Clayton County Public Schools Student Services

INTERVENTION MANUAL

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Identifying Behavior Interventions: Elementary, Middle, High

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	Choice of Task Sequence	Choice of Task Sequence
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High School

Tier 1	Tier 2	Tier 3
Defusing Confrontational Behavior	Self-management of Positive Behaviors	Self-management of Positive Behaviors
Using Cooperative Learning to Increase Interpersonal Skills	Behavior Contracts	Behavior Contracts
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What is Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS)

Response to Intervention is defined as " the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). In education, RTI/MTSS is a method of academic and intervention used in the United States which is designed to provide early, effective assistance to children who are having difficulty learning.

RTI/MTSS Involves a Problem-Solving Approach

Step 1: Define the Problem – What is the problem?
Step 2: Analyze the Problem - Why is the problem occurring?
Step 3: Develop a Plan – What are we going to do?
Step 4: Implement Plan – Carry out the intervention.
Step 5: Evaluate – Did our plan wok?

Georgia Pyramid of Interventions

TIER 4
SPECIALIZED INSTRUCTION
Monitoring per IEP, IAP, etc.

TIER 3 SST
Progress Monitoring:
Academic: weekly minimally, Behavior: Daily,
Speech/Language: Daily or Weekly

Inadequate Progress:
Revise Tier 3SST Plan,
consult with Psychologist
re: referral to DES

Adequate Progress:
Consider addressing other
areas of concern or
dismiss from Tier 3 SST

TIER 2: STANDARD INTERVENTION PROTOCOLS
Progress Monitoring:
Academic: every 2-3 weeks, Behavior: Daily,
Speech/Language: Daily or Weekly

Inadequate Progress:
Revise Tier 2 Plan, consult
with Tier 3 SST Chair re:
referral to Tier 3 SST

Adequate Progress:
Consider addressing other
areas of concern; if none,
dismiss from Tier 2

TIER 1
STANDARDS BASED CLASSROOM INSTRUCTION/LEARNING
Progress Monitoring:
Universal Benchmark Data collected
for at least one grading period

Inadequate Progress:
Teacher analyzes
benchmark data and
begins Tier 2

Adequate Progress:
Teacher analyzes
benchmark data and
student remains in Tier 1

Using this Manual

Selecting an intervention:

First: Turn to the section for the area of deficit. Reading Fluency, Math Calculation, etc.
Second: At the top of each intervention, is the identified appropriate tier.

> **For example:**
> > **Skill Deficit:** Reading Fluency
> > **Intervention:** Drill Sandwich
> > **Appropriate for Tier:** Can be used in Tier 2 and Tier 3 as indicated at the top of the Intervention.
> > **Progress Monitoring Tool:** The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. If you prefer to use an intervention not located in this manual, please consult with your school psychologist.

It is important to note that a small group is considered to be 3-6 students.

Progress Monitoring

Effective instruction involves the process of gathering information about the student's ability in the subject, analyzing the students' needs in the context of the information gathered, and making judgments regarding what instructional practices could be effective in increasing student achievement. When selecting an intervention, one must also identify the progress monitoring tool and the frequency in which you will monitor the student's progress. Interventions in this manual should be monitored using the latest tools recommended by the district. A list of approved progress monitoring tools is available on the Student Support Team in the CCPS employee portal. The frequency of progress monitoring will be determined by the type of intervention that is selected. Behavioral interventions are to be monitored daily at all tiers. For Tier 2 academic interventions, progress monitoring is to occur every 2-3 weeks (best practice is every 2 weeks). For Tier 3 academic interventions, progress monitoring is to occur once a week (best practice is 2-3 times a week). It is important to note that solely progress monitoring (collecting data) is not an intervention. In order to evaluate student learning it is important to use the information collected from progress monitoring to guide instructional strategies.

Curriculum Based Measurement (CBM)

What is CBM?
CBM is a type of formative assessment that monitors a student's educational progress through direct assessment of basic academic skills in basic reading, reading comprehension, reading fluency, mathematics, spelling, written expression, and phonemic awareness skills. Formative assessment is often done at the beginning and during a curriculum unit or intervention, thus providing the opportunity for immediate feedback on student learning. Formal assessment is not

to be evaluative or involve grading students. Formative assessment results lead to curricular and instructional modifications when current strategies do not result in adequate student learning. Additionally, growth on CBM tools are measured by a student's weekly progress toward their growth goal.

CBM is….
- A method of assessment in which a student is given a probe (similar to a very short quiz) once a week (or more often) to gauge growth compared to a student's goal
- A series of 1-8 minute long probes
- A set of probes that are pre-made
- A series of probes with standard directions and scoring rules
- A good indicator of basic skills

When would I do CBM?
- CBM is appropriate to be used at any tier of the RTI process
- To measure a student's progress toward a goal

Why do CBM?
- It is very easy
- It is very quick
- To measure growth in one skill area
- To gauge the effectiveness of an intervention
- To compare the student to the class, or the school, or broader norms

CBM is not:
- Summative assessment
  - Summative assessment is comprehensive in nature and is used to check the level of learning at the end of a curriculum unit or school year (e.g., Student Learning Objectives (SLO), Georgia Milestone Assessments (GMAS), End of the Course (EOC), etc.)
- Any part of the student's grades
- Un-standardized or un-timed quizzes, tests, worksheets or other activities
- A replacement for class assignments, tests, activities.
- A comprehensive assessment of a student's skills

Note: Although this manual was primarily developed as a resource for teachers, many of the interventions provided can be adapted for home use to serve as a tool for parents.

EARLY DEVELOPMENT/ SCHOOL READINESS

Tier 2 – Tier 3
Alphabet Recognition Game

Appropriate Grade Level
K-2

Purpose
This intervention is designed to increase recognition of the letters of alphabet.

Materials
- ABC's (3" plastic letters)

Steps in Implementing the Intervention
Students participate in alphabet race:

1. Place alphabet letters on the floor at one end of the room.

2. Line the students up by two's and call out a letter.

3. The students race to the pile and try to be the first to find the letter.

4. They then return to their group and go to the end of the line.

5. The group with the most letters wins.

You can modify by using two sets of letters in two separate piles and have the students start with letter A. Once they retrieve a letter, they return to their group and the next student goes. The group that collects all the letters first wins. This Tier 2 intervention should be used in a small group with no more than 6 students.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. The graph may be found on the teacher tab of Infinite Campus and on the Student Support Team in the CCPS employee portal.

Reference
A to Z Teacher Stuff. (1997 – 2006). http://www.atozteacherstuff.com/pages/98.shtml

Tier 2 – Tier 3
Letter Hunt

Appropriate Grade Level
K-2

Purpose
This intervention is designed to increase phonemic awareness; and correctly identify initial consonant sounds.

Materials
- Collection of flashcards or small objects

Steps in Implementing the Intervention
Have students form a circle. Place flashcards or objects outside the circle. Teach the following song to the tune of "The Farmer in the Dell":

*We're looking for a/an **[name of letter]**,*
*We're looking for a/an **[name of letter]**,*
[Sing sound of the letter to the tune of "Heigh, ho, the Derry Oh!"]
*We're looking for a/an **[name of letter]**.*

After each verse, ask a student to find an object or picture beginning with that sound and place it in the center of the circle. Continue until all objects or pictures have been used.

Note: You might also use this song to teach vowel sounds, final consonant sounds, or blends. For added variety, you might give each student a flashcard instead of placing cards or objects outside circle. When a student's sound is sung, he or she steps into the circle.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention this graph may be found on the Student Support Team in the CCPS employee portal.

References
A to Z Teacher Stuff. (1997 – 2006).
　　　　http://www.atozteacherstuff.com/Lesson_Plans/Language Arts/Preschool/Alphabet/index.shtml

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The abc's of cbm: A practical guide to curriculum based measurement.* New York, NY: Guilford Press.

Tier 2 – Tier 3
Sort and Classify - Mathematical Reasoning and Number Sense

Appropriate Grade Level
K-2

Purpose
This intervention is designed to teach the student to sort and classify objects (by color) or picture of objects.

Materials
- Sorting chips (Mixture of four primary colors)
- One large container

Steps in Implementing the Intervention
1. Assess prior knowledge by having students identify each of the four primary colors in the container.

Key Vocabulary:
1. Same
2. Different
3. Red
4. Green
5. Yellow
6. Blue
7. Circle
8. How many
9. Count
10. One
11. Two
12. Three
13. Four
14. Container

Sort chips by color.

1. The teacher may work with small group of children (Tier 2) or one child (Tier 3). A small group is no more than 6 children.

2. The teacher will fill a container with playing chips. There should be enough for each child in the group to make a set of four.

3. The teacher will then assign each child in the group a different color (the teacher may need to give them a piece of paper with their color on it for a guide).

4. Have children take turns taking a chip out of the container that matches their color.

5. After the children have sorted all of the chips, have them count their chips one at a time.

6. The teacher will write the numerals as the children count out loud.

7. The teacher will compare the written numeral with the number of chips.

8. Have all children count as they replace the chips back into the container.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Center for Innovation in Education. (1990). http://www.center.edu/pub/docs/chapter5.pdf

Griffin, S. & Case, R. (2000) *Number worlds math program.* Durham, NH*:*
        Number Worlds Alliance, Inc.

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The abc's of cbm: A practical guide to*
        curriculum based measurement. New York, NY: Guilford Press.

Tier 2 – Tier 3
Identify Colors and Shapes - Mathematical Reasoning and Number Sense

Appropriate Grade Level
K-2

Purpose
This intervention is designed for the student to duplicate a pattern of 6-10 concrete objects in which one property, color, shape, or size is alternated.

Materials
- Attribute blocks or pattern cards

Steps in Implementing the Intervention
1. Assess prior knowledge by having students identify the colors and shapes of the attribute blocks.

Key Vocabulary:
1. Color
2. Shape
3. Size
4. Red
5. Yellow
6. Green
7. Blue
8. One
9. Two
10. Three
11. Four
12. Five
13. Six
14. Seven
15. Eight
16. Nine
17. Ten

1. Show students the attribute blocks and discuss the colors and shapes.

2. The teacher will then give each student ten attribute blocks.

3. The teacher will make a pattern using between 6-10 attribute blocks.

4. The teacher will then ask the students to duplicate the teacher's pattern.

5. Each child will be asked to tell the colors and shapes in their pattern.

6. The children will be asked to count out loud the number of blocks in their pattern.

7. The teacher will record how many attribute blocks the students have on a graph.

8. The teacher will reinforce by counting out aloud the numbers on the graph.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Center for Innovation in Education. (1990). http://www.center.edu/pub/docs/chapter5.pdf

Griffin, S. & Case, R. (2000) *Number worlds math program.* Durham, NH: Number Worlds Alliance, Inc.

National Library of Virtual Manipulatives. (1999-2007). http://nlvm.usu.edu/en/nav/topic_t_3.html

Tier 2 – Tier 3
Recognize and Match Shapes

Appropriate Grade Level
K-2

Purpose
This intervention is designed for the student to recognize the four basic shapes and match to shapes that are the same configuration and size.

Materials
- Attribute blocks
- Cards with shapes

Steps in Implementing the Intervention
Key Vocabulary:
1. Rectangle
2. Square
3. Circle
4. Triangle
5. Same size
6. Different size
7. Match

1. Match the shapes.

2. The teacher will place the shape cards and attribute shapes on the table.

3. The teacher will give each student ten attribute blocks.

4. The teacher will put the shape cards in the middle of the table. The students will draw one card, and then they will place the matching attribute block on top of the card.

5. The teacher will direct this activity until all cards are drawn.

6. The teacher and students will then look at their sets to see if they are all correct.

7. The students will then be instructed to count to see how many matches they have.

8. The teacher will record each student's matches on a bar graph.

9. The teacher will use the language "same size" and "same shape" as she\he is reviewing.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended

graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Center for Innovation in Education. (1990). http://www.center.edu/pub/docs/chapter5.pdf

Griffin, S. & Case, R. (2000) *Number worlds math program.* Durham, NH: Number Worlds Alliance, Inc.

National Library of Virtual Manipulatives. (1999-2007). http://nlvm.usu.edu/en/nav/topic_t_3.html

Tier 1
Interactive Storybook

Appropriate Grade Level
K-2

Purpose
This activity is designed to increase letter-sound awareness and word recognition.

Materials
- Computer with sound
- Pencil and paper

Steps in Implementing the Intervention
1. Place the student at the computer and open the following website:
   http://teacher.scholastic.com/clifford1/flash/vowels/index.htm
2. Explain how to drag and drop the letters with the mouse as necessary. Inform the student the purpose is to make real words and to improve vocabulary and spelling.
3. Give the student a piece of paper and writing instrument, tell the student to write down all the real words that they are able to make.

Notes
Here is a list of other interactive websites that have games to help encourage letter-sound awareness, blending and vocabulary:

http://www.earobics.com/gamegoo/gooeylo.html
http://www.readwritethink.org/files/resources/interactives/construct/index.html
http://www.bbc.co.uk/schools/wordsandpictures/clusters/blender/game.shtml
http://pbskids.org/lions/games/blending.html
http://www.professorgarfield.org/Phonemics/pig_waller/pig_waller.html
http://www.professorgarfield.org/Phonemics/hay_loft/hay_loft.html
http://www.professorgarfield.org/Phonemics/greenhouse/greenhouse.html
http://www.professorgarfield.org/Phonemics/pumpkin_patch/pumpkin_patch.html

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Reading Interventions: Words. (2011) http://www.teachers.cr.k12.de.us/~galgano/dibelword.htm

Tier 2-3
Building Vocabulary Skills with Interactive Book Reading
(School Readiness)

Appropriate Grade Level
K-2

Purpose
To promote early learners' vocabulary development by combining interactive book reading with opportunities to hear and use target vocabulary in a meaningful text.

Materials
- Age-appropriate picture books related to common themes for young children (school, sports, seasons, gardening) and containing similar vocabulary words. There should be two books per theme.
- *Story Prop Box*, consisting of a box with objects representing the target vocabulary words. Each theme should have its own set of objects
- List of target vocabulary words from the books. The target words should be common words that are necessary for the understanding of stories but unfamiliar to the child
- Picture cards that represent the target vocabulary words
- One large blank book or sheets of paper on a flipchart
- Small blank books (one per student)
- Materials for center time activities related to the target vocabulary

Steps in Implementing the Intervention

Preparation
1. Using the picture cards, make a big book of pictures of the target vocabulary words in the two theme-related books. If desired, make the same book in a smaller form, one book per child.
2. Create one or more center time activities related to the vocabulary and concepts in the books.
3. Initial Observation: Present the first set of story props to a group of target children or every child in the class, one at a time, and ask each child to name the objects (to measure expressive vocabulary). Alternately, show the box with all of the objects in it, name each object, and ask the child to find it in the box (to measure receptive vocabulary). Using a sheet of paper attached to a clipboard, record the number of objects named and/or recognized correctly by each child.
4. This intervention requires reading one of the two theme-related books twice and the second book once. The schedule is as follows:

Day 1: Have the students identify the story props and read the first book using the interactive reading strategies described below. Between interactive reading sessions, put the story props in a place that the students can play and interact with them.

Day 2: Have the students identify the story props and read the same book again. Then have the student work in small groups in center activities related to the vocabulary.

Day 3: Read the second book and have the students label the props.

Day 4: Have the student work in small groups in center activities related to the vocabulary. Read the big book containing pictures of vocabulary words and engage the students in a discussion of the words. If you have created small versions of the big book for the students, have them follow along in their books as you read.

5. When reading the books, use the following interactive reading procedures:

Before Reading

a. After a student names an object, ask what s/he can do with the object. Introduce the target vocabulary by holding up a story prop and asking, "What is this?" or "What do you call this?" Provide praise the student for accurate naming and give the correct label if the students are unable to identify an object.

b. Then ask open-ended questions about the object, such as,

"What can I do with this_____?" or "Tell me what you know about this _____."

c. Introduce the first of the two books as follows:

"Today we are going to read a book about (state the theme of the book). The name of the book is _____ by (author). In this book, we will discover many of the words for the objects we have just seen. Let's look at the cover of the book to see what we think the book is about. What does it look like this book is about?"

During Reading

a. While reading, ask open-ended questions that promote discussion and involve the students in the story.

b. Ask the students to respond, refer to the objects in the prop box as appropriate.

After Reading

a. After reading, review the story by asking questions.

b. Make connections between the vocabulary and concepts in the story and the center activity.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd ed.). New York, NY: A Division of Guilford Publications, Inc.

Wasic, B.A. & Bond, M.A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology, 93, 243- 250.* Copyright 2001 by the American Psychological Association. Adapted by permission.

READING FLUENCY INTERVENTIONS

Tier 2 – Tier 3
Fold-In Technique (drill sandwich)

Appropriate Grade Level
2-5

Purpose
This intervention can be used to address deficits in reading and math. Specifically, teachers can address sight word recognition to increase reading fluency (may include Dolch sight words or vocabulary/keywords from reading curriculum). Teachers can address letter-sound recognition to increase decoding skills. Teachers can also address basic math facts in addition, subtraction, multiplication, and division to increase math fluency. Allow student only 2 or 3 seconds to respond. If he hasn't given a response within 2 seconds, either he does not yet know the word or has not yet learned it to a level of automaticity. In either case, research indicates that modeling the correct word (not just prompting the beginning sound) results in students learning words more quickly. For students who are particularly resistant to this intervention, it may be beneficial to tie an increase in mastered words to earning of a reward.

Materials
- Dolch sight word flashcards
- Cupp phonetic decoding flashcards
- Addition, subtraction, multiplication, or division flashcards
- Master sheet of words/facts to record correct and incorrect responses

Steps in Implementing the Intervention
1. Select flashcards for **3 unknown** (target words/facts) and **7 mastered** words/letters/facts
2. Place the **3 target words** in the **3rd**, **6th**, and **8th positions** within the stack of 10 words
3. Present each flashcard to student:
   a) If no attempt to respond within 3 seconds, provide the correct response
   b) If incorrect response, provide correct response and have student repeat correct response
4. Reshuffle the mastered cards, retaining the target cards in the 3rd, 6th, and 8th positions (this will prevent students from memorizing the word order)
5. Present the stack of 10 flashcards **3 times** per session
6. Replace mastered word/fact with a new word/fact each time the student correctly responds to a target card for 3 consecutive sessions without error – if the stack is presented 3 times during each session, then the student will have responded correctly 9 consecutive times to be considered at mastery level for that word/fact
7. Tally correct and incorrect responses for each word/fact per session, with date noted for each session

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention.* New York,
        NY: Guilford Press.

Tier 2 – Tier 3
Repeated Reading

Appropriate Grade Level
2-12

Purpose
This intervention is designed to increase reading fluency and promote generalization of words newly acquired in isolation to mastery in the context of passage. For even better results, have reading partner read through the passage with student following along prior to the student doing two read-throughs. Research shows that this will likely reduce the number of errors made by the student, thus improving fluency and comprehension. Make students aware of their fluency and accuracy progress by having them assist the teacher in plotting their WPM and errors on a line graph.

Materials
- 2 copies of reading passage from basal reader, recreational book, magazine, etc.
- Stopwatch
- Tally sheet to record errors and words read per minute

Steps in Implementing the Intervention
1. Select passage of approximately **100 to 200 words** in length
2. Begin timer as student begins reading
3. As student reads aloud, the reading partner corrects any errors, has student repeat the correct word and re-read the sentence from the beginning
4. Reading partner provides word if student hesitates, has student repeat the correct word and re-read sentence from the beginning
5. Reading partner records errors (errors include mispronunciations, skipped words, substitutions, additions) for first read-through by marking through word on photocopy of passage
6. Note end time as student completes reading passage
7. In the event that student becomes too frustrated and does not complete passage, note end time and the point at which student stopped reading
8. Student re-reads same passage for a second time, with reading partner repeating same timing, error correction, and error recording procedures (use different color pen/pencil for errors from second read-through)
9. Teacher tallies total number of errors (separately) for first and second read-through
10. Teacher tallies words read per minute (WPM) by dividing the total number of words read by the total number of seconds
11. Teacher records errors for first and second read-through and WPM

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention.

References

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22, 389-406.

Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly*, 20, 553-565.

Intervention Central. (2007). http://www.interventioncentral.com/htmdocs/interventions/rdngfluency/rptrdng.php

Rashotte, C.A. & Torgesen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly*, 20, 180-188.

Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83(3), 147-150.

Tier 1 – Tier 2
Assisted Reading Practice

Appropriate Grade Levels
2-5

Purpose
In this very simple but effective intervention, the student reads aloud while an accomplished reader follows along silently. If the student commits a reading error, the helping reader corrects the student error. The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use assisted reading approach.

Materials
 • Reading book

Steps in Implementing the Intervention
1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Instruct the student to begin reading out loud. Encourage him or her to "do your best reading."
3. Follow along silently in the text as the student reads.
4. If the student mispronounces a word or hesitates for longer than 5 seconds, tell the student the word. Have the student repeat the word correctly. Direct the student to continue reading aloud through the passage.
5. Occasionally, praise the student in specific terms for good reading (e.g., "You are doing a really great job of sounding out the words that you don't know. Good work!").

Considerations
 • Train parents to use this strategy. Assisted reading is an easy method to learn and gives students valuable practice that can really boost their reading fluency. You can train parents to read with their children on a regular basis using assisted reading practice.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
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Tier 1 – Tier 2
Listening Passage Preview

Appropriate Grade Levels
K-5

Purpose
The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed. Ask occasional comprehension questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?"). Preview a text multiple times as a rehearsal technique. In certain situations, you may wish to practice a particular text selection repeatedly with the student, using the listening passage preview approach. For example, if the student is placed in a reading book that is quite difficult for him or her to read independently, you might rehearse the next assigned story with the student several times so that he or she can read the story more fluently during reading group.

Materials
- Reading book

Steps in Implementing the Intervention
1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text (Or get two copies of the book so that you each have your own copy).

2. Say to the student, *"Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud.."*

3. Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.

4. Stop reading and say to the student, *"Now it is your turn to read. If you come to a word that you do not know, I will help you with it."* Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.

5. Repeat steps 3 and 4 until you have finished the selected passage or story.

Progress Monitoring Tool
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24, 471-476.

Tier 2 - Tier 3
Word Supply

Appropriate Grade Level
4 - 8

Purpose
The student reads a passage with a more accomplished reader and receives immediate correction/feedback when an error is made.

Steps in Implementing the Intervention
1. Explain to the student that you will help him/her read unfamiliar words as he/she reads from a passage.
2. Proceed through the following steps when the student commits a reading error (e.g., substitution, omission, 5-second hesitation):
   A. Immediately pronounce the correct word for the student
   B. Have the student point to and repeat the word
   C. Have the student continue reading the passage
      NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a*, dropping suffixes such as *–s*, *-ed*, or *–ing*)

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Singh, N.N. (1990). Effects of two-error correction procedures on oral reading errors: Word supply versus sentence repeat. *Behavior Modification, 14*, 188-199.

Tier 2 - Tier 3
Error Word Drill

Appropriate Grade Level
6 – 12

Purpose
The teacher/tutor writes down word errors as a student reads. Flashcards of these errors are made and used to build reading vocabulary.

Steps in Implementing the Intervention:
1. When the student misreads a word during a reading session, write down the error word and date on an "Error Word Log"
2. At the end of the reading session, write out all error words from the reading session onto index cards.
   A. If the student has misread *more* than 20 different words during the session, use just the first 20 words from your error-word list.
   B. If the student has misread *fewer* than 20 words, consult the "Error Word Log" and select enough additional error words from past sessions to build the review list to 20 words.
3. Review the index cards with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside.
   A. A word is considered correct if it is read correctly within 5 seconds. Self-corrected words are counted as correct if they are made within the 5-second period. Words read correctly after the 5 second period are counted as incorrect.
4. When the student misses a word, pronounce the word for the student and have the student repeat the word. Then say, "What word?" and direct the student to repeat the word once more. Place the card with the missed word at the bottom of the deck.
5. Error words in deck are presented until all have been read correctly. All word cards are then gathered together, reshuffled, and presented again to the student. The drill continues until either time runs out or the student has progressed through the deck without an error on two consecutive cards.

Progress Monitoring Tool
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BASIC READING SKILLS

Tier 2 – Tier 3
Letter-Sound Awareness

Appropriate Grade Level
K-2

Purpose
English is based on an alphabet in which letters and groups of letters represent specific sounds (phonemes). A basic part of reading is recognizing that words are made up of a sequence of these sounds. This is called *phonemic awareness*. For example the letters *h, a,* and *s* include the sounds "h, "ah, and "z" and can be put together to form the word *has*. Students often sound out words they do not know using phonemic rules. To do this, they must organize the sounds of the letters in the correct sequence or order. Providing students with ways to pay attention to the sounds in words and to practice the   sequencing of those sounds is likely to help them improve in reading.

Phonemic awareness is not necessarily easy for students to understand because we are more concerned with the meaning of what we are saying than the sounds we make when we speak. The following strategies are ways for teachers to teach students phonemic awareness and to practice putting together words, their sounds, and the sequences of those sounds.

Materials
- White Board or Pencil/Paper
- Flash Cards

Steps in Implementing the Intervention
Here are the steps for the Letter Switch Strategy:

1. Write a word on the board (e.g., book).
2. Guide students to sound out the word ("b-o-o-k").
3. Replace or add one letter to the word on the board (e.g., blook).
4. Ask students to sound out the new word ("bl-o-o-k").
5. Continue with variations, including changes to consonants, vowels, and beginning and ending letters.
6. Change word parts and focus on the sounds of the word parts (e.g., booking, booked, boot, reboot).
7. Complete each word by asking the students to use the word in a sentence. This encourages them to consider the word's pronunciation and its meaning.

Here are the steps for the Chained Words game:

1. Select 10 target words to be learned.
2. Break the words into their sound parts (e.g., "c" and "at" for cat), and write the parts on separate cards.
3. Place cards face down and ask the students to pick one.
4. Have the student say the word part and then pick another card.

5. Have the student say the second word part, then put it with the first, saying both word parts and blending them together.
6. Ask the student if the word is real or not. If it is not, have the student replace one card or continue with Step 4.
7. If the word is real, the student gets to keep the cards and start again. The student is finished when all cards are gone.

As a variation, words can be longer and more cards can be picked up to make complete words. These strategies are only two of many possible ways for helping students improve their phonemic awareness. The resources section includes sources that have more instructional plans.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

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Tier 2 – Tier 3
Reading / Decoding Rules

Appropriate Grade Level
1-3

Purpose
For a student to decode words, he or she must make sense out of printed letters and words and translate letter sequences into sounds. This requires understanding the sounds letters represent and how they work together to make sounds. Students should know and apply a handful of useful rules for decoding words. This strategic approach to reading/decoding can help students who have difficulty with sequences.

When a child uses a rule or plan to read, the answer is obtained by thinking rather than just relying on remembering the string of letters or sounding out each letter. For example, a student may want to read the word quiet. The child can be taught that the letter "q" is always written with u and sounds like "kw." This strategy changes the task from one that demands a lot of sequencing to one that involves using a plan. The following is a number of rules and strategies for decoding (and spelling) words. These rules may be varied, and the more memorable they are for the student, the more likely they are to be used and remembered. Students need to also understand that these are rules of thumb and that the rules do not work for every word. Children who have trouble with basic reading and decoding may find using reading/decoding rules helpful. Also, children who score low in successive processing and who have problems with reading/decoding may find reading/decoding rules particularly helpful because they change the successive nature of reading and gives them a plan to figure out words.

Materials
  - Reading Samples

Steps in Implementing the Intervention
It is likely to be helpful to teach a few of these rules at a time while giving the student ample opportunity to learn, use, and practice them using target words in reading and writing. Once the student has mastered using the rule correctly and has begun to recognize some of the target words on sight, new rules and words may be added. This list is not intended to be exhaustive but includes many of the major rules used for spelling. More can be found on the Internet by doing a search on spelling rules.

Explicitly teach the following rules:

1. The letter q is always written with a u.
2. The letters qu always sounds like "kw."
3. The letter c before e, i, or y sounds like "s" (e.g., cent, city, cycle).
4. The letter g before e, i, or y may sound like "j" (e.g., gentle).
5. Vowels a, e, o, and u usually sound like "ey," "ee," "ai," "oh," and "yu" at the end of a syllable (e.g., belong, protect, futile).
6. The letters "or" may sound like "er" when w comes before it (e.g., work, worm).

7. The letter combinations ti, si, and ci are used to say "sh" at the beginning of any syllable after the first one (e.g., nation, session, special).
8. The combination ch sounds like "sh" in a word of French origin (e.g., chic).
9. The letter combination si is used to say "sh" when the syllable before it ends in s (e.g., session) and when the base word has an s where the word changes (e.g., tense, tension).
10. When a two-syllable word ends with a vowel and a consonant, double the final consonant when adding a vowel suffix if the accent is on the last syllable (e.g., admit, admitted, admitting).
11. Vowels I and o may sound like "h" and "aw" when followed by two consonants (e.g., gift, bond).
12. The letters dge, which sound like "j," may be used after a single vowel that sounds like "ah, " "eh," "ih," "aw," and "uh" (e.g., badge, edge, ridge, lodge, fudge).
13. Know the cedes and the ceeds. Only one word ends in –sede: supersede. Only three words end in –ceed: exceed, proceed, succeed. All other words ending with the pronunciation use –cede (e.g., concede, precede, recede).

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

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McCormic, S. (1987). Instructing students who have literacy problems. Englewood Cliffs, NJ: Prentice Hall.

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Tier 2
Word Families for Reading/Decoding

Appropriate Grade Level
1-3

Purpose
Reading/decoding involves making sense out of printed letters and words and includes understanding the sounds that letters represent and how letters work together to make sounds. Knowing what order letters, letter sounds, and words must be in to make sense requires careful examination of the successive series or order of the sounds. A strategy that encourages the comparison of known words to new words with similar spelling patterns may be helpful for the student having trouble with decoding a word or text for the first time. Using a strategy for decoding also provides plans needed for recognition of details such as letter orders (ie or ei), punctuation, focus on the story line, and so forth. Word families is such a strategy.

Using word families for reading/decoding, students are taught to compare and contrast words they do not know to words they do know that are similar in order to help pronounce them. Words that sound the same often are spelled similarly, and children who know how to pronounce a word such as tank could make a reasonable guess at *rank*. The same student might also have a good chance at pronouncing bank, Frank, and thank if he or she were to recognize that these words are similar to tank. This helps the student read a word without relying on the successive nature or order of the letters in the word.

Children who have poor reading/decoding skills may benefit from using word families for reading/decoding. Children who need help with successive processing skills are likely to have decoding problems (see Naglieri, 1999), and those with a planning weakness often have few plans to help them learn how to decode. This strategy for reading/decoding should be applied when the child has a successive and/or planning weakness along with reading/decoding problems.

Materials
- Paper
- Pencil
- Reading Samples

Steps in Implementing the Intervention

1. One way to present this strategy is to explicitly teach it and then introduce known target words along with five to six new words that can be related to the words the students already know. Students are encouraged to learn the new words by analogy and are asked why and how the strategy helps them.

2. Teachers can present each word on a sheet of paper and have the students write two or three words that share the same spelling pattern. (This also helps children with spelling problems). After this stage, the students should be asked to read passages containing the

new words and to use analogies to decode them. The teacher should always model the use of analogies while reading and provide feedback for each student independently using the strategy. It is important to consider that this reading method is not limited to simple words or comparisons, such as bug, hug, and rug. More complex words and analogies can be made; for example, the words at, ten, and the suffix –tion may be put together or analogized to form attention. Although not a direct combination, this analogy can serve to help the student approach the word thoughtfully and independently.

3. For more advanced levels of reading, the teacher should help students to automatically use the compare and contrast strategy. They may be allowed to work together, discussing how to figure out words. Students should be encouraged to explore further words that do not match. For example, the words pull and gull look quite similar but sound different. In this stage, the teacher may begin to present words that look similar yet sound different along with the list of more difficult target words. Also, teachers may begin to explore word meaning (e.g., the words read and read), how words can be put together to form bigger words (e.g., classroom), and prefixes and suffixes. This focus on the structure of words helps children to recognize the patterns, inconsistencies, and the general make-up of words.

4. Once the strategy is introduced, the teacher has modeled it, and the students have practiced it, students may be simply encouraged to use the strategy whenever they encounter new words. It may be helpful for the teacher to continue to post a list of words the students know by sight that they may refer to when they encounter a new word. Throughout these stages of instruction, the teacher's role is to:

- Discuss the rationale or helpfulness of the strategy
- Use and model the strategy
- Provide ample opportunity for practice and feedback
- Encourage the use of the strategy

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

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Pressley, M., & Woloshyn, V. (1995). Cognative strategy instruction that really improves children's academic performance. Cambridge, MA: Brookline Books.

Tier 2 – Tier 3
Chunking for Reading/Decoding

Appropriate Grade Level
1-3

Purpose
Reading/Decoding requires the student to look at the sequence of letters in words and understand the organization of specific sounds in order. Some students have difficulty with long sequences of letters and may benefit from instruction that helps them break the word into smaller more manageable units, called chunks. Sometimes the order of the sounds in a word is more easily organized if the entire word is broken into these units. These chunks can be combined into units for accurate decoding. Chunking for reading/decoding is a strategy designed to do that.

Children who have difficulty with sounding out words are likely to find chunking for reading/decoding helpful. Children who have difficulty working with things I order often have low successive processing ability and may find this strategy particularly helpful. This strategy also teaches children with low planning processing scores some ways of reading.

Materials
- *Reading samples*

Steps in Implementing the Intervention
1. Teachers should first teach the children what it means to chunk or group information so that it can be remembered more easily.
2. Use number sequences and letters for illustration (e.g., how telephone numbers are grouped).
3. Then introduce words to be read and break the words into units such as re-member for remember or car-pet for carpet. Try to organize the groups of letters in the work in ways that are natural (see Figure 1). For example, re-me-mb-er organizes the letters into groups of two, but that is not as easy to remember as re-mem-ber because it doesn't flow the way people naturally say the sounds.

PLAN	ACTION
Look at the word.	"I see the word beginning."
Find the chunk.	"I see the chunk ginn" in the middle
Sound out the chunk.	"I say, 'ginn."
Sound out the beginning.	"I say, "be."
Sound out the chunk.	"I say, "ginn"
Sound out the ending.	"I say, "ing."
Say the word.	"I say, "beginning."

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

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Tier 2-3
Graphosyllabic Analysis: Five Steps to Decoding Complex Words

Appropriate Grade Level
3-9

Purpose
To teach students how to segment a multisyllabic word into its constituent syllables for improved basic reading skill. In this intervention, students learn a strategy for analyzing words into their constituent parts as they practice reading a set of multisyllabic words over several trials.

Materials
- Word cards, consisting of four sets of 25 multisyllabic words written on 3" x 5" index cards. If done in a group format, one set per student.
- Sheets of paper listing the words in each set, one sheet per student (optional, see Note 3).
- Overhead projector and transparencies (optional).
- 9" x 12" whiteboards, dry erase markers, and erasers, one each per student.
- Index cards or a 9" x 12" whiteboard, dry erase markers, and erasers (optional, see Variation).

Steps in Implementing the Intervention
1.) Tell students that you are going to teach them a strategy for reading complex and unfamiliar words by dividing words into syllables.

2.) Using the White Board, demonstrate the five-step syllable analysis as follows:

Stage 1: Read the word aloud.

-Display a sample multisyllabic word (e.g., finish) on the White Board and pronounce it: "Finish"

Stage 2: Explain the word's meaning

-Ask the students to give the word's meaning(s) and provide corrective feedback if needed: 'That's right, finish means 'to complete a task.'

Stage 3: Orally divide the word into syllables.

-Pronounce each syllable aloud while raising one finger at a time to count the syllables:

'There are two syllables in the word *finish.* I'll read it again – *fin-ish.*'

-Explain the one vowel, one syllable rule:

'Every syllable contains a vowel. Vowels are usually spelled with the letters *a, e, i, o, u, y,* or certain combinations of these letters, such as *ea, ee,* or *ai.* The word *finish* has one vowel in each syllable /i/ in *fin* and /i/ in *ish.'*

-Explain how to distinguish incorrect from correct segmentations:

'Each letter can go in only one syllable. For example, I can't divide the word *finish* as *fin-nish*. I have to put the letter *n* in only one syllable – *fin-ish*.'

-Explain that the sounds in the syllables must match sounds in the whole word:

'The sounds in the syllables should be as close as possible to the sounds in the whole word. For example, we don't say *fine-ish* because we don't hear *fine* and *ish* in *finish*. Furthermore, we don't say *fin-ush* because we don't hear *fin* and *ush* in *finish*. We say *fin-ish* because we hear *fin* and *ish* in *fin-ish*.'

Stage 4: Match the pronounced form of each syllable to its spelling.

-Pronounce each syllable aloud while you use your thumbs or a pointer to expose each syllable in turn while covering the other letters: '*Fin-ish*.'

Stage 5: Blend the syllables to say the whole word.

-Moving your finger or pointer from left to right, slowly blend the syllables to pronounce the whole word.

'Finally, I put the syllables together and read the whole word – *finish*.'

-Present another slightly more complex example (*e.g. violinist*) and guide the students through each step. Have students write the sample word on their whiteboards and practice pronouncing and exposing one syllable at a time while you circulate to provide help as needed. For Step 4, accept different ways of dividing words into syllables as long as each syllable contains only one vowel sound, the letters the students expose match the sounds they pronounce, each letter is included in only one syllable, and the combination of letters forms a legal pronunciation (e.g., *fi-nish* but not *fini-sh*).

1. In a teacher-student pair, review the first set of words with the student. Have the student apply the five steps to read each word. Provide corrective feedback.
   a.
2. Repeat the steps for each set of words to assist the student with securing the words in memory.

Note
   1.) In the original study, target words were selected from *Basic Elementary Reading Vocabularies* (Harris and Jacobson, 1972, New York: McMillan)
   2.) Graded word lists from preprimer through high school are included in the *Qualitative Reading Inventory, Fourth Edition* (Leslie & Caldwell, 2006, 4th Ed. New York: Pearson Education)
   3.) To increase usability of the intervention, distribute sheets of paper listing the four word sets and have students copy the words on index cards. Have them store each word set in a separate ziplock bag.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Resources

Bhattacharya, A., & Ehri, L.C. (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities,* 37, 331-348. Copyright 2004 by PRO-ED, Inc. Adapted by permission.

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READING COMPREHENSION INTERVENTIONS

Tier 2 – Tier 3
Summarization Strategy for Reading Comprehension

Appropriate Grade Level
2-12

Purpose
Summarization is an effective strategy to help students enhance understanding of what is read. The method requires that a student re-write or outline only the important parts of a passage. Summarization encourages a student to look for the most important parts and determine what parts of a story are less important and what should be ignored. This also helps students to see how different parts of a story relate to each other, including how parts of the text fit with the main topic.

Comprehension of written passages often demands that the child see how different parts of the story are connected. Making and understanding the connections between parts of a story and seeing the big picture requires that the child understand how all of the facts are related to one another. A reading strategy that teaches children to see how the parts of a story are connected will help them better understand the text. The technique call summarization is such a method. Because not all students learn how to summarize a story on their own, it is necessary to specifically teach some children how to do this.

Summarization is likely to benefit students who score low in reading comprehension. Because this intervention helps children see how the parts are connected, it involves simultaneous processing. Students who have simultaneous processing weakness may have a particularly difficult time reading for understanding or comprehending all the parts of a story and how they relate to each other. This technique may also be used with children who have a planning weakness. It helps them approach reading in a more strategic (i.e., planful) way that prompts them in a step-by-step manner to look for important and related parts of a story.

Materials
- Reading passages at student's instructional level

Steps in Implementing the Intervention
1. Show the students how to summarize a story (i.e., model the strategy).
- Ask the students for the overall idea of the selected reading.
- Have the students help write a general statement about the story.
- Ask them to list the main ideas with two or three supporting ideas for each main idea.
- Give each part of the story a heading and record important details that the students help to identify.
- Ask the students what information is and is not important.
- Ask the students to describe the parts of the passage.
- Relate the important parts of the passage to the main topic and/or the title.
- Have the students write a summary that includes each of these parts.
- Have the students check the summary against what was read to see if anything important was left out.

2. Allow the students to practice summarization with help.
- Guide the students to underline or circle the most important parts.
- Encourage the students to look back in the text and scan (but not re-read everything).
- Encourage the use of overall or general labels for information (e.g., ducks, cows, sheep, and chickens are barnyard animals).
- Instruct the students to write down important ideas, order the ideas by importance, and ignore unimportant information.

3. Encourage the independent use of the summarization strategy.
- Students should independently perform the activities in Step 2.
- Have students check each other's summaries.
- Each student should check his or her own summary for key components.

4. After the strategy has been taught and monitored, the steps can be given to students or posted in the room as a reminder of how to use the summarization strategy. It is also important that students practice the summarization strategy and get feedback from the teacher about the quality of their summaries. Some other guidelines for teachers follow:
- Use direct explanation. Teach why, when, and where to apply summarization strategies.
- Model skills. Talk through examples and show how the skill is applied.
- Break down complicated parts into small steps.
- Summarize short paragraphs before proceeding to longer passages.
- Phase out teacher direction and phase in student use throughout instruction.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Kirby, J., & Williams, N. (1991). *Learning problems: A cognitive approach*. Toronto: Kagen & Woo Limited.

McCormic, S. (1987). *Instructing students who have literacy problems.* Englewood Cliffs, NJ: Prentice Hall.

Naglieri, J.A. (1999). *Essentials of CAS assessment*. New York: John Wiley & Sons.

Naglieri, J.A., & Pickering, E.B. (2003). *Helping children learn: Intervention handouts for use in school and at home.* Baltimore, MD: Paul H. Brookes Publishing Co.

Pressley, M., & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Tier 2 – Tier 3
Plans for Understanding Text

Appropriate Grade Level
2-12

Purpose
Good reading comprehension requires understanding the meaning of what is written even when it is not specifically stated. This level of reading comprehension includes relating the information the reader already knows and information from reading earlier parts of the text to information being read (Klein, 1988). Extending questioning and self-questioning are two techniques that help students make the connections among facts known, information from earlier text, and what they are currently reading so that they are better at comprehending what they read.

Extended questioning and self-questioning helps students think more deeply about what they are reading and encourage them to make the necessary connections between what they know, have read, and are reading. Extended questioning is an approach to improving understanding that teaches children to analyze the text through questioning (by another person or the child him- or herself). The questions are intended to produce elaborations on the to-be-learned facts and connections to what is known.

This can be done by individual students (through self-questioning) or students in interactive small groups (through extended questioning). This intervention can be accomplished by teaching students to ask questions about the text they have read.

This instruction is likely to benefit students who score low in reading comprehension. To comprehend text, students must understand all the parts of a text as well as other information and how it relates to the text, which requires simultaneous processing. This intervention may be helpful for students with weakness in simultaneous processing because it helps children think more deeply about the text and how it relates to other information. This technique may also be used for children with a planning weakness. It helps them approach reading in a more strategic (i.e., planful) way that prompts them in a step-by-step manner to more deeply think about and understand what they read.

Materials
- Reading passages at student's instructional level

Steps in Implementing the Intervention
- Assign students to groups.
- Have the students read the text.
- Have students ask each other questions, such as:
- Why are you studying this passage?
- What are the main idea or ideas in each paragraph? Underline them.
- Can you think of some questions about the main idea you have underlined?
- What do you already know about this topic?
- What do you want to learn about this topic?
- How does this relate to what you have already learned?

- Tell students how to learn the answers to their questions by always looking back   at the questions and answers to see how each question and answer provides them with more information.
- Ask the class these questions as a group, list answers to the questions, and note elaborations.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Klein, M. (1998). *Teaching reading comprehension and vocabulary: A guide for teachers*. Upper Saddle River, NJ: Prentice Hall.

Naglieri, J.A. (1999). *Essentials of CAS assessment*. New York: John Wiley & Sons.

Naglieri, J.A., & Pickering, E.B. (2003). *Helping children learn: Intervention handouts for use in school and at home.* Baltimore, MD: Paul H. Brookes Publishing Co.

Pressley, M., & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Tier 1 – Tier 2
Plans for Reading Comprehension

Appropriate Grade Level
2-12

Purpose
Readers use a variety of strategies to understand what they read. They combine their background knowledge with context cues to create meaning, they monitor their progress as they read, and they evaluate what they have read (e.g., is the content believable? Does it make sense?). This thoughtful approach to reading takes good planning. Good comprehension instruction should incorporate not only decoding and understand what is read but also approaching the text in a systematic or planful way in order to comprehend what is read. When students encounter difficult texts, they have more success if they use multiple comprehension strategies (Pressley & Woloshyn, 1995).

These plans are likely to help students who have difficulty with reading comprehension. Students having difficulty in comprehension and who show deficits in planning may find the direct instruction and support of these strategies particularly helpful. Because these students may not be able to generate their own strategies for comprehension, they may find success when provided with specific and multiple strategies as well as an environment that suggests and supports strategy use.

Materials
- Reading passages at student's instructional level

Steps in Implementing the Intervention
1. The following strategies can be easily taught and are very helpful for the reader who is struggling with comprehension, especially those who do not have good plans for comprehension. A few strategies for reading comprehension are described. Teachers should make the strategies and mental processes for good comprehension explicit in their instruction by describing how and why to use strategies. Have students engage in these activities when they read:
- Predict upcoming content by relating prior knowledge to ideas already encountered in text. This includes checking whether the predictions made were consistent with what happens in the text.
- React to text by relating ideas to prior knowledge. This is sometimes stimulated by encouraging students to integrate their background knowledge and relate it to text.
- Construct images representing the ideas in the text.
- Slow down, read more carefully, and check back in the text when the meaning is unclear.
- Generate questions in reaction to the text, perhaps by using specific questions or asking methods, with the answers then pursued by reading groups.
- Summarize the text using notes that capture the important ideas.
- Use story maps. Using this strategy is a plan to improve comprehension.

2. The teacher's role in strategy use includes explanation, modeling, and providing feedback. Pressley and Woloshyn (1995) suggested the following tips for teachers:

- Use strategy terms (e.g., summarizing or question generation) and define the terms when necessary.
- Model strategies by thinking aloud while applying the strategy during reading, including explaining the reasoning for applying particular strategies.
- Emphasize that strategies are coordinated with one another before, during, and after reading the text and that different strategies are appropriate at different points in a text.
- Tell students the purpose of the strategy lesson (e.g., to understand stories by using the imagery strategy along with other strategies).
- Discuss with students how they benefit from strategies use (i.e., how strategies help their comprehension), emphasizing that strategies are a means for obtaining comprehension and learning goals.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Kirby, J., & Williams, N. (1991). *Learning problems: A cognitive approach*. Toronto: Kagen & Woo Limited.

Naglieri, J.A. (1999). *Essentials of CAS assessment*. New York: John Wiley & Sons.

Naglieri, J.A., & Pickering, E.B. (2003). *Helping children learn: Intervention handouts for use in school and at home.* Baltimore, MD: Paul H. Brookes Publishing Co.

Pressley, M., & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Tier 2 – Tier 3
Story Grammar for Reading Comprehension

Appropriate Grade Level
2-12

Purpose
Traditional stories that students read follow a general order. Students who are aware of this order sometimes find it easier to follow along, anticipate events, and comprehend the story. This requires an awareness of the sequential nature of stories. Instruction that makes the order of stories explicit is likely to be helpful to students. This intervention is designed to help students focus on the order of things they read. Stories generally have a specific grammar and order:

1. Introduction, including a description of
   a). The main character
   b). The setting
2. A problem encountered by the main character
3. Events or attempts on the part of the main character to solve the problem
4. A solution or resolution to the problem

Students who are aware of the order of the story have a structure to relate to and a way to anticipate the events of the story. Teaching this structure and anticipation reduces the amount of effort needed to read a story and helps the student focus on the important parts of the story.

Story grammar is useful for students who have trouble following or understanding what they read. This intervention may be particularly helpful for students with successive processing problems by providing a story structure to follow (Naglieri, 1999). It is also intended to help the student focus on the order of the story.

Materials
- Reading passages at student's instructional level
- Wall poster listing story parts and order of a story (optional)

Steps in Implementing the Intervention
1. A basic idea for helping a student with successive processing problems is to provide strategies to remember or practice the order of things. Instruction should begin by describing the idea of story grammar, the order of most stories, and each of the parts. Once story grammar has been described, one (or both) of two approaches below can be used:
2. The student reads a story and recalls the parts and order of events in the story. This generates an opportunity for the teacher. The teacher can indicate any mistakes and instruct the student to find where he or she went wrong and try again. Simple stories should be used first; the student can proceed to more complex stories as he or she masters basic skills.
3. Students may also be provided a card (or poster on the wall) that lists the parts of a story and the order of the story. The student should be instructed to reference the card and determine where in the order he or she is.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Kirby, J., & Williams, N. (1991). *Learning problems: A cognitive approach*. Toronto: Kagen & Woo Limited.

Naglieri, J.A. (1999). *Essentials of CAS assessment*. New York: John Wiley & Sons.

Naglieri, J.A., & Pickering, E.B. (2003). *Helping children learn: Intervention handouts for use in school and at home.* Baltimore, MD: Paul H. Brookes Publishing Co.

Newby, R.B., Caldwell, J., & Recht, D.R. (1989). Improving the reading comprehension of children with dysphonetic and dyseidetic dyslexia using story grammar. Journal of Learning Disabilities, 22(6), 373-380.

Tier 2 – Tier 3
Reconciled Reading

Appropriate Grade Level
1-5

Purpose
This intervention, which is based on Schema Theory, engages students in enrichment activities prior to reading the passage. In this way, students have the opportunity to activate and enhance existing knowledge before reading. Pre-teaching vocabulary words will enhance comprehension.

These plans are likely to help students who have difficulty with reading comprehension. Students having difficulty in comprehension and who show deficits in planning may find the direct instruction and support of these strategies particularly helpful. Because these students may not be able to generate their own strategies for comprehension, they may find success when provided with specific and multiple strategies as well as an environment that suggests and supports strategy use.

Materials
- Stickers (optional)
- Sheets of paper or copies of the reading passages for marking errors (optional)

Steps in Implementing the Intervention
1. Start by the last section in the reading lesson, often called "Enrichment Activities". Conduct several of these activities to build background information and vocabulary.
2. Teach the skill lessons in the teacher's manual in the context of the story rather than with isolated sentences or paragraphs.
3. Ask the students questions about the reading in order to help them make predictions about the content or outcome of the story.
4. Have the students read the story silently to apply background knowledge and skills on their own.
5. After the reading, conduct a brief discussion to evaluate the lesson's four instructional goals:
   - Building story background to enhance comprehension;
   - Teaching specific vocabulary;
   - Teaching reading sub-skills, such as predicting outcomes;
   - Focusing attention on relevant story information.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Rathvon, N. (1999). *Effective School Interventions*. New York: Guilford Press.

Tier 2 – Tier 3
Paraphrasing Strategy

Appropriate Grade Level
3-12

Purpose
The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read. This intervention is intended to improve understanding of expository materials by getting the main ideas through paraphrasing.

This plan is likely to help students who have difficulty with reading comprehension. Students having difficulty in comprehension and who show deficits in planning may find the direct instruction and support of these strategies particularly helpful. Because these students may not be able to generate their own strategies for comprehension, they may find success when provided with specific and multiple strategies as well as an environment that suggests and supports strategy use.

Materials
- The scripted lesson below
- Cue cards for learning and generalizing the strategy
- Worksheets

Steps in Implementing the Intervention
1. *Read a paragraph.*
   Read the paragraph silently. As you read, be sure to think what the words mean.
2. *Ask yourself, "What were the main ideas and details of this paragraph?"*
   After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.
3. *Put the main idea and details in your own words.*
   Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to the main idea.
4. The acronym for these steps is RAP. (Paraphrasing is like rapping or talking to yourself.)
5. Some rules that help find the main idea are:
- Look for it in the first sentence of the paragraph.
- Look for repetitions of the same word or words in the whole paragraph.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Tier 2 – Tier 3
Story Retelling

Appropriate Grade Level
1-5

Purpose
This intervention emphasizes the importance of verbal rehearsal of a story. By retelling students relate information from the story to their own experiences. In this way, they improve their reading comprehension and memory of story information.

This plan is likely to help students who have difficulty with reading comprehension. Students having difficulty in comprehension and who show deficits in planning may find the direct instruction and support of these strategies particularly helpful. Because these students may not be able to generate their own strategies for comprehension, they may find success when provided with specific and multiple strategies as well as an environment that supports strategy use.

Materials
- Reading passages at student's instructional level
- Interwrite board
- Individual student paper copies of the story outline, one per student.

Steps in Implementing the Intervention
1. Tell the students that they are going to learn a new and exciting way to understand and remember more about what they read.
2. Assign students to pairs with similar reading levels for four training sessions.
3. Tell them that they will be reading a passage and paying attention to the most important ideas of the story.
4. Have the students read the passage silently.
5. Introduce the outline by using an overhead.
6. Call on students to complete the outline and write the answers on the transparency.
7. Have them write the answers on their copies, too.
8. Have them work in pairs to retell all the important ideas in the story.
9. Provide guidance for completing the outline in the first two sessions and in the third if necessary. Have the students complete the outline independently in the fourth session. Then, have the students retell the story to each other in pairs as above.
10. Reverse the order of retelling for the partners over the four sessions.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Rathvon, N. (1999). *Effective school interventions*. New York: Guilford Press.

MY STORY RETELLING OUTLINE

Directions: Write down what you think are the most important ideas and supporting details in the story you have just read. Be prepared to retell all the important ideas from the story to your partner as if you partner has never heard the story.

First Important Idea:_____

_____

_____

Supporting Detail:_____

Supporting Detail:_____

Second Important Idea:_____

_____

_____

Supporting Detail:_____

Supporting Detail:_____

Third Important Idea:_____

_____

_____

Supporting Detail:_____

Supporting Detail:_____

Fourth Important Idea:_____

_____

_____

Supporting Detail:_____

Supporting Detail:_____

Source: Outline for Story Retelling from Rathvon (1999, p.185)

Tier 2 – Tier 3
Summarization Strategy

Appropriate Grade Level
4-12

Purpose
The summarization strategy helps students recall the main ideas and specific facts of materials they read. There are five rules for writing summaries (described below).

This plan is likely to help students who have difficulty with reading comprehension. Students having difficulty in comprehension and who show deficits in planning may find the direct instruction and support of these strategies particularly helpful. Because these students may not be able to generate their own strategies for comprehension, they may find success when provided with specific and multiple strategies as well as an environment that suggests and supports strategy use.

Materials
- Photocopied reading passages at student's instructional level broken up into short paragraphs
- Checklist Summary worksheet

Steps in Implementing the Intervention
1. Use sets of short paragraphs.
2. Each set should highlight one of the following five rules for writing summaries:
   - Delete irrelevant or trivial information.
   - Delete redundant information.
   - Select topic sentences.
   - Make a list of actions.
   - Invent topic sentences when none are provided by the author.
3. Explain the rules and have the students practice individually with your materials.
4. Present the checklist that the students can use to judge the quality of their summary.
5. You can also use the same checklist to help monitor their progress and give them corrective feedback.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Checklist: How Good Is That Summary?

Student:_____**Date:**_____

Title:_____

Pages:_____

Summary:

_____

_____

_____

Rating: 3 = Clear, Concise Summary
2 = Somewhat Clear, Concise Summary
1 = Several Sentences That Do Not Accurately Summarize Information
0 = Not Completed

_____Does the summary state the **main idea**?

_____Is the **main idea** stated first?

_____Does the summary give **only the most important information**?

_____Is the summary brief with **unimportant and redundant information** deleted?

_____Is the summary written well and clear?

Source: Student Checklist for Monitoring Summaries: From Bos & Vaughn (2002, p. 208)
www.msu.edu.course/cep/888/Reading%20Comprehension/checklist

**Tier 2 – Tier 3
Question-Generation**

Appropriate Grade Level
4-12

Purpose
Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information. Reserve at least a full instructional session to introduce this comprehension strategy.

This plan is likely to help students who have difficulty with reading comprehension. Students having difficulty in comprehension and who show deficits in planning may find the direct instruction and support of these strategies particularly helpful. Because these students may not be able to generate their own strategies for comprehension, they may find success when provided with specific and multiple strategies as well as an environment that suggests and supports strategy use.

Materials
- Interwrite Board for practice reading passages
- Student copies of practice reading passages (optional) or reading/text books

Steps in Implementing the Intervention
1. Introduce this strategy to the class using the following components:
    A. Locating Explicit Main Idea: Tell students that some passages have summary sentences that state the main idea or "gist" of the paragraph or passage. Using examples of passages with explicit main ideas, train students to identify and underline main-idea sentences.
    B. Finding Key Facts. In some passages, the main idea is implied rather than explicitly stated. Readers must first identify the key facts or ideas of the passage before they can summarize the passage's main idea.
       Using examples of passages with implied main ideas, locate and circle key facts or ideas. Describe to students how you distinguished this central information from less important details. Have students practice this skill on additional practice passages.
    C. Writing a "Gist" Sentence. Show students a passage with an implied main idea. Circle all key ideas or facts. Demonstrate how to write a "gist" sentence (one that is built from the identified key ideas and summarizes the paragraph's main idea). Emphasize that the reader may have link information from different sections of the passage to build a gist sentence. Have students practice this skill on additional practice passages.
    D. Generating Questions. Tell students that careful readers often construct questions about what they are reading to help them learn. Put up a list of 'signal words' that can be used as question-starters: e.g., who, what, where, when, why, how. Using sample passages, show students how to convert explicit main-idea sentences or reader-created "gist" sentences into questions. Point out that these questions can be a good study tool because they are linked to answers that the student has

already located in the passage.
2. Give students selected practice passages and instruct them to apply the full question-generation strategy. Provide feedback and encouragement as needed.

Tips

☞ **Use "Gist" Sentences to Organize Student Research Notes.** When students are writing research papers, they often find it challenging to synthesize their scattered research notes into an orderly outline with sequentially presented main ideas. Students who have mastered the skill of assembling key ideas into "gist" sentences can identify their most important research notes, copy these notes individually onto index cards, and group cards with related notes. The student can then write a single "gist" sentence for each pile of note cards and use these sentences as the starting point for a paper outline.

☞ **Collect Exemplary Examples of Student-Generated Questions as Study Aids.** If your class is using an assigned textbook, you may want to collect well-written student-generated questions and share them with other students. Or assign students different sections of an article or book chapter and require that they 'teach' the content by presenting their text-generated questions and sharing the correct answers.

☞ **Select Student Questions As Quiz or Test Items**. You can build classroom interest (and competition!) in using this question-generation strategy by occasionally using one or more student text-questions as quiz or test items.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Davey, B., & McBride, S. (1986). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology*, 78, 256-262.

Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.

Tier 2 – Tier 3
Group Story Mapping

Appropriate Grade Level
1-5

Purpose
This intervention, which is based on Schema Theory, emphasizes linking previous knowledge structures (schemata) with reading materials. A pre-reading technique (see "My Story Map") provides a framework that directs students' attention to important interrelated information, such as setting, characters, problem, goal, action, and outcome.

The purpose of the intervention is to improve Reading Comprehension by developing a greater correspondence between prior knowledge and present reading material.

Materials
- Interwrite Board
- "My Story Map" individual student paper copies one per student.
- List of 10 comprehension questions for each student, one list per story.

Steps in Implementing the Intervention
There are four phases of implementation:
    Phase 1: Modeling the use of Story Mapping
    1. Display the overhead transparency of the story map. Have the students complete their own copies as you call on students for responses.
    2. Have the students hand in their story maps, put away their reading materials, and answer the comprehension questions individually.
    Phase 2: Checking students use of Story Mapping
    1. Have the students fill in their story maps individually. Tell them that they can fill in the maps as they read their story or after they read or both.
    2. After silent reading and map completion, call on students to identify story map elements. Record the answers on the transparency and provide corrective feedback.
    3. Again, have the students hand in their story maps, put away their reading materials, and answer the comprehension questions.
    Phase 3: Independent Use of Story Mapping
    1. Have the students silently read the story and complete their story maps. Do not call on students to identify story map elements.
    2. Test comprehension by having again the students hand in their story maps, put away their reading materials, and answer the comprehension questions.
    Phase 4: Maintenance
    1. Have the students silently read the story and answer comprehension questions without the story maps. If scores falls below 80% accuracy for 2 consecutive days, use the maps again.

Progress Monitoring Tool
The intervention tracking sheet located on Employee Portal must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph from Employee Portal to monitor student progress as a Tier 2 or 3 intervention. Consult with a school psychologist on implementation as a Tier 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Rathvon, N. (1999). *Effective school interventions*. New York: Guilford Press.

MY STORY MAP

NAME... DATE...

The Setting		
Characters:	Time:	Place:

↓

The Problem

↓

The Goal

↓ ←——————→ Action

↓

The Outcome
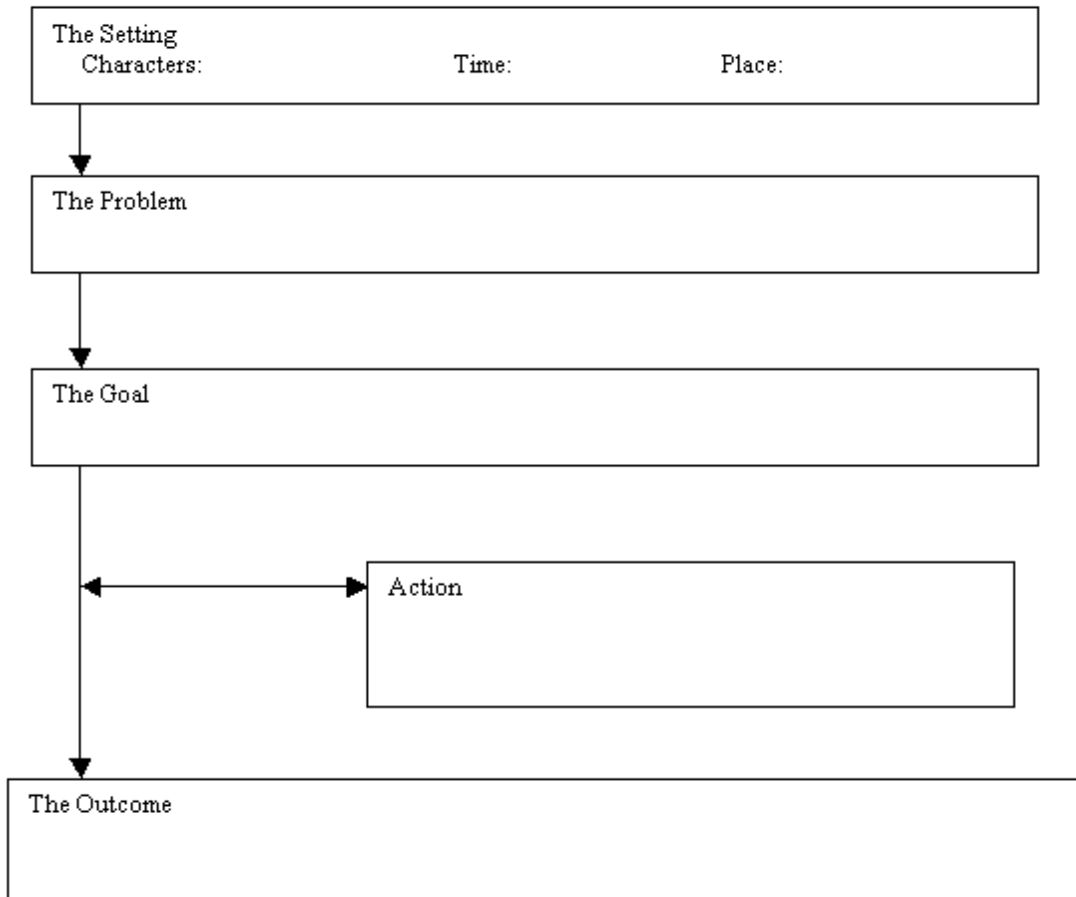
Story map components for Group Story Mapping. From Idol (1987, p.199).

My Story Map

List

Name:_____

Date:_____

1. Where did this story take place?
2. When did this story take place?
3. Who were the main characters in the story?
4. Were there any other important characters in the story? Who?
5. What was the problem in the story?
6. How did…………try to solve the problem?
7. Was it hard to solve the problem? Explain.
8. Was the problem solved? Explain.
9. What did you learn from reading this story? Explain.
10. Can you think of a different ending?

Source: Comprehension questions for Group Story Mapping. From Idol (1987, p.197)
www.msu.edu/course/cep/886/Reading %20Comprehension/list

Tier 2 – Tier 3
Mental Imagery: Improving Text Recall

Appropriate Grade Level
3-8

Purpose
By constructing "mental pictures" of what they are reading and closely studying text illustrations, students increase their reading comprehension. Reserve at least a full instructional session to introduce this comprehension strategy.

The purpose of the intervention is to improve reading comprehension. This is done by developing a greater understanding of images in texts and by visualizing the information.

Materials
- Interwrite board
- Sample passages taken from expository or narrative texts to show on interwrite board
- Student copies of practice expository or narrative passages or reading/text books

Steps in Implementing the Intervention
1. Tell students that they can remember more of what they read by:
- making pictures in their mind of what they are reading
- carefully studying pictures or illustrations that appear in their reading or books
2. Using a "think-aloud" approach, read through a short sample narrative or expository passage. Pause at several points to tell the class what "mental pictures" come to your mind as you read; ask students to describe their own mental imagery as they react to the same passage. As you come across pictures or illustrations in the passage, study them and reflect aloud on what clues they give you about the passage's meaning.
3. Read aloud from additional passages. Stop at key points in the passage and call on students to relate their mental imagery evoked by the passage or to give their interpretation of the significance of illustrations or pictures.
4. When students are able to use mental imagery independently, use a prompt at the start of reading assignments to cue them to use the strategy. You might say, for example, "Now we are going to read about what life is like in a country village in Zimbabwe. Remember to make pictures in your head about what you are reading and study the pictures carefully."

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Gambrell, L.B. & Jawitz, P.B. (1993). Mental imagery, text illustrations, and children's
   story comprehension and recall. *Reading Research Quarterly, 23*, 265-273.

Tier 1 – 2
Be a Careful Reader! Four Strategies to Better Understand What You Are Reading

Appropriate Grade Level
3-12

Purpose
The purpose of the intervention is to improve reading comprehension. When you are reading an article, book chapter, or story, you can use these four simple techniques to be sure that you fully understand the content.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
Teachers can teach the four following methods to increase reading comprehension:
1. *Prediction*. Before you begin to read the selection, look at the main title, scan the pages to read the major headings, and look at any illustrations. Based on these clues, try to *predict* what the article or story is about.
   - Now read the selection to see whether it turns out as you predicted! Stop at several points during your reading and ask yourself how closely the content of the actual story or article fit your initial prediction. How do the facts and information that you have read change your prediction about what you will find in the rest of the story or article?
2. *List Main ideas*. Stop after each paragraph or major section of the passage. Construct one or two complete sentences that sum up only the *most important* idea(s) that appear in the section. (Good summary sentences include key concepts or events but leave out less important details!)
   - Write this summary (main idea) sentences down and continue reading.
3. *Question Generation*. Look at the ideas that you have summarized as you read the passage. For each main idea listed, write down at least one *question* that the main idea will answer. Good questions should include words like "who, "where", "when", "why", and "what".
   - For example, if you are reading an article about the extinction of the dinosaurs, you might list the following main idea: "Most scientists now believe that the extinction of the dinosaurs was caused by a large meteor striking the earth." You could then write this question: "What event do most scientists now believe caused the mass extinction of the dinosaurs?"
4. *Clarifying*. Sometimes in your reading you will run into words, phrases, or whole sentences that really don't make sense. Here are some ways that you can clarify the meaning of your reading before moving on:
   - *Unknown words.* If you come across a word whose meaning you do not know, read the sentences before and after it to see if they give you clues to the word's meaning. If the word is still unclear, look it up in a dictionary.
   - *Unclear phrases or sentences.* Reread the phrase or sentence carefully and try to understand it. If it contains words such as "them", "it" or "they", be sure that you know what nouns (persons, places, or things) to which these words refer.
   - If all else fails, ask another student or an adult to help you to clarify the meaning of a confusing word, phrase, or sentence.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Wright, J. (2001). *The savvy teacher's guide: Reading interventions that work.* Retrieved
    October, 2015 from http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

Tier 2 – Tier 3
Reciprocal Teaching: A Reading Comprehension Package

Appropriate Grade Level
3-12

Purpose
The purpose of the intervention is to improve reading comprehension. The intervention package teaches students to use reading comprehension strategies independently, including text prediction, summarization, question generation, and clarification of unknown or unclear content.

Materials
- Interwrite board with practice reading passages
- Student copies of *Be a Careful Reader!*
- *Reciprocal Teaching Strategies Worksheet*
- Practice reading passages (optional) or reading/text books

Steps for Implementing the Intervention
1. Set aside at least four successive instructional days to introduce each of the following comprehension strategies: Day 1: prediction, Day 2: summarization ("list main ideas"), Day 3: question generation, Day 4: clarifying. As you introduce each strategy, "think aloud" as you apply the technique to a sample passage, write down responses on the Reciprocal Teaching Strategies Worksheet, and check for student understanding of key concepts.
2. After students have been introduced to the key strategies, the group is now ready to apply all four strategies from the Reciprocal Teaching package to a sample reading passage. For each strategy (prediction, summarization, question generation, clarifying), briefly review the technique. Then randomly select a student "instructor" to guide the group to apply the strategy and complete the relevant section of the Reciprocal Teaching Strategies Worksheet. (Be prepared to offer assistance to the student "instructor" as needed.) Give specific praise to students for appropriately using comprehension strategies.
3. As the group shows an increased mastery of the strategies, assign students to read text segments silently. Then take the students as a group through the four strategies, calling on different students to discuss how they applied the strategies to the passage.
4. Give students copies of the Reciprocal Teaching Strategies Worksheet and instruct them to read a passage silently without interruption. Prior to their starting, remind students to take time occasionally during reading to make predictions about the text, note main ideas, formulate key questions, and clarify unclear material.

Tips
- **Let students select Reciprocal Teaching passages**. Allow the group to vote for a preferred passage from among several possible choices. Choice often increases student motivation and investment.
- **Start a 'Reciprocal Teaching' Tutoring Program**. Once students become proficient in

using the Reciprocal Teaching package, consider assigning them as peer tutors to train other students to use Reciprocal Teaching Strategies.

Troubleshooting
- ↪ **While they participate in the large-group instruction, some students do not appear to use the comprehension strategies in their independent reading.** After independent reading assignments, pair students off to compare their completed Reciprocal Teaching worksheets. Have individuals in each student pair alternate in discussing how they applied the strategies. Walk around the room observing discussion. If you notice that a student has failed to complete his or her worksheet, pull him or her aside later for a private conference to discover what problems might be preventing the student from using these strategies.
- ↪ **Students do not use the Reciprocal Teaching strategies across instructional settings.** Let other teachers know that you have taught your students to use this package of comprehension strategies. Share copies of the Reciprocal Teaching Strategies Worksheet with your fellow instructors and invite them to use it. Share a copy of the worksheet with students' parents and encourage them to see that their child uses it for all reading assignments.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Lysynchuk, L.M., Pressley, M., & Vye, N.J. (1990). Reciprocal teaching improves standardized reading comprehension performance in poor comprehenders. *The Elementary School Journal, 90*, 469-484.

Wright, J. (2001). *The savvy teacher's guide: Reading interventions that work.* Retrieved October, 2015 from http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

Reciprocal Teaching Strategies Worksheet (Adapted from Lysynchuk, Pressley, & Vye, 1990)

Student name: _____   **Reading Assignment:** _____   **Date:** _____

Predictions. Before you begin to read the selection, look at the main title, scan the pages to read the major headings, and look at any illustrations. Write down your *prediction about* what the story or article will cover:

List Main Ideas. As you finish reading each *paragraph* or *key section* of the passage, summarize the main idea of that paragraph or section in one or two complete sentences. (Use the back of this sheet if needed.):	**Generate Questions.** For each main idea listed, write down at least one *question* that the main idea will answer. Good questions should include words like "who", "where", "when", "why", and "what".
Main Idea 1: _____	Question 1: _____
Main Idea 2: _____	Question 2: _____
Main Idea 3: _____	Question 3: _____

Clarifying. Copy down any words, phrases, or sentences in the passage that are unclear: _____
_____
_____

Tier 2 – Tier 3
Repeated Readings

Appropriate Grade Level
1-5

Purpose
This intervention is useful for slow readers. Students read repeatedly short passages until they achieve a satisfactory level of fluency. In this way, they spend less time on reading the words and they can focus on understanding the content. Students are told that they are going to be asked comprehension questions. The optimal number of repetitions appears to be four. The intention is to help bolster reading comprehension.

Materials
- Stopwatch/Watch with second hand
- Stickers (optional)
- Sheets of paper or copies of the reading passages for marking errors (optional)

Steps for Implementing the Intervention
1. Explain to students that they will be learning a way of improving their reading comprehension similar to the type of practice that helps athletes develop skill at their sports.
2. Give the first student the assigned reading passage and tell the following directions:
   "I want you to read this story out loud. I want you to remember as much about the story as you can. The important thing is to find out as much about the story as you can. When you are done, I am going to ask you to retell the story to me [or answer some questions about the story]."
3. Record the time needed for each reading.
4. If desired, record the number of errors on your copy of passage or on a sheet of paper.
5. When the student finishes reading the passage, ask him/her to read it again. Repeat a shortened version of the directions.
6. Have the student retell the story or answer different comprehension questions after each reading. After the final reading, praise the student for understanding the story.
7. Follow the same procedure with the other students in the reading group.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Rathvon, N. (1999). *Effective school interventions*. New York: Guilford Press.

Tier 2 – Tier 3
Prior Knowledge: Activating the Known

Appropriate Grade Level
3-12

Purpose
Through a series of guided questions, the instructor helps students activate their prior knowledge of a specific topic to help them comprehend the content of a story or article on the same topic. Linking new facts to prior knowledge increases a student's *inferential* comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information). Reserve at least a full instructional session to introduce this comprehension strategy.

Materials
- Interwrite Board with practice reading passages and sample Text Prediction questions
- Student copies of practice reading passages (optional) or reading/text books, blank paper and pencil or pen

Steps in Implementing the Intervention
1. Prepare Interwrite Board with sample passages.
2. Locate 3 main ideas per passage and—for each idea—develop a prior knowledge question and a prediction question (see below).
3. Introduce this strategy to the class using the information below:
   D. Explain the Benefit of Using Prior Knowledge to Understand a Reading Passage: Tell students that recalling their prior experiences ("their own life") can help them to understand the content of their reading. New facts make sense only when we connect them to what we already know.
   E. Demonstrate the Text Prediction Strategy. Select a sample passage and use a "think-aloud" approach to show students how to use the text-prediction strategy. (Note: To illustrate how the strategy is used, this intervention script uses the attached example, *Attending Public School* in Japan.)
   Step 1: Think About What and Why: Describe what strategy you are about to apply and the reason for doing so. You might say, for example, *"I am about to read a short article on public schools in Japan. Before I read the article, though, I should think about my life experiences and what they might tell me about the topic that I am about to read about. By thinking about my own life, I will better understand the article."*
   Step 2: Preview Main Ideas from the Reading and Pose Prior Knowledge and Prediction Questions. One at a time, pose three main ideas that appear in the article or story. For each key idea, present one question requiring that readers tap their own *prior knowledge* of the topic and another that prompts them to predict how *the article or story* might deal with the topic.

   Here is a typical question cycle, composed of a main idea statement, prior knowledge question, prediction question, and student opportunity to write a response.

   "The article that we are going to read describes how different the writing system used in Japanese schools is from our own writing system " [A main idea from the passage].

"What are your own attitudes and experiences about writing?" [prior knowledge question] Answer this question aloud, and then encourage students to respond.

"What do you think that the article will say about the Japanese writing system?" [prediction question] Answer this question aloud, and then seek student responses.

"Now, write down your own ideas about what you think the article will say about the Japanese writing system." [student written response] As students write their own responses, model for them by writing out your answer to the question on the overhead transparency.

Step 3: Students Read the Story or Article Independently. Once you have presented three main ideas and students have responded to all questions, have them read the selection independently.

4.   When students have learned the Text Prediction strategy, use it regularly to introduce new reading assignments.

Tips

- **Use Text Prediction to Prepare Students for Homework Reading.** You can apply the Text Prediction strategy to boost student comprehension of homework reading assignments. When assigning the homework passages, take students through the steps in the strategy. Then require that students take their own written predictions home to compare to their actual reading.
- **Transition from Group to Individual Application of the Strategy**. As your students become proficient in applying the strategy, you can gradually train them to use the strategy independently. As the instructor, you might hand out the three main ideas for a story and then direct students to take each idea and write out (1) a short account of their own experiences with the topic, and (2) a prediction of what the article or story will say about the main idea. You can collect these written assignments to monitor student understanding and follow-through in using the technique.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Wright, J. (2001). *The savvy teacher's guide: Reading interventions that work*. Retrieved October, 2015 from http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

Attending Public School in Japan

Japan is a country of 125 million inhabitants, with a rich and ancient cultural tradition. The geography is varied, with many mountains and valleys.

The Japanese language is quite different from English. In fact, linguists (researchers who study the form and structure of languages) disagree on how Japanese evolved as a language and how closely it is related to other world languages. Because Japan is an archipelago (a series of islands), sections of the country were once quite isolated from one another. Even now, throughout Japan there are a number of different dialects (variant spoken versions of the language) that can make it difficult at times for a speaker of one dialect to understand a speaker of another dialect.

The food in Japanese public schools is generally very healthy but quite different than students are used to eating in America. Dishes may contain combinations of raw or cooked seafood, vegetables, noodles, rice, or seaweed. While meat is commonly served, the portions are smaller than are typical in American meals. Fast food has become popular in Japan, but diners must also be able to handle chopsticks.

In Japan, all children attend primary (elementary) school and middle school. Although high school is not mandatory in Japan, virtually all high-school-age students attend them. Unlike most American school systems, high schools in Japan are selective. Students must take competitive exams to be admitted to these schools, which are largely designed to prepare students for college. Many students choose to attend vocational schools, rather than academic high schools.

In public school, students must learn four separate writing systems: Kanji, hiragana, katakana, and romaji. The most challenging of these systems, kanji, is based on Chinese ideograms (words written as a pictorial series of brush- or pen-strokes) and takes years to learn to read and write properly.

Most high school students in Japan will tell you that they have no assigned homework. However, Japanese students regularly spend several hours per night reviewing their lessons and reading ahead on the material that will be covered in school the following day. Japanese students, like their American counterparts, love television shows, movies, computer games, and other forms of popular entertainment.

Tier 2 – Tier 3
Story Grammar Training

Appropriate Grade Level
1-5

Purpose
This intervention emphasizes the importance of metacognitive or active reading strategies to improve comprehension. It directs students' attention on story structure by teaching them to ask five "wh" questions about the settings and episodes of the story. The purpose is to improve reading comprehension by providing a framework for learning and remembering information.

Materials
- Interwrite Board
- Individual student paper copies of *The five "wh" questions* or *The Detective Reader,* one per student.
- Three or four narrative passages
- Poster board chart listing the 5 "wh" questions (optional)

Steps in Implementing the Intervention
1. Tell the students that they are going to play a game to help them become better readers. The game is called "Reading Mysteries." "Storyteller" and "Detective Reader" are the main characters.
2. Tell them that the job of the Storyteller is to provide specific clues to enable readers to make predictions about the story based on past experiences.
3. Tell them that their job as Detective Reader is to search for clues in the story, ask questions, and make predictions based on background knowledge.
4. Read them a story.
5. Introduce the five "wh" story grammar questions by using an overhead or poster board chart.
6. Call on students to answer these questions and write the answers on the transparency and have them write the answers on their copies, too.
7. Tell the students that to be good Detective Readers, they need to think of these questions during silent reading.
8. Practice using the questions at least two more times as a class wide activity or in reading groups.
9. Gradually eliminate the use of paper copies for the five "wh" questions.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Rathvon, N. (1999). *Effective school interventions*. New York: Guilford Press.

Example of an Advanced Organizer

Why/How

Where

When

Who
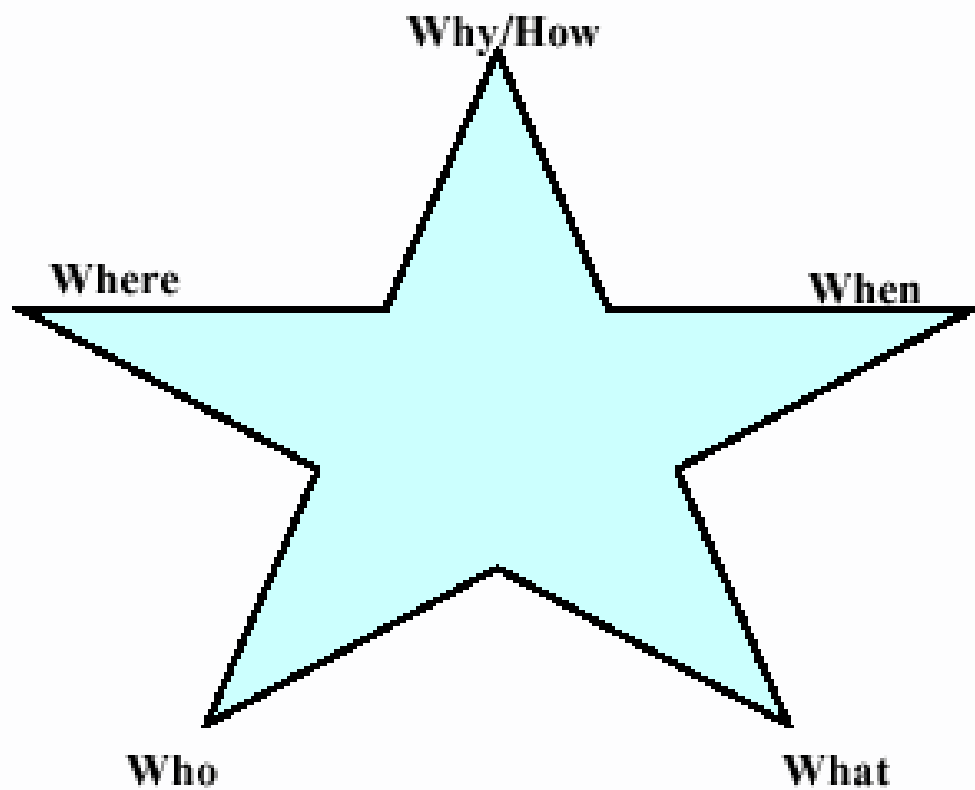
What

5 "wh" questions

Detective Reader

BE A DETECTIVE READER AND SOLVE THE READING MYSTERY

NAME:_____

DATE:_____

1. Who is the main Character?

   _____

2. Where and when did the story take place?

   _____

   _____

3. What did the main character do?

   _____

   _____

   _____

4. How did the story end?

   _____

   _____

   _____

5. How did the main character feel?

   _____

   _____

   _____

Questions for Using Story Grammar to Aid Comprehension: From Rathvon (1999, p.183)
www.msu.edu/course/cep/886/Reading%20Comprehension/detectiveReader

Tier 2 - Tier 3

Text Lookback

Appropriate Grade Level
3-12

Purpose
Text Lookback is a simple strategy that students can use to boost their recall of expository prose by looking back in the text for important information. Reserve at least a full instructional session to introduce this comprehension strategy. The purpose is to improve reading comprehension by providing a framework for learning and remembering information.

Materials
- Interwrite Board of short (100-200 word) passages from expository text and teacher-prepared text and lookback/think questions
- Student copies of expository text passages and text-lookback /think questions
- Create at least 3 lookback questions and one think question for each expository text passage selected

Steps in Implementing the Intervention
1. Introduce the text-lookback strategy by telling students that people cannot always remember everything that they read. If we read an article or book chapter, though, and are asked a 'fact' question about it that we cannot answer, we can always look back in the article to find the information that we need.
2. Describe for the class the difference between lookback and think questions. An example of an explanation that you might use is:
- *"When we are asked questions about an article, sometimes the answer can be found directly in the article and sometimes it cannot be found directly."*
- *"Lookback questions are those that tell us that the answer can be found right in the article. For example, if a question uses phrases such as in the article or in the author's words, these phrases would be clues that the question is a lookup question and that we can find the answer in the article. "*
- *"Think questions are those that ask you to give your own opinion, beliefs, or ideas. Our answers to these questions are based on our own ideas or thoughts about the topic. For example, if a question uses phrases such as in your opinion or what do you think, these phrases would be clues that the question is a think question and that the answer cannot be found in the article."*
3. Read aloud through the sample expository passage. Then read the series of 4 text-lookback/think questions to the class. As you read each question, highlight students the word clues that indicate whether the question is a think or text-lookback question.
4. Tell students that they must reread carefully to find the answer to a text-lookback question. However, they can save time by first *skimming* the article to get to the general section where the answer to the question is probably located. To skim, the student should:
- Read the text-lookback question carefully and underline the section that tells the reader what to look for (e.g., "What does the article say are the five most endangered species of whales today?").

- Look for titles, headings, or illustrations in the article that might tell the reader where the information that he or she is looking for is probably located
- Look at the beginning and end sentences in individual paragraphs to see if that paragraph might contain the desired information.

5. "Thinking aloud," demonstrate for students how to skim the example article to locate efficiently the answer to each text-lookback question.

6. Present additional example articles with text-lookback questions and monitor student mastery of the technique. Assign students to use the strategy independently when, under your supervision, they can distinguish reliably between think and text-lookback questions and are able to find the answers to text-lookback questions in the text.

Tips

- **Have Students Write Text-Lookback Questions for Assigned Reading**. For homework, encourage students to compose several challenging text-lookback questions based on their assigned reading. Use these questions later for class review.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Garner, R., Hare, V.C., Alexander, P., Haynes, J., & Vinograd, P. (1984). Introducing use of a text lookback strategy among unsuccessful readers. *American Educational Research Journal, 21*, 789-798.

Wright, J. (2001). *The savvy teacher's guide: Reading interventions that work*. Retrieved October, 2015 from http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

Tier 2 – Tier 3
"Click or Clunk?" A Student Comprehension Self-Check

Appropriate Grade Level
2-8

Purpose
The purpose of this intervention is to increase reading comprehension skills through strategy instruction and practice. In this intervention students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties. Reserve at least a full instructional session to introduce this comprehension strategy.

Materials
- Interwrite Board of practice reading passages and "*My Reading Check Sheet*"
- Student copies of practice reading passages (optional) or reading/text books, *"My Reading Check Sheet"*

Steps in Implementing Intervention
1. Tell students that they will be learning ways to read more carefully. Hand out student copies of *"My Reading Check Sheet".*
2. Review all of the reading strategies on the student handout.
3. Instruct students that, during any reading assignment, when they come to:
- The end of each sentence, they should ask the question, *"Did I understand this sentence?"* If students understand the sentence, they say "Click!" and continue reading.
  If they do not understand, they say "Clunk!" and refer to the strategy sheet *"My Reading Check Sheet"* to correct the problem.
- The end of each paragraph, they should ask the question, "*What did the paragraph say?"* If they do not know the main idea(s) of the paragraph, students refer to the strategy sheet "*My Reading Check Sheet*" to correct the problem.
- The end of each page, they should ask the question, *"What do I remember?"* If they do not remember sufficient information, students refer to the strategy sheet *"My Reading Check Sheet"* to correct the problem.
4. Read through a sample passage with the class. At the end of each sentence, paragraph, and page, "think aloud" as you model use of the comprehension checks. (As you read each sentence, be sure to call out "Click!" when you and the class understand a sentence and "Clunk!" when you do not.)
5. When students have learned to use the "Click or Clunk?" strategy, have them use it in independent reading assignments.

Tips
- **Create Silent "Click/Clunk" Signals.** Although it may seem rather silly to have students call out "Click" and "Clunk" as an aid to monitor their own reading, the technique is actually quite valuable. When students must make regular summary judgments about how well they comprehend at the sentence level, they are more likely to recognize—and to resolve—comprehension errors as these mistakes arise.
- You might find, however, that students start to distract each other as they call out these comprehension signals. Once you see that students consistently use the technique, you can train them to softly whisper the signal. Or confer with your students to come up with an unobtrusive non-verbal signal (e.g., lightly tapping the desk once for "Click" and twice for "Clunk") that is obvious enough to allow you to monitor readers' use of the technique without distracting other students.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Anderson, T. (1980). Study strategies and adjunct aids. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.) *Theoretical Issues in Reading Comprehension*. Hillsdale, NJ: Lawrence Erlbaum Associates.

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

Wright, J. (2001). *The savvy teacher's guide: Reading interventions that work*. Retrieved October, 2015 from http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

MY READING CHECK SHEET*

Name: _____   **Class:** _____

Sentence Check... *"Did I understand this sentence?"*

If you had trouble understanding a word in the sentence, try...
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... *"What did the paragraph say?"*

If you had trouble understanding what the paragraph said, try...
- Reading the paragraph over.

Page Check... *"What do I remember?"*

If you had trouble remembering what was said on this page, try...
- Re-reading each paragraph on the page, and asking yourself, *"What did it say?"*

*Adapted from Anderson (1980), Babbs (1984)

Tier 2 – Tier 3
Question-Answer Relationships Strategy

Appropriate Grade Level
3-12

Purpose
To increase correct answers to reading comprehension questions by considering both the text and the background knowledge. The question-answer relationships strategy helps students label the type of questions that are asked and to use this information to develop their answers.

Materials
- Grade-appropriate reading material
- QAR labels (see step 1 below)

Steps in Implementing the Intervention
1. Create QAR labels for the three types of relationships:
- "Right There" Label: Words used to create the question and words used for the answer are Right There in the same sentence.
  (e.g. Text: "…So, Jack rode a horse to school today!" Question: What did Jack ride to school today? Answer: a horse)
- "Think and Search" Label: The answer is in the text, but words used to create the question and those used for an appropriate answer would not be in the same sentence. They come from different parts of the text.
  (e.g. Text: "First, you get some bread. … Second, you get a knife. Third, you get the peanut butter." Question: How do you make a peanut butter sandwich?)
- "On My Own" Label: The answer is not found in the text. You can even answer the question without reading the text by using your own experience.
2. Introduce the students to the concept of question-answer relationships strategy.
3. Use several short passages to demonstrate the relationships.
4. Provide practice by asking students to identify the QARs, the answer to the question, and the strategy they used for finding the answer:
5. Provide the text, questions, answers, and QAR label for each question and reason for why the label was appropriate.
6. Provide the text, questions, answers, and QAR label for each question. Have the students supply the reason for the label.
7. Provide the text, questions, and answers. Have the students provide the QAR labels for each question and reason for the selection of the labels.
8. Provide the text and questions. Have the students provide the answers, QAR labels, and the reasons for the labels.
9. Gradually increase the length of passages and the variety of reading materials.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Tier 2 – Tier 3
Peer Tutoring in Sight Words

Appropriate Grade Level
1-5

Purpose
This intervention provides training for both tutors and tutees in the increase of sight word vocabulary. It takes approximately 30 minutes, including tutor training, tutor-tutee practice and testing, and graphing test results. The purpose is to improve Sight Word Vocabulary and consequently, reading comprehension.

Materials
- Tutor Folders: one for each tutor-tutee pair. The folders have 3 paper pockets: a) the "GO" pocket contains 10 cards at a time, b) the "STOP" pocket receives the cards when the tutee has met the criterion, and c) the "STAR CARD" pocket contains the names of the pair and a grid with space for up to 10 stickers/stamps. It also has: a) a bar graph on the left hand side of the folder and b) a picture of a "smiley face" and a large "X" on the back of the folder.
- Word Cards for each session: one set per pair. Cards can be individualized based on the students' individual needs.
- Stickers
- Timer/Watch

Steps in Implementing the Intervention
1. Divide the students into tutors and tutees. Half of the tutors will be students of high reading level. Pair the highest performing tutor with the highest performing tutee, the next highest performing tutor with the second highest performing tutee, and so on.
2. Divide the tutors into groups of 3-4 students and call them "Tutor Huddles".
3. Conduct a 30-minute class-wide orientation session about the procedures described below. Follow-up with two 30-minute sessions for each Tutor Huddle and then conduct reviews periodically as needed.
4. Give a signal so that each tutor gets his or her tutee's folder from a designated area in the classroom. Have the tutees do seatwork.
5. Each tutor in each Tutor Huddle reads orally the words and the other members give him/her feedback. This Tutor Huddle session lasts 5 minutes.
6. If the tutor identifies the word correctly, the other members say "yes". If the tutor is incorrect, they try to say the correct word. If they can't, they ask for the teacher's help.
7. After 5 minutes, signal the end of the Tutor Huddle and the beginning of the peer tutoring.
8. Each pair practices the GO pocket words. The tutors present the cards as many times as possible for 5 minutes. If the tutee makes an error for the first time, the tutor should say, "Try again". If the tutee makes an error again, the tutor provides the correct word (e.g., "Say 'cat' ").

9. Signal the end of the practice period and the beginning of the test period. Tutors present again the GO words but only once and they give no feedback. If the tutee says the word correctly, the tutor places it on the "smiley face". If the tutee makes an error, the tutor places the card on the "X".
10. Have the tutors mark the back of the card with a smile or with an X depending on the tutee's answer.
11. When the tutee identifies the word correctly on three testing sessions, the tutor moves it to the STOP pocket and colors a square on the bar graph with a different color for each session. Have them draw a line on the graph if no cards were moved.
12. Have tutors return the folders to their proper place.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Rathvon, N. (1999). *Effective school interventions*. New York: Guilford Press.

Tier 2-3
Anticipation Reading

Appropriate Grade Level
K-12

Purpose
The student completes a brief questionnaire on which he/she must express agreement or disagreement with 'opinion' questions tied to the selection to be read.

Materials
- Grade-appropriate reading selection
- Anticipation questionnaire

Steps in Implementing the Intervention
1. Teacher/tutor constructs a questionnaire about the selection to be read. Each item on the questionnaire is linked to the content of the article or story that the student will read and uses a 'forced-choice' format in which the student must simply agree or disagree with the item.
2. The student completes the questionnaire independently.
3. The teacher/tutor reviews the responses with the student allowing him/her an opportunity to explain the rationale behind his/her answers.
4. The student reads the selection and compares his/her opinions with that of the author.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Duffelmeyer, F.A. (1994). Effective anticipation guide statements for learning from expository prose. *Journal of Reading, 37*, 452 - 457.

Merkley, D.J. (1996). Modified anticipation guide. *Reading Teacher, 50,* 365-368.

Tier 2-3
Conversing with the Writer through Text Annotation

Appropriate Grade Level
6-12

Purpose
Increasing text understanding and engagement. The student actively interacts with the author of a passage by jotting down comments in the margin of the text or on a separate sheet of paper.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
6. Teach the student to think about the author or writer of a passage, book, text, etc. as someone with whom he/she is having a conversation. Discuss what 'having a conversation' means (sharing opinions, asking questions, clarifying the meaning of words, etc.)
7. As the student reads, have him/her write annotations (either in the margin of the text or on another piece of paper) to record his/her opinions of points raised by the writer, questions triggered by the reading, or vocabulary words the student doesn't know and must look up.
8. At the conclusion of the passage, have the student review his/her notes. The notes can serve as a comprehension review or as topics for group or partner discussions.

NOTE: Because this strategy suggests that students write in the margins of a book or periodical, text annotation is suitable for classes in which students have either purchased a textbook or have photocopies of the reading available on which to write. Otherwise, the student should record his/her annotations on a separate sheet of paper.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Harris, Jane (1990). *Text annotation and underlining as metacognitive strategies to improve comprehension and retention of expository text.* Paper presented at the Annual Meeting of the National Reading Conference (Miami).

Sarkisian, V., Toscano, M., Tomkins-Tinch, K., & Casey, K. (2003). *Reading strategies and critical thinking*. Retrieved October 15, 2006, from http://www.academic.marist.edu/alcuin/ssk/stratthink.html.

Tier 2 – Tier 3
Get the Gist

Appropriate Grade Level
6-12

Purpose
To determine the main idea of a passage by using a limited number of words to retell the most important points. Students will summarize the key information for a paragraph. This intervention is designed to increase reading comprehension by using a step-by-step process to assist a student in evaluating important information in reading materials.

Materials
- Short reading passage
- Paper and pencils

Steps in Implementing the Intervention
1. Tell the student to think about the most important "who" or "what" in the passage they are reading (one or two paragraphs).
2. After the student has a chance to read and think, ask the student to decide if the selection focused primarily on a person, place, or thing.
3. Once the student has selected, ask the student to come up with the most important points about the person, place, or thing. Ask the student to write their own sentence, summarizing the most important points to the passage ("the gist'). Tell the student to limit their sentences to approximately ten words.
4. Have student share their gist, discuss it, and provide feedback. The student should be taught to distinguish main ideas from the details of the passage.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Vaughn, S., & Klinger, J. K. (1999). Teaching reading comprehension through collaborative strategic reading. *Intervention in School and Clinic, 34*, 284-292.

Tier 2-3
Keywords: A Memorization Strategy

Appropriate Grade Level
K-12

Purpose
In this mnemonic (memorization) technique, students select the central idea of a passage and summarize it as a "keyword". Next, they recode the keyword as a mental picture and use additional mental imagery to relate other important facts to the keyword. They can recall the keyword when needed, retrieving the related information.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
1. Tell student that a good way to remember lots of facts is to use keywords. Explain that he/she will use a step-by-step process to help him/her better understand what he/she needs.
2. As the student reads, have him/her highlight important facts or ideas from the passage.
3. Have the student write one 'gist' sentence that summarizes the highlighted ideas or facts
4. Have the student select one 'keyword' that will help him/her to recall a central idea about the passage
5. Tell the student to create a mental picture or have him/her actually draw a picture to remember the keyword.
6. Have the student add details to the picture or create a story around the keyword to memorize additional facts or ideas.
7. Continue having the student use the above steps as he/she read further.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Levin, J.R., Levin, M.E., Glasman, L.D., & Nordwall, M.B. (1992). Mnemonic vocabulary instruction: Additional effectiveness evidence. *Contemporary Educational Psychology, 17*, 156-174.

Levin, J.R., Shriberg, L.K., & Berry, J.K. (1983). A concrete strategy for remembering abstract prose. *American Educational Research Journal, 20*, 277-290.

Peters, E.E. & Levin, J.R. (1986). Effects of a mnemonic imagery on good and poor readers' prose recall. *Reading Research Quarterly, 21*, 179-192.

Tier 2-3
Previewing the Chapter

Appropriate Grade Level
3-12

Purpose
The student systemically previews the contents of a chapter before reading in an effort to increase reading comprehension.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
1. Explain to student that previewing the contents of a chapter before reading it can help increase comprehension
2. Have the student scan the chapter and read only the chapter headings and subheading. Have the student…
   a. Make a mental map: tell the student to put images in his/her head depicting the headings and subheadings (where they are in the book, in what order they are written, etc.).
   b. Activate prior knowledge: have the student tell you what he/she already knows about what he/she read in the heading and subheadings
   c. Make predictions: have the student make predictions about what he/she thinks will happen or be discussed in the chapter based on the headings and subheadings.
3. Have the students rescan the chapter and have him/her look only at the pictures, graphics, graphs, tables, etc. Have the student…
   a. Make a mental map: tell the student to put images in his/her head depicting the pictures, graphics, etc. (Where they are in the book, in what order they were shown, etc.).
   b. Activate prior knowledge: have the student tell you what he/she already knows about what he/she saw in the pictures, graphics, etc.
   c. Make predictions: have the student make predictions about what he/she thinks will happen or be discussed in the chapter based on the pictures, graphics, etc.
4. Have the students read all of the end-of-chapter review questions. Have the student…
   a. Make a mental map: tell the student to put images based on what he/she read in the questions.
   b. Activate prior knowledge: have the student tell you what he/she already knows about the review questions.
   c. Make predictions: have the student make predictions about what he/she thinks the answers are to the review questions.
5. Have the student read the chapter.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.651-680). Bethesda, MD: National Association of School Psychologists.

Tier 2-3
Reading Actively

Appropriate Grade Level
4-12

Purpose
To bolster reading comprehension the student reads, covers, recalls, rereads, and checks for understanding of a paragraph or passage.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
1. Have the student read through a paragraph/passage (aloud or silently) paying particular attention to the topic and important details and facts as he/she reads.
2. Have the student cover up the paragraph/passage and state the key details of the passage from memory.
3. Have the student reread the paragraph/passage to check for understanding.
4. Repeat steps 1-3 for each additional paragraph in longer reading passages.
5. Alternatives:
   A. Have the student check off (if using a reading passage worksheet) each detail in the passage that he/she remembered.
   B. Have the student use the "Reading Actively" intervention for reading directions on assignments

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Gleason, M.M., Archer, A.L., & Colvin, G. (2002). Interventions for improving study skills. In M.A. Shinn, H.H. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 651-680). Bethesda, MD: National Association of School Psychologists.

Tier 2-3
Using SQ3R for Textbook Reading

Appropriate Grade Level
6-12

Purpose
The student uses the SQ3R process (Survey, Question, Read, Recite, Review) to grasp greater meaning from a text book.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
1. *Survey:* Prior to reading a section of the textbook, have the student survey the selection by examining the charts, tables, or pictures, looking over chapter headings and subheadings, and reading any individual words or blocks of text highlighted by the publisher.
2. *Question:* In preparation for reading, have the student generate and write down a series of key 'questions' about the content based on the material that he/she just surveyed.
3. *Read:* As the student reads through the selection, have him/her seek answers to the questions posed.
4. *Recite:* After finishing the selection, the student attempts to recite from memory the answers to the questions posed. If stuck on a question, have the student scan the text to find the answer.
5. *Review:* At the end of a study session, if the student is unable to recall an answer, have him/her go back to the text to find it.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Robinson, F.P. (1946). *Effective Study*. New York: Harper & Row.

WRITTEN EXPRESSION INTERVENTIONS

Tier 2 – Tier 3
Story Starter

Appropriate Grade Level
4-8

Purpose
This classroom activity gives students an opportunity to develop ideas for narrative writing. It also demonstrates the appropriate way to follow simple story structure. It allows children to use drawings to stimulate their imaginations and to help them generate story ideas, which helps engage students who see writing as something that is boring and always challenging.

Materials
- Pencil
- Blank paper
- Writing Paper

Steps in Implementing the Intervention
1. Have students fold a blank piece of paper in half. Ask students what they would do if they were invisible for 24 hours. Share ideas and probe students to add details to your suggestions.
2. Tell the students that, now that they have some ideas, they are going to make a drawing of four things that they would do if they were invisible for 24 hours. Students should use pencil or one color to make the drawings of their ideas, one in each box. The purpose of the drawings is to help the students remember their ideas without having the pressure of having to write them down immediately.
3. Now that the students are excited about the possibilities, they are ready to start writing. Begin with an introduction, where students write about how they become invisible. The body of the story will be made up of descriptions of their four pictures. The ending of the story should be an explanation of what happens when they become invisible again.
   NOTE: Have "authors" include colored versions of their drawings in the final version of their stories for illustrated stories.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Bos., C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Tier 1
Step-By-Step Cartoon Writing

Appropriate Grade Level
K-5

Purpose
This intervention gives beginning or reluctant writers experience sequencing steps, using transition words, and writing a paragraph. The novel format makes the task more engaging and relevant. It also takes away the anxiety associated with writing and capitalizes on strengths in other areas like drawing.

Materials
- Index cards without lines
- Colored Pencils
- Tape
- Writing materials

Steps in Implementing the Intervention
1. Discuss as a group the types of things students do to get ready for school in the morning. Tell students they will be drawing a comic strip about what they do when they get up in the morning.
2. Students draw one event on each index card (e.g., waking up, getting dressed, eating breakfast). Students are encouraged to add detail to their pictures to help them remember exactly what happens.
3. Now students put their ideas in order and tape them together like a comic strip.
4. Before students begin writing, have them use the comic strip as a guide to tell the story out loud.
5. Encourage them to use transition words like first, next, later, and finally. Teachers can post a list of words to use while telling and writing their paragraphs.
6. Students can write one descriptive sentence about each frame of their comic strip to form a paragraph.
7. Attach the final copy to the comic strip and display in the classroom.
8. To evaluate effectiveness use the number of errors as a marker, compare paragraphs written in this format to paragraphs written without this structure for a select group of students or for the whole class.

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Reference
Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Tier 1
Copy, Cover, Compare

Appropriate Grade Level
K-12

Purpose
This method of teaching and learning spelling words allows the students practice at visualizing and producing the weekly spelling words through a sequence of easy to remember steps. This is a reasonable intervention to implement on an individual level, as self-monitoring is facilitated by having the correct spelling of the word readily available. **NOTE:** This will not be appropriate for SST since spelling is not a very good indicator of written expression skills but it can be useful to use in your whole class or for individual students who are struggling with spelling.

Materials
- Spelling list
- Pencil
- Paper

Steps in Implementing the Intervention
1. Provide students (or targeted group of students) with a list of spelling words.
2. Instruct each student to study a word carefully and then copy it down.
3. Cover the copied word with a sheet of paper and write it from memory.
4. Check the word and correct if needed.
5. If the word was correctly spelled from memory, move onto the next word.
6. If the word was misspelled, repeat steps 2-4.
7. Periodically check students' self-corrections.
8. Implement reward system for demonstrated improvement on spelling tests.

Reference
Murphy, J., Hern, C., Williams, R., & McLaughlin, T. (1990). The effects of the copy, cover, and compare approach in increasing spelling accuracy with learning disabled students. *Contemporary Educational Psychology, 15*, 378-386.

Tier 2 – Tier 3
I Can Write!

Appropriate Grade Level
K-12

Purpose
The purpose of this intervention is to help a beginning writer increase his or her writing fluency and to provide a model for correct sentence construction. A benefit of this intervention is that it allows students to experience writing success while building their skills.
Note: This intervention is conducted in small groups.

Materials
- Pencil
- Paper

Steps in Implementing the Intervention
1. Present student(s) with a list of story titles and if necessary, read that list aloud.
2. Encourage students to select a topic they would enjoy writing about.
3. Have students write the title at the top of the paper and write about their topics as well as they can. (If they ask, provide them with the spellings of words.)
4. As students finish their paragraphs, have them take turns reading them to the teacher or another adult helper.
5. Ask the students to tell you more about their topic.
6. With student input, rewrite the paragraph and have students read it aloud.
7. Have students copy the paragraph from your paper and read it aloud with your help.
8. Students can also illustrate their completed paragraphs and post the results up in the classroom.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Tier 2 – Tier 3
Increasing Writing Productivity with Self-Monitoring

Appropriate Grade Level
1-12

Purpose
The purpose of this intervention is to increase word production through self-monitoring of word counts. The rationale behind this intervention is that the more students write, the more effect they will become at writing, and the idea is that if students monitor their amount of writing output, they will strive to increase that amount. A benefit of this intervention is that it improves students' motivation for writing.

Materials
- Journals or notebooks for student writing (one journal per student)
- Student-made line graphs for recording word counts
- Poster board chart with bar graph for recording class word counts
- Red felt-tip marker
- Watch with second hand, kitchen timer, or stopwatch

Steps in Implementing the Intervention
1. Select a time for free writing in individual journals. Free writing should be conducted daily or several times a week.
2. Explain to the students that they will be learning to evaluate their progress in writing by counting and recording the number of words they write during each session.
3. Display the class chart and explain that you will be graphing the total number of words written by the class for each writing session. Using the group average number of words written correctly calculated during the observation period, set a weekly goal of total words to be written by the class. Draw a red line on the chart to indicate that goal. Raise that goal by about 5% each week.
4. Discuss specific topics students may select, provide a writing prompt, or permit students to select their own topics. Provide approximately 15 minutes for writing.
5. After students finish writing, demonstrate how to create a simple line graph on their chart and have them record the number of words they wrote during that session on their graphs. Tell them to count all the words, regardless of whether they believe the words are spelled correctly.
6. Provide an opportunity for students to voluntarily share their writing with the rest of the class.
7. Each week, review journals and graphs to monitor student self-recording and to obtain the class word count total for recording on the class chart. Discuss progress in achieving the weekly goal and praise students if they meet or exceed it.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Rathvon, N. (1999). *Effective School Interventions*. New York: Guilford Press.

**Tier 2 – Tier 3
5-Star Sentences**

Appropriate Grade Level
1-5

Purpose
The purpose of this intervention is to help students write well-constructed sentences.

Materials
- Paper and pencils for students to write on
- Stars for sentences displayed on the board or a poster

Steps in Implementing the Intervention
1. Before starting a writing activity, explain to students that they will be writing 5-star sentences.
    > The 5 stars include the following:
    > Capitalization
    > Punctuation
    > Letter Formation
    > Spaces
    > Spelling
2. Have the students use the 5-star system to evaluate and edit his/her writing.
3. Conference with students individually about their writing and tell them how many stars each sentence has and have them figure out what is missing. For example, for a sentence missing an ending punctuation mark, you could say "that's a good 4-star sentence." The student would use that information to know that he/she missed something in that sentence.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Intervention from www.proteacher.net

Tier 2 – Tier 3
7-Up Sentences

Appropriate Grade Level
1 - 5

Purpose
The purpose of this intervention is to help students write well-developed sentences with at least 7 words in them.

Materials
- Paper and pencils for students

Steps in Implementing the Intervention
1. Explain to students that they will be converting a simple sentence into a 7-Up sentence.
2. Give the student a simple sentence such as "The dog ran."
3. The student should then expand the sentence by adding more words (verbs, nouns, etc.) until the sentence contains no less than 7 words.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Intervention Idea downloaded from www.proteacher.net

Tier 1-2
Motivate Students to Write Using Autobiographies
Written Expression/Writing Fluency

Appropriate grade level
K-12

Purpose
The purpose of this intervention is to motivate students to write by having them write an autobiography.

Materials
- Grade-appropriate reading material

Steps in Implementing the Intervention
1. Have the student read autobiographies of people who interest him/her.
2. Thoroughly discuss the biographies with the student.
3. Instruct the student to write his/her own autobiography using one or more of the tips below:
   a. Outline his/her life using a timeline
   b. Interview family members for information
   c. Create a questionnaire to conduct interview with family or friends
   d. Collect photographs to illustrate the autobiography
   e. Draw pictures to illustrate the autobiography
   f. Include stories that are especially memorable

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Tier 2-3
Plan and Write: Self-Regulated Strategy Development for Essay Writing

Appropriate Grade Level
6-12

Purpose
The purpose of this intervention is to teach students a strategy for planning, writing, and revising expository essays, as well as a set of strategies for regulating their own writing behavior.

Materials
- Poster board chart listing the planning and writing strategy steps (see figure 1.1)
- Cue cards, consisting of index cards listing the strategy steps, one per student (see figure 1.2)
- Overhead projector with transparencies and print copies of several essay examples from the previous year, one copy of each example per student.
- Brainstorming sheet, consisting of a sheet of paper for identifying possible responses to writing prompt and outlining main and supporting ideas, one per student.
- Essay sheet, consisting of a sheet of paper with a space at the top for writing the thesis statement and preprinted subheading, such as "introductory paragraph" ; "body paragraphs one, two, and three" : and "conclusion," one per student.
- Highlighters, one per student.
- Copies of essay prompts, one per student; prompts should elicit expository text, such as:
  - Choose a country you would like to visit. Write an essay explaining why you would like to visit this country.
- Copies of the classroom rubric or standards for grading essays or the state assessment scoring rubric. (Optional)
- Quiz with questions about strategy use in essay writing (optional)

Steps in Implementing the Intervention
Stage 1: Overview of Purpose
1. Tell students that they are going to learn a writing strategy for composing expository essays that will help them be more capable and confident writers.
2. Set the goal of learning, such as preparing for the writing proficiency essay on the state assessment, improving essay writing ability for use in content areas classes, and so on.
3. Discuss how writers use planning strategies when they write and the benefits of using those strategies.
4. Using the chart, present the PLAN and WRITE strategy and the rationale for each (see figure 1.1)

Stage 2: Activating Background Knowledge
1. For the first session in this stage, display a sample essay on the overhead and have students read it collaboratively, Ask them to identify the introductory, body and concluding paragraphs. Help them to determine whether the sample essay contains a good thesis statement and to identify transition words in each paragraph.

2. Have students search the essay for different sentence types in terms of form (simple, compound, and complex) and function (declarative, imperative, exclamatory, and question). Have students take notes during the discussion and incorporate their suggestions for revision on the transparency.
3. During a second session, conduct a similar review of the same essay with the primary focus on the writer's use of vocabulary. Help student identify "million dollar words," that is, words they consider to be exciting, interesting, and unique. Have them make suggestions for changes in vocabulary that would improve the essay.

Stage 3: Review of Students' Initial Writing Abilities
1. Explain the classroom rubrics or standards for grading essays or the scoring rubric used in the state assessment, if appropriate.
2. Distribute copies of an essay prompt, and have students practice Step 1 of the PLAN, and WRITE strategy while you conduct brief individual conferences reviewing students' performance on their most recent baseline essay.

Stage 4: Modeling the Planning *Strategy*
1. Using the projector, display another essay prompt, model the use of the PLAN, and WRITE strategy by thinking aloud through the planning and writing process. Include a variety of self-instructions to show students how to manage the process (e.g., "OK, I've decided to write my thesis statement first, so it goes at the beginning of my introductory paragraph").
2. Identify the essential components of the prompt, model the use of the brainstorming sheet to record, and organize your ideas. Also, demonstrate how to use the essay sheet of write the thesis statement and decide whether to place it as the first or last sentence in the introductory paragraph.
3. Distribute cue cards to students and demonstrate how to use the as reminders of what each paragraph should include.
4. Throughout the demonstration, emphasize how good writers use the processes and procedures several times during planning and composition.

Stage 5: Collaborative Practice
1. Display an essay prompt on the projector, and help students use the PLAN and WRITE strategy to plan and compose an essay on a class-wide basis.
2. Divide students into dyads or triads. Distribute copies of another essay prompt, and have the students collaborate in planning and composing a second essay. Discuss and model expected behaviors for collaborative writing practice. Circulate to monitory behavior and provide assistance as needed. As you circulate, write brief positive comments on students' papers and note where revisions would be helpful.
3. After students have composed their essays, conduct a whole-class discussion about various essay components, such as the relationship between introductory and concluding paragraphs different sentence types and forms, and examples of mature vocabulary in student essays.
4. Have students work again in dyads and triads to give each other feedback and suggestions for revision. Give students Highlighters and list of criteria to search for in

their partners' papers. Allow time for students to revise their papers and circulate too answer questions prompt, and provide assistance as needed.

Stage 6: Independent Practice
1. Explain to students that their goal is to be able to use the strategy without relying on the procedural supports (cue cards and brainstorming sheets)
2. Distribute an essay prompt and have students use the strategy to write an essay. Provide assistance as needed but gradually fade prompting and the use of procedural supports as students become more proficient

Figure 1.1. The PLAN and WRITE strategy for PLAN and WRITE

The Expository Planning Strategy: Nine Steps to Success

Planning strategy: PLAN	**Instruction for each step**
1. Pay attention to the prompt	Read the prompt. Underline what you are being asked write about once
2. List main ideas	Brainstorm possible responses/pick 1 topic. Brainstorm at least 3main ideas
3. Add supporting ideas	Think of 3 details/examples/elaborations to support each of your main ideas
4. Number your ideas	Number your main ideas in the order you will use them.

Keep planning while composing your essay: WRITE

5. Work form your plan to develop your thesis statement	Look at cue cards for basic & advanced ways to develop introductory paragraph
6. Remember your goals.	Write 1 or 2 goals on the top of your plan
7. Include transition words for each paragraph	Look at cue cards for sample transition word and phrases for each paragraph
8. Try to use different kinds of sentences	Use simple, compound, complex, declarative, exclamatory sentences
9. (Use) **e**xciting, interesting $1,000,000 words in your essay.	Use synonyms for words occurring more than once

Figure 1.2 Cue cards for PLAN and WRITE

Introductory paragraph: Thesis statement first	Introductory paragraph: Thesis statement last
• Answer the prompt in your first sentence. • Write your first main idea in the 2nd sentence • Write your 2nd main idea in the 3rd sentence. • Write your third main idea in the last sentence (1)	• Start with an "attention getter" and lead up to the thesis statement. • Answer the prompt in your last sentence. • Include your first, second and third main idea in a series. (2)
How to start with an "attention getter" • Use a series of questions • Use a series of statements • Use a brief or funny story • Use an angry or surprising statement • Start with the opposite opinion from what you believe. (3)	First body paragraph: Use transition words to introduce ideas. • First (of all) … • (The/My) first (reason/example) is … • One (reason why/example is)… • To begin with … • In the first step • To explain…

	(4)
Second and third body paragraph: Use transition words to connect or add ideas, or give examples • Second…third… • My second (reason/example) is… • Furthermore… • Another (reason) to support this is… • What is more … • The next step … (5)	Concluding paragraph: Use transition words to summarize ideas. • In conclusion/ To conclude… • In summary/To sum up… • As one can see…/As a result… • In short/All in all… • It follows that… • For these reasons… (6)

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

De La Paz, S (1999). Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research and Practice, 14*, 92-106.

De La Paz, S., Owen, B., Harris, K. R., & Graham, S. (2000). Riding Elvis' motorcycle: Using self-regulated strategy development to PLAN and WRITE for a state writing exam. *Learning Disabilities Research and Practice, 15*, 101-109.

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd ed.). New York, NY: A Division of Guilford Publications, Inc.

Tier 1
Word Sorts for Improving Spelling

Appropriate Grade Level
K-5

Purpose
Spelling words correctly requires that students properly order letters. Remembering how words are correctly spelled not only requires ordering letters but also sequencing letter combinations. Children are often taught to spell through memorization of weekly spelling lists that puts much emphasis on recall of the order of the letters. Good spelling instruction should focus on the sequential features of words and the ordering of letter combinations that are associated with particular sounds. An excellent strategy for helping children become better spellers, regardless of their grade level, is a technique called word sorts. Word sorts require students to organize words printed on cards or on a work sheet into groups on the basis of a particular shared spelling feature. The technique enables students to 1) generate concepts, hypotheses, and generalization concerning the features of written words and 2) focus on the relevant aspects of how each word is spelled. In addition, word sorts help link new words to ones that are already known.

This instruction is likely to benefit students who are poor in spelling. Because the intervention helps children focus on the sequences of letters within groups and how groups of words with the same letters sound the same, it involves simultaneous processing. In addition, students who have not been able to learn spelling by writing or saying the sequence of letters because of poor successive processing are likely to benefit from this intervention.

Materials
- List of words
- Index cards

Steps in Implementing the Intervention
1. The teacher provides the students with a list of words, such as grape, he, ape, tree, she, voice, me, and ice. The teacher may instead present the words on separate index cards or list them on the board.

2. The teacher then selects the words 'grape' and 'he' as categories and asks the students to sort all of the words into two columns. The students learn that sometimes the last letter is pronounced as a long e and other times it is silent.

3. Another way to sort words is to use categories that are based on shared features that the students themselves discover. This type of sort can be useful because it allows the students to figure out how the words can be grouped and how they relate to one another.

4. Have the students talk about the words while they are sorting them. This discussion may help them learn the similar ways words are spelled, see the words in groups, and promote greater understanding of how spelling works.

5. These activities should be conducted about 10 minutes each day and can be done either with individual students or pairs of students.

References

Kirby, J., & Williams, N. (1991). Learning problems: A cognitive approach. Toronto: Kagen & Woo Limited.

Naglieri, J.A. (1999). Essentials of CAS assessment. New York: John Wiley & Sons.

Naglieri, J. A. & Pickering, E.B. (2003). Helping Children Learn: Intervention Handouts for Use in School and at Home. Paul H. Brookes Publishing Co. www.brookespublishing.com.

Zutell, J. (1998). Word sorting: A developmental spelling approach to word study for delayed readers. Reading & Writing Quarterly: Overcoming Learning Difficulties, 14, 219-238

Tier 1
Letter Ordering for Spelling

Appropriate Grade Level
K-5

Purpose
Spelling words and lists are a staple of the elementary classroom. Spelling of words by writing or saying the letters requires students to understand the order or sequence of the letters. Children are often challenged by learning to correctly spell new words, especially ones that cannot be spelled by sounding the word out. Good spelling instruction should focus on the successive features of words. Letter ordering is designed to help students do just that and become better spellers. Letter ordering is a useful strategy to help develop a student's awareness of the order of sounds in words, ability to recode letters into their sounds and recognize the visual patterns in words, and ability to recall the order of the letters. This activity can be done in small groups or individually. The English language has thousands of words, and so there is an unlimited number of ways to use letter ordering.

Students who have trouble spelling may benefit from letter ordering. Students who score low in successive processing often have difficulty with the sequencing of letters in words (see Naglieri, 1999). Also, students who have limited attention often fail to focus on the specific letters in spelling. This intervention is likely to help students who score low in successive processing, low in attention, or both.

Materials
- List of words
- Magnetic tiles, letter tiles, or letters written on small pieces of paper or cardboard

Steps in Implementing the Intervention

1. Pronounce a spelling word and ask the student to place the letter chips in the correct order.
2. After the word is formed by the student, scramble the letter chips and ask the student to say the word slowly and create it again with the chips.
3. Next, have the student say the word again and write it on a piece of paper.
4. As the child's skill increases and the complexity of the words increases, use chips to break the word into syllables or build complex words.

For difficult words, follow these steps:

1. Have the student slowly pronounce the word.
2. Ask the student to repeat the word, pronouncing the separate sounds of the word individually.
3. Tell the student to look at the word and letter chips and note how the letters match the sounds.
4. Have the student tell you which sounds go with each letter as you point to the letters in sequence.
5. Ask the student to write each letter while saying the sounds.

6. Tell the student to practice the word until he or she can write it from memory.

References

Goldstein, S., & Mather, N. (1996). Overcoming underachieving: An action guide to helping our child succeed in school. New York: John Wiley & Sons.

Naglieri, J.A. (1999). Essentials of CAS assessment. New York: John Wiley & Sons.

Naglieri, J. A. & Pickering, E.B. (2003). Helping Children Learn: Intervention Handouts for Use in School and at Home. Paul H. Brookes Publishing Co. www.brookespublishing.com.

Tier 1
Peer Tutoring Spelling Game

Appropriate Grade Level
K-5

Purpose
This intervention is based on increasing active academic responding in the classroom. This strategy targets spelling accuracy by combining classwide peer tutoring with public posting in a game-like format. In addition to providing increased opportunities for each student to practice spelling without increasing the total amount of time set aside for spelling instruction, it prevents reinforcement of errors because peer tutors provide immediate feedback for responses. Also, because the peer tutoring game only takes 15 minutes to complete, in can be easily used within the spelling period, regardless of how the spelling curriculum is arranged.

Materials
- List of spelling words
- Pencil and paper for each student
- Red or blue slips of construction paper in a box, enough for one slip per student
- Posterboard chart listing the team name (with columns for posting red and blue team point totals and weekly team winners)

Steps in Implementing the Intervention
1. Tell the students that they will be playing a new game to help them learn more spelling words. You'll need about 30 minutes for the first day of training
2. Tell the students that the game is like basketball. In this game, they will make "baskets" (2 points) and "foul shots" (1 point). Select one student to demonstrate tutoring to the class, using the procedures described below. Then select two more students and guide them through the procedures in front of the class. Conduct two more demonstrations with other student pairs. Then have the entire class practice the procedures while you walk around the room giving corrective feedback and praise for appropriate tutoring.
3. On Monday of each week, teach the list of new words to the entire class or to the spelling groups.
4. Also on Monday, have each student draw a red or blue slip of paper from a box for assignment to one of two teams. Then create tutor pairs within each team.
5. Begin the tutoring game by asking students to move to their tutoring stations (an arrangement where they can work in pairs). Designate one student to serve as tutor first. Distribute the new word list and spelling forms or sheets of paper
6. Signal the students to begin, and, if desired, set a timer for 5 minutes. Tutors present tutees with the list of words as many times as possible during this time period. The tutor says a word while the tutee writes it on his or her paper. The tutee then really spells out to the tutor the word he or she has written.
7. If the word is correct, the tutor says, "Correct! Give yourself two points!" and the tutee marks a "2" on his or her list. If the word is incorrect, the tutor points to, pronounces, and spells the missed word orally to the tutee. The tutee must write it correctly three

times before receiving the next word. After the word has been corrected, the tutee receives one point.

8. After five minutes, the pair reverses roles.
9. During tutoring, walk around the room, supervising and awarding bonus points ("referee points") to tutors for examples of positive tutoring, up to 5 additional points per student.
10. After another five minutes, it is time to stop. Have tutoring pairs add up their points, including any bonus points. Record individual scores on the individual chart, and record team points on the team chart.
11. On Friday, give a spelling test on the words tutors have practices. Have team pairs exchange papers, correct each other's answers, and award three points for each correctly spelled word.
12. Have each student report his or her points and record them on the individual score chart.
13. Announce the team winner for the week, and post the winner on the team chart.
14. Randomly spot check students' scoring and point additions. Correct as needed.
15. Consider implementing a reward for the winning team (small prizes) and setting a class goal of total number of points earned by both teams and have a bigger prize (such as a movie or pizza party).

Reference

Delquadri, J.C., Greenwood, C. R., Stretton, K., & Hall, R.V. (1983). The peer tutoring spelling game: A classroom procedure for increasing opportunity to respond and spelling performance. *Education and Treatment of Children, 6*, 225-239.

Tier 1
Word Study

Appropriate Grade Level
K-8

Purpose
The student uses a systematic process for learning to spell unknown words.

Materials
- List of words

Steps in Implementing the Intervention
1. Teacher models the following steps for the student using a new or unknown spelling word:
   A. Say the word
   B. Write and say the word
   C. Check the spelling
   D. Trace and say the word
   E. Write the word from memory
   F. Check the spelling
2. Have the student practice the above steps with teacher assistance.
3. Have the student demonstrate to teacher his/her proficiency of using the above steps.
4. If the student is able to successfully apply the word study strategy to two consecutive words without any assistance, then he/she may continue the process independently. If the student misspells the word in step E, he/she needs to repeat all steps.
5. Continue in the same manner with each new or unknown spelling word.

References
Graham, S., & Freeman, S. (1986). Strategy training and teacher vs. student controlled study conditions: Effects on LD students' spelling performance. *Learning Disability Quarterly, 9*, 15–22.

Tier 1
Positive Practice Overcorrection

Appropriate Grade Level
3-12

Purpose
The student uses a variety of methods to memorize and learn unknown spelling words.

Materials
- List of words

Steps in Implementing the Intervention
For each word, the student:
    A. Writes the correct spelling
    B. Writes the phonetic spelling
    C. Writes the part of speech
    D. Writes the dictionary definition
    E. Writes the word correctly in 5 sentences

Research References:
Shapiro, E. S. (1996). *Academic skills problems: Direct assessment and interventi*on (2nd ed.).
    New York: The Guildford Press.

Tier 2 – Tier 3
Writing Conventions: Spelling
Spelling Grid

Appropriate Grade Level
K-2

Purpose
A spelling grid is used to promote structural analysis of words.

Materials
- List of words
- Grid with 5 columns

Steps in Implementing the Intervention
1. Provide the student with a grid with 5 columns.
2. For each word, write the spelling words in Column One, then pronounce the word and discuss its meanings.
3. Have the student say the word in Column Two.
4. In Column Three, have the student write the number of syllables in the word.
5. In Column Four, have the student divide the word into syllables and then write each syllable.
6. In Column Five, have the student say the word and write the word.
7. As a final step, have the student turn over the paper and write the word from memory.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Mather, N., & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management.* Baltimore, MD: Paul H. Brookes Publishing Co.

Wong, B.Y.L. (1986). Metacognition and special education: A review of a view. *The Journal of Special Education*, *20,* 9-29.

Tier 1
Writing Conventions: Capitalization and Punctuation
" **KA-BOOM**"

Appropriate Grade Level
K-5

Purpose
Students play a game that uses sentence strips to practice correcting sentences without proper capitalization and punctuation.

Materials
- Strips of paper or posterboard
- Markers

Steps in Implementing the Intervention
1. Write 20 or more incorrect sentences on sentence strips (without capitalization and punctuation marks). Also create sentence strips that say "KA-BOOM" (between 5-10 "KA-BOOM" strips would be adequate).
2. At a table with 3-5 students, lay the sentence strips and "KA-BOOM" strips (be sure to mix them up) face down on the table.
3. Have students take turns turning over the next sentence strip. If it is a sentence, the student reads it and explains what the sentence needs in order to be written correctly. If the student picks up a "KA-BOOM" strip, he or she loses all of his or her sentence strips. Place all lost sentence strips at the bottom of the stack.
4. Continue game until all strips have been corrected. The student with the most sentence strips is the winner.

Reference
Intervention Idea downloaded from www.proteacher.net

Tier 1
Writing Conventions: Capitalization & Punctuation
"**Punctuation Competition**"

Appropriate Grade Level
K-5

Purpose
Students compete to see who can correct incorrect sentences the fastest in order to increase punctuation skills.

Materials
- Strips of paper or poster board
- Markers

Steps in Implementing the Intervention
1. Write sentences on sentence strips, without punctuation marks. Also create cards with punctuation marks (period card, exclamation card, question mark card, etc.). You will need two complete sets of punctuation cards.
2. Place one complete set of punctuation cards in front of each student. Hold up a sentence strip and have the students find the punctuation card that is needed to correct the sentence. The fastest student gets to keep the sentence.
3. Continue until all sentences have been corrected. The student with the most sentence strips at the end of the game is the winner.

Reference
Intervention Idea downloaded from www.proteacher.net

Tier 1
Writing Conventions: Capitalization and Punctuation
"**Sound Effects Punctuation**"

Appropriate Grade Level
K-12

Purpose
The student substitutes sounds for punctuation marks when reading the text he or she has written to increase awareness of punctuation usage.

Materials
- Paper
- Pencil
- Writing prompts

Steps in Implementing the Intervention
1. Designate a specific sound to represent each form of punctuation. Each sound will be used every time the student sees that particular punctuation mark.
   For example:
   Period = smack your lips
   Comma = "hmmm"
   Question mark = "huh?"
   Exclamation mark = "woah!"
   Quotation mark = double click of the tongue
2. After student writes, have him or her read his or her writing using the punctuation sound effects.
3. Determine whether or not the correct punctuation is being used and if not which should be used. Continue editing until the writing sample 'sounds' correct.

Reference
Intervention Idea downloaded from www.proteacher.net

Tier 1
Writing Conventions: Capitalization and Punctuation
"**Walking Punctuation**"

Appropriate Grade Level
K-5

Purpose
The student walks while reading his or her own writing and uses body movements to denote punctuation marks to enhance awareness of punctuation usage.

Materials
- Paper
- Pencil
- Writing prompts

Steps in Implementing the Intervention
1. Designate a specific body movement to represent each form of punctuation. Each movement will be used every time the student sees that particular punctuation mark. For example:
   Period = you stop
   Comma = you pause
   Question mark= you shrug
   Exclamation mark = you throw your hands in the air
2. After the student writes, have him or her read his or her writing using the punctuation body movements.
3. Determine whether or not the correct punctuation is being used and if not which should be used. Continue editing until the writing sample 'sounds' correct.

Reference
Intervention Idea downloaded from www.proteacher.net

Tier 1-2
Brainstorming to Unlock the Idea Logjam
Written Expression

Appropriate Grade Level
6-12

Purpose
The student uses brainstorming techniques to generate ideas for writing.

Materials
- Paper
- Pencil
- Writing prompts

Steps in Implementing the Intervention
1. Introduce and thoroughly explain the four brainstorming techniques described below. Have the student choose one technique to use when writing.
    - FREEWRITING: the student sets a time limit (e.g., 15 minutes) or length limit (e.g., one hand-written page) and spontaneously writes until the limit is reached. The student does not judge/edit the writing but simply writes as rapidly as possible, capturing any thoughts that come to mind on the topic. Later, the student reviews the free writing to pick out any ideas, terms, or phrasing that might be incorporated into the writing assignment.
    - LISTING: the student selects a topic based on an idea or key term related to the writing assignment. He/she then rapidly brainstorms a list of any items that might possibly relate to the topic. Finally, the student reviews the list to select items that might be useful in the assigned composition or trigger addition writing ideas.
    - SIMILES: the student selects a series of key terms or concepts linked to the writing assignment. The student brainstorms, using the framework of a simile: "__1__ is like __2__." The student plugs a key term into the first blank and then generates as many similes as possible (e.g., "A SHIP is like a CITY ON THE SEA.")
    - REFERENCES: The student jots down key ideas or terms from the writing assignment. He or she then browses through various reference works (dictionaries, encyclopedias, specialized reference works on specific subjects) looking randomly for entries that trigger useful ideas. (Writers might try a variation of this strategy by typing assignment-related search terms into GOOGLE or another online search engine.)

Reference
Frus, P. (n.d./18 November 2006). Commenting effectively on student writing. Retrieved November 18, 2006, from http://www.crlt.umich.edu/crlttext/P7_2text.html

Tier 1 – Tier 2
Build an Outline by Talking Through the Topic
Written Expression

Appropriate Grade Level
6-12

Purpose
The student orally tells another person what he/she knows about a topic and then captures the informal logical structures of that conversation to create a working outline

Materials
- Pencil
- Paper
- Writing Prompts

Steps in Implementing the Intervention
1. Assign a topic for the student to write about.
2. Have the student orally tell a listener everything he/she knows about the assigned topic. (The student can also record the conversation to refer to later on.)
3. After the conversation, the student jots down an outline from memory to capture the structure and the main ideas of the discussion.
4. The student uses the outline to write a draft about the topic.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
The Writing Center, University of North Carolina at Chapel Hill (n.d.). Reorganizing your draft. Retrieved December 23, 2006 from
http://www.unc.edu/depts/wcweb/handouts/organization.html

Tier 1
Cups

Appropriate Grade Level
3-12

Purpose
This intervention is designed to remind students to check capitalization, punctuation, spelling in their writing.

Materials
- Pape
- Pencils
- The C-U-P-S acronym displayed on the board or a poster
- Writing prompts

Steps in Implementing the Intervention
1. Before starting a writing activity, have the students write the letters C-U-P-S in the left hand margin of his/her paper. Explain that the letters stand for the following:
    C = capitals, sentence beginning, names, and the word I
    U = understanding; does it make sense?
    P = punctuation (.?!,")
    S = spelling
2. Have the students use the 'CUPS' letters to edit their writing after each sentence.
3. Have the students continue to use the 'CUPS' letters throughout his/her writing.

Reference
Intervention Idea downloaded from www.proteacher.net

Tier 1
Selective Proofreading

Appropriate Grade Level
6-12

Purpose
The purpose of this intervention is to improve the quality of students' writing through selective feedback.

Materials
- Paper
- Pencils
- Writing skills checklist displayed on the board or on a poster

Steps in Implementing the Intervention
1. Teacher creates a writing skills checklist on which is listed the key writing competencies (e.g. grammar, syntax, spelling, vocabulary, style, ideas, punctuation, etc.).
2. Explain to the students that you will be looking at the overall content of his/her writing but that you will only be looking at 1 or 2 areas for proofreading corrections. Select different proofreading targets for each assignment matched to common writing weakness exhibited by the student.
3. When correcting the students' writing, underline problems in the students' text with a highlighter and number the highlighted errors sequentially at the left margin of the student paper.
4. Write teacher comments on a separate feedback sheet to explain the writing errors. Identify each comment with the matching error-number from the left margin of the students' worksheet. With fewer proofreading comments, the student can better attend to teacher feedback.

Reference
Frus, P (n.d./18 November 2006). Commenting effectively on student writing. Retrieved November 18, 2006, from http://www.crlt.umich.edu/crlttext/P7_text.html

Tier 1
Hands Up for Editing

Appropriate Grade Level
K-5

Purpose
The purpose of this intervention is to remind students to edit their writing for capitalization, neatness, spelling, punctuation and subject.

Materials
- Paper
- Pencils
- Previous piece of writing that the student has completed

Steps in Implementing the Intervention
1. Have the students each trace one of their hands on a blank piece of paper.
2. Instruct the students to write the following on each one of the fingers:
   Finger One: Capitalization
   Finger Two: Neatness
   Finger Three: Spelling
   Finger Four: Punctuation
   Finger Five: Subject
3. Have the students edit their writing 5 times looking for each of the five elements each time and correcting any mistakes found.

Reference
Intervention Idea downloaded from Jennifer Wagaman from the website: www.suite101.com

Tier 1
COPS Editing Method

Appropriate Grade Level
3-12

Purpose
The purpose of this intervention is for students to improve their capitalization, organization punctuation and spelling when editing writing by using the word COPS.

Materials
Pencils
Previous, ungraded piece of writing the student has completed
C-O-P-S acronym displayed on the board or a poster

Steps in Implementing Intervention
1. Explain to students that they will be editing their writing using the COPS Editing Method. Explain that the letters in COPS stand for the following:

       C = Capitalization
       O = Organization
       P = Punctuation
       S = Spelling

2. Have the students use the COPS letters to edit their writing after they finish a writing task

Reference
Intervention Idea downloaded from Jennifer Wagaman from the website: www.suite101.com

Tier 1
Memorize a Story Grammar Checklist

Appropriate Grade Level
K-8

Purpose
The student learns a simple mnemonic device to assist him/her when writing.

Steps in Implementing Intervention
1. Teach the student to memorize the following mnemonic device:
      "WWW, What = 2, How = 2
2. Explain that when writing, the student should say the mnemonic device several times to help remember to include the following:
    *   W = WHO (who is the main character?)
    *   W = WHERE (where is the story taking place?)
    *   W = WHEN (when does the story occur?)
    *   WHAT = 2 (what is the main character doing and what will happen next?)
    *   HOW = 2 (how does the story end and how do the characters feel about their experiences?)

NOTE: This intervention can be applied to several different genres of writing (e.g., persuasive essay, fairy tale, narrative)

References
Intervention Idea downloaded from www.interventioncentral.ord

Reid, R. & Lienemann, T.O. (2006). Self-regulated strategy development for written expression with students with attention deficit/hyperactivity disorder. *Exceptional Children, 73,* 53-68.

Tier 1
Reverse Outline the Draft

Appropriate Grade Level
6-12

Purpose
The student creates an outline from a previously written draft to enhance writing skills. The reverse outline allows the student to see whether sections of the draft are repetitious, are out of order, or do not logically connect with one another.

Materials
- Pencil
- Paper
- Writing prompt

Steps in Implementing the Intervention
1. Begin by having the student write a rough draft (expository, persuasive, informative, etc.).

2. Have the student read through the draft and write notes in the margin that signify the main idea of each paragraph or section.

3. The student then organizes the margin notes into an outline to reveal the organizational structure of the paper.

References
Intervention Idea downloaded from www.interventioncentral.org

The Writing Center, Universtity of North Carolina at Chapel Hill (n.d.). Reorganziing your draft.
Retrieved December 23, 2006, from
http://www.unc.edu/depts/wcweb/hadouts/organization.html

Tier 1
Whole-Word Proofing

Appropriate Grade Level
6-12

Purpose
The student self corrects the spelling of words through repeated dictation and practice sessions.

Materials
- Pencil
- Whole-Word Proofing Worksheet
- List of words

Steps in Implementing the Intervention
1. Emphasize the orthography (sequencing) of letters when introducing new words to the student.

2. Provide the student with a five-column sheet of paper, oriented sideways. Each cell in columns 2-5 is divided in half horizontally.

3. In the 1st column the teacher, parent, or scribe writes down the focus or spelling words. The other 4 columns are blank, providing spaces for students to write words from dictation, proofread, and rewrite. Before dictation, students fold the Word List column under so that the stimulus words cannot be seen.

4. Dictate the first word and have the student write that word in the 2nd column in the bottom cell. Continue dictating words until all words have been written by the student. Be sure that the student writes each word in the bottom cell for each number.

5. Have the student unfold the Word List column to check each word. If the word is misspelled, the student writes the correct spelling of the word in the cell ABOVE the misspelled word. If the word is correct, the student puts a check mark in the cell above the word.

6. Repeat the sequence for columns 3, 4, and 5.

References
Intervention Idea downloaded from www.interventioncnetral.org

Goddard, Y. L., & Heron, T. E. (1998, July/Aug). Please teacher, help me learn to spell better – Teach me self-correction. *Teaching Exceptional Children,* (38-43).

Whole-Word Proofing

Student: _____ **Grade:** _____ **Date:** _____

Column ONE	Column TWO	Column THREE	Column FOUR	Column FIVE
WORD LIST Correctly written words are written in this column (written by teacher, tutor, parent, scribe, etc).	Fold back first column and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.	Fold back first two columns and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.	Fold back first three columns and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.	Fold back first four columns and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.
1.				
	1.	1.	1.	1.
2.				
	2.	2.	2.	2.
3.				
	3.	3.	3.	3.
4.				
	4.	4.	4.	4.
5.				
	5.	5.	5.	5.
6.				
	6.	6.	6.	6.
7.				
	7.	7.	7.	7.
8.				
	8.	8.	8.	8.
9.				
	9.	9.	9.	9.
10.				
	10.	10.	10.	10.
11.				
	11.	11.	11.	11.
12.				
	12.	12.	12.	12.
13.				
	13.	13.	13.	13.
14.				
	14.	14.	14.	14.
15.				
	15.	15.	15.	15.

Tier 1
Letter-by-Letter Proofing

Appropriate Grade Level
6-12

Purpose
The student self corrects the spelling of words through repeated dictation and practice sessions.

Materials
- Pencil
- Letter-by Letter Proofing Worksheet
- List of words

Steps in Implementing the Intervention
1. Emphasize the orthography (sequencing) of letters when introducing new words to the student. Have student use common proofreading marks to check work.
2. Provide the student with a five-column sheet of paper, oriented sideways.
3. In the 1st column the teacher, parent, or scribe writes down the focus or spelling words. The other 4 columns are blank, providing spaces for students to write words from dictation, proofread, and rewrite. Before dictation, students fold the Word List column under so that the stimulus words cannot be seen.
4. Dictate the first word and have the student write that word in the 2nd column. Continue dictating words until all the words have been written by the student.
5. Have the student unfold the Word List column to check each word. Have him/her correct misspellings with one of the four proofreading marks blow:
    > ^ = add
    > O = omit
    > ~ = reverse letters
    > / = wrong letter that they have learned and practiced beforehand
6. If the student spells a word correctly in column 2, he/she places a checkmark next to that word in column 3. If the word was misspelled in column 2, the student copies the correct spelling from column 1 to column 3.
7. Repeat the sequence for the final two columns (4 and 5).

    NOTE:
    - Words can be personalized, or adapted to curriculum.
    - Students can be paired to dictate to each other, or by tape recording.
    - Each Monday through Thursday students receive a new sheet with the same words in the Word List column (words may be shuffled).
    - Any words misspelled on the weekly assessment are carried over for the next week.

References
Intervention Idea downloaded from www.interventioncnetral.org   Copyright © 2008 Jim Wright

Letter-by-Letter Proofing

Student: _____ **Grade:** _____ **Date:** _____

Column ONE	Column TWO	Column THREE	Column FOUR	Column FIVE
Write correctly spelled words in this column (written by teacher, tutor, parent, scribe, etc).	Fold back first column and write each word each word after teacher, tutor parent, or peer calls them out.	Unfold the first column and check each word. Use proofreading marks to mark the misspelled words in column 2. Write the words correctly in this column. If the word was spelled correctly, then place a check in this column beside the word.	Fold back the first 3 columns and write each word after teacher, tutor, parent, or peer calls them out.	Unfold the first column and check each word. Use proofreading marks to mark the misspelled words in column 4. Write the words correctly in this column. If the word was spelled correctly, then place a check in this column beside the word.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
11.	11.	11.	11.	11.
12.	12.	12.	12.	12.
13.	13.	13.	13.	13.
14.	14.	14.	14.	14.
15.	15.	15.	15.	15.
16.	16.	16.	16.	16.
17.	17.	17.	17.	17.
18.	18.	18.	18.	18.
19.	19.	19.	19.	19.
20.	20.	20.	20.	20.

Tier 2 – Tier 3
Proofreading with "SCOPE"

Appropriate Grade Level
6-12

Purpose
As students get older, error free work becomes more and more important. This intervention offers students a mnemonic device for remembering the steps involved in thorough proofreading. This intervention is conducted in a small group.

Materials
- Poster board with the SCOPE steps written on it:
    Spelling: Is the spelling correct?
    Capitalization: Are the first words of sentences, proper names, and proper noun capitalized?
    Order of Words: Is the syntax correct?
    Punctuation: Are there appropriate marks for punctuation where necessary?
    Express Complete Thought: Does the sentence contain a noun and a verb or is it only a phrase?
- Student-generated writing piece that needs to be edited.
- Sample piece of writing on the Interwrite Board
- Interwrite Board

Steps in Implementing the Intervention
1. Discuss with the students how often they get into difficulty because they are not sufficiently skilled at proofreading their papers before they submit them and therefore get low grades because their papers have many errors in them.
2. Teach the students the mnemonic strategy "SCOPE" using the poster board.
3. Demonstrate using SCOPE with a sample piece of writing on an overhead projector.
4. Give the students ample practice and opportunity to apply SCOPE in their own work.
5. If necessary, staple a copy of the SCOPE sheet to student's papers before they turn them in to remind them to edit their work.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Bos, C.S. & Vaughn, S. (2002). Strategies for teaching students with learning and behavior
    problems. Boston: Allyn and Bacon.

MATH PROBLEM SOLVING INTERVENTIONS
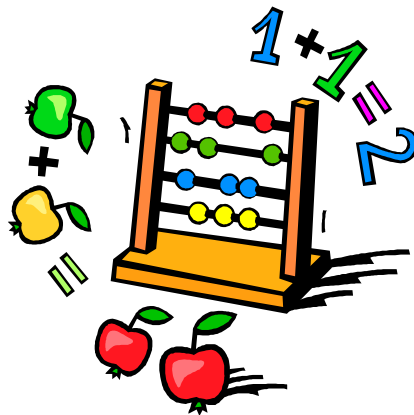
Tier 1 – Tier 2
Strategies for Math Word Problems

Appropriate Grade Level
3-12

Purpose
Math word problems are among the most challenging activities for children and adults. Being able to do them is an important skill to have because we often have to figure out math-related problems in everyday life. Word problems involve many skills, concepts, and procedures. In order to manage all of these demands, children should use systematic strategies that will aid in the successful completion of the problem. The strategies should include consideration of the basic skills needed to solve the problem, the procedures required, and the methods needed for success. Here are some basic strategies for math word problems:

- Read the problem slowly and carefully.
- Cross out information that is not relevant.
- Draw a diagram of the problem or visualize it.
- State the facts and the problem in your own words.
- Estimate what the answer should be.
- Calculate the answer and check against the estimate.
- Check your work.
- Remember you have to know the basic math facts to get the correct answer.
- Be persistent.
- Be sure you read the problem correctly.

All students are likely to find using this plan helpful for doing word problems. Math word problems involve all the PASS processes. Successive processing is involved when a child has to remember the ordering of relevant information. Attention is involved when the child must separate relevant from irrelevant details in the word problem. Simultaneous processing is very important so the child can see how all the information in the problem is related. However, students who score low in planning (Naglieri, 1999) are likely to benefit from using this plan as a structure to help them work through math word problems.

Steps in Implementing the Intervention
Students should be taught how to classify arithmetic word problems into four types: change, combine, compare, and equalize.

1. *Change*: These problems involve values that are changed as the result of some action by the student. For example, Jack had two pencils. Mary gave him three more. How many pencils does Jack have now? Students should be taught to think about how to represent this type of problem. For example, the student can visualize Mary handing Jack her three pencils to put with his two.

2. *Combine*: Word problems of this type require the child to use a more general view of the mathematical situation by computing a total based on a new way of organizing the

problem. Jack has two pencils. Mary has three pencils. How many pencils do they have together? By asking this question, a new concept of the two children as a group is required.

3. *Compare*: In these problems, the quantity of the sets does not change, but the operations demand that a relative relationship be determined. For example, Jack has two pencils. Mary has three pencils. How many more pencils does Mary have than Jack? Children should be taught to recognize the greater than/less than nature of this type of problem and that it will typically involve subtraction.

4. *Equalize*: These problems require that the values in the problem be equalized. For example, Jack has two pencils. Mary has three pencils. How many more pencils does Jack need in order to have as many as Mary? Children should be taught to recognize equalize problems and expect that it will likely involve both subtraction and addition.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Geary, D.G. (1999). *Children's mathematical development*. Washington, DC: American Psychological Association.

From Helping Children Learn: Intervention Handouts for Use in School and at Home by Jack A. Naglieri, Ph.D., and Eric B. Pickering, Ph.D. © 2003 Paul H. Brookes Publishing Co.: 1-800-638-3775; www.brookespublishing.com

Two excellent starting points for both students and teachers are available at forum.wwarthmore.edu/dr.math/dr-math.html/ and www.mathgoodies.com/.

Tier 2 – Tier 3
Seven-Step Strategy
For Math Word Problems

Appropriate Grade Level
3-12

Purpose
Math word problems are often difficult for many children. Word problems are much easier when a student knows and uses effective strategies to solve them. Students who approach math word problems without a strategy often make procedural and computational errors. Interventions for math word problems should target both basic math skills and use of strategies "to enable students to be thoughtful problem solvers" (Scheid, 1993, p.9). In addition, academic instruction must be tailored to the cognitive needs of individual students. Giving students some strategies or plans for doing word problems can be very helpful to them.

Math problems especially require a careful and systematic approach, a plan that includes developing ways to do the problem as well as checking that the solution is reasonable and correct. Strategy use, or good planning, is critical for coming up with an effective way of approaching the problem and monitoring the effectiveness of the strategy. Children who have poor planning skills will find these problems especially hard to solve, and therefore they should be instructed to use a plan.

All students are likely to find using this plan helpful for doing word problems. Math word problems involve all the Pass processes. Successive processing is involved when a child has to remember the ordering of relevant information. Attention is involved when the child must separate relevant from irrelevant details in the word problem. Simultaneous processing is very important so the child can see how all the information in the problem is related. However, students who score low in planning are likely to benefit from using this plan as a structure to help them work through math word problems (Naglieri, 1999).

Steps in Implementing the Intervention
The teacher instructs the student on the following 7 step plan for completing word problems:

1. Read (for understanding and getting information)
   • Read the problem. If you do not understand, read it again.
   • Ask "Have I read and understood the problem?"
   • Check for understanding as you need the problem.

2. Paraphrase (use your own words to restate the problem)
   • Underline the important information. Put the problem in your own words.
   • Ask "Have I found the important facts? What is the question I am looking for?"
   • Check that the information goes with the question

3. Visualize (a picture or a diagram of the problem)
   • Make a drawing or a diagram.
   • Ask "Does the picture fit the problem?"
   • Check that the information goes with the question.

4. Hypothesize (make a plan to solve the problem)
   • Decide how many steps and operations are needed. Write the symbols (+,-, x ,/)
   • Ask "If I do it this way, what will I get? If I do this, then what do I need to do next? How many steps are needed.
   • Check that the plan makes sense.

5. Estimate (predict the answer)
   • Round the numbers, do the problem, and write the estimate.
   • Ask "Did I round up and down? Did I write the estimate?"
   • Check that you used the important information.

6. Compute (do the arithmetic)
   • Do the operations in the right order.
   • Ask, "How does my answer compare with my estimate? Does my answer make sense? Are the decimals or money signs in the right place?"
   • Check that all the operations were done in the right order.

7. Check (make sure everything is right)
   • Check the computation.
   • Ask, "Have I checked every step and calculation, and is my answer right?"
   • Check that everything is right. If not, go back. Then, ask for help if you need it.

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention.

References

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Montigue, M., and Bos, C. (1986). The effect of cognitive strategy training on verbal math problem solving performance of learning disabled adolescents. Journal of Learning Disabilities, 19, 26-33.

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From Helping Children Learn: Intervention Handouts for Use in School and at Home by Jack A.
Naglieri, Ph.D., and Eric B. Pickering, Ph.D. © 2003 Paul H. Brookes Publishing Co.: 1-800-
638-3775; www.brookespublishing.com

Two excellent starting points for both students and teachers are available at:
forum.wwarthmore.edu/dr.math/dr-math.html/ and www.mathgoodies.com/.

Tier 2 – Tier 3
Solving Word Problems Using Structured Organizers

Appropriate Grade Level
3 - 12

Purpose
This intervention gives students better understanding of reading, interpreting, and solving word problems in mathematics. The use of structure organizers is first modeled by the teacher and students use the organizers on their own. As students become more proficient, the structured organizer is phased out. This intervention uses elements of the Group Story Mapping intervention for reading comprehension. Structured Organizers can be found in Lerner (2003) and Bos & Vaughn (2002), referenced below.

Materials
- Structured Organizers for solving math word problems
- Interwrite Board with a copy of the structured organizer

Steps in Implementing the Intervention
    Phase 1: Modeling the use of Structured Organizers
        a. Display a word problem and a structured organizer to the entire class on the Interwrite Board. Hand out copies to the students. Have students complete their own copies as you call on individual students for responses and fill in the transparency.
        b. Have students hand in their structured organizers and answer the word problem.

    Phase 2: Checking student use of Structured Organizers
        a. Have the students independently fill out the organizer for a new word problem
        b. Come back together as a whole class and fill out the organizer together, calling on students to answer the questions. Record responses on the organizer transparency and have students make any necessary corrections on their papers.

    Phase 3: Independent Use of Structured Organizers
        a. Give students new word problems and have the student complete structured organizers while solving them. Do not have them respond as a group.

    Phase 4: Maintenance
        a. Have students complete word problems without giving them structured organizers to complete.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References

Bos, C.S., & Vaugh, S. (2002). *Strategies for Teaching Students with Learning and Behavior Problems* (5th ed.). Boston: Allyn and Bacon.

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Tier 1 – Tier 2
Reciprocal Peer Tutoring to Improve Math Achievement

Appropriate Grade Level
1-8

Purpose
The purpose of this intervention is to improve math performance and behavior during math instruction by means of peer tutoring, group rewards, and self-management procedures. Students monitor their academic progress in a group context, acting as instructional partners for each other, setting team goals, and managing their own group reward contingencies. Reciprocal peer tutoring has been demonstrated to improve not only math performance but also students' perceptions of their own academic competence and self-control, and earns high satisfaction ratings from both teachers and students. The intervention takes approximately 20 minutes – 30 minutes for peer tutoring and 10 minutes for individual class drills and checking.

Materials
- Reinforcement Menus with activity rewards, one per student pair
- "Team Score Cards," consisting of 3" by 5" index cards or sheets of paper, one per student pair per week
- Stickers for team score cards
- Flash cards with math problems printed on the front and the problem plus computational steps and answers printed on the back, one problem per card, one set of cards per student pair
- Sheets of paper divided into four sections: "try 1," "try 2," "help," "try 3"
- Instructional prompt cards or sheets with specific instructions related to common mistakes in solving math problems, one per student pair
- Problem drill sheets with 10 or more problems, one per student per session
- Answer sheets for problem drill sheets, one per student per session (optional)

Steps in Implementing the Intervention
1. Assess students' current level of math performance by calculating percent-correct scores on daily math drill sheets or weekly quizzes, administering Curriculum-Based Math Probes, and/or observing students' behavior during math work periods.
2. Tell the students that they will be learning to work in teams to help each other do well in math.
3. Divide the class into pairs. Provide each pair with a Reinforcement Menu listing activity rewards. Help each pair select a reward for the day.
4. Meet weekly with each team to help the students select their team goal.
5. After each pair has chosen a team goal, have the pairs record their expected individual contribution to the team (individual goals), the sum of the individual goals (team goal), and their choice of a reward on the team score card.
6. Give a set of flash cards to each pair, and tell the students to choose who will act as "teacher" first.

7. Have the "teachers" hold up the flash cards for the students, and tell the students to work the problem on their worksheets in the section marked "try 1" while their teachers observe their work.
8. If the problem is solved correctly, the teachers praise the students and present the next problem. If the solution is incorrect, the teachers give students instructional prompts read from a prompt card and tell them to try again in the worksheet section marked "try 2."
9. If the students do not solve the problem correctly on the second try, teachers help them by computing the problem in the "help" section of the worksheet. As teachers work the problem, they explain what they are doing at each step and answer students' questions. Then the teachers tell the students to work the problem again in the "try 3" section. If teachers have trouble answering students' questions, they can ask the classroom teacher for help.
10. After 10 minutes, signal the pairs to switch roles for a second 10-minute tutoring session.
11. During tutoring sessions, walk around the room supervising and identifying strategies "teachers" can use to help their students.
12. After the second tutoring session, give each student a problem drill sheet and have students work on their own for a fixed period of time, such as 7 to 10 minutes.
13. Have students switch papers with their team partner. Have them use an answer sheet to correct their partner's work or provide the correct answers yourself as students check papers.
14. Have the pairs first determine their team's total score by counting the number correct, and then have them compare their team score with their team goal to see if they have "won" (met their goal).
15. If a team wins, give the students a sticker to put on their score card for that day. After five wins, schedule a time when the team can engage in the previously selected reward activity.
16. Evaluate the intervention by repeating the first step and comparing results.

17. Rewards can also be provided on a weekly classwide basis rather than on a daily team basis when a pre-determined percentage of teams meet their goals 4 out of 5 days during the week. Deliver the rewards to the entire class on Friday.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Fantuzzo, J.W., King, J.A., & Heller, L.R. (1992). Effects of reciprocal peer tutoring on mathematics and school adjustment: A component analysis. Journal of Educational Psychology, 84, 331-339.

Fantuzzo, J.W., & Rohrbeck, C.A. (1992). Self-managed groups: Fitting self-management approaches into classroom systems. School Psychology Review, 21, 255-263.

Rathovan, Natalie (1999). *Effective School Interventions*. Guilford Press: New York, NY.

Tier 1 – Tier 2
Sequence for Teaching Fractional Concepts

Appropriate Grade Level
4 -8

Purpose
Suggestions for the progression in working with students on fractions and understanding concepts behind fractions.

Materials
- Fractional Models and Manipulatives
- Graph Paper

Steps in Implementing the Intervention
The student:
1. Manipulates concrete models (e.g., manipulating fractional blocks and pegs)
2. Matches fractional models (e.g., matching halves, thirds, and fourths)
3. Points to fractional model when name is stated by another (e.g., the teacher says "half" and the student selects a model of "half" from several distractors)
4. Names fractional units when selected by another
5. Draws diagrams or uses manipulatives to represent fractional units
6. Writes fraction names when given fractional drawings
7. Uses fractions to solve problems

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References:
Bos, C.S., & Vaugh, S. (2002). Strategies for Teaching Students with Learning and Behavior
      Problems, 5th Edition. Boston: Allyn and Bacon.

http://www.white.k12.ga.us/Intervention/Mathematics-Reasoning-Interventions.html

Tier 2 – Tier 3
Math Reasoning
Interspersing Easier Problems in Drill Practices

Appropriate Grade Level
1-8

Purpose
Research indicates that problem completion within an activity is in itself a reinforcing event. Interspersing easier problems during drill activities increases completion rates and enjoyment of activity. Teachers may use recently mastered skill problems interspersed throughout an assignment in order to promote more confidence and motivation to finish the activity. While the original research on this intervention involved math, interspersed reinforcement is done in a variety of settings across multiple contexts.

Materials
- Activity sheets

Steps in Implementing the Intervention
1. Construct drill worksheet with problems aimed at the current skill needing practice.
2. Intersperse already mastered items in a 1:3 ratio between more difficult problems.
3. Slowly fade mastered items by decreasing the amount.
a. For example: Begin with a 1:3 easy to hard ratio and move to 1:8 easy to hard ratio the next time.
4. Eventually dissipate the already mastered problems

*Critical Components that must be implemented for intervention to be successful***:**
Reinforcement problems must be acquired at the mastery level before they can be assumed to be reinforcing. Intersperse problems should occur between every 3 or 4 problems in the beginning.
Careful attention should be made to a slow removal of the prompt.

Critical Assumptions/Problem-Solving Questions to be Asked:
Problems assigned in this type of task need to be in the acquisition and fluency stages, whereas problems selected as reinforcers need to be skills acquired at the mastery level so they can be done quickly and efficiently. If problems are not carefully selected, students may become even more frustrated with the assignment. Assumptions should not be made about mastery level until the student has proven that the particular skill is mastered.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Logan, P., & Skinner, C. H. (2003). Improving students' perceptions of a mathematics
        assignment by increasing problem completion rates: Is problem completion a reinforcing event?
        School Psychology Quarterly, 13(4), 322-331.

MATH CALCULATION INTERVENTIONS

Tier 2 – Tier 3
Crossed Lines Multiplication Strategy

Appropriate Grade Level
3-12

Purpose
Multiplication is a skill that involves remembering basic math facts. Students can learn these facts in a variety of ways. Some children write the facts over and over, others might refer to a multiplication matrix that is posted in the room or kept at the students' desks so that it can be referred to for help. These methods help students commit facts to memory. Sometimes students cannot immediately remember facts and need a strategy to figure out the correct answer on their own. This can also help students remember the facts better. The following strategy is a specific plan students can use to figure out math facts and help them arrive at the correct answer.

Students can use the crossed lines multiplication strategy to figure out a multiplication fact that has not been committed to memory. It is a strategy not unlike counting on your fingers that makes the abstract concept of multiplication more concrete. This makes it easier for students to work with and understand.

This strategy should be used when children need to learn multiplication. Children who score low in planning processing are unlikely to have good strategies for doing multiplication and will not figure out these strategies on their own. Children with successive processing problems have trouble remembering basic facts when they are taught in a sequence ($9 \times 8 = 72$). For this reason, students who are poor in planning or successive processing may find this strategy particularly useful.

Steps in Implementing the Intervention
This strategy can be easily taught. Here is an example using the steps for this strategy.

1. Ask "What is 3 times 2?"
2. Draw lines across for the first number in the problem (3).
3. Draw lines down for the second number in the problem (2).
4. Count the number of times the lines cross to get the answer to the problem.
5. For future facts, including either of the two numbers already used, additional lines can be added (e.g., 3 x 8).

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

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Tier 2 – Tier 3
Chunking Strategy for Multiplication

Appropriate Grade Level
3-12

Purpose
Multiplication is a task that involves recalling of basic math facts, remembering procedures to be followed, working carefully, and checking one's work. Sometimes, children need a way to organize the numbers when doing multiplication, especially when they try to do the work by breaking the multiplication problem into parts. Providing these students with a strategy to do basic multiplication facts can help them to be more successful.

This strategy can be useful for students having difficulty learning multiplication facts. It can also be very useful for students who are poor in planning or successive planning. Children who score low in processing are unlikely to have good strategies for doing multiplication and will not figure out these strategies on their own (see Naglieri, 1999). Children with successive processing problems have trouble remembering basic facts when they are taught in a sequence (9 x 8 = 72). These children are also most likely to benefit from learning calculation strategies.

Steps in Implementing the Intervention
The multiplication strategy of chunking helps children break the numerical problem into separate parts that can be more easily solved. Children who have trouble doing multiplication may benefit from this strategy because it helps them break the problem down into manageable parts. The way the strategy works is that the child is taught to break the numbers into groups (i.e., chunks) that can be more easily managed. For example, 2 x 8 is the same as counting by twos eight times. If a child is taught to use a slash mark (/) for each step of counting by twos, when the eighth slash mark is written the problem is solved. Use the steps to teach the chunking strategy.

1. Read the problem: 2 x 8 = _____
2. Point to a number you know how to count by twos
3. Make the number of slash marks indicated by the other number (in this case the number 8).
4. Count by twos as you touch each mark: "2, 4, 6, 8…"
5. Stop counting at the last mark: "…, 10, 12, 14, 16"
6. The number you stopped on is the answer, "16"

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Source:
From Helping Children Learn: Intervention Handouts for Use in School and at Home by Jack A. Naglieri, Ph.D., and Eric B. Pickering, Ph.D. © 2003 Paul H. Brookes Publishing Co.: 1-800-638-3775; www.brookespublishing.com

Resources:
Two excellent starting points for both students and teachers are available at forum.swarthmore.edu/dr.math/dr-math.html/ and www.mathgoodies.com/.

References:
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Tier 1
Part-Whole Strategy for Math Calculation

Appropriate Grade Level
1-12

Purpose
Math calculation is a complex activity that involves recalling of basic math facts, remembering procedures to be followed, working carefully, and checking one's work. Children who are good at math calculation can move on to more difficult math concepts and problem solving with greater ease than those who are having problems in this area. A strategy that teaches children to planfully and carefully work with math problems is likely to help. The part-whole strategy is such a method.

Researchers have found that children can be taught to perform better when doing math calculations if they are taught to solve the problems carefully. The method called part-whole strategy (Van Luit & Naglieri, 1999) teaches children to break down math problems into more manageable parts. This method is also easy to apply and helps students approach problem solving in a planful way.

The part-whole strategy should be used when children need to learn math calculation. It may be particularly helpful for students who are poor in planning or successive processing. Children who have poor planning processing are unlikely to have good strategies for doing math calculation and will not figure out these strategies on their own (Naglieri, 1999). Children with successive processing problems have trouble remembering basic facts when they are taught in a sequence (9 x 8 = 72).

Steps in Implementing the Intervention
Part-whole strategy should be directly taught to students who are learning basic math calculation. Students should be taught to use this strategy in flexible way and to think aloud as they do the math. The teacher should lead the discussion of the strategy, encourage strategies developed by the students, and assist children to reflect about the value of the methods they have suggested. Teachers should explicitly teach strategies that help students see that calculation problems can be broken into parts and solved more easily. The following strategies should be taught:

1. *Addition* of parts: An addition problem, such as 10 + 9, can be broken into parts: 5 + 5 + 9.
2. *Doubling*: A problem like 8 x 6 can be broken down into two parts: 4 x 6 and 4 x 6, which when added yields the sum of 8 x 6
3. *Doubles plus 1*: When doing simple addition such as 7 + 8, break the problem into two like numbers (7 + 7), then add 1 (7 + 7+ 1 = 15)
4. *Doubles plus 2*: A problem such as 7 + 9 can be solved by adding 1 to the smaller number and subtracting 1 from the larger number (7 + 1 = 8) + (9 – 1 = 8) so 8 + 8 = 16.
5. *Reconstruction*: A problem such as 7 + 9 can be modified into a simpler form: 10 + 7 – 1 = 16. Similarly, a multiplication problem like 9 x 5 can be modified to (10 x 5) – 5. Also using this strategy, 9 x 8 = (10 x 8) – 8 = 72.

6. *Multiplication as addition*: Multiplication is repeated addition, so 6 x 4 is the same as (6 x 1) + (6 x 1) + (6 x 1) + (6 x 1).

Progress Monitoring Tool

The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference

Naglieri, J.A. (1999). Essentials of CAS assessment. New York: John Wiley & Sons.

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Tier 2 – Tier 3
Planning Facilitation for Math Calculation

Appropriate Grade Level
1-12

Purpose
Math calculation is a complex activity that involves recalling basic math facts, following procedures, working carefully, and checking one's work. Math calculation requires a careful (i.e., planful) approach to follow all of the necessary steps. Children who are good at math calculation can move on to more difficult math concepts and problem solving with greater ease than those who are having problems in this area. For children who have trouble with math calculation, a technique that helps them approach the task planfully is likely to be useful. Planning facilitation is such a technique.

Planning facilitation helps develop useful strategies to carefully complete math problems through discussion and shred discovery. It encourages students to think about how they solve problems, rather than just thing about whether their answer is correct. This helps them develop careful ways of doing math.

This instruction is likely to benefit students who are poor at mathematics calculation. Because planning facilitation helps students focus on their approach to solving problems, it helps them be more careful or planful. Children who score low in planning are likely to improve the most from this instruction.

Materials
- Make an overhead of a blank worksheet so the children can see it during discussion.
- Make an overhead of a completed worksheet (with the name omitted).
- Have the children do a blank worksheet as a group on the overhead projector.

Steps in Implementing the Intervention
Planning facilitation is provided in three 10-minute time periods:
    1) 10 minutes of math
    2) 10 minutes of discussion
    3) 10 more minutes of math.

These steps can be described in more detail:
Step 1: The teacher should provide math worksheets for the students to complete in the first 10-minute session. This gives the children exposure to the problems and ways to solve them. The teacher gives each child a worksheet and says to them "Please try to get as many of the problems correct as you can. You will have 10 minutes." Slight variations on this instruction are okay, but do not give any additional information.

Step 2: The teacher facilitates a discussion that asks the children about how they completed the worksheet and how they will go about completing the problems in the future. Teachers should not attempt to reinforce the children. For example, if a child says "I used xyz strategy," the

teacher should not say "good, and be sure to do that next time." Instead, the teacher may probe using a statement designed to encourage the child to consider the effectiveness of the strategy ("Did that work for you?"). Discussion works best in groups in which students can learn from one another. The general goals are to encourage the children to describe how they did the worksheet. The teacher's role is to encourage the children to verbalize ideas (which facilitates planning), explain why some methods work better than others, encourage them to be self-reflective, and get them to think about what they will do the next time they do this type of work. Here are a list of suggested probes:

- "How did you do the page?"
- "Tell me how you did these problems."
- "What is a good way to do these pages, and what did this teach you?"
- "What do you notice about how this page was completed?"
- "Why did you do it that way? What did you expect to happen?"
- "how are you going to complete the page next time so you can get more correct answers?"
- What seemed to work well for you before, and what will you do next time?"
- "What are some reasons why people make mistakes on problems like these?"
- "You say these are hard. Can you think of any ways to make them easier?"
- "There are many problems here. Can you figure out a way to do more?"
- "Do you think you will do anything differently next time?"

Step 3: The teacher gives each child a math worksheet and says, "Here is another math worksheet for you to do. Please try to get as many of the problems correct as you can. You have 10 minutes."

It is important for teachers not to say things like, "Watch me. This is how to do it," "That's right. Good, now you're getting it!" "You made a mistake. Fix it now," or "Remember to use your favorite strategy." This discourages discussion among the students and does not help to meet the goals of the strategy.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
Kirby, J., & Williams, N. (1991). Learning problems: A cognitive approach. Toronto: Kagen & Woo Limited.

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Pressley, M., & Woloshyn, V. (1995). Cognitive strategy instruction that really improves children's academic performance. Cambridge, MA: Brookline Books.

Tier 2 - Tier 3
Teaching Multiplication Facts

Appropriate Grade Level
3-12

Purpose
This intervention is designed to build fluency with multiplication facts while simultaneously decreasing errors. Requires approximately 5 minutes each day.

Materials
- Construct a set of flashcards for a set of multiplication facts (e.g., multiplication by 3's).
- Construct a worksheet with the same facts randomly arranged (e.g., Basic Skill Builders). You will also need a digital timer and graph paper.

Steps in Implementing the Intervention
Student:_____ Teacher: _____

Date:_____   Grade:_____

Teacher (or peer tutor) Coach Card: (complete these steps every day)

_____ **Present each flashcard** to the student while verbally prompting the student with the question (e.g., "what is 3 x 3?").

_____ **Praise** correct responses that occur within 3 seconds of the prompt (e.g., "That's right, 3 x 3 is 9").

_____ If no response occurs within 3 seconds or the student gives an incorrect response, **give the student the answer** (e.g., "3 x 3 is 9").

_____ **Present each card twice.**

_____ Present the student with a worksheet with the math facts you have just presented with flashcards **to obtain a timed sample of independent work**.

_____ **Set a timer for two minutes.** Instruct the student to begin working when you say "start", to complete as many problems as possible before the timer rings, to work horizontally across the paper without skipping any problems, and to put the pencil down when the timer rings.

_____ At the end of the two-minute time interval, give the student the answer key and **direct the student to circle each error and write the correct response underneath.**

_____ **Direct the student to calculate the number per minute and the number of errors.** The student may graph his or her progress across days.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Intervention Central. (2007). http://www.interventioncentral.com

Tier 2
Math Intervention: Applied Practice

Appropriate Grade Level
1-8

Steps in Implementing the Intervention
  Step 1: Underline what's known
  Step 2: Circle what's unknown
  Step 3: Write the operation(s) next to the problem
  Step 4: Write the problem, the answer, and label the answer

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During 15 Minute Practice Period:

_____Distribute worksheets to students and tell students to get into their working pairs.

_____Instruct students to write their names and the date on math sheet.

_____Students should complete as many problems as possible in **5 minutes** of the worksheet with help from their math buddy. **Each step should be completed** and the student writing the answers should **explain out loud** how they fund the information for each step.

_____After each problem, the peer buddy should say, "How did you solve the problem?" and the student should explain the answer (e.g., we started with 4 apples and sold 2, so 4 minus 2 equals 2, so 2 apples were left. 2 apples is the answer).

_____Peer buddy completes checklist for each problem as partner explains the answer**, giving a check for each step correctly explained.**

_____Tell students to switch roles. Now, the other student should complete as many problems as possible in 5 minutes with help from their math buddy.

The goal is for students to work as quickly as possible completing as many problems as possible in the short amount of time with 100% accuracy. If one student is stronger than another, then you will have to monitor to make sure that the stronger student does not simply supply the answer but explains how to get the answer when that student is acting as the "coach" or "tutor." **You should spot-check each pair to make sure that they are doing the steps correctly.**

_____Pass out probe sheet while students are finishing their second set of practice problems.

_____Set timer for 2 minutes.

_____When timer rings, tell students to stop working.

_____Have students trade papers and score.

_____ As you give the correct answer, **ask students to choral respond to each of the 4 problem-solving steps with you**. Where many students missed a step, review the step.*

_____Score 1 point for correct equation. 1 point for correct answer, and 1 point for labeling answer.

_____Have students write the correct answer for the problems they missed.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Reference
Intervention Central. (2007). http://www.interventioncentral.com

Tier 2 – Tier 3
Cover, Copy, and Compare: Increasing Math Fluency

Appropriate Grade Level
K-12

Purpose
Students learn a five-step procedure that gives them increased opportunities to respond to mathematics material and self-evaluate their responses. Cover, Copy, and Compare is an efficient strategy for increasing accuracy and speed in basic math facts, requires little student training or teaching time, and can be used with individuals, small groups, or entire classes. This strategy works best for basic math facts in addition, subtraction, multiplication, and division.

Materials
- Training sheets of 10 math problems, with problems and answers listed down the left side of the paper, one per student, one to three sets per session
- Assessment sheets with the same math problems listed down the left side, without answers
- 3" by 5" index cards, one per student
- Stopwatch or watch with second hand for teacher (optional)
- Interwrite Board with examples of training sheet (optional)

Steps in Implementing the Intervention
1. Evaluate how well students are currently doing by calculating percent correct scores on math worksheets for 5-10 days, counting the number of correct digits on problems, or administering Curriculum Based Mathematics Probes to the entire class or a selected group of students.
2. Give training sheets to students. If desired, use overhead projector displaying a transparency of a training sheet during the introductory session.
3. Conduct a training session:
4. Repeat this procedure with the rest of the problems on the sheet.
5. After demonstrating these steps on the Employee Portal or with the overhead projector, have students complete one or more training sheets and provide corrective feedback as needed.
6. Daily or several times a week, provide students with sets of training sheets and have them follow the Cover, Copy, and Compare procedure.
7. Once or twice a week, administer the assessment sheets that correspond to the training sheets. If desired, time these assessment sessions.
8. When students reach mastery level on one set of problems, provide them with another set. Mastery level is defined as 90% or better accuracy and/or 40 digits correct per minute.
9. Evaluate the effectiveness of the intervention by repeating the first step and comparing the results.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

Resources

Lee, M.J., & Tingstrom, D.H. (1994). A group math intervention: The modification of cover, copy, and compare for group application. *Psychology in the Schools, 31*, 133-145.

Rathovan, Natalie (1999). *Effective School Interventions*. Guilford Press: New York, NY.

Skinner, C.H., Turco, T.L., Beatty, K.L., & Rasavage, C. (1989). Cover, copy, and compare: A method for increasing multiplication performance. *School Psychology Review, 18*, 412-420.

Tier 1 - 2
Improving Math Completion Rates and Accuracy with Free Time

Appropriate Grade Level
1 - 12

Purpose
The purpose of this intervention is to increase the accuracy and completion rates of mathematics class work with a group-oriented free-time contingency. This simple intervention requires no material resources or student training. Free time is made contingent on productivity in mathematics. One variation involves checking the papers yourself and awarding the free time earned (if any) on the following day. Another variation is to divide the class into teams and award free time to teams whose average meets the criterion. As with any intervention that targets academic productivity, assessing students' ability to perform the assignments at the selected criterion level prior to implementation is essential.

Materials
None

Steps in Implementing the Invention
1. Assess students' current level of math performance by calculating percent-correct scores on daily math drill sheets or weekly quizzes and/or administering Curriculum-Based Math Probes. Calculate the average percent correct rate for the class – this score is used in the intervention procedures.
2. Tell the students they will be able to earn free time if the class correctly completes a specified average number of problems during each mathematics class work session.
3. Set the free-time period from 5 to 15 minutes, depending on the length of the entire math period.
4. Using the class average percent correct rate you calculated, select a criterion for assignment completion that is 5% higher.
5. During the mathematics instructional period, set a fixed amount of time for work completion. At the end of that time, have students exchange papers for checking and report the number of problems completed correctly (without names) to you.
6. Record these scores on the Employee Portal and obtain a class average. Collect papers for spot checking and recording of individual grades.
7. If the class average meets the criterion, praise the students for their hard work and award the free time. If not, encourage the students to try harder next time and continue with the math lesson.
8. When the class has met the criterion for 5 consecutive days, increase it by several more percentage points. Continue to increase it gradually until students are performing at a 90% or better accuracy rate.
9. Evaluate the intervention by repeating the first step and comparing results.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References:

Johnston, R.J., & McLaughlin, T.F. (1982). The effects of free time on assignment completion and accuracy in arithmetic: A case study. *Education and Treatment of Children, 5*, 33-40.

Rathovan, Natalie (1999). Effective School Interventions. Guilford Press: New York, NY.

Tier 2 – Tier 3
Improving Math Performance with Explicit Timing

Appropriate Grade Level
1 – 12

Purpose
In order to increase fluency in basic math facts, math seatwork is timed in 30 minute intervals. Students will become more automatic in math facts and thus become more proficient in solving math problems. The use of explicit timing has been demonstrated to increase the rate of problems worked correctly while simultaneously maintaining very high levels of accuracy.

Materials
- Stopwatch or watch with second hand
- Kitchen timer with a bell
- Sets of math worksheets with 100 basic problems (addition, subtraction, etc.), with problems on one side only and sheets stapled together, one set per student per session

Steps in Implementing the Intervention
1. Assess the current math fluency of students by calculating the correct-problems-per-minute rate or accuracy scores on math worksheets for a selected group of students for 5 to 10 days.
2. At the beginning of a mathematics seatwork period, tell students that the work period is 30 minutes long (or the available number of minutes) and that you will be timing the period as a way of helping them improve their math performance.
3. Tell students that you will set the timer for the amount of time in the period, and that you will also be timing them with a stopwatch in 1-minute timings.
4. At the beginning of each timing, say: "Pencils up, ready, begin!" to signal students to begin working.
5. At the end of the 1-minute interval, say "Stop!" and have students draw a line after the last problem answered. Repeat this procedure throughout the 30-minute period until the last timing is completed.
6. When the 30-minute timer rings, announce that the work period is over. Teach students to stop when the timer rings, even if they are in the middle of a 1-minute timed period.
7. Evaluate the intervention by repeating the first step and comparing results.
8. Because it is not possible to have 30 1-minute timings within a 30-minute period, the actual time available for students to work is always less than 30 minutes.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention. Which may be found on the Student Support Team in the CCPS employee portal.

References
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Van Houten, R., & Thompson, C. (1976). The effects of explicit timing on math performance. *Journal of Applied Behavior Analysis, 9*, 227-230

Tier 2 – Tier 3
Concrete - Representational - Abstract
Sequence of Instruction

Appropriate Grade Level
K-12

Purpose
The purpose of teaching through a concrete-to-representational-to-abstract sequence of instruction is to ensure students truly have a thorough understanding of the math concepts/skills they are learning. When students who have math learning problems are allowed to first develop a concrete understanding of the math concept/skill, then they are much more likely to perform that math skill and truly understand math concepts at the abstract level.

Each math concept/skill is first modeled with concrete materials (e.g. chips, unifix cubes, base ten blocks, beans and bean sticks, pattern blocks). Students are provided many opportunities to practice and demonstrate mastery using concrete materials.

The math concept/skill is next modeled at the representational (semi-concrete) level which involves drawing pictures that represent the concrete objects previously used (e.g. tallies, dots, circles, stamps that imprint pictures for counting). Students are provided many opportunities to practice and demonstrate mastery by drawing solutions

The math concept/skill is finally modeled at the abstract level (using only numbers and mathematical symbols). Students are provided many opportunities to practice and demonstrate mastery at the abstract level before moving to a new math concept/skill. As a teacher moves through a concrete-to-representational-to-abstract sequence of instruction, the abstract numbers and/or symbols should be used in conjunction with the concrete materials and representational drawings (promotes association of abstract symbols with concrete & representational understanding).

Steps for Implementing the Intervention

Concrete

The concrete level of understanding is the most basic level of mathematical understanding. It is also the most crucial level for developing conceptual understanding of math concepts/skills. Concrete learning occurs when students have ample opportunities to manipulate concrete objects to problem-solve. For students who have math learning problems, explicit teacher modeling of the use of specific concrete objects to solve specific math problems is needed.

General types of math manipulatives (concrete objects):

Discrete - those materials that can be counted (e.g. cookies, children, counting blocks, toy cars, etc.).

Continuous - materials that are not used for counting but are used for measurement (e.g. ruler, measuring cup, weight scale, trundle wheel).

Suggestions for using Discrete & Continuous materials with students who have learning problems:

Students who have learning problems need to have abundant experiences using discrete materials before they will benefit from the use of continuous materials. This is because discrete materials have defining characteristics that students can easily discriminate through sight and touch. As students master an understanding of specific readiness concepts for specific measurement concepts/skills through the use of discrete materials (e.g. counting skills), then continuous materials can be used.

Types of manipulatives used to teach the Base-10 System/place-value (Smith, 1997):

Proportional - show relationships by size (e.g. ten counting blocks grouped together is ten times the size of one counting block; a beanstick with ten beans glued to a popsicle stick is ten times bigger than one bean).

- **Non-linked proportional** - single units are independent of each other, but can be "bundled together (e.g. popsicle sticks can be "bundled together in groups of 'tens' with rubber bands; individual unifix cubes can be attached in rows of ten unifix cubes each).

- **Linked proportional** - comes in single units as well as "already bundled" tens units, hundreds units, & thousands units (e.g. base ten cubes/blocks; beans & beansticks).

Non-proportional - use units where size is not indicative of value while other characteristics indicate value (e.g. money, where one dime is worth ten times the value of one penny; poker chips where color indicates value of chip; an abacus where location of the row indicates value). A specified number of units representing one value are exchanged for one unit of greater value (e.g. ten pennies for one dime; ten white poker chips for one blue poker chip, ten beads in the first row of an abacus for one bead in the second row).

Suggestions for using proportional and non-proportional manipulatives with students who have learning problems:

Students who have learning problems are more likely to learn place value when using proportional manipulatives because differences between ones units, tens units, & hundreds units are easy to see and feel. Due to the very nature of non-proportional manipulatives, students who have learning problems have more difficulty seeing and feeling the differences in unit values.

Examples of manipulatives (concrete objects)

Suggested manipulatives are listed according to math concept/skill area. Descriptions of manipulatives are provided as appropriate. A brief description of how each set of manipulatives

may be used to teach the math concept/skill is provided at the bottom of the list for each math concept area. This is not meant to be an exhaustive list, but this list does include a variety of common manipulatives. The list includes examples of "teacher-made" manipulatives as well "commercially-made" ones.

Counting/Basic Addition & Subtraction Pictures
Colored chips
Beans
Unifix cubes
Golf tees
Skittles or other candy pieces
Packaging popcorn
Popsicle sticks/tongue depressors

Description of use: Students can use these concrete materials to count, to add, and to subtract. Students can count by pointing to objects and counting aloud. Students can add by counting objects, putting them in one group and then counting the total. Students can subtract by removing objects from a group and then counting how many are left.

Place Value Pictures
Base 10 cubes/blocks
Beans and bean sticks
Popsicle sticks & rubber bands for bundling
Unifix cubes (individual cubes can be combined to represent "tens")
Place value mat (a piece of tag board or other surface that has columns representing the "ones," "tens," and "hundreds" place values)

Description of use: Students are first taught to represent 1-9 objects in the "ones" column. They are then taught to represent "10" by trading in ten single counting objects for one object that contains the ten counting objects on it (e.g. ten separate beans are traded in for one "beanstick" - a popsicle stick with ten beans glued on one side. Students then begin representing different values 1-99. At this point, students repeat the same trading process for "hundreds."

Multiplication/Division Pictures

Containers & counting objects (paper dessert plates & beans, paper or plastic cups and candy pieces, playing cards & chips, cutout tag board circles & golf tees, etc.).m Containers represent the "groups" and counting objects represent the number of objects in each group. (e.g. 2 x 4 = 8: two containers with four counting objects on each container) Counting objects arranged in arrays (arranged in rows and columns). Color-code the "outside" vertical column and horizontal row helps emphasize the multipliers

Positive & Negative Integers Pictures
Counting objects, one set light colored and one set dark colored (e.g. light & dark colored beans; yellow & blue counting chips; circles cut out of tag board with one side colored, etc.).

Description of use: Light colored objects represent positive integers and dark colored objects represent negative integers. When adding positive and negative integers, the student matches pairs of dark and light colored objects. The color and number of objects remaining represent the solution.

Fractions Pictures

Fraction pieces (circles, half-circles, quarter-circles, etc.)
Fraction strips (strips of tag board one foot in length and one inch wide, divided into wholes, ½'s, 1/3's, ¼'s, etc.
Fraction blocks or stacks. Blocks/cubes that represent fractional parts by proportion (e.g. a "1/2" block is twice the height as a "1/4" block).

Description of use: Teacher models how to compare fractional parts using one type of manipulative. Students then compare fractional parts. As students gain understanding of fractional parts and their relationships with a variety of manipulatives, teacher models and then students begin to add, subtract, multiply, and divide using fraction pieces.

Geometry Pictures

Geoboards (square platforms that have raised notches or rods that are formed in a array). Rubber bands or string can be used to form various shapes around the raised notches or rods.

Description of use: Concepts such as area and perimeter can be demonstrated by counting the number of notch or rod "units" inside the shape or around the perimeter of the shape.

Beginning Algebra Pictures

Containers (representing the variable of "unknown") and counting objects (representing integers) -e.g. paper dessert plates & beans, small clear plastic beverage cups 7 counting chips, playing cards & candy pieces, etc.

Description of use: The algebraic expression, "4x = 8," can be represented with four plates ("4x"). Eight beans can be distributed evenly among the four plates. The number of beans on one plate represent the solution ("x" = 2).

Representational

At the representational level of understanding, students learn to problem-solve by drawing pictures. The pictures students draw represent the concrete objects students manipulated when problem-solving at the concrete level. It is appropriate for students to begin drawing solutions to problems as soon as they demonstrate they have mastered a particular math concept/skill at the concrete level. While not all students need to draw solutions to problems before moving from a concrete level of understanding to an abstract level of understanding, students who have learning problems in particular typically need practice solving problems through drawing. When they

learn to draw solutions, students are provided an intermediate step where they begin transferring their concrete understanding toward an abstract level of understanding. When students learn to draw solutions, they gain the ability to solve problems independently. Through multiple independent problem-solving practice opportunities, students gain confidence as they experience success. Multiple practice opportunities also assist students to begin to "internalize" the particular problem-solving process. Additionally, students' concrete understanding of the concept/skill is reinforced because of the similarity of their drawings to the manipulatives they used previously at the concrete level. Drawing examples are "Lines, Tallies, & Circles," or "Circles/Boxes").

Abstract

A student who problem-solves at the abstract level, does so without the use of concrete objects or without drawing pictures. Understanding math concepts and performing math skills at the abstract level requires students to do this with numbers and math symbols only. Abstract understanding is often referred to as, "doing math in your head." Completing math problems where math problems are written and students solve these problems using paper and pencil is a common example of abstract level problem solving. Potential barriers to abstract understanding for students who have learning problems and how to manage these barriers:

Students who are not successful solving problems at the abstract level may:

- Not understand the concept behind the skill.

Suggestions:

1. Re-teach the concept/skill at the concrete level using appropriate concrete objects (see Concrete Level of Understanding).
2. Re-teach concept/skill at representational level and provide opportunities for student to practice concept/skill by drawing solutions (see Representational Level of Understanding).
3. Provide opportunities for students to use language to explain their solutions and how they got them.

 - Have difficulty with basic facts/memory problems

Suggestions:

1. Regularly provide student with a variety of practice activities focusing on basic facts. Facilitate independent practice by encouraging students to draw solutions when needed.
2. Teach student regular patterns that occur throughout addition, subtraction, multiplication, & division facts (e.g. "doubles" in multiplication, 9's rule - add 10 & subtract one, etc.)
3. Provide student a calculator or table when they are solving multiple-step problems.

- Repeat procedural mistakes.

Suggestions:

1. Provide fewer #'s of problems per page.
2. Provide fewer numbers of problems when assigning paper & pencil practice/homework.
3. Provide ample space for student writing, cueing, & drawing.
   Provide problems that are already written on learning sheets rather than requiring students to copy problems from board or textbook.
4. Provide structure: turn lined paper sideways to create straight columns; allow student to use dry-erase boards/lap Employee Portals that allow mistakes to be wiped away cleanly; color cue symbols; for multi-step problems, draw color-cued lines that signal students where to write and what operation to use; provide boxes that represent where numerals should be placed; provide visual directional cues in a sample problem; provide a sample problem, completed step by step at top of learning sheet.
5. Provide strategy cue cards that student can use to recall the correct procedure for solving problem.
6. Provide a variety of practice activities that require modes of expression other than only writing.

Steps for Implementing the CRA Intervention
Note: Before implementing this intervention, you must read the overview.

1. When initially teaching a math concept/skill, describe & model it using concrete objects (concrete level of understanding).
2. The student practices 5 times with teacher assistance using concrete objects.
3. When students demonstrate mastery of skill by using concrete objects, describe & model how to perform the skill by drawing or with pictures that represent concrete objects (representational level of understanding).
4. The student practices 5 times with teacher assistance drawing their solutions or using pictures to problem-solve.
5. When students demonstrate mastery drawing solutions, describe and model how to perform the skill using only numbers and math symbols (abstract level of understanding).
6. The student practices 5 times with teacher assistance performing the skill using only numbers and symbols.
7. After students master performing the skill at the abstract level of understanding, ensure students maintain their skill level by providing periodic practice opportunities for the math skills.
8. This intervention should be implemented once a week for Tier 2 and twice a week for Tier 3.

How Does This Instructional Strategy Positively Impact Students Who Have Learning Problems?

1. Helps passive learner to make meaningful connections.
2. Teaches conceptual understanding by connecting concrete understanding to abstract math process.

3. By linking learning experiences from concrete-to-representational-to-abstract levels of understanding, the teacher provides a graduated framework for students to make meaningful connections.
4. Blends conceptual and procedural understanding in structured way.

Progress Monitoring Tool
The intervention tracking sheet must be used to document when the intervention is implemented. In addition, the teacher may write the progress monitoring outcome (score) on the intervention tracking sheet to replace the need to graph. Otherwise, please use the district recommended graph to monitor student progress as a Tier 2 or 3 intervention.

References

Allsopp. D. H. (1999). *Building algebra skills: Teaching beginning algebra skills to students with learning problems.* Unpublished manuscript.

Baroody, A. (1987). *Children's mathematical thinking.* New York: Teachers College Press.

Kennedy L. M., & Tipps, S. (1998). *Guiding children's learning of mathematics (8th ed.).* Belmont, CA: Wadsworth.

Mercer, C. D., Jordan, L., & Miller, S. P. (1996). Constructivist math instruction for diverse learners. *Learning Disabilities Research & Practice, 11*, 147-156.

Mercer, C. D., Lane, H. B., Jordan, L, Allsopp, D. H., & Eisele, M. R. (1996). Empowering teachers and students with instructional choices in inclusive settings. *Remedial and Special Education*, 17, 226-236.

Mercer, C.D., & Mercer, A.R. (1991). *Students with learning disabilities (4th ed.).* NY: Macmillan Publishing Co.

Smith, S.S. (1997). *Early childhood mathematics.* Needham Heights, MA: Allyn & Bacon.

BEHAVIORAL INTERVENTIONS

Tier 1
3-Step Response

Appropriate Grade Level
K-8

Purpose
The 3-Step Response is a self-management approach that should be implemented within a classroom setting or as a school-wide intervention to teach students how to handle negative behaviors from other peers (i.e., teasing, bullying, and other socially problematic events.)

Steps in Implementing the Intervention
The teacher should review the following 3-step response procedures with students:

1. First, the student says to the individual bothering them, "Stop, I don't like that".
2. Second, if the student continues to be bothered, then they will attempt to ignore or walk away.
3. If the first two steps were not successful and the student continues to receive negative attention, the third step should be implemented: (a) go to the teacher or another adult and say, "I have said, 'Stop, I don't like that' and I have tried to ignore them. They didn't stop, so now I need your help."
4. To reinforce the 3-step program, the teacher should verbally praise the student immediately after they have successfully used the 3-Step Response.

Considerations
The teacher should continue to encourage the use of the 3-Step Manager program before intervening with student problems.

Note: If the student encounters physical or extreme behaviors from another peer, the student may discontinue the 3-step approach and immediately report the incident to a classroom teacher or a school administrator.

Reference
Sugai, G. S., Horner, R. H., & Gresham, F. M. (2002) Behaviorally effective school environments. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches. Bethesda, MD: National Association of School Psychologists.

Tier 1
Defusing Confrontational Behavior

Appropriate Grade Level
K-12

Purpose
Even with a great classroom management system in place, teachers are confronted with students that want to test their patience. One of the more undesirable behaviors students exhibit is confrontational behavior. Teachers must be prepared to defuse this behavior immediately rather than allowing the situation to escalate. Tactics should be implemented to decrease confrontational incidents between the teacher and students.

Steps in Implementing the Intervention
- When students exhibit minor misbehaviors to gain attention, the teacher should focus on desirable behaviors instead of undesirable behaviors by:

  o Focusing on students that are abiding by classroom rules and following teacher directives.
  o Ignoring students that are off-task and refocusing their attention on the task at hand.
  o The teacher should only acknowledge the desirable behaviors.
  o Have the students choose between the desirable behavior and a minor consequence for their behavior.

- To reduce a confrontational incident when a student breaks a rule and is provoking a teacher to react, the teacher should do the following:

  o Focus on how the student could solve this problem and not focus on whether the student followed the directions initially given.
  o Stating the class rule to a student privately in a soft tone.
  o Reemphasize that the student resolve the problem.
  o Provide options to the student on how to solve the problem.
  o Then the teacher should walk away.

- If it is observed that a student is already agitated when asked to comply with class rules, avoid confrontational behaviors by:

  o First communicating your concern to the student.
  o Have the student retreat to another setting outside the classroom and give him independent activities to perform.
  o Provide the student desirable options.
  o Allow the student the opportunities to engage in activities that allow them to run errands, distributing class work to peers, and other active tasks.
  o Implement relaxation techniques that include deep breathing, drawing, or listening to calming music.
  o Move closer to the student.

- o Have the student become a part of the plan. This will give the student a feeling of ownership and helps them to apply the steps they have learned to other settings.

Reference
Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems.* San Francisco, CA: Jossey-Bass.

Tier 1
Using Cooperative Learning to Increase Interpersonal Skills

Appropriate Grade Level
K-12

Purpose
Practice is needed to establish adequate social and interpersonal skills. Cooperative learning groups can be integrated into lessons to provide students practice and training in these areas.

Steps in Implementing the Intervention
1. Determine what subject areas in which the cooperative learning groups will be implemented.
2. It is recommended that the teacher divide the students into groups of three or four.
3. Then arrange the desks so the students that are divided into groups can visibly see one another (table format).
4. Roles should be assigned to each student in each group. These roles involve the following:

   o Materials manager: A group member will be assigned to pass out materials as needed, and be responsible to return materials after the group session is over.
   o Recorder: A group member will be assigned to write down any information that is necessary during the sessions, read questions to group members, and write down the derived group response to the posed questions.
   o Organizer: An organizer should be selected to ensure that all group members are performing the specific job assigned and complete all activities. The organizer is then required to check group member's work before they hand it in.
   o Checker: The designated group member will write down the overall group's thoughts regarding their performance.

5. Cooperative learning procedures/rules must be discussed with each individual group. These procedures include the following:

   o Allowing group members to share ideas amongst each other.
   o Critiquing and correcting each other's work.
   o Offering praise for each group member's work.
   o When ideas are voiced, group members should react calmly when responding.
   o Group members should encourage and help each other.

6. Have the students come together again in their individual groups and then have each group present their material to class in a ten-minute lecture.

Reference
Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems.* San Francisco, CA: Jossey-Bass.

Tier 1
Increasing Compliance

Appropriate Grade Level
K-12

Purpose
Dealing with noncompliant students can be daunting. Lack of compliance often results in classroom disruption, negative teacher-student interactions, and negative consequences for student behaviors. The following are three proactive strategies that increase teacher compliance, reduce disruptive behavior, and enhance overall classroom management.

Steps in Implementing the Intervention
- Post three to five positively stated classroom rules or behavioral expectations in a conspicuous area of your classroom. For example, a positively stated rule would be "Use a respectful tone of voice" instead of "No yelling or loud talking."

- Explicitly teach students the rules and provide opportunities for every student to practice. Instruction should include preplanned role-plays or simulations that demonstrate how and when you expect your students to follow the rules.

- Use direct requests when asking students to perform a particular academic or social behavior. Clearly and precisely state what you would like your student(s) to do. For example, "Tyler please sit down"; "Class, please open your math book to page 79"; or "Josh, you need to stop talking now."

- Prompting
  - Prior to activities in which you anticipate disruptive behaviors, verbally review the rules and expectations of behavior for that activity to prevent disruption.

  - If your students begin to show noncompliance with the posted classroom rules, increase your use of verbal prompting. For example, "Class, remember that we show respect for each other by raising our hands when we have a question or comment."

  - If prompting is ineffective, conduct a booster session in which you re-teach your rules. Instruction should include new role-plays in the targeted setting and/ or during the targeted activities.

- Monitor your students by moving around your classroom during lectures and independent work periods. Monitoring gives you multiple opportunities to reinforce academic engagement and compliance, immediately correct learning or behavioral problems as they occur, and provide positive contact to students.

Reference
Musser, E. H., M. A. Bray, T. J. Kehle, and W. R. Jenson. 2001. Reducing disruptive behaviors in students with serious emotional disturbance. *School Psychology Review*, *20*:294-303.

Tier 2 - Tier 3
Self-Management Strategy for Improving Adolescent Behavior

Appropriate Grade Level
6-12

Purpose
The Self-Management Behavioral Intervention is a systematic method for teaching students with behavioral difficulties to judge their behaviors similarly to how they are judged by others. Initially, teach this technique in a specific and limited time period such as one class. A limited time and setting allow the student to learn the procedure, assure immediate success, and provide the opportunity for the teacher to give corrective feedback as necessary. Only when the technique has been mastered in the training setting is the student guided to generalize it into other settings. Continue rewards throughout all phases of the technique.

Steps in Implementing the Intervention
1. Identify one to three specific behaviors requiring improvement. State these in positive terms. Examples: accepting classroom assignments courteously, starting assignments promptly, staying in seat, asking for help when stuck or confused on an assignment, handling irritating situations without anger. Many students need to be taught what specific behaviors comprise more general behavioral expectations. For example, "accepting classroom assignments courteously" includes looking at the person handing out materials, maintaining a pleasant facial expression, making sure the materials don't "fall" on the floor, and either listening to directions or starting work promptly.
2. Decide on times or class periods in which the situation lends itself to the requirements of the technique (e.g., the student evidences problems with one or more of the targeted behaviors, the teacher is able to meet individually with the student four times during the class).

3. Divide the class period into approximately four equal intervals (usually about 15 minutes), at the end of which the teacher uses a 6-point scale to rate the student's overall performance on the behaviors. Five indicates excellent behavior, three indicates mostly acceptable behavior with some minor problems, and zero is unacceptable. (See table below). Consistency in the criteria the teacher uses to rate the behaviors is critical as the student must be able to learn to match the teacher's ratings.

4. Instead of one rating encompassing all target behaviors, the teacher may rate each behavior for the interval (0-6), total the points, and then divide by the number of behaviors. For example, if the student is being rated on two behaviors, he/she receives an average of the points awarded for each.

Rating	Behavioral Expectation
5 = Excellent	Followed all rules for entire time period
4 = Very Good	One violation of a rule, but minor, within the time period
3 = Average	More than one violation of rules but no serious offenses
2 = Below average	Followed rules part of the time but behavior generally unacceptable due to one or more rule violations (e.g., aggressive, noisy talking)
1 = Poor	Broke one or more rules almost entire time period or engaged in more serious inappropriate behavior most of the time
0 = Unacceptable	Broke one or more rules entire time period

5. Introduce the technique to the student, show the student the rating charts for the previous days, explain how you rated the behavior, and set up a menu of rewards (edible, tangible, or privileges) for which he/she can trade points earned. Rewards may be provided either in school or at home. (See Strategies: Token Economy Systems.)

6. Continue to rate the student as you have been but now, at the end of each rating interval, briefly show the student the points he/she has earned and provide verbal feedback. This enables the student to maintain awareness of the expected behaviors and gives him/her more immediate feedback on the degree to which his/her behaviors meet the criteria. Continue the behavioral technique until the target behaviors are consistently at an acceptable level over a period of about 10 days. If the student argues about the number of points awarded, he/she is given a warning and loses 1 point.

7. Give the student a rating chart and have him/her begin to monitor and evaluate his/her own behavior. For each interval, the student rates his/her performance on the target behaviors, and then compares his/her points with the teacher's. If the student's rating is within 1 point of the teacher's (either overall or for each behavior), the student keeps the points he/she awarded himself. If the match is exact, the student keeps the points and earns a bonus point. If the student is off by more than one point, he/she loses all points for that interval. Thus, reinforcement is based on behavioral improvement as well as matching the teacher's rating. Continue the matching phase until the student consistently matches the teacher's ratings closely enough to keep his/her points for approximately 2 weeks. Gradually, lengthen the interval over which the student rates his/her behavior until the student is rating him/herself over the whole class period.

8. Begin to fade the comparison between the teacher and student ratings by comparing every other day, then twice a week, then once a week. Change to a random schedule of comparisons so that the student is never sure of when he/she will be required to match the teacher's ratings.

One method of randomizing comparisons is to have the student throw one die. If an odd number comes up, the student and teacher compare ratings. Ratings comparisons can gradually be faded by decreasing the probability that the student will roll a "comparison" number (e.g., fade from odd numbers to only 1 or 3, to only 3). Playing cards may be used similarly. If at any point, the student's behaviors deteriorate or the teacher judges the student's self-ratings to be inflated, resume daily comparisons.

Although some students may eventually be able to maintain behavioral improvement without external reinforcers, students with ADHD are likely to require primary reinforcers indefinitely to sustain motivation.

Alternatively, criteria for work accuracy or completion can be added to each point level; however, in doing so, the teacher must take into account the level of work assigned relative to the student's capabilities (e.g., independent, instructional, or frustration level). Different behaviors targeted for modification will require adaptations in the wording of the performance criteria.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References

Rhode, G., Morgan, D. P., & Young, K. R. (1983). Generalization and maintenance of treatment gains of behaviorally handicapped students from resource rooms to regular classrooms using self-evaluation procedures. *Journal of Applied Behavioral Analysis, 16*, 171-188.

Shapiro, E. S., DuPaul, G. J., & Bradley-Klug, K. L. (1998). Self-management as a strategy to improve the classroom behavior of adolescents with ADHD. *Journal of Learning Disabilities, 31*, 545-555.

For more detailed information on implementing self-management techniques, see:

Shapiro, E. S. & Cole, C. L. (1994). *Behavior change in the classroom: Self-management interventions*. New York: Guilford Press.

Young, K. R., West, R. P., Smith, D. J., & Morgan, D. P. (2000). *Teaching self-management strategies to adolescents*. Longmont, CO: Sopris West Educational Services.

Tier 2 - Tier 3
Self-Monitoring Noncompliant Behavior

Appropriate Grade Level
3-12

Purpose
This intervention is designed for the student whose noncompliant behavior (for example, "talking back") is the result of general aggressiveness. Because it involves a student monitoring his/her own behavior, this intervention may aid in promoting self-control.

Steps in Implementing the Intervention
1. Define noncompliance as specifically as possible (for example, when requested to do something or to stop doing something, the student ignores your request or actively pursues an activity other than that requested).

2. Gather baseline data for one week. Record each instance of noncompliance and total these at the end of each day. At the end of the observation week, add the daily totals and divide this number by five to obtain an average rate of daily noncompliance.

3. Divide the average daily rate in half. This is the number of noncompliant behaviors not to be exceeded if the student is to be rewarded during the week.

4. Before implementing the intervention, provide some instruction to the student. Introduce the intervention by saying, for example, "Sometimes you seem to be very angry when I ask you to do something like (provide a specific recent incident). I'd like to help you work on that so we can get along better. Each day I'll give you some strips to put on your desk. Each time you don't do what I ask of you, or mumble under your breath, I will take one of those strips away. If you have any strips left by the end of the day, you'll get a prize such as a pencil, an eraser, a snack, or getting to do a favorite activity. In fact, I'll let you choose which prize you want."

5. Prepare the strips of 1" x 3" pieces of colored construction paper, and tape these to the student's desk at the beginning of each school day. (The number of strips relates to the number of noncompliant behaviors not to be exceeded, as determined in step 3.)

6. Praise the student for compliance to requests (for example, "I like the way you did what I asked so quickly.") or take a strip away for noncompliance. Give the student the chosen reward at the end of the day if there are any strips left.

7. On the third day, tell the student that he/she can take his/her own strips off whenever he/she does not comply with your requests.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References
Thompson, G.J., & Jenkins, J.B. (1993). *Verbal judo: The gentle art of persuasion*. New
       York: William Morrow.

Walker, H.M., & Walker, J.E. (1991). Coping with noncompliance in the classroom: A
       positive approach for teachers. Austin, TX: Pro-Ed, Inc.

Tier 1
Following Teacher Directive

Appropriate Grade Level
K-12

Purpose
This strategy is designed for a student who regularly does not follow teacher directions the first time they are given, within a reasonable amount of time.

Steps in Implementing the Intervention
1. Make certain the request is something the target student can actually do.

2. Go over to the student (stand within three feet) to make the request. If necessary, place a hand (gently) on the student's shoulder to gain his/her attention. Do not make the request from across the room or from another long distance.

3. Once you have the student's full attention, use his/her name and make eye contact with the student when making a request.

4. Use a statement in making the request. Never ask the request as a question, suggesting that the student has a choice about whether or not to comply.

5. Initially issue a specific "please" request. An example of this might be, "Joey, come here, please."

6. After making the request, give the student enough time to comply. Silently count five seconds, during which the student can begin to comply. Do not interrupt the student with further instructions during this time.

7. Positively reinforce the student immediately and enthusiastically when he/she complies with your request (for example, "I appreciate your coming right away when I call you, Joey.")

8. If the student does not comply with the request the first time, restate the request using the cue words "need to." For example, in restating the previous request, you would say, "Joey, you need to come here."

9. After again allowing five seconds for compliance, praise or reinforce the student for compliance within the acceptable time limit or provide a mild negative consequence if the student still does not comply. The negative consequence might take the form of withdrawing a privilege such as minutes of recess time, minutes of free time, or treats.

10. It is imperative to immediately re-issue the initial request after the student has experienced a negative consequence.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

Reference
Jenson, W.R., & Reavis, H.K. (1996). Reprimands and precision requests. In Reavis, H.K., Sweeten, M.T., Jenson, W.R., Morgan, D.P., Andrews, D.J., & Fister, S. (Eds.). *BEST Practices: Behavioral and Educational Strategies for Teachers*. Sopris West: Colorado.

Tier 2
Learning to Comply

Appropriate Grade Level
K-12

Purpose
When students do not follow their teachers' directions it can disrupt instruction and other students' learning. Students are noncompliant for many reasons: they don't hear the directions, they don't understand them, they don't want to comply, or they want to comply but are unable to. This intervention is useful for students who would like to comply with directions but are unable to do so.

Steps in Implementing the Intervention
1. Identify the specific direction the target student is unable to follow. Write down the specific request to be given.

2. Explain the direction to the student, tell him/her exactly how to follow it, and discuss the importance of complying with the request. If needed, model the appropriate response to your direction.

3. When giving the direction use the same language consistently. It may be helpful to keep a written script of the direction close to you so that you use the same words each time you give the direction.

4. Give the direction to the student a few times each day for a number of days. Give the direction at the proper time, when the appropriate response is immediately needed. The number of times the direction is given each day will depend upon varying circumstances.

5. If the student does not comply with the direction, model the procedure for the student. If, for example, the student was asked to turn to a certain page in a workbook and did not, do this for the student, and explain the process while doing so. Following such training, give similar commands to the student until he/she can comply three consecutive times.

Note: You could use this procedure with one student for one direction, with one student for several directions, and/or with a number of students for the same direction. This choice will depend upon your priorities for the classroom and the availability of assistance.

Reference
Walker, H.M. & Walker, J.E. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers.* Austin, TX: Pro-Ed, Inc.

Tier 2 – Tier 3
Positive Peer Reports:
Changing Negative Behaviors by Rewarding Student Compliments

Appropriate Grade Level
K-5

Purpose
Some students thrive on peer attention-and will do whatever they have to in order to get it. These students may even attempt intentionally to irritate their classmates in an attempt to be noticed. However, when students bother others to get attention they often find themselves socially isolated and without friends. Positive Peer Reporting is a class-wide intervention strategy that was designed to address the socially rejected child who disrupts the class by seeking negative attention. Classmates earn points toward rewards for praising the problem student. The intervention appears to work because it gives the rejected student an incentive to act appropriately for positive attention and also encourages other students to note the target student's good behaviors rather than simply focusing on negative actions. Another useful side effect of positive peer reporting is that it gives all children in the classroom a chance to praise others.

Materials
"What Is Praise?" Poster (see attached)
"Examples of Praise" Poster (see attached)
Classroom Reward Chart (see attached)

Steps in Implementing the Intervention
1. *Select One or More Group Rewards.* In this intervention students will earn a point every time that they successfully praise a peer when you call on them. Decide how many points (e.g., 100) the class must earn collectively in order to be able to cash them in for a group reward. (NOTE: You can use the attached *Classwide Reward Chart* form as a simple way to set up a classwide reward system and keep track of points that the class earns.)

2. *Choose Students as Particular Targets for the Intervention.* Pick out at most two students in the room who appear to be socially rejected and who seek peer attention in negative ways. You will later include these students as 'regulars' on your list of students to be praised each day.

3. *Teach Students to Praise Each Other.* Set aside 10-20 minutes to review the fundamentals of praise statements with your students. Before class, post the attached copies of the "What Is Praise?" and "Examples of Praise" posters on the classroom wall.

    a. Begin the lesson by paying several compliments to students. Vary your praise. For instance, you might compliment individuals for effort (e.g. "Malik, you have the farthest to walk of anyone and yet you are always here on time. Thanks!"), behavior (e.g., "Angelina, I appreciated your helping me to straighten up the room yesterday after class."), and attitude (e.g., "Skylar, it is great to have someone with your upbeat personality in this class.").

b. Introduce the concept of 'praise' and define the term for students. You may want to use the following definition from the *What Is Praise?* Poster: *"Today we are going to talk about praise. Praise is when you say something nice about someone. People like to hear compliments about their good behavior, how hard they are working, or their appearance. When we praise others, we should always be positive and always mean what we say."*

c. Ask students to volunteer positive statements that they know their friends like to hear. Present sample praise statements. Show students the *Examples of Praise* poster. Tell students that we can use statements like those on the poster to praise others. Read through the items on the poster. Call on students to give their own examples of praise, using items on the poster as a guide. Encourage discussion about when students might use these statements.

4. *Introduce the Positive Peer Reporting intervention.* Tell students that they will have a chance to earn a group reward. Each day you will announce at the start of class the names of 3-5 students. Tell the students that some of the names will be changed each day, while some names will stay on the list. At the end of every day or class period, you will review the list of chosen students. For each student, you will ask for volunteers to raise their hands to offer praise statements about that person. If you call on a student and that student is able to offer a sincere and appropriate compliment about the person on the list, the class earns a point toward the group reward.

5. *Start the Positive Peer Reporting intervention.*

a. At the start of each day or class period, select 2-3 student names at random and add them to the names of your target students (from Step 2). Announce the list of names to the class and remind the group that they will be asked to come up with compliments for each student on the list at the end of class. (You may want to write the names of the selected students on the board as a reminder.)

b. At the end of class, review the list. For each name listed, ask students to raise their hand if they have an appropriate compliment for the student. Once an individual has received 2-3 genuine compliments, move to the next name on the list.

c. Tally the number of compliments given and add that number of points toward the class group reward. Post the point total earned by the class publicly to generate interest. When the class has met its cumulative point goal, give the group its promised reward and start a new group point chart.

Considerations
Here are some possible problems that may arise with Positive Peer Reporting, with recommended solutions:

- *Your targeted student feels stigmatized.* Even students who thrive on peer attention may feel uncomfortable about having their name appear daily on the list of students to receive compliments. If you predict that this intervention might be awkward for your target student, consider including his or her name on the list frequently (e.g. randomly on three of every five days) but not every day.

- *Students disguise unfriendly remarks as 'compliments'.* As with any other intervention strategy, students may initially 'test the limits' with Positive Peer Reporting. Sometimes they may make cutting comments about others under the guise of complimenting them (e.g., "I want to praise Sally for taking a bath today."). If you find that a student is attempting to undermine the program, meet with him or her in private. Share your concern that the student is contributing to a negative classroom atmosphere. Remind the student of the disciplinary consequences that await anyone who insults or belittles a classmate. If the student persists in making hurtful comments after your conference, avoid calling on that person to give praise and be sure to enforce appropriate consequences for any negative remarks.

- *Students offer only vague praise.* If students seem to struggle to give specific or meaningful praise, model for them. For instance, if a student says of a peer, "Joe looked like he was paying attention to what we were doing today", you might follow up with more specific praise: "Yes, that's right. In fact, Joe asked several good questions that got everybody talking about the topic. That's the kind of class participation that gets us involved in learning!" Also, don't be shy about letting students know when they have praised well. If you highlight and discuss positive student comments that you believe are terrific examples of praise, you can help the entire class to develop compliments.

Progress Monitoring Tool
Please use the current recommended behavior graphs and charts provided on the district website to monitor student progress daily. In addition, the intervention tracking sheet located on the Employee Portal must be used to document when the intervention is implemented.

References
Ervin, R.A., Miller, P.M., & Friman, P.C. (1996). Feed the hungry bee: Using positive peer reports to improve the social interactions and acceptance of a socially rejected girl in residential care. *Journal of Applied Behavior Analysis, 29*, 251-253.

Wright, J. (2002). *Kids as reading helpers: Peer tutor training manual.* Available: http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/prtutor.php

What is Praise?

- Praise is when you say something nice about someone.
- People like to hear compliments about their good behavior, how hard they are working, or their appearance.
- When we praise others, we should always be positive and always mean what we say.

Examples of Praise:

- I really like the way that you…
- Thank you for…
- Great work today!
- You look nice this morning!
- You did a very good job of…
- It was great that you…
- I can tell that you are trying really hard. Thanks!
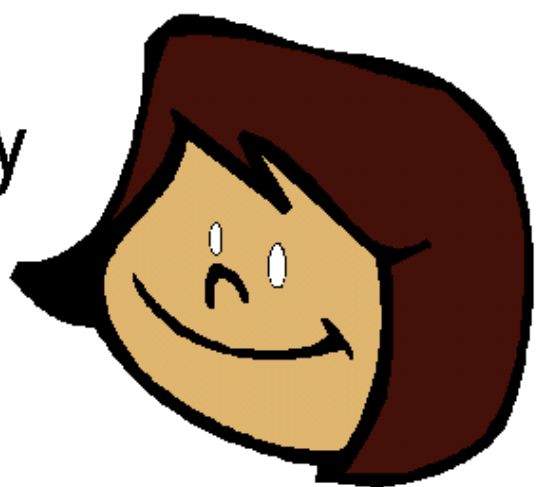
Classroom Reward Chart

Room/Class: _____ Point Goal to Reach: _____ Pts

Group Reward: _____

_____

Positive Behavior(s) That Will Earn Points: _____

_____

_____

Date	Point(s) Earned Today	Current Total

Tier 2 – Tier 3
Behavior Contracts

Appropriate Grade Level
K-12

Purpose
The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else.

Steps in Implementing The Intervention

1. The teacher decides which specific behaviors to select for the behavior contract. When possible, teachers should define behavior targets for the contract in the form of positive, pro-academic or pro-social behaviors. For example, an instructor may be concerned that a student frequently calls out answers during lecture periods without first getting permission from the teacher to speak. For the contract, the teacher's concern that the student talks out may be restated positively as "The student will participate in class lecture and discussion, raising his hand and being recognized by the teacher before offering an answer or comment." In many instances, the student can take part in selecting positive goals to increase the child's involvement in, and motivation toward, the behavioral contract.

2. The teacher meets with the student to draw up a behavior contract. (If appropriate, other school staff members and perhaps the student's parent(s) are invited to participate as well.) The teacher next meets with the student to draw up a behavior contract. The contract should include:

   - a listing of student behaviors that are to be reduced or increased. As stated above, the student's behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that a child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.

   - a statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."

- the conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game."

- bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional 'pay-off' for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behaviors; e.g., the student disrupts the class or endanger the safety of self or of others.

- areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the instructor may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student's parent(s).

Considerations: How to Deal with Common Problems in Using Behavior Contracts

Q: What do I do if I find that the behavior contract fails to work?

There may be several possible explanations why a behavior contract is ineffective:

- Students may not be invested in abiding by the terms of the contract because they did not have a significant role in its creation. If this is the case, students should be consulted and their input should be incorporated into a revised contract.

- The rewards that can be earned through the contract may not sufficiently motivate students to cause them to change their behavior. The teacher should review the list of rewards with students, note those rewards that students indicate they would find most appealing, and revise the reward list to include choices selected by the students.

- Points and rewards may not be awarded frequently enough to motivate the student. Each person reacts in his or her own way to reward systems such as behavior contracts; some must have rewards delivered at a frequent rate in order for those rewards to have power sufficient to shape these students' behavior. The instructor can try altering the contract to increase the rate at which points and rewards are given to see if these changes increase student motivation to follow the behavior contract. (NOTE: Once the behavior contract proves effective, the teacher can gradually cut back the rate of rewards to a level that is more easily managed.)

Q: *How do I respond if the student starts to argue with me about the terms of the contract?*

It is not unusual--especially when a behavior contract is first introduced--for the teacher and student to have honest disagreements about the interpretation of its terms. If this occurs, the

teacher will probably want to have a conference with the student to clarify the contract's language and meaning. Occasionally, though, students may continue to argue with the instructor about alleged unfairness in how the teacher enforces the contract--even after the teacher has attempted to clarify the contract's terms. If the student becomes overly antagonistic, the teacher may simply decide to suspend the contract because it is not improving the student's behavior. Or the instructor may instead add a behavioral goal or penalty clause to the contract that the student will not argue with the teacher about the terms or enforcement of the contract.

Sample Behavior Contract:

Effective Dates: From <u>10/20/99</u> to <u>12/20/99</u>

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:
turns in completed homework assignment on time
turns in morning seatwork assignments on time and completed
works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

---

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:
10 minutes of free time at the end of the day in the classroom
10 minutes of extra playground time (with Mr. Jenkins' class)
choice of a prize from the 'Surprise Prize Box'
Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than <u>5</u> times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.
Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when be fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it..
Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In

> addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.
> **Parent Signature:** _____

Progress Monitoring Tool

Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References

Rhode, G., Jenson, W., & Reavis, H. K. (1993). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Tier 2 – Tier 3
Breaking the Attention-Seeking Habit:
The Power of Random Positive Teacher Attention

Appropriate Grade Level
K-12

Purpose
Some students misbehave because they are trying to attract teacher attention. Surprisingly, many students who value adult attention don't really care if it is positive (praise) or negative attention (reprimands)--they just want attention!

Unfortunately, instructors with students who thrive on teacher attention can easily fall into a 'reprimand trap.' The scenario might unfold much like this: First, the student misbehaves. Then the teacher approaches the student and reprimands him or her for misbehaving. Because the student finds the negative teacher attention to be reinforcing, he or she continues to misbehave-and the teacher naturally responds by reprimanding the student more often! An escalating, predictable cycle is established, with the student repeatedly acting-out and teacher reprimanding him or her.

Teachers can break out of this cycle, though, by using 'random positive attention' with students. Essentially, the instructor starts to ignore student attention-seeking behaviors, while at the same time 'randomly' giving the student positive attention. That is, the student receives regular positive teacher attention but at times unconnected to misbehavior. So the student still gets the adult attention that he or she craves. More importantly, the link between student misbehavior and resulting negative teacher attention is broken.

Steps in Implementing the Intervention

1. *Select How the Teacher Will Show Positive Attention to the Student.* The key to this intervention strategy is that the teacher will be giving the student regular positive attention at times of his or her choosing. It is important, then, for the teacher to put together a list of ways to deliver positive attention that (a) can be done quickly, without disrupting classroom instruction, and (b) the student actually finds rewarding. Here are just a few ideas for giving positive attention:

   > Pat the student on the shoulder
   > Make eye contact and smile at the student
   > Check in with the student about how he or she is progressing with an assignment
   > Call on the student in class (when you are pretty sure that he or she knows the answer!)
   > Pass the student a note with a cheerful comment, specific praise, or compliment
   > Give brief, specific praise about the student's work or behavior (e.g., "I really like to see how carefully you are drawing that map, Joanna!")
   > Give the student a few words of encouragement

Invite the student to summarize for the group the main points of a classroom discussion
Converse briefly with the student
Select the student to carry out a classroom task (e.g., passing out papers) that he or she likes

2. *Decide How Frequently the Teacher Will Give 'Random' Positive Attention to the Student During a Class.* The teacher now needs to figure out how often during a class period he or she will approach the student to give positive attention. Generally, this intervention works best if the teacher is able to give the student a fairly high level of positive attention, at least at the outset.
One good way for the teacher to estimate how frequently to provide positive attention is to observe a student across several class periods. The instructor keeps track of how frequently (e.g., once every 5 minutes) the student tries to capture the teacher's attention with problem behaviors. When the teacher has a good idea of how often the student typically seeks attention, he or she can plan to counter the misbehavior by giving the student 'random positive attention' at the same rate. Note: A teacher can simply estimate the student's rate of attention-getting behavior based on past experience with him or her. (If needed, formal guidelines can be found in the section below, *A Method for Estimating Rate of Student Attention-Seeking*.)

3. *The Teacher Chooses the Time(s) and Setting(s) in Which to Use Random Positive Attention.* If the target student engages in attention-seeking behavior during certain times of the day or in particular locations (e.g., just after lunch in math class), the teacher can limit this intervention to just those time periods. If the student seems to be attention-seeking most of the time and in most locations, however, the teacher may want to use the random attention strategy across a greater part of the school day.

4. *Start the Random Attention Intervention.* Unlike some intervention ideas, random teacher attention does not require that the student be formally trained in its use. Just start the intervention! There are just two simple rules:

   Rule 1: Whenever the student inappropriately tries to get the teacher's attention, the instructor either (a) ignores the student or (b) in a neutral manner, quietly and briefly redirects the child to task. The teacher then continues teaching.

   Rule 2: During a given class session, whenever the student is 'due' for positive teacher attention, the teacher observes the student. If the student is not engaged in attention-seeking behavior when the teacher glances at him or her, the instructor immediately approaches the student and briefly delivers positive attention (using a choice from the list developed in Step 1). Then continue teaching. Otherwise, the teacher simply ignores the student's attention-seeking behavior and continues teaching.

5. *Fade the Successful Intervention Over Time*. Once the teacher finds that random positive attention has significantly reduced or eliminated the student's attention-seeking behavior, the instructor can gradually 'fade' the intervention. Each week, the instructor reduces the number of times that he or she approaches the student with positive attention--until the teacher is only occasionally providing that attention. If at any point in the fading process,

the teacher discovers that the student begins again to act in an attention-seeking manner, the teacher can temporarily increase the rate of random positive attention until the student's behavior improves. Then the teacher continues fading the attention.

Considerations

The student's behavior does not significantly improve when the teacher uses this intervention. If you discover that random positive teacher attention is not effective in 'turning around' a student's misbehavior, there are several possible explanations:

The student is not receiving enough random teacher attention. If possible, try increasing the rate (number of times) that you give the student random positive attention during a class session. (See Step 4: Rule 2 above.) Boosting the rate of positive teacher attention may be all that is needed for the student to act more appropriately.

The teacher continues to give the student attention for misbehavior. Sometimes teachers don't realize how much attention they pay (even unwittingly) to students who misbehave for attention-seeking reasons. Reflect on your own classroom interactions with the student. If you discover while you are using random positive attention that you are still giving the student lots of attention for acting out, you should (a) continue to use random positive attention and (b) make an extra effort to respond neutrally to, or simply ignore, the student's attention-seeking behaviors.

The student generally does not find teacher attention to be rewarding. This random-attention strategy will work only if the child misbehaves to seek teacher attention. If, however, the student acts inappropriately for some other reason (e.g., to escape a situation that he or she finds unpleasant or to gain the attention and approval of classmates), you will need to select a different intervention strategy.

A Method for Estimating Rate of Student Attention-Seeking

Pick several class times when your student is most likely to try to grab your attention. Keep track of the start and end times of these observations (e.g., reading group, 9:30 to 10:10 a.m.) Tally or estimate the number of times during each session that the student attempts to capture your attention (e.g., asking for assistance when not really needed, engaging in attention-seeking misbehavior that forces you to approach him or her to reprimand or redirect).

To figure out how frequently the student seeks your attention on average, add up the total number of minutes from all the observation sessions and divide that figure by the total number of times that the student sought your attention across sessions. For example, if you had observed a student for a total of 120 minutes (across 3 sessions) and the student had sought your attention 10 times during the observations, you would know that the student sought your attention an average of once every 12 minutes (*120 minutes / 10 incidents of attention-seeking =one attention-seeking incident every 12 minutes*).

Once you have estimated how often the target student is vying for your attention, you can 'match' this attention-seeking behavior by giving the student random teacher attention at the same rate.

Progress Monitoring Tool

Progress Monitoring Tool

Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References

Carr, J.E., Bailey, J.S., Ecott, C.L., Lucker, K.D., & Weil, T.M. (1998). On the effects of noncontingent delivery of differing magnitudes of reinforcement. *Journal of Applied Behavior Analysis,31*, 313-321.

Jones, K.M., Drew, H.A., & Weber, N.L. (2000). Noncontingent peer attention as treatment for disruptive classroom behavior. *Journal of Applied Behavior Analysis, 33*, 343-346.

Lalli, J.S., Casey, S.D., & Kates, K. (1997). Noncontingent reinforcement as treatment for severe problem behavior: Some procedural variations. *Journal of Applied Behavior Analysis, 30*, 127-137.

Vollmer, T.R., Ringdahl, J.E., Roane, H.S., Marcus, B.A., (1997). Negative side effects of noncontingent reinforcement. *Journal of Applied Behavior Analysis,30,* 161-164.

Tier 1
Creating Safe Playgrounds: A Whole-School Approach

Appropriate Grade Level
K-12

Purpose
Almost all students love recess. But schools find that behavior and safety problems can often occur on the playground-for reasons that are easy to understand. Adult supervision on playgrounds may be limited. Also, students may not always know what behaviors are expected of them on the playground, be tempted to engage in risky behavior on play equipment or get involved in rough physical horseplay with other children that results in fights or injuries.

The following intervention package (adapted from Lewis et al., 1998 & Heck et al., 2001) teaches children appropriate rules for playground behavior and allows classrooms to earn rewards over time for positive behavior during recess. Playground monitors reinforce students for appropriate behavior, assign students to brief time-out as needed for misbehaving, and provide structure when needed by teaching students rules to games and organizing activities.

Steps in Implementing the Intervention
Step 1: *Create Staff Guidelines for Defining 'Appropriate' and 'Inappropriate' Playground Behaviors.* As a school staff, agree upon written definitions for acceptable and unacceptable playground behavior. Include specific examples of each. For instance, a school may include "aggression" under its listing of 'Inappropriate Behaviors', and define aggression as "unwanted or hurtful physical contact with another student (such as hitting or pushing); unwanted or hurtful use of language (such as name-calling, verbal threats, or swearing)."

Step 2: *Train Playground Monitors.* The most important role in this intervention is that of the playground monitor. He or she should be trained to:
Identify when students are behaving appropriately on the playground (according to the school behavior guidelines) and give children specific praise and feedback about their positive behavior (e.g., "Johanna, thank you for retrieving the ball for the group. That was considerate of you!"). Reward students within a group randomly with tickets or other tokens for showing appropriate behavior.

Identify when students are misbehaving (according to the school behavior guidelines) and either (a) give the student a verbal warning or (b) place the student in time-out for a short period. Organize and teach children the rules of common playground games.

Step 3: *Train Students in Appropriate Playground Behaviors.* Prior to the intervention, teachers in participating classrooms should introduce their students to the behavioral guidelines (created in Step 1) for using the playground. Since students learn best with interactive activities, teachers will want to model the appropriate behaviors and have students practice them as well.

Here is a teacher tip: Once students seem to understand how they are expected to behave during recess, take the entire class out to the playground for a supervised practice session. Have students

practice their skills and give them immediate feedback (e.g., *"Class, watch Travis come down the slide with his feet forward. That's the correct way to do it. Nice job!"*). Practicing right on the playground will help children to more quickly generalize their skills (apply them to a new setting).

Step 4: *Start the Intervention.* Once the intervention has begun:
Playground monitors randomly distribute good-behavior tickets or other tokens to students who are behaving appropriately. At the same time, they give the students specific praise for their good behavior.

Playground monitors organize and oversee group games (if needed) and remind children of the rules.

Playground monitors set aside a time-out location (e.g., "wait-circle" marked off with chalk in a supervised corner of the recess yard). Whenever students misbehave, a monitor can optionally choose to deliver a single brief warning (e.g., *"Toby, a playground rule is 'Treat others with respect.' That means no hitting. This is a warning"*). If the student continues to misbehave, he or she is placed in the time-out location for a short period (e.g., 5 minutes) before being allowed to return to play.

Teachers collect the good-behavior tickets when their students return to the classroom from recess. These tickets are tallied and put into a jar. A running total is kept of the tickets collected. When the class has collected a certain number of tickets (to be determined by the teacher), the class gets a prize or privilege (e.g., watching a movie with popcorn, having a pizza party, being allowed additional recess).

Troubleshooting
Children will not obey the playground monitors. If children refuse to comply with monitors' requests, your school can give monitors the power to temporarily suspend the playground privileges of any student who willfully disobeys them. (It is important, of course, that monitors use this power judiciously, consistently, and fairly.) If one or more students from a particular classroom are particularly disrespectful, the classroom teacher may want to make surprise visits to the playground to show support for the monitor and assist him or her in dealing with noncompliant students.

The playground intervention is not very effective. If your school discovers that the intervention is not working, be sure that:

Students fully understand what positive behaviors are expected of them on the playground and what negative behaviors are not permitted.
Monitors are consistent and fair when enforcing the behavioral expectations on the playground.
Students receive regular praise and good-behavior tickets for appropriate behavior.
Teachers follow through in their classrooms in giving students earned rewards for good playground behavior.

References

Heck, A., Collins, J., & Peterson, L. (2001). Decreasing children's risk taking on the playground. *Journal of Applied Behavior Analysis,34*, 349-352.

Lewis, T.J., Sugai, G., & Colvin, Geoff (1998). Reducing problem behavior through a school-wide system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review, 27*, 446-459.

Tier 1 – Tier 2
Critters!: Rewarding Positive Behaviors

Appropriate Grade Level
K-12

Purpose
This intervention rewards students for positive behaviors. It can be used with small groups or your entire class. Critters provide children with prize slips that they can redeem with the instructor for classroom privileges. This strategy uses the element of surprise and imaginatively designed reward slips as additional student motivators.

Materials
Critter Prize Slips Sheet (see attached)

Preparation
Define a set of classroom behavioral expectations. With input from your students, define a set of up to five expectations for appropriate conduct. These expectations should be stated in positive terms (as do rather than don't statements). It is a good idea to select a mix of academic (e.g., Come to class on time, prepared, and ready to learn) and behavioral (e.g., When passing through the hall, walk in single file with hands and feet to self) goals. Define these expectations in terms that your students can easily understand and post them around the classroom so that students can review them as needed.

Generate list of classroom privileges for which Critter Slips can be redeemed. Decide what classroom privileges a student can earn with Critter Slips. On a sheet or poster, list each privilege and note next to it the number of Critter Slips a student must redeem to earn the privilege. For example, you may choose to let students use one Critter Slip to purchase 5 additional minutes of free time or redeem 5 Critter Slips for the privilege of avoiding a grade-penalty for a late homework assignment. (If you are stuck for ideas, ask your students what privileges they might like to see included on your reward list.)

Steps in Implementing This Intervention
Step 1: *Introduce Critter Slips.* Reserve 10 minutes of class time to inform students about the Critter Slips intervention:
Announce to the class that every day you will select a different behavioral expectation to reward from the posted list. (Take a moment to review these expectations briefly with the students.) Tell students that-throughout the day-you will randomly reward children who engage in the day's target behavioral expectation with a Critter Slip. Show students the list of privileges that you have assembled for which they can redeem Critter Slips. Explain to them your terms for when and how frequently they can redeem slips (e.g., at the end of each day; just before lunch period on Fridays). Emphasize that-as the classroom teacher-you are the sole and final judge of how many Critter Slips are handed out daily and when and how they can be redeemed.

Step 2: *Start the Intervention.* On a daily basis:
Select a behavioral expectation from the posted list. Announce to students that you will be 'secretly watching' for examples of this positive behavior. Tell students that, maybe, when they least expect it, they could earn a Critter Slip!
Put a predetermined number (e.g., 10) of Critter Slips into your pocket. During the day, make a point to hand out all of the slips to students displaying the target behavior. Be impartial: Avoid favoring any group of students when giving out slips! Each student receiving a slip should write his or her name on it and store it in a safe place until he or she is ready to redeem it. At whatever time interval you have set with the class, give students the chance to redeem their Critter Slips for privileges or rewards. (Some teachers are comfortable letting students redeem slips whenever they choose while other instructors prefer the structure of a pre-set ' slips redemption time'.)

Step 3: *Fade Critter Slips Intervention.*
Once you have found the Critter Slips program to be effective and stable for several weeks, you can begin to 'fade' it. Begin by handing out successively fewer slips each day. (For example, over a three-week period, you might gradually reduce the number of slips rewarded to the class from 10 to 4 per day.) Next, you can randomly pick days (e.g., once per week) when the intervention is not used. Slowly taper the program off until you are implementing it only occasionally (e.g., once every two-three weeks). If student behaviors begin to worsen during the fading period, put the program back into effect at full strength until behaviors improve. Then repeat the fading process, this time at a somewhat slower pace.

Troubleshooting
Students hoard their slips instead of redeeming them. In general, don't worry too much if children in your room refuse to spend the reward slips that they have collected. So long as the slips themselves motivate these students to model good behaviors, your intervention will probably achieve its desired effect. Perhaps you are concerned, though, that students are hoarding slips in order to cash them in eventually for an unusually large prize that might be difficult to accommodate (e.g., 45 minutes of continuous free time). To prevent such an occurrence, you might place modest restrictions on students' redeeming of slips. For example, you might announce that students can redeem no more than 10 slips on any one day.

Students argue about the terms for redeeming reward slips. Generally, you can expect Critter Slips to go off without a hitch as a classroom behavioral strategy. Of course, you should not be surprised if initially students engage in a bit of 'testing' behavior--pleading, wheedling, negotiating, and complaining--when they redeem reward slips. If you are firm, consistent, and fair in implementing the program, this testing behavior should vanish quickly. Once in a while, though, you may encounter a chronically oppositional student who regularly argues with you about the conditions for cashing in his or her reward slips. In this case, you can inform the student that you will fine him or her a reward slip for each time that he or she argues with you.

Progress Monitoring Tool
Please use the current recommended behavior graphs and charts provided on the district website (Employee Portal) to monitor student progress daily. In addition, the intervention tracking sheet located on the Employee Portal must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

Reference

Carr, J.E., Bailey, J.S., Ecott, C.L., Lucker, K.D., & Weil, T.M. (1998). On the effects of noncontingent delivery of differing magnitudes of reinforcement. *Journal of Applied Behavior Analysis,31*, 313-321.

Teacher Directions: Hand out these reward slips to students who are displaying positive behaviors. (For a full explanation of this behavioral intervention, visit the "Critters!" web page at *http://www.interventioncentral.org*)

CRITTERS! Date:_____	*CRITTERS!* Date:_____	*CRITTERS!* Date:_____
To:_____	To:_____	To:_____
Congratulations on good behavior! From: _____	Congratulations on good behavior! From: _____	Congratulations on good behavior! From: _____
CRITTERS! Date:_____	*CRITTERS!* Date:_____	*CRITTERS!* Date:_____
To:_____	To:_____	To:_____
Congratulations on good behavior! From: _____	Congratulations on good behavior! From: _____	Congratulations on good behavior! From: _____
CRITTERS! Date:_____	*CRITTERS!* Date:_____	*CRITTERS!* Date:_____
To:_____	To:_____	To:_____
Congratulations on good behavior! From: _____	Congratulations on good behavior! From: _____	Congratu on good behavior! From: _____
CRITTERS! Date:_____	*CRITTERS!* Date:_____	*CRITTERS!* Date:_____
To:_____	To:_____	To:_____
Congratulations on good behavior! From: _____	Congratulatior on good behavior! From: _____	Congratulations on good behavior! From: _____
CRITTERS! Date:_____	*CRITTERS!* Date:_____	*CRITTERS!* Date:_____
To:_____	To:_____	To:_____
Congratulatior on good behavior! From: _____	Congratulations on good behavior! From: _____	Congratulations on good behavior! From: _____

Tier 1 – Tier 2 – Tier 3
Mystery Motivator

Appropriate Grade Level
K-8

Purpose
This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students.

Materials
- Mystery Motivator Chart
- Special watercolor markers (including 'invisible' marker)*

Preparation
Develop a reward menu for the individual or class targeted for this intervention. Rewards are often central to effective school interventions. As possible incentives that students can earn for appropriate school performance or conduct, these reinforcers (or 'rewards') often serve as the motivational 'engine' that drives successful interventions. Reward systems are usually most powerful when a student can select from a range of reward choices ('reward menu'). Offering students a menu of possible rewards is effective because it both gives students a meaningful choice of reinforcers and reduces the likelihood that the child will eventually tire of any specific reward. However, some children (e.g., those with Attention-Deficit Hyperactivity Disorder) may lose interest in specific reward choices more quickly than do their typical peers. Teachers will want to regularly update and refresh reward menus for such children to ensure these reinforcers retain their power to positively shape those students' behaviors.

Create a 'Reward Deck.'
A Reward Deck is an idea that can help teachers to quickly select and regularly update student reward menus. This strategy involves 5 steps:

The teacher reviews a list of reward choices typically available in school settings. (Instructors can use the comprehensive sampling of possible school rewards that appears in the next section: Jackpot! Ideas for Classroom Rewards.). From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.

The teacher writes out acceptable reward choices on index cards-- to create a master 'Reward Deck'
Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For example, the teacher may screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework completion.)

The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she (a) likes the reward a lot, (b) likes the reward a little, or (c) doesn't care for the reward. The teacher sorts the reward options into three piles that match these rating categories. The teacher can then assemble that child's Reward Menu using the student's top choices ("like a lot"). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student's "like a little" category as well.

(Optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to 'refresh' the Reward Menu quickly and easily.

Select 1-3 behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.

Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day). Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the *Mystery Motivator Chart* (e.g., all homework turned in; fewer than 2 teacher reminders to pay attention during reading group)

Prepare the *Mystery Motivator Chart*.
First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of 3-4 times per week and then to reduce the frequency as student behaviors improve).
Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter "M" into the chart blank with the invisible-ink pen.

Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least 3 of the five chart spaces in a week, they will be given the bonus points that appear in the Bonus Points box on the *Mystery Motivator Chart*). Each week, you will write a different number of bonus points (e.g., between 1 and 5) into the bonus points box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

Steps in Implementing the Intervention
Step 1: Introduce the Mystery Motivator program to students:
Explain that students will have the chance to earn rewards for good behavior.
Review the behaviors that you have selected with students. Use demonstration and modeling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.

Introduce the *Mystery Motivator Chart*. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward-but only if they first are able to show the appropriate behaviors. Specifically, inform students of the behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., "If you turn

in all of your classwork assignments by 2 p.m., you will be allowed to color the daily blank on the chart.")

Let students know that the magical letter "M" (for Mystery Motivator) has been secretly placed in some (but not all) of the chart squares. If the student reveals the "M" as he or she fills in the chart, the student can select a reward from the reward menu.

Step 2: Start the Mystery Motivator intervention. At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the *Mystery Motivator Chart*. Permit the student or class to color in the chart blank for the current day, using the special markers.

If the magic letter "M" appears, the student or class can select a prize from the prize menu. If the magic letter "M" does not appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the *Mystery Motivator Chart* tomorrow.

Step 3: At the end of each week, determine whether the student or class has met criteria to fill in the Bonus Points box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

Troubleshooting
The student attempts to cheat. If you have a student who attempts to cheat on the Mystery Motivator Chart (e.g., by coloring beyond the borders of a given day's chart blank in hopes of revealing whether the next day's blank contains a magic letter), consider suspending them from the game for a day as a consequence.

A student attempts to undermine a team's performance. Occasionally, a student may misbehave deliberately in order to prevent the class from earning a chance to fill in the Mystery Motivator Chart. If this happens, you can designate that student to be a "team of one". While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in a position to sabotage the chances of others to earn reinforcement.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References
Moore, L.A., Waguespack, A.M., Wickstrom, K.F., Witt, J.C., & Gaydon, G.R. (1994). Mystery Motivator: An effective and time efficient intervention. *School Psychology Review*, 23, 106-117.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book.* Longmont, CO: Soprawest, Inc.

* You can purchase invisible ink pens (with "revealer" ink) on-line from the S.S.Adams Company, a manufacturer of novelty gifts. Visit the company's website at: http: www.ssadams.com/catalog2.html. Or check out the www.crayola.com site to purchase Crayola Changeables markers.

MYSTERY MOTIVATOR CHART

Class/Student: _____   Week of: _____

BEHAVIOR GOALS: 1. _____

2. _____

3. _____

Monday	Tuesday	Wednesday	Thursday	Friday	Bonus

Tier 3
Points for Grumpy

Appropriate Grade Level
K-5

Purpose
This response-cost strategy is appropriate for younger students who are verbally defiant and non-compliant with the teacher.

Materials
Two coffee cans with lids
Point tokens (e.g., poker chips, pennies, etc.)

Preparation
Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student. (You may want to invite the student to decorate his or her coffee can with drawings or other artwork to personalize it.) Label the other coffee can "Grumpy." (You can embellish the "Grumpy" can with pictures of frowning faces or other symbols of irritation.)

Steps in Implementing the Intervention
Step 1: Create a menu of rewards for the student. For each reward, decide how many good behavior points the student must earn to get the reward.

Step 2: Tell the student that he or she can earn points for readily and politely following adult requests. Introduce the "Points for Grumpy Program":
At the start of each monitoring period, you will put 10 "good behavior" tokens (poker chips or pennies) into your pocket.
Each time that you have to approach or address the student because he or she is verbally defiant or non-compliant, you will take one of the "good behavior" points and drop it into "Grumpy's" coffee can.
At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his or her coffee can. The student will be able to 'cash in' these tokens or points rewards according to the reward system that you have set up.

Step 3: Tell the student what your behavioral expectations for ready and polite compliance. The child will lose a point if you have to approach him or her for:
Talking back to you.
Using a disrespectful gesture or facial expression (e.g., eye-rolling)
Muttering
Failing to comply within 60 seconds of your making a request
Inform the child that if he or she complains about your taking a point, you will deduct additional good behavior points.

Step 4: Start the program. Use the attached chart to record any good behavior points that the child earns each day.

Troubleshooting: How to Deal With Common Problems in Using 'Points for Grumpy'

Q: *How should I respond if the student becomes angry and confrontational when I take away a 'good behavior point' for misbehavior?*

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you deduct a point, you should remain calm and avoid addressing the student in a confrontational manner. If the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional 'good behavior' points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate consequences (e.g., phone call to parent) if the child's behavior does not correct itself within a reasonable amount of time.

Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like "Points for Grumpy", you should probably not use it with that child.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References
Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems.* San Francisco, CA: Jossey-Bass.

Following Teacher Directions: Reward Chart for

_____

Use this chart to record points earned by the student each day for respectfully following teacher directions.

Week	Monday ___/____	Tuesday ___/____	Wednesday ___/____	Thursday ___/____	Friday ___/____	Weekly Total
1						
2						
3						
4						

Tier 3
Rubber Band Intervention

Appropriate Grade Level
K-12

Purpose
Teachers often find it difficult to monitor the frequency of problem student behaviors. In this clever behavior-management strategy, the teacher uses keeps track of student behaviors using rubber-bands placed around the wrist.

Materials
Rubber-bands
Student self-monitoring chart (see attached)

Preparation
Develop a reward menu for the individual selected for this intervention.
 Decide how many points that you will require the student to earn to 'buy' specific rewards.
Review with the student the kinds of disruptive classroom behaviors (e.g., talking out, out of seat, approaching other students at inappropriate times, etc.) that you are targeting to be reduced. Give the student clear examples of each problem behavior.
Introduce the rubber-band monitoring intervention (described below), making sure that the student fully understands the procedures and criteria for success.

Steps in Implementing This Intervention
Step 1: During the period of the day that monitoring is in effect, put up to 6 rubber-bands around one wrist at the start of each half-hour. Each time that you must verbally remind or prompt the student about his or her behavior, transfer a rubber-band from one wrist to the other.

Step 2: At the end of each half-hour, count up the number of rubber-bands remaining on the original wrist. If at least *one* rubber-band remains, your student earns a '+' rating for that half-hour.

Step 3: Briefly approach the student at the end of each half-hour to review his or her behavioral performance and (if earned) to have the student add a '+' to a simple monitoring chart taped to the student's desk.

Step 4: When the student has earned a sufficient number of '+' points, allow the student to redeem those points for a reward.

Step 5: As your student's classroom behaviors improve, gradually reduce the number of rubber-bands that you place on your wrist at the start of each monitoring period-until you have only 1-2. At that point, you can consider discontinuing this strategy or using it only intermittently.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References
Intervention Central. http://www.interventioncentral.com

Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems.* San Francisco, CA: Jossey-Bass.

RUBBER-BAND CHALLENGE

Date:_____

_____ to _____	_____ to _____	_____ to _____	_____ to _____	Total Points

Tier 2 – Tier 3
Talk Ticket

Appropriate Grade Level
K-12

Purpose
Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.

Materials
Talk Ticket: Intermediate Form for Tier 2 (see attached)
Talk Ticket: Long Form for Tier 3 (see attached)

Preparation
If you choose to use the Intermediate or Long Form of the Talk Ticket, which lists several trusted adults that the student might choose to meet with, you will need to check in with these professionals prior to starting the intervention to describe the intervention to them and obtain their permission to be listed as contacts.

Steps in Implementing the Intervention
Step 1: From the sample forms that accompany this intervention description, choose a version of the Talk Ticket form that best suits your needs.

Step 2: Meet with the student privately to introduce the Talk Ticket intervention. Tell the student that, when an upsetting incident occurs that the teacher cannot immediately meet with the student to discuss, the student will be given a "Talk Ticket." This ticket will guarantee that the student will be able to meet with a trusted adult to debrief about the incident -but at a time that will not interfere with instruction.

Step 3: Whenever you note that the student is upset about an event or issue but you not have time to meet immediately with the student to discuss the situation, write out a Talk Ticket that notes a time and location for the student to meet with a trusted person (e.g., you, school counselor, administrator, teacher) to problem-solve about the issue.

Step 4: Be sure that the student is allowed to 'redeem' his or her Talk Ticket at the time noted! If you have listed several adult contacts in the school whom the student might choose to meet with, you may decide to let the student work down the list, checking in with each of the adults listed until the student finds one who has time to meet with him or her.

Step 5 (Optional): After the student meets with an adult to talk about the upsetting situation,

you might choose to have the student complete the "Talk Ticket Reflective Planner" form. Or the student and adult can complete this form together as part of their conference.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented.

References
Rhode, G., Jenson, W., & Reavis, H.K. (1993). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Talk Ticket – Intermediate Form

Talk Ticket

This ticket entitles _____ *to a*
conversation with one of the following adults (depending on their being
available):

   1. _____

   2. _____

   3. _____
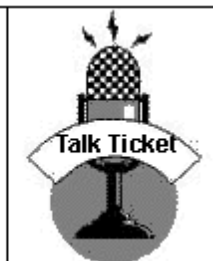
The conversation will take place on (date/time) _____

If none of the above adults are available, the student will return to the classroom and
redeem this ticket at a more convenient time.

Talk Ticket – Long Form

Talk Ticket

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):

1. _____

2. _____

3. _____
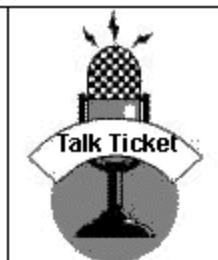
The conversation will take place on (date/time) _____

The student will talk with the adult about the following incident or concern:

_____

_____

The student will:

- *Describe what happened*
- *Talk about what role he or she played in this event*
- *Think of other positive things that the student could have done to bring about a better outcome*
- *Think of other positive things that the teacher or other people could have done to bring about a better outcome*
- *Come up with appropriate 'next steps' that the student could take to improve the situation.*

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.

Reflective Planner

Talk Ticket Reflective Planner:

After talking with an adult, write down your thoughts about the situation or event that you are concerned about.

Describe what happened in the incident or event:

_____

_____
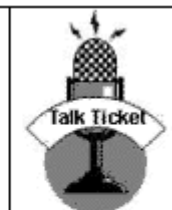
What role did you play in making this incident worse or better?

_____

_____

What are some other positive things that you could have done to bring about a better outcome?

_____

_____

What are some other positive things that the teacher *or* other people *could have done to bring about a better outcome?*

_____

_____

What are appropriate "next steps" that you can now take to improve the situation or set things right?

_____

_____

Tier 2 – Tier 3
Check In Check Out

Appropriate Grade Level
1-12

Purpose
Students involved in this program will check in with a staff member, serving as a Check In Check Out mentor, in the morning. At Check In they receive a point card allowing them to receive points for being a safe, respectful, responsible part of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Materials
- Assigned Staff Member to serve as Check In Check Out (CICO) Mentor
- Check In Check Out Point Sheet

Steps in Implementing the Intervention
1. The CICO program consists of the following components:
   - Morning "check in" with _____ in room _____
   - Teacher feedback 3-5 times each day
   - Afternoon "check out" with _____ in room ____
   - Daily home report
2. Each morning, the student will walk directly to room ___ to check in. The student will receive his/her daily point card. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to room ___.
3. During the day, you will provide feedback to the student in the form of points. A "3" indicates great job, a "2" indicates okay, and a "1" indicates a hard time. Please mark the student's card at the appropriate time, and provide specific verbal feedback about the rating.
4. At the end of the day, the student will walk to room ____ to check out. The student will then turn in the card, points will be recorded, and the home report will be completed.

Problem-Solving Considerations:
1. The student forgets to "check in"
This is very common, especially for younger students. If the student arrives, and forgets to check in, send he/she to room __. It is important that the student checks in.
2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student's desk. Provide verbal reminders to the student to "remember your card". Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card.

    3.   The student "loses" the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

    4.   The student arrives late to school

Begin a card and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check out.

    5.   The student becomes angry, and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

Reference
Crone, D.A., Hawken, L.S., & Horner, R.H. *Responding to problem behavior in schools: The Behavior education program. Guilford practical intervention in the schools series*. New York, New York: Guilford Press.

CHECK IN CHECK OUT POINT SHEET

Points Possible _____

Points Received _____

of Points _____

Goal Met _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____

Date: ____/_____/____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature:_____

Check in Check out Agreement

Student Responsibilities:
1. Remember to go to check in and check out in room __
2. Keep track of CICO card
3. Be safe while walking down to room __
4. Bring signed home report everyday

Teacher Responsibilities:
1. Provide a rating at designated times
2. Provide reminders to attend check in and check out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:
1. Check students in and out
2. Provide CICO cards and home report
3. Provide updates to classroom teachers

_____

CICO Staff

_____

Teacher

_____

Student

Tier 2- 3

**'Defensive Behavior Management': Advance Planning, Connecting With the Student,
And Defusing Crisis Situations**

Appropriate Grade Level
K-12

Purpose
When students show non-compliant, defiant, and disruptive behaviors in the classroom, the situation can quickly spin out of control. In attempting to maintain authority, the teacher may instead fall into a power struggle with the student, often culminating in the student being removed from the classroom. The numerous negative consequences of chronic student misbehavior include class wide lost instructional time, the acting-out student's frequent exclusion from instruction, and significant teacher stress (Fields, 2004). Defensive management can prevent these negative outcomes.

This teacher-friendly six-step approach to avert student-teacher power struggles that emphasizes providing proactive instructional support to the student, elimination of behavioral triggers in the classroom setting, relationship-building, strategic application of defusing techniques when needed, and use of a 'reconnection' conference after behavioral incidents to promote student reflection and positive behavior change.

Steps in Implementing the Intervention
　　Part 1: Understanding the Problem and Using Proactive Strategies to Prevent It.
　　　　1. The teacher collects information--through direct observation and perhaps other means--about specific instances of student problem behavior and the instructional components and other factors surrounding them. The teacher analyzes this information to discover specific 'trigger' events that seem to set off the problem behavior(s). Examples of potential triggers include lack of skills; failure to understand directions; fatigue because of work volume; reluctance to demonstrate limited academic skills in the presence of peers or adults; etc.).

　　　　2. As the teacher identifies elements in the classroom environment that appear to trigger student non-compliance or defiance, the instructor adjusts instruction to provide appropriate student support to prevent behavioral episodes (e.g., providing the student with additional instruction in a skill; repeating directions and writing them on the board; 'chunking' larger work assignments into smaller segments; restructuring academic tasks to reduce the likelihood of student embarrassment in front of peers).

　　Part 2: Promoting Positive Teacher-Student Interactions.
　　　　Early in each class session, the teacher makes a point to engage in at least one positive verbal interaction with the student. Throughout the class period, the teacher continues to interact in positive ways with the student (e.g., brief conversation, smile, thumbs up, praise comment after a student remark in large-group discussion, etc.). In each interaction, the teacher adopts a genuinely accepting, polite, respectful tone.

Part 3: Scanning for Warning Indicators.

> During the class session, the teacher monitors the target student's behavior for any behavioral indicators suggesting that the student is becoming frustrated or angry. Examples of behaviors that precede non-compliance or open defiance may include stopping work; muttering or complaining; becoming argumentative; interrupting others; leaving his or her seat; throwing objects, etc.).

Part 4: Exercising Emotional Restraint.

> Whenever the student begins to display problematic behaviors, the teacher makes an active effort to remain calm. To actively monitor his or her emotional state, the teacher tracks physiological cues such as increased muscle tension and heart rate, as well as fear, annoyance, anger, or other negative emotions. The teacher also adopts calming or relaxation strategies that work for him or her in the face of provocative student behavior-- such as taking a deep breath or counting to 10 before responding.

Part 5: Using Defusing Tactics.

> If the student begins to escalate to non-compliant, defiant, or confrontational behavior (e.g., arguing, threatening, other intentional verbal interruptions), the teacher draws from a range of possible deescalating strategies to defuse the situation. Such strategies can include private conversation with the student while maintaining a calm voice, open-ended questions, paraphrasing the student's concerns, acknowledging the student's emotions, etc.

Part 6: Reconnecting with the Student.

> Soon after any in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student individually to discuss the behavioral incident, identify the triggers in the classroom environment that may have led to the problem, and brainstorm with the student to create a written plan to prevent the reoccurrence of such an incident.

Adjusting/Troubleshooting:

> Consider adopting defensive behavior management across classrooms. Particularly in middle and high schools, students who are chronically non-compliant or defiant often display those maladaptive behaviors across instructional settings. If all teachers who work with a challenging student use the defensive management approach, there is a greater likelihood that the student will find classrooms more predictable and supportive— and that teachers will experience greater success with that student.
>
> Do not use defensive management to respond to physically aggressive behaviors or other serious safety concerns. While the defensive-management process can work quite effectively to prevent or minimize verbal outbursts and non-compliance, the teacher should not attempt on his or her own to manage serious physical aggression using this classroom-based approach. Instead, teachers should respond to any episodes of student physical aggression by immediately notifying building administration.

Progress Monitoring Tool

Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

Reference
Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice, 20*, 103-115.

Tier 1 - Tier 2 - Tier 3
Step-by-Step Teaching
Sustained Attention

Appropriate Grade Level
6-12

Purpose
Some students require explicit instruction in how to pay attention. These steps can be used to teach sustained attention and self-awareness of behaviors. Sustained attention is the capacity to attend to a situation or task in spite of distractibility, fatigue, or boredom.

Steps for Implementing the Intervention
STEP 1: Ask the student how teachers know when students are paying attention
- Some possible answers may be: eyes on teacher or lesion, raising hands to answer questions, visibly engaged in seatwork, etc.

STEP 2: With the student, develop a description of what he or she looks like when they are paying attention

STEP 3: Pick a time or day, or a specific activity, for when the student will practice paying attention

STEP 3: With the student, decide how paying attention will be monitored during practice sessions
- Use a kitchen timer to set random intervals
- Use electronic "beep tape" (available from *ADD Warehouse*)
- Give student checklist and ask him or he to periodically self-monitor. The teacher can also monitor and then compare ratings with the student.

STEP 4: Begin practice sections. *Remind student of the skills before each session

STEP 5: Debrief the session with the student after each practice session. Share observations and ratings. Make changes as necessary

STEP 6: If necessary, have student set a goal and add reinforcer to enhance motivation to practice and use the skill

Modifications to Teaching Sustained Attention:
Whole Class: Use the same process for teaching the whole class. A more extensive discussion may be necessary about individual differences in how students pay attention and how a strategy that works for one student, may or may not work for another. The same checklist used with an individual can be used with the whole class.

<u>Individual Student at the Secondary Level</u>: emphasis should be on finding ways for the student to unobtrusively practice. Example- student can draw two boxed at the top of his or her lecture notes and put a slash in the "Yes" or "No" box depending on if he or she is paying attention. **Considerations:** Once you have taught the student(s) skills for sustaining attention, they may still need further support. The following may help to accommodate difficulties with sustained attention or make it easier for them to attend to longer tasks:

<u>Modifications to the Environment</u>:
- Write the start and stop times on assigned tasks to help students persist with tasks long enough to complete them
- Use extrinsic reward systems with younger students. In order for them to be effective, the rewards need to be powerful, frequent, and varied
- Break tasks into subtasks and give the student a short break after each subtask
- Set a timer and challenge the student to complete the task within the time allotted
- Use a self-monitoring tape (an audio-tape that sounds electronic tones at random intervals) to get the student to ask him or herself "Was I paying attention?" each time the tone sounds
- Choose the time of day carefully so that students are completing difficult tasks at the time of day when they are most alert
- Provide supervision, use one-to-one attention, provide frequent feedback, and immediate reinforcement
- Make tasks interesting for students by making the task active or interactive or turning the task into a game, challenge, or contest
- Give the student something to look forward to that can be done as soon as the task is finished
- Provide attention and praise when the student is on task

Ways to Use These Modifications to Create/Maintain Attention Sustaining Habits:
*Using the previously listed modifications can help students be more successful. However, the ultimate goal is for the student to sustain attention independently. This can be done by:
- Helping the student become aware of his or her own attentional capacity (how long can they work before needing a break?)
- Teaching the student how to break a task into pieces that fit his or her capacity
- Help the student make a ***work plan.*** Helping the student allocate work according to his or her capacity and helping them to identify *motivational* and *environment* strategies they can use to help them stay on task. Some examples of strategies below:
  - <u>Motivational</u>
    - Make a task active
      - Highlight information when reading
      - Ask questions of text
      - Completing a graphic organizer
    - Create a script- something the student can say to him/herself to keep going
  - <u>Environmental</u>
    - Kitchen timers
    - Alarm clocks
    - Asking an adult to check-in periodically
- Cueing the student to follow the plan he or she devised

- Reinforcing the student for following the plan
- Gradually transferring the responsibility for making the plan to the student

Progress Monitoring Tool
Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

Reference
Dawson, P., & Guare, R. (2010). *Executive skills in children and adolescents* (2nd ed.). New York, NY: The Guilford Press.

Tier 2-3
Choice of Task Sequence

Appropriate Grade Level
K-12

Purpose
To lower incidences of inappropriate behavior, child will engage in choice. Research has found that just making a choice is reinforcing. Students will often engage in inappropriate behaviors to escape certain tasks. This can happen because the tasks are too difficult, the student just does not want to do it, or the student has not learned how to do task.

Materials
- Photographs or visual prompts of the three chosen tasks

Steps in Implementing the Intervention
 1. The teacher identifies 3 tasks that were observed to be connected to noncompliance or problem behaviors.
 2. The teacher decides on whether student gets reinforced for engaging in the task or completing all three tasks.
 3. The teacher presents all 3 tasks to student (e.g., "What would you like to do first today?", then "What would you like to do next?")
 4. The student chooses the order he/she wants to complete the task.
 5. The teacher gives praise when child engages or when child complies.
 6. The teacher ignores problem behaviors.
 7. The teacher reissues prompts every 10 seconds until the child engages or completes all three tasks. The teacher provides reinforcement (verbal praise, attention, or tangible reinforcement) when child engages or completes tasks.

Critical Components that must be implemented for intervention to be successful:
Child needs to have a time limit or task limit but teacher can decide what she prefers -- child has time - Fixed interval for 15 minutes, whether task was done or not; child must finish all three tasks; all 3 or fixed time 30 minutes. Teacher must present choices to the student but teacher can decide what she or student prefers --teacher can present choices verbally, with words visually, or pictorially (e.g., picture of someone reading or sitting quietly). Teacher must reissue prompts in a consistent manner but teacher can decide what she prefers -- time can altered to reissue prompts

Critical Assumptions/Problem-Solving Considerations:
1. There is the assumption that verbal praise is a good enough reinforcement in completing/engaging in tasks, and that the child can actually do all the tasks.
2. Does the student know how to do and complete the task?
   - If yes, then reinforce appropriate behavior and establish consequences for inappropriate behavior.
   - If no, then teach student the task.

3. Does the student engage in inappropriate behaviors to escape from the task because task is too difficult?
   - If yes, then make the academic task more reinforcing by giving them a choice of how to accomplish items.
   - If no, then have child complete the task.
4. Does the student engage in inappropriate behavior to escape from discomfort?
   - If yes, then give access to that activity.
   - If no, then have child complete the task.

Progress Monitoring Tool

Please use behavior graphs and charts that are currently recommended by the district to monitor student progress daily. In addition, the intervention tracking sheet must be used to document when the intervention is implemented. Both can be found on the Student Support Team page in the CCPS employee portal.

References

Kern, L., Mantagna, M.E., Vorndran, C.M., Bailin, D., & Hilt, A. (2001). Choice of task sequence to increase engagement and reduce problem behaviors. *Journal of Positive Behavior Interventions, 3,* 3-10.

Riley- Tillman, T. C., McDuffy, K., McCulloch, L., Mimocks, J., Ongsuco, A., Pearson, K., Reyes, S., Strickland, A., Tunstall, H. *Evidence Based Interventions*. Retrieved July 19, 2011 from http://usm.maine.edu/

Executive Functioning

What is Executive Functioning?

Executive functioning is defined as a set of mental processing abilities that affect a person's ability to complete a task. Executive function skills help a student to demonstrate such abilities as; time management, organization, and remembering details. The specific interventions outlined in the manual will relate to the following definitions and areas of functioning (as adapted from www.ldonline.org and www.apa.org):

1. **Inhibition** - The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts.
2. **Shift** - The ability to move freely from one situation to another and to think flexibly in order to respond appropriately to the situation.
3. **Emotional Control** - The ability to modulate emotional responses by bringing rational thought to bear on feelings.
4. **Initiation** - The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies.
5. **Working memory** - The capacity to hold information in mind for the purpose of completing a task.
6. **Planning/Organization** - The ability to manage current and future- oriented task demands.
7. **Organization of Materials** - The ability to impose order on work, play, and storage spaces.
8. **Self-Monitoring** - The ability to monitor one's own performance and to measure it against some standard of what is needed or expected.

These skills are desirable for learning and healthy social emotional development and also the fostering of positive behavior.

Time Out

Time-out from reinforcement ("time-out") is a procedure in which a child is placed in a different, less-rewarding situation or setting whenever he or she engages in undesirable or inappropriate behaviors.

Typically, time-out is used in tandem with positive discipline techniques. For example, time-out might be employed to reduce the frequency of a student's negative behaviors (e.g., loud confrontations with teaching staff) while an individualized reward system might be put in place to increase the frequency of appropriate student behaviors (e.g., quickly and courteously complying with teacher requests).

Teachers should keep in mind important ethical considerations when using time-out. Because one consequence of time-out is that children may be excluded-even if briefly-from their instructional settings, the approach should be used only when less intrusive behavioral interventions have been tried and found to be unsuccessful. Also, students obviously cannot be deprived of lunch, bathroom breaks, or extended periods of classroom instruction just because they are placed in time-out.

Because time-out is intended to *reduce* the frequency of a target behavior, it is classified (in the technical sense) as a *punishment procedure*. As with other types of punishment, the use of time-out can result in unintended negative effects on the student. Therefore, students should be carefully monitored when time-out is being used. All incidents in which the student is timed out should be recorded in writing. Consider discontinuing any behavior management strategy if the student shows a strong, sustained negative reaction to it.

Preparation
Because use of time-out in the classroom can impact a student's inclusion with peers and access to instruction, Yell (1994) advises that teachers take the following precautionary steps in preparing for and using time-out:
Verify that the state and school district permit the use of student time-out as a behavior management strategy.
Get signed parent permission to use time-out with students (particularly if using either the *exclusion* or *isolation/seclusion* forms of time-out).
Log all incidents in which time-out is used as a behavioral consequence. Note key information about time-outs, including the date and time of each time-out incident, the student who was timed out, and the location and the duration of the time-out.

Steps in Implementing This Intervention
Step 1: Decide whether a particular student would benefit from time-out. While time-out generally is effective in reducing problem behaviors, some children will not respond well to a time-out procedure. If your assessment of a student's behavioral difficulties suggests that the child is using negative behaviors to escape an unpleasant situation, the use of time-out may actually increase that child's problem behaviors (because by giving the student time-out as a behavioral consequence, you are unintentionally helping him or her to achieve the goal of escape). Keep in mind, too, that some students have skill deficits that contribute to their

disruptive behavior and interfere with their learning more positive behavioral strategies. (For example, a student who does not know how to ask politely to join a game may get into trouble because he simply pushes his way into the group.) If you suspect a skill deficit, you should first be sure that the student has learned the appropriate skill(s) before you select time-out as a behavioral consequence.

Step 2: Select the type of time-out to be used. Teachers can choose from several time-out options that differ in the degree to which they exclude children from the instructional and/or social setting (Yell, 1994).

Non-Exclusionary Time Out. The child remains in the instructional setting but is temporarily prevented from engaging in reinforcing activities. Examples include planned ignoring, and removal of reinforcing objects or activities.
Exclusionary Time Out: Contingent Observation. The student is removed from the instructional setting to another part of the classroom. The student is instructed to continue to watch the instructional activities but cannot otherwise participate in them.
Exclusionary Time Out: Exclusion. The student is removed from the instructional setting to another part of the classroom. The student is prevented from watching or otherwise participating in group activities. (NOTE: An adult must supervise the student at all times during exclusion time out).

When choosing a form of time-out, you should try to pick the option that is *least restrictive* (i.e., keeps the child within the classroom and engaged in learning) whenever possible (Yell, 1994).

Step 3: Decide on other elements of the time-out program. When putting together a time-out plan, you must decide:

how long each time-out period will last. Generally, a short (3-5 minute) time-out period is a good interval to start with, as there is no research to suggest that longer time-outs are any more effective than shorter ones.
if the student is to receive a single warning before being sent to time-out. A teacher-delivered warning allows the child an opportunity to improve his or her behaviors and thus avoid being timed out. Warnings can take the form of verbal statements or non-verbal signals (e.g., eye contact with the student, a checkmark on the blackboard, etc.).
what activities the student will engage in while in time-out. While you have considerable latitude in selecting what the student will do in time-out, keep in mind that time-out activities should *never* be *more* rewarding than what is going on in the classroom. Appropriate time-out activities might include completing class assignments, copying classroom rules, or writing a brief account of both the problem behavior that resulted in the time-out and more appropriate behaviors that would have helped the student to avoid time-out.
how to judge that the student is ready to rejoin the class after time-out. In most cases, the child will behave appropriately in time-out and simply return to the classroom activity when the time-out period is over. However, if the student continues to be disruptive during time-out, you can simply reset the timer to zero and tell the student that he or she must act appropriately for a set interval of time (e.g., 5 minutes) before the student can return to the class activity. The timer is reset at each additional outburst--until the child complies.

Step 4: Train the student in the time-out procedures. Prior to putting the time-out program into effect, sit down with the student and review the time-out procedures. The student should:

know what type(s) of inappropriate behaviors will earn him or her a time-out;
have a clear understanding of the steps in the time-out process, including the use of a teacher warning (if selected), the agreed-upon signal that the student must go to time-out, the location of the time-out site, appropriate student behavior expected during time-out, and the length of time that time-out will last.
understand how to reenter the classroom appropriately after time-out.

You will also want to walk the student through a typical time-out sequence to ensure that the child clearly understands the process.

Troubleshooting

The student fails to comply when sent to time-out. It would be impossible to offer a single, one-size-fits-all prescription to use when a child fails to comply with a teacher directive to go to time-out. A student may resist for one of several reasons: for example, to challenge the teacher's authority or as a reaction to the student's own embarrassment at being given a behavioral consequence in front of peers, or simply because the child forgot the time-out procedures. As a teacher, your response to a child's non-compliance will depend also on such factors as the child's age, the presence of other staff in the room, any special needs that the child may have, and so forth.

No matter what the explanation may be for a student's failure to comply, however, you should prepare in advance for any problems that you think might arise. First and foremost, try to avoid confronting the student in such a way that you both become locked in a combative test of wills. When sending a student to time-out, use a neutral, matter-of-fact tone of voice. Briefly state the reason that the student is being timed out and direct the child to go to time-out. Avoid long, wordy explanations or justifications.

Be sure that the student understands, and can follow all the steps of, the time-out plan before assuming that the child is deliberately failing to comply.

Use of a single warning before sending a child to time-out can be useful, as it alerts a child to his or her misbehavior and allows the opportunity for the student to act more appropriately rather than being sent to time-out. (Avoid giving multiple warnings, though, as a student may then come to believe that you will not back your warnings up with prompt consequences.)

If the student delays in following your directive to go to time-out, approach the student and repeat the request. If the student still does not comply, you may decide to physically assist the child to the time-out location. (This option is usually used with younger children.) This option should be selected only if (a) the instructor and other teaching staff working with the student are trained in the use of safe techniques of physical restraint, and (b) both the child's parent(s) and your school administration have been informed about, and approve of, this response. For older

students, you might instead plan a negative consequence for non-compliance and present it to the student as a behavioral choice. For example, a teacher may tell a student, "Jane, you can choose to spend 5 minutes in time-out now or lose 10 minutes from your end-of-the-day free period. It's your choice." if the student still refuses to go to time-out, the teacher implements the back-up consequence.

The student's classroom behaviors fail to improve -- despite the use of time-out. Over the short term, it is not unusual for a child to test the limits of the time-out consequence, either by being non-compliant or showing other inappropriate behaviors. If time-out is enforced in a fair, consistent, and neutral manner, though, the student is likely in most instances to show improvements in classroom behavior fairly quickly, to begin to comply with time-out procedures, and to be sent to time-out less often. If, despite your best efforts, the student's classroom behaviors do *not* improve, you should investigate these possibilities:
time-out is more rewarding than the classroom setting. In some cases, teachers discover that time-out is in fact more diverting and rewarding for a student than is the classroom. For example, a student who is timed out in a neighboring classroom may enjoy the social opportunities available in that room and continue to act out to return to it as often as possible. If the time-out situation appears to be too reinforcing, take steps to move the location or change the activities to make it less inviting.

the student lacks the skills to engage in the appropriate behavior. Time-out should be stopped and the student should be taught the needed behavior skill(s).

the student is actually using misbehavior to escape the classroom setting. Time-out should be replaced with other behavior management strategies that do not allow the child to flee the classroom. If possible, you should also take steps to make the classroom *more* inviting for the student.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

References
Kazdin, A.E. (1989). *Behavior modification in applied settings.* Pacific Grove, CA: Brooks/Cole Publishing

Yell, M.L. (1994). Timeout and students with behavior disorders: A legal analysis. *Education and Treatment of Children*, *17*, 293-301.

Behavior Management Planning Sheet: Time Out

This Planning Sheet can help instructional staff to put together a well-constructed time-out program to meet a student's behavior needs. The Planning Sheet is built upon Kazdin's (1989) analysis of the effective components of time-out and incorporates guidelines from Yell (1994) for responsible implementation of time-out in a school setting.

1. Is there evidence to suggest that the student finds the present instructional/classroom setting sufficiently rewarding so that timing the student out for short periods will be an effective behavior management strategy? ___ YES ___ NO

2. Is the use of student time-out procedures permitted under the educational regulations of your state and the operating policies of your school district or agency? ___ YES ___ NO

3. State in specific, observable terms the behavior(s) that will cause the student to be sent to time-out:
A. _____
B. _____
C. _____

4. Define appropriate *replacement behavior*(s) that will help the student to avoid time-out (e.g., "raising hand to get permission to speak" as a replacement for "calling out without permission"). NOTE: Be sure to positively reinforce the student whenever he or she displays these replacement behaviors.
A. _____
B. _____
C. _____

5. What type of time-out are you planning to use? (NOTE: The choices below are ranked in ascending order of restrictiveness. Select the *least restrictive* option that you believe will be effective in reducing problem behaviors):

Non-Exclusionary Time Out. The child remains in the instructional setting but is temporarily prevented from engaging in reinforcing activities. Examples: planned ignoring, removal of reinforcing objects or activities.

Exclusionary Time Out: Contingent Observation. The student is removed from the instructional setting to another part of the classroom. The student is instructed to continue to watch the instructional activities but cannot otherwise participate in them.

Where will the student be sent in the classroom for contingent-observation time-out?
_____

Exclusionary Time Out: Exclusion. The student is removed from the instructional setting to another part of the classroom. The student is prevented from watching

or otherwise participating in them. (NOTE: An adult must supervise the student at all times during exclusion time out).

Where will the student be sent in the classroom for exclusion time-out?

_____

6. How long will each time-out period last? (Suggestion: Start with short time-out periods of 5-10 minutes. Lengthen these periods gradually if not initially effective. As a rule of thumb, do not permit time-out periods to exceed 20 minutes.)

Length of Time-Out Interval: _____ minutes

7. Will a warning be issued to the student prior to sending that student to time-out (recommended)?
___ Yes __ No

If *Yes*, who will be responsible for delivering that warning and under what conditions will the warning be given?

_____
_____

8. What *activities* will the student be expected to complete while in time-out? (e.g., independent seatwork, reflective writing task relating to the behavior infraction, etc.)

_____
_____

9. How will the student be notified that he or she can return to the classroom at the conclusion of time-out?

_____
_____

10. Is there a specific routine that the student must follow when reentering the classroom or instructional setting from time-out? ___ Yes ___No

If Yes, describe the reentry routine: _____
_____

11. Who will be responsible for informing the student of the time-out procedures and for training him or her in all steps of the time-out sequence?

_____

12. Which classroom or school staff will be responsible for keeping a written record of student time-outs (i.e., student behaviors that led to each time-out; frequency, duration, and outcome of time-out episodes)?

_____

13. Describe any *positive* behavior management strategies (e.g., use of rewards for appropriate student behaviors) that you plan to use in addition to the time-out procedure. (Strongly recommended):

_____

_____

14. What is the estimated *start date* for the time-out procedure? _____/_____/_____
On what date will classroom staff review the student's response to time-out to evaluate this intervention's effectiveness? _____/_____/_____

15. Who will be responsible for reviewing this time-out plan with the student's parent(s)/guardian(s) and getting their signed permission to implement the plan? (NOTE: Signed parent permission is strongly recommended--particularly if the *exclusion* form of time-out is used.)

_____

Using Timers to Increase Work Completion

Teachers are often faced with the challenge of motivating a student to complete an assignment even when they are capable of doing the work. Using timers can encourage active academic engagement and efficient work completion.

Materials
Digital timer

Preparation
Select one or more rewards. In this intervention, the student(s) will earn a point every time that they successfully complete an assignment in the allotted time. Decide how many points the student(s) must earn in order to earn a daily and/or weekly reward. You can use the attached *Reward Chart* form as a simple way to set up a reward system and keep track of points that the student(s) earn.

 NOTE: This intervention can be implemented class-wide as a Tier 1 intervention or for a specific student as a Tier 2 or Tier 3 intervention.

Steps in Implementing This Intervention
Step 1: Determine a reasonable amount of time for the student to spend on the assignment.

Step 2: Make sure that the student is prepared to begin the assignment. Provide the necessary materials and discuss the assignment to ensure that he or she understands the directions. If needed, answer the student's questions and/or do a few sample problems before beginning the session.

Step 3: Place the digital timer on the student's desk to indicate how much time student has been given to complete the assignment. Make sure that the student knows how much work has to be completed within the time period.

Step 4: Begin the timer and step away from the students. Return to the student's desk (every 5 minutes or so) to monitor their progress, answer questions and to offer encouragement and praise. Make your stay brief.

Step 5: When time has expired, check the student's work for completion and accuracy. Have the student immediately correct any mistakes.

Step 6: Give the student a point on the *Reward System Chart* if he or she successfully completes the assignment within the time limits. For example, the student may earn one point on the chart for completing a math worksheet in 10 minutes.

Step 7: Repeat the procedures throughout the day for every assignment that is expected to be completed.

Considerations
Provide the student enough assignments/opportunities to meet the daily and/or weekly goals. Break a large assignments into smaller units promote work completion and to provide frequent opportunities to earn rewards.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Reference
Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems.* San Francisco, CA: Jossey-Bass.

Reward System Chart

Use this chart to record points earned by the student(s) each day for successfully completing assignments in the allotted time limits.

Week	Monday __/____	Tuesday __/____	Wednesday __/____	Thursday __/____	Friday __/____	Weekly Total
1						
2						
3						
4						

Help Signal

The time that students spend in the classroom actually working on academic subjects is sometimes referred to as 'engaged time.' During independent seatwork, difficult-to-teach students may not have effective strategies to ask for teacher help. Instead, when these students encounter a problem or work that they cannot complete on their own, they may start to act out, distract peers seated around them, interrupt the teacher (who may be working with another group of students), or simply sit passively doing nothing. The help-signal is a flexible procedure that the student can use to get teacher assistance during independent seatwork. It allows the student to signal the teacher *unobtrusively* for help while continuing to work productively on alternative assignments.

Steps in Implementing This Intervention
Select a Student Signal. Decide on a way that the student can signal that they require teacher help. One approach is to select a 'secret' signal for the student to use that is clearly observable to the teacher but is unlikely to draw the attention of other children. For example, you may use a red folder to hold the student's alternative work and tell the student simply to pull out that folder and begin working from it whenever he or she needs the teacher's help. Whenever you see the red folder open on the student's desk, you will know that the child needs help.

Create an Alternative Work Folder. Create a student work folder and fill it with alternate assignments or worksheets that the student can work on independently. For example, you might insert into the folder math worksheets, a writing assignment, or lists of reading vocabulary words to be practiced.

Introduce the Program to the Student. Set aside time to meet with the student to introduce the help-signal routine. Show the student how to post the help-flag or other help signal.

Instruct the student that they should post the help-signal whenever ☐he or she becomes stuck on seatwork and needs instructor assistance.

Tell the student that after posting the help-signal they should check over the current work assignment to see if their other problems or items that he or she can work on while waiting for the teacher.

Show the student the alternative-work folder. Tell the student that, if he or she cannot continue on any part of the seatwork, the student should pull out the folder and to begin to work on an alternative assignment. The student is to continue working on that assignment until the teacher or other staff member can get to the student's desk to provide assistance. Also, be sure that your student knows during what activities and times during the school day that he or she is to use the help-signal to indicate that adult attention is needed.

Give the student a chance to try out the help-signal under your guidance, and offer feedback about the performance. Let students know that if they stand and approach you for help directly rather than posting the help-signal, you will remind them to use the signal and then send them back to their seat.

Begin the Intervention. Start the help-signal as soon as you feel that the student understands and will comply with the system. Take care to scan the room periodically when you are free during student independent seatwork to see if any students might need your assistance.

Considerations
The help-signal intervention can be tailored to fit the circumstances of different classrooms. For example, you might:
Train all students to use the help-signal as a class-wide intervention that can serve as a Tier 1 intervention
Prepare a 'help-flag' (a strip of colored, laminated posterboard) with the word 'Help' or similar word written on it. Attach a Velcro tab to the flag and affix a corresponding adhesive Velcro strip to the student's desk.
Provide rewards to the student for following the help-signal routine.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Reference
Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems.* San Francisco, CA: Jossey-Bass.

Intervention Central. http://www.interventioncentral.org

Completing Assignments

NOTE: This is an intervention that can only be used to help identify academic and/or behavioral problems that may be impacting educational performance, while promoting work completion. Thus, it is only used as a Tier 1 intervention.

There are some students that do not properly complete assignments. Certain students rush, resulting in countless errors, while others simply do not proofread their work. This intervention prompts students to be thoughtful in the completion of assignments.

Steps in Implementing the Intervention
At least once a week, the teacher is to explicitly teach and model the following work completion approach while going over an assignment.

Plan it.
Read the directions carefully.
Circle the words that tell you what to do.
Get out the materials you need.
Tell yourself what to do.

Complete it.
Do all the items
If you can't do an item, ask for help or go ahead to the next item.
Use **HOW** strategy

Heading
1. First and last name
2. Date
3. Subject
4. Page number if needed

Organized
1. On the front side of the paper
2. Left margin
3. Right margin
4. At least one blank line at the top
5. Good spacing

Written neatly
1. Words and numbers on the lines
2. Words and numbers written neatly
3. Neat erasing or crossing out

Check it.
Did you do everything?
Did you get the right answers?

Did you proofread?

Turn it in.

Considerations
Provide feedback on each component of the work completion approach. Provide praise when a student completes a component correctly. If a student does not complete a component correctly (e.g., Heading, Organized, Written neatly) prompt the student to review their work to determine what is incomplete or wrong. Providing feedback allows the teacher to review common errors and determine which academic and/or behavioral problems are leading to poor work completion.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Reference
Archer, A., & Gleason, M. (1989). *Skills for school success*. Billerica, MA: Curriculum
    Associates.

Developing Efficient Note-taking Skills

NOTE: This is an intervention that can only be used to help identify academic and/or behavioral problems that may be impacting educational performance, while enhancing students' study skills. Thus, it is only used as a Tier 1 intervention.

Many secondary students have difficulty studying. Some students do not study well because they have inadequate notes to study from. This intervention helps students to develop effective note-taking skills, subsequently improving their study skills.

Steps in Implementing the Intervention
At least once a week, the teacher is to explicitly teach and model the following note taking strategies prior to conducting a lecture.

Here is a list with several tips for helping students develop effect note-taking skills. It provides essential background knowledge for note taking.

1. Take notes using either a two- or three-column system.
2. Take notes on only one side of the paper.
3. Date and label the topic of the notes.
4. Generally use a modified outline format, indenting subordinate ideas and numbering ideas when possible.
5. Skip lines to note changes in ideas.
6. Write ideas or key phrases, not complete sentences.
7. Use pictures and diagrams to relate ideas.
8. Use consistent abbreviations (e.g., w/ = with, & = and).
9. Underline or asterisk information the lecturer stresses as important.
10. Write down information that the lecturer writes on the board or transparency.
11. If you miss an idea you want to include, draw a blank so that you can go back and fill it in.
12. If you cannot automatically remember how to spell a word, spell it the way it sounds or the way you think it looks.
13. If possible, review the previous sessions' notes right before the lecture.
14. If the lecture is about an assigned reading topic, read the information before listening to the lecture.
15. As soon as possible after the lecture, go over your notes, filling in the key concept column and listing any questions you still have.
16. After going over your notes, try to summarize the major points presented during the lecture.
17. Listen actively: In other words, think about what you already know about the topic being presented and how it relates.
18. Review your notes before a test!

Considerations
Provide feedback on the notes that students have taken. Provide praise when a student takes adequate notes. If a student does not effectively take notes prompt the student to review their notes to determine what is incomplete or how they can improve them. Providing feedback

allows the teacher to review common errors and determine which academic and/or behavioral problems are leading to poor note-taking.

Progress Monitoring

If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress. Which may be found on the Student Support Team in the CCPS employee portal.

Reference

Bos, C. S., & Vaughn, S. (1998). *Strategies for teaching students with learning and behavior problems* (4th ed.). Boston, MA: Allyn and Bacon.

Interventions for Short-term Memory Deficits

Areas that LD in memory can affect: poor memory can be seen in math facts, spelling words, vocabulary words, and directions.

Classroom Settings:
- A quiet classroom is beneficial to a student with memory deficits
- White music (soothing, instrumental music played softly) helps some students mask some of the incidental noises in the room
- Use of visual supports (writing on board, having students take notes)
- Help students connect new information to old information
- Give the student a reason to be motivated to remember information
- Use frequent exposure, *the average memory needs 22 exposures* so children with LD in short-term memory will need many more exposures
- Give students with LD more time to retrieve information as it takes them longer

Torgeson's three-level view:

LEVEL ONE: instruction in highly specific task strategies such as borrowing rules in subtraction and sound-blending strategies

LEVEL TWO: strategies to memorize unrelated information
- Verbal rehearsal
- Associational strategies
- Note taking and test-taking skills

LEVEL THREE: problem-solving behavior used in a variety of situations
- Where do I begin?
- Does this outcome make sense?
- What should I try now?

Rehearsal Strategies:
1. Verbal Rehearsal: reciting a list that must be remembered
2. Visual Rehearsal: going over material in the "mind's eye"

This slows the forgetting process and helps in transferring the information to long-term memory. For example, looking up a telephone number, repeating it may help you remember it until you dial it.

Chunking or Grouping Information:

It is easier to remember grouped information than isolated bits of information.

Example: chunk a social security number into three groups.

Organizing the Information:

It makes the information less complicated and relates the parts to each other.

Example: foods in the basic food groups

Developing Mnemonic Devices

FIRST:
Form a word
      PENS: Proton, Electron, Neutron, Shell
Insert extra letters to form a mnemonic word
      BrA**CE**: Black holes, Antimatter, Cosmic rays, Earth's core
            The r is inserted to form a word to remember scientific objects that have never
            been seen.
Rearrange the first letters to form a mnemonic word
      PIES: Eyelids, Iris, Pupil, Sclera
Shape a sentence to form a mnemonic
      I vacuumed X-rays last Christmas Day Morning
            This is used to remember Roman numerals and their ascending order
Try combinations of the first four steps to create a mnemonic

Other Mnemonics:
POSSE to recall information in expository text:
Predict text ideas based on background knowledge
Organize the predicted textual ideas and background knowledge into a semantic map based on
      text structure
Search for the text structure in the expository passage by reading
Summarize the main ideas and record the information in a semantic map
Evaluate comprehension by comparing the semantic maps, clarify information by asking
      questions, and predict what information will be in the next text section

Auditory Memory Interventions:

1. **Do this:**
   - Place five or six objects in front of the student and give them a series of directions to follow

     "Put the green block in Jean's lap, place the yellow flower under John's chair, and put the orange ball into Joe's desk."

   Increase this list as the student improves in auditory memory

2. **Following Directions:**
   - Give the student several simple tasks to perform

     "Draw a big red square on your paper, put a small green circle underneath the square, and draw a black line in the middle of the circle to the upper right-hand corner of the square."

   Can tape such activities to use from headphones or a listening center

3. **Lists of Numbers or Words:**
   - Help the student hold in mind a list of numbers or single words. Start with two and ask for repetition. Gradually, add to the list as the student performs the tasks.

     **At first, a visual reminder in the form of a picture clue may be helpful.

4. **Nursery Rhymes:**
   - Have children memorize nursery rhymes and poems and play finger games

5. **Number Series:**
   - Give a series of numbers and ask questions about the series

     "Write the fourth one: 3, 8, 1, 9, 4."

   Other directions could include having them write the largest, smallest, closest to five, the last, the one nearest their age, etc.

6. **Television Programs:**
   - Ask students to watch a television program and remember certain things

     "Watch the Wizard of Oz tonight, and tomorrow tell me all the different lands that Dorothy visited."

7. **Going to the Moon:**
   - "I took a trip to the moon and I took my spacesuit." Each student repeats the statement but adds one item. Pictures can be used for help.

8. **Repetition of Sentences:**
   - Say a sentence aloud and ask the student to repeat it. Start with short, simple sentences; then add compound sentences and sentences with complex clauses.

9. **Serial Order of Letters and Numbers:**
   - Say several letters in alphabetical order, omitting some. Ask the child to supply the omitted letters or numbers. D, E, F, (pause), H, 3, 4, (pause), 6, 7.

10. **Ordering Events:**
    - Read a selection that relates a short series of events. Have the student retell the story, mentioning each event in order

Other Memory Deficits

Deficit: Cannot remember what was just seen
    Interventions:
1. Play memory games
2. Play games using a short vocabulary list
3. Teach older students to highlight, outline, and summarize
4. Teach note-taking skills
5. Teach children to use resources to locate needed information
6. Teach students to use verbal rehearsal when learning spelling
7. Teach kids to use mnemonic devices
8. Allow open-book tests
9. Use art activities that involve observation coupled with verbal instruction

Deficit: Cannot remember what was just heard
    Interventions:
1. Write a list of interventions to be answered as the lesson proceeds
2. Tape-record the session
3. Encourage note taking
4. Repeat as you proceed, or assign a peer buddy to repeat the information

Deficit: Cannot remember what was just seen or heard
    Interventions:
1. Decide what information MUST be acquired
2. Give the parent and student a list of what must be learned and show the parent how to work with the child
3. Commit yourself to the task. Work with the student on tasks every day.
      *Do not assume that they will learn it.
4. Allow use of calculators
5. Allow open-book tests, matching tests, multiple-choice tests
6. Use concrete examples and experiences in teaching: the child sees it, hears it, does it

Deficit: Cannot remember to capitalize, punctuate, indent/has trouble spelling
    Interventions:
1. In the prewriting stage, help the child make a brief outline of what he or she wants to say. Have them number ideas in the sequence he will write them. Help the student learn to edit
2. Allow the student to use a word-processing program that has an editing program

Deficit: Does not attend to directions
    Interventions:
1. Use a signal to indicate directions will follow
2. Have the students move to the front of the room during the input part of the instruction
3. If given orally, keep directions to no more than three at a time. Hold up one finger, give the instruction, have the students repeat it and so on.
4. Put directions on the board

5. Teach students to read directions and underline or circle words that tell them what to do: <u>Look</u> at each set of words. On the blank line, <u>write</u> the word that best fits the sentence.
6. Circulate early during independent work to see if students are proceeding according to the directions

Memory Game Websites for Children:

www.funbrain.com
www.alfy.com/arcade/memory/index.asp
www.exporatorium.edu/memory/don't_forget.com
www.queendom.com
www.gamequarium.com/memory.html
www.faculty.washington.edu/chudler/chmemory.html

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

References:
www.interventioncentral.org/htmdocs/interventions/genAcademic/spark.shtml

www.nasponline.org/publications/cq285slowlearn.html

www.ldonline.org/article.php?max=20&id=406&loc=68

www.tbguide.com/memory.html

Gearhart, B. R., & Gearheart, C. J. (1989). *Learning disabilities.* Columbus, OH: Merrill Publishing Company.

Harwell, J. M. (2001). *Complete learning disabilities handbook.* Paramus, NJ: The Center for Applied Research and Education.

Learner, J. (2000). *Learning disabilities: Theories, diagnosis, and teaching strategies.* Boston: Houghton Mifflin Company.

Mercer, C. D., & Mercer, A. R. (1998). *Teaching students with learning disabilities.* New Jersey: Merrill.

Memory: General Principles for Improvement

Increase Attention. Attention is necessary for all learning. Make sure that the student's memory problems are not really symptoms of attention problems. Use strategies for enhancing attention, such as intensifying instruction, using more visual aids and activities, and reinforcing attending behavior.

Promote External Memory. Encourage the student to write things down that need to be remembered, a practice known as "external memory." Encourage the student to keep an assignment notebook and maintain a calendar to help with memory. External memory is also useful for open book exams.

Enhance Meaningfulness. Find ways to relate the content being discussed to the student's prior knowledge. Draw parallels to the student's own life. Bring in concrete, meaningful examples for the student to explore.

Use Pictures. Use pictures to help with memory. Use pictures on the chalkboard or on the overhead projector. Bring in photographs and show concrete images on videotape, when appropriate. If pictures are simply unavailable, ask the student to create images in his mind.

Minimize Interference. Avoid digressions and emphasize only the critical features of a new topic. Ensure that all examples relate directly to the content being covered.

Promote Active Manipulation. The student will remember content better if he experiences it for himself. For example, rather than lecturing the class on the effect of weak acid (such as vinegar) on calcite, have the student place calcite in a glass of vinegar and see what happens.

Promote Active Reasoning. Encourage the student to think through information rather than just repeating it. For example, rather than simply telling the student that penguins carry their eggs on the tops of their feet, ask the student why it makes sense that penguins would carry their eggs on the tops of their feet.

Increase the Amount of Practice. Provide opportunities for the student to practice and review information frequently.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Adapted from:

Mastropieri, M. A. & Scruggs, T. E. (1998). Enhancing school success with mnemonic
   strategies. *Intervention in School and Clinic, 33*, 201-208. Also online:
   http://www.ldonline.org/ld_indepth/teaching_techniques/mnemonic_strategies.html

Organization for Effective Instruction

1. Organize the physical environment.

    a. Maintain the room with the appearance of orderliness & tidiness (e.g., wall posters colorful but organized so as to avoid the impression of a collage; orderly placement of furniture).

    b. Have materials categorized and placed according to function, frequency of need, and who needs to get them (e.g., texts used daily vs. the school policy manual; lined writing paper; reference materials such as dictionary, computer disks, maps). Have them put away when not being used. Label cabinets and shelves.

2. Maintain a consistent schedule. Have daily activities planned in a consistent, and thus, predictable sequence. A consistent schedule facilitates:

    a. daily reinforcement of skills, concepts, and individual organization;

    b. students' independence in getting ready for and starting activities;

    c. students feeling in control and competent;

    d. students' ability to discuss their day and remember what they did.

3. Plan instruction and activities.

    a. Know your specific teaching objective. What is the student supposed to be able to do? For example, add 20 double-digit addition problems with regrouping with 85% accuracy; pronounce 10 real words and 10 nonsense words following the CVC pattern with 80% accuracy on each list. Plan how you are going to present the material or lesson (e.g., place value: explain rules, model trading game with verbalization of the steps, pair students for guided practice, students practice while teacher checks dyads for comprehension and accuracy).

    b. Plan what the students will do for guided practice and independent practice.

4. Have the materials ready and immediately accessible.

5. State instructions clearly, briefly, and in the sequence you want them done. Don't modify midstream.

6. Teach transitions. Explain your expectations for behavior during transitions between activities. Teach transition behavior the same as you would any other skill. Provide practice.

    a. Explain meaning of term.

    b. List specific actions:

        1) Stop current activity.

        2) Put materials away.

        3) Take out materials for new activity.

        4) Move to appropriate area of the room.

        5) If you have a question, ask a classmate or raise your hand to ask teacher.

6) Show readiness by sitting/standing quietly and looking at the teacher.

    c. Set a specific time limit for transitions (2 minutes is often sufficient).

    d. Establish specific start and end signals (e.g., 1 tap on a triangle to start, 3 to end). Consider a 30-second warning, if necessary.

    e. Give group credit for group success.

7. Establish a positive behavior management program

    a. Rules express specific expectations for school behavior in demonstrable terms (e.g., Get your materials when you walk into the room; sit down and start work immediately; do not touch another student without his/her permission; follow the teacher's instructions immediately).

    b. Give frequent, specific recognition/reinforcement of positive behaviors.

    c. Have established consequences for rule infringements and be absolutely consistent in applying them when necessary

    d. Whenever possible, use humor to request or redirect a specific behavior. Do not use anger or a judgmental manner when correcting behavior.

Remember: If you have – and stick to – a well-organized teaching plan, you are less likely to have to depend on your behavior management program.

Progress Monitoring

If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Developed by:

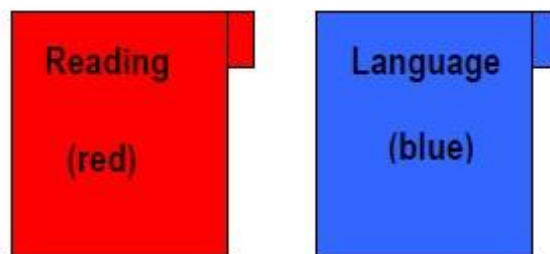Lynne E. Jaffe, Technical Assistance to Schools, Arizona State Schools for the Deaf and the Blind, Tucson, Arizona

ORGANIZATION OF MATERIALS AND ASSIGNMENTS

1. Set up the student's notebook in the following manner:
    a) Choose a 3-ring binder that has pockets and holders for pens, erasers, and other school
       supplies, as well as a transparent pocket in which to display a card with the student's
       name, address, and phone number in case it is lost.

    b) Insert a folder with pockets. Label the front cover HOMEWORK. On the inside, label the
       left pocket "Not finished" and the right, "Finished." Any papers given out in class--
       related to assignments--are to be placed in the Not Finished pocket and all completed
       assignments in the Finished pocket until they are handed in.

    c) Use a simplified week-by-week assignment sheet. Each week, tape a new one to the front
       of the homework folder so that it is easily accessible and less likely to be lost.

	Subject	M	T	W	Th	F
red	Reading					
blue	Lang Arts					
green	Soc. St.					
yellow	Math					
lt.blue	Science					
	Notes					

    d) Tape a month-long calendar to the back cover of the homework folder to fill in deadlines
       and schedule intermediate deadlines and work sessions for long-term projects. The
       student can color in the days of school breaks and special events on the calendar to
       display the schedule. Pictures representing major holidays may be added.

    e) Put tabbed dividers of different colors in the notebook, one for each subject. Plastic
       dividers are easier to handle and are more durable than paper dividers. On the assignment
       sheet, you may also color-code the row for each subject to match the color of the divider
       for that subject notebook. Let the student choose the colors. The figures below show
       dividers color-correlated to the academic subjects on the assignment sheet.

    f) In the back of the book, include a section for a stash of clean notebook paper.

2. To help the student write down assignments and bring home the proper materials, set up a
   system whereby the student writes down the homework in each class on an assignment sheet.
   The teacher checks it for accuracy, legibility, and completeness, corrects it if necessary, and
   initials it. If inattention, handwriting, or other difficulties prevent the student from copying
   down assignments, the teacher should do so. The teachers may need to help the student
   remember to put the required materials in his or her backpack.

f) In the back of the book, include a section for a stash of clean notebook paper.

2. To help the student write down assignments and bring home the proper materials, set up a system whereby the student writes down the homework in each class on an assignment sheet. The teacher checks it for accuracy, legibility, and completeness, corrects it if necessary, and initials it. If inattention, handwriting, or other difficulties prevent the student from copying down assignments, the teacher should do so. The teachers may need to help the student remember to put the required materials in his or her backpack.

3. At home, the parents check the student's assignment sheet, make sure assignments are completed, initial the appropriate box on the assignment sheet, and watch the student put the assignment in the "Finished" pocket of the homework folder. The last row on the assignment sheet may be left open for the teacher and parent to communicate.

4. The teacher(s) reminds the student daily--and directly--to hand in his or her completed assignments and makes sure that the student does so.

5. For long-term assignments, the teacher or parent helps the student to break down the assignment into steps, schedule a deadline for each step, and schedule specific times on the monthly calendar (back cover of homework folder) for work on each step. Require the student to hand in each stage of the assignment for checking before going on.

6. The parents help the student set up a file system at home. Place files, each one labeled with the name of a class/subject, in a file drawer, file box, or accordion file. Periodically, a parent or tutor should go through the notebook with the student and pull out all of the papers that are no longer needed. File these, by subject, in the corresponding file. The student then has these papers to refer back to if necessary and the number of papers in the notebook are reduced.

Suggestion

To help the student begin to develop an understanding of time within the framework of months in a year, at the end of each month, put the monthly calendar up on the wall so as to create one row of twelve calendar pages by year's end. Refer back to different months and point out past events and how long ago they happened.

Progress Monitoring

If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Developed by:

Lynne E. Jaffe, Technical Assistance to Schools, Arizona State Schools for the Deaf and the Blind, Tucson, Arizona

Software Selection Tips

Tip 1 – Choose software with limited distractions.

Students with learning difficulties are prone to be distracted by too much stimuli on the screen at one time. Moreover, too many images, sounds, and animated activities can distract from the concept, skill, or procedure being studied. Choose programs that use simple screen displays and sounds that reinforce learning.

Tip 2 – Choose procedures that match those being taught in school.

Many students with learning difficulties get confused if the same task is presented in different ways, particularly in the early stages of learning. The method used by the software program for introducing or reinforcing concepts, skills, and procedures may be substantially different than the method of presentation used in the classroom. Weigh the other advantages of the software before introducing this type of conflict. If you decide to use software with differing procedures, take the time to point out the differences carefully and be ready to assist if confusion arises.

Tip 3 - Choose modifiable software.

Software that can be modified regarding speed, instructional levels, number of problems/questions requiring a response before moving to the next level, and content of activity (e.g., specific sight words, syllable structures, multiplication facts) will serve the needs of a wide range of students in a single classroom or an individual student over a long period of time. Sometimes requiring a speedy response is motivating but often it discourages careful thought and prevents a well-considered response. The difference depends on the student's personality and level of facility with the task.

Tip 4 - Choose software with small increments between levels.

Most software designed for typical students makes rather large jumps in difficulty from one level to the next. This is particularly true of retail software that purports to cover the entire K-8 curriculum within a subject area. Students with learning difficulties will often test out of Level 1 but then fail miserably on Level 2 because the tasks have gotten too difficult too fast. Special education publishers are more aware of this difficulty and incorporate smaller difficulty increments between levels. The other solution is to choose software that is specific to a student's current level of instruction.

Tip 5 - Choose software with helpful feedback.

Educational software should provide clues to the correct answer when a student makes an error; software that simply indicates a student is wrong is less helpful.

Tip 6 - Choose software that limits the number of wrong answers for a single question or problem.

A sure formula for creating student frustration is to require a student to repeatedly guess on a question or problem he or she doesn't know. It's also a sure formula for encouraging random

guessing and other careless academic habits. The best software will limit the number of attempts, give clues as to the correct answer, provide the correct answer, and then reintroduce that same item at a later time. Test this feature on a software program by making deliberate errors.

Tip 7 - Choose software with good record-keeping capabilities.

We know that informative performance feedback can help students understand their errors and help them set realistic but challenging goals. Choose software that keeps records for each student. Young children might be told how many items out of the total number were correct. Older students can be given percentages correct. Ideally, information is made available on the types of tasks or questions that caused difficulties.

Tip 8 - Choose software with built-in instructional aids.

Guidance in figuring out the correct answer or in understanding the process that would have led to the correct answer can be extremely helpful. Some programs are constructed so that when a student gives a wrong response, he or she has the option of requesting guidance to the correct answer and earning partial credit. For example, the program moves step-by-step through the solution of the problem or task, asking a question at each step and giving the student feedback on his or her response.

Tip 9 - Remember software is a learning tool—not the total solution.

Instructional software is a tool in effective instruction and learning. With color, graphics, animation, sound and interactivity, it can capture and hold the attention of students so that they persist in tasks. When modifiable, it can support learning at the student's pace and on the student's level. It is important, however, for direct teacher instruction to lead technology-assisted instruction or reinforcement. Ensure that concept development and instruction in specific skills and procedures precede software use. Pencil-and-paper tasks still have a role to play in student learning. Although software can support student learning in a positive manner, software can rarely stand on its own. Instruction must precede software use and then extend beyond the software to apply the concepts, skills, and procedures in many new settings.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Adapted from:
Babbitt, B. C. (2000). 10 tips for software selection for math instruction (LD Online Reprint). *The CDA Gram*, *34*(2), 11-12.

Study Guides

Purpose

Study guides may be adapted and used for a variety of purposes. A study guide may focus attention on key concepts in text, foster ability to process textual information at higher cognitive levels, heighten awareness of how content might be organized, and assist with evaluation of prior knowledge or information learned.

Preparation

When preparing a study guide, read the material carefully, decide the purpose of the study guide, and identify the key concepts. The method of construction will depend on the type of study guide the teacher decides to use.

Types of Study Guides

Several types of study guides have been identified in the literature regarding reading in the content areas. Those described most often concern levels of comprehension, organizational patterns, and specific concepts.

Three Levels of Comprehension

A three-level study guide has questions that involve literal, interpretive, and applied comprehension. Depending on how information is presented in the text, any given question may require different levels of cognitive processing. Three levels of comprehension exist: (a) literal comprehension involves identifying factual material and knowing what the author said, (b) interpretive comprehension involves inferring relationships among the details and knowing what the author meant, and (c) applied comprehension involves developing generalizations that extend beyond the assigned material.

A single question cannot be considered as requiring a certain level of comprehension. To decide the comprehension level of a question, the teacher has to consider how the information is stated in the text and the level of cognitive processing necessary for the reader to come up with an acceptable answer (Pearson & Johnson, 1978). Even a question such as, "How might local endeavors toward recycling eventually help global conservation?" would be a literal question if this information were directly stated in the text.

The items on a study guide may include open-ended questions, true-false statements, and fill in the blank. Matching items are not recommended as the separation on the page of two related concepts interferes with easy use of the guide for studying.

The three-level study guide is relatively easy to individualize according to students' abilities. For a fairly homogeneous class, the teacher may decide to prepare questions pertinent to the key concepts at only one level of comprehension. Alternatively, the teacher may decide to mix levels of questions. When adapting the study guide for learners at different cognitive levels or reading ability, the teacher may assign certain items to certain students, matching the level of comprehension required to the student's current ability level or scaffolding a student to the next

level. For extra assistance, the teacher may write, next to the question, the page number where the answer may be found. For learners functioning at a lower reading level, the teacher may use the same study guide with adapted materials.

EXAMPLE: THREE LEVELS OF COMPREHENSION

All students are to complete questions 1 - 5.

Mark each of these statements: T for True or F for False.

_____ 1. Count Camillo di Cavour became the first King of Italy.

_____ 2. Garibaldi and his army won the battle in Sicily because the enemy ran out of bullets.

_____ 3. The country called Italy did not exist in the year 1880.

_____ 4. Garibaldi's victorious army was well-trained and well-equipped.

_____ 5. After three weeks of fighting, Italy was free.

Of the questions below, answer only those you were assigned. Please answer in complete sentences on notebook paper so that you can use your answers later as a study guide.

** 6. In 1834, Garibaldi escaped from Italy under sentence of death. Why do you think he had been sentenced to die?

** 7. List three words or phrases that describe Garibaldi.

*** 8. This chapter is entitled, "The Fight for Italy". What would another good title be?

** 9. For what reason was an army sent to capture Rome and central Italy even before Garibaldi reached there?

***10. Do you think that fighting a war is the best way for people to gain freedom? If so, explain your reason.

** 11. Count di Cavour and Garibaldi were very different men who often clashed with each other. Describe one important way in which they were different and one important way in which they were alike.

***12. Today, Garibaldi is considered a great hero throughout the world; Count di Cavour's name is hardly known, although he was also very important in Italy's struggle for independence. What is one good reason for the difference in their fame?

Note: All of the true/false questions are literal; those with two stars are interpretive; and those with three stars are application questions.

Organizational Patterns

To facilitate comprehension, study guides may be designed to heighten students' awareness of text organization. Some of the more common text patterns used include: main idea/details, cause/effect, comparison/contrast, and order of events. For example, a study guide emphasizing comparison/contrast might ask the students questions about similarities and differences between World War II and the Vietnam War. For a model of cause/effect, the teacher might list specific events down one side of the page with the heading "Cause" and leave blank the other side of the page with the heading "Effect." The following is an example of a study guide emphasizing temporal order.

ORGANIZATIONAL PATTERN: TEMPORAL ORDER

Number the sentences below according to the order in which they occurred in the chapter.

_____ In 1854, Garibaldi left the United States to go back to Italy.

_____ Although the Italians made several attempts to revolt, they failed each time.

_____ The Sardinian King was made King of Italy.

_____ Garibaldi's army forced the Austrians to retreat.

_____ Much of Italy was under the control of foreign kings.

_____ The Sicilians fought alongside of Garibaldi and his men.

Concept Development

A teacher may use the content of text to provide practice with a specific concept; the study guide is the medium. For example, a teacher who is trying to teach the class the concept of categorization could prepare a list of words or phrases, and a list of categories representing key concepts, pertaining to the text chapter they are studying. The students are directed to place each item in the first list into the appropriate category. Categories from the Civil War might include: reasons for the war, immediate outcome of the war, long-term outcomes, results nobody had expected, and effect on the economy of the South. A concept guide designed to teach context clues might name and describe three types, with the requirement that, as the student reads, she fills in examples of each of the context clues.

Alternate Formats

Study guides may be constructed in alternate formats. For example, a teacher may copy a section of text and write questions and notations about key points, structure, or a specific concept in the margin next to the related information. Or, rather than copying the passage, he/she might write questions/notations on a piece of paper that is held next to the text while the student is reading.

Activities

Reading study guides may be completed by students independently, in pairs, or in cooperative groups. Class discussion should follow completion of the study guide to reinforce the purpose of the study guide and to ensure that everyone understands the correct responses.

Cautions

• Using a study guide or the same format of a study guide too frequently may become boring for students.

• Do not grade study guides. Use them diagnostically, for example, to see if a student can discern essential information from text. Ask the student why he/she answered as he/she did.

• Use the study guide as one activity within many in introducing or working with new information. Do not rely on it alone to introduce a new topic or section of text.

Progress Monitoring

If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Adapted from:

Herber, H.L. (1978). *Teaching reading in content areas* (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall.

The study guide examples were written by Edith Jaffe and based on: Johnson, W., Peck, I., Plotkin, F., & Richardson, W. (1976). The modern world. New York: Scholastic Book Services

Writing Process with Mapping for Individual Tutoring

Purpose

Guiding a student through the process approach to writing provides the student with a technique for deciding a topic, teaches him/her the components of a paper, gives him/her a method for organizing ideas, and reinforces the idea that writing involves numerous steps and stages.

Procedure

Begin by telling the student that you will be teaching him a new method of writing that has several steps. Explain that good writers never complete a paper or story in just one draft.

Because several drafts of a paper are usually necessary, have the student use a word processor if one is available and the student has word processing skills.

Prewriting

1. Select a topic.

    a. Provide the student with a broad topic on which to write. Within the broad topic assigned, have the student brainstorm and list as many ideas for subtopics as possible.

    b. Have the student cross out the subtopics that seem least interesting and then rank the remaining ones from most to least interesting.

    c. Have the student select the top choice as the topic and make up a working title (subject to change) that can evolve into the main idea statement for the paper.

2. Conduct research.
    If necessary, have the student research the topic, taking notes on paper or note cards.

3. Generate idea statements

    a. Have the student dictate or write on paper everything about the topic he/she knows or can remember from reading. Have the student write only one idea to a line, skipping lines between statements.

    b. Have the student cut the paper between the statements so that he/she has a pile of separate ideas on the topic. Alternatively, the student can write each idea on a page from a sticky pad. These are easier to reorganize than slips of paper.

4. Organize the idea statements

    a. Ask the student, "How can you group these so that the ideas that are similar in some way are together?" Have the student then go through the ideas and group the pieces of paper. Help only as much as necessary.

    b. Have the student organize the ideas within each group according to the information present. Some ideas may be organized sequentially, others as statement and support, and others as comparison/contrast. Within each group, have him/her arrange the strips of paper one above the other on the table.

5. Generate main idea statements

    a. Ask the student why he/she put certain ideas together. Help him/her make a general statement that encompasses the ideas. Have the student write the general statement down and place it at the top of the stack.

    b. Have the student title all idea groups in the same manner. If one statement in the stack serves as a main idea already, it may be placed at the top.

6. Add and reorganize information

    a. Encourage the student to write and add related ideas to any of the groups.

    b. Have the student review the ideas within each group. Encourage him/her to move ideas among the groups if any seem to fit better under some other heading.

7. Design the semantic map. Using the main idea statements as a guide, help the student to design a semantic map depicting the relationship among the main idea statements. The overall topic is the first level, the main idea statements are the second level, and the details are the third level. When drawing the map, however, it may become obvious that one or more of the main idea statements works better as a third-level statement placed as an offshoot of one of the second-level statements.

8. Explain the relationships and add to the map

    a. When the map is drawn, have the student explain why he/she placed the main ideas where he/she did, explaining the relationships among them. Have the student make any changes in design or levels at this point.

    b. Have the student place the more detailed ideas in the semantic map associated with their main idea statements.

    c. Have the student explain how the information interrelates in the map.

Writing

1. Using the information in the semantic map, have the student write a first draft of the body of the paper. Each second level of the map becomes a paragraph. The idea statement at this level provides the main idea.

2. Have the student write an introduction and a conclusion.

Revising/Editing

1. Help the student read through the paper, making revisions in organization, sentence structure, and vocabulary.

2. Have the student write transitional sentences where needed to facilitate the connection between paragraphs.

3. Have the student rewrite the paper with revisions, read it again for further revision, and write another draft.

4. When the student and teacher are satisfied with the paper, help the student edit it for errors in mechanics, such as spelling, punctuation, and capitalization.

Final Copy

Have the student write and then hand in a final copy of the paper.

Progress Monitoring
If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Adapted from:
Buckley, M. H. & Boyle, O. (1981). *Mapping the writing journey*. Berkeley: University of California Berkeley/Bay Area Writing Project, Curriculum Publication No. 15. Graves, D. H. (1983). *Writing: Teachers and children at work*. Exeter, NH: Heinemann Educational Books.

Pearson, P. D. & Johnson, D. D. (1978). *Teaching reading comprehension*. New York: Holt, Rinehart, and Winston.

Error Monitoring Strategy

Purpose

The Error Monitoring Strategy is a technique used to help students develop proofreading skills and improve basic writing skills. The final goal is self-monitoring with independent use of the strategy.

Steps in the Error Monitoring Strategy

1. Write a draft of a composition on every other line.

2. Write COPS on the top of the page.

3. Read through the composition once for each type of error you are trying to locate, marking each error with a colored pencil. When you have checked the entire composition for a specific type of error, check off the cue letter on the top of the page.

4. Optional: Ask someone to double-check your paper.

5. Look up spelling words; ask for help with corrections.

6. Recopy composition neatly. Use every line.

7. Reread and proofread.

Mnemonic

Cue Error Correction
C = **C**APITALS Write over error.
O = **O**VERALL APPEARANCE
    Fragments & Run-ons Line out and write new sentence above.
    Paragraph indent ⬜⬜
    Margins Draw lines down the side of page.
    Note marks, rips
P = **P**UNCTUATION Circle each incorrect mark or position for omitted marks.
S = **S**PELLING Write SP above word.

Procedure

Introduce Error Monitoring

1. Explain to the student that if he/she is able to identify the errors in compositions, his/her papers will be better and his/her grades will improve.

2. Administer a pretest, using a copy of a handwritten sample passage, in which the student is asked to mark any errors found. Show the student the percentage of errors the student identified and the percentage he/she did not identify.

3. Explain that you will teach the student a strategy that will help with proofreading. Make sure he/she understands why proofreading is necessary.

4. Obtain a commitment from the student to learn the strategy.

5. Describe the steps in the strategy.

Model the Strategy

1. Have available a short composition, written on every other line, with a variety of errors in capitalization, punctuation, paragraph indentations, margins, spelling, and sentence construction.

2. Using the cue card, model the steps and think aloud.

Provide Guided Practice

For practice, use copies of a variety of prepared handwritten passages, on which the student just marks and corrects the errors.

1. Have the student memorize COPS, the type of error each letter represents, and the proofing mark. If needed, provide a cue card.

2. Have the student practice the Error Monitoring Strategy on passages starting at the student's independent reading level, moving up to more advanced levels. Mastery at each level is 80%.

Independent Practice

When the student has attained 80% mastery on passages slightly higher than his/her own writing level, have the student use COPS on his/her own writing. At this point, include Step 7: Reread and Proofread.

Posttest and Commitment to Generalize

1. When the student is familiar with the procedure and is using it well in the student's own writing, give a posttest similar to the pretest.

2. With the student, compare the posttest with the pretest results. Ask the student to tell you what he/she has learned.

3. Explain the importance of generalization and obtain the student's commitment to use the strategy in the classroom and at home.

4. Give the student a cue card to remind him/her of the basic steps.

Promote Generalization

1. Talk with the student's other teachers. Ask them to remind the student to use Error Monitoring and, if needed, to provide a cue card.

2. Possibly, offer to teach Error Monitoring to the student's entire class or to the teacher.

3. Collect the student's writing from other classes to see if he/she is using the strategy. Provide incentives to do so.

```
                        CUE CARD
C = CAPITALS        First word in each sentence
                    Names of people & places
                    Dates
O = OVERALL         Fragments or run-on sentences
    APPEARANCE      Paragraph indent
                    Margins
                    Marks, rips
P = PUNCTUATION     Ends of sentences marked
                    Commas
S = SPELLING        Correct
```

Adaptation

For students who need to have skills more clearly delineated, you may use the acronym SH! COPS!

Cue Error Correction

S = **S**ENTENCE Line out and write new sentence above it.

H = **H**ANDWRITING Underline poorly written or illegible words.

C = **C**APITALS Write over error.

O = **O**VERALL APPEARANCE

Paragraph indent

Margins Draw lines down the side of page.

Note marks, rips

P = **P**UNCTUATION Circle each incorrect/omitted mark.

S = **S**PELLING Write SP above word.

```
CUE CARD:  SH! COPS!

S = SENTENCES        Fragments & run-ons
H = HANDWRITING      Neat
C = CAPITALS         First word in each sentence
                     Names of people & places
                     Dates
O = OVERALL          Paragraph indent
    APPEARANCE       Margins
                     Marks, rips
P = PUNCTUATION      Ends of sentences marked
                     Commas used
S = SPELLING         Correct
P = PUNCTUATION      Circle each incorrect/omitted
                     mark.
```

Progress Monitoring

If you wish to use this intervention at the Tier 2 or Tier 3 level please consult with your school psychologist on the appropriate method to use to monitor progress.

Adapted from:

Schumaker, J. B., Deshler, D. D., Alley, G. R., Warner, M. M. Clark, F .L., & Nolan, S. (1982). Error monitoring: A learning strategy for improving adolescent performance. In W. M. Cruickshank & J. Lerner (Eds.), *Best of ACLD: Vol. 3* (pp. 170-182). Syracuse, NY: Syracuse University Press.

Schumaker, J. B., Deshler, D. D., Nolan, S., Clark, F. L., Alley, G. R., & Warner, M. M. (1981). *Error monitoring: A learning strategy for improving academic performance of LD adolescents* (Research Report No. 32). Lawrence, KS: University of Kansas Institute for Research in Learning Disabilities.

Appendix: Definitions

Definitions of Terms and Acronyms

The following terms and acronyms are commonly heard in education. Some of them apply to the Student Support Team process, others are specific to Exceptional Students, while others are general terms in education.

Baseline: a student's level of academic or behavioral performance immediately before an intervention is began. Baseline data should consists of at least 3 data points which are collected within a short period of time and reflect the student's typical performance.

Curriculum Based Measurement (CBM): a method of measuring student academic achievement through direct assessment of specific academic skills. When using CBM, the teacher gives the student brief, timed samples or "probes" to help measure a student's progress. Weekly or monthly CBM allows the teacher to revise the instructional plan and interventions as soon as the student needs it, rather than waiting until a test or the state assessment shows that the student's instructional needs are not being met.

Data Collections: repeated curriculum-based measurements that last 1 to 5 minutes and provide information to teachers and parents to provide a clear picture of the student's progress toward academic and behavioral goals. Teacher and parents can see daily/weekly scores on a graph to determine if additional instruction and intensive interventions are effective.

Differentiated Instruction: a way of teaching students of different abilities in the same class. Generally, everyone is involved in working on the same concept, but some aspect of instruction is different for one or more students. More specifically, the teacher proactively plans varied instructional approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to promote that every student learns as efficiently as possible.

Division of Exceptional Students (DES): Formally known as Special Education.

DES Eligibilities:

SLD – Specific Learning Disability	EBD – Emotional and Behavioral Disorder
ASD – Autism Spectrum Disorders	VI – Visual Impairment
DB – Deaf-blind	D/HH – Deaf/Hard of Hearing
MID – Mild Intellectual Disability	OHI – Other Health Impaired
MOID – Moderate Intellectual Disability	SI – Speech/Language Impairment
SID – Severe Intellectual Disability	OI – Orthopedic Impairment
PID – Profound Intellectual Disability	SDD - Significant Developmental Delay
TBI – Traumatic Brain Injury	

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered

measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

Early Intervention Program (EIP): (Available at some schools and grade levels) The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. A student at any level of the tiers of intervention may receive EIP assistance.

Free and Appropriate Public Education (FAPE): This IDEA and Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE) for every child with a disability. The education must be individually tailored to meet the student's needs and include all related services necessary for him or her to benefit from the special education instruction.

Family Educational Rights and Privacy Act (FERPA): FERPA is a Federal law that protects the privacy of student's education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Formative Assessment: Formative assessment is often done at the beginning and during a curriculum unit or intervention, thus providing the opportunity for immediate feedback on student learning. Formal assessment is not to be evaluative or involve grading students. Formative assessment results lead to curricular and instructional modifications when current strategies do not result in adequate student learning.

Individuals with Disabilities Education Act (IDEA): IDEA is our country's special education law. The IDEA was originally enacted by Congress in 1975 to make sure that children with disabilities had the opportunity to receive a free appropriate public education, just like other children. IDEA guides how states and school districts provide special education and related services.

Individual Accommodations Plan (IAP): A plan designed to accommodate the unique needs of a student with a disability, as required by the Americans with Disabilities Act. The IAP is offered to students who are eligible for 504 accommodations based on a disability that does not interfere with the student's ability to progress in general education.

Individual Education Plan (IEP): Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document that outlines the educational plan for the student based on that student's needs and abilities.

Individual Health Plan (IHP): An IHP is a form that is completed by a physician detailing a health impairment of a student. IHPs are typically developed for students with asthma, seizure disorder, diabetes, sickle cell anemia, or other medical conditions that may require medical

attention or medication at school. IHPs may also be requested for students diagnosed with mental illness or behavioral diagnoses such as ADHD. IHP's may be written or developed for a student at any of the Tiers.

Intervention: An intervention involves modifying curriculum and/or instruction to meet the specific academic or behavioral needs of a student.

Progress Monitoring: A method used by teachers to track individual student progress on an on-going basis. The student's progression of achievement and/or behavior is monitored and teaching is adjusted to meet the students' needs. Specifically, a student's current levels of academic or behavioral performance are identified and goals for improvement are set. By using quick and easy repeated measures, teachers can take daily and weekly "snapshots" that provide valuable information about the student's progress towards meeting the goal. Progress is measured by comparing expected and actual rates of learning and/or behavior.

Pyramid: Refers to the Georgia Student Achievement Pyramid of Interventions which is a framework of instructional interventions that must be provided in a standards-based learning environment to maximize student achievement for ALL students.

Reasonable Progress: Refers to a student's rate of learning as compared to grade level peers. For example, the Georgia state regulations for special education indicate that a student whose rate of learning is comparable to grade level peers cannot be determined to have a disability that impacts educational performance even though the student may be below grade level.

Response to Intervention also known as Multi-tiered Systems of Support (RTI aka MTSS): The process by which school personnel analyze a student's response to a particular intervention to assist in determining whether or not the intervention is working. If the student fails to respond to several appropriate and well implemented interventions, school personnel will consider whether the student is failing to respond to interventions and may be in need of more specialized services available through the Division of Exceptional Students.

Section 504: Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal **access** to an education. The child may receive accommodations and modifications in the general education classroom.

Student Support Team (SST): SST is a regular education Tier 3 process that is based on the child study team concept that facilitates the implementation of *intensive researched-based interventions* and supplemental academic instruction to proactively meet the diverse characteristics and needs of students with academic and behavior concerns.

Summative Assessment: Summative assessment is comprehensive in nature and is used to check the level of learning at the end of a curriculum unit or school year. For example, if upon completion of a unit students will have the knowledge to pass a test, taking the test would be summative in nature since it is based on the cumulative learning experience.

Trendline: a line on a progress monitoring graph that shows the student's current rate of progress. The trendline also predicts the expected goal of the intervention if the student continues to progress at the current rate.