

Response to Intervention: An Overview for Elementary Schools

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www.interventioncentral.org





Handout: Critical RTI Elements: A Checklist

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		
<i>Tier 1: Classroom Interventions.</i> The classroom teacher is the 'first responder' for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above gradewide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Intervention. The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. <ul style="list-style-type: none"> • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness. 	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: <ul style="list-style-type: none"> • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly. 	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.






Tier 1: Decision Point: Teacher Consultation/Team Meeting		
<i>Decision Points:</i> At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Teacher Problem-Solving Meetings. 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: <ul style="list-style-type: none"> • <i>Consultant.</i> 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 to document an intervention plan. • <i>Grade-Level Team.</i> The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected 	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.

Response to Intervention

Intervention Central
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo and tagline "Your source for RTI resources" are visible. 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", accompanied by social media sharing icons for Facebook, Twitter, Print, Email, and Google+. Below this, the "Products" section features a link for "RTI Data Collection Forms & Organizer". The "Latest Updates" section, dated September 17th, 2013, highlights an article titled "How To: Reduce Time-Outs With Active Response Beads" and includes a "Read more..." link. The central content area contains a photograph of a teacher and four students working together at a table. Below the photo is a text block stating that Intervention Central provides free resources to help struggling learners and implement Response to Intervention. It includes two recent updates: one from November 20, 2013, about building sight-word vocabulary, and another from November 18, 2013, about a CBM Warehouse for tracking basic academic skills. On the right side, a "Featured Tools" list includes various generators and planners 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 Topics

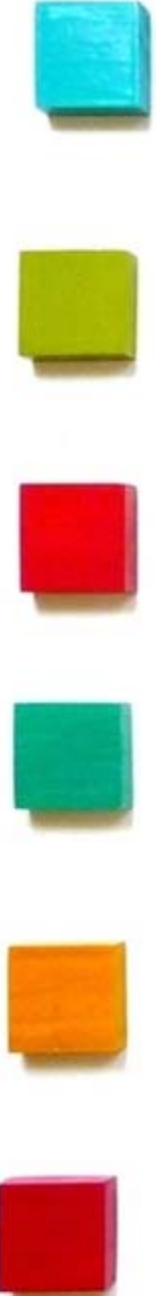
-  1. **RTI and the Common Core.** How can Response to Intervention help schools to address the academic & behavioral needs of struggling learners?
-  2. **'First Responder' Interventions.** What are examples of interventions that a teacher could use in the classroom?
-  3. **Tiers of Intervention.** What are the 3 levels of intervention in RTI—and how should those levels be organized?
-  4. **Schoolwide Screening.** How do schools using screening tools to proactively find and address student problems?
-  5. **RTI Audit: Next Steps.** What are the next steps that your school or district can take to strengthen and expand RTI implementation?

“ *In a completely rational society,
the best of us would be
teachers and the rest of us
would have to settle for
something less.*
-Lee Iacocca

”



RTI: The Big Picture. What is Response to Intervention? And how can RTI support the Common Core Standards?



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

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

Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

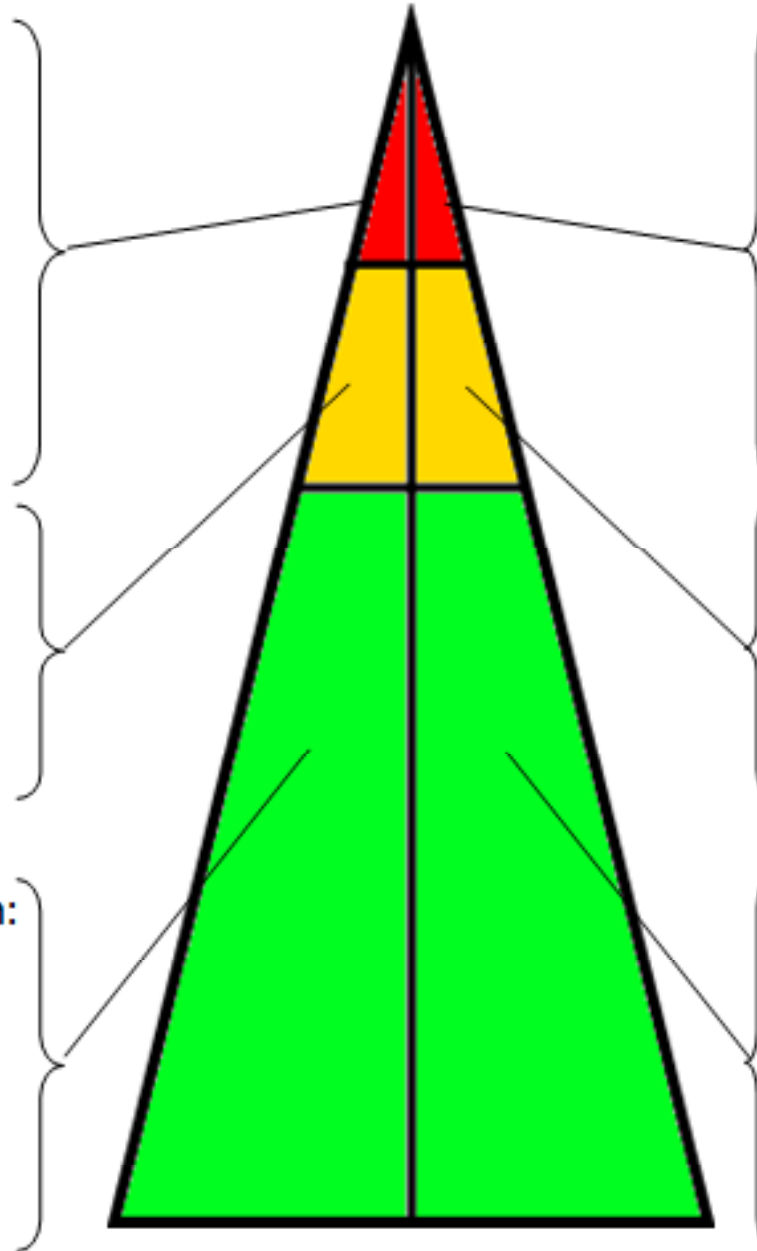
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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



BEHAVIORAL RTI

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

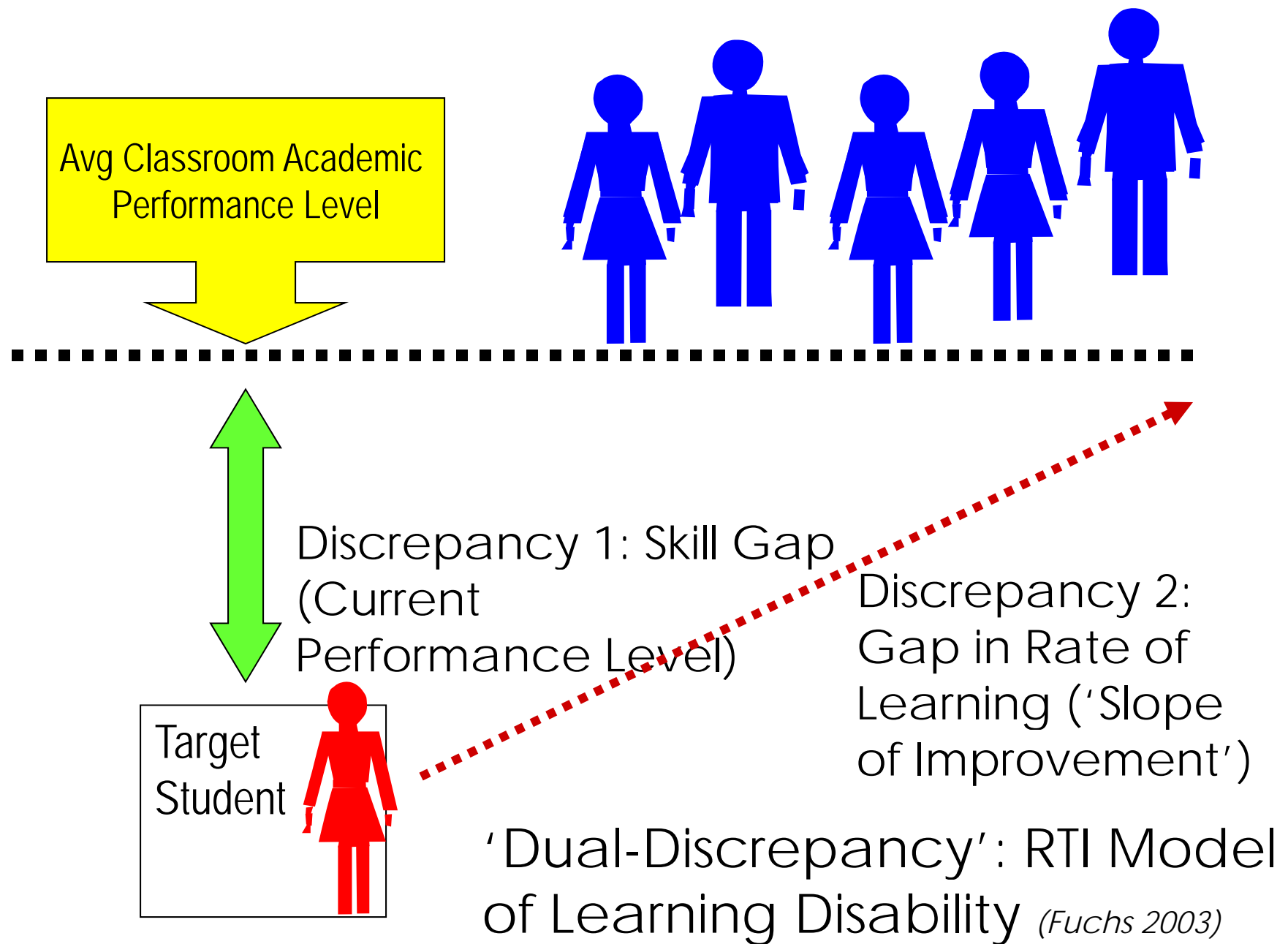
Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

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



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.

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

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

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from <http://www.corestandards.org/>; p. 6.*

COMMON CORE STATE STANDARDS INITIATIVE
 PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Mission Statement
 The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Common Core State Standards Webinar
 Recorded Wednesday, June 30, 2010
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Download the Common Core State Standards
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- NGA and CCSSO Comment on CCSSB Governance Suggestions**
 October 19, 2010 [Read More »](#)
- National Governors Association and State Education Chiefs Launch Common State Academic Standards**
 June 2, 2010 [Read More »](#)
- Draft K-12 Common Core State Standards Available for Comment**
 March 10, 2010 [Read More »](#)
- Common Core State Standards K-12 Work and Feedback Groups Announced**
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Common Core State Standards: Supporting Different Learners in ELA

“The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom.”

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from <http://www.corestandards.org/>; p. 6.*

Common Core State Standards: Supporting Different Learners in ELA

"...It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives."

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from <http://www.corestandards.org/>; p. 6.*

Response to Intervention (RTI)

Response to Intervention (RTI) is a blue-print that schools can implement to proactively identify students who struggle with academic and/or behavioral deficits and provide them with academic and behavioral intervention support. RTI divides school support resources into 3 progressively more intensive levels--or 'tiers'--of intervention. RTI first gained national recognition when written into congressional legislation, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004.


Because the focus of RTI is on the underperforming learner, schools can use this approach as the 'toolkit' for helping struggling learners to attain the ambitious standards of the Common Core.

05:00

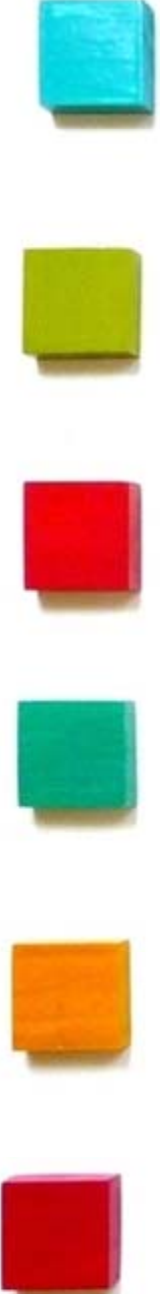
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Activity: What Are Your School's Greatest Challenges?

- In your groups, discuss the most significant challenges that your school faces in educating your students.
- Narrow the list of challenges to your TOP 2-3.
- Be prepared to share with the larger group.



RTI Tiers. What do the 3 levels, or 'tiers', of RTI look like and what students do they serve?



RTI: Tier 1 Core Instruction

Focus of Inquiry: Because it benefits all students and is the most efficient way to improve academic skills, core instruction is the most important element of RTI.



ACADEMIC RTI

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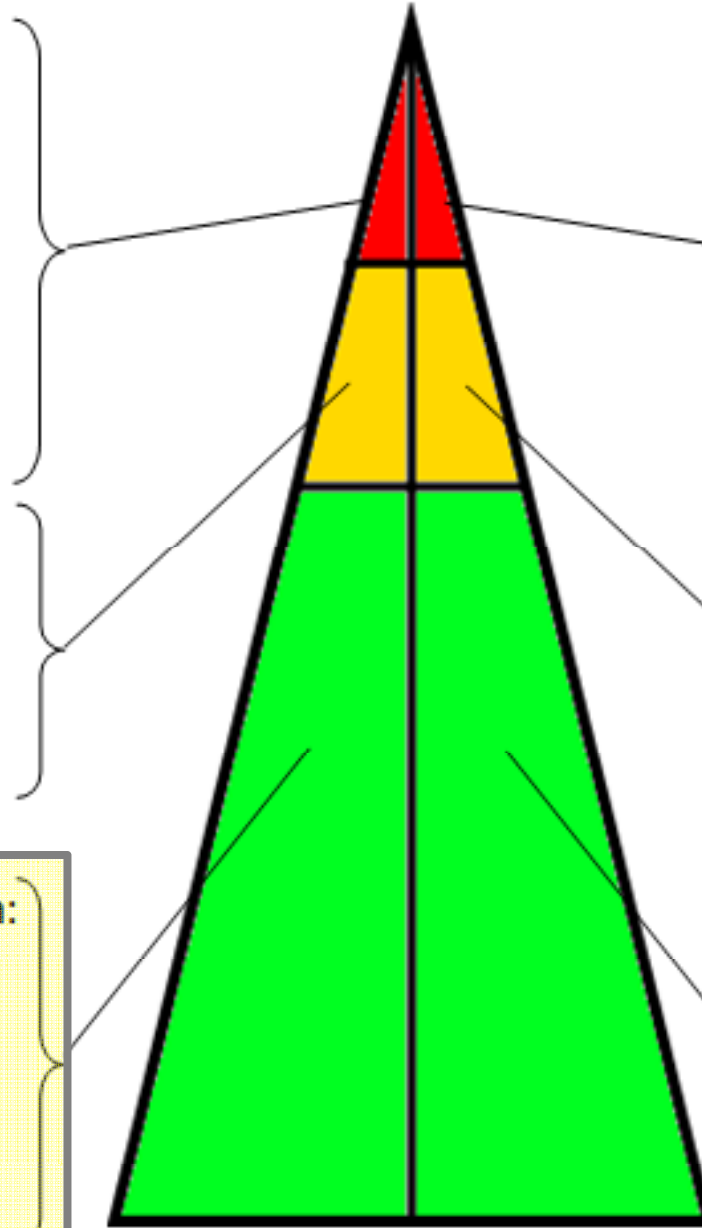
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Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

RTI Plan: Tier 1 Core Instruction

Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above grade-wide academic screening benchmarks through classroom instructional support alone (Christ, 2008).

RTI Support: Tier 1 (Classroom) Core Instruction

Tier I core instruction:

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

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

Tier 1 instruction encompasses:

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

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



How To: Implement Strong Core Instruction

How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction	
Instructional Element	Notes
<input type="checkbox"/> Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenhine, 2008).	
<input type="checkbox"/> Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenhine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> 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).	
<input type="checkbox"/> Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).	
<input type="checkbox"/> Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

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

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (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 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).
4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).
6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

- 7. Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).
- 8. High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).
10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).
2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

- 2. Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

- 3. 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).
- 4. 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).

Activity: Core Instruction Fidelity Checks

- Lembke et al (2012) recommend that schools periodically use teacher self-, collegial, or administrative checks to ensure that strong explicit core instruction is occurring in classes.
- Discuss how your school could use a 'core instruction' checklist like the one just reviewed to ensure strong Tier 1 (core) instruction across all classrooms.




Source: Lembke, E. S., Hampton, D., & Beyers, S. J. (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools*, 49(3), 257-272.

RTI: Decision Points and Quality Indicators

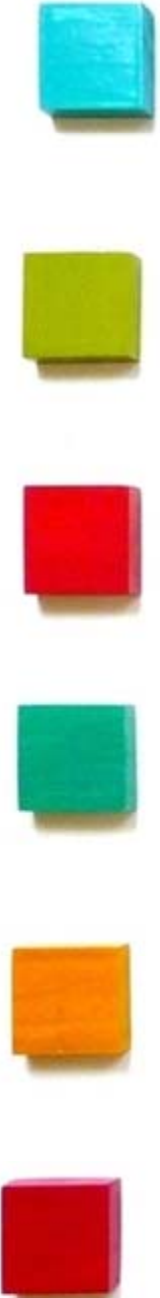
The next 3 sections of this presentation summarize RTI at each intervention tier as:

- 'Decision points': People looking at data, talking about individual student needs, deciding what intervention supports those students need, designing intervention plans for those students.
- 'Quality indicators': The elements that must be in place to ensure quality interventions.

Response to Intervention



Intervention Sampler. What are examples of reading instruction/interventions that teachers can use in the classroom?



Interventions:

1. Reading Racetrack (Vocabulary)
2. Paired Reading (Fluency)
3. Group-Based Repeated Reading (Fluency)
4. Click or Clunk (Comprehension)
5. Read-Ask-Paraphrase (RAP) (Comprehension)
6. Ask-Read-Tell Cognitive Strategy (Comprehension)
7. Learning Contract



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."

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from <http://reading.uoregon.edu/index.php>

Sample Strategy to Promote...Sight-Word Vocabulary

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						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	10 were

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.

Response to Intervention



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.

Sample Strategy to Promote...Reading Fluency

Classroom Academic Interventions: Reading Fluency

- **PAIRED READING: INCREASE READING FLUENCY.** Teacher and student begin the session reading aloud in unison.

During the session, at the student's choosing, he/she gives a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher stops reading aloud and instead follows along silently while the student continues to read aloud. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher corrects the error and resumes reading in unison.

Group-Based Repeated Reading

(Available on Conference Web Page)

An effective *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.

- 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.

Group-Based Repeated Reading

Procedure.

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.

Group-Based Repeated Reading

Procedure.

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.





































Response to Intervention

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.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>When others were reading, I paid close attention.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3

Response to Intervention

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.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

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.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. *The Reading Teacher*, 38(2), 200-204.

'Click or Clunk' Check Sheet

MY READING CHECK SHEET*

Name: _____ Class: _____

✦ 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), Babbs (1994)

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)

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself 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 in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

ASK-READ-TELL
(ART): Reading
Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

ASK-READ-TELL (ART): Student Worksheet (McCallum et al., 2010)

Name: Passage/Page Title: Date:

Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.

Step 1: Goal Before Reading: I look at title, headings, and illustrations of the passage and ASK myself:

What is the main topic of the passage? What does it discuss?

What information do I already know about this topic?

Based on the title, what are TWO questions about this passage's topic that I would like to have answered in my reading?:

1.

2.

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).

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.

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.



How To...Combat Learned Helplessness: The Learning Contract

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
Teacher

Troy Blue
Student

Diane Blue
Parent

Learning Contract:
Example:
Negotiable and
Non-Negotiable
Elements

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: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-22.

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Learning Contract:
Example:
Negotiable and
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Elements

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.

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- 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.

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'.

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Negotiable and
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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.

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.

Student Responsibilities-----

I am expected to complete the following actions:

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

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

3. I will attend all classes and arrive on-time for class.

Teacher Responsibilities-----

My teacher is 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 work with the instructor during free period to review class material.

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.
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Negotiable Items

I have chosen to complete the following actions:

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of class notes supplied by the teacher to fill in any gaps in

actions:

homework, with all work completed.

ing his free period at least once per week and bring any

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.

Sign-Offs

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Troy Blue

Diane Blue

Mr. Smith
Teacher

Troy Blue
Student

Diane Blue
Parent

Mr. Smith
Teacher

Troy Blue
Student

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Learning Contract:
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Negotiable and
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Elements

05:00

www.interventioncentral.org

Group Activity:

Reading Interventions

At your tables:

- Consider the intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your school

Reading Interventions:

1. Reading Racetrack (Vocabulary)
2. Paired Reading (Fluency)
3. Group-Based Repeated Reading (Fluency)
4. Click or Clunk (Comprehension)
5. Read-Ask-Paraphrase (RAP) (Comprehension)
6. Ask-Read-Tell Cognitive Strategy (Comprehension)
7. Learning Contract

Response to Intervention

RTI: Tier 1 General-Education Classroom Intervention

Focus of Inquiry: Because the teacher is the Tier 1 (classroom) RTI 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 interventions.



ACADEMIC RTI

Tier 3: High-Risk Students: 5%

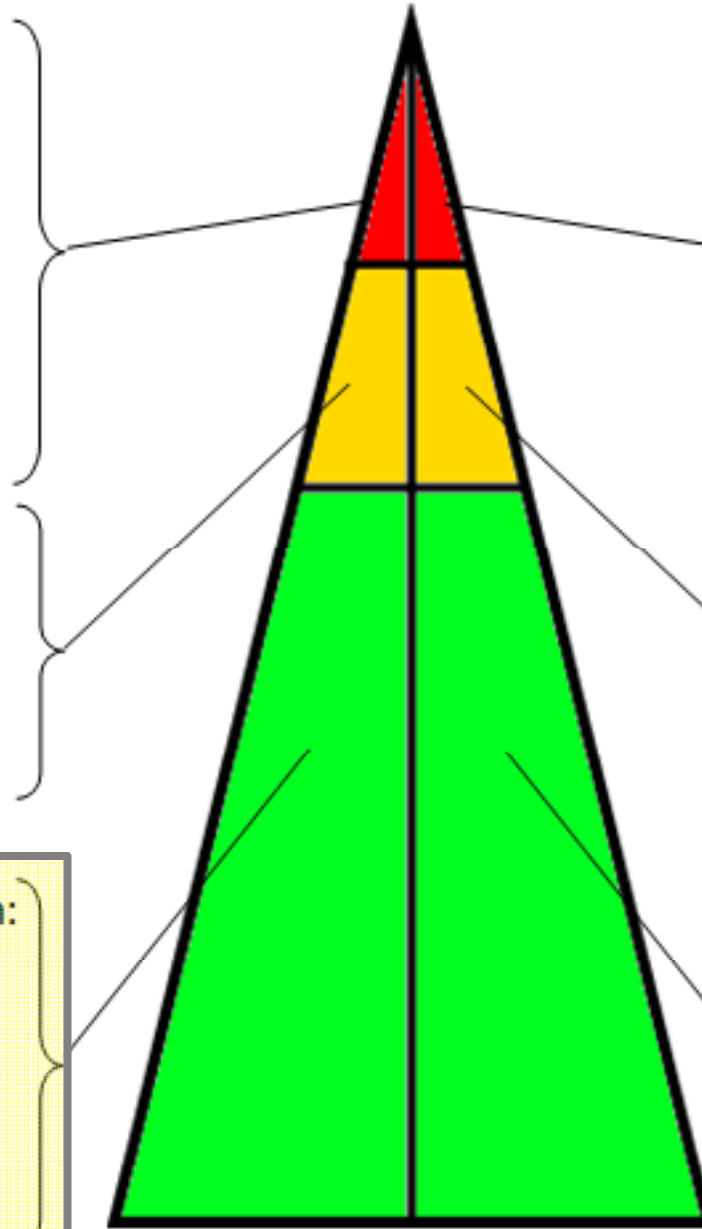
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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



BEHAVIORAL RTI

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., & Volpe, 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>

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.

RTI Blockers: Tier 1



When teachers fail to document (write down) classroom interventions before carrying them out, they may:

- have only a vague plan lacking research-based interventions or a progress-monitoring component
- forget to implement important intervention elements
- fail to receive credit for their intervention efforts



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					
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:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
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 inform. text.			

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: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.	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.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	
<ul style="list-style-type: none"> Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist 	

Response to Intervention

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					
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Response to Intervention

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:

http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

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.

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.

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.

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *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.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. If a method is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and enter the frequency that data will be collected. Tip: Several ideas for classroom data collection are provided in the Appendix.

Type of Data Used to Monitor: completed ART sheets; quiz grades

Baseline

Outcome Goal

None for ART sheets
Quiz grades: 65%

100% completion/ART sheets
75% for quiz grades

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

ART sheets/as readings are assigned; quizzes weekly



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

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: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.	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.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	
<ul style="list-style-type: none"> Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist 	

Solutions for RTI Blockers: Tier 1

- *Recommendation : Tier 1 Intervention Documentation:* Teachers should have a standard, streamlined form for documenting Tier 1 interventions that provides an RTI problem-solving overlay and helps the instructor to develop a workable intervention plan.



Tier 1 Interventions Are *NOT*...

- The classroom teacher trying strategies informally without documentation.
- Minor actions such as 'called the parent' or 'moved the student's seat'.
- A restatement of the core instructional strategies given to all students in the class.

05:00

Tier 1 Intervention Activity: Discuss how your school might develop expectations for Tier 1 interventions like those presented here.

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:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
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 inform. text.			

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: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.	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.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	

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



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.

RTI: Tier 2 Supplemental Intervention

Focus of Inquiry: Tier 2 interventions occur above and beyond core instruction, usually in small-group format. Tier 2 interventions are often 'standard-protocol' programs that match common student intervention needs in a school.



ACADEMIC RTI

Tier 3: High-Risk Students: 5%

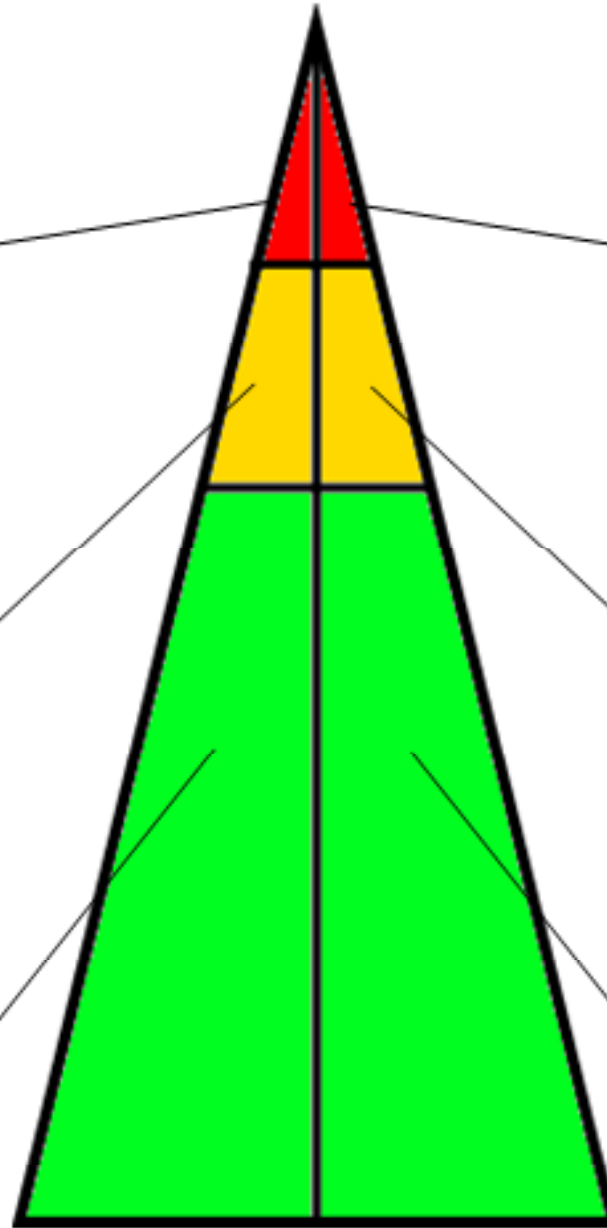
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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



BEHAVIORAL RTI

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., & Volpe, 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>

Tier 2/3 Interventions: Quality Indicators

Each Tier 2/3 intervention plan shows evidence that:

- Instructional programs or practices are 'evidence-based'.
- The intervention has been selected because it logically addressed the area(s) of academic deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency).
- All students enrolled in the Tier 2/3 intervention group have the same shared intervention need.
- The student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students; Tier 3 up to 3 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 mins or more; Tier 3 interventions occur daily in sessions of 30 mins or more (Burns & Gibbons, 2008).

Response to Intervention

Scheduling Elementary Tier 2 Interventions

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

Anyplace Elementary School: RTI Daily Schedule

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

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

Caution About Tier 2 Supplemental Interventions: Avoid the 'Homework Help' Trap

- Group-based interventions are an efficient method to deliver targeted academic support to students (Burns & Gibbons, 2008).
- However, students should be matched to specific research-based interventions that address their specific needs.
- RTI Tier 2 intervention support should not take the form of unfocused 'homework help', test preparation, or reteaching of classroom content.



Response to Intervention

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

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

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

The screenshot shows the homepage of the What Works Clearinghouse (WWC) website. At the top, there is a navigation bar with the IES logo and the text 'INSTITUTE OF EDUCATION SCIENCES' and 'WHAT WORKS CLEARINGHOUSE'. Below the navigation bar is a search bar and a menu with links for 'About Us', 'Topics', 'Publications & Reviews', 'Review Process', 'News & Events', and 'Help'. The main content area features a large image of a classroom with the headline 'New Topic Focus Within Special Needs' and a sub-headline 'Interventions for Children Classified as Having an Emotional Disturbance'. Below this, there are several interactive sections: 'Find What Works' with a search form for 'Academic Achievement' and a 'FIND WHAT WORKS' button; 'Search for WWC Publications' with a search bar and a 'SEARCH' button; 'Search for Studies' with a search bar and a 'SEARCH' button; 'What does effectiveness mean?' with a brief explanation; 'Not sure where to start?' with a 'We can walk you through it.' link; 'Want the background? Our Procedures & Standards' with a printer icon; 'Review Process' with a numbered list of five steps: 1. Define the Scope, 2. Search the Literature, 3. Assess the Research, 4. Combine the Findings, and 5. Summarize the Review; 'Topics' with a grid of six categories: English Language Learners, Math, Academic Achievement, Career Readiness and College Access, Literacy, and Student Behavior; and 'News & Events' with three recent news items, each with a date and a brief description.

Response to Intervention

Best Evidence Encyclopedia

<http://www.bestevidence.org/>

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

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).

The screenshot shows the homepage of the Best Evidence Encyclopedia (BEE). The header features a bee logo reading a book and the text "Best Evidence Encyclopedia Empowering Educators with Evidence on Proven Programs". A navigation bar includes links for Home, About the BEE, Review Methods, Sign Up for Updates, and Resources, along with a search box. The left sidebar lists "Program Reviews" under categories: Mathematics (Elementary, Middle/High School, Effectiveness of Technology), Reading (Beginning, Upper Elementary, Elementary, Middle/High School, English Language Learners, Struggling Readers, Effectiveness of Technology), Comprehensive School Reform (Elementary (CSRQ), Middle/High School (CSRQ), K-12 Meta-Analysis (Borman), Education Service Providers (CSRQ)), and Early Childhood (Early Childhood Education). The main content area has a large question mark and the text "Which educational programs have been successfully evaluated in valid research?". Below this, it states: "What works in education? The Best Evidence Encyclopedia (BEE) presents reliable, unbiased reviews of research-proven educational programs to help: POLICY MAKERS use evidence to make informed choices. PRINCIPALS choose proven programs to meet state standards. TEACHERS use the most powerful tools available. RESEARCHERS find rigorous evaluations of educational programs. ...because all children deserve the best in education". A "Useful BEE Resource: Program Overviews" section encourages searching for program reviews. A "Better: Evidence-based Education Magazine" section promotes a free trial issue. The right sidebar features a "Spotlight" on a new blog by Robert Slavin, Director of the Center for Research and Reform in Education, with a photo of him. The footer includes the Johns Hopkins University School of Education logo and the CDDRE logo, along with contact information and a site map.

Response to Intervention

National Center on Intensive Intervention Academic Intervention Tools Chart
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

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

Users can streamline their search by subject and grade level (elementary or middle school).

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Resources Tools Charts Implementation Support About Us

Home » Tools Charts »
Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Effect Size*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. *Additional information* is provided below the chart.

Grade Level: - Any - Subject: - Any - Apply

Study Quality Effect Size Intensity Additional Research

Title	Study	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
Academy of MATH	Torlaković (2011)	●	●	○	●	●
Academy of READING	Kedronowicz & Triles (1987)	●	●	○	●	●
Academy of READING	Torlaković (2011)	●	●	○	●	●
Burst-Reading	Dubal, Hamly, Pavlov, Richards, Yombo, et al. (2012)	○	○	○	●	—
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Non, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myra, Schirm, Stuart, VanDerVliet, et al. (2006)	●	●	●	●	●
Fast Forward Language Series	Slater (2003)	○	●	●	●	●
Fast Forward Language Series	Miller, Morzoni, Tallal, DeVivo, Linn, et al. (1999)	●	●	○	●	●
Fast Forward Language Series	Scientific Learning Corporation (2004)	●	○	●	●	●
FocusMATH Intensive Intervention	Myra & Baird-Wilkerson (2011)	●	●	●	●	—
Fraction Face-Off (previously Fraction Challenge)	Fuchs, Schumacher, Long, Narkun, Hamlett, et al. (2013)	●	●	●	●	●

Planning Tier 2 Interventions: Data Analysis Team

The school has established a Data Analysis Team at Tier 2 to evaluate the school-wide screening data collected three times per year and to place students who need Tier 2 interventions.

The Data Analysis Team

- is knowledgeable of all intervention personnel and evidence-based programs available for Tier 2 interventions.
- knows how to identify students who have failed to meet expected screening benchmarks
- can use the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- is able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- can document the Tier 2 intervention set up for each student

Tier 2 Interventions Are *NOT*...

- Homework help or test preparation.
- Delivered during core instructional time.

RTI: Tier 3 Intensive Intervention

Focus of Inquiry: General-education students who receive Tier 3 services take up the greatest amount of RTI resources and are at risk for referral to special education if they fail to improve. So these high-stakes cases require the RTI Problem-Solving Team, which follows a customized, team-based 'problem-solving' approach.



ACADEMIC RTI

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

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

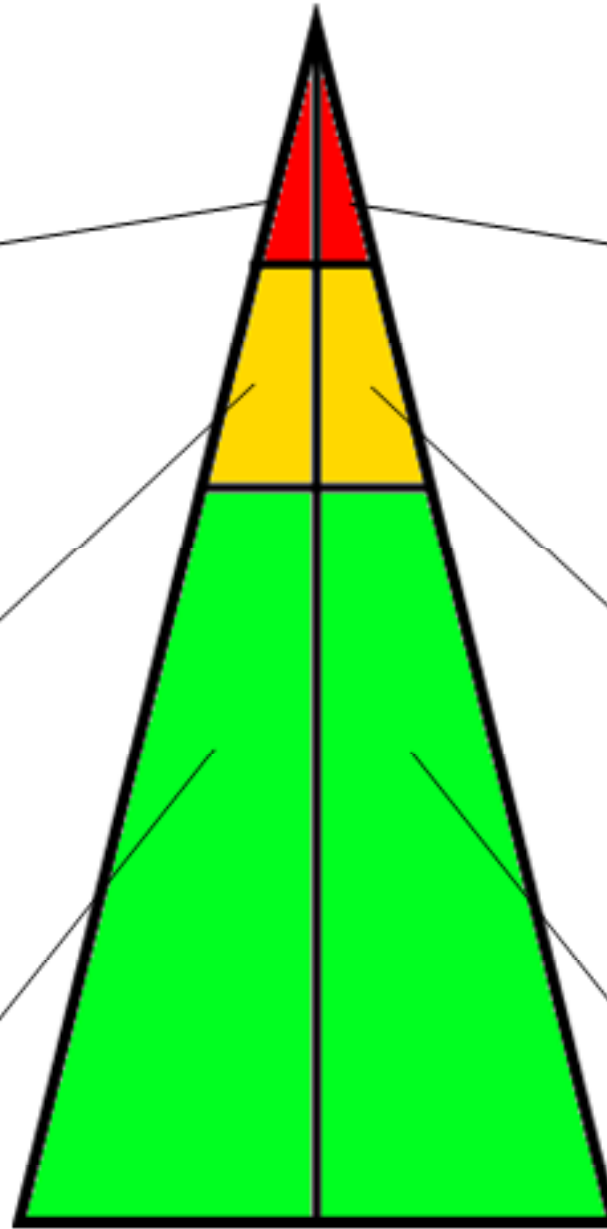
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

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., & Volpe, 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>

Tier 3: RTI Problem-Solving Team

- At Tier 3, the RTI Problem-Solving Team ('RTI Team') meets on students with intensive academic or behavioral needs to develop customized intervention plans.
- The RTI Team is prepared to develop Tier 3 plans for up to 5 percent of students in a school.
- RTI Team meetings follow a version of the investigative 'problem-solving' consultation model (e.g., Bergan, 1995)—to include:
 - Problem Identification
 - Problem Analysis
 - Plan Development and Implementation
 - Problem Evaluation

Source: Kovaleski, J. F., Roble, M., & Agne, M. (n.d.). The RTI Data Analysis Teaming process. Retrieved on May 3, 2011, from <http://www.rtinetwork.org/essential/assessment/data-based/teamprocess>

Tier 3 Interventions: 'Problem-Solving' Approach

Schools define Tier 3 interventions in one of two ways:

1. **Failure to Respond to Lesser Interventions.** The student requires an intervention sufficiently intensive (e.g., group size of 3 or fewer; daily sessions of 30 minutes or more) to qualify as Tier 3, or
2. **Case Complexity.** The student has multiple factors (e.g., academic and behavioral) that demand immediate attention, and require an open-ended problem-solving approach.

The RTI Problem-Solving Team is the appropriate group to oversee Tier 3 interventions, (1) ensuring fair access to intensive resources and (2) having the breadth of knowledge to design unique, customized interventions.

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

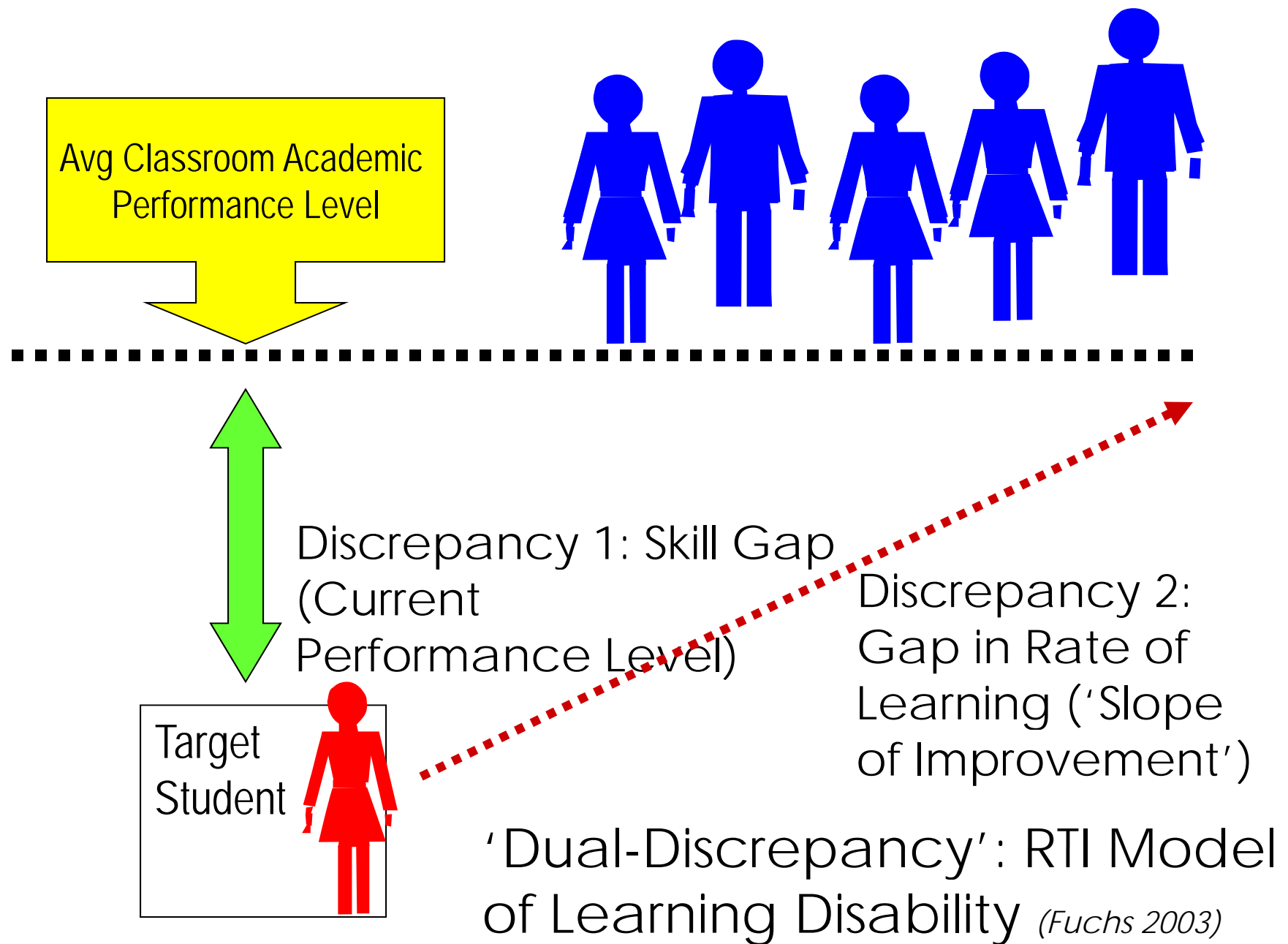
Step 7: Plan How to Share Meeting Information with the Student's Parent(s)

Step 8: Review Intervention & Monitoring Plans

The Tier 3 RTI Problem-Solving Team Is *NOT*...

- A group whose purpose is to screen students to see if they should be referred to Special Education.
- A place to bring students who need only classroom (Tier 1) interventions.

Response to Intervention



InterventionCentral
10-Minute 'Count Down' Timer
10:00
www.interventioncentral.org

Critical RTI Elements: A Checklist

Components of the RTI model. Review each element and discuss how to implement

Activity: RTI Self-Check

- Look over the sections of the handout *Critical RTI Elements Checklist* that deals with Tiers 1-3 (up to the top of page 4).
- Use the checklist to evaluate your current implementation of the RTI academic model for each Tier.
- Note any gaps in your present RTI model.
- Be prepared to report out.

Evidence-Based & Implemented With Integrity
The classroom teacher is the 'first responder' for students with academic delays. Individually support the student should be documented.

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above gradewide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Intervention. The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. <ul style="list-style-type: none"> • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness. 	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: <ul style="list-style-type: none"> • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly. 	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.

Tier 1: Decision Point: Teacher Consultation/Team Meeting		
Decision Points: At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Teacher Problem-Solving Meetings. 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: <ul style="list-style-type: none"> • 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 to document an intervention plan. • Grade-Level Team. The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected 	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.