Fix-Up' Skills: A Toolkit

- **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"* Cambrian Period .

Grade 8: Problem: *“Wade does not create a reading plan before starting an assigned reading.”*

Intervention:

Ask-Read-Tell

Multi-Tier System of Supports

ASK-READ-TELL. 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.

Source: McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. *Psychology in the Schools*, 48(1), 78-86.

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

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

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If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

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- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

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

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

1.

[Empty text box for answer 1]

2.

[Empty text box for answer 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.

Multi-Tier Tier 1/Classroom: Intervention Planning Sheet

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

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:	Interventionist(s):	Date of Plan
Intervention : Start Date	Intervention: End Date	Total/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.

Tier 1/Classroom:
Intervention Planning
Sheet

Tier 1: Classroom Intervention: What Are Options?

The teacher selects an intervention option that best matches the student's presenting need(s). Three common options include:

- **Direct instruction.** The student is missing key knowledge or skills that most or all of classmates possess. The teacher can design a 'lesson plan' to re-teach this content. If the lesson plan is founded on strong instructional principles, it is considered to be 'research-based'.
- **Academic Survival Skills Checklists.** The student lacks one or more 'academic survival skills' such as a strong homework regimen. The student is taught these missing skills using a checklist that outlines the essentials.
- **Research-based Intervention Scripts.** The teacher uses a step-by-step 'script' (e.g., Read-Ask-Paraphrase; Cover-Copy-Compare) that has been researched as effective and addresses the student's deficit(s).

Classroom Interventions: How to Document? What form(s) should be used to record classroom intervention plans?



Tier 1/Classroom Intervention: Forms Lab

Look over the 2 Google Doc intervention documentation forms:

1. *Google Doc: Tier 1/Classroom: Traditional Version*
2. *Google Doc: Tier 1/Classroom: Lesson-Planning Version*

Step 1: One Form or Two? Decide whether to:

- create a single 'generic' form to document any of the Tier 1 intervention types (lesson plan; academic survival skills; research-based intervention practice), or
- create 2 forms with different formats: (1) Lesson-Plan/Academic Survival Skills; (2) Research-based intervention practice.

Step 2: Format the Form(s). Take the 1 or 2 forms selected and edit them to meet your district's needs.

Multi-Tier 1/Classroom: Intervention Planning Sheet

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Intervention : Start Date	Intervention: End Date	Total/Intervention Weeks:

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Training

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

Google Doc: Tier 1/
Classroom: Traditional
Version

Tier 1/Classroom: Small-Group/Individual Lesson Plan

Teacher		Student(s)		Date	
---------	--	------------	--	------	--

Common Core Learning Standard(s): What are the skills being taught? Which standards are being specifically addressed in this lesson?

Instructional Activities. What specific activities will be used to accomplish the lesson objective? (Consider including activities to review previously mastered material, build student motivation, practice skills with adult support and independently, and assess daily learning.)

Minutes	Activity

Resources/Instructional Materials. What materials are needed for these activities?

Google Doc: Tier 1/
Classroom: Lesson-
Planning Version

Tier 1: Classroom Intervention. What is your district plan to create a toolkit and train teachers to serve as classroom intervention 'first responders'?



MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

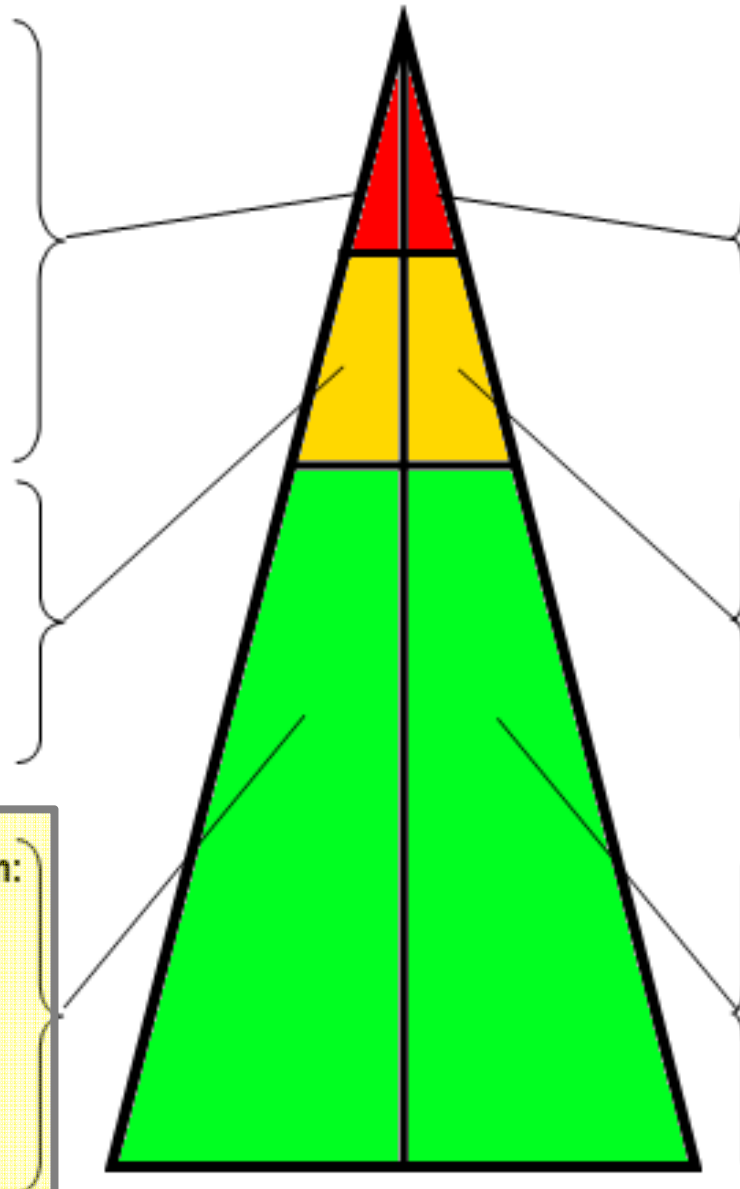
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

RTI/MTSS for Academics: Tier 1: Classroom Interventions Guiding Points for Leadership...



- Academic problems should be clearly defined: "If you can't name it, you can't fix it."
- Interventions should be supported by research.
- Any interventionist should document (write down) the intervention plan before starting it.
- Formative data should be collected on any intervention to monitor student progress.
- Interventions should be carried out with integrity.

MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put reading (or other academic) interventions in place for **'red flag' students**. These are students whose **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 MTSS **problem-solving approach**--adapted to the realities of a busy classroom environment.

Tier 1: Classroom Intervention: Building Capacity

Tier 1 Intervention Plans: Essentials...



- 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.



RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each goal in this section of the shared Google Doc *RTI/MTSS Academics: Tier 1 Intervention: Planning Tool*.
- Review items A.1.5 through A.1.9. Rank these goals in descending order of importance for our work today.
- Be prepared to report out.

Tier 1: Classroom Intervention: Building Capacity. The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions.

Status (0,1,2)	GOALS: The school has:	Action Plan: Steps; Person(s) Responsible; Timeline, Resources Needed
	- [A.1.5] created a bank of academic intervention ideas accessible by all staff.	
	- [A.1.6] created a bank of classroom data-collection methods accessible by all staff.	
	- [A.1.7] defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with	

Tier 1: Classroom Intervention: Building Capacity (5). The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- ▲ [A.1.5] created a bank of academic intervention ideas accessible by all staff.
- ▲ [A.1.6] created a bank of classroom data-collection methods accessible by all staff.
- ▲ [A.1.7] defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).

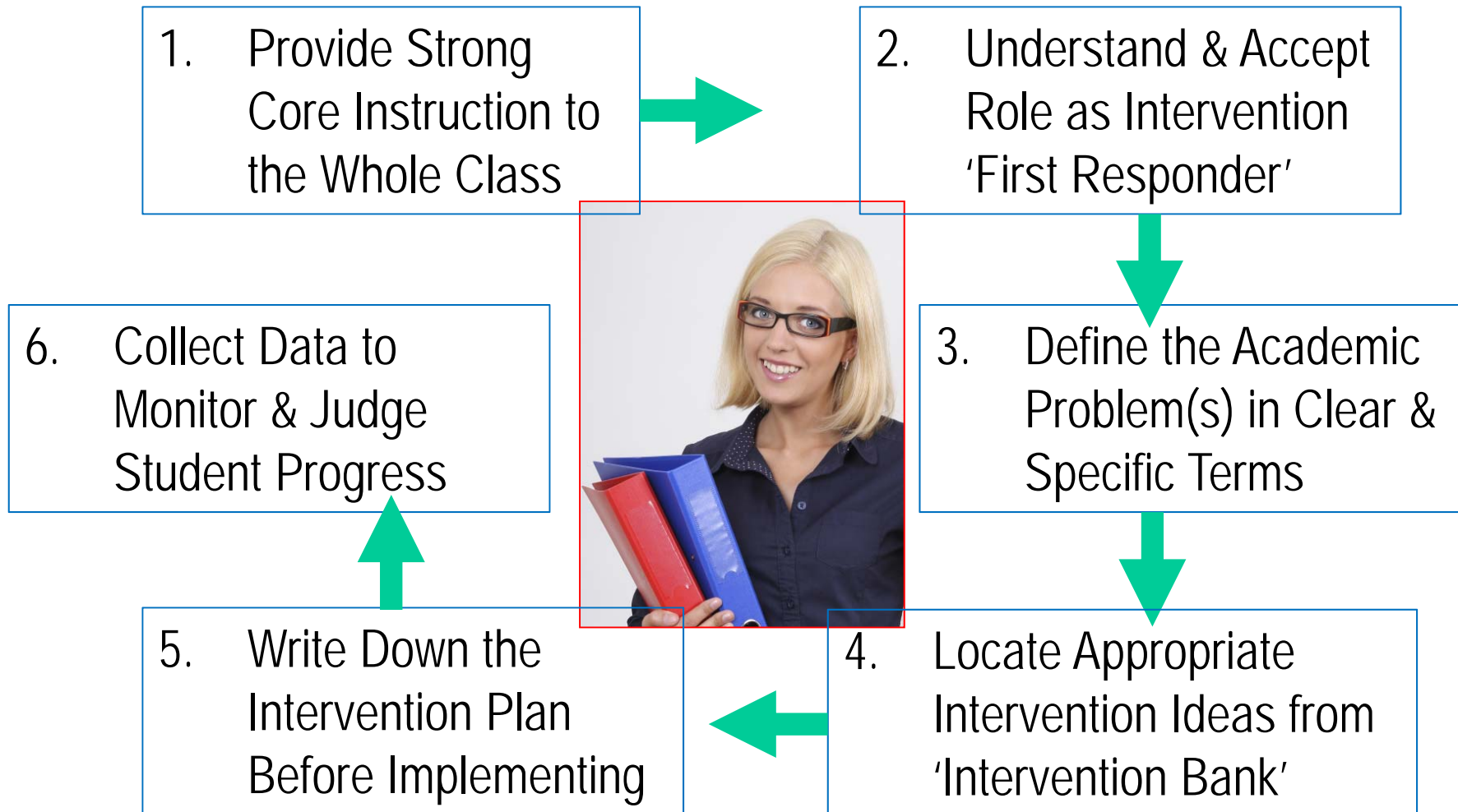
Tier 1: Classroom Intervention: Building Capacity (Cont.).

The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- ▲ [A.1.8] developed standardized form(s) to record classroom interventions.
- ▲ [A.1.9] developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).

Tier 1: Classroom Intervention: Teacher Skills

Tier 1 Task Analysis: The Classroom Interventionist is Able to:



RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each goal in this section of the shared Google Doc *RTI/MTSS Academics: Tier 1 Intervention: Planning Tool*.
- Review items A.1.10 through A.1.14. Rank these goals in descending order of importance for our work today.
- Be prepared to report out.

Tier 1: Classroom Intervention: Teacher Skills. The classroom teacher is the 'first responder' for students with academic delays. That teacher gives additional individualized support to struggling students beyond what is provided in group instruction.

Status (0,1,2)	GOALS: The teacher:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- [A.1.10] understands and accepts the role of Tier 1/classroom interventionist ('first responder').	
	- [A.1.11] defines the student's presenting academic problem(s) in clear and specific terms.	
	- [A.1.12] chooses appropriate academic intervention(s) supported by research	

Tier 1: Classroom Intervention: Teacher Skills (5). The classroom teacher is the 'first responder', giving additional individualized support to struggling students. The teacher:

- ▲ [A.1.10] understands and accepts the role of Tier 1/classroom interventionist ('first responder').
- ▲ [A.1.11] defines the student's presenting academic problem(s) in clear and specific terms.
- ▲ [A.1.12] chooses appropriate academic intervention(s) supported by research
- ▲ [A.1.13] selects method(s) of data collection suitable for tracking the student's intervention progress.
- ▲ [A.1.14] documents the classroom intervention plan in writing.

Multi-Tier System of Supports

Multi-Tier System of Supports

Activity: Develop Your RTI/MTSS Academic 'Action Plan'

1. Divide into your work groups, elementary and secondary. Appoint a recorder.
2. Complete a current-year action plan to build a system for Tier 1 intervention using the *RTI/MTSS Academics: Tier 1 Intervention: Planning Tool*. Work on items as prioritized.
3. For each element, put together an action plan with:
 - steps,
 - person(s) responsible,
 - timeline,
 - resources needed.
4. Be prepared to report out—and to share your google doc planning form with district.

