The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

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RTI/MTSS Classroom Teacher Toolkit

The Teacher as RTI/MTSS 'First Responder': How to Create Classroom Academic Support Plans

Jim Wright, Presenter

24 March 2018
Bedford City School District
Bedford, OH

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/bedford

Workshop PPTs and handout available at:

http://www.interventioncentral.org/bedford

Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name:_____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans: Course Outline

Instructor: Jim Wright
Email: jimw13159@gmail.com
Course webpage: http://www.interventioncentral.org/bedford

Course Description. This course provides teachers in grades K-12 with tools to provide Response-to-Intervention (RTI) academic interventions in the general-education classroom. Participants will have access to and learn to use a toolkit of academic interventions, methods of data collection for progress-monitoring, and a form to document their Tier 1 Classroom Support Plans.

Course Agenda. Instruction is to be delivered in a blend of face-to-face sessions, student-directed online learning, and optional online chat sessions as outlined below:

Face-to-Face Sessions. Participants will meet with the instructor for a total of 6 hours, on the following 2 dates:

Saturday 24 March 2018: 3-Hour Session: Topics to be covered:

- know the elements of direct instruction that can optimize whole-group lessons to reach at-risk learners.
- define individual academic problems clearly.
- understand the definitions and uses of differentiation and scaffolding to individualize learning.
- be familiar with classroom interventions that address academics and student self-management.
- understand when and how to document Tier 1 academic support plans.
- be familiar with a range of common assessment tools to monitor classroom interventions.
- Successfully sign on to the Thinkific online learning platform to be used later in the course.

Saturday 12 May 2018: 3-Hour Session: Topics to be covered:

- review/refresher of topics covered in 24 March session.
- ideas for building a 'teacher academic-intervention toolkit' at the school level to support classroom intervention efforts.
- participant sharing of completed Classroom Support Plans.
- trouble-shooting challenges associated with the creation and use of Classroom Support Plans.

Online Course Review. Between the two face-to-face contact dates (Saturday 24 March 2018 and Saturday 12 May 2018), participants will complete a total of 3 hours of online course content (created by the instructor and hosted by Thinkific.com) to review and deepen their understanding of how to provide effective classroom interventions.

Participants will review 4 instructional modules with exit assessments. Modules will be posted and available according to the following schedule:

- Week 1: 9 April-13 April 2018: Topic 1: Defining the academic problem (45 minutes)
- Week 2: 16 April-20 April 2018: Topic 2: Finding an effective intervention strategy (45 minutes)
- Week 3: 23 April-27 April 2018: Topic 3: Ideas for differentiating and scaffolding to promote learning (45 minutes)
- Week 4: 30 April-4 May 2018: Topic: Collecting and interpreting data to monitor intervention progress (45 minutes)

Course Outline

1. **Saturday, 24 March: Session 1.** Preview the steps and elements of Classroom Support Plans (CSPs).

2. **March-May: Online Course.** Review of CSP Elements

- Wk 1: 9 April: Defining the academic problem
- Wk 2: 16 April: Finding an effective intervention strategy.
- Wk 3: 23 April: Ideas for differentiating and scaffolding to promote learning
- Wk 4: 30 April: Collecting and interpreting data to monitor intervention progress

3. **Chat Sessions (Optional).**

- Saturday 14 April: 10-11 am
- Saturday 21 April: 10-11 am
- Saturday 5 May: 10-11 am

4. **Saturday, 12 May: Session 2.** Reflections on CSP experience. Student case presentations. Submit Classroom Support Plans.

5. **Monday 21 May: Reflective Paper (3-4 pages).** Assignment: Offer advice to building administrator(s) on promoting RTI & CSP process.

‘Registering’ for the Online Course Content…

- Enter this URL into your browser:
  http://james-school-71f2.thinkific.com

- Scroll down the page & click on the one course offering: *RTI: Teacher as First Responder*
- Click on the *‘Enroll for Free’* button and create your course account.
- View the ‘Welcome’ screen with information and resources from today’s training.

Response to Intervention: The Mission…

"The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students."

--Wright (2005)

Source: Wright, J. (2005, Summer). Five interventions that work. *NAESP Leadership Compass, 2(4) pp.1,6.*

Teacher Problem-Solving: Just a Part of the Job…

Instructors regularly engage in problem-solving efforts, such as:

- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit…

In this era of accountability, classroom intervention efforts don't count unless they are documented:

"Teachers are already doing 90% of the work. But they are often getting zero credit."

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

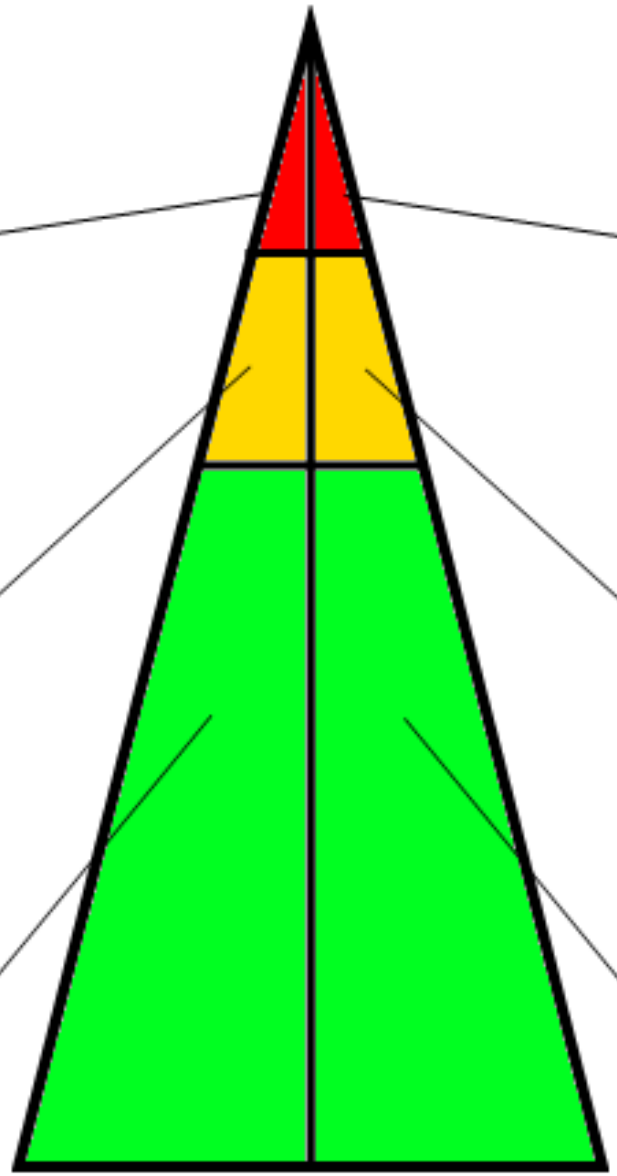
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

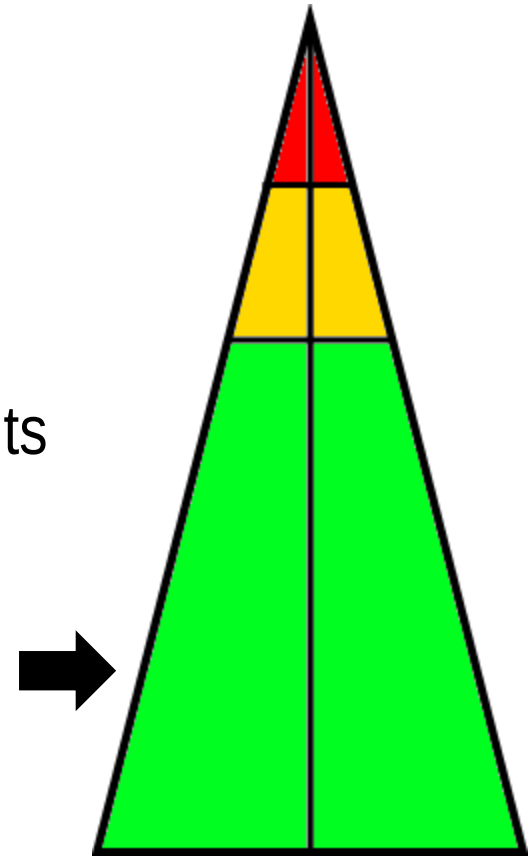
Tier 1: Universal: Classroom Management: 80%

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

Source: Grosche, M., & 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

Continuum of RTI/MTSS: Across Grade Levels

RTI/MTSS for Academics: Tier 1: Individualized Classroom Support Plans

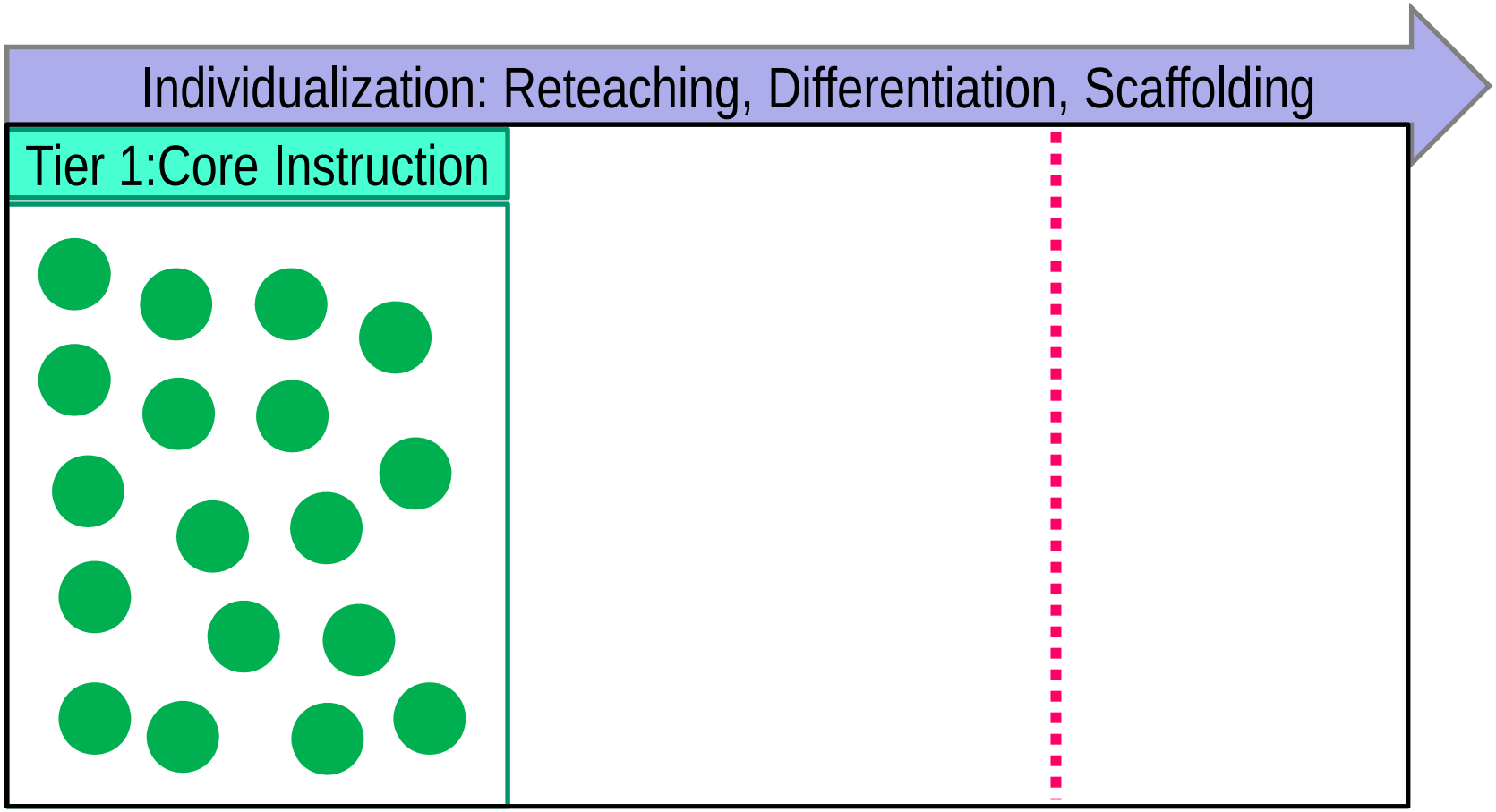


The teacher develops, implements, and documents classroom support plans for ‘red-flag’ students needing additional academic support.

Plans are typically put in place for several weeks and are delivered with consistency.

The purpose of classroom interventions is to help the student to be successful in the grade-level curriculum.

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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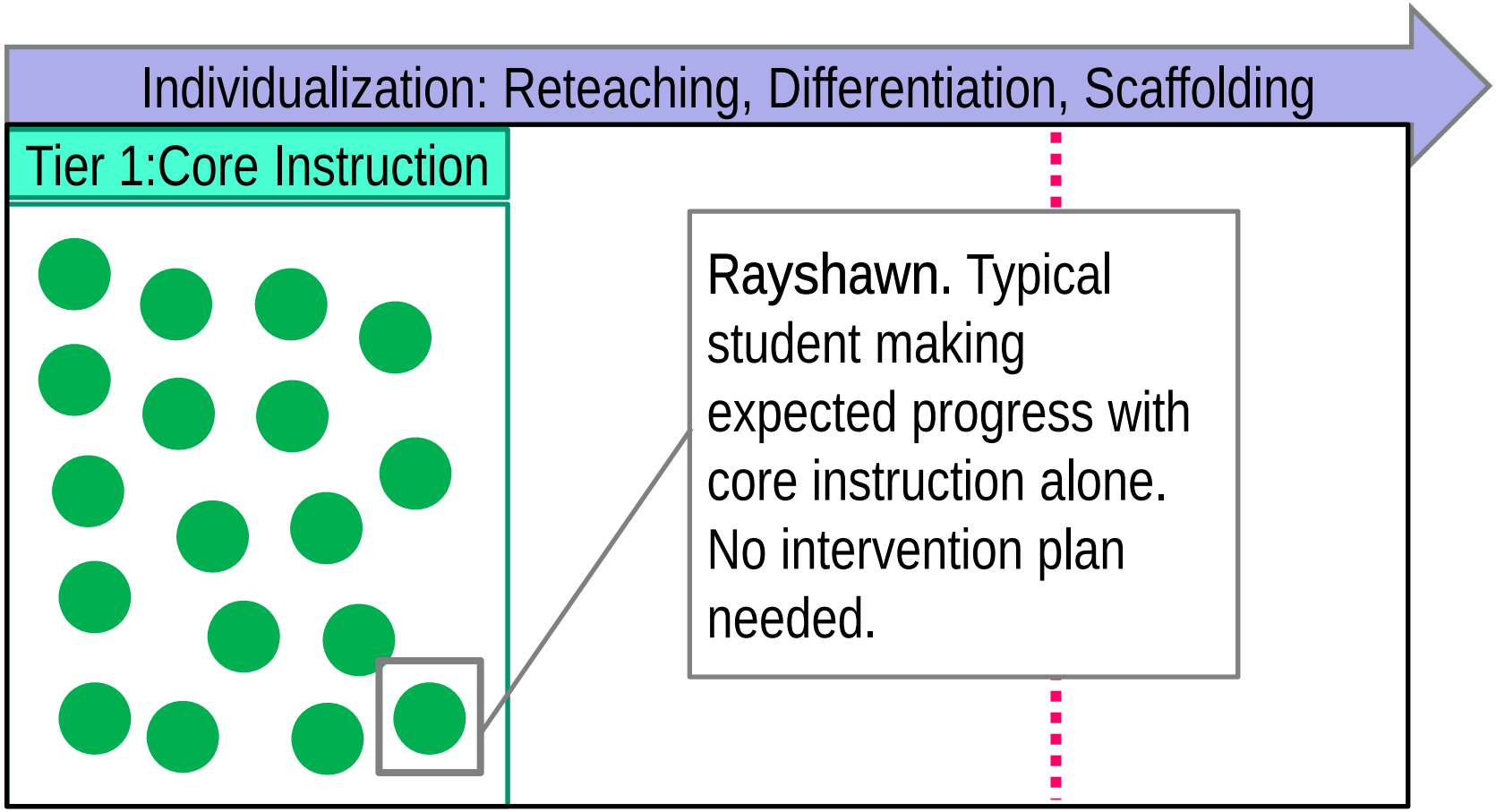

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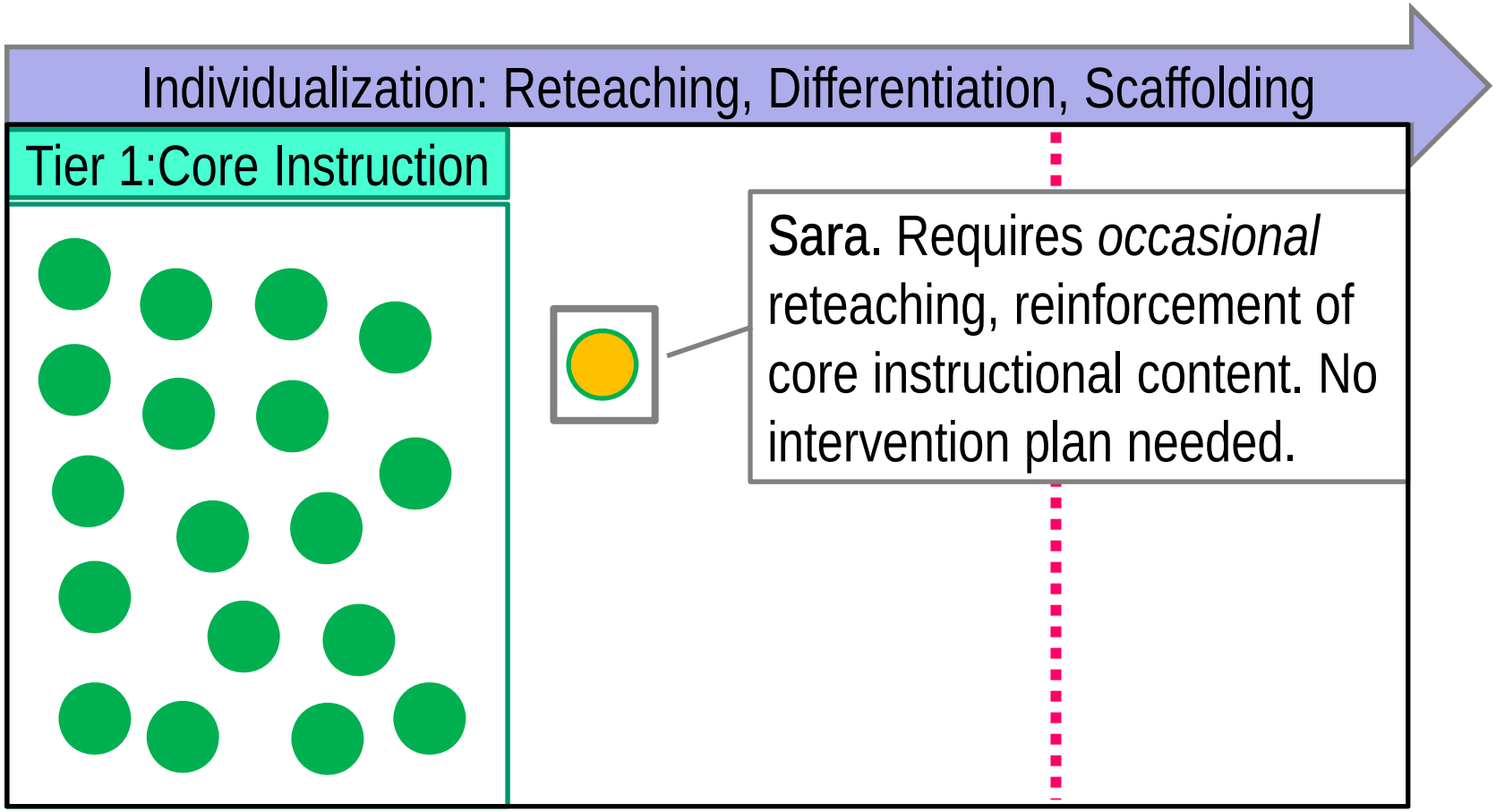

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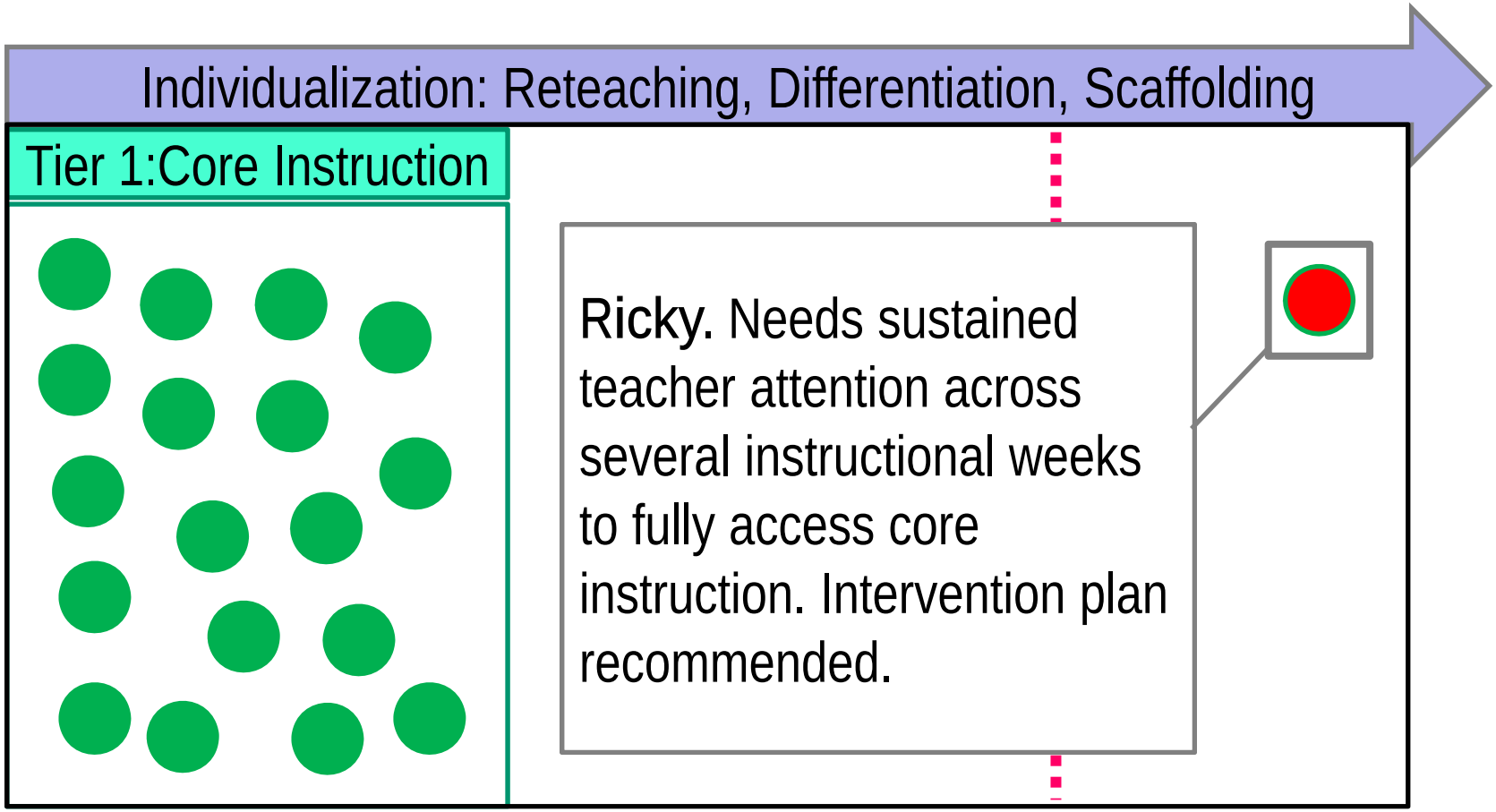


Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

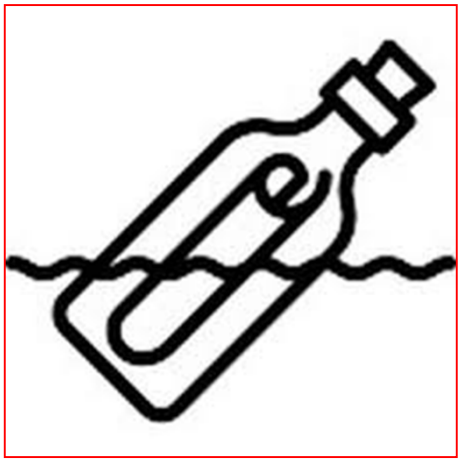
3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

RTI/MTSS Classroom Intervention Plans: 'Message in a Bottle': Who Benefits?

Next year's teacher(s). The plan allows them to build on teacher's hard-won knowledge about the student.

Parent(s). The plan documents clearly the strategies the teacher has put in place to support their child.

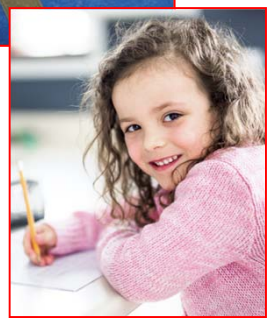


RTI/MTSS Problem-Solving Team. The classroom intervention plan helps the team to make better recommendations, based on the teacher's findings.

Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

RTI Files…

Case 1: Tomás: Grade 7: Reading Comprehension



Case 2: Jacqueline: Grade 1: Letter Knowledge

Case 3: Russell: Grade 10: Attendance & Preparedness

Case 4: Neda: Grade 4: Math-Fact Fluency

RTI Files: Case 1

Tomás
Grade 7

Problem: Reading comprehension

Intervention: Read-Ask-Paraphrase

RTI Files: Case 1

- **Problem:** When Tomás reads assigned informational passages independently, he does not always retain the key ideas.
- **Intervention:** His Social Studies instructor, Mr. Garber, decides to teach Tomás to use **Read-Ask-Paraphrase** (RAP), a self-managed reading comprehension strategy. The student will then use RAP on all assigned readings.

Reading Comprehension: Self-Management Strategies

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

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.

Read-Ask-Paraphrase:
STEPS:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For *each paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

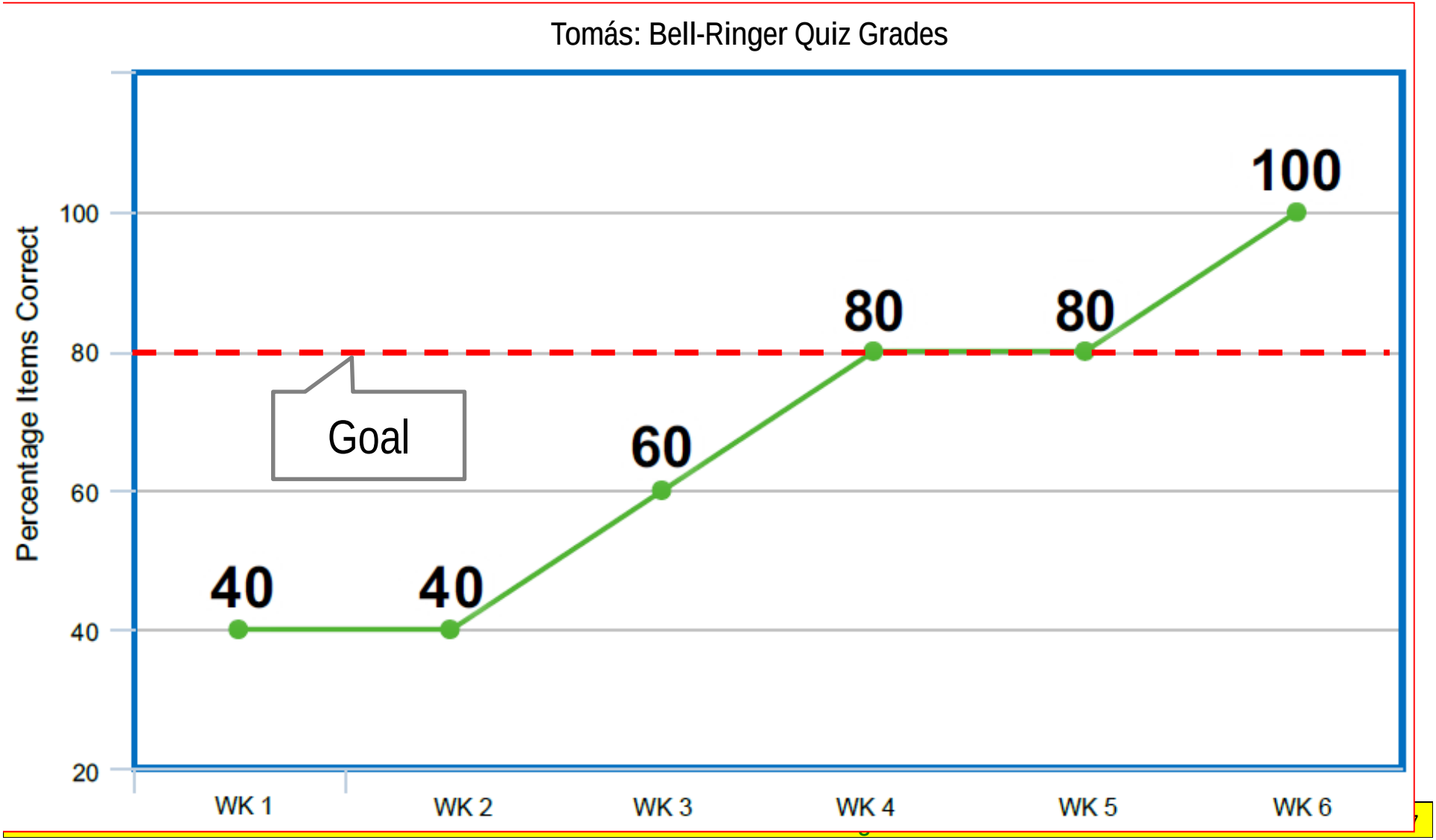
RTI Files: Case 1

- **Progress-Monitoring:** Mr. Garber already assesses class-wide comprehension of assigned readings once per week with a brief bell-ringer quiz (5-item: short-answer).

  At **baseline**, Tomás is earning quiz grades averaging 40 percent (2 of 5 correct). The **outcome goal** in 6 weeks is for Tomás to earn quiz grades of 80 percent or higher.

RTI Files: Case 1

Tomás: Grade 7: Read-Ask-Paraphrase



RTI Files: Case 1: Take-Away

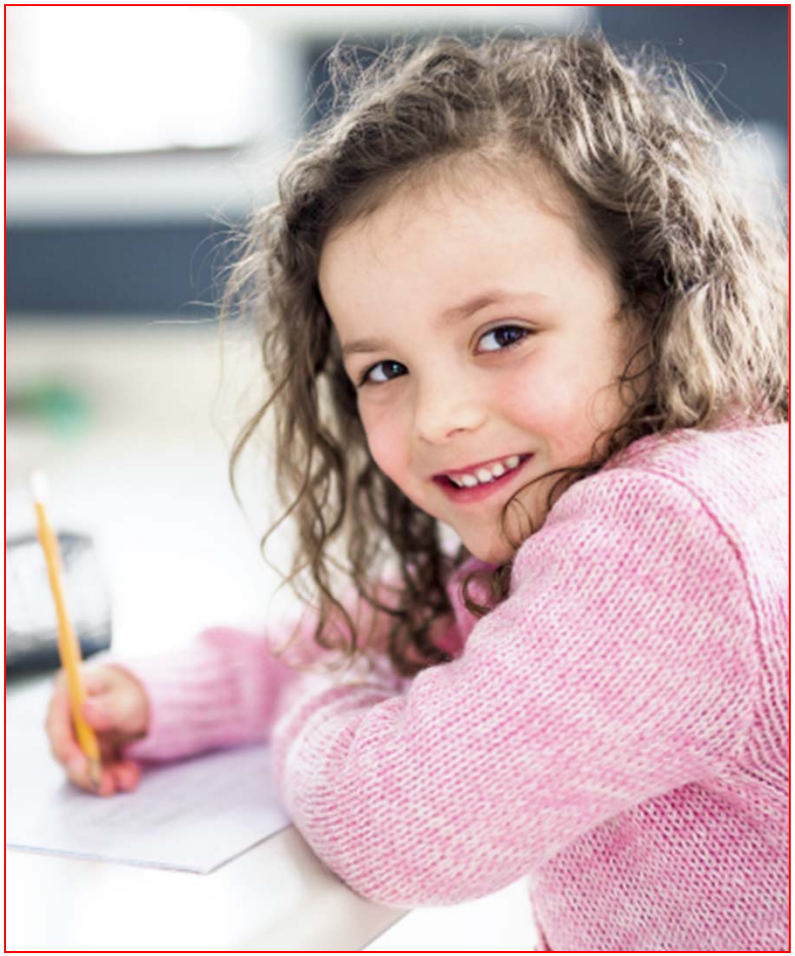
- With many middle- and high-school classroom academic interventions (such as **Read-Ask-Paraphrase**), the student is the interventionist and the teacher is the coach.
- That is, students are encouraged to become self-managing learners, mastering and using effective strategies on their own.

RTI Files: Case 2

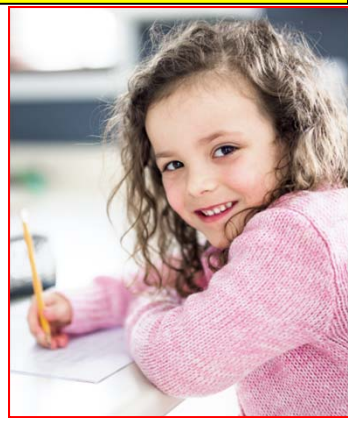
Jacqueline
Grade 1

Problem: Limited letter knowledge

Intervention: Incremental Rehearsal



RTI Files: Case 2



- **Problem:** Jacqueline cannot identify all mixed-case letters.
- **Intervention:** Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.

Letter Names: Incremental Rehearsal

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

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

Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.

'KNOWN' Letters		'UNKNOWN' Letters
b	P	K
Y	C	N
h	q	w
D	a	l
m	t	c

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an ‘unknown’ letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.

K

Incremental Rehearsal of Letter Names

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

K	b

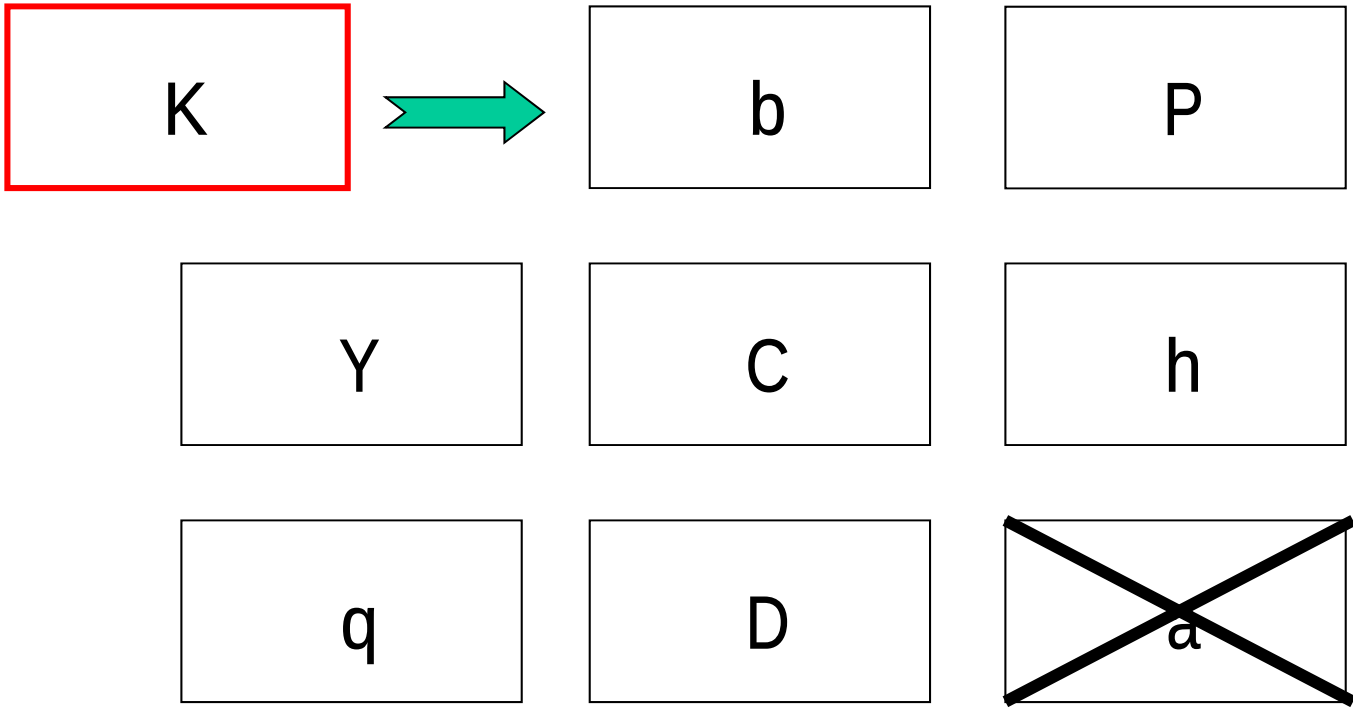
Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).

K	b	P
Y	C	h
q	D	a

Incremental Rehearsal of Letter Names

Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.



Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new 'unknown' letter to identify- and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

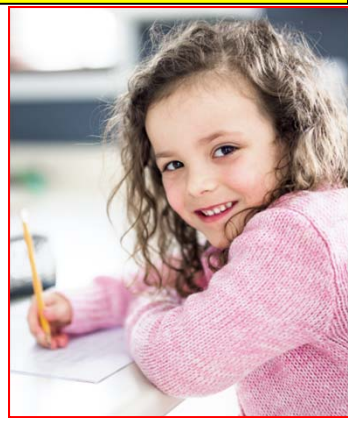
N

K b

P Y C

h Q D

RTI Files: Case 2

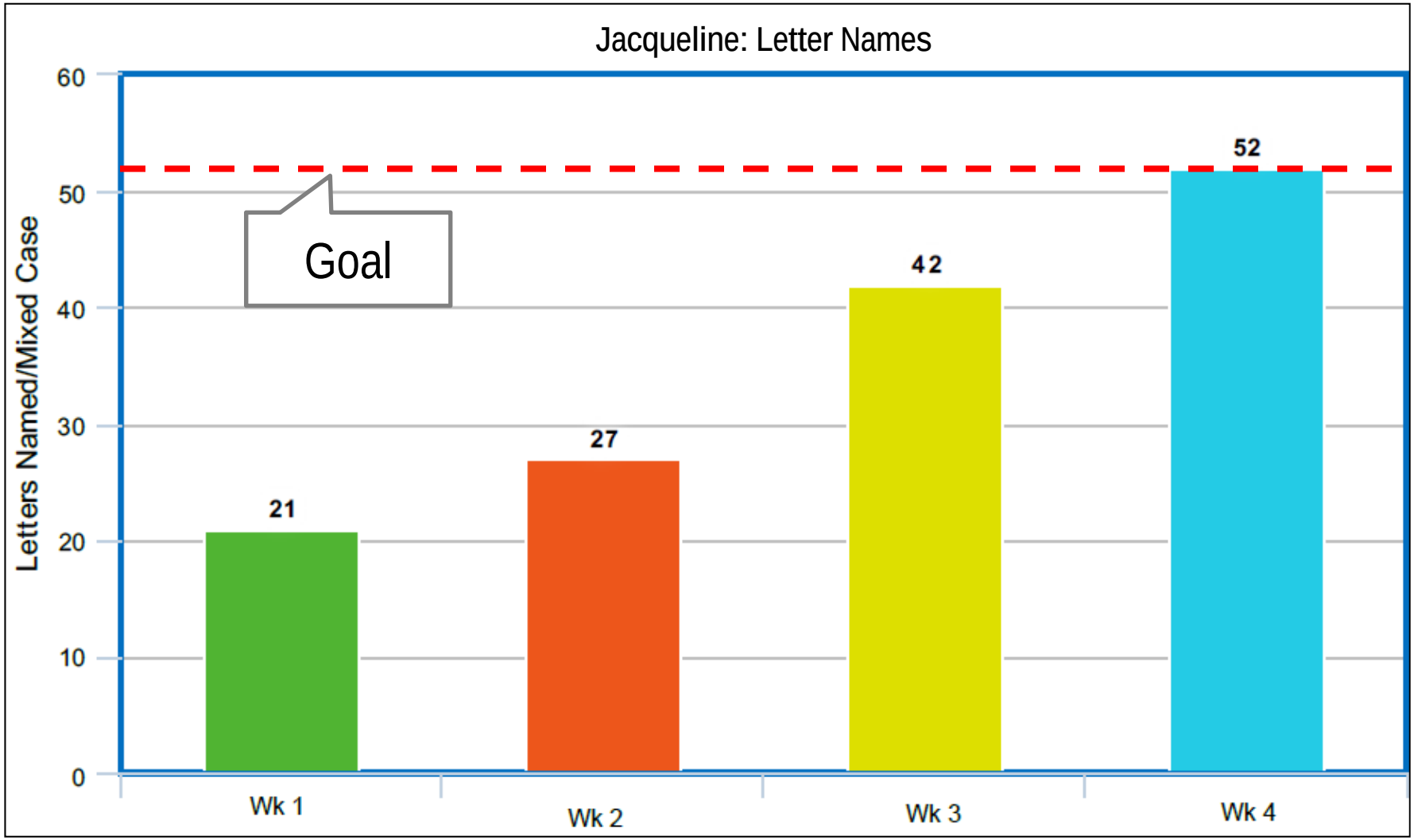


- **Progress-Monitoring:** During the intervention, Mrs. Sampson keeps a cumulative record of any additional letter-names that Jacqueline masters, entering them on a log sheet.

  At **baseline**, Jacqueline can identify 21 letters correctly. The **outcome goal** for Jacqueline is to name **all** 52 mixed-case letters accurately and quickly.

RTI Files: Case 2

Jacqueline: Grade 1: Incremental Rehearsal



RTI Files: Case 2: Take-Away

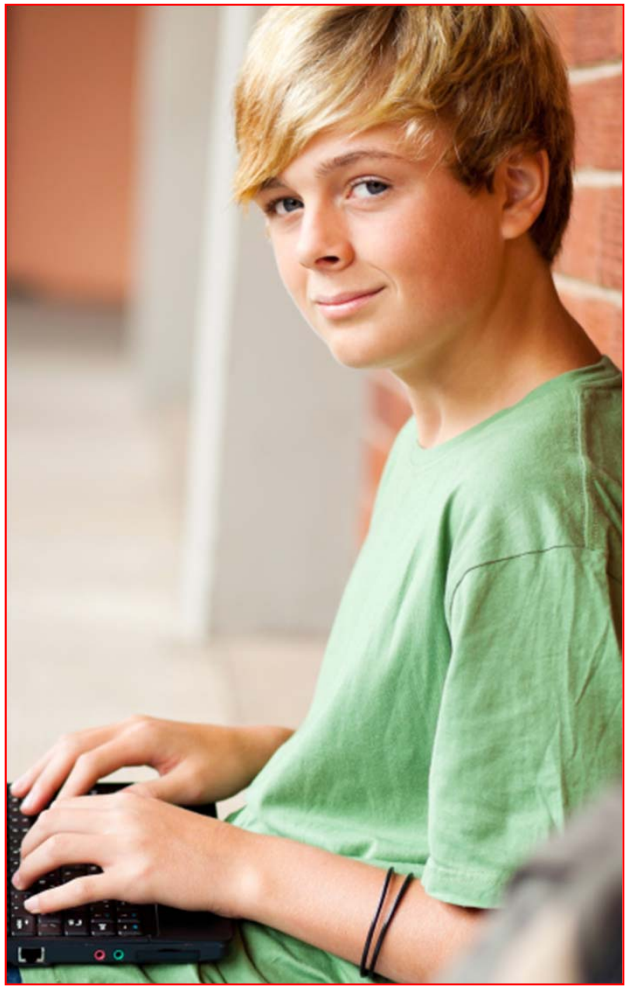
- Interventions are not…
  - an object ('flashcards')
  - a person ('the Reading Teacher')
  - a place ('The Learning Center').
- Instead, interventions are the actual instructional strategies/steps used to teach the struggling learner.
- So while 'flashcards' are **not** an intervention, '**incremental rehearsal** using mixed-case letter ID flashcards' **is** an intervention.

RTI Files: Case 3

Russell
Grade 10

Problem:
Attendance and preparedness

Intervention:
Learning Contract



RTI Files: Case 3

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.
- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

Learning Contracts: Put Student Promises in Writing…

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

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

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

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

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Russell B.	Mr. Rappaport	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

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

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

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

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

I am taking part in this learning contract to improve my grades and pass the course.

Learning Co

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

ntract: Science 10

s and pass the course.

I have chosen to complete the following actions:

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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B.	Teacher: Mr. Rappaport	Class/Course: Science 10	Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, note assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs

Russell B.	Mr. Rappaport	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Russell B.	*Mr. Rappaport*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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Sign-Offs

Russell B.	Mr. Rappaport	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

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Sign-Offs

Russell B.	*Mr. Rappaport*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

RTI Files: Case 3

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.

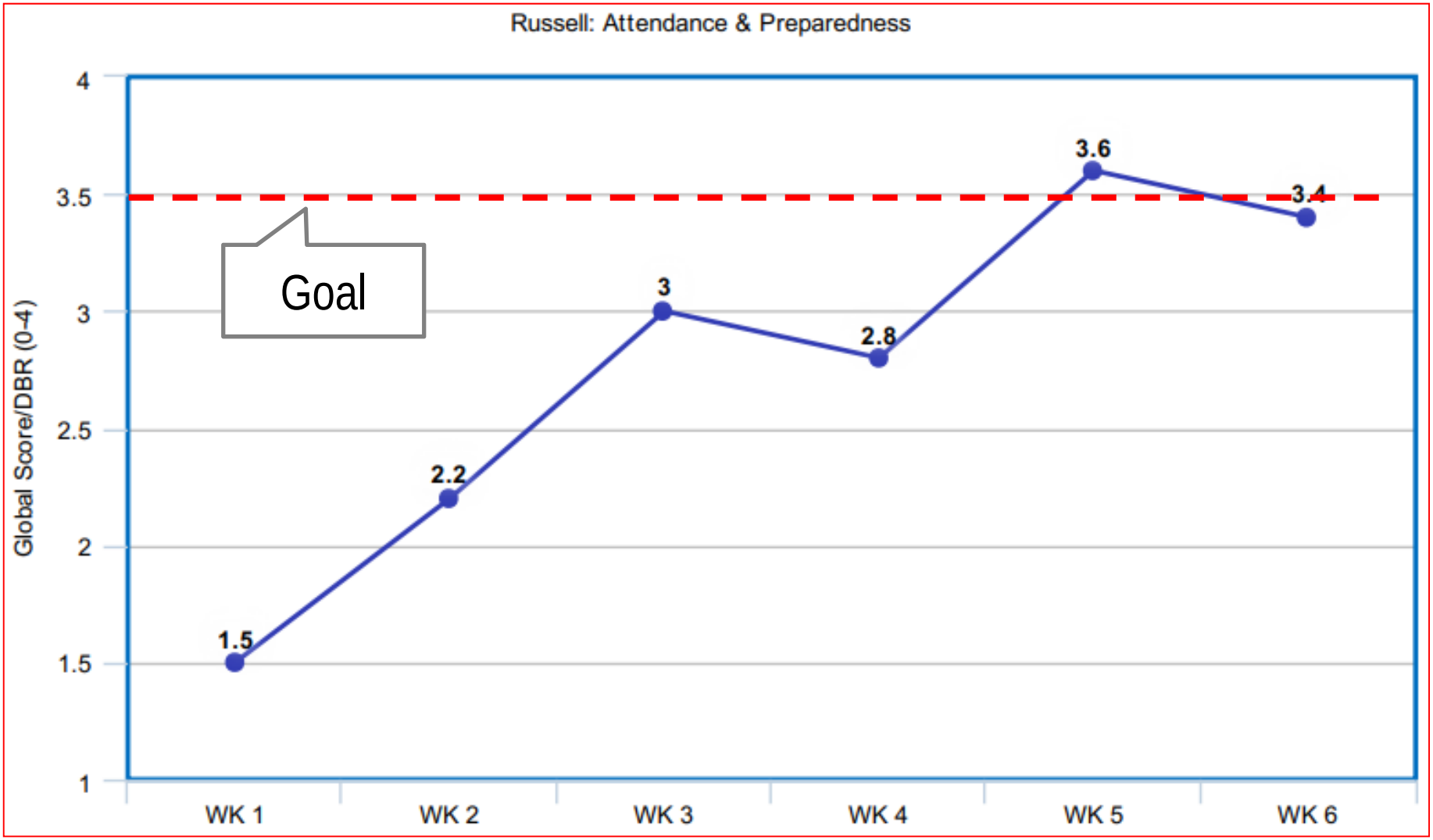
Russell was on-time to science class.

❑ YES ❑ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files: Case 3

Russell: Grade 10: Attendance & Preparedness



RTI Files: Case 3: Take-Away

- **Learning Contracts** are a great tool to record the outcome of parent conferences.

  The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

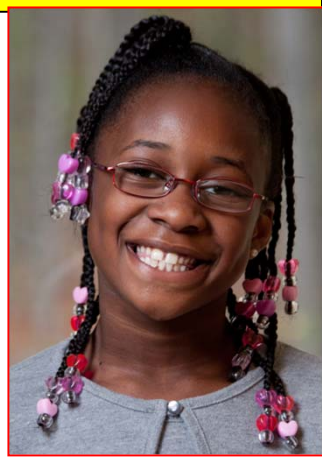
RTI Files: Case 4

Neda
Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare

RTI Files: Case 4



- **Problem:** Neda is slow in solving basic multiplication facts.
- **Intervention:** Neda's math teacher, Ms. Tanger, decides to use **Cover-Copy-Compare** (CCC), a student-directed strategy that relies on short-term memory retrieval to memorize math facts. The student will use CCC during daily deskwork.

Cover-Copy-Compare: Math Facts

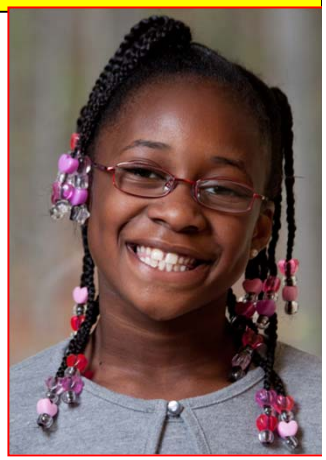
In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan,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

Cover-Copy-Compare Math Fact Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Math Facts	Student Response
1. 9 x 7 = 63	1a. 9 x 7 = 63
	1b.
2. 9 x 2 = 18	2a.
	2b.
3. 9 x 4 = 36	3a.
	3b.
4. 9 x 1 = 9	4a.
	4b.
5. 9 x 9 = 81	5a.
	5b.
6. 9 x 6 = 54	6a.
	6b.
7. 9 x 3 = 27	7a.
	7b.
8. 9 x 5 = 45	8a.
	8b.
9. 9 x 10 = 90	9a.
	9b.
10. 9 x 8 = 72	10a.
	10b.

RTI Files: Case 4

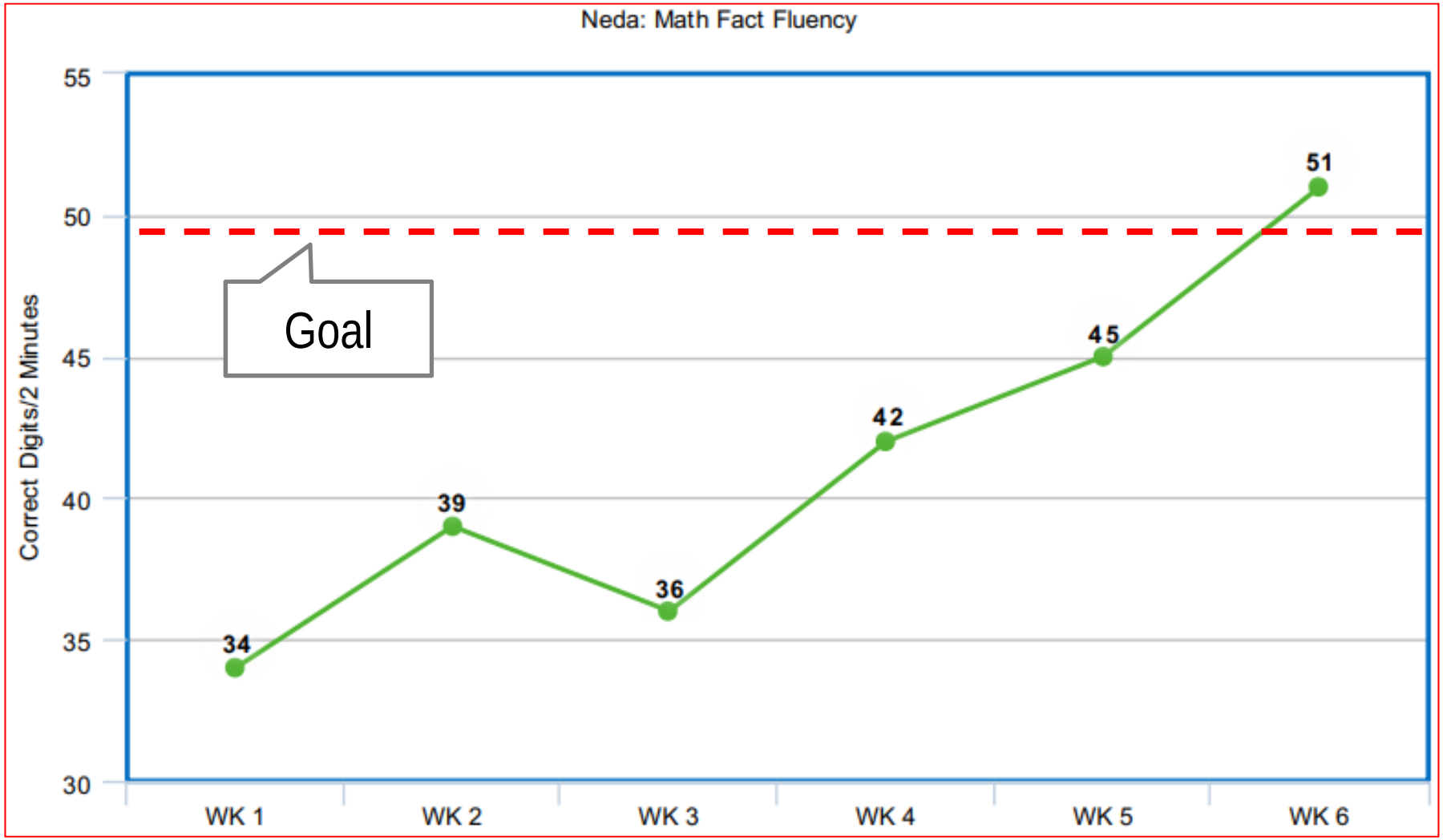


- **Progress-Monitoring:** Ms. Tanger will assess Neda's math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

  At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.

RTI Files: Case 4

Neda: Grade 4: Math-Fact Fluency



RTI Files: Case 4: Take-Away

- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.
- Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!
- Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.

Classroom Support Plan: Steps

Step 1: Define the academic problem in clear & specific terms.

Step 2: Select intervention ideas that match the identified problem(s).

Step 3: Choose a data source to monitor progress; collect baseline data & set an outcome goal.

Step 4: Review the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

From Jim Wright, Instructor
Ashland University Course: **The Teacher as RTI 'First Responder'**

To: Course Participants

Welcome! You are enrolled in my upcoming Bedford City Schools course, *The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans.* Our first 3-hour session is scheduled for this Saturday, 24 March 2018.

During this course, you will have a chance to use RTI tools to create and carry out a classroom academic intervention plan with a student of your choosing.

To prepare for our first session, I encourage you this week to:

- **select a student.** Choose a student from your classroom or school with academic delays who you believe would benefit from a classroom intervention plan. If possible, I recommend that you select a student with mild-to-moderate, rather than severe, academic delays—to allow you to focus maximum attention on the technical steps of creating an effective intervention plan.

- **collect data.** Gather any pertinent data (e.g., examples of student work, observational notes, grades, etc.) that will help you to more fully understand the nature of the student's academic delay. Bring the data that you collect to the training.

This preparation will help you to accelerate your own learning and derive the greatest benefit from this professional development opportunity.

Thanks...and I look forward to meeting you soon!

Classroom Academic Skills: Look-Up Guide. Use this handout to help to pinpoint your student's academic problem. *pp. 6-10*

Classroom Academic Skills: Look-Up Guide

Directions. Use this guide to help you to clearly identify and define a student's academic-skill delays.

Reading: **Alphabetic Principle: Acquisition** (Hudson et al., 2012).	
Check if Critical	Sub-Skill
☐	*Letter-Sound Correspondence.* The student is able to identify the sounds corresponding to specific letters and letter combinations.
☐	*Letter-Sound Blending.* The student can blend the letter sounds that make up a word to correctly pronounce that word.
☐	*Grapheme-to-Phoneme Decoding.* The student can fluently decode all graphemes (letters and letter combinations) that correspond to a particular phoneme (basic unit of speech sound). For example, the student can correctly identify words in which *f, ph,* and *gh* represent the phoneme /f/.
☐	*Phonogram Recognition.* The student is fluent in recognizing within-word phonograms (collections of letters common across groups of words such as -ake or -ick) that help to speed word decoding.
Recommended Interventions. Intervention options for acquisition of basic skills includes direct instruction and use of differentiation and scaffolding techniques.	

Reading: **Vocabulary: Acquisition** (Hudson et al., 2012).	
Check if Critical	Sub-Skill
☐	*Sight-Word Vocabulary.* The student has a sufficient sight-word vocabulary available to boost reading fluency.
Recommended Interventions. Intervention options for acquisition of basic skills includes direct instruction and use of differentiation and scaffolding techniques.	

Reading: **Decoding: Fluency** (Hudson et al., 2012).	
Check if Critical	Sub-Skill
☐	*Efficient Use of Decoding Strategies.* The student decodes text fluently by (1) translating graphemes (letters) into their phonemes (sounds) and then blending graphemes into a word; (2) using recognition of phonograms (familiar letter combinations appearing within words) to aid in decoding; and (3) having a large collection of sight words memorized for instantaneous word recognition.
Recommended Interventions. Intervention options to build fluency in basic skills includes frequent skill-practice with feedback on accuracy and increased speed.	

Classroom Support Plan: Activity

Describe the problem. Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

Classroom Support Plan: Steps

Step 1: Define the academic problem in clear & specific terms.

Identifying a Student Problem:
Guiding Points for Educators…

- Selecting and clearly describing a student problem is the first and most important step in creating a Classroom Support Plan: *"If you can't name it, you can't fix it!"*
- Beginning the classroom-intervention planning process with a clear problem description also steers the conversation away from those factors we **can't** control (e.g., family situation) and toward those that we **do** have influence over (e.g., instruction, student skills).

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

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

Handout: pp. 3-5

Academic Problem Identification: The Challenge…

Teachers benefit when they can describe clearly and accurately exactly what a student's academic problem is. Here is a simple approach that will:

- 'frame' the student problem as a 3-part 'problem ID' statement, and
- link that student problem to a likely cause.

Academic Problem Identification: 3 Steps

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

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

Academic Problem Identification: 3 Steps

- *Conditions*. Describe the environmental conditions or task demands in place when the academic problem is observed.
- *Problem Description*. Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant quantitative information.
- *Typical or Expected Level of Performance*. Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom) norms, or expert opinion.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level o
When shown flashcards with mixed-case letters for 3 seconds	Annika can name 38 of 52 correctly	while most peers in her class can name all letters correctly.

Class Norms

General Problem: *Annika doesn't know all of her letters.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level
When asked to blend / segment onsets and rimes of single-syllable spoken words	Thomas (grade 1) is inconsistent in this skill	while this is a Kindergarten ELA/Reading standard.

State/CC Standard

General Problem: *Thomas has limited phonics/alphabetics skills.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Le Pe
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.

Class Norms

General Problem: *Terrance still needs help in decoding CVC words.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level o
When reading aloud from a 1-minute 4th-grade passage	Benjamin reads an average of 45 words	while the fall norm (20th percentile) at Grade 4 is 68 words per minute.

Benchmark Norms

General Problem: *Benjamin is a slow reader.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level o
When completing sets of 5 short-answer questions based on assigned readings	Neda scores an average of 40% (2 of 5 correct)	while classmates score an average of 80%.

Class Norms

General Problem: *Neda does not retain important information from readings.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Leve
When directed to match terms and definitions for 20 social-studies terms	Lucy can correctly match 10 items	while this entry-level vocabulary is a prerequisite for the course.

Entry-Level Skill

General Problem: *Lucy lacks basic social-studies vocabulary.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Leve
When working independently at her desk…	Alice frequently seeks teacher help…	while most classmates are able to complete the task without adult support.

Class Norm

General Problem: *Alice is always seeking teacher help instead of working on her own.*

3-Part Problem ID Statement: Examples

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

Class Norm

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

3-Part Problem ID Statement: Examples

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

Entry-Level Skill

General Problem: *Ann can't set up her math word-problems.*

Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Data Collection: How to Monitor Classroom Interventions © 2018 Jim Wright www.interventioncentral.org

3. **Intervention: Review Intervention Ideas.** Browse the instruction and intervention ideas posted on the course webpage:
http://www.interventioncentral.org/bedford

Locate at least one lesson plan, classroom intervention, or differentiation/scaffolding technique that you might want to include in your student's intervention plan.

Instruction/Intervention Ideas

- _____
- _____
- _____
- _____
- _____
- _____

4. **Progress-Monitoring: Select a Data 'Channel'.** Choose 1-2 data 'channels' that you might use to collect data on your student's academic performance:(1) direct observation, (2) interviews, (3) work products, (4) self-monitoring.

Data 'Channels'

- _____
- _____

5. **Progress-Monitoring. Select Specific Data Collection Tools.** Review the list of data-collection tools in your handout (pp. 21-23). Pick at last one that you might use to track your student's academic progress.

Data Tool(s)

- _____
- _____

Classroom Support Plan Worksheet: Activity

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Academic Problem Identification: 3 Steps

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

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Skill Deficit.* The student has not yet acquired the skill(s).	• Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

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

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

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Fluency Deficit.* The student has acquired the skill(s) but is not yet proficient.	• Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Retention Deficit.* The student can acquire the skill(s) but has difficulty retaining it over an extended period.	• Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Endurance Deficit.* The student can perform the academic task(s), but only for brief periods.	• Provide scaffolding supports to help the student to perform the academic task. • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.

Academic Problems: Hypotheses & Recommendations

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

Hypothesis	Recommendation
• *Generalization Deficit.* The student possesses the skill(s) but fails to use across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skills when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
• *Escape/Avoidance.* The student seeks to escape or avoid the academic task. NOTE: This category includes “learned helplessness”.	• Adjust the work to the student’s ability level. • Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., breaking larger tasks into smaller increments (“chunking”), allowing the student to take brief breaks during work sessions, etc.

Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Data Collection: How to Monitor Classroom Interventions © 2018 Jim Wright www.interventioncentral.org

3. **Intervention: Review Intervention Ideas.** Browse the instruction and intervention ideas posted on the course webpage:
http://www.interventioncentral.org/bedford

Locate at least one lesson plan, classroom intervention, or differentiation/scaffolding technique that you might want to include in your student's intervention plan.

Instruction/Intervention Ideas
• _____
• _____
• _____
• _____
• _____
• _____

4. **Progress-Monitoring: Select a Data 'Channel'.** Choose 1-2 data 'channels' that you might use to collect data on your student's academic performance:(1) direct observation, (2) interviews, (3) work products, (4) self-monitoring.

Data 'Channels'
• _____
• _____

5. **Progress-Monitoring. Select Specific Data Collection Tools.** Review the list of data-collection tools in your handout (pp. 21-23). Pick at last one that you might use to track your student's academic progress.

Data Tool(s)
• _____
• _____

Classroom Support Plan Worksheet: Activity

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Classroom Support Plan: Steps

Step 2: Select intervention ideas that match the identified problem(s).

Selecting Interventions:
Guiding Points for Educators…

- Intervention ideas that go into Tier 1 Classroom Support Plans should match the identified student problem(s).
- Classroom interventions should be supported by research.
- Over time, schools can build teacher capacity to carry out classroom interventions effectively by creating 'intervention toolkits'.

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

Tier 1: *Classroom Support Plan*. Use this form to document your academic intervention(s). *pp. 13-19*

Tier 1: Classroom Support Plan

Case Information

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

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

Description of the Student Problem

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Intervention

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

Neda: Grade 4

Delay in math facts

Tier 1: Intervention: Classroom Support Plan

Tier 1: Classroom Support Plan

Case Information

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

Student:	Neda J. Gr 4	Interventionist(s):	Mrs. Kennedy	Date of Plan	5 Feb 2018
Intervention: Start Date	10 Feb 2018	Intervention: End Date	30 Mar 2018	Total/Intervention Weeks:	6 weeks

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute multiplication-facts worksheet (0-12)	Neda computes 28 correct digits	While the benchmark for Grade 4 is at least 49 correct digits.

Intervention

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

Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention.
She will use the self-guided strategy daily for 10 minutes during math independent seatwork.

At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	**What to Write:** Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Use the math CCC interactive form from: http://www.interventioncentral.org	Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12

Baseline	Outcome Goal
28 correct digits/2 mins	49 correct digits/2 mins

How often will data be collected? (e.g., daily, every other day, weekly): 2 times weekly
Weekly

Tier 1: Intervention: Classroom Support Plan

Case Information. In the header of the Plan, the teacher records essential information about the case: Student, interventionist, meeting date, etc.

Case Info

What to Write: ng student, person delivering the intervention, da on plan, and the total number of instructional weeks that the intervention will

Student:	Neda J. Gr 4	Interventionist(s):	Mrs. Kennedy	Date of Plan	5 Feb 2018
Interventi on: Start Date	10 Feb 2018	Intervention: End Date	30 Mar 2018	Total/Intervention Weeks:	6 weeks

Tier 1: Intervention: Classroom Support Plan

Problem Description. The student problem is stated clearly in 3-part format. This problem-ID statement will 'drive' the remainder of the Classroom Support Plan

Descrip		
Environmental Co s or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute multiplication-facts worksheet (0-12)	Neda computes 28 correct digits	while the benchmark for Grade 4 is at least 49 correct digits.

Tier 1: Intervention: Classroom Support Plan

Intervention. This section includes any useful information about the intervention(s) to be used: e.g., specific strategies, frequency and duration of sessions, etc.

Inte
What) to be used with this student. TIP: If you have a script for this intervention, write its name here and attach the script to this sheet.
Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention. She will use the self-guided strategy daily for 10 minutes during math independent seatwork. At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.

Tier 1: Intervention: Classroom Support Plan

Materials. If materials of any kind must be created or obtained for the plan, they are recorded here.

Training. When anyone associated with the intervention needs training (e.g., teacher, para-professional, student), notes are entered here on how and when that training will be provided.

flashcards) or resources (e. et-connected computer) needed ry out this intervention.	
Use the math CCC interactive form from: http://www.interventioncentral.org	Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.

sroom Support Plan

Progress-Monitoring. The data section of the plan includes how the data will be collected; baseline performance; outcome goal; and frequency of data collection.

I student progress. For the method s nter student baseline (starting-point) information, calculate an interv ome goal, and note how frequently you plan to monitor the intervention.	
Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12	
Baseline	Outcome Goal
28 correct digits/2 mins	49 correct digits/2 mins
How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**	

Tier 1: Intervention: Classroom Support Plan

Tier 1: Classroom Support Plan

Case Information

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

Student:	Neda J. Gr 4	Interventionist(s):	Mrs. Kennedy	Date of Plan	5 Feb 2018
Intervention: Start Date	10 Feb 2018	Intervention: End Date	30 Mar 2018	Total/Intervention Weeks:	6 weeks

Description of the Student Problem

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute multiplication-facts worksheet (0-12)	Neda computes 28 correct digits	While the benchmark for Grade 4 is at least 49 correct digits.

Intervention

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

Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention.
She will use the self-guided strategy daily for 10 minutes during math independent seatwork.

At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	**What to Write:** Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Use the math CCC interactive form from: http://www.interventioncentral.org	Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12

Baseline	Outcome Goal
28 correct digits/2 mins	49 correct digits/2 mins

How often will data be collected? (e.g., daily, every other day, weekly): 2 times weekly
Weekly

Tomás: Grade 7

Difficulty retaining key information from texts

Tier 1: Intervention: Classroom Support Plan

Tier 1: Classroom Support Plan

Case Information

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

Student:	Tomás Gr 7	Interventionist(s):	Mr. Garber Social Studies	Date of Plan	5 Oct 2018
Intervention: Start Date	10 Oct 2018	Intervention: End Date	30 Nov 2018	Total/Intervention Weeks:	6 weeks

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On independent assigned social-studies readings	Tomás retains few key details (40% avg grade on reading quiz)	while most students in the class retain key details (classwide avg grade 80% on reading quiz).

Intervention

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

Tomás will be taught to use the Read-Ask-Paraphrase (RAP) intervention. He will be assigned to complete and turn in the RAP organizer after each independent assigned reading as part of his homework.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	**What to Write:** Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.
Use the RAP interactive form from: http://www.interventioncentral.org	Tomás will meet with Mr. Garber for 1-2 sessions during 'extra-help' period to be trained to use the RAP strategy.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

Type of Data Used to Monitor: Readiness Assessment Test (RAT): 5-item pre-test of assigned reading

Baseline	Outcome Goal
RAT Average Score: 40 %	RAT Average Score: 80 %

How often will data be collected? (e.g., daily, every other day, weekly):
After each article assigned as outside reading (about 1 time per week)

Tier 1: Intervention: Classroom Support Plan

Case Information. In the header of the Plan, the teacher records essential information about the case: Student, interventionist, meeting date, etc.

Case Infor

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Interventi on: Start Date	10 Oct 2018	Intervention: End Date	30 Nov 2018	Total/Intervention Weeks:	6 weeks

Tier 1: Intervention: Classroom Support Plan

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On independent assigned social-studies readings	Tomás retains few key details (40% avg grade on reading quiz)	while most students in the class retain key details (classwide avg grade 80% on reading quiz).

Tier 1: Intervention: Classroom Support Plan

Intervention. This section includes any useful information about the intervention(s) to be used: e.g., specific strategies, frequency and duration of sessions, etc.

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Tier 1: Intervention: Classroom Support Plan

Materials. If materials of any kind must be created or obtained for the plan, they are recorded here.

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Use the RAP interactive form from: http://www.interventioncentral.org	Tomás will meet with Mr. Garber for 1-2 sessions during 'extra-help' period to be trained to use the RAP strategy.

sroom Support Plan

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Type of Data Used to Monitor: Readiness Assessment Test (RAT): 5-item pre-test of assigned reading	
Baseline	Outcome Goal
RAT Average Score: 40 %	RAT Average Score: 80 %
How often will data be collected? (e.g., daily, every other day, weekly): **After each article assigned as outside reading (about 1 time per week)**	

Tier 1: Intervention: Classroom Support Plan

Tier 1: Classroom Support Plan

Case Information

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

Student:	Tomás Gr 7	Interventionist(s):	Mr. Garber Social Studies	Date of Plan	5 Oct 2018
Intervention: Start Date	10 Oct 2018	Intervention: End Date	30 Nov 2018	Total/Intervention Weeks:	6 weeks

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On independent assigned social-studies readings	Tomás retains few key details (40% avg grade on reading quiz)	while most students in the class retain key details (classwide avg grade 80% on reading quiz).

Intervention

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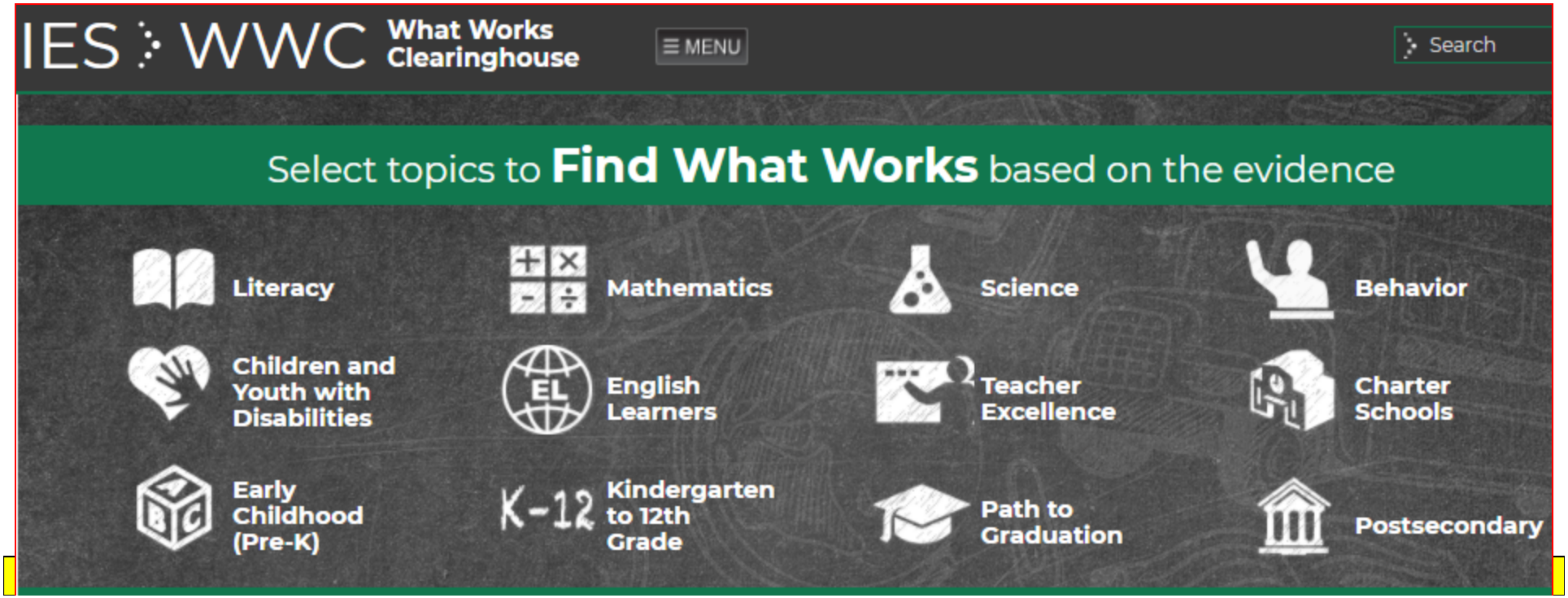
Baseline	Outcome Goal
RAT Average Score: 40 %	RAT Average Score: 80 %

How often will data be collected? (e.g., daily, every other day, weekly):
After each article assigned as outside reading (about 1 time per week)

Intervention Sources: WWC Practice Guides

- The What Works Clearinghouse is a federally sponsored site that includes a series of ‘practice guides’: summaries of current best practices in classroom instruction.

  All guides are written for teachers and are free for download.

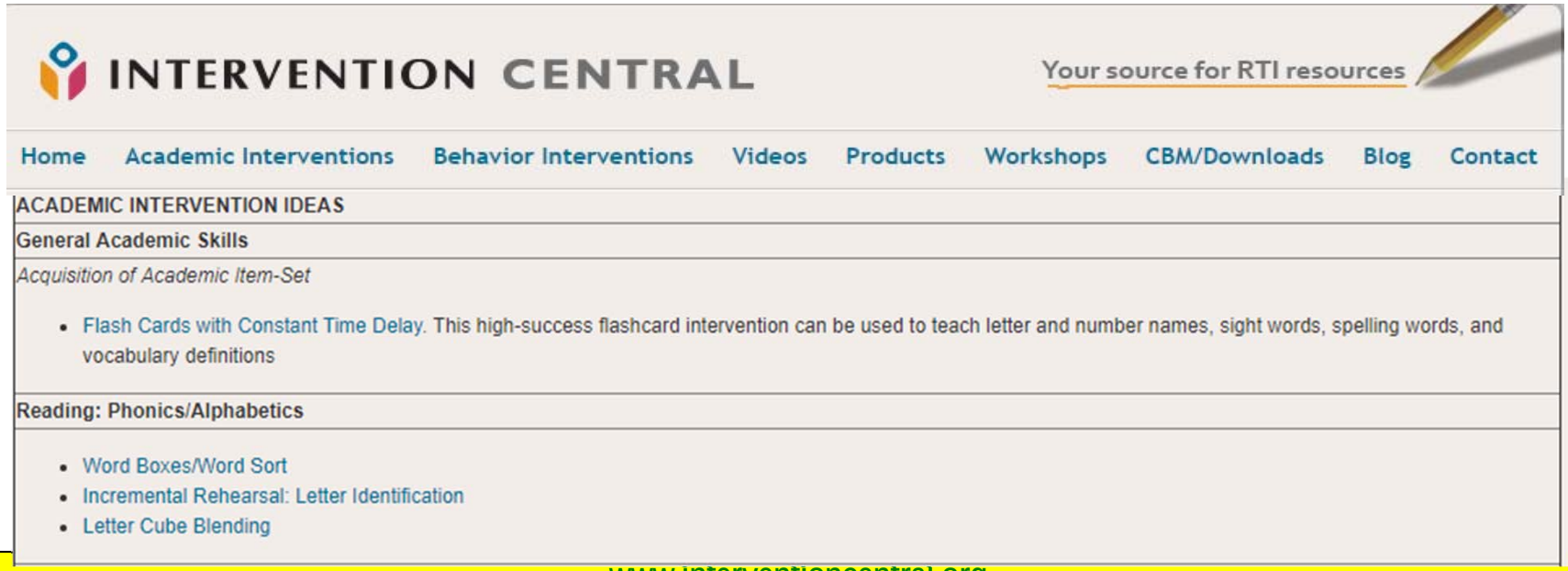


Intervention Sources: Florida Center for Reading Research

- This website is a product of a research center at Florida State University.
- The site includes free **lesson plans** for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)

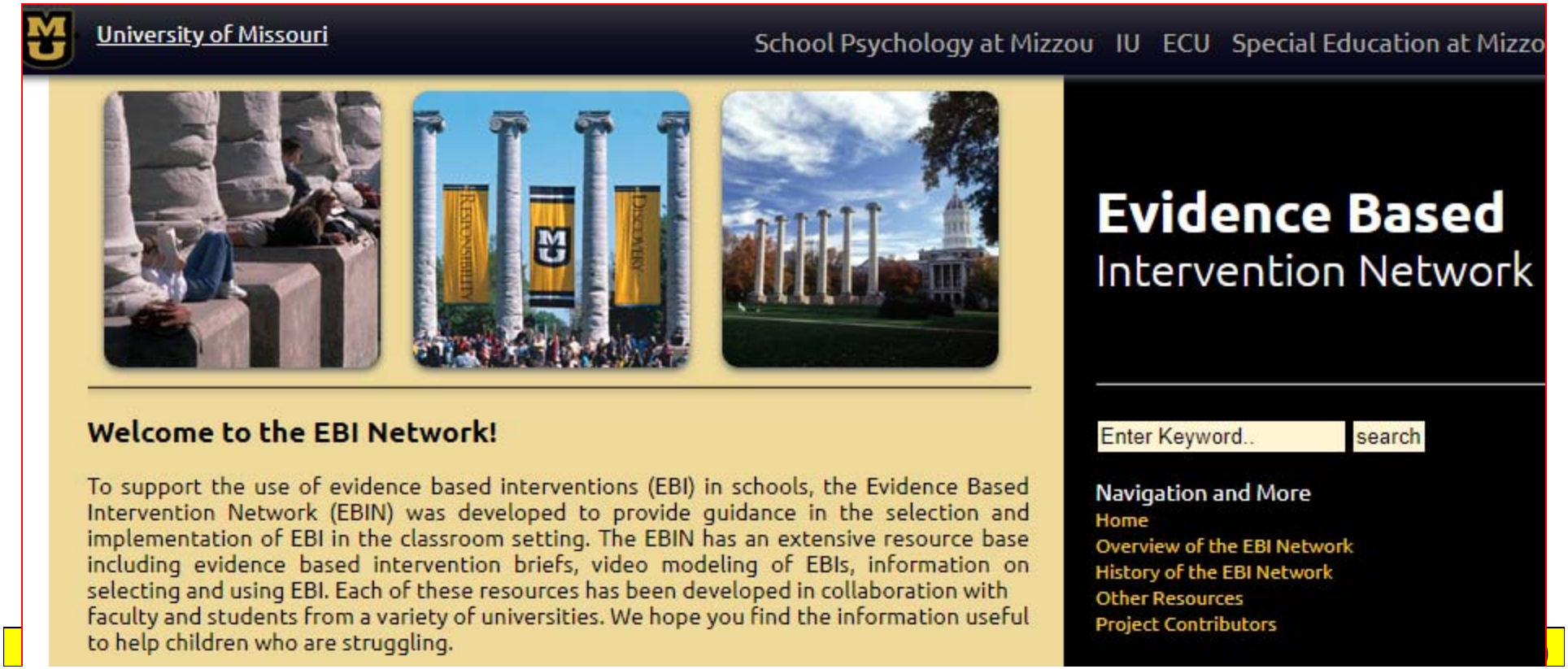
Intervention Sources: Intervention Central

- The Intervention Central website includes a number of intervention write-ups to address common academic concerns.
- The course webpage (http://www.interventioncentral.org/bedford) includes a look-up table of academic intervention strategies:



Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.



Response to Intervention/Multi-Tier System of Supports

Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Data Collection: How to Monitor Classroom Interventions © 2018 Jim Wright www.interventioncentral.org

3. **Intervention: Review Intervention Ideas.** Browse the instruction and intervention ideas posted on the course webpage:
http://www.interventioncentral.org/bedford

Locate at least one lesson plan, classroom intervention, or differentiation/scaffolding technique that you might want to include in your student's intervention plan.

Instruction/Intervention Ideas
• _____
• _____
• _____
• _____
• _____
• _____

4. **Progress-Monitoring: Select a Data 'Channel'.** Choose 1-2 data 'channels' that you might use to collect data on your student's academic performance:(1) direct observation, (2) interviews, (3) work products, (4) self-monitoring.

Data 'Channels'
• _____
• _____

5. **Progress-Monitoring. Select Specific Data Collection Tools.** Review the list of data-collection tools in your handout (pp. 21-23). Pick at last one that you might use to track your student's academic progress.

Data Tool(s)
• _____
• _____

Classroom Support Plan Worksheet: Activity

3. **Intervention: Review Intervention Ideas.** Browse the instruction and intervention ideas posted on the course webpage:http://www.interventioncentral.org/bedford

   Locate at least one lesson plan or classroom intervention that you might want to include in your student's intervention plan.

Instruction/Intervention Ideas
• _____
• _____

Classroom Support Plan: Steps

Step 3: Choose a data source to monitor progress; collect baseline data & set an outcome goal.

Monitoring Student Progress:
Guiding Points for Educators…

- Progress-monitoring data 'tells a story': Is the intervention successful? Without data, the intervention doesn't count.
- Data should be feasible to collect during a classroom teacher's busy work-day.

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

Classroom Data Collection: 4 'Channels' (p. 21)

While there are many ways to collect data to monitor student academic performance, virtually all information is gathered through one of four general 'data channels':

1. *Direct observation*. The evaluator watches the student engaged in the academic task and records significant behaviors observed during that observation.

   Direct observation is useful to verify that the student uses the correct skills in the correct sequence at the correct time.

Classroom Data Collection: 4 'Channels'

While there are many ways to collect data to monitor student academic performance, virtually all information is gathered through one of four general 'data channels':

2. *Interviews*. The evaluator talks with the student and/or adults familiar with the student to collect useful information about the student's academic performance.

   Interviews are ideal to access information not otherwise easily available: e.g., having the student recite steps followed while solving a math problem; talking with a parent about a student's homework session.

Classroom Data Collection: 4 'Channels' (Cont.)

3. *Work products*. The evaluator reviews completed student work (e.g., in-class or homework assignments, quizzes and tests, etc.) to draw conclusions about that student's academic performance.

   Work products provide evidence of the student's use of specific problem-solving or other strategies and can verify whether the learner is applying skills independently ('generalization' measure).

Classroom Data Collection: 4 'Channels' (Cont.)

4. *Self-monitoring*. The student collects information about his or her own academic performance and shares that data with the evaluator.

   Self-monitoring allows the student to note and record information hidden to others, including attentional focus, problem-solving steps followed during independent work, etc.

Classroom Support Plan Worksheet: Activity

4. **Progress-Monitoring: Select a Data 'Channel'.** Choose 1-2 data 'channels' that you might use to collect data on your student's academic performance:(1) direct observation, (2) interviews, (3) work products, (4) self-monitoring (handout; p. 21).

Data 'Channels'
• _____
• _____

Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

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3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Data Collection: How to Monitor Classroom Interventions © 2018 Jim Wright www.interventioncentral.org

3. **Intervention: Review Intervention Ideas.** Browse the instruction and intervention ideas posted on the course webpage:
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Locate at least one lesson plan, classroom intervention, or differentiation/scaffolding technique that you might want to include in your student's intervention plan.

Instruction/Intervention Ideas
• _____
• _____
• _____
• _____
• _____
• _____

4. **Progress-Monitoring: Select a Data 'Channel'.** Choose 1-2 data 'channels' that you might use to collect data on your student's academic performance:(1) direct observation, (2) interviews, (3) work products, (4) self-monitoring.

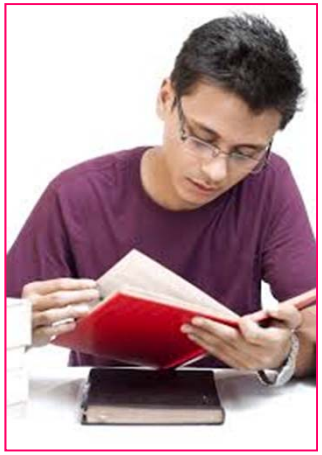
Data 'Channels'
• _____
• _____

5. **Progress-Monitoring. Select Specific Data Collection Tools.** Review the list of data-collection tools in your handout (pp. 21-23). Pick at last one that you might use to track your student's academic progress.

Data Tool(s)
• _____
• _____

Monitoring Classroom Support Plans: Big Picture or Close-Up?

TELESCOPE: General Outcome Measures: Global ‘capstone’ assessments requiring that the student apply several skills at once (e.g., oral reading fluency; math problem-solving).



MICROSCOPE: Mastery Measures. Discrete, targeted assessments to track easily identified sets or domains of items typically mastered over a relatively short period of 4-8 weeks (e.g., sight-word list, letter names, multiplication math facts).

Source: Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). The ABCs of CBM: A practical guide to curriculum-based measurement. New York: Guilford Press.

Mastery Measures: Collect Data on the 'Obstacle' to Success

Obstacle to Success	Data-Collection Target
Homework is not being turned in regularly.	Homework submission
Student does not stay in seat during independent work.	Out-of-seat behavior
Student lacks key sight-words.	Acquisition of sight words.
Student is inattentive during whole-group instruction.	Level of attention
Compositions contain many incomplete sentences.	Evidence of complete sentences in writing
Student does not use word-attack 'fix-up' strategies.	Independent use of fix-up strategies

Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.
- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.
- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.
- **include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student's baseline performance (starting point) and uses that information to calculate an outcome goal.

Handout
pp. 22-23

Behavior Report Cards	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	• General behaviors (e.g., complies with teacher requests; waits to be called on before responding) • Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Checklists	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	• Step-by-step cognitive strategies • Behavioral routines • Generalization: Target behavior carried out across settings
Cumulative Mastery Records	A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.	• Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts, spelling words, letter or number names
Curriculum-Based Measures/ Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	• Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	• Homework grades • Test grades • Quarterly report card grades
Logs	Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.	• Homework completion • Incidents of non-compliance • Student record of dates when he or she uses a self-guided academic intervention. • Listing of student-teacher meetings.
Rubrics	An instrument designed to measure a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.	• Any complex, multi-dimensional task: e.g., participation in a discussion; writing a research paper; preparing and presenting a PowerPoint; completing and documenting a science lab project, etc.
Work Products	Student work that reflects performance on a series of similar in-class or homework	• Work completion • Work accuracy

Classroom Assessment Methods: Elementary

1. Archival Data	6. Grades
2. Behavior Report Cards	7. Logs
3. Checklists	8. Rubrics
4. Cumulative Mastery Records	9. Work Products
5. Curriculum-Based Measures/Assessment	

Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

2

Classroom Data Tool: Behavior Report Card

- What It Can Measure:

  - ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

2

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright Classroom: _____

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

Total YES Score:___ Total NO Scor

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Follows class rules with no m violations per session. Did the student succeed in thi ❑ YES ❑ NO					
Completes assignments within the a time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	Y N	Y N	Y N	Y N	Y N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO					
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha ❑ YES ❑ NO					
Completes assignments with 8 Did the student succeed in t ❑ YES ❑ NO					
Complies with teacher requests. (2 noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% acc Did the student succeed in this beh ❑ YES ❑ NO					
Complies with teacher requ noncompliance per period) Did the student succeed in this b ❑ YES ❑ NO					

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Behavior Report Card

Charlene: Behavior Report Card

Student Name: Charlene Date: _____

Rater: Mr. Wright Classroom: Classroom 345

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

Charlene brought all necessary work materials to class.

Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

1.....2.....3

Poor Fair Good

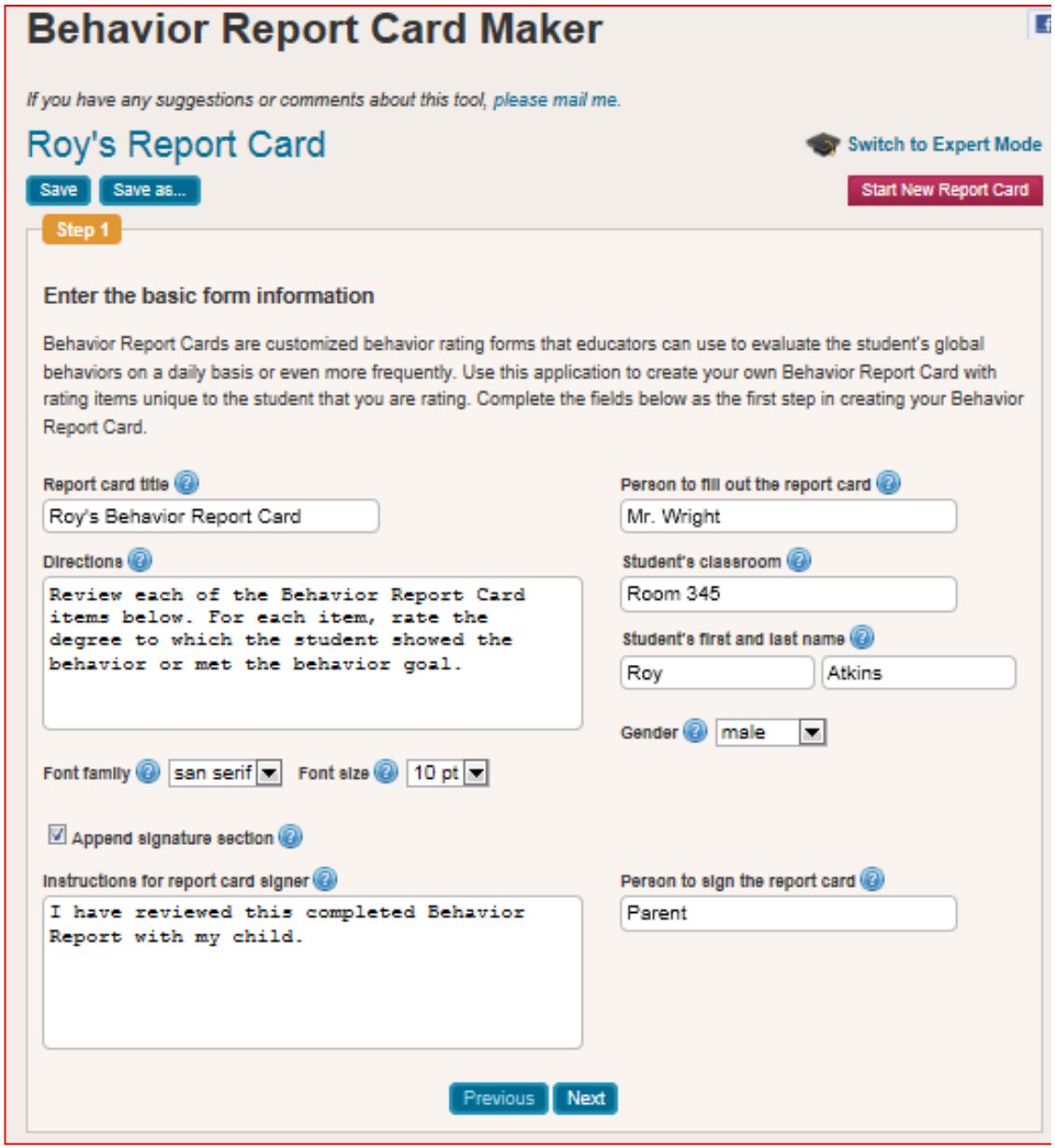
I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

2

Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

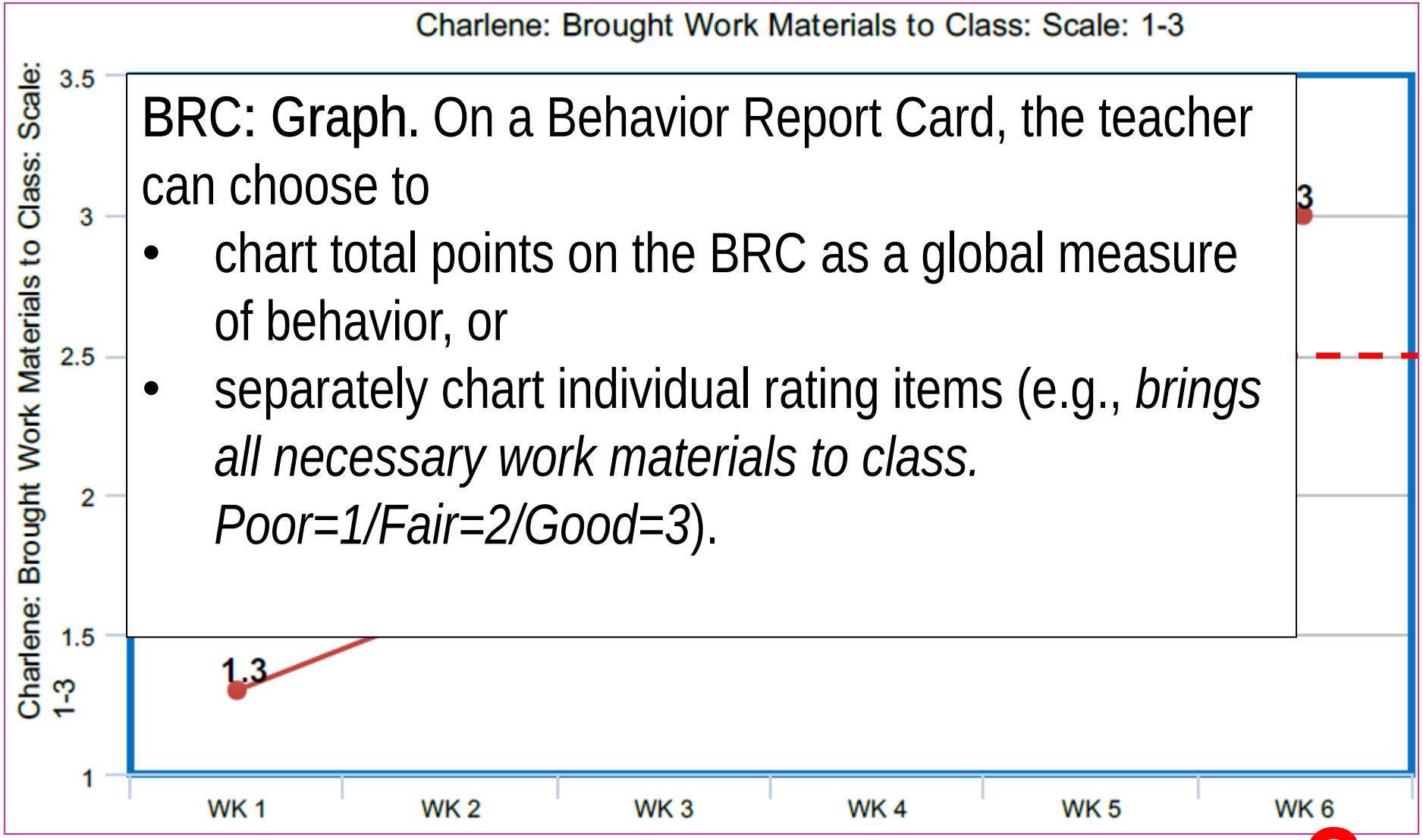


Classroom Data Tool: Behavior Report Card

- **Example:** Charlene is an academically strong but disorganized student.
- *Intervention:* Her teacher creates a behavior report card with two items:
  - Brings all necessary work materials to class: Poor=1/Fair=2/Good=3
  - Has an organized desk for independent work: Poor=1/Fair=2/Good=3
- Charlene and her teacher will monitor her behaviors daily with the BRC.
- *Data Tool:* BRC
- *Baseline:* In 3 sessions before the intervention, Charlene averages a rating of 1.3 of 3/ 'work materials' and 1.0 of 3/ 'organized desk'.
- Goal: In the last week of the intervention, Charlene will receive a rating of at least 2.5 of a possible 3 on both items.

2

Behavior Report Card Graph: Example

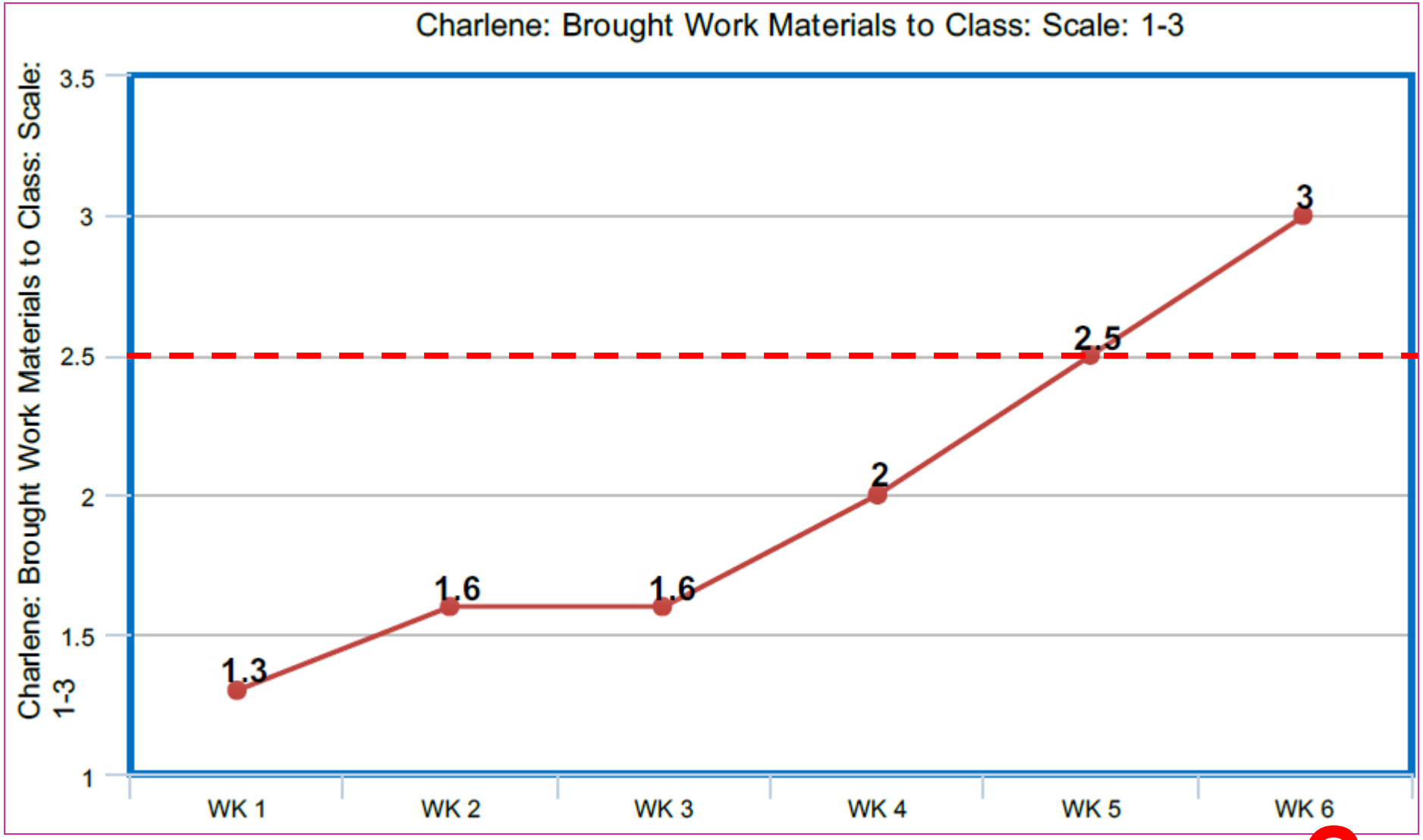


BRC: Graph. On a Behavior Report Card, the teacher can choose to

- chart total points on the BRC as a global measure of behavior, or
- separately chart individual rating items (e.g., *brings all necessary work materials to class. Poor=1/Fair=2/Good=3*).

2

Behavior Report Card Graph: Example



2

Classroom Data Tool: Checklist

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

  Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

3

Classroom Data Tool: Checklist

- What It Can Measure:

  - ❑ Step-by-step cognitive strategies
  - ❑ Behavioral routines
  - ❑ Generalization: Target behavior carried out across settings

3

Checklist Example: Classroom Routine

Start-of-Class Checklist
❑ AT THE START OF CLASS, THE STUDENT:
❑ has a sharpened pencil.
❑ has paper for taking notes.
❑ has homework ready to turn in.
❑ has put her cell phone away in her backpack.
❑ has cleared her desk of unneeded materials.
❑ is sitting quietly.
❑ is working on the assigned start-of-class activity.

3

Checklist Example: Classroom Routine

When taking a bathroom break, the student:
❑ takes the classroom bathroom pass from its hook.
❑ quietly leaves the classroom.
❑ walks directly to and from the bathroom, avoiding conversations and distractions along the way.
❑ returns to the classroom within 5 minutes.
❑ hangs up the bathroom pass and returns quietly to seat.

3

Checklist Example: Problem-Solving Strategy

Math Word Problem: Problem-Solving Checklist

WHEN COMPLETING A MATH WORD PROBLEM, THE STUDENT FOLLOWS THESE STEPS:

1. READING THE PROBLEM. The student reads the problem carefully, noting and attempting to clear up any areas of uncertainly or confusion (e.g., unknown vocabulary terms).
2. PARAPHRASING THE PROBLEM. The student restates the problem in his or her own words.
3. DRAWING THE PROBLEM. The student creates a drawing of the problem, creating a visual representation of the word problem.
4. CREATING A PLAN. The student decides on the best way to solve the problem and develops a plan to do so.
5. PREDICTING THE ANSWER. The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.
6. COMPUTING THE ANSWER. The student follows the plan developed earlier to compute the answer to the problem.
7. CHECKING THE ANSWER. The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

SOURCE: Montague, M. (1992). The effects of cognitive and metacognitive strategy instruction on the mathematical problem solving of middle school students with learning disabilities. *Journal of Learning Disabilities, 25*, 230-248.

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

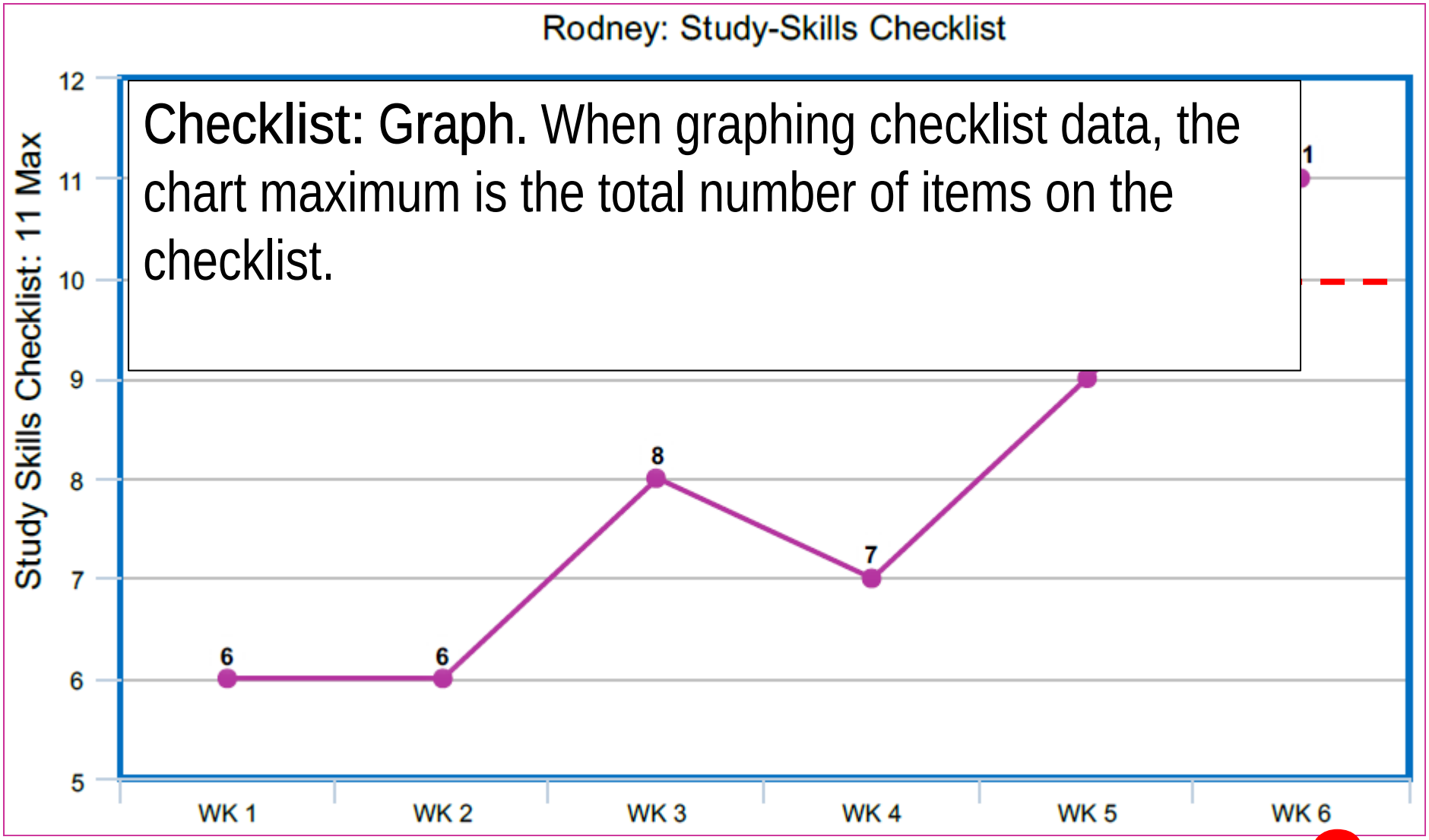
3

Classroom Data Tool: Checklist

- **Example:** Mr. Stein identifies poor study skills as the main obstacle for Rodney, who is failing his science class.
- *Intervention:* Mr. Stein has a study-skills how-to checklist that he uses to tutor students in appropriate study habits. He will use this checklist to help Rodney improve his study habits.
- *Data Tool:* Through interview, observation, and review of student work, Mr. Stein will use the same study-skills checklist to track skills growth at weekly intervals.
- *Baseline:* In his first meeting with Rodney, Mr. Stein verifies that the student reliably uses 6 of the 11 study elements.
- *Goal:* At the end of 6 weeks, Mr. Stein expects that Rodney will reliably use at least 10 of the 11 study elements.

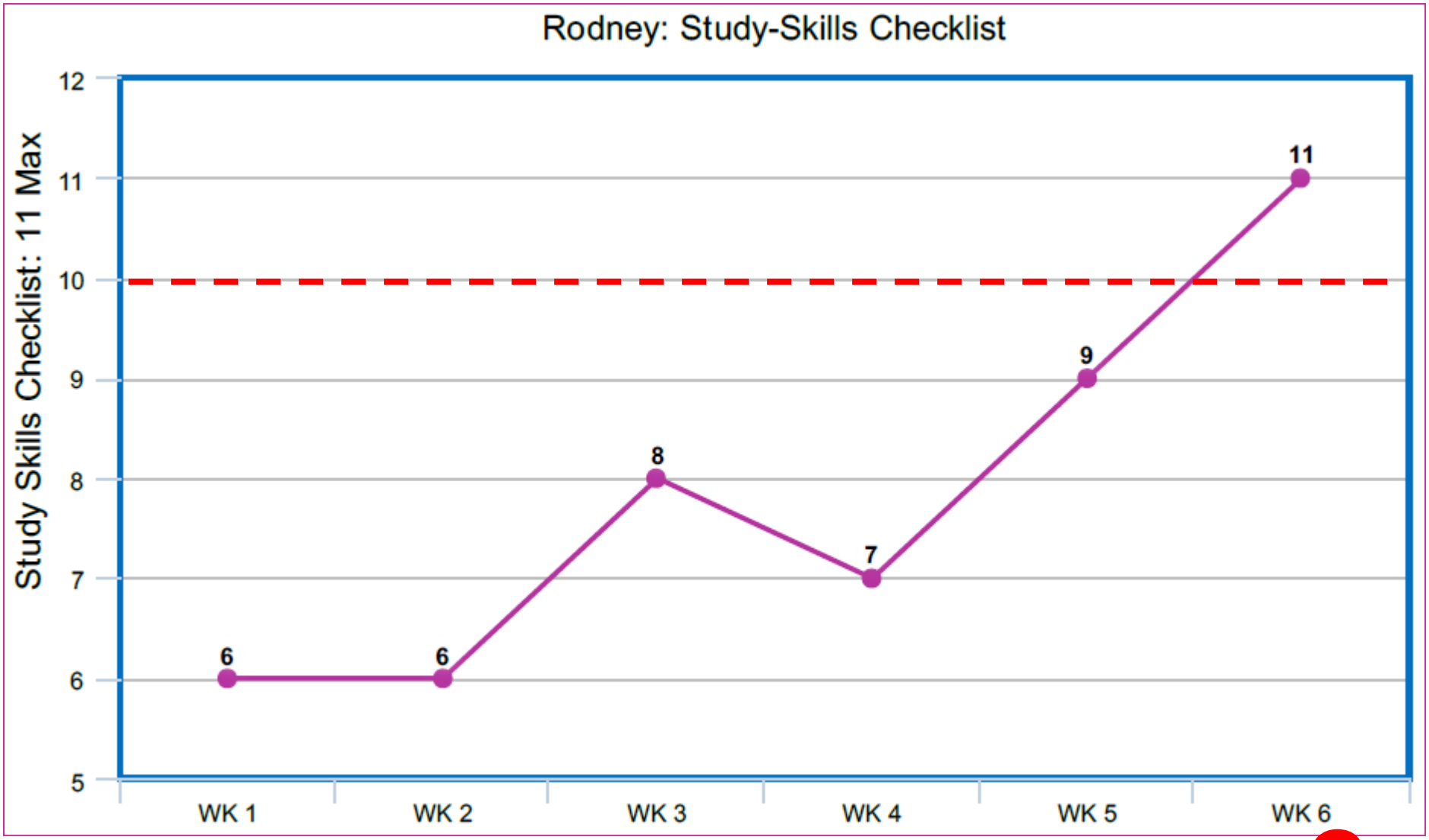
3

Checklist Graph: Example



Checklist: Graph. When graphing checklist data, the chart maximum is the total number of items on the checklist.

Checklist Graph: Example



3

Classroom Data Tool: Cumulative Mastery Record

- **What It Is:** A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts.

  This record is updated whenever the student masters another academic item.

4

Classroom Data Tool: Cumulative Mastery Record

- **What It Can Measure:**

  - Any discrete collection of academic items to be mastered, such as:
    - vocabulary terms/definitions
    - math facts
    - spelling words
    - letter or number names
    - sight words.

4

Cumulative Mastery Record Form p.1

Academic Skills: Cumulative Mastery Record

Student: School Y

Academic Item Set: Define the set of academic items to be measur 1-12; grade 1 sight-word list; vocabulary terms for biology course):

Academic Item Set

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

Criteria for Mastery

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

Person completing the inventory: Date:

Baseline Skills Inventory

Item 1:	Item 11:	Item 21:
Item 2:	Item 12:	Item 22:
Item 3:	Item 13:	Item 23:
Item 4:	Item 14:	Item 24:
Item 5:	Item 15:	Item 25:
Item 6:	Item 16:	Item 26:
Item 7:	Item 17:	Item 27:
Item 8:	Item 18:	Item 28:
Item 9:	Item 19:	Item 29:
Item 10:	Item 20:	Item 30:

4

Cumulative Mastery Record

Cumulative Mastery Record Form p.2

Academic Intervention: Cumulative Mastery Record

Student: School Yr: Classroom/Course:

Cumulative Mastery Record: During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

Item 1:		Date:	Item 21:		Date:
Item 2: :		Date:	Item 22:		Date:
Item 3: :		Date:	Item 23:		Date:
Item 4: :		Date:	Item 24:		Date:
Item 5: :		Date:	Item 25:		Date:
Item 6: :		Date:	Item 26:		Date:
Item 7: :		Date:	Item 27:		Date:
Item 8: :		Date:	Item 28:		Date:
Item 9: :		Date:	Item 29:		Date:
Item 10:		Date:	Item 30:		Date:
Item 11:		Date:	Item 31:		Date:
Item 12:		Date:	Item 32:		Date:
Item 13:		Date:	Item 33:		Date:
Item 14:		Date:	Item 34:		Date:
Item 15:		Date:	Item 35:		Date:
Item 16:		Date:	Item 36:		Date:
Item 17:		Date:	Item 37:		Date:
Item 18:		Date:	Item 38:		Date:
Item 19:		Date:	Item 39:		Date:
Item 20:		Date:	Item 40:		Date:

4

Cumulative Mastery Record: Steps. Student progress on acquisition-stage goals can be measured using flashcards. Here are the steps:

- *STEP 1: Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).

4

Cumulative Mastery Record: Steps.

STEP 2: Define mastery. Develop criteria to define mastery performance for any item:

EXAMPLE: Mastery Criteria: *When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.*

4

Cumulative Mastery Record Form

Academic Skills: Cumulative Mastery Record

Student: Janey School Yr: 2017 Classroom/Course: Mrs. Winters, KDG

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

Letter-Naming: Mixed Case

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

When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.

4

Cumulative Mastery Record: Steps.

STEP 3: Collect baseline data. Conduct a baseline assessment to find out which items the student already knows. Show the student each flashcard and ask the student to respond. Use your mastery criteria to sort the cards into “known” and “unknown” piles.

In our example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard is placed on the “unknown” pile.

Record the flashcard items that the student knows and the date of the baseline assessment.

4

Cumulative Mastery Record Form

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

Person completing the inventory: Mrs. Winters

Date: Sept 23, 2017

Item 1: a	Item 11: m	Item 21: D
Item 2: L	Item 12: r	Item 22: R
Item 3: Z	Item 13: B	Item 23: o

4

Cumulative Mastery Record: Steps.

STEP 4: Monitor progress. During the acquisition intervention, periodically (e.g., weekly) review the flashcards with the student. Whenever the student masters an additional item (according to your mastery criteria), log the mastered item and date.

4

Cumulative Mastery Record Form

Academic Intervention: Cumulative Mastery Record

Student: Janey School Yr: 2017 Classroom/Course: Mrs. Winters, KDG

Cumulative Mastery Record: During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

Item 1:	Q	Date: 9/28/17	Item 21:		Date:
Item 2: :	C	Date: 9/28/17	Item 22:		Date:
Item 3: :	J	Date: 9/28/17	Item 23:		Date:
Item 4: :	d	Date: 10/2/17	Item 24:		Date:

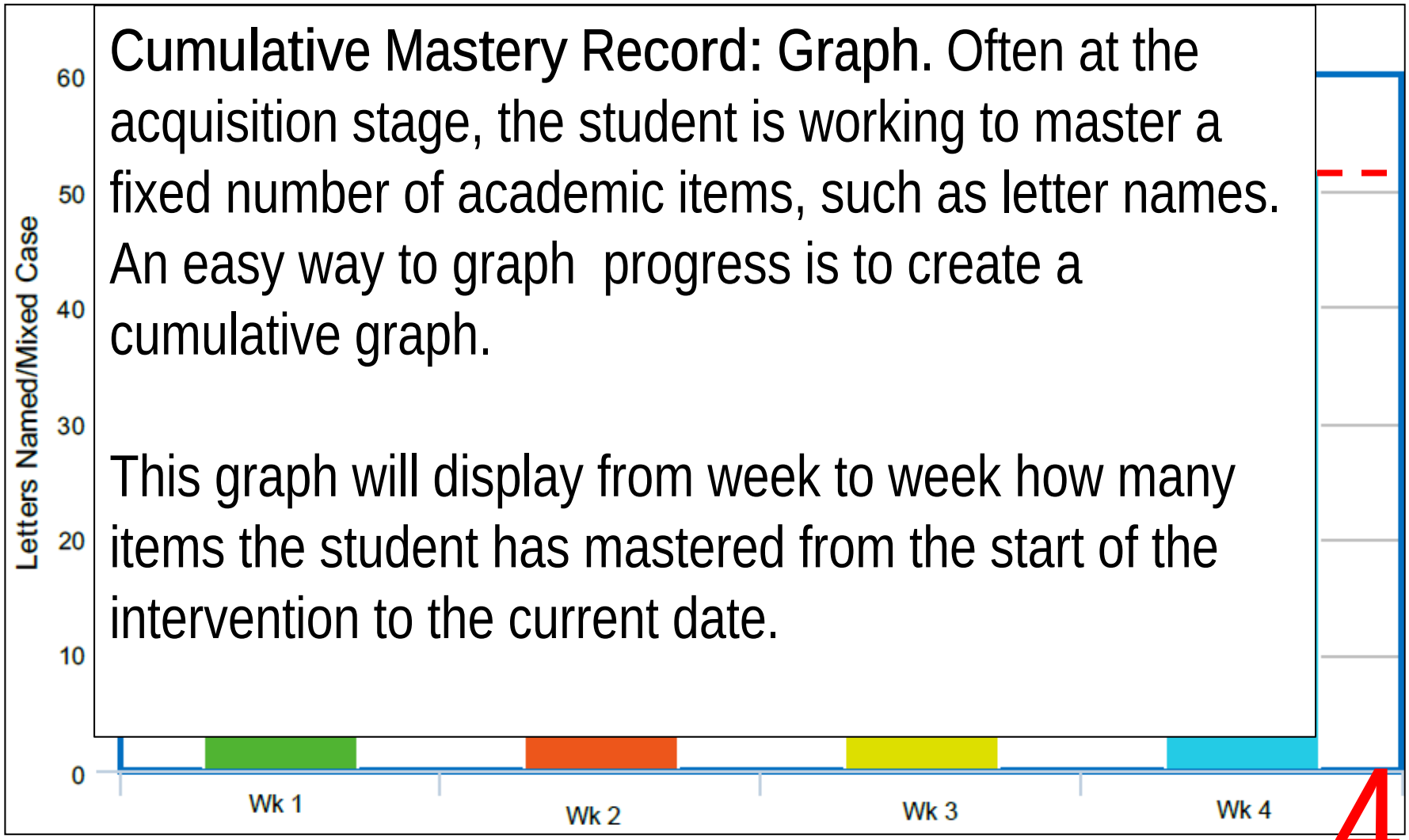
4

Classroom Data Tool: Cumulative Mastery Record

- **Example:** Mrs. Rambeault discovers that Janey, one of her KDG students, cannot name all of her mixed-case letters fluently.
- *Intervention:* Mrs. Rambeault decides to review letter-names 3 times per week using incremental rehearsal, an intervention with flashcards.
  Data Tool: The teacher plots Janey's baseline performance and letter-name growth using the Cumulative Mastery Record.
- *Baseline:* At baseline, Janey can correctly name 41 letters using the teacher's 'mastery criteria'.
- *Goal:* At the end of 4 weeks, Mrs. Rambeault expects that Janey will be able to name all mixed-case letters correctly.

4

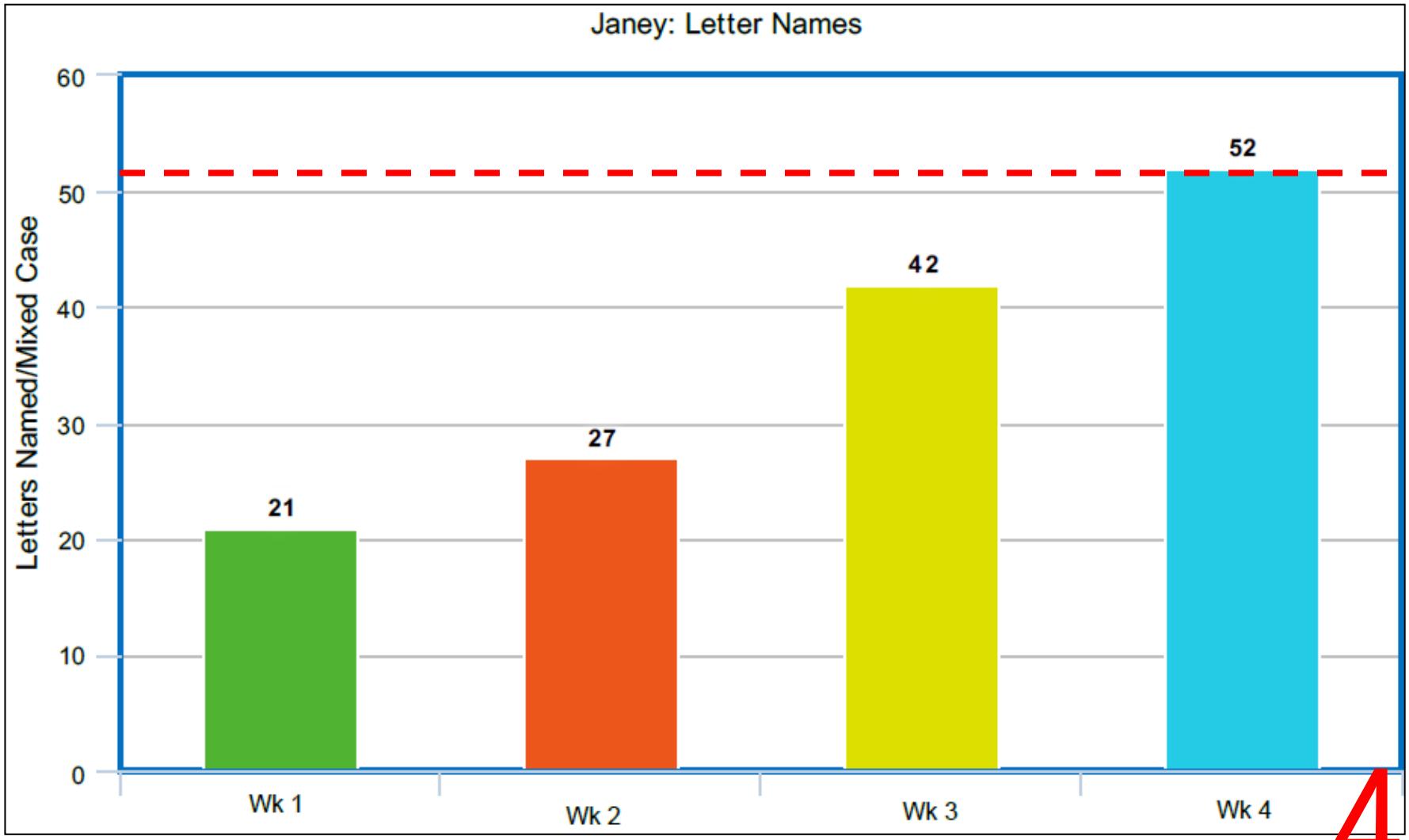
Cumulative Mastery Record Graph: Example



Cumulative Mastery Record: Graph. Often at the acquisition stage, the student is working to master a fixed number of academic items, such as letter names. An easy way to graph progress is to create a cumulative graph.

This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.

Cumulative Mastery Record Graph: Example



4

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

5

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**
  - Speed and accuracy in basic academic skills, such as:
    - letter naming: 1 min
    - number naming: 1 min
    - number sense: 1 min
    - oral reading fluency: 1 min
    - reading comprehension (maze): 3 mins
    - production of writing: 3 mins
    - math fact computation: 2 mins

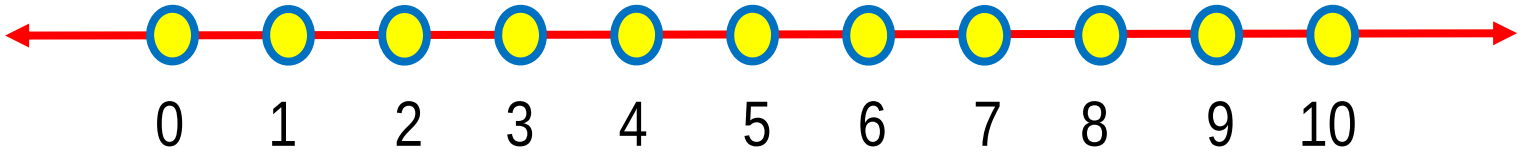
5

Curriculum-Based Measures (CBMs)

CBM	*Skill Area*	*Activity*
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.

Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)



5

- **Early Math Fluency: Quantity Discrimination** [1 minute]: The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

4	12

Quantity Discrimination (QD): 1 Minute: The student is presented with pairs of numbers randomly sampled from 1-20 and must identify the larger number in each pair.

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

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

- **Early Math Fluency: Missing Number** [1 minute]: The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number. **14 __ 16 17**

Missing Number (MN): 1 Minute: The student is presented with response items consisting of 3 sequential numbers with one of those numbers randomly left blank. (Each 3-number series is randomly generated from the pool of numbers 1-20.) The student attempts to name the missing number in each series.

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

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

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

34	37	50	38	1

Number Identification (NID): 1 Minute: The student is presented with a randomly generated series of numbers ranging from 1-20 and names as many of those numbers aloud as time allows.

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

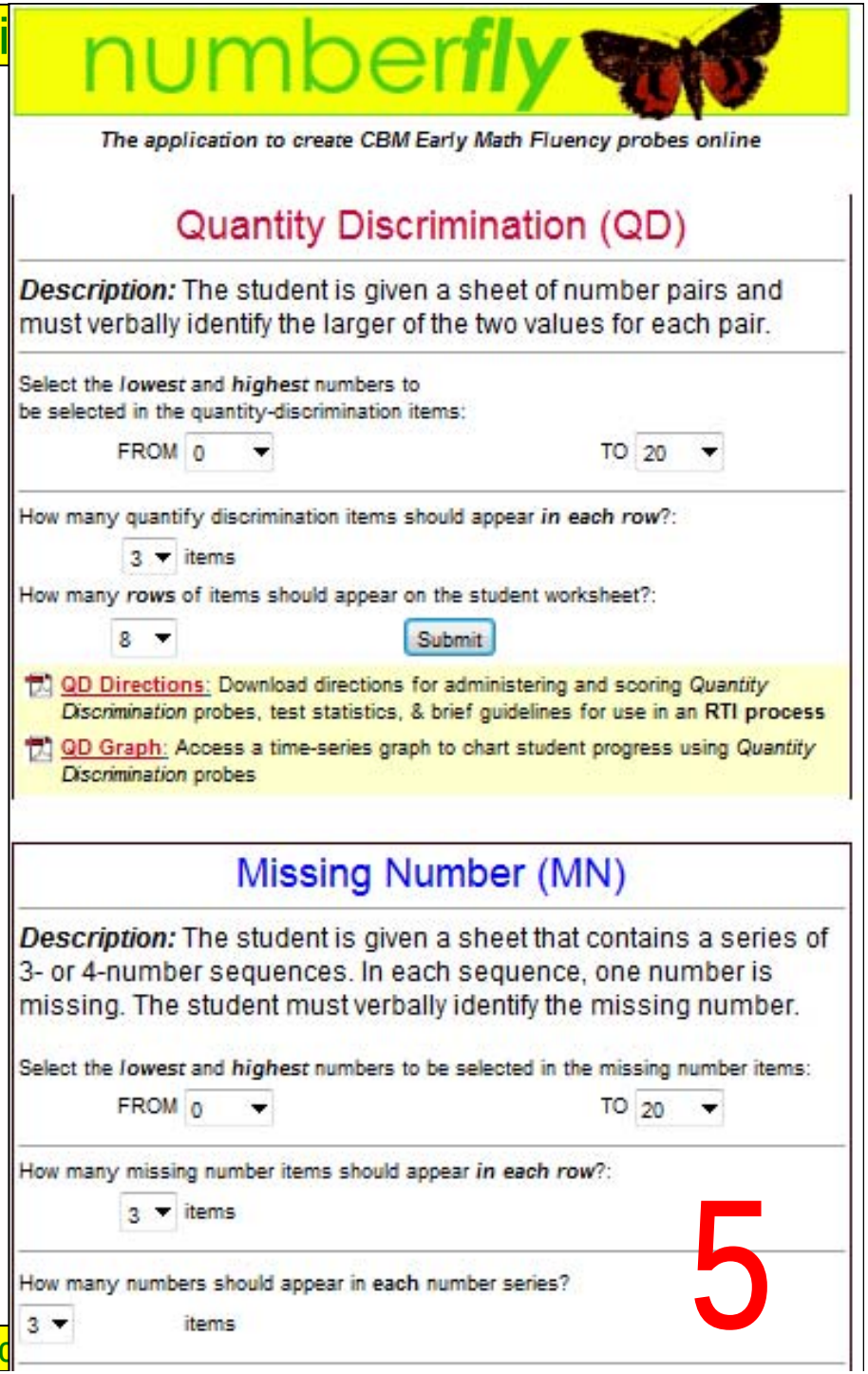
Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

Numberfly Early Math Fluency Generator

http://www.interventioncentral.org

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

- Quantity Discrimination
- Missing Number
- Number Identification

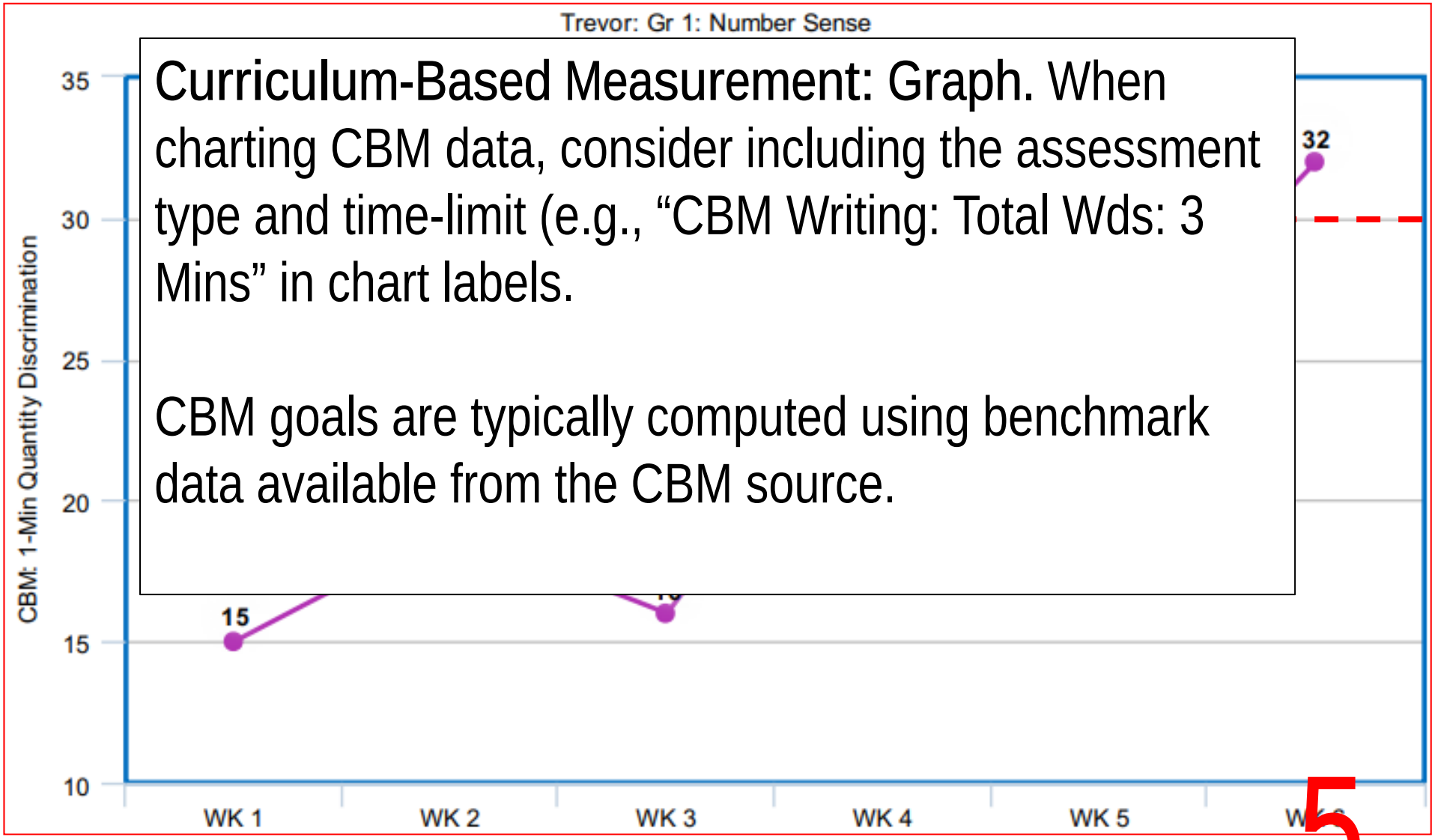


Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **Example:** Trevor has limited 'number sense', which impacts his counting and basic math computation.
- *Intervention:* His 1st-grade instructor, Mr. Franklin, decides to use the 'Counting Board Game' with Trevor, to help the student to practice his numberline.
- *Data Tool:* To track fluency, Mr. Franklin will have Trevor complete a 1-min CBM number sense (quantity-discrimination) probe each week.
- *Baseline:* At the intervention start, Trevor correctly answers an average of 15 QD items in 1 minute.
- *Goal:* The goal by the end of 6 weeks is for Trevor to correctly answer an average of 30 QD items in 1 minute.

5

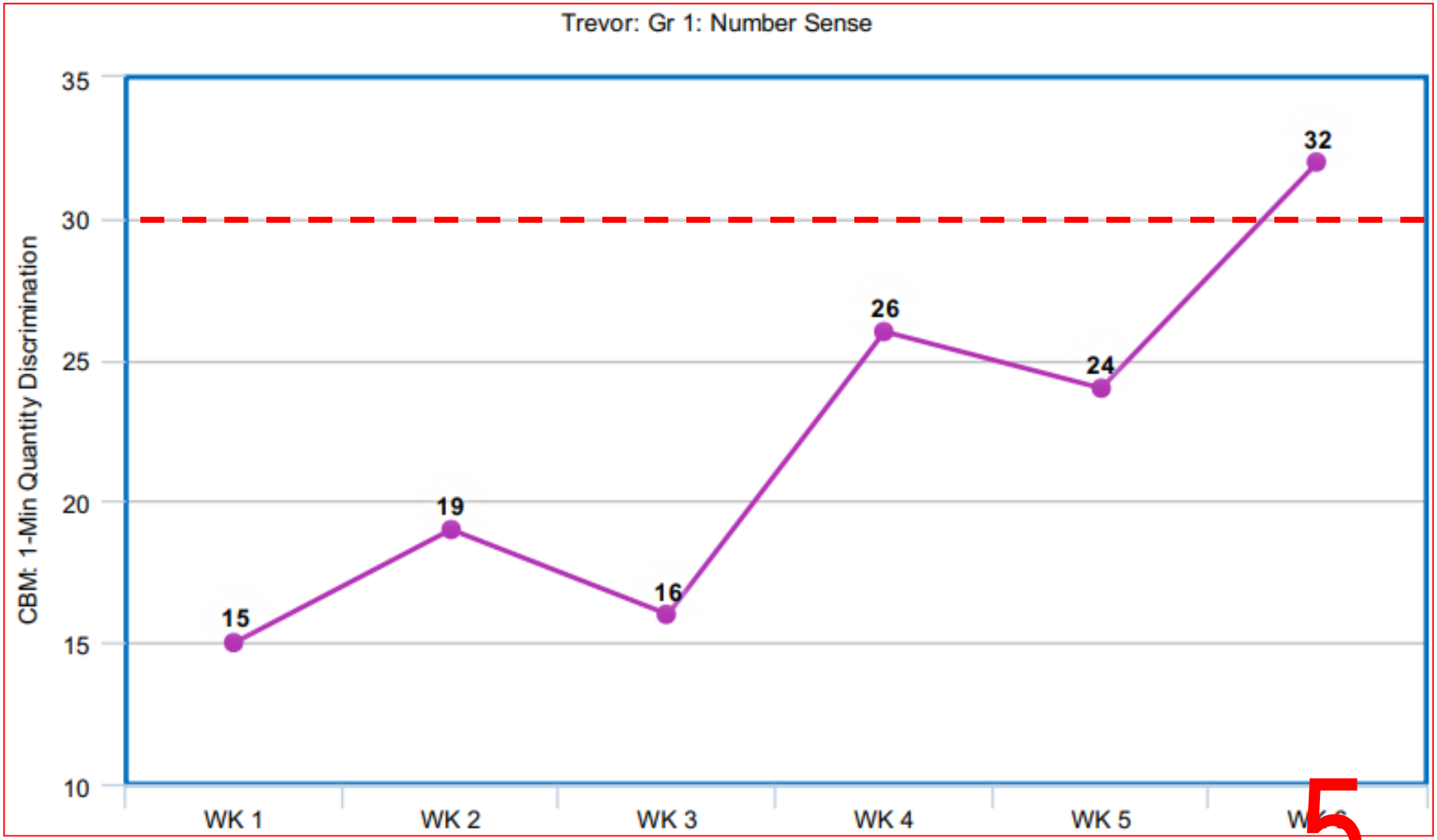
CBM Graph: Example



Curriculum-Based Measurement: Graph. When charting CBM data, consider including the assessment type and time-limit (e.g., "CBM Writing: Total Wds: 3 Mins" in chart labels.

CBM goals are typically computed using benchmark data available from the CBM source.

CBM Graph: Example



5

Classroom Data Tool: Grades

- **What It Is:** Represents in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.

6

Classroom Data Tool: Grades

- What It Can Measure:

  - ❑ Homework grades
  - ❑ Test grades
  - ❑ Quarterly report card grades

6

Classroom Data Tool: Grades

- **Grades as Progress-Monitoring Tools: Tutorial:**

Grades can be optimized in 2 ways to monitor interventions:

1. *Revise grading to yield a 'pure' measure of academic performance.* One trick for making grades a data source capable of reliably tracking the impact of an intervention is to partition the global grade into academic and non-academic components. The teacher then has the option to average the two components to calculate a composite grade. The advantage of this approach is that the instructor can use just the academic grade as a 'pure' measure of the student's actual performance.

6

Classroom Data Tool: Grades

- **Grades as Progress-Monitoring Tools: Tutorial:**

Grades can be optimized in 2 ways to monitor interventions:

2. *Increase frequency of grading opportunities*. The power of grades as a data source increases significantly when opportunities for grading occur more often (Weinstein & Wu, 2009). Collect relevant gradable student work at least weekly to provide grading information sufficient to evaluate ongoing growth in performance. This frequency results in the teacher's ability to have a real-time sense of academic performance across the entire class (allowing reteaching if needed), and to track short-term improvements in course performance for specific students.

6

Classroom Data Tool: Grades

- **Example:** Before class discussion of assigned readings, Ms. Letezio routinely starts her social-studies class by giving a 5-item multiple-choice Readiness Assessment Test (RAT) (Weinstein & Wu, 2009) to gauge understanding. She grades it on a scale from 0 to 100—with 20 points for each correct item..
- *Intervention:* A student, Nikea, has difficulty retaining information from readings. Mrs. Letezio has her use Read-Ask-Paraphrase, a self-guided comprehension strategy, during outside reading.
- *Data Tool:* Ms. Letezio employs RAT grades as one data source to track the effectiveness of Nikea's intervention plan.
- *Baseline:* Nikea typically scores 2 of a possible 5 pts on RATs.
- *Goal:* The teacher sets the 5-week objective of moving this student to an RAT goal grade of at least 4 of 5 (80%).

6

Comprehension: Measuring retention of assigned readings.

Readiness Assessment Tests (RATs). RATs are brief teacher-made assignments that students complete *after* reading but *before* that reading is reviewed in class (Weinstein & Wu, 2009). The teacher identifies the most relevant information from the assigned reading and constructs a few questions (e.g., 5) to test that knowledge.

The instructor selects the RAT-question format: short-answer; essay; multiple-choice, or any combination.

6

Comprehension: Measuring retention of assigned readings.

Readiness Assessment Tests (RATs): Sample Questions.

Multiple Choice.

A solar eclipse occurs when:

- A. the sun cools and dims.
- B. the moon passes between the earth and sun.
- C. the earth spins on its axis.
- D. the earth blocks moonlight.

6

Comprehension: Measuring retention of assigned readings.

Readiness Assessment Tests (RATs): Sample Questions.

Short Answer.

A solar eclipse occurs when the _____ passes

between the _____ and sun.

6

Comprehension: Measuring retention of assigned readings.

Readiness Assessment Tests (RATs): Sample Questions.

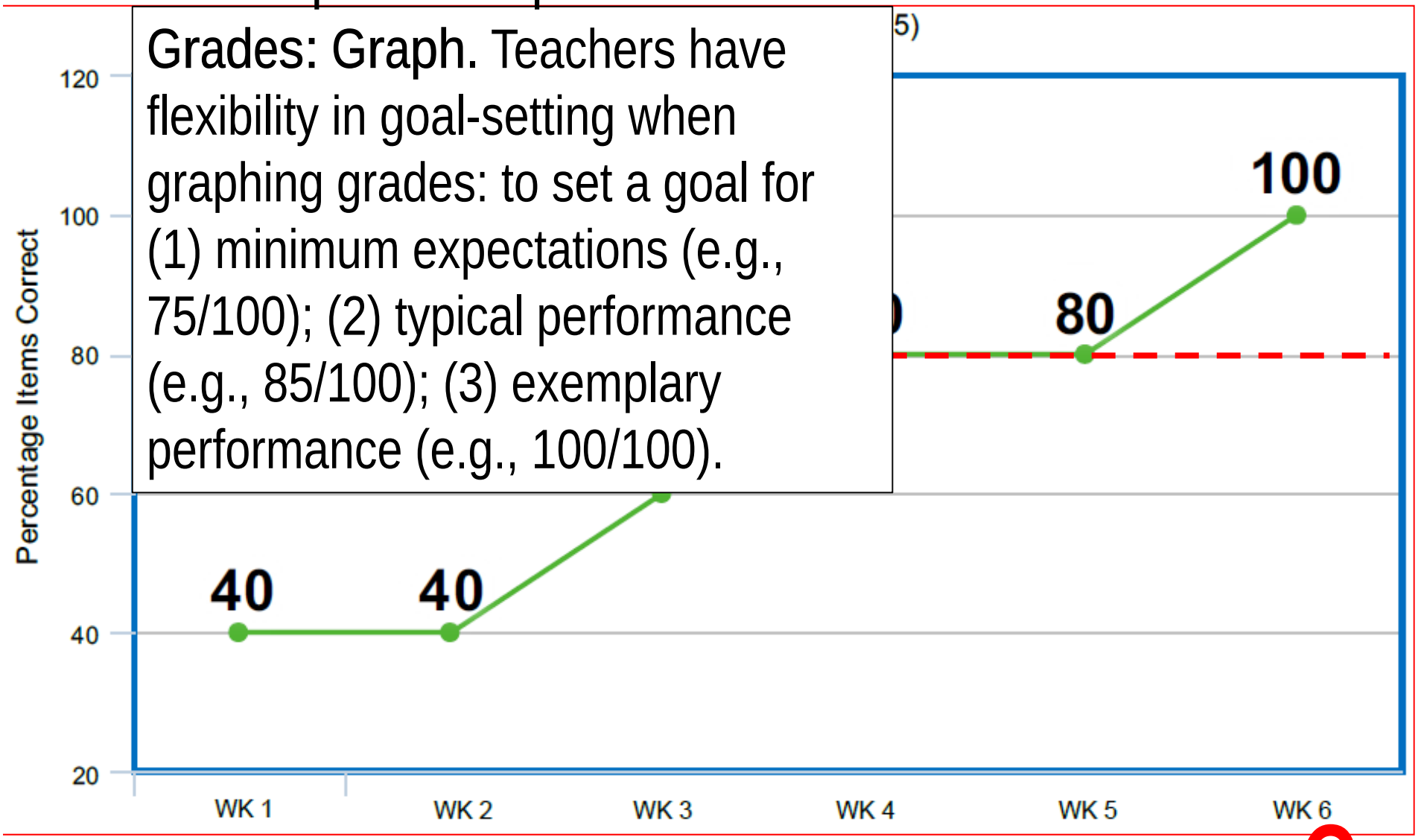
Essay.

Write a brief essay explaining what causes a solar eclipse.

6

Grades Graph: Example

Grades: Graph. Teachers have flexibility in goal-setting when graphing grades: to set a goal for (1) minimum expectations (e.g., 75/100); (2) typical performance (e.g., 85/100); (3) exemplary performance (e.g., 100/100).



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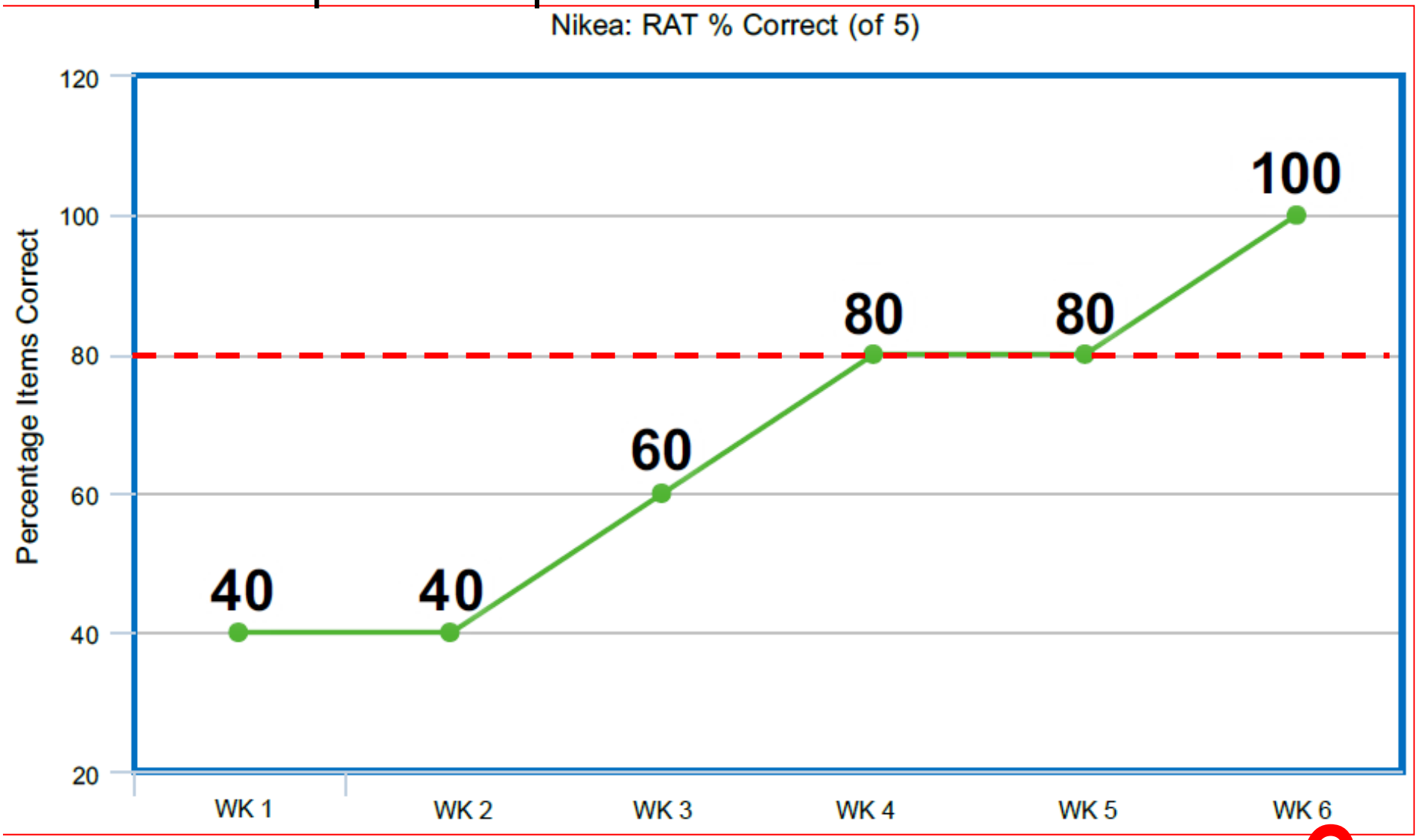
Grades Graph: Example



6

Classroom Data Tool: Rubric

- **What It Is:** An instrument designed to measure a student on complex tasks.

  In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.

8

Core Standards & Student Motivation/Self-Regulation

C ... ing &
L ... ds: K-5

a. Prepares for discussion

Sc ... ation Center for Best Practices & Council of Chief State School Officers. (2010). Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Retrieved from http://www.corestandards.org/ p. 24

Grade 5 students:

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

8

Core Standards & Student Motivation/Self-Regulation

CCSS: ELA: Speaking &
L ds: K-5

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fo f State School
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b. Fulfills assigned discussion role(s) and follows rules

Grade 5 students:

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

8

Core Standards & Student Motivation/Self-Regulation

C aking &
L ds: K-5

c. Engages in Q&A turn-taking and contributes ideas to discussion

Sc r
fo
Or e standard
for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Retrieved from http://www.corestandards.org/ p. 24

Grade 5 students:

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

8

Core Standards & Student Motivation/Self-Regulation

d. Reviews discussion content to summarize learning, draw conclusions

C ... king &
L ... ds: K-5

Sc ... ter fo ... ool O ... e sta fo ... y in history/social studies, science, and technical subjects. Washington, DC: Authors. Retrieved from http://www.corestandards.org/ p. 24

Grade 5 students:

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   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

8

Rubric: Example

Analytic Rubric: 'Student Discussion Group' Example

Task: The student will take part in weekly in-class collaborative peer discussions of assigned readings, contributing ideas and responding appropriately to the ideas of others (from CCSSELA.5.SL.1).

Dimensions	**Needs Work (1-3 pts)**	**Competent (4-6 pts)**	**Exemplary (7-9 pts)**
Preparation	Has not completed the assigned readings and/or does not bring notes of the readings to the discussion..	Has completed the assigned reading(s) and brings notes of the readings to the discussion.	Has completed the assigned reading(s), brings notes of the readings to the discussion, and gives evidence of having done additional reading/research in the discussion topic.
Compliance With Discussion Rules/Roles	Fails to follow the rules set up for the discussion activity and/or does not adequately carry out the responsibilities of an assigned discussion role.	Follows the rules set up for the discussion activity. When assigned a role in discussion, adequately carries out the responsibilities of that role.	Follows the rules set up for the discussion activity. When needed, reminds others to adhere to discussion rules. When assigned a formal role (e.g., discussion leader), fully carries out the responsibilities of that role.
Contribution to Discussion	Does not actively sustain his or her part in the discussion. May pose questions of limited relevance to the discussion topic. May not respond appropriately to the comments of others.	Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a willingness to acknowledge the contributions of others in the discussion group,	Participates fully in the discussion. Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a good grasp of the topic and a willingness to acknowledge the contributions of others in the discussion group,

Classroom Data Tool: Rubric

- **What It Can Measure:**

  - ❑ Any complex, multi-dimensional task, such as:
    - ✓ participation in a discussion;
    - ✓ writing a research paper;
    - ✓ preparing and presenting a PowerPoint;
    - ✓ completing and documenting a science lab project.

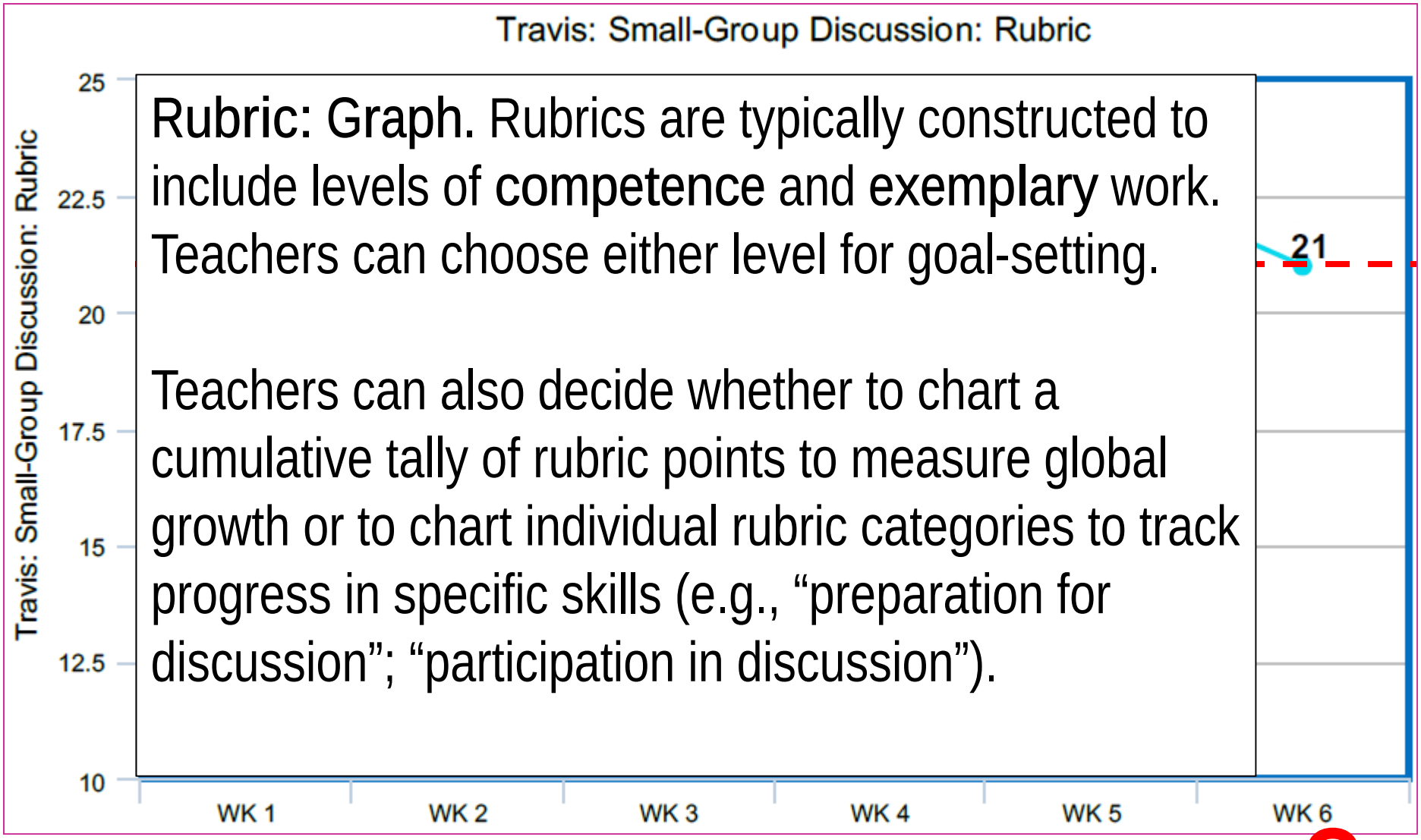
8

Classroom Data Tool: Rubric

- **Example:** Travis participates little in small-group discussions.
- *Intervention:* His teacher, Mrs. Taylor, takes 2 tracks to address this problem: She (1) provides Travis with several reading-comprehension strategies to better grasp discussion content; and (2) demonstrates, models, and has Travis practice group-discussion behaviors. (NOTE: Because several of her students share this problem, tutorials take place in small-group format.)
- *Data Tool:* Mrs. Taylor will use a rubric to rate discussion-group behavior: 3 categories (each scored 1-9)—with a max score of 27.
- *Baseline:* An average of 2 ratings of discussion-group participation shows Travis with an aggregate score of 12 of a possible 27.
- *Goal:* Travis is to strive for an average total rubric score of at least 21 of 27 in the final week of the 6-week intervention.

8

Rubric: Example

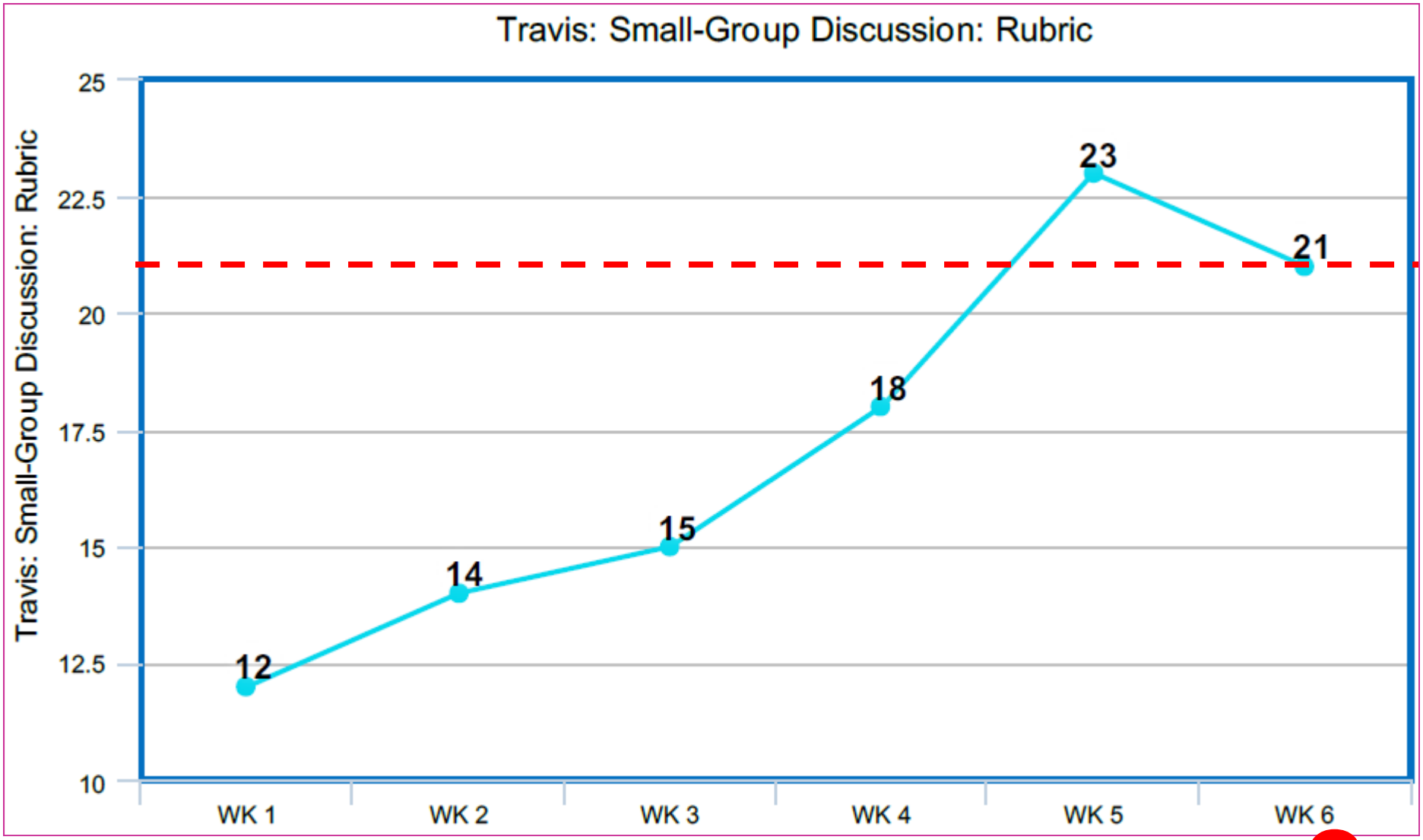


Rubric: Graph. Rubrics are typically constructed to include levels of **competence** and **exemplary** work. Teachers can choose either level for goal-setting.

Teachers can also decide whether to chart a cumulative tally of rubric points to measure global growth or to chart individual rubric categories to track progress in specific skills (e.g., “preparation for discussion”; “participation in discussion”).

8

Rubric: Example



8

Classroom Data Tool: Work Products

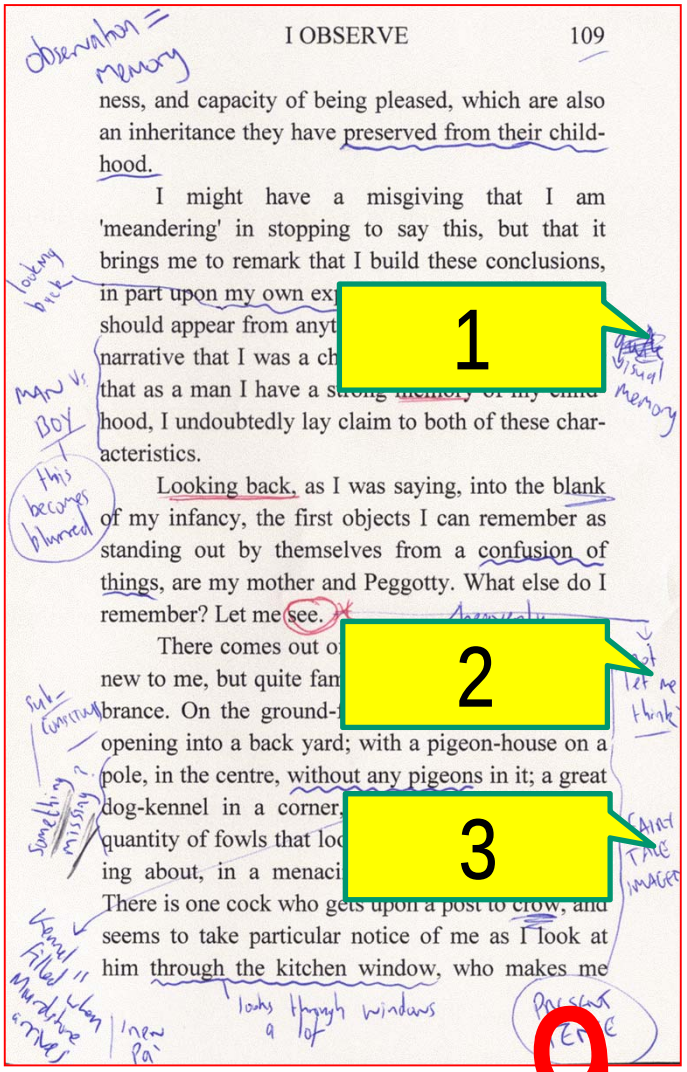
- **What It Is:** Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework).

  A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).

9

Work products. Example.

- Text annotation. Students can increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text (Sarkisian et al., 2003).



9

Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**

Teachers can find many inventive ways to convert work products into objective data. Here are some ideas to get started:

1. *Work Accuracy: Percentage.* Tracks the accuracy of student work containing a finite number of items, such as math number problems or end-of-chapter questions. Compute by dividing the number of correct answers by the total number of assigned items.

9

Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**

2. *Work Attempted: Percentage.* Measures effort on student work containing a finite number of items. Calculate by dividing the number of items attempted (whether correct or not) by the total number of items.
3. *Work Time: Time Log.* Indicates the amount of time required to complete the assignment. Compute by (1) having the student or teacher record the student's start and end time in working on the assignment and then
(2) calculating the number of elapsed minutes.

9

Classroom Data Tool: Work Products

- What It Can Measure:

  - ❑ Work completion
  - ❑ Work accuracy
  - ❑ Written evidence of problem-solving steps
  - ❑ Quality of student work (e.g., on writing assignments)

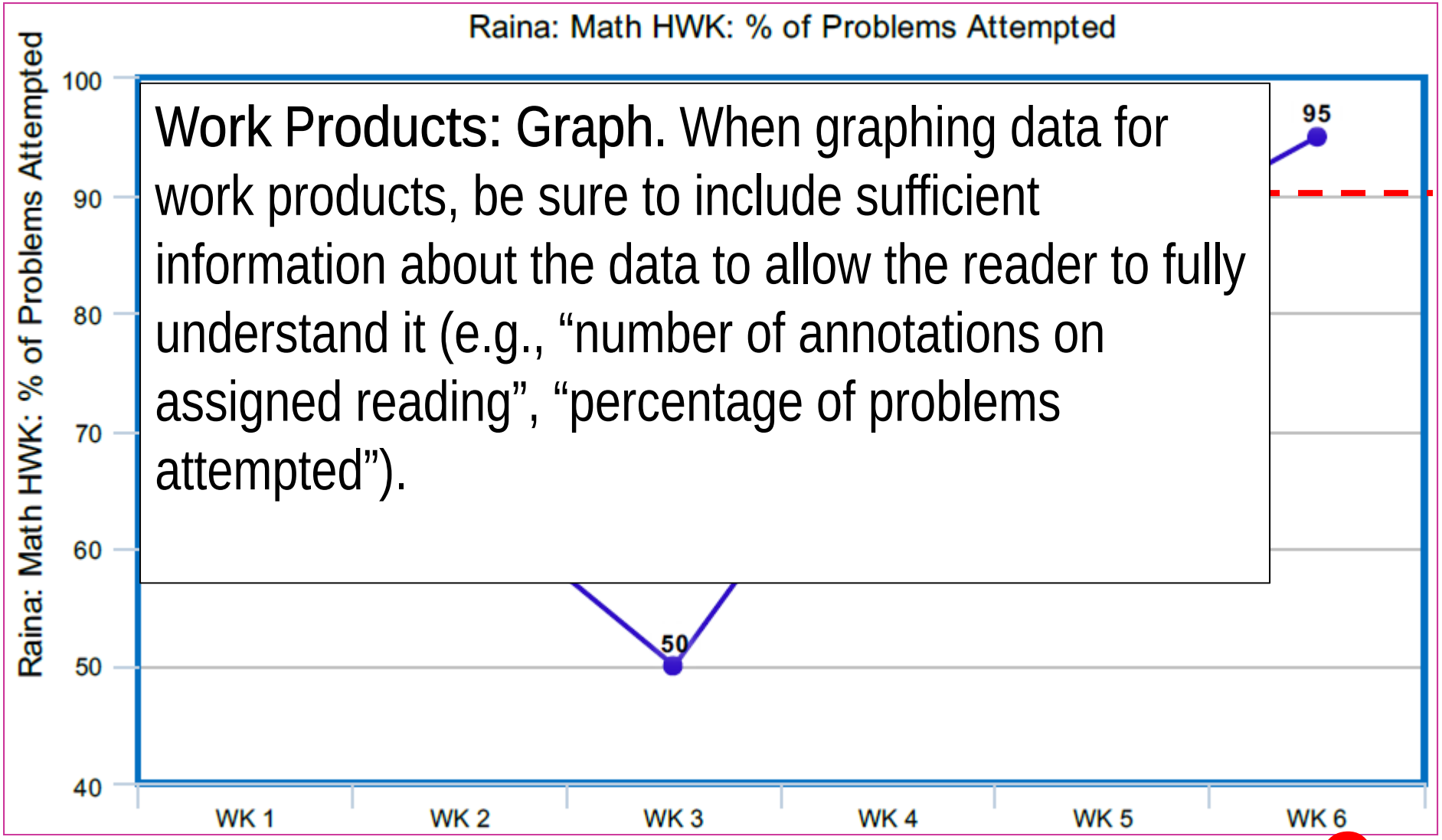
9

Classroom Data Tool: Work Products

- **Example:** Raina often turns in incomplete homework—especially in math.
- *Intervention:* The student verifies on a checklist that all parts of homework are complete and shows her assignments each morning to a check-in person (homeroom teacher).
- *Data Tool:* Her instructors use Raina's homework (work product) to monitor work completion—producing a data-point for homework completion: items attempted/total items.
- *Baseline:* Math homework becomes the primary intervention focus. Raina attempts about 60 percent of assigned problems (0.60).
- *Goal:* With the intervention in place, the math teacher sets as a 6-week goal that Raina will attempt at least 90 percent of assigned problems (0.90).

9

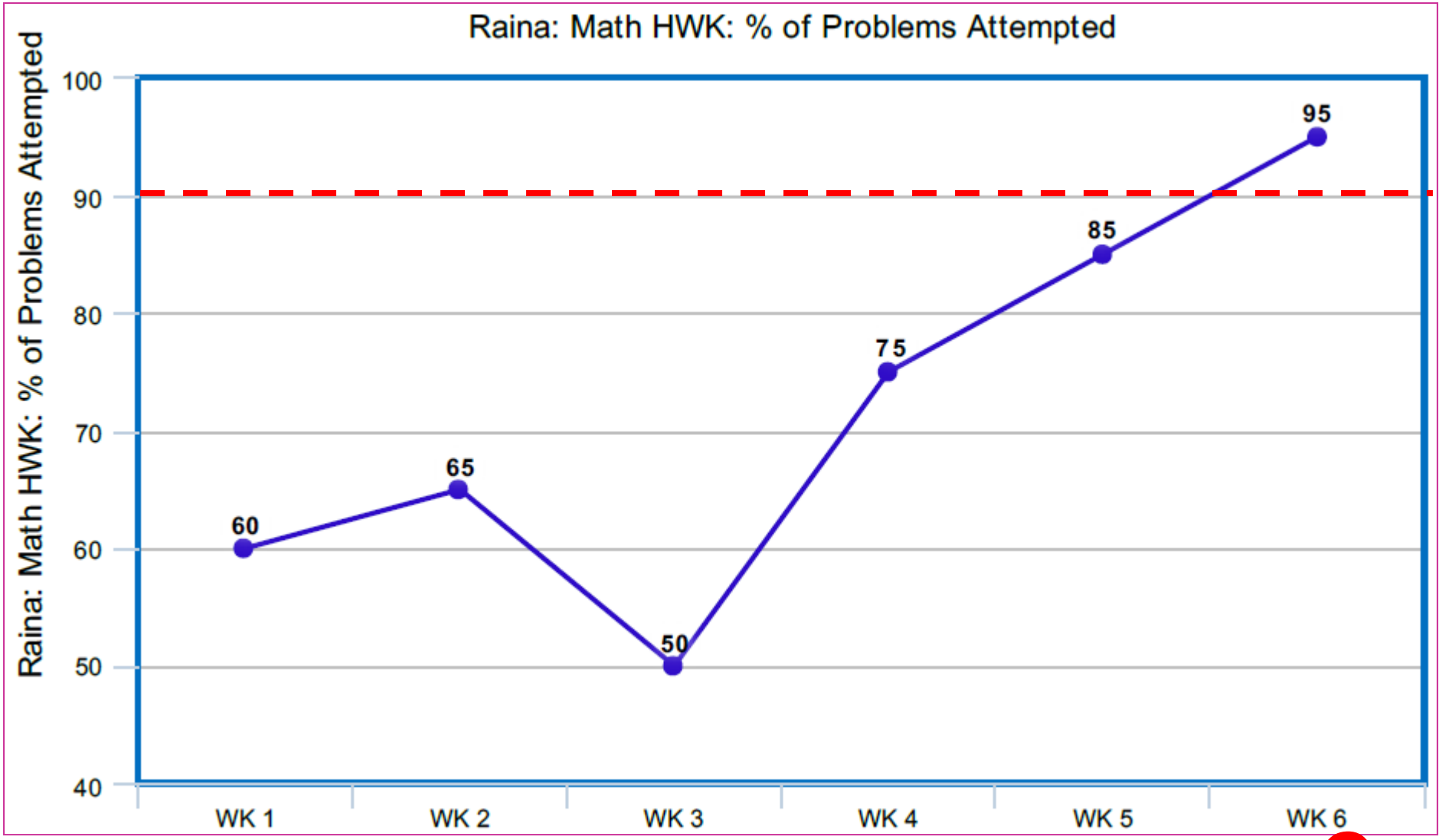
Work Products: Example



Work Products: Graph. When graphing data for work products, be sure to include sufficient information about the data to allow the reader to fully understand it (e.g., “number of annotations on assigned reading”, “percentage of problems attempted”).

9

Work Products: Example



9

Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical or Expected Level of Performance**

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Data Collection: How to Monitor Classroom Interventions © 2018 Jim Wright www.interventioncentral.org

3. **Intervention: Review Intervention Ideas.** Browse the instruction and intervention ideas posted on the course webpage:
http://www.interventioncentral.org/bedford

Locate at least one lesson plan, classroom intervention, or differentiation/scaffolding technique that you might want to include in your student's intervention plan.

Instruction/Intervention Ideas
• _____
• _____
• _____
• _____
• _____
• _____

4. **Progress-Monitoring: Select a Data 'Channel'.** Choose 1-2 data 'channels' that you might use to collect data on your student's academic performance:(1) direct observation, (2) interviews, (3) work products, (4) self-monitoring.

Data 'Channels'
• _____
• _____

5. **Progress-Monitoring. Select Specific Data Collection Tools.** Review the list of data-collection tools in your handout (pp. 21-23). Pick at last one that you might use to track your student's academic progress.

Data Tool(s)
• _____
• _____

Interventioncentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Classroom Support Plan Worksheet: Activity

5. **Progress-Monitoring. Select Specific Data Collection Tools.** Review the list of data-collection tools in your handout (pp. 21-23). Pick at least one that you might use to track your student's academic progress.

Data Tool(s)
• _____
• _____

Classroom Support Plan: Steps

Step 4: Review the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

‘Decision Point’: Review the CSP Guiding Points for Educators…

- The teacher should formally evaluate the plan’s effectiveness at the end of the designated intervention period (i.e., 4-8 weeks).
- At this ‘decision point’, the instructor decides whether to:
  - discontinue the intervention because gap is closed (success)
  - continue the intervention (successful but gap not yet closed)
  - adjust the existing intervention plan (some success noted but faster rate of progress needed), or
  - adopt a new intervention plan (not successful).
- The teacher may also decide to seek additional RTI/MTSS help for the student.

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

Course Outline

1. **Saturday, 24 March: Session 1.** Preview the steps and elements of Classroom Support Plans (CSPs).

2. **March-May: Online Course.** Review of CSP Elements

- Wk 1: 9 April: Defining the academic problem
- Wk 2: 16 April: Finding an effective intervention strategy.
- Wk 3: 23 April: Ideas for differentiating and scaffolding to promote learning
- Wk 4: 30 April: Collecting and interpreting data to monitor intervention progress

3. **Chat Sessions (Optional).**

- Saturday 14 April: 10-11 am
- Saturday 21 April: 10-11 am
- Saturday 5 May: 10-11 am

4. **Saturday, 12 May: Session 2.** Reflections on CSP experience. Student case presentations. Submit Classroom Support Plans.

5. **Monday 21 May: Reflective Paper (3-4 pages).** Assignment: Offer advice to building administrator(s) on promoting RTI & CSP process.

Course Assignment 1

Create and Implement a Tier 1 Classroom Support Plan

Assignment 1: Create and Implement a Tier 1 Classroom Support Plan

For this assignment, you will create, carry out, and submit an academic Classroom Support Plan (CSP) for one student in your class or school. Follow these steps:

1. *Copy and Save the Classroom Support Plan Form.* To create your Classroom Support Plan, you will use the Google Docs CSP form available in the online course set up for this class: https://james-school-71f2.thinkific.com

   Save a copy of the CSP form to your Google Drive, so that you can edit the document.

Classroom Support Plan. Use this form to document your course assignment to create and carry out an intervention plan. *(Online)*

Planning Template:3-Part Problem ID

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Tier 1: Classroom Support Plan

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

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

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Assignment 1: Create and Implement a Tier 1 Classroom Support Plan (Cont.)

2. *Design Your Classroom Support Plan.* Consult the 'toolkit' of ideas for academic interventions and classroom data collection shared in this course and posted online (https://james-school-71f2.thinkific.com).

   Use these resources to complete the Classroom Support Plan.

Assignment 1: Create and Implement a Tier 1 Classroom Support Plan (Cont.)

3. *Carry Out the Classroom Support Plan.* Implement the CSP. Use the 'Contact Log' section of the CSP form to record your ongoing intervention sessions and/or contacts with the student.

Classroom Support Plan. *(Online)*

Template:3-Part Problem ID

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Contact Log: Tier 1/Classroom Intervention Plan

Teacher		Student(s)	

Session	Date	Start/End Time or Session Length	Student(s) Attending	NOTES
1				
2				
3				
4				

Assignment 1: Create and Implement a Tier 1 Classroom Support Plan (Cont.)

4. *Monitor the Student's Progress.* Following the progress-monitoring plan in your CSP, collect formative data on the student's academic performance to track intervention effectiveness. Use the 'Data Collection' section of the CSP form to record your data.

Classroom Support Plan. *(Online)*

Template:3-Part Problem ID

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Data Collection: Tier 1/Classroom Intervention Plan

Teacher		Student(s)	
Data collection Method			

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
1			6		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
2			7		

Assignment 1: Create and Implement a Tier 1 Classroom Support Plan (Cont.)

5. *Submit the Completed CSP.* Submit your completed CSP (print or electronic copy) by **Saturday 12 May 2018**, the date of our concluding face-to-face class session.

Course Assignment 2

Write a 'Reflection' Paper

Assignment 2: Write a Reflection Paper

Assignment 2: Write a Reflection Paper: You will write a brief reflective paper (3-4 typed pages) that summarizes your experience and insights from your work in creating and implementing the Classroom Support Plan for an individual student.

Assignment 2: Write a Reflection Paper (Cont.)

- *Purpose.* The purpose of your paper is to offer specific advice on how to promote the use of this classroom problem-solving process in your school or district.

- *Audience.* If your paper focuses on building implementation, your audience will be the principal; if your focus is on district implementation, your audience will be the district administrative team.

- *Due Date.* This assignment is due by Monday 21 May 2018.

“*A journey of a thousand miles must begin with a single step.*”

Lao Tzu, Chinese Taoist (600 BC-531 BC)