

Tier 2: Creating a Building-Wide System of Supplemental (Tier 2) RTI Academic Support

Jim Wright

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Response to Intervention

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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 with calm-down strategies. 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 Response to Intervention. 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" covering areas like Letter Knowledge and Reading Comprehension. 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/ken_ton_schools



RTI Classroom Teacher Toolkit

Tier 2: Creating a Building-Wide System of Supplemental (Tier 2) RTI Academic Support

Jim Wright, Presenter

14 September 2016
The Kenmore-Town of Tonawanda Union Free
School District

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Workshop Materials: http://www.interventioncentral.org/ken_ton_schools

Tier 2: Creating a Building-Wide System of Supplemental (Tier 2) RTI Academic Support.

Participants: _____

School: _____ Date: _____

GOAL 1: The school inventories its full range of Tier 2 programs, practices, and available personnel. Using this inventory, the school verifies that its Tier 2 programs/practices are supported by research.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

GOAL 2: A Data Analysis Team (DAT) meets to review school-wide screening data at 3 points during the school year. At those meetings, the DAT (1) shares screening results with grade-level teams; (2) identifies students to be entered into or exited from Tier 2 services; and (3) matches entering students to appropriate intervention groups.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

Response to Intervention

Tier 2: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2 services at your school:

Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2 interventions to promote accelerated student learning.
- **Put Plans in Writing.** Tier 2 intervention plans are written down before the intervention begins—and student progress is measured throughout the intervention period.
- **Monitor Intervention Integrity.** Information is collected (e.g., student attendance, observation of Tier 2 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2 services based on objective data sources.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.

School Instructional Time: The Irreplaceable Resource

“In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery.”

p. 177

Source: Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 177-193).

“ *The perfect is the enemy of the good.* ”

-Italian Proverb

RTI: Tier 2: What Is the Expectation at Today's Training?


The purposes of this workshop are to:

- provide a shared understanding of how to create Tier 2 services of high quality.
- provide you a forum to hear your concerns and ideas for strengthening Tier 2 ('AIS') programming.
- allow you to network with other Tier 2 providers from across the district.
- encourage your school to plan improvements to your Tier 2 model on 2 time horizons: this year and next year.

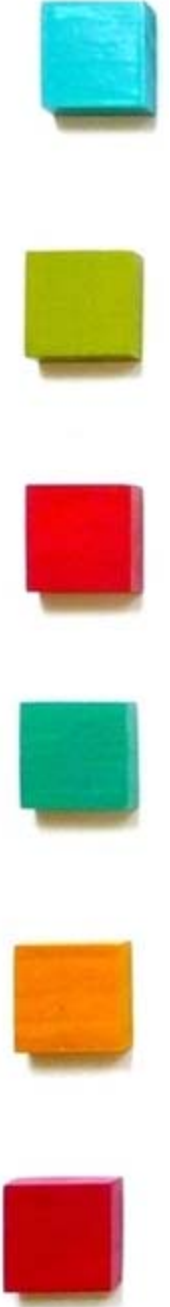
So the 'rules of engagement' today are that you participate fully, share your concerns and ideas, and help your school to imagine a way to deliver stronger Tier 2 services.

RTI: Tier 2: What Is the Expectation After Today's Training?

- This workshop is about building your awareness of the elements of quality Tier 2 programming. Nothing changes in expectations for Tier 2 practice based on today's workshop.
- However, your school can actively 'tweak' your Tier 2 schedule and/or programming right away if you choose.
- You can also start to make longer-term plans for Tier 2 change (e.g., for the 2017-2018 year) at your building.
- Ken-Ton Schools is planning to convene an RTI Leadership Team to establish expectations for district-wide RTI procedures, including the structure and operation of Tier 2.
- Direction about any district changes to AIS/RTI Tier 2 will come from Ken-Ton Schools.



Tier 2: Academic Intervention Services: Essentials. What elements of Tier 2 are essential for its success?



Tier 2: Academic Intervention Services: Essentials



Tier 2 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the next 5 slides for recommendations on how RTI: Tier 2 should be structured at your school...

Tier 2: Academic Intervention Services: Interventions



Use Interventions Supported by Research. Intervention plans for Tier 2 students contain programs or practices supported by research.



Cap Group Size. Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance.

Tier 2: Academic Intervention Services: Interventions



Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2 interventions to promote accelerated student learning.



Put Plans in Writing. Tier 2 intervention plans are written down before the intervention begins—and student progress is measured throughout the intervention period.

Tier 2: Academic Intervention Services: Interventions



Monitor Intervention Integrity. Information is collected (e.g., student attendance, observation of Tier 2 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Tier 2: Academic Intervention Services: Data



Adopt Entrance/Exit Criteria. Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.



Use Objective Data Sources. Students are identified for Tier 2 services based on objective data sources.

Tier 2: Academic Intervention Services: Data



Select Screeners that Identify the Right Students. Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.



Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.

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

Prioritizing Tier 2: Activity

In your groups:

- Appoint a recorder.
- Look over the document *Tier 2: Academic Intervention Services: General Guidelines* just reviewed.
- Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.
- Be prepared to report out.






Tier 2: What Elements Should Be Prioritized?


Directions. In your group, discuss the elements of Tier 2 academic services at your school that you feel should be given priority for review or change. For each element selected, jot down your change-recommendations for the current year (easier fixed) and/or next year (e.g., changes requiring more time for preparation, shared decision-making, etc.). To spur discussion, review the attached *Tier 2: Academic Intervention Services: General Guidelines*.

Tier 2 Element	2016-17 (This Year): Changes/Recommendations	2017-18 (Next Year): Changes/Recommendations

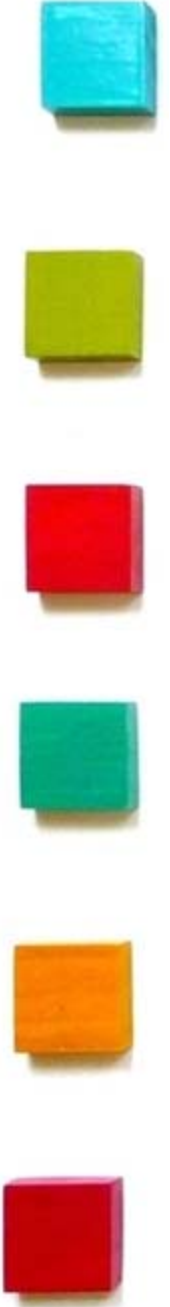


Workshop Agenda: Tier 2

-  1. **Quality Indicators: Deliver Effective Tier 2 Interventions.** What are the 'quality indicators' for determining if Tier 2 services are likely to have a positive impact?
-  2. **Data Analysis Team: Establish Tier 2 Command & Control.** What is the Data Analysis Team, who serves on it, and how does it function?
-  3. **Driven by Data: Create Tier 2 Entrance & Exit Criteria.** What data sources does your school use to place students in Tier 2 services and what 'cut-points' determine eligibility?
-  4. **Implementation: Monitor Intervention Integrity.** How can we verify that the Tier 2 intervention plan is carried out as designed?
-  5. **Tier 2 Intervention: Choose the Path.** What are the next steps that your school can take during this (and the next) school year?



Quality Indicators: Deliver Effective Tier 2 Interventions. What are the 'quality indicators' for determining if Tier 2 services are likely to have a positive impact?



RTI: Tier 2: Supplemental Intervention



ACADEMIC RTI

Tier 3: High-Risk Students: 5%

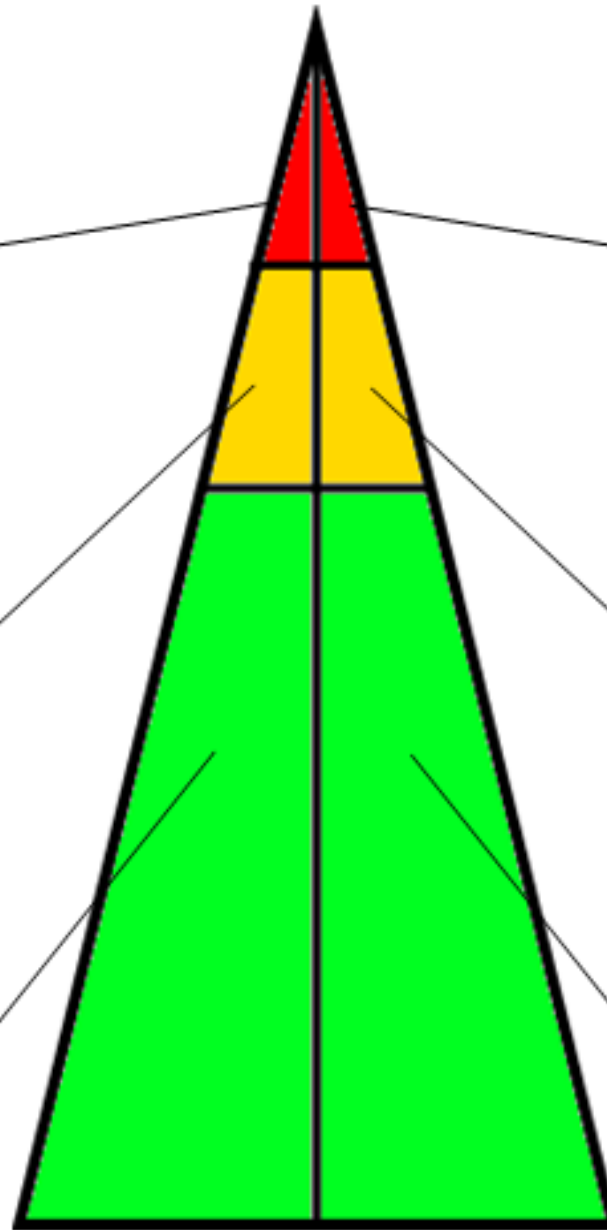
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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>

RTI: Tier 2: The Problem It Was Meant to Solve...

- Waves of students in many schools share similar types of academic deficits (e.g., reading fluency).
- Such deficits put these students ‘off-grade-level’ in the target skill, requiring a substantial period of remediation to close the gap with grade-peers.
- Because resources are limited, an efficient first approach to help these learners is to correctly identify them, group them and provide ‘standard-treatment protocol’ (pre-packaged) interventions tailored to common student concerns.
- Tier 2 is the level of RTI intervention where schools figure out how to match students emerging as at-risk with effective group-based interventions.

RTI: Tier 2: Supplemental Intervention

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

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

Response to Intervention

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is **provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside of the general education classroom.

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 13

RTI: Tier 2: Supplemental Intervention

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

A quality Tier 2 intervention plan shows evidence that:

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

RTI: Tier 2: Supplemental Intervention

Q: What are examples of activities NOT suitable for Tier 2 interventions? (Avoid the 'Homework Help' trap.)

- As the purpose of Tier 2 interventions is to remediate serious academic deficits, the Tier 2 interventionist typically would *not* use that time for:
 - routine homework or class assignment help.
 - test preparation.



Tutorial: Distinguishing Between an Intervention Practice and a Program



- **Practice.** An intervention ‘practice’ is an educational practice that has been found through research to be effective in improving student academic or behavioral performance.
- **Program.** An intervention ‘program’ is usually a packaged approach that has multiple components and that is scripted. Programs often incorporate several research-based practices.

Both ‘practices’ and ‘programs’ have their place on RTI intervention plans.



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

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



Intervention Practice Example: Repeated Reading

This intervention targets reading fluency (Lo, Cooke, & Starling, 2011). The student is given a passage and first 'rehearses' that passage by following along silently as the tutor reads it aloud. Then the student reads the same passage aloud several times in a row, with the tutor giving performance feedback after each re-reading.



Intervention Program Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
 - adult modeling of fluent reading,
 - repeated reading of passages by the student,
 - phrase-drill error correction,
 - verbal cueing and retell check to encourage student reading comprehension,
 - reward procedures to engage and encourage the student reader.



One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.

[READ MORE](#)

Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

[READ MORE](#)

Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

[READ MORE](#)

Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

[READ MORE](#)

The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$40 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

RELATED LINKS

- All5web
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center for Response to Intervention

UPDATES

Program Updates
Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates
Posted on July 8, 2010

- HELPS website improves in several ways

HELPS Reading Fluency Program
www.helpsprogram.org
 LINK AVAILABLE ON CONFERENCE WEB PAGE

Using Non-Instructional Personnel as Interventionists

“Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model... Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional.”

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 p. 90

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.

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p>Schoolwide RTI Period. The school sets aside one period per day (e.g., 35-45 minutes) during which all students have the opportunity to receive appropriate academic support. Tier 2/3 students are provided with interventions during this period. Non-RTI students may use this time as a study hall or for other academically relevant activities.</p>	<p>Ideas for scheduling a schoolwide RTI period: (1) Trim a brief amount of time (e.g., 5 minutes) from each class period in the daily schedule to free up time for a stand-alone period. (2) In schools whose staff by contract must report before students or remain for a period after student dismissal each day, the school might lengthen the student day to overlap with the additional AM or PM staff time, perhaps freeing up at least some of the minutes needed to cobble together an RTI period.</p>

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p>Zero Period. The school creates an optional period before the official start of the school day. During that ‘zero period’, students can elect to take core or elective courses. Those students needing RTI support can take an essential class during zero period, freeing up a time-slot during the school day to receive their RTI assistance.</p>	<p>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these course entail additional work and potential inconvenience—including an earlier wake-up time and home responsibility for transportation.</p>

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p>Core Course with Extended Time. The school creates two-period sections of selected core-area classes (e.g., English, Introductory Algebra). Students are recruited for these extended-time sections who need additional time to master course concepts and/or complete assigned work. The two-period course allows the teacher time to provide core instruction and provide supplemental interventions in such areas as literacy.</p>	<p>Students placed in an extended-time core course (two class periods) may have to give up or postpone the opportunity to take another course.</p> <p>The extended-time course can be made more effective if the school can assign additional staff (e.g., co-teacher; trained paraprofessional) to push into the setting for at least part of the class to provide individualized support .</p>

Tier 2/3 Interventions: Scheduling Strategies

Study Hall Schedule Coordinated with RTI Services. Using academic screening and/or archival records, the school identifies students who require RTI support. These students are scheduled as a bloc in a common study hall. The school then schedules RTI services at the same time as the study hall. Reading teachers, other trained interventionists, and/or tutors run short-term (5-10 week) Tier 2/3 group or individual sessions.

Students are recruited from the study hall and matched to the appropriate RTI service based on shared need. They are discharged from the RTI service and rejoin the study hall if they show sufficient improvement. (NOTE: If the study hall meets daily, students in RTI groups who are in less-intensive interventions may be scheduled for alternate days between study hall and RTI groups.)

This model is fluid: After each 5-10 week period, new RTI groups or tutoring assignments can be created, with students again being matched to these services based on need.

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p>Credit Recovery. A school that has access to online ‘credit recovery’ courses offers a struggling student the option to take a core course online (via credit recovery) on his or her own time. This option frees up a time-slot during the school day for that student to get RTI assistance.</p>	<p>The credit-recovery option requires that a student be self-motivated and willing to take on extra work in order to access RTI help. While this option may be a good fit for some students, many may lack the motivation and skill-set necessary for success in an online course taken outside of the school day.</p>

Tier 2 Entrance/Exit Worksheet: Activity

Select scheduling options. Describe how your school will schedule Tier 2 services to ensure that (a) all students who need Tier 2 will be able to receive it at a minimum frequency and session length (e.g., 3 times per week for 30 minute sessions) to be effective.



Tier 2 Scheduling Plan

RTI: Tier 2: Supplemental Intervention

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

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

The screenshot displays the homepage of the What Works Clearinghouse (WWC). At the top, there is a dark green header with the IES logo (Institute of Education Sciences) on the left and the text "WHAT WORKS CLEARINGHOUSE" in the center. To the right of the header is a search bar with the placeholder text "Enter search terms here" and a magnifying glass icon. Below the header is a dark grey navigation bar with the following links: Home, About the WWC, Topics in Education, Publications & Products, Special Features, Resources, and Stay Connected. The main content area features a blue banner with the text "Learn about the WWC with Our New Infographics". Below this banner is a horizontal sequence of four infographics: "WHAT IS THE WWC?", "HOW THE WWC RATES A STUDY", "MAKING AN INTERVENTION REPORT", and "REPORTING WHAT WORKS". Below the infographics, there is a text box that reads: "Quick references are available about the WWC, determining study ratings, reporting findings, and developing reports." To the right of the infographics is a section titled "Evidence for What Works in Education" with the following text: "We review the research on the different programs, products, practices, and policies in education. Then, by focusing on the results from high-quality research, we try to answer the question 'What works in education?'" and "Our goal is to provide educators with the information they need to make evidence-based decisions." At the bottom right of the main content area, there are navigation arrows (back, play, forward).

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". Navigation links include Home, About the BEE, Review Methods, Sign Up for Updates, and Resources. A search bar is located in the top right.

The main content area is titled "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 sidebar on the left 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).

A "Spotlight" section on the right features a photo of Robert Slavin and text: "New Blog from Robert Slavin, Director of the Center for Research and Reform in Education. Visit 'Sputnik: Advancing Education Through Innovation and Evidence.' Robert Slavin's new blog featuring commentary on how educational policy can be informed by research and innovation."

A "Useful BEE Resource: Program Overviews" section encourages searching for program reviews. Below it is a promotion for "Better: Evidence-based Education Magazine" with a sign-up for a free trial issue.

The footer includes the Johns Hopkins University School of Education logo and the CDDRE logo, along with links for "About Johns Hopkins University / Center for Data-Driven Reform in Education", "Privacy Statement", "Disclosure", "Contact Us", and "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

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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	Hodorowicz & Trifka (1987)	●	●	○	●	●
Academy of READING	Torlaković (2011)	●	●	○	●	●
Burst-Reading	Dubal, Hamby, Pavlov, Richards, Yarnbe, et al. (2012)	○	○	○	●	---
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Han, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myra, Solim, Stuart, VanDerweert, et al. (2008)	●	●	●	●	●
Fast Forward Language Series	Slettery (2003)	○	●	●	●	●
Fast Forward Language Series	Miller, Moranzich, Tallal, DeVivo, Unn, 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, Solimaker, Long, Narkun, Hamlett, et al. (2011)	●	●	●	●	●

Tier 2 Resource Inventory: Activity

In your groups:

- Appoint a recorder.
- Review the organizer *Conducting a School or District RTI Resource Inventory* (pp. 2-3 in your handout or pp. 4-5 in table packet).
- Use the organizer to complete an informal inventory of your building's Tier 2 personnel and services. (If you are unsure whether a person or 'intervention' belongs on the form, list it with an asterisk.)

Response to Intervention

Conducting an RTI School or District Resource Inventory

Directions: In your district or school, inventory the resources available to support RTI (personnel, academic and behavioral intervention, assessment and progress-monitoring). Once you have compiled a list of RTI resources throughout your district or school, organize them in an easy-to-access list (e.g., to be used by your RTI Leadership Team or building RTI Problem-Solving Team).

1. Personnel Resources

Personnel/Flexible Time. List the names of any personnel available in your school/district with flexibility in their schedule that may allow them—with appropriate training—to support RTI in various ways (e.g., delivering selected student interventions; assisting with school-wide student academic screenings, etc.) Check the 'Availability/Access?' box next to any name if you are unsure of how to access the person for RTI support. After completing the survey, follow up to answer your availability or access questions.

Availability/Access?	Name	Position
<input type="checkbox"/>	• _____	_____
<input type="checkbox"/>	• _____	_____
<input type="checkbox"/>	• _____	_____
<input type="checkbox"/>	• _____	_____
<input type="checkbox"/>	• _____	_____

Personnel/Expert Knowledge. List the names of those personnel in your school/district with formal training or experience in academic or behavioral interventions, assessment, or other RTI topics who can serve as consultants, coaches, or trainers to other staff. Check the 'Availability/Access?' box next to any name for which you are unsure of the availability of that person or of how to access the person for RTI support. After completing the survey, follow up to answer your availability or access questions.

Availability/Access?	Name	Position	Area(s) of Expertise
<input type="checkbox"/>	• _____	_____	_____
<input type="checkbox"/>	• _____	_____	_____
<input type="checkbox"/>	• _____	_____	_____
<input type="checkbox"/>	• _____	_____	_____
<input type="checkbox"/>	• _____	_____	_____

2. Intervention Resources

Academic Intervention Resources. List any resources available in your school/district that could be used to support academic interventions at any level (Tiers 1-3). Check the 'Availability/Access?' box next to any item for which you are unsure of the availability of the resource or of how to access it. After completing the survey, follow up to answer your availability or access questions.

Availability/Access?	Academic Intervention Resource
<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____



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

used to support
which you are
to answer your

Resource

Behavior Intervention Resources. List any resources available in your school/district that could be used to support behavioral interventions at any level (Tiers 1-3). Check the 'Availability/Access?' box next to any item for which you are unsure of the availability of the resource or of how to access it. After completing the survey, follow up to answer your availability or access questions.

Availability/Access?	Behavior Intervention Resource	Availability/Access?	Behavior Intervention Resource
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____

3. Assessment/Progress-Monitoring Resources

Student Assessment/Progress-Monitoring Resources. List any resources available in your school/district that could be used to conduct school-wide screenings or to monitor the academic or behavioral progress of students at any level (Tiers 1-3). Check the 'Availability/Access?' box next to any item for which you are unsure of the availability of the resource or of how to access it. After completing the survey, follow up to answer your availability or access questions.

Availability/Access?	Assessment/Progress-Monitoring Resource	Availability/Access?	Assessment/Progress-Monitoring Resource
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____
<input type="checkbox"/>	• _____	<input type="checkbox"/>	• _____

Tier 2 Programming: School-Wide Survey

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School:

Date of Inventory:

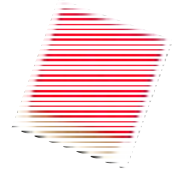
Person(s) Completing:

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

Name of Academic Program or Practice	Academic Area(s) Targeted (e.g., reading comprehension, math computation)	Grade Level(s) Served	Date of Purchase or First Use in Your School	Interventionists (who in your school is trained to use this program?)	Date of Most Recent Training in this Program/ Practice	Additional Comments (Optional)
<i>EXAMPLE: HELPS Program www.helpsprogram.org</i>	<i>Reading fluency</i>	<i>Grades 4-5</i>	<i>Dec 1, 2012</i>	<i>2 Reading Teachers 1 Teaching Assistant</i>	<i>Refresher training Sept 2015</i>	<i>Our school intends to expand this program to grade 6 next year.</i>

When surveying your Tier 2 programming and effective practices, remember that people (e.g., “the reading teacher”) and locations (e.g., “The Learning Center”) are not academic interventions.

Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function?



Tier 2 Data Analysis Team (DAT) Meeting: Activity

In your groups:

- Look over the handout *Data Analysis for Instructional Decision Making: Team Process: Tier 1* pp. 8-10 (sample: next slide).
- **ELEMENTARY:** Discuss how your building DAT might use this agenda and sample prompts as a model for structuring conversations with classroom teachers about school-wide screening results and implications for core instruction.
- **SECONDARY:** Discuss how your school plans to communicate information from local data sources (e.g., grades, attendance, behavior) and/or commercial academic screeners to classroom teachers.



Data Analysis for Instructional Decision Making: Team Process

Part I. Initial/Fall Goal Setting and Instructional Planning Session

Before the data team meeting:

- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., 4Sight Proficiency graph, DIBELS histogram, PVAAS).
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	Typical Prompts	Record Keeping
<p>During the meeting: Team uses district-provided data sets.</p>	<p>Team is provided with data to be analyzed.</p>	<p>Data sets in question (e.g., DIBELS histogram, 4Sight Proficiency graph, PVAAS grade level report). Use formats without student names.</p>
<p>Team identifies current performance of grade-level cadre (particular to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year)</p> <ul style="list-style-type: none"> • DIBELS or other ORF measure (% at benchmark [low risk], % strategic [some risk], % intensive [high risk]) 4Sight, % Advanced + Proficient, % Basic, % Below Basic 	<p>Facilitator: "Let's analyze how our students are doing on (<i>benchmark skill</i>)."</p>	<p>Summarize salient data on the Screening and Intervention Record Form (SIRF).</p>
<p>Team sets a measurable goal or goals to achieve by the next review point.</p> <ul style="list-style-type: none"> • Goal should be stated in terms of % of students making <i>x</i> (give a number) progress toward identified benchmark. • Example: "By -----, -----% of students will attain the benchmark of ----- or above." • For 4Sight, % of students scoring Advanced or Proficient 	<p>"What goal(s) shall we aim for by our next review point?"</p>	<p>Record measurable goal(s) in correct format on SIRF.</p>

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

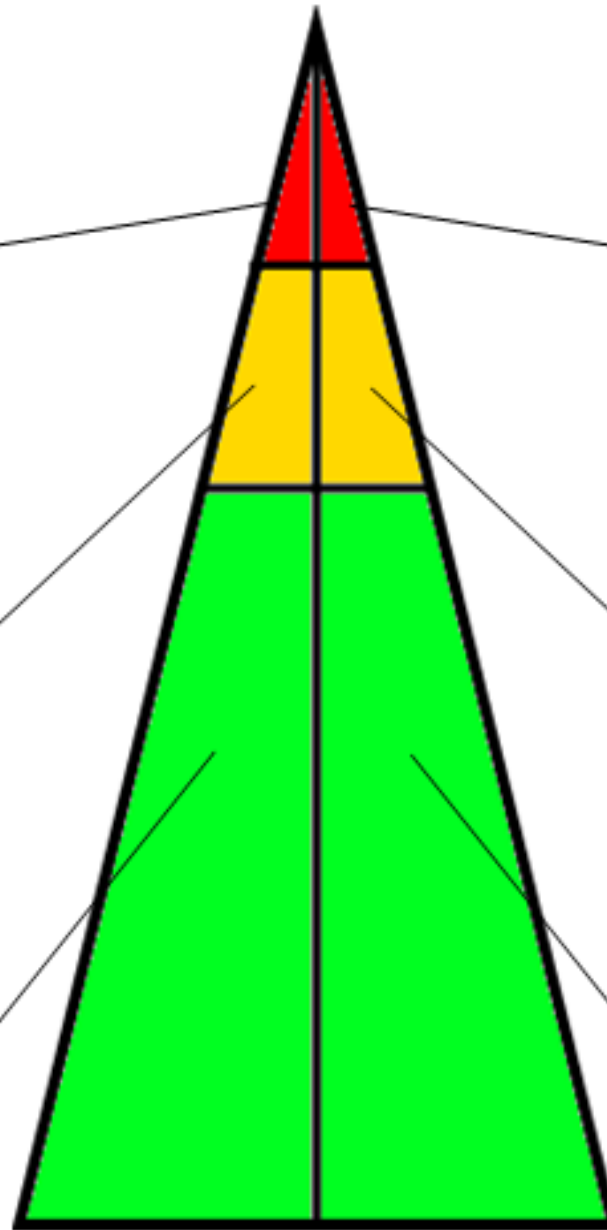
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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>

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

Worksheet: Establishing a Data Analyst Team & Building-Wide Entrance/Exit Criteria for Tier 2 Academic Intervention Services

School: _____ Team Members: _____ Date: _____

Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2 academic services.

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with their area(s) of competence.

Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

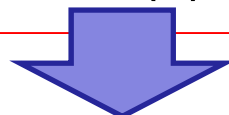
Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any RTI school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for each Tier selected.

Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT
<input checked="" type="checkbox"/> Tier 1: Core Instruction. No intervention is needed.	
<input checked="" type="checkbox"/> Tier 1: Classroom Intervention: The classroom teacher provides the intervention.	
<input type="checkbox"/> Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)	
<input checked="" type="checkbox"/> Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.	
<input checked="" type="checkbox"/> Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.	

Tier 2 Entrance/ Exit Worksheet p. 1

Tier 2 Entrance/Exit Worksheet: Activity

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with their area(s) of competence.



Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

Data Analysis Team: Definition

The Data Analysis Team (DAT) is the gatekeeper for Tier 2 services.

The DAT meets at least 3 times per year, after fall, winter, and spring schoolwide academic screenings, to review screening results and to select students for Tier 2 intervention services.

Optionally, the DAT also meets periodically between screenings (e.g., once per month) to review the progress of students on Tier 2 intervention. If appropriate, students can be moved into, across, and out of Tier 2 groups between screenings if the data support such moves.

Data Analysis Team: Objectives

The DAT's objectives during fall/winter/spring reviews of screening data are to:

1. review with classroom teachers whether at least 80% of students reached benchmark/proficiency
2. brainstorm core instructional strategies that can help to address patterns of weakness found at the Tier 1 group level.
3. sort students found to be at risk into two groups:
 - Mild risk: Classroom teacher can provide interventions and progress-monitor at Tier 1
 - More severe risk: Student is placed in supplemental (Tier 2) intervention.

Data Analysis Team: Skillset

Core members serving on the DAT should be knowledgeable about:

- the interpretation of RTI screening and progress-monitoring data.
- the range of Tier 2 programs/groups in the school (and any available slots within those programs/groups).
- the setting of academic performance goals for individual students.
- strong instructional practices that support groups (core instruction) and individual students (classroom or supplemental intervention).

Tier 2 Data Analysis Team: The Data



Data Analysis Team: Data Preparation

In preparation for a DAT screening data meeting (Fall, Winter, Spring):

- building-wide screening data are entered into electronic format to facilitate storage and retrieval (e.g., Excel spreadsheet, RTI-M Direct, AIMSWeb).
- reports are generated listing students at risk (below benchmark)—organized by ‘strategic’ (moderate risk) and ‘intensive’ (higher risk).
- copies of benchmark criteria (e.g., DIBELS NEXT; AIMSWeb) are brought to the DAT meeting.

Benchmark Example: DIBELS NEXT Grade 3

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
Composite Score	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
Words Correct	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
Accuracy	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%

Tier 2 Data Analysis Team:
Structuring Screening-Data
Meetings



Data Analysis Team: Structure of Screening Data Meetings

During screening data meetings, the DAT meets with teams of grade-level teachers to:

- systematically look at the impact of core instruction (goal: at least 80 percent of students reaching the screening benchmark)
- offer recommendations for classroom instructional practice to boost student performance at Tier 1
- identify those students who need supplemental (Tier 2) intervention services.

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 2
Entrance/ Exit
Worksheet p. 2

Develop a Draft Agenda for Data Analysis Team Meetings. Look over the sample agenda and script for running a Data Analysis Team meeting (handout: pp. 8-13). Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you can schedule and script those as separate events.

DAT Meeting Agenda

Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	
TASK 3 →: • _____	
TASK 4 →: • _____	
TASK 5 →: • _____	
TASK 6 →: • _____	
TASK 7 →: • _____	
TASK 8 →: • _____	



Data Analysis for Instructional Decision Making: Team Process

Part I. Initial/Fall Goal Setting and Instructional Planning Session

Before the data team meeting:

- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., 4Sight Proficiency graph, DIBELS histogram, PVAAS).
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	Typical Prompts	Record Keeping
<p>During the meeting: Team uses district-provided data</p> <div style="border: 1px solid black; width: 200px; height: 100px; margin: 10px auto; text-align: center; font-size: 24px; font-weight: bold;"> Handout: pp. 8-11 </div>	<p>Team is provided with data to be analyzed.</p>	<p>Data sets in question (e.g., DIBELS histogram, 4Sight Proficiency graph, PVAAS grade level report). Use formats without student names.</p>
<p>Team identifies current performance of grade-level cadre (particular to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year)</p> <ul style="list-style-type: none"> • DIBELS or other ORF measure (% at benchmark [low risk], % strategic [some risk], % intensive [high risk]) 4Sight, % Advanced + Proficient, % Basic, % Below Basic 	<p>Facilitator: “Let’s analyze how our students are doing on (<i>benchmark skill</i>).”</p>	<p>Summarize salient data on the Screening and Intervention Record Form (SIRF).</p>
<p>Team sets a measurable goal or goals to achieve by the next review point.</p> <ul style="list-style-type: none"> • Goal should be stated in terms of % of students making <i>x</i> (give a number) progress toward identified benchmark. • Example: “By -----, -----% of students will attain the benchmark of ----- or above.” • For 4Sight, % of students scoring Advanced or Proficient 	<p>“What goal(s) shall we aim for by our next review point?”</p>	<p>Record measurable goal(s) in correct format on SIRF.</p>

Tier 2 Entrance/Exit Worksheet: Activity

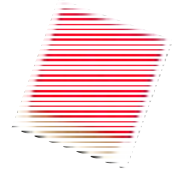
Develop a Draft Agenda for Data Analysis Team Meetings.

Look over the sample agenda and script for running a Data Analysis Team meeting (handout: pp. 8-13). Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you can schedule and script those as separate events.



Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	

Driven by Data: Create Tier 2 Entrance & Exit Criteria. What data sources does your school use to place students in Tier 2 services and what 'cut-points' determine eligibility?



School-Wide Academic Screeners: Purpose and Types

Building-Wide Screening: Assessing All Students

(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

Screening data can be used to:

- evaluate and improve the current core instructional program.
- allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- guide the creation of targeted Tier 2/3 (supplemental intervention) groups.
- set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

1. **Basic Skills.** These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.

Response to Intervention

Purchase the Published Version

You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

[Visit Cambium/Sopris](#)

DIBELS for Mobile Devices

Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

[Visit Amplify](#)

Download from Dynamic Measurement Group

If you don't have an account yet, you will need to [sign up](#) before downloading the materials.

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DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Transition to DIBELS Next Today

[Getting Started With DIBELS Brochure](#)

[Transitioning to DIBELS Next](#)

[DIBELS Next® Benchmark Goals](#)

Basic-Skills Screener Example: DIBELS Next

“DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals.”

Curriculum-Based Measures (CBMs)

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

Schoolwide Screening Tools: 2 Types (Cont.)

Schoolwide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

The assumption built into curriculum-skills screeners is that when teachers can map the ‘holes’ in a student’s academic skills, they can adjust instruction to address those gaps.

Response to Intervention

The screenshot displays the NWEA website's navigation and main content. The top left features the NWEA logo (Northwest Evaluation Association). The top right includes navigation links for 'Events', 'Contact Us', 'Reports Login', and 'Partner Support', along with a search bar and social media icons for Facebook, Twitter, LinkedIn, YouTube, and RSS. A left sidebar contains a menu with 'ABOUT NWEA', 'OUR RESEARCH', and 'PRODUCTS & SERVICES'. Under 'PRODUCTS & SERVICES', there is a section for 'Common Core MAP Assessments' with links to 'MAP® Overview', 'MAP®', 'MAP® for Science', 'MAP® for Primary Grades', 'Skills Pointer', 'Children's Progress Academic Assessment (CPAA)', 'End of Course Assessments', and 'Formative Assessment Item Bank'. The main content area features a large image of a young girl looking at a laptop. Overlaid on this image is a text box with the title 'Measures of Academic Progress' and the text: 'Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.' Below the image, the word 'MAP' is written in large red letters. At the bottom, a horizontal navigation bar contains four buttons: 'MAP OVERVIEW', 'MAP ALIGNMENT', 'MAP SCORING', and 'USING THE DATA'.

NWEA
Northwest Evaluation Association

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PRODUCTS & SERVICES

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Assessments

MAP® Overview
MAP®
MAP® for Science
MAP® for Primary Grades
Skills Pointer
Children's Progress Academic Assessment (CPAA)
End of Course Assessments
Formative Assessment Item Bank

Measures of Academic Progress

Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.

MAP

MAP OVERVIEW | MAP ALIGNMENT | MAP SCORING | USING THE DATA

Curriculum Skills Screener Example: Measures of Academic Progress

“MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10.”

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.
- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.

Clearinghouse for RTI Screening and Progress-Monitoring Tools

- The National Center on Intensive Intervention (<http://www.intensiveintervention.org/chart/progress-monitoring>) maintains pages rating the technical adequacy of RTI progress-monitoring tools that can also be used for screening. Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

The screenshot displays the National Center on Intensive Intervention website. The header includes the organization's name and its affiliation with the American Institutes for Research. A navigation bar contains links for Resources, Tools Charts, and In. The main content area is titled 'Academic Progress Monitoring GOM' and includes a brief description of the tool chart. Below the description are filters for Grade Level and Subject, both set to '- Any -', and an 'Apply' button. A tabbed interface shows 'Psychometric Standards', 'Progress Monitoring Standards', and 'Data'. The 'Progress Monitoring Standards' tab is active, displaying a table with columns for Title, Area, and Reliability of Performance Level Score. The table lists several tools, all from ADHSweb, with their respective areas and reliability scores.

Title	Area	Reliability of Performance Level Score
ADHSweb	M-CBM	●
ADHSweb	Math Computation	●
ADHSweb	Math Concepts and Applications	●
ADHSweb	Oral Reading Fluency (R-CBM)	●
ADHSweb	Test of Early Literacy - Letter Naming Fluency	●
ADHSweb	Test of Early Literacy -	●



RTI: Schoolwide Screeners

Recommendations for Schools:

- ❑ K-8: Analyze your student demographics and academic performance and select academic screeners matched to those demographics: (1) basic-skill screeners (e.g., DIBELS, AIMSweb) or (2) a curriculum-skills screener (e.g., Measures of Academic Progress).
- ❑ 9-12: Adopt a proactive system for monitoring existing data--grades, attendance, behavior (office referrals)--every 5 weeks or so to identify students with emerging difficulties. Link identification of at-risk students to specific RTI responses (e.g., classroom intervention plan; parent-student conference, etc.).
- ❑ All grades: If possible, pilot new screening tools (e.g., at single grade levels or in selected classrooms) before rolling out across multiple grade levels.

Tier 2: Establish Entrance & Exit Criteria

Tier 2: Creating a Dynamic Model

- At each school-wide RTI academic screening, the school should use **objective, trustworthy data sources** to enter students into and exit them from Tier 2 services.

Here is a tutorial for how schools can select Tier 2 data sources, arrange them in descending order of importance, set cut-point scores to determine student Tier placement, and use this screening system to create a dynamic model for Tier 2 intervention placement.

Using Screening & Other Data Sources to Match Students to Tiers of Intervention: 7 Steps

- Step 1: Define Academic-Intervention Tiers
- Step 2: Select Data Sources to Make Tier 1-3 Intervention Placements
- Step 3: Apply 'Weights' to Each Data Source
- Step 4: Set Cut-Point Bands by Tier for Each Data Source
- Step 5: Use the Data Sources in Ranked Order of Importance to Sort Students into RTI Tiers (and Exit Those No Longer Needing Tier 2)
- Step 6: Group Students by Intervention Need





Step 1: Define Academic-Intervention Tiers

The school defines the Tiers of academic intervention and the student profile that matches each.

Anyplace Elementary School Example: Define Academic-Intervention Tiers: Example

Here is how one elementary school defined its Tiers:

- Tier 1: Core Instruction. No intervention is needed.
- Tier 1: Classroom Intervention: The classroom teacher provides the intervention.
- Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)
- Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.
- Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.



Worksheet: Establishing a Data Analyst Team & Building-Wide Entrance/Exit Criteria for Tier 2 Academic Intervention Services



Tier 2 Entrance/ Exit Worksheet p. 1

School: _____ Team Members: _____ Date: _____

Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2 academic services.

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with their area(s) of competence.

Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

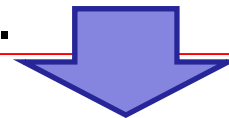
Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any RTI school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for each Tier selected.

Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT
<input checked="" type="checkbox"/> Tier 1: Core Instruction. No intervention is needed.	
<input checked="" type="checkbox"/> Tier 1: Classroom Intervention: The classroom teacher provides the intervention.	
<input type="checkbox"/> Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)	
<input checked="" type="checkbox"/> Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.	
<input checked="" type="checkbox"/> Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.	



Tier 2 Entrance/Exit Worksheet: Activity

Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any RTI school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for *each* Tier selected.



Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT
<input checked="" type="checkbox"/>	Tier 1: Core Instruction. No intervention is needed.
<input checked="" type="checkbox"/>	Tier 1: Classroom Intervention: The classroom teacher provides the intervention.
<input type="checkbox"/>	Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)
<input checked="" type="checkbox"/>	Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.
<input checked="" type="checkbox"/>	Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.



Step 2: Select Data Sources to Make Tier 1-3 Intervention Placements

Schools use objective data sources to identify students who are at risk of academic failure and require intervention support. Each data source should:

- be valid (an accurate measurements of the student abilit(ies) it claims to assess).
- be reliable (e.g., data collected by different educators on the same student using the same measure should yield similar results).
- add new information and value to the student assessment picture (that is, not be highly correlated with other data sources).

Five Core Components of Reading

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

AIMSweb School-Wide Screening Tools: Basic-Skills Reading Measures

Measure	Reading Skill
Letter Naming Fluency	Phonics
Letter Sound Fluency	Phonics
Phoneme Segmentation Fluency	Phonemic Awareness
Nonsense Word Fluency	Phonics
Oral Reading Fluency	Fluency
MAZE Passages	Comprehension

Anyplace Elementary School Example: Select Data Sources to Make Tier 1-3 Intervention Placements

At grade 4, the school selects three data sources to find students at risk for reading failure:

- AIMSweb: Reading Screening Tools: Oral Reading Fluency (Fluency) & Maze Passages (Comprehension)
- Teacher Nomination
- New York State ELA Test (Scaled Scores/Performance Level)



Step 3: Apply 'Weights' to Each Data Source

Not all data sources are created equal:

- Schools estimate the relative contribution that each data source makes to identifying the true 'at-risk' student.
- Then the data sources are ranked in descending order of importance.
- When making intervention placement decisions, information sources with greater weight have more influence in placing students.

Anyplace Elementary School Example: Apply 'Weights' to Each Data Source

Of grade 4 data sources, the school realizes that AIMSweb data gives the best information about risk status in component reading skills, followed closely by NYS ELA scores. However, Teacher Nomination does not offer much new information, as it correlates highly with (overlaps with) student performance on both AIMSweb and the state ELA test.

Often, Teacher Nomination is given the least weight in deciding student placement:

1. AIMSweb: Reading Screening Tools: Oral Reading Fluency (Fluency) & Maze Passages (Comprehension)
2. New York State ELA Test (Scaled Scores/Performance Level)
3. Teacher Nomination



Step 4: Set Cut-Point Bands by Tier for Each Data Source

For those data points that can be quantified as cumulative points, percentiles, or performance levels, the school sets ‘cut-points’, or score thresholds, for each Tier.

These cut-points allow the school to set entry-level criteria for students at each Tier.

When the set of cut-points is complete for one or more data sources, every student in the school can be evaluated for the degree of risk for academic failure.

Response to Intervention

**AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate**

Grade	Percentile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
	90		151		169		184	0.9
	75		125		141		156	0.9
	50		100		114		127	0.8
Tier 2 →	25	57382	75	58592	89	59844	101	0.8
Tier 3 →	10		48		62		72	0.7
	Mean		100		115		128	
	StdDev		40		42		44	

**Selecting Performance 'Cut-Points' for Tier 2/3
Services: Example using AIMSweb Norms**

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

Response to Intervention

Anyplace Elementary School Example: Set Cut-Point Bands by Tier for Each Data Source: Grade 4

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NYS ELA Scaled Score
Tier 1: Core Instruction	$\geq 25\%$ ile	≥ 320
Tier 1: Classroom Intervention	$\geq 20\%$ ile	≥ 310
Tier 2: 'Early Response' Supplemental Intervention	$\geq 15\%$ ile	≥ 300
Tier 2: 'Advanced' Supplemental Intervention	$\geq 10\%$ ile	≥ 287
Tier 3: Intensive Intervention	$\geq 0\%$ ile	≥ 138

NYSED 2015 ELA Test Conversion Chart: Scaled Scores to Performance Levels

Scale Score Ranges Associated with Each Performance Level

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4
3	147-290	291-319	320-357	358-429
4	138-286	287-319	320-342	343-423
5	97-288	289-319	320-345	346-413
6	117-282	283-319	320-337	338-421
7	98-286	287-317	318-346	347-414
8	100-283	284-315	316-342	343-412

Response to Intervention

Anyplace Elementary School Example: Set Cut-Point Bands by Tier for Each Data Source: Grade 4

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NYS ELA Scaled Score
Tier 1: Core Instruction	$\geq 25\%$ ile	≥ 320
Tier 1: Classroom Intervention	$\geq 20\%$ ile	≥ 310
Tier 2: 'Early Response' Supplemental Intervention	$\geq 15\%$ ile	≥ 300
Tier 2: 'Advanced' Supplemental Intervention	$\geq 10\%$ ile	≥ 287
Tier 3: Intensive Intervention	$\geq 0\%$ ile	≥ 138



Step 5: Use the Data Sources in Ranked Order of Importance to Sort Students into RTI Tiers (and Exit Those No Longer Needing Tier 2)

After screening data are collected, use the first data source in order of importance (e.g., AIMSweb school-wide reading screeners) to ‘sort’ all students into the appropriate Tier--ranging from Tier 1: Core Instruction to Tier 3: Intensive Intervention.

Then consult the next data source (e.g., NYS ELA testing). NOTE: If any students qualify for a more at-risk Tier according to NYS ELA cut-points, a school may choose to resort them into the higher intervention Tier.

Apply Teacher Nomination data last and with caution. When other data sources fail to identify an at-risk student, the Teacher Nomination should be used only if it provides specific additional information about the nature of the academic deficit(s).

Response to Intervention

Anyplace Elementary School Example: Use the Data Sources to Sort Students into RTI Tiers

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NYS ELA Scaled Score	Number of Students from Gr 4 (120 Total)
Tier 1: Core Instruction	≥ 25%ile	≥ 320	82
Tier 1: Classroom Intervention	≥ 20%ile	≥ 310	12
Tier 2: 'Early Response' Supplemental Intervention	≥ 15%ile	≥ 300	7
Tier 2: 'Advanced' Supplemental Intervention	≥ 10%ile	≥ 287	15
Tier 3: Intensive Intervention	≥ 0%ile	≥ 138	4



Step 6: Group Students by Intervention Need

Use data sources to group students at each Tier according to shared intervention profiles/needs.

For most students, the academic screening data (e.g., AIMSweb) is sufficient for placement (e.g., a grade-4 student with moderate reading fluency delays benefits from a program to boost oral reading fluency).

However, students with more severe delays in academic screening and/or low NYS ELA results may need further diagnostic testing to accurately determine the appropriate intervention program.

Using Screening & Other Data Sources to Match Students to Tiers of Intervention: 7 Steps

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Tier 2 Entrance/Exit Worksheet: Activity

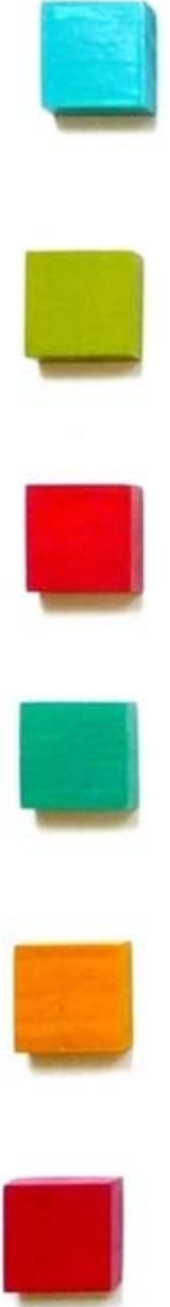
Set up your academic screening program. In column 1, generate a list of screeners and other data sources that you will use to determine student eligibility for Tier 2 academic services. In column 2, rank-order these data sources based on their relative importance for Tier 2 identification (i.e., “1” for the most important data source, “2” for the next most important source, etc.). In column 3, begin to plan how your building will establish ‘cut-points’ (if applicable) for each data source.



Column 1: List Each Data Source	Column 2: Rank Your Data Sources	Column 3: Create a Plan to Establish Cut-Points for Each Data Source



Implementation: Monitor Intervention Integrity. How can we verify that the Tier 2 intervention plan is carried out as designed?





Tutorial: Interventions: Why Assess Integrity?

When a struggling student fails to respond adequately to a series of evidence-based interventions, that student is likely to face significant and potentially negative consequences, such as failing grades, long-term suspension from school, or even placement in special education.

It is crucial, then, that the school monitor the integrity with which educators implement each intervention plan so that it can confidently rule out poor or limited intervention implementation of the intervention as a possible explanation for any student's 'non-response'.

Source: Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).



Intervention Integrity Check: Direct Observation

Intervention integrity is best assessed through direct observation (Roach & Elliott, 2008).

- The key steps of the intervention are defined and formatted as an observational checklist.
- An observer watches as the intervention is conducted and checks off on the checklist those steps that were correctly carried out. The observer then computes the percentage of steps correctly carried out.

Intervention Script Builder for: Student Name: _____ Grade: _____

Teacher/Team: _____ Intervention Start Date: ____/____/____

Description of the Target Academic or Behavior Concern: _____

'Yes/No' Step-by-Step Intervention Check

Intervention Script Builder

Each Step Marked 'Negotiable' or 'Non-Negotiable'

Intervention Check	Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	2. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	3. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
Intervention Check	Intervention : detail so that t	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	2. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	3. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	4. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	5. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	6. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step

Limitations of Direct Observation as an Intervention Integrity Check



- Direct observations are time-consuming to conduct.
- Teachers who serve as interventionists may at least initially regard observations of their intervention implementation as evaluations of their job performance, rather than as a child-focused RTI “quality check”.
- An intervention-implementation checklist typically does not distinguish between--or differentially weight--those intervention steps that are more important from those that are less so. If two teachers implement the same 10-step intervention plan, for example, with one instructor omitting a critical step and the other omitting a fairly trivial step, both can still attain the same implementation score of steps correctly completed.

Source: Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Supplemental Methods to Collect Data About Intervention Integrity



Teacher Self-Ratings: As a form of self-monitoring, directing interventionists to rate the integrity of their own interventions may prompt higher rates of compliance (e.g., Kazdin, 1989). However, because teacher self-ratings tend to be ‘upwardly biased’ (Gansle & Noell, 2007, p. 247), they should not be relied upon as the sole rating of intervention integrity. One suggestion for collecting regular teacher reports on intervention implementation in a convenient manner is to use Daily Behavior Reports (DBRs; Chafouleas, Riley-Tillman, & Sugai, 2007).

Sources:

Chafouleas, S., Riley-Tillman, T.C., & Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction*. New York: Guilford Press.

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Kazdin, A. E. (1989). *Behavior modification in applied settings* (4th ed.). Pacific Gove, CA: Brooks/Cole..

Intervention Contact Log

Staff Member(s) Implementing Intervention: _____
 Classroom/Location: _____ Intervention Description: _____

Student _____ (should be capped at 6-7 students.)

A. _____ G. _____
 B. _____ H. _____
 C. _____ I. _____

Date: _____ Time Start: _____:_____:_____ AM End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Comments: _____

Teacher
 Intervention
 Integrity Self-Rating

To what degree were you able to carry out the intervention as designed?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Fully		

Intervention Contact
 Log

Not at all Somewhat Fully
 AM AM

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

Comments: _____

Supplemental Methods to Collect Data About Intervention Integrity



Intervention Permanent Products: If an intervention plan naturally yields permanent products (e.g., completed scoring sheets, lists of spelling words mastered, behavioral sticker charts), these products can be periodically collected and evaluated as another indicator of intervention integrity (Gansle & Noell, 2007).

Source:

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Intervention Integrity: Verify Through a Mix of Information Sources



Schools should consider monitoring intervention integrity through a mix of direct and indirect means, including direct observation and permanent products (Gansle & Noell, 2007), as well as interventionist self-ratings (Roach & Elliott, 2008).

Source:

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Roach, A. T., & Elliott, S. N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.195-208).

Tier 2: Measuring Intervention Integrity: Activity

In your groups:

- Consider the 3 options reviewed today for evaluating the integrity of Tier 2 interventions:
 1. Direct observation/use of intervention checklist
 2. Teacher self-rating
 3. Student work products
- Answer this question:

At your school, what method(s) should be used to monitor the integrity of interventions delivered by a Tier 2 provider?

Response to Intervention

How To...Promote Academic Self-
Management: Academic Survival Skills
Checklists

The Problem That This Tool Addresses: Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

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: What It Is...

- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.

Academic Survival Skills Checklist

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.

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

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.

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

Academic Survival Skills Checklist: Homework

7. **DO NOT PROCRASTINATE ON LARGER HOMEWORK TASKS.** Some homework assignments (e.g., term papers) require substantial work and successful completion of several related sub-tasks before attaining the final goal. It is a mistake to put off these larger assignments until the night before they are due. Instead, when first assigned a comprehensive task, break that task down into appropriate sub-tasks. Next to each sub-task, list a target date for completion. When compiling a daily homework plan, include any sub-tasks with upcoming due dates. Monitor your progress to ensure that you remain on schedule to complete the larger assignment on time.
8. **USE HOMEWORK SUPPORTS SUPPLIED BY YOUR TEACHER.** Make use of homework guides or resources of any kind offered by your teacher. For example, be sure to review the course syllabus for information about upcoming homework, as well as any print or online listings of homework assignments for the day or week. Take advantage of teacher office hours to drop in and get help with homework as needed.
9. **GET YOUR HOMEWORK ORGANIZED.** When several homework tasks are assigned daily from several courses, the total volume of work can quickly pile up. Adopt simple but effective organizational strategies to keep track of all the paperwork. For example, consider maintaining two file folders labeled 'Work in Progress' and 'Completed Work'. Make a point of emptying the 'Completed Work' folder each day by turning in the finished homework.

4. Behavioral Checklists: Example 3: Academic Survival Skills Checklist

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

1. Create consistent expectations among teachers.
2. Allow for proactive training of students.
3. Encourage students to self-evaluate and self-manage.
4. Monitor progress in acquiring these 'survival skills'.
5. Can guide parent conferences.

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.

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MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

Tier 2 Providers: Opportunities for Classroom Consultation

- DAT meetings with grade-level teams: recommendations for core instruction.
- Tier 1 intervention meetings: Consultation with teacher.
- Student is enrolled in Tier 2: Teacher requests ideas to support student in the classroom.
- Student is discharged from Tier 2: Teacher looks for 'step-down' strategies to help the student to maintain success in the classroom.

Teacher Coaching: Assumptions

- The teacher and coach are equals. Teacher and coach work as co-equals to find answers that address the social-emotional needs and behaviors of particular groups and individuals.
- The goal of coaching is to find solutions. The coach embraces the view that there are strengths and resources to be found within the teacher, the student(s), and the learning environment that can be assembled into an effective RTI plan.
- Coaching communication is confidential. The coach makes clear to the teacher that their conversations are confidential.

RTI Classroom Collaboration: Session Organizer



Persons Attending: Date:

Directions: Use this form to document collaborative work sessions between classroom teacher(s) and RTI consultant(s) or coach(es).

Goal: Describe what you plan to accomplish in this session:

Meeting Plan: Use the table below to organize and document your meeting. For example, you can list agenda items to discuss, break an ambitious goal into a series of more manageable sub-tasks, etc.

Agenda Item/Sub-Task	Person(s) Responsible	Date Completed

Discussion/Notes: Record any additional important discussion or 'process notes' from the meeting.

Handout: p. 8)

Date of Next Meeting: Select a date/time/location when you will meet again.

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

Teacher 'Coaching': Activity

In your groups:

- Review the handout *Pushing Social-Emotional RTI Practices into the Classroom: The Coaching Model* pp. 4-8.
- Discuss how you might use the organizer (p. 8) to structure meetings with classroom teachers to discuss whole-group or individual intervention strategies.

RTI Classroom Collaboration: Session Organizer

Persons Attending: Date:

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Agenda Item/Sub-Task	Person(s) Responsible	Date Completed

Discussion/Notes: Record any additional important discussion or 'process notes' from the meeting.

Date of Next Meeting: Select a date/time/location when you will meet again.

Response to Intervention

15:00

Tier 2: Team Networking Activity

Select 2 members to serve as 'ambassadors' for your team.

Use the chart (next page) to find the building your team is paired with.

Exchange ambassadors. In your discussions with your visitors, each party will report out on its:

- Tier 2 resource inventory
- Data Analysis Team membership listing
- DAT proposed agenda
- Data source list and cut-points


Tier 2: Team Pairings

Tables 1 & 6

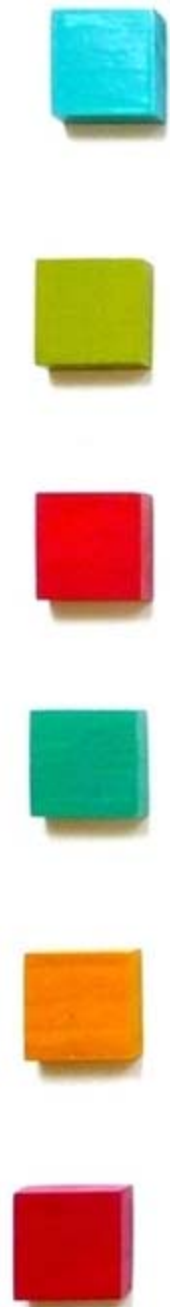
Tables 2 & 4

Tables 8 & 9/10

Tables 3 & 5 & 7



Tier 2 Intervention: Choose the Path. What are the next steps that your school can take during this (and the next) school year?



Next Steps: Activity

In your groups:

- Review the 4 goal statements on the next-steps planner (on right).
- For each goal, develop a plan to move toward that goal in the current or next school year (list implementation steps, key people, resources needed, additional comments).
- Be prepared to report out!

(Tier 2: Creating a Building-Wide System of Supplemental (Tier 2) RTI Academic Support:

Participants: _____

School: _____ Date: _____

GOAL 1: The school inventories its full range of Tier 2 programs, practices, and available personnel. Using this inventory, the school verifies that its Tier 2 programs/practices are supported by research.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____



Who in your school or district will you need to enlist to help you with this goal?

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

GOAL 2: A Data Analysis Team (DAT) meets to review school-wide screening data at 3 points during the school year. At those meetings, the DAT (1) shares screening results with grade-level teams; (2) identifies students to be entered into or exited from Tier 2 services; and (3) matches entering students to appropriate intervention groups.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____