An Introduction to Response-to-Intervention

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Response to Intervention: A Guide for Schools
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Download PowerPoints and Handouts from this workshop at:
http://www.interventioncentral.org/rtitoolkit.php

Workshop Agenda…

Understanding the RTI Model
Function and Structure of the RTI (Problem-Solving) Team
Importance of Data Collection and Progress-Monitoring
Selection, Implementation, and Documentation of Research-Based Interventions
Creating Your Own District or Building RTI ‘Action Plan’

“The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students.”
--Wright (2005)

Do you agree or disagree with this statement? Why?


RTI is a Model in Development

"Several proposals for operationalizing response to intervention have been made...The field can expect more efforts like these and, for a time at least, different models to be tested...Therefore, it is premature to advocate any single model."
(Barnett, Daly, Jones, & Lentz, 2004)


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

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

What is ‘Response to Intervention’ (RTI)?

‘Response to Intervention’ is an emerging approach to the diagnosis of Learning Disabilities that holds considerable promise. In the RTI model:

• A student with academic delays is given one or more research-validated interventions.
• The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers.
• If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to ‘respond to intervention’ can be viewed as evidence of an underlying Learning Disability.

What are advantages of RTI?

• One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners.
• Another advantage is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

What previous approach to diagnosing Learning Disabilities does RTI replace?

Prior to RTI, many states used a ‘Test-Score Discrepancy Model’ to identify Learning Disabilities.

• A student with significant academic delays would be administered an battery of tests, including an intelligence test and academic achievement test(s).
• If the student was found to have a substantial gap between a higher IQ score and lower achievement scores, a formula was used to determine if that gap was statistically significant and ‘severe’.
• If the student had a ‘severe discrepancy’ [gap] between IQ and achievement, he or she would be diagnosed with a Learning Disability.

Learning Disabilities: Test Discrepancy Model

“Traditionally, disability is viewed as a deficit that resides within the individual, the severity of which might be influenced, but not created, by contextual variables.” (Vaughn & Fuchs, 2003)

Limitations to the ‘test-score discrepancy model’ (Gresham, 2001):

• Requires chronic school failure BEFORE remedial/special education supports can be given.
• Fails to consider that outside factors such as poor or inconsistent instruction may contribute to a child's learning delay.
• A ‘severe discrepancy’ between test scores provides no useful information about WHY the student is doing poorly academically.
• Different states (and even school districts within the same state) often used different formulas to diagnose LD, resulting in a lack of uniformity in identifying children for special education support.

Why is RTI now being adopted by schools?

Congress passed the revised Individuals With Disabilities Education Improvement Act (IDEIA) in 2004.

• This Federal legislation provides the guidelines that schools must follow when identifying children for special education services.
• Based on the changes in IDEIA 2004, the US Department of Education (USDE) updated its regulations to state education departments. The new USDE regulations:
  – Explicitly ALLOW states to use RTI to identify LD
  – FORBID states from forcing schools to use a ‘discrepancy model’ to identify LD
IDEIA 2004-05 Federal (US Dept of Education) Regulations: What do they say about LD diagnosis?

In 2004, Congress reauthorized the Individuals With Disabilities Education Improvement Act (IDEIA 2004), including landmark language in that law to encourage schools to break free of their reliance on the discredited IQ-Achievement Discrepancy method for identifying Learning Disabilities.

The U.S. Department of Education then developed regulations based on IDEIA 2004 to guide state practices. These regulations (34 C.F.R. 300 & 301, 2006) direct that states cannot “require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability” [Discrepancy Model]. Furthermore, states “must permit the use of a process based on the child’s response to scientific, research-based intervention” (34 C.F.R. 300 & 301, 2006; p. 46786). [RTI Model]

The federal regulations also require that schools “ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction” (34 C.F.R. 300 & 301, 2006; p. 46787) by:

- demonstrating that “the child was provided appropriate instruction in regular education settings, delivered by qualified personnel” and;
- collecting “data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.”

At the Federal Level: A ‘Hands-Off Approach to RTI Implementation

“There are many RTI models and the regulations are written to accommodate the many different models that are currently in use. The Department does not mandate or endorse any particular model. Rather, the regulations provide States with the flexibility to adopt criteria that best meet local needs. Language that is more specific or prescriptive would not be appropriate. For example, while we recognize that rate of learning is often a key variable in assessing a child’s response to intervention, it would not be appropriate for the regulations to set a standard for responsiveness or improvement in the rate of learning.” p. 46653


What does RTI look like when applied to an individual student?

A widely accepted method for determining whether a student has a Learning Disability under RTI is the ‘dual discrepancy model’ (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).
- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).

The steps of RTI for an individual case…

Under RTI, if a student is found to be performing well below peers, the school will:

1. Estimate the academic skill gap between the student and typically-performing peers
2. Determine the likely reason(s) for the student’s depressed academic performance
3. Select a scientifically-based intervention likely to improve the student’s academic functioning
4. Monitor academic progress frequently to evaluate the impact of the intervention
5. If the student fails to respond to several well-implemented interventions, consider a referral to Special Education
**Tier I Interventions**

Tier I interventions are universal—available to all students. Teachers often deliver these interventions in the classroom (e.g., providing additional drill and practice in reading fluency for students with limited decoding skills). Tier I interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling. Tier I interventions attempt to answer the question: Are routine classroom strategies for instructional delivery and classroom management sufficient to help the student to achieve academic success?

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**Tier II Interventions**

Tier II interventions are individualized, tailored to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. Tier II interventions attempt to answer the question: Can an individualized intervention plan carried out in a general-education setting bring the student up to the academic level of his or her peers?

- **Standard-Protocol (Standalone Intervention)**: Group intervention programs based on scientifically valid instructional practices (‘standard protocol’) are created to address frequent student referral concerns. These services are provided outside of the classroom. A middle school, for example, may set up a structured math-tutoring program staffed by adult volunteer tutors to provide assistance to students with limited math skills. Students referred for a Tier II math intervention would be placed in this tutoring program. An advantage of the standard-protocol approach is that it is efficient and consistent: large numbers of students can be put into these group interventions to receive a highly standardized intervention. However, standard group intervention protocols often cannot be individualized easily to accommodate a specific student's unique needs.

- **Problem-solving (Classroom-Based Intervention)**: Individualized research-based interventions match the profile of a particular student’s strengths and limitations. The classroom teacher often has a large role in carrying out these interventions. A plus of the problem-solving approach is that the intervention can be customized to the student’s needs. However, developing intervention plans for individual students can be time-consuming.

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**Tier III Interventions**

Tier III interventions are the most intensive academic supports available in a school and are generally reserved for students with chronic and severe academic delays or behavioral problems. In many schools, Tier III interventions are available only through special education.

Tier III supports try to answer the question, What ongoing supports does this student require and in what settings to achieve the greatest success possible?
The Purpose of RTI: What Students Should It Serve?

**Early Identification.** As students begin to show need for academic support, the RTI model proactively supports them with early interventions to close the skill or performance gap with peers.

**Chronically At-Risk.** Students whose school performance is marginal across school years but who do not qualify for special education services are identified by the RTI Team and provided with ongoing intervention support.

**Special Education.** Students who fail to respond to scientifically valid general-education interventions implemented with integrity are classified as ‘non-responders’ and found eligible for special education.

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Secondary Students: Unique Challenges...

Struggling learners in middle and high school may:

- Have significant deficits in basic academic skills
- Lack higher-level problem-solving strategies and concepts
- Present with issues of school motivation
- Show social/emotional concerns that interfere with academics
- Have difficulty with attendance

*Students at the secondary level are also moving toward being ‘self-managing’ learners...*

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'RTI In a Perfect World: Challenging Goals....

- Teachers are able and willing to individualize instruction in their classrooms to help struggling learners.
- The school has adequate programs and other supports for students with basic-skill deficits.
- The school can provide individualized problem-solving consultation for any struggling student.
- The progress of any student with an intervention plan is monitored frequently to determine if the plan is effective.
- Students are motivated to take part in intervention plans.
RTI: School Readiness Resources
Response-to-Intervention School Readiness Survey

Introduction. The RTI School Readiness Survey is an informal measure designed to help schools to identify which elements of RTI that they are already skilled in and which elements that they should continue to develop.

Directions. This survey is divided into the following sections:

1. RTI: Understand the Model
2. RTI: Use Teams to Problem-Solve
3. RTI: Select the Right Intervention
4. RTI: Monitor Student Progress
5. RTI: Graph Data for Visual Analysis

Complete the items in each section. After you have finished the entire survey, identify any sections in which your school needs to improve its performance.

Next, go to RTI_WIRE, the online directory of free Response-to-Intervention resources, at:


RTI_WIRE is organized into categories matched to those on this survey, so that you can conveniently look up the information that your school needs to successfully put the RTI model into place.
1. RTI: Understand the Model

<table>
<thead>
<tr>
<th>Staff members of successful RTI schools understand the RTI model and believe that this approach will benefit teachers as well as struggling learners.</th>
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<tbody>
<tr>
<td>At my school:</td>
</tr>
<tr>
<td>♦ the principal strongly supports Response-to-Intervention as a model for identifying educational disabilities.</td>
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<tr>
<td>♦ the staff has received an overview of the RTI model, understands its general features, and knows how RTI differs from the traditional 'test discrepancy' approach.</td>
</tr>
<tr>
<td>♦ the majority of the staff (80 percent or more) appears ready to give the RTI model a try, believing that it may benefit teachers as well as students.</td>
</tr>
<tr>
<td>♦ all programs or resources that are intended to improve students' academics or behaviors are inventoried and organized into three levels, or Tiers. (Tier I contains programs available to all students, such as classwide tutoring. Tier II addresses the needs of students who show emerging deficits and includes individualized intervention plans designed by the school's Intervention Team. Tier III is the most intensive level of assistance available in a school and includes special education services as well as such supports as Wrap-Around Teams for psychiatrically involved students.)</td>
</tr>
</tbody>
</table>

2. RTI: Use Teams to Problem-Solve

<table>
<thead>
<tr>
<th>Successful RTI schools support teachers in the RTI process by encouraging them to refer struggling students to an Intervention Team. This Team is multi-disciplinary and follows a structured problem-solving model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school's Intervention Team...</td>
</tr>
<tr>
<td>♦ is multi-disciplinary, and has members who carry a high degree of credibility with other staff in the building.</td>
</tr>
<tr>
<td>♦ follows a formal problem-solving model during meetings.</td>
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</tbody>
</table>
Successful RTI schools select interventions that match the student's underlying deficits or concerns, are scientifically based, and are feasible given the resources available.

My school...

- has put together a library of effective, research-based intervention ideas for common student referral concerns--such as poor reading fluency and defiant behavior.
- considers the likely 'root causes' of the student's academic or behavioral difficulties (e.g., skill deficit, lack of motivation) and chooses intervention strategies that logically address those root causes.
- tailors intervention ideas as needed to be usable in real-world classrooms while being careful to preserve the 'treatment' qualities that make each intervention effective.
- formats intervention strategies as step-by-step teacher-friendly 'scripts' containing enough detail so that educators can easily understand how to put them into practice.
- follows up with teachers soon after a classroom intervention has been put into place to ensure that the instructor has been able to start the intervention and is implementing it correctly.
### 4. RTI: Monitor Student Progress

Successful RTI schools have the capacity to collect baseline data, as well as to conduct frequent progress monitoring of students in academic and behavioral areas.

<table>
<thead>
<tr>
<th>My school can...</th>
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<tbody>
<tr>
<td>♦ conduct structured classroom observations of students to determine rates of on-task behavior, academic engagement, work completion, and rates of positive or negative interactions with adults.</td>
</tr>
<tr>
<td>♦ collect and assess student work products to assess the completeness and accuracy of the work—and to estimate the student time required to produce the work.</td>
</tr>
<tr>
<td>♦ administer and score curriculum-based measurement (CBM) probes in basic skill areas: phonemic awareness, reading fluency, math computation, and writing.</td>
</tr>
<tr>
<td>♦ use local or research norms (e.g., CBM), or criterion-based benchmarks (e.g., DIBELS) to judge the magnitude of a student's delays in basic academic skills.</td>
</tr>
<tr>
<td>♦ create Daily Behavior Report Cards (DBRCs) or other customized rating forms to allow the instructor to evaluate key student academic and general behaviors on a daily basis.</td>
</tr>
</tbody>
</table>

### 5. RTI: Graph Data for Visual Analysis

Successful RTI schools routinely transform progress-monitoring data into visual displays such as time-series graphs to share with teachers, Intervention Team members, parents, and others. These displays demonstrate whether the student is benefiting from the intervention.

<table>
<thead>
<tr>
<th>My school can...</th>
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<tbody>
<tr>
<td>♦ convert progress-monitoring data into visual displays such as time-series graphs to aid in instructional and behavioral decision-making.</td>
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</table>
RTI for Elementary Schools: Reading Program ‘Readiness Check’

School: _____________________________________________________ Date: ______________

Directions: Based on your knowledge of your school’s current Tier 1 (classroom) reading programs and Tier 2 (group-based supplemental reading) interventions, rate your building’s ‘RTI readiness’ in reading.

Tier 1: Core Curriculum & Instruction

1. The school allocates at least 90 minutes per day in all classrooms in grades K-4 for ‘core reading instruction’.

☐ Less than 90 minutes per day ☐ 90 minutes per day ☐ More than 90 minutes per day

2. The reading program used with all students to support the core curriculum is documented to be ‘research-based’.

☐ The program has limited or no information to support research-based status. ☐ The program has adequate information to support research-based status. ☐ The program has strong information to support research-based status.

3. To support the core curriculum, the school identifies those Tier 1/classroom-based ‘best practice’ whole-group or individual strategies that teachers should use during reading-related instruction to reach the widest range of learners. Those Tier 1 strategies are explicitly identified and shared with teachers. Follow-up consultation and coaching support is provided as needed to ensure that teachers know how to use the strategies and actually use them as needed.

☐ No standard set of Tier 1/classroom-based reading intervention strategies has been identified. ☐ A standard set of Tier 1/classroom-based reading intervention strategies has been identified. ☐ A standard set of Tier 1/classroom-based reading intervention strategies has been identified. Follow-up consultation and coaching support is provided as needed.

4. The school conducts universal screenings at least 3 times each year in grades K-4 in phonemic awareness and reading fluency skills to determine which students may require additional interventions beyond that supplied through the core reading curriculum.

☐ Universal screenings occur fewer than 3 times per year. ☐ Universal screenings occur 3 times per year. ☐ Universal screenings occur more than 3 times per year.
5. Teachers at each grade level meet at least three times per year for ‘data meetings’. At these meetings, teachers review benchmark and other reading data to make instructional decisions. They also discuss which students may require more intensive reading interventions.

- Grade-level data meetings do not take place or occur less than three times per year.
- Grade-level data meetings take place at least three times per year.
- Grade-level data meetings occur monthly or more frequently.

**Tier 2: Supplemental Group-Based Reading Instruction**

6. Every classroom in the school (grades K-4) set aside at least 30 minutes each day for Tier 2 reading interventions.

- Less than 30 minutes set aside for Tier 2 each day
- 30 minutes set aside for Tier 2 each day
- More than 30 minutes set aside for Tier 2 each day

7. The size of groups receiving Tier 2/supplemental reading instruction ranges from 4-7 students.

- More than 7 students per group on average
- 4-7 students per group on average
- Fewer than 4 students per group on average

8. Instruction for groups receiving Tier 2/supplemental reading instruction lasts at least 30 minutes per session and is scheduled for at least 4 days per week.

- Group sessions last less than 30 minutes per session or occur fewer than 4 times per week.
- Group sessions last at least 30 minutes per session and occur at least 4 times per week.

9. Students receiving Tier 2/supplemental reading instruction have similar reading problems, allowing the instructor adequately to meet the instructional needs of all students with a single set of group-based reading interventions.

- Students in each reading group have a wide range of different reading needs.
- Students in each reading group have similar types of reading problems.

10. The programs or interventions used for Tier 2/supplemental reading groups are documented to be ‘research-based’.

- The programs or interventions have limited or no information to support research-based status.
- The programs or interventions have adequate information to support research-based status.
- The programs or interventions have strong information to support research-based status.
RTI for Secondary Schools: Reading Program ‘Readiness Check’

School: _____________________________________________________ Date: ______________

Directions: Based on your knowledge of your middle or high school’s current Tier 1 (classroom) general-education programs and Tier 2 (group-based supplemental reading) interventions, rate your building’s ‘RTI readiness’ in reading. (NOTE: Items based on secondary reading framework presented by Howell, 2008).

Tier 1: Core Curriculum & Instruction

1. The school has identified consistent, effective strategies that all general-education teachers are to use to teach and review topic-specific/technical vocabulary (‘brick words’) to a diverse range of learners.

   □ YES □ PARTIAL IMPLEMENTATION □ NO.

2. The school has the capacity to provide targeted classroom instruction for students that have deficient study and organizational skills that impact their comprehension of course content.

   □ YES □ PARTIAL IMPLEMENTATION □ NO.

3. The school has the necessary supports to teach an appropriate range of metacognitive skills to a diverse range of learners to ensure full understanding of expository text. Those skills include creating a reading plan, carrying out that reading plan, evaluating one’s understanding of what is being read, and reviewing what was read informally (e.g., thinking about the completed reading) or more formally (e.g., note-taking and review).

   □ YES □ PARTIAL IMPLEMENTATION □ NO.

4. The school uses textbooks and other curriculum materials that are ‘considerately’ structured. Considerate structure is present when texts:
   - are logically and clearly organized, with an accessible writing style.
   - include introductory and concluding paragraphs.
   - contain paragraphs that each contain a topic sentence and adequate supporting detail
   - include adequate and well-worded organizational cues, including titles, headings, and subheadings
   - use appropriate visual aids such as illustrations or figures
   - include focus questions or objectives at the start of sections.

   □ Most texts use in the school are ‘considerate’ in format □ Some texts are ‘considerate’ in format □ Few texts are ‘considerate’ in format or the school lacks guidelines to judge the accessibility of texts adopted for students
Tier 2: Supplemental Group-Based Reading Instruction

5. The school has the capacity to place students with significant reading delays into appropriate Tier 2/supplemental small-group instruction. Intervention-group sizes are capped at 7 students.

☐ More than 7 students per group on average  ☐ 7 students or fewer per group on average

6. Instruction for groups receiving Tier 2/supplemental reading instruction lasts at least 30 minutes per session and is scheduled for at least 4 days per week.

☐ Group sessions last less than 30 minutes per session or occur fewer than 4 times per week.  ☐ Group sessions last at least 30 minutes per session and occur at least 4 times per week.

7. The programs or interventions used for Tier 2/supplemental reading groups are documented to be 'research-based'.

☐ The programs or interventions have limited or no information to support research-based status.  ☐ The programs or interventions have adequate information to support research-based status.  ☐ The programs or interventions have strong information to support research-based status.

8. Students receiving Tier 2/supplemental reading instruction have similar reading problems, allowing the instructor adequately to meet the instructional needs of all students with a single set of group-based reading interventions.

☐ Students in each reading group have a wide range of different reading needs.  ☐ Students in each reading group have similar types of reading problems.

9. Tier 2/supplemental reading groups have the capacity to teach general academic vocabulary ('mortar words') to students with deficits in this area. Examples of general academic vocabulary include terms such as hypothesis and terminology.

☐ Tier 2 reading groups DO NOT have the capacity to teach general academic vocabulary.  ☐ Tier 2 reading groups DO have the capacity to teach general academic vocabulary.

10. The school reviews student progress in Tier 2/supplemental group instruction frequently to determine when enrolled students can exit and when new students can enter.

☐ Tier 2 groups review their caseloads less frequently than each marking period.  ☐ Tier 2 groups review their caseloads at least every marking period  ☐ Tier 2 groups review their caseloads more frequently than every marking period.
RTI & Reading: Student Assessment

11. The school has general procedures in place to screen the entire student body to identify those students with significant reading delays who require Tier 2/supplemental reading instruction.

☐ YES  ☐ PARTIALLY IMPLEMENTED  ☐ NO.

12. The school has general procedures in place to screen the entire student body to identify those students who have deficient study and organizational skills that impact their comprehension of course content.

☐ YES  ☐ PARTIALLY IMPLEMENTED  ☐ NO.

13. The school has the capacity to collect information using the following methods to map out students’ specific reading skills and deficits:

<table>
<thead>
<tr>
<th>Reading Assessment Method</th>
<th>Reading Skills Assessed</th>
<th>Capacity in Your School?</th>
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</thead>
</table>
| Existing Data and Teacher Feedback (e.g., grades, student work products, teacher feedback on student work performance on reading-related assignments). | • General reading skills  
• Application of reading skills in the classroom | ☐ YES  ☐ NO. |
| Oral Reading Fluency (Curriculum-Based Measurement) | Reading fluency | ☐ YES  ☐ NO. |
| Vocabulary Matching (Curriculum-Based Measurement) | Topic-Specific Vocabulary | ☐ YES  ☐ NO. |
| Oral Retell | Comprehension | ☐ YES  ☐ NO. |
| Student Think-Aloud on Reading-Related Assignments | Efficient and appropriate application of reading strategies | ☐ YES  ☐ NO. |

Reference

Guidelines for Creating an Inventory of Intervention Program Resources Throughout Your School

An early and essential step for any school that adopts the Response to Intervention model is to inventory all programs and services that it has available to plan and carry out interventions. Once this ‘master list’ of inventory resources has been assembled, the RTI Steering Group can group those intervention resources under the appropriate Tier (I, II, or III).

Here is a recommended process to create the inventory of intervention resources for your school:

1. **Get Tier I teacher input.** Many Tier I intervention resources are modest but important accommodations that can easily be overlooked because they are a natural part of classroom instruction. To capture the full range of Tier I support available in your school, give teachers the worksheet *Common Student Academic and Behavior Problems: What Works in Your Classroom?* (see below), a list of frequently encountered classroom problems. Have teachers write down their preferred Tier I strategies for dealing with these common student problems and then collect these sheets.

2. **Brainstorm as a Team.** Assemble your RTI Steering Group and give each team member several blank copies of the *Inventorying Your School’s Intervention Resources: A Brainstorming Activity* (see below). Direct team members to write down as many resources as they can think of at each Tier Level.

3. **Analyze Brainstorming Lists and Categorize Responses.** Collate the intervention-resource ideas collected in steps 1 and 2. Discard any ideas that do not appear to be true intervention resources. Organize the remaining ideas by Tier level, using the *Tier I, II, & III Resource Listing* sheets (see below).
Common Student Academic and Behavior Problems: What Works in Your Classroom?

Teacher Name: ____________________________ Grade or Program: _________________

Please review the list of common student academic and behavior problems below. Next to each entry, jot down preferred strategies that you commonly use to help these students in the course of your teaching.

- Reading Decoding: _______________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Reading Comprehension: _________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Math Computation/Word Problems: _________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Remaining On-Task: _______________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- In-Class Work Completion: _______________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Homework Completion: ___________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Compliance With Adult Requests: __________________________________________
  _______________________________________________________________________
  _______________________________________________________________________
Inventorying Your School’s Intervention Resources: A Brainstorming Activity

Directions: List any resources in your building that you believe can help your school to provide intervention support to students. Examples include existing programs (e.g., peer tutoring program in reading), specialized staff training (e.g., school psychologist who can train teachers to set up a classroom token economy), and available personnel (e.g., a paraprofessional who has 30 minutes available every other day to assist with interventions). [Optional: For each resource that you list, check the intervention Tier(s) under which you believe the resource should be categorized.]

• ___________________________________________________________________________ Tier __I __II __III
• ___________________________________________________________________________ Tier __I __II __III
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RTI Steering Group Meeting Minutes Form

Date: ____________  Attendance: __________________________________________________
______________________________________________________________________________

Meeting Topics

School-Wide RTI Coordination & Direction: ______________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Intervention Planning: ______________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Student Assessment (Baseline/Progress-Monitoring): ______________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Staff Professional Development: _______________________________________________________ 
____________________________________________________________________________________
____________________________________________________________________________________
RTI & Special Education Referral Process: ________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
General Staff Questions/Issues About RTI: ______________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Other: ______________________________________________________________________________
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<table>
<thead>
<tr>
<th>My middle or high school has:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening procedures in place to locate students at risk.</strong> The school institutes procedures and decision rules to identify students who should be referred to the RTI Team for academic or behavioral concerns. For example, the school may</td>
<td></td>
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</tr>
<tr>
<td>♦ Monitor 5- and 10-week grade reports and refer any student who receives two or more failing grades.</td>
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</tr>
<tr>
<td>♦ Track office disciplinary referrals and refer students with repeated referrals who have not responded positively to lesser forms of intervention such as administrator/parent conference.</td>
<td></td>
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</tr>
<tr>
<td>♦ Maintain a ‘watch list’ of at-risk students from year to year, including students transferring into the school from lower grades.</td>
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</tr>
<tr>
<td><strong>Put into place a formal process for Tier II (RTI Team) referrals.</strong> The school has a defined process in place for referring students to the RTI Team. That referral process includes these elements:</td>
<td></td>
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</tr>
<tr>
<td>♦ Student referrals can originate from a number of sources (e.g., classroom teachers, school psychologists, guidance counselor, administration, parent, etc.).</td>
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<tr>
<td>♦ People who can refer students understand the profile of academic or behavioral concerns that warrant referring a student to the RTI Team.</td>
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<tr>
<td>♦ The school designates a small number of contact people (e.g., school psychologist, guidance counselors, school administration) through whom student referrals are channeled.</td>
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</tbody>
</table>
My middle or high school has:

**Reached a shared understanding among faculty about how to provide Tier I interventions in a consistent manner across classrooms. Standardizing Tier I interventions across the school requires:**

- Consensus regarding the minimum effort that is reasonable for teachers to expend in Tier I (classroom) interventions
- Creation of a menu of feasible classroom strategies to address common student concerns such as lack of organization skills or limited reading comprehension
- Provision of staff development, coaching and other support to teachers initially to encourage their adoption of an expanded range of Tier I interventions.

**Created consistent and fair policies throughout the school for homework assignments and acceptance of late work. Ideas to be considered for a schoolwide homework/late work policy include:**

- Setting a reasonable cap on the amount that homework counts toward the course grade (e.g., 10-20 percent).
- Establishing guidelines across classrooms for the acceptance of late work, including penalties and conditions (such as illness) under which those penalties are to be waived.
- Requiring that all teachers hand out periodic (e.g., weekly) outlines detailing all upcoming classwork and homework assignments.
- Allowing the RTI Team latitude on a case-by-case basis to modify a student’s homework expectations or allow an extension in the acceptance of late student work if evidence shows that the student has otherwise mastered essential course concepts (e.g., the student is passing quizzes and tests).
My middle or high school’s **RTI Team** has:

| Created an RTI Team (Tier I) that follows an efficient problem-solving model. The school has established a multi-disciplinary team that meets regularly to discuss student referrals. This ‘RTI Team’:
| Follows a consistent, structured problem-solving model.
| Schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan was effective.
| Develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people.
| Builds an ‘intervention bank’ of research-based intervention ideas for common student academic and behavioral concerns.

| Identified RTI-relevant ‘extant’ data to be routinely brought to RTI Team meetings. The RTI Team surveys the data already collected and stored by the school (‘extant data’) and decides (1) what specific data should routinely be brought to RTI Team meetings and (2) who is responsible for bringing it. Examples of data that would be useful at initial intervention team meetings include:
| Attendance records
| Current quiz, test, and homework grades
| Office disciplinary referral information.
<table>
<thead>
<tr>
<th>My middle or high school’s RTI Team has:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inventoried intervention resources available in the building or district for use by the RTI Team. The inventory should include:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>♦ Formal programs or services available to at-risk students,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Specific personnel with specialized training in academic or behavioral interventions (who can serve as consultants or coaches to teachers)</td>
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</tr>
<tr>
<td>♦ Curriculum materials—including computer-assisted instructional or remedial programs—that can be included in student intervention plans when appropriate.</td>
<td></td>
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</tr>
<tr>
<td>Once inventoried, intervention resources should be organized into a list by presenting student concerns, with information about how each resource can be accessed by the RTI Team.</td>
<td></td>
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</tr>
<tr>
<td><strong>Mapped adolescent and family services offered by local human-services agencies. Through the RTI Team or other vehicle, the school has:</strong></td>
<td></td>
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</tr>
<tr>
<td>♦ Surveyed the range of relevant agency services or programs offered in the community that target adolescents or families.</td>
<td></td>
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</tr>
<tr>
<td>♦ Identified referral procedures and key contacts in local agencies to access their programs or services.</td>
<td></td>
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</tr>
<tr>
<td>♦ Developed the capability (with agency and family/student agreement) to invite agency representatives to join the RTI Team in 'wrap-around' intervention-planning meetings.</td>
<td></td>
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</tr>
<tr>
<td><strong>A process to train students to be self-advocating, self-managing learners. The school recognizes that students have important responsibilities in middle and high school interventions. To accomplish this goal, the school:</strong></td>
<td></td>
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</tr>
<tr>
<td>♦ Provides training to students in how to analyze their learning needs and advocate for those needs.</td>
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<tr>
<td>♦ Creates the expectation that students will be invited to RTI Team meetings when appropriate.</td>
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<tr>
<td>♦ Develops a student ‘intervention contract’ listing those elements of the intervention plan that require student participation—to ensure understanding and motivation for compliance.</td>
<td></td>
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</tr>
<tr>
<td><strong>The capacity to monitor student progress during interventions. The RTI Team has the capacity using reliable, valid measures to track student progress in response to intervention plans and can make data-based decisions within several weeks whether those plans are effective.</strong></td>
<td></td>
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</tbody>
</table>
RTI: Problem-Solving Team Resources
Coordinating Meetings ("How well do we coordinate & schedule?")

- Reviewing teacher referrals & checking in with teacher as needed..................................................1 2 3 4
- Scheduling meetings.................................................................1 2 3 4
- Notifying referring teachers and RTI Team members about upcoming meetings..................................1 2 3 4
- Finding substitutes (if necessary) for team members, referring teachers........................................1 2 3 4
- Taking good meeting notes.......................................................1 2 3 4

Meeting Issues ("How well do we stick to a problem-solving framework and make referring teachers feel welcome & supported?")

- Having team members follow a ‘problem-solving’ format and avoid digressions..............................1 2 3 4
- Creating an atmosphere in which the referring teacher(s) feel welcome & supported....................1 2 3 4

Interventions ("How well do we select, document, and monitor interventions?")

- Identifying school-wide resources available for use in team interventions......................................1 2 3 4
- Selecting interventions that are research-based...............................................................1 2 3 4
- Recording interventions thoroughly in clearly outlined steps.......................................................1 2 3 4
- Documenting intervention ‘follow-through’ by teachers.............................................................1 2 3 4

Communication and the RTI Team ("How well do we communicate our purpose and role to our audiences?")

- Publicizing the purpose and role of the RTI Team to faculty and other staff..................................1 2 3 4
- Publicizing the purpose and role of the RTI Team to parents.........................................................1 2 3 4
- Sharing information about meeting results, interventions with parents..........................................1 2 3 4
RTI Team ‘Process’ Issues (“How well do we share our feelings and attitudes about the RTI Team?”)

- Encouraging team members to share opinions about the RTI Team’s direction, overall success.............1 2 3 4
- Encouraging team members to identify positive, negative events occurring at meetings.............1 2 3 4
- Reserving sufficient time for team ‘debriefings’ to communicate about ‘process’ issues..........................1 2 3 4

Additional Topics...

- Recruiting future RTI Team members.........................1 2 3 4
- Finding ways to save time in the RTI process.............1 2 3 4
- Coordinating RTI Team and Special Education referrals..................................................................................1 2 3 4
- Observing appropriate confidentiality with team, teacher, and student information.................................1 2 3 4

- Other:.........................................................................................1 2 3 4
- Other:.........................................................................................1 2 3 4
Step 1: Assess Teacher Concerns  Allotted Time: 5 Minutes

GOALS:
- The case manager or facilitator reviews information from the referral form
- The referring teacher is encouraged to discuss his or her major referral concerns.

SAMPLE QUESTIONS:
- Given the information that you wrote down on the referral form, what are the specific difficulties that you would like to have us address today?
- How is this student problem interfering with the student’s school performance?
- What concern(s) led you to refer the student to this team?

The RTI Team is ready to move on to the next meeting step when...
- Team members have a good knowledge of teacher concerns.

TIP:
To save time, the case manager or meeting facilitator can:
- open with a short script about how the meeting will be conducted
- review information from the RTI Team Teacher Referral Form
- ask the teacher if he or she has any additional concerns or questions not documented on the Referral Form.

Step 2: Inventory Student Strengths & Talents  Allotted Time: 5 Minutes

GOALS:
- Discuss and record the student’s strengths and talents, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify strategies that will motivate the student to participate.

SAMPLE QUESTIONS:
- Please tell us a few of the student’s strengths, talents, or positive qualities that might be useful in designing interventions for him or her.
- What rewards or incentives have you noted in school that this child seems to look forward to?
- What are classroom activities that the student does well or seems to enjoy?
- What are hobbies or topics that interest this student?

The RTI Team is ready to move on to the next meeting step when...
- The team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention plan.

TIP:
- The referring teacher may want to meet with the child prior to the RTI Team meeting to collect information about those incentives or activities that the student finds motivating.
Step 3: Review Background/Baseline Data

Allotted Time: 5 Minutes

GOALS:
- Review background or baseline data to better understand the student's abilities and potential deficits.
- Determine the student's current level(s) of performance in areas of academic or behavioral concern.

SAMPLE QUESTIONS:
- What information has been collected to document the student's current level of functioning in the academic or behavioral area of concern?
- What is student's frequency of absences and tardies this year?
- What number and type of disciplinary office referrals has the student received this year?
- What information from the student's cumulative folder (e.g., test results, teacher comments, past report card grades) might give insight into the student's academic or behavioral difficulties?

The RTI Team is ready to move on to the next meeting step when...
- The team has reviewed and discussed all pertinent background and baseline data.

TIP:
The student’s classroom teacher knows that student best. Set the expectation that the referring teacher be responsible for pulling together essential archival information about the student for the initial meeting (for example, attendance and office disciplinary data, key highlights from the student’s cumulative folder).

Step 4: Select Target Teacher Concerns

Allotted Time: 5-10 Minutes

GOALS:
- Define the top 1-2 teacher concerns in easily observable, measurable terms.
- For behavioral concerns, understand the dimensions of the problem (e.g., the frequency, duration, and/or intensity of the challenging behavior).
- For academic concerns, identify any underlying skill deficits, note whether the student is appropriately matched to the level of difficulty of classroom instruction, and estimate the current rate of student work completion.
- For each teacher concern, decide what underlying reasons, or functions, best explain the student’s difficulties.

SAMPLE QUESTIONS:
- From the list of concerns that you have shared with our team, what are the top ONE or TWO problems that you would like us to concentrate on today?
- (Academic) What can you tell us about the student’s current skill levels, rate of homework and classwork completion, attention to task, general level of motivation?
- (Behavioral) How long does each behavioral outburst last? About how frequently do episodes occur?
• (Behavioral) What kinds of events happen in the room just before the student has an outburst or displays problem behavior? How do adults react to the student’s problem behavior? How do classmates react to the problem behavior? What is the outcome or consequence for the student after he or she engages in the problem behavior?

• What do you think is a reason that the student shows the behavior(s) of concern? How does this behavior help the student to get his or her needs met?

The RTI Team is ready to move on to the next meeting step when…

• The team has selected one or two primary teacher concerns.
• Everyone on the team can visualize the target concerns because they are stated in specific, observable, measurable terms.
• The referring teacher and team agree on possible underlying reasons (‘functions’) for the student’s academic or behavioral concerns.

TIP:
• The team can save time and run a more efficient meeting if team members list all teacher concerns at the start of the meeting but postpone engaging in an extended discussion about any particular concern until the teacher selects that problem as a TOP concern.

Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring
Allotted Time: 5 Minutes

GOALS:
• For each of the academic or behavioral referral concerns, set ambitious but realistic goals for improvement that are likely to be attained within 6-8 instructional weeks. Select methods to monitor student progress during the intervention.

SAMPLE QUESTIONS:
• Given the student’s current functioning, what gains do you expect that the student will make in 6-8 weeks if the intervention that we design for him or her is successful?
• What is a realistic rate of progress for this student in oral reading fluency?
• Have we picked monitoring methods that are most efficient for monitoring the student’s goal? Does the research support using these monitoring methods for tracking progress toward this particular goal?
• How frequently should data be collected using this progress-monitoring method?
• Is the monitoring method selected sufficiently sensitive to short-term student growth?
• Are there simple, already-existing sources of data to monitor progress toward this goal (e.g., using student homework grades to monitor completion and accuracy of homework assignments, collecting completed student work products as a means of tracking completion and accuracy of in-class assignments)?

In the Goal-Setting section, the recorder fills out a table with the key information about the goal that will be monitored and the assessment methods to be used in tracking student progress. Here are the specific questions asked in this section, with advice on how to respond:

1. Describe in measurable, observable terms the behavior that is to be changed (taken from Step 4).
Refer to the definition that you used in Step 4 to define the target behavior. Also, check out the section, *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* that appears at the end of this Companion Guide. You may find the column ‘Suggested Behavior Goals’ in this section to be helpful!

2. **What is the target date to achieve this goal?**  
   Generally, RTI Teams allow 6-8 instructional weeks for interventions to take effect. Your team can choose a shorter or longer time period however.

3. **Is the goal for the behavior listed in step 2 to be:___ increased? or ___ decreased?**  
   If your target behavior is a problem behavior (e.g., hitting), your team will want to decrease it. If the target behavior is desired (e.g., reading fluency), your team will want to increase it.

4. **What are the conditions under which the behavior typically appears (problem behaviors) or should be displayed (desired behaviors)?**  
   Here are examples of ‘condition’ statements that give information about where, when, and under what circumstances the student’s target behavior will be monitored: ‘When given a book at the fourth grade level’, ‘when given a directive by the teacher’, ‘when moving through the hallway’, ‘during math instruction’.

5. **What is the goal (level of proficiency) that the student is expected to achieve by the date listed in Step 1?**  
   Levels of proficiency should be described in measurable, quantifiable terms. Examples of proficiency levels include ‘on-task 80% or more’, ‘turning in homework at least 4 days per week’, ‘85 correctly read words per minute’.

6. **What measure(s) will be used to monitor student progress?**  
   Refer to the section, *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* in this Companion Guide for widely used student monitoring methods.

7. **How frequently will this student goal be monitored? (e.g., weekly?, daily?)**  
   It is recommended that interventions be monitored at least weekly if possible—to provide sufficient information for the RTI Team to decide within 60-8 weeks whether the intervention plan is effective.

8. **Who is responsible for monitoring this student goal?**  
   Often RTI Team members or other school staff assist the referring teacher to monitor student progress. Be sure to list the names of ALL personnel who take part in the monitoring effort.

The RTI Team is ready to move on to the next meeting step when…
- The team has selected ambitious but realistic goals for improvement in the target academic or behavioral area.
- The referring teacher agrees that the outcome goals are appropriate for this student case.
- Each student goal is matched with at least two appropriate methods of progress-monitoring.

**TIPS:**
• Review the teacher’s prioritized concerns to ensure that they are stated in specific, observable, measurable terms. It is much easier to set goals when concerns are clearly defined rather than vaguely worded.
• At the end of this Companion Guide is a section, Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals. This section lists suitable instruments or methods for assessing student academics and general behaviors. Refer to this document when writing student goal statements.
• Review additional information about assessment methods in Chapter 5 of this manual.
• Creative RTI Teams can often save time and effort by making full use of simple, already-existing sources of data to monitor progress toward student goals (e.g., using student homework grades to monitor completion and accuracy of homework assignments, collecting completed student work products as a means of tracking completion and accuracy of in-class assignments).

Step 6: Design an Intervention Plan 15-20 Minutes

GOALS:
• Select at least one intervention that addresses each of the selected referral concerns.
• Spell out the details of the intervention as a series of specific STEPS so that the teacher or other person(s) designated to implement it can do so correctly and efficiently.
• Note any important additional information about the intervention, including:
  o When and where the intervention will take place
  o Whether specialized materials or training are required to implement the intervention
  o Names of individuals responsible for carrying out the intervention
• Review the intervention plan with the teacher to ensure that she or he finds the plan acceptable and feasible.
• Select a method to check up on how well the intervention is carried out (‘intervention follow-through’).

SAMPLE QUESTIONS:
• Given the underlying reasons for this student’s academic or behavioral problems, what research-based intervention ideas are most likely to address the student’s needs?
• What aspect of this particular intervention idea is likely to improve the student’s academic or behavioral functioning in the area(s) specified?
• Are there specialized materials or training needed to implement this intervention successfully?
• How can our team assist you the referring teacher with the intervention?
• How can we work the student’s strengths, talents, or interests into the intervention to make it more effective or motivating?
• What is a simple method that our team can use to track how successfully the intervention was put into practice (e.g., creation of a checklist of key steps to be implemented)?

The RTI Team is ready to move on to the next meeting step when...
• The referring teacher and team members agree that the intervention:
  o Directly addresses the identified concern(s)
  o Is judged by the referring teacher to be acceptable, sensible, and achievable
Is realistic, given the resources available
- Appears likely to achieve the desired goal for student improvement within the timeline selected
- The team has selected a method for evaluating whether the intervention has been carried out as designed (‘treatment integrity’)

**TIP:**
Consider inviting staff members with expertise in a particular type of referral problem to attend your RTI Team meeting as ‘intervention consultants’ whenever you have students that present specialized concerns. For example, your team might invite a speech/language pathologist to a meeting for a student who appears to have difficulty acquiring language concepts.

### Step 7: Plan to Contact Parents  Allotted Time: 5 Minutes

**GOALS:**
- If the parent(s) cannot attend the RTI Team meeting, the team selects an individual to contact the parent(s) after the meeting to review the main points of the student’s intervention plan.

**SAMPLE QUESTIONS:**
- *Who will contact parents after this meeting to share the main points of our intervention plan?*
- *What specific details about the intervention plan would the parent(s) be most interested in hearing about?*

The RTI Team is ready to move on to the next meeting step when...
- At least one team member (often the referring teacher) has taken responsibility to contact the parent to share information about the student’s intervention plan.

**TIP:**
It is important for a representative from the RTI Team (usually the referring teacher) to contact parents prior to the initial RTI Team meeting to explain the purpose of the meeting and to extend an invitation to attend. This proactive outreach to parents establishes a tone of trust and open communication between school and home.

### Step 8: Review the Intervention & Monitoring Plans  Allotted Time: 5 Minutes

**GOALS:**
- Review the main points of the intervention and monitoring plans with the referring teacher and other team members
- *(Case Manager)* Schedule a time within a week of the initial meeting to meet with the referring teacher to:
  - review the intervention plan
  - offer any needed assistance in carrying out the intervention
  - ensure that the intervention plan is being put into practice as planned
- Schedule a follow-up RTI Team meeting (usually within 6-8 weeks of the initial problem-solving meeting)
• As a team, take a moment to complete the RTI Team Meeting Debriefing Form (once the referring teacher has left the RTI Team meeting).

SAMPLE QUESTIONS:
• Do the referring teacher and other members of our team all know what their responsibilities are in carrying out the intervention and monitoring plans for this student?
• (Meeting debriefing) Was our team able to support the referring teacher in identifying the most important referral concern(s)?
• (Meeting debriefing) Did our team help the teacher to put together a good intervention plan that is feasible and can be carried out with currently available resources?

Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

Directions: The selected measures listed below can be used to monitor student academic and behavioral goals. Select those measures that your RTI Team will use to monitor a particular student. Write the monitoring procedures you have chosen into Step 5 (‘Goal-Setting’) on the RTI Team Meeting Minutes Form.

## ACADEMIC PROBLEMS

### DIBELS: Dynamic Indicators of Basic Early Literacy Skills

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Sound Fluency (ISF)</td>
<td>Increase ISFs Correctly Per Minute to ___</td>
</tr>
<tr>
<td>Letter Naming Fluency (LNF)</td>
<td>Increase LNFs Correctly Per Minute to ___</td>
</tr>
<tr>
<td>Phonemic Segmentation Fluency (PSF)</td>
<td>Increase PSFs Correctly Per Minute to ___</td>
</tr>
<tr>
<td>Nonsense Word Fluency (NWF)</td>
<td>Increase NWFs Correctly Per Minute to ___</td>
</tr>
<tr>
<td>Oral Reading Fluency (ORF): Specify Reading/Monitoring Level</td>
<td>Increase Words Correctly Per Minute to ___</td>
</tr>
</tbody>
</table>

### CBM: Curriculum-Based Measurement

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goals</th>
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</thead>
<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td>Increase ___ Correct Read Words Per Minute to ___</td>
</tr>
<tr>
<td>Maze Passages (Reading Comprehension)</td>
<td>Increase ___ Correct Maze Responses in 3 Minutes to ___</td>
</tr>
<tr>
<td>Math Computation: Specify Computation Problem Type(s)</td>
<td>Increase ___ Correct Digits Per 2 Minutes to ___</td>
</tr>
<tr>
<td>Writing: Total Words</td>
<td>Increase ___ Total Words in 3 Minutes to ___</td>
</tr>
<tr>
<td>Writing: Correctly Spelled Words</td>
<td>Increase ___ Words Spelled Correctly in 3 Minutes to ___</td>
</tr>
<tr>
<td>Writing: Correct Writing Sequences</td>
<td>Increase ___ Correct Writing Sequences in 3 Minutes to ___</td>
</tr>
</tbody>
</table>

### Permanent Work Products (Classroom Assignments)

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Work Completed</td>
<td>Increase the Average Percentage of Work Completed to ___ %</td>
</tr>
<tr>
<td>Accuracy of Work Completed</td>
<td>Increase the Average Percentage of Work Done Correctly to ___ %</td>
</tr>
<tr>
<td>Quality of Work Completed</td>
<td>Increase the Average Grade in [Subject Area] to ___</td>
</tr>
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<td></td>
<td>Increase Teacher Ratings on a [Subject Area] Rubric to ___</td>
</tr>
</tbody>
</table>

### Homework Assignments

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work turned in</td>
<td>Increase the Average Number of Times per Week When Homework is Turned in to ___</td>
</tr>
<tr>
<td>Amount of Work Completed</td>
<td>Increase the Average Amount of Homework Completed Correctly to ___</td>
</tr>
<tr>
<td>Accuracy of Work Completed</td>
<td>Increase the Average Percentage of Homework Completely Correctly to ___</td>
</tr>
<tr>
<td>Quality of Work Completed</td>
<td>Increase the Average Student Grade on Homework to ___</td>
</tr>
<tr>
<td></td>
<td>Increase Teacher Ratings of the Quality of Student Work Using an Evaluation Rubric to ___</td>
</tr>
</tbody>
</table>
## BEHAVIORAL PROBLEMS

### Behavior Observations of Students in Schools (BOSS) *Shapiro, 1996*

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Engaged Time (AET)</td>
<td>Increase the Average Percentage of Student AET to ___%</td>
</tr>
<tr>
<td>Passive Engaged Time (PET)</td>
<td>[Increase/Decrease] the Average Percentage of Student PET to ___%</td>
</tr>
<tr>
<td>Off-Task Motor (OFT-M)</td>
<td>Decrease the Average Percentage of Student OFT-M to ___%</td>
</tr>
<tr>
<td>Off-Task Verbal (OFT-V)</td>
<td>Decrease the Average Percentage of Student OFT-V to ___%</td>
</tr>
<tr>
<td>Off-Task Passive (OFT-P)</td>
<td>Decrease the Average Percentage of Student OFT-P to ___%</td>
</tr>
<tr>
<td>Teacher-Directed Instruction (TDI)</td>
<td>Decrease the Average Percentage of TDI to ___%</td>
</tr>
</tbody>
</table>

### Classroom Behaviors Observation Form (C-BOF) *Adapted from Wright, 1995* (See Exhibit 5-1 in Chapter 5 of this manual to learn more about the C-BOF)

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwork (SW)</td>
<td>Increase the Average Percentage of Student SW to ___%</td>
</tr>
<tr>
<td>Out of Seat (OS)</td>
<td>Decrease the Average Percentage of Student OS to ___%</td>
</tr>
<tr>
<td>Playing With Objects/Motor Activity (PLO/OMO)</td>
<td>Decrease the Average Percentage of Student PLO/OMO to ___%</td>
</tr>
<tr>
<td>Calling Out (CO)</td>
<td>Decrease the Average Percentage of Student CO to ___%</td>
</tr>
<tr>
<td>Peer Interaction (PI)</td>
<td>[Increase/Decrease] the Average Percentage of Student PI to ___%</td>
</tr>
<tr>
<td>Teacher Interaction: Positive (TI+)</td>
<td>Increase the Average Percentage of TI+ to ___% to ___%</td>
</tr>
<tr>
<td>Teacher Interaction: Negative (TI-)</td>
<td>Decrease the Average Percentage of TI-</td>
</tr>
</tbody>
</table>

### Daily Behavior Report Card (DBRCs)

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goal</th>
</tr>
</thead>
</table>
| [Each DBRC rating item is customized to match the student’s presenting concern(s)] | • Increase the Average Teacher Ratings of ‘Satisfactory’ or Better on the DBRC Item [Insert Item] to ___%  
  • Increase the Frequency of Teacher Ratings of ‘Satisfactory’ or Better on the DBRC Item [Insert Item] to ___ Times Per Week.  |

### Attendance/Tardiness

<table>
<thead>
<tr>
<th>Description of Measure</th>
<th>Suggested Behavior Goal</th>
</tr>
</thead>
</table>
| Student Attendance                   | • Reduce the Percentage of Days Absent During the Next [Insert Weeks] Weeks to ___%  
  • Reduce the Number of Days Absent During the Next [Insert Weeks] Weeks to No More Than ___   |
| Student Tardiness                    | • Reduce the Percentage of Days Tardy During the Next [Insert Weeks] Weeks to ___%  
  • Reduce the Number of Days Tardy During the Next [Insert Weeks] Weeks to No More Than ___   |

### References


Roles of RTI Team Members

For each meeting, RTI Team members are assigned to one of four rotating roles: facilitator, timekeeper, recorder, and case manager (School-Based Intervention Team Project, 2005). Each role is essential to the team process, and, therefore, the team should ensure that there are at least four members attending each meeting (not counting the referring teacher). RTI Team members are trained so that they are able to assume any of the four roles: In addition, the RTI Team Coordinator is an important non-rotating role, which helps to ensure that the team’s day-to-day operations are maintained.

- **Facilitator.** The role of facilitator can be challenging and requires that this person have a solid working knowledge of the RTI Team process, as well as good meeting-facilitation skills. The facilitator opens the meeting with a brief overview of what the team and referring teacher expect to accomplish in the session. The facilitator also describes the general problem-solving process to be used at the RTI Team meeting. A key objective of the facilitator is to establish and maintain a supportive atmosphere. While all team members are encouraged to take an active part in the problem-solving discussion, the facilitator pays special attention to ‘process’ issues such as:
  - encouraging participation from others,
  - helping the redirect discussion if the group begins to get off task, and
  - clarifying and summarizing information being communicated during the meeting.

  The facilitator attempts to elicit an appropriate level of team agreement throughout the process, and helps to resolve any conflicts that may emerge in the group.

- **Recorder.** The recorder is responsible for completing the meeting minutes forms (Exhibit 3-A, *RTI Problem-Solving Team: Initial Meeting Minutes Form*). Because the recorder must capture the important information shared at the meeting, he or she may need to interrupt the meeting occasionally to ask for clarification about various points under discussion. It is helpful if the recorder and facilitator sit near each other in the meeting so that they can work together to ensure that all of the relevant information needed is obtained and recorded. As the recorder writes the meeting notes, he or she should take care to include enough detail so that a person not able to attend the meeting can still read the notes and, from them, understand the key details of the intervention plan developed by the team.

- **Timekeeper.** Because a large number of tasks must be accomplished in a short span of time at the RTI Team meeting, keeping track of time is very important. The timekeeper’s role is to monitor the team’s use of time and to politely remind team members when time is running out during a particular stage of the meeting.

- **Case Manager.** The case manager’s job is to support the referring teacher throughout the problem-solving process. The case manager may perform roles such as:
  - helping the referring teacher to complete the referral form,
  - consulting with the teacher about the types of student background or assessment information that might be useful during the RTI Team initial meeting, and
  - assisting the teacher in collecting student data before the initial meeting.
After the initial RTI Team meeting, the case manager also makes a point to 'check in' with the referring teacher to ensure that the instructor is able to implement the intervention plan developed at that meeting. (The case manager may also be the person on the team in the best position to the degree to which interventions and assessment procedures were implemented as designed.).

- **Coordinator.** In addition to the four rotating roles, the RTI Team coordinator is an important non-rotating role, one that helps to ensure that the day-to-day operations of the team are maintained. The coordinator reviews teacher referrals, ensuring that each referral is complete and that a case manager is assigned to each case. The coordinator notifies RTI Team members of days, times and locations of meetings and coordinates the assignment of substitutes for teachers attending team meetings.
RTI: Intervention Resources
Interventions can be defined as specific strategies adopted to help students to make progress toward academic or behavioral goals. They comprise the core of ‘Response to Intervention. Within the RTI model, interventions range from those that are universally available and typically provided by classroom teachers (Tier I) through more intensive intervention plans matched to the individualized needs of specific students and often overseen by the school’s problem-solving team/RTI Team (Tier II) to the most intensive intervention supports available within a school setting (Tier III) (Fairbanks, Sugai, Guardino & Lathrop, 2007). In many school systems, school psychologists serve as consultants to the RTI process, assisting teachers and administrators in understanding what interventions are and how to implement them. This article is a brief ‘survival guide’ that offers six recommendations (Wright, in press) for school psychologists as they accept the challenges and opportunities of reshaping their job descriptions to include the role of ‘interventionist’.

**Distinguish Between Interventions, Accommodations, and Modifications.** Educators may assume that any effort to assist a student with academic work should be regarded as an ‘intervention’. In fact, however, attempts to address the needs of struggling learners may fall into one of three categories: intervention, accommodation, or modification.

An intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention is said to be research-based when it has been demonstrated to be effective in one or more articles published in peer-reviewed scientific journals. Interventions might be based on commercial programs such as Reading Naturally. The school may also develop and implement an intervention that is based on guidelines provided in research articles—such as paired reading (Topping, 1987). Interventions are central to Tier I (classroom) and Tier II (individualized) student support plans. They should be put into place for students at the first sign that they are having academic or behavioral difficulty; more intensive interventions should be developed for students who fail to respond to less rigorous interventions.

An accommodation is intended to help the student to fully access the general-education curriculum without changing the instructional content. An accommodation for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape. An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.
Informal accommodations may be used at the classroom level or be incorporated into a more intensive, individualized intervention plan.

A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic expectations against which the student is to be evaluated. Examples of modifications are reducing the number of multiple-choice items in a test from five to four or shortening a spelling list. Under RTI, modifications are generally not included in a student’s intervention plan, because the working assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations alone.

**Develop a Core Set of Classroom (Tier I) Interventions.** Schools rely on classroom teachers as the first responders for children who are not achieving academic success. Indeed, the foundation of an effective RTI model is the set of classroom-based (Tier I) interventions that teachers use independently to effectively instruct the widest possible range of learners. These Tier I interventions include whole-group strategies such as employing a ‘think-aloud’ approach to convey a new cognitive strategy, as well as interventions such as reteaching and massed skill review that the teacher may put into place for a specific child at the first sign that the student is encountering academic difficulties.

Schools should expect that—before a teacher refers a difficult-to-teach student to the school’s RTI Team—the instructor will first have independently attempted and documented a reasonable number of research-based instructional practices to differentiate instruction as needed for that student. Yet schools often find that teachers within the same building vary widely in the quality and number of Tier I intervention strategies that they implement. One solution to this lack of consistency of practice across classrooms is to create a school-wide menu of Tier I strategies that all teachers would use for any children who show emerging educational difficulties.

There are several advantages to creating a consistent menu of Tier I interventions for teachers to use routinely for common academic or behavioral concerns. First, such a menu expands the capacity of all teachers to appropriately meet the needs of students in their classrooms who present with a wide range of abilities. Second, the RTI Team can be assured that any teacher who refers a student to the Team have first exhausted reasonable efforts in the classroom to remediate that student’s area(s) of deficit. And third, teachers may well appreciate being given additional strategies to help them to achieve success with marginal learners.
Schools can create a uniform Tier I menu of intervention strategies by following these five steps:

1. **Generate a list of the top academic or behavioral reasons for student referrals.** Every school has its own unique mix of reasons why students may commonly be referred to the RTI Team for more intensive problem-solving. The RTI Team can analyze past records of student referrals to compile a list of the most common 5 to 6 academic and/or behavioral reasons why teachers tend to refer students. In an elementary school, for example, the RTI Team may review meeting notes from the previous year and discover that students were most likely to be referred in their building for poor reading fluency, slow math computation skills, failure to comply with teacher requests, lack of organizational skills, and limited homework completion.

2. **Create a Tier I Strategies Survey.** Once a school-wide list of the top student referral concerns has been generated, the RTI Team formats that list as a teacher Tier I Strategies Survey. The survey form lists those most common referral concerns uncovered by the RTI Team and allocates space on the form under each concern for teachers to write extended responses.

3. **Survey teachers about effective strategies used in classrooms to address common referral concerns.** The RTI Team distributes their Tier I Strategies Survey to be completed by faculty. Teachers are directed to read each referral concern and to write down those whole-group or individual strategies that they use routinely in the classroom at the first sign that one or more students is experiencing difficulty in that academic or behavioral area. Teachers should be encouraged to include sufficient detail in their intervention descriptions to fully explain the strategies that they use.

4. **Collect and organize the strongest classroom intervention ideas into a school-wide Tier I intervention menu.** When all teachers have completed the school’s Tier I Strategies Survey, the RTI Team collates and reviews the results. The RTI Team selects the best ideas listed by teachers and collects these classroom strategies into a Tier I Intervention menu organized by referral concern. Before adding any teacher strategy to the Tier I intervention menu, of course, the RTI Team would evaluate that strategy to ensure that it is supported in the research base of effective academic or behavior-management techniques. (The RTI Team may also choose to include additional ideas in this intervention menu taken from research-based articles or other sources.) When completed, the Tier I intervention menu is shared with all teachers in the school.
5. **Set the expectation that--before referring that student to the RTI Team--teachers use ideas from the Tier I Intervention menu and document the student’s response.** The RTI Team works with building staff and school and district administration to determine reasonable teacher expectations for using Tier I interventions for common student concerns. A school may decide, for example, that teachers should try at least four ideas drawn from the Tier I intervention menu for any student who have limited reading fluency before referring that student to the RTI Team. Additionally, if a student is then referred to the RTI Team, the teacher may be expected to bring to the initial student meeting adequate documentation of the Tier I interventions attempted. Such documentation might include information about the implementation of each intervention (e.g., When did the intervention begin? How frequently was it used? What was the group size? How long did each session last?) and progress-monitoring data demonstrating the student’s response to those Tier I interventions.

This 5-step approach can assist schools in the potentially tricky process of building a standard Tier I menu of intervention strategies that all teachers will use with consistency and confidence. Because the menu is initially built upon the current ‘best practices’ of the building’s instructional staff, it acknowledges and capitalizes on teachers’ existing skills and expertise. Additionally, teachers who might be resistant to top-down directives about what Tier I interventions to use in their classrooms would presumably be more likely to regard ideas developed through such a teacher-driven process as being doable. After all, Tier I strategies appearing on the school-wide menu would have been selected *because* they had been used successfully in other classrooms in the same school.

**Create an RTI Team ‘Intervention Bank’.** When writing student intervention plans, RTI Teams are obligated to use research-based instructional or behavior management strategies. One idea to ensure that RTI Teams have sufficient empirically supported intervention ideas from which to draw is to assemble an ‘Intervention Bank.’ First, the RTI Team generates a list of the most common academic and behavioral problems that confront teachers in their school. The Team next makes up a three-ring ‘Intervention Bank’ binder separated into tabbed sections--with each section labeled with one of the school’s common student problem areas (e.g., reading fluency). Over time, the Team reviews reputable sources of research-based intervention ideas, such as peer-reviewed journals, published commercial materials, and websites. Whenever the Team identifies a useful intervention strategy that addresses one of the common referral concerns, it makes a copy of that
Managing Interventions

strategy and files it under the appropriate tab in the Intervention Bank binder. Incrementally, the RTI Team builds a comprehensive library of intervention strategies that it can routinely review at problem-solving meetings to speed the development and improve the quality of its individualized intervention plans. NOTE: Larger districts may consider creating standard Intervention Bank binders to be distributed across all of their schools as one way to help buildings to be more consistent in the quality and range of intervention ideas that they recommend.

**Inventory Building and District Intervention Resources.** Teachers typically refer students to the RTI Team only when these instructors have found that they lack the knowledge, skills, and/or resources necessary to implement an intervention of sufficient strength to help the struggling student to close the academic or behavioral gap with peers. To plan effective, high-strength interventions, then, the RTI Team itself must be able to access intervention resources throughout the school. To collect information about the school's intervention capacities, the Team should conduct an Intervention Resource Inventory within the building, to include the following:

- Printed materials or software accompanying textbooks designed for classroom instructors to provide additional or remedial instruction for lower-performing students.
- Supplemental commercial materials such as computer software purchased by the school to improve academic skills.
- Staff members whose specialized knowledge or skills (e.g., an advanced degree in reading instruction or 10 years prior experience as a teacher in a juvenile detention center) can be put to use as a consultant on the RTI Team or as an ‘intervention coach’ willing to train staff in the use of specific strategies.
- Staff members who have flexible schedules or pockets of available time in their daily or weekly schedule during which—with proper training—they might assist with implementation of interventions, collect student progress-monitoring data, serve as student mentors or tutors, etc.

Once the inventory is complete, the RTI Team should organize their intervention resources into a comprehensive list. That list would be available for the RTI Team to consult at student problem-solving meetings when they need to identify additional resources for a student’s intervention plan. Figure 2 shows a sample Staff Resource Inventory that can be used collect information from school staff about how they can assist with interventions.

**Package Intervention Plans as User-Friendly ‘Scripts’**. Teachers carry out intervention plans with greater efficacy and integrity when those plans are presented as a scripted series of
discrete steps. An additional benefit of detailed intervention scripts is that they provide thorough
documentation of general-education intervention efforts when non-responding’ students are
referred for an initial special education evaluation. Also, scripted intervention plans that are found
to be effective can be easily shared in the next school year with the student’s new teachers,
providing them with insights into those instructional practices found to be optimal for a struggling
learner. The Intervention Script Builder form (Figure 1) offers a convenient format for RTI Teams to
follow in describing a student intervention plan as a series of sequential scripted steps.

**Develop Methods to Monitor Intervention Integrity.** Under RTI, teachers are often
required to implement complex intervention plans independently in the classroom. When the RTI
Team and teacher decide on an intervention plan that targets the specific needs of a difficult-to-
teacher student, then, a crucial step in the planning process is to determine one or more methods
to document the integrity with which the intervention is actually carried out. After all, a student
cannot be said to have ‘failed to respond’ to an intervention if that intervention was inadequately
implemented.

The ‘gold standard’ for evaluating the integrity of an intervention is for an observer to break
the intervention into a discrete series of steps and to observe whether the teacher correctly
performed each step. (NOTE: The Intervention Script Builder form in Figure 1 contains an
‘Intervention Check’ column on the left margin of the page that allows an independent observer to
note whether each intervention step was successfully carried out.) While direct observation of
intervention ‘treatment integrity’ provides the most trustworthy information about whether an
intervention is being done correctly, this approach does have its limitations. Direct observations of
interventions can be time-consuming to complete. Also, teachers may be uncomfortable with such
observations, questioning whether they are intended to evaluate instructors’ global job
performance and skills rather than the student’s intervention. Therefore, schools that adopt direct
observation as a means of documenting intervention integrity should prepare staff for this
procedure in advance by assuring them that the purpose of observations is to supportively coach
teachers with intervention implementation rather than to evaluate their teaching skills.

While direct observations of intervention implementation are certainly a ‘best practices’
goal for RTI, schools may find that at present they lack the resources to conduct these face-to-face
integrity checks on a regular basis. In such cases, RTI Teams may initially look for other less-
formal methods to track intervention integrity. For instance, the Team may appoint a ‘case
manager’ to meet briefly with a teacher soon after an intervention plan has been scheduled to begin. At that meeting, the case manager would review the intervention with the teacher to ensure that the instructor understands all elements of the plan. The case manager would also verify that the intervention was started by the expected date and that no issues have emerged that might interfere with that intervention.

Another idea to collect informal information about treatment integrity is to include an item in a Daily Behavior Report Card (DBRC). In addition to rating the student’s daily behaviors, the teacher would be asked to evaluate the degree to which he or she was able to implement the intervention each day. For example, the teacher may rate the item ‘Today I was able to implement the intervention plan for this student as designed’ using a scale of 1 (poor) to 3 (Excellent). NOTE: RTI Teams can create customized Daily Behavior Report Cards online at no cost at: http://www.jimwrightonline.com/php/tbrc/tbrc.php.
References


**Figure 1: Intervention Script Builder** for: Student Name: ___________________ Grade: ____

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

Description of the Target Academic or Behavior Concern:

______________________________________________________________________________

<table>
<thead>
<tr>
<th>Intervention Check</th>
<th>Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>This step took place</td>
<td>1. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>2. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>3. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention Check</th>
<th>Intervention Steps: Describe the steps of the intervention. Include enough detail so that the procedures are clear to all who must implement them.</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>This step took place</td>
<td>1. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>2. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>3. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>4. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>5. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step took place</td>
<td>6. ______________________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Y__ N__</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Citation(s) / References: List the published source(s) that make this a 'scientifically based' intervention.

__________________________________________________________________________
__________________________________________________________________________

Intervention Quality Check: How will data be collected to verify that this intervention is put into practice as it was designed? (Select at least one option.)

- Classroom Observation: Number of observations planned? ___________
  Person responsible for observations?: ________________________________

- Teacher Intervention Rating Log: How frequently will the teacher rate intervention follow-through?
  Daily ___ Weekly ___

- Teacher Verbal Report: Who will check in with the teacher for a verbal report of how the intervention is progressing? ____________________________________________
  Approximately when during the intervention period will this verbal ‘check in’ occur? _________

- Rating Intervention Follow-Through: Select either the classroom teacher/team or an outside observer to rate the quality of the intervention and check the appropriate set of directions below.

  ___ Teacher Directions: Make copies of this intervention script. Once per week, review the steps in the intervention script and note (Y/N) whether each step was typically followed. Then write any additional notes about the intervention in the blank below

  ___ Independent Observer Directions: Make copies of this intervention script. At several points during the intervention, make an appointment to observe the intervention in action. While observing the intervention, go through the steps in the intervention script and note (Y/N) whether each step was typically followed. Then write any additional notes about the intervention in the space below

  Intervention Observation Notes: ____________________________________________

  ______________________________________________________________________

Our school’s RTI Team is seeking help from any staff member who can volunteer expertise, time, and/or materials to support the intervention plans of struggling learners. We would appreciate your completing the brief questionnaire below, listing any resources that you might be able to contribute. Thank you!

Please return your completed form to: _______________________________________________________

Your Name: _______________________________ Position: ________________________ Date: ________

**‘Helper’ Roles.** Please check any helper roles for which you would volunteer (if your schedule allows) to assist students with RTI intervention plans.

- Tutor a student: Subject area(s)?: ___________________________________________________
- Mentor a student: Preferred age(s) or grade(s)? _______________________________________
- ‘Check in’ with students briefly each day to ensure that they have their homework assignments written down and the necessary work materials
- Monitor student academic progress: Using what methods? _____________________________
- Monitor student behavior progress: Using what methods? _____________________________
- Create materials to help with interventions (e.g., sticker charts, student worksheets):
  - What types of materials?: ___________________________________________________________
- Other ‘helper’ role ideas? _________________________________________________________

**Training.** List any topics relating to student academic or behavioral interventions, progress-monitoring, etc., in which you have expertise and would be willing to train staff:

- _______________________________________________________________________________
- _______________________________________________________________________________

**Professional Development or Instructional Materials.** List educator training manuals or student instructional materials (books, computer software, etc.) that you are willing to make available if needed to plan or carry out interventions.

- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________

Building Blocks of Effective Instruction

Good classroom instruction is no accident. Two powerful tools for analyzing the quality of student instruction are the Instructional Hierarchy and the Learn Unit.

**Instructional Hierarchy.** As students are taught new academic skills, they go through a series of predictable learning stages. At the start, a student is usually halting and uncertain as he or she tries to use the target skill. With teacher feedback and lots of practice, the student becomes more fluent, accurate, and confident in using the skill. It can be very useful to think of these phases of learning as a hierarchy (See chart on page 2). The learning hierarchy (Haring, Lovitt, Eaton, & Hansen, 1978) has four stages: acquisition, fluency, generalization, and adaptation:

1. **Acquisition.** The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.
2. **Fluency.** The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student’s speed of responding (fluency).
3. **Generalization.** The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings. Or the student may confuse the target skill with ‘similar’ skills. The goal of this phase is to get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and ‘similar’ skills.
4. **Adaptation.** The student is accurate and fluent in using the skill. He or she also uses the skill in many situations or settings. However, the student is not yet able to modify or adapt the skill to fit novel task-demands or situations.

**The ‘Learn Unit’**. At the core of good instruction lies the “Learn Unit”, a 3-step process in which the student is invited to engage in an academic task, delivers a response, and then receives immediate feedback about how he or she did on the task (Heward, 1996). Here is an explanation of the stages of the ‘Learn Unit’:

1. **Academic Opportunity to Respond.** The student is presented with a meaningful opportunity to respond to an academic task. A question posed by the teacher, a math word problem, and a spelling item on an educational computer ‘Word Gobbler’ game could all be considered academic opportunities to respond.
2. **Active Student Response.** The student answers the item, solves the problem presented, or completes the academic task. Answering the teacher’s question, computing the answer to a math word problem (and showing all work), and typing in the correct spelling of an item when playing an educational computer game are all examples of active student responding.
3. **Performance Feedback.** The student receives timely feedback about whether his or her response is correct—often with praise and encouragement. A teacher exclaiming ‘Right! Good job!’ when a student gives a response in class, a student using an answer key to check her answer to a math word problem, and a computer message that says ‘Congratulations! You get 2 points for correctly spelling this word!’ are all examples of corrective feedback.

The more frequently a student cycles through complete ‘Learn Unit’ trials, the faster that student is likely to make learning progress. If any one of these steps is missing, the quality of instruction will probably be compromised.

**References**

### Instructional Hierarchy: Matching Interventions to Student Learning Stage (Haring, et al., 1978)

<table>
<thead>
<tr>
<th>Learning Stage</th>
<th>Student ‘Look-Fors’…</th>
<th>What strategies are effective…</th>
</tr>
</thead>
</table>
| **Acquisition:** Exit Goal: The student can perform the skill accurately with little adult support. | • Is just beginning to learn skill  
• Not yet able to perform learning task reliably or with high level of accuracy | • Teacher actively demonstrates target skill  
• Teacher uses ‘think-aloud’ strategy-- especially for thinking skills that are otherwise covert  
• Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board)  
• Student gets feedback about correct performance  
• Student receives praise, encouragement for effort |
| **Fluency:** Exit Goals: The student (a) has learned skill well enough to retain (b) has learned skill well enough to combine with other skills, (c) is as fluent as peers. | • Gives accurate responses to learning task  
• Performs learning task slowly, haltingly | • Teacher structures learning activities to give student opportunity for active (observable) responding  
• Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems)  
• Student gets feedback on fluency and accuracy of performance  
• Student receives praise, encouragement for increased fluency |
| **Generalization:** Exit Goals: The student (a) uses the skill across settings, situations; (b) does not confuse target skill with similar skills | • Is accurate and fluent in responding  
• May fail to apply skill to new situations, settings  
• May confuse target skill with similar skills (e.g., confusing ‘+’ and ‘x’ number operation signs) | • Teacher structures academic tasks to require that the student use the target skill regularly in assignments.  
• Student receives encouragement, praise, reinforcers for using skill in new settings, situations  
• If student confuses target skill with similar skill(s), the student is given practice items that force him/her to correctly discriminate between similar skills  
• Teacher works with parents to identify tasks that the student can do outside of school to practice target skill  
• Student gets periodic opportunities to review, practice target skill to ensure maintenance |
| **Adaptation:** Exit Goal: The Adaptation phase is continuous and has no exit criteria. | • Is fluent and accurate in skill  
• Applies skill in novel situations, settings without prompting  
• Does not yet modify skill as needed to fit new situations (e.g., child says ‘Thank you’ in all situations, does not use modified, equivalent phrases such as “I appreciate your help.”) | • Teacher helps student to articulate the ‘big ideas’ or core element(s) of target skill that the student can modify to face novel tasks, situations (e.g., fractions, ratios, and percentages link to the ‘big idea’ of the part in relation to the whole; ‘Thank you’ is part of a larger class of polite speech)  
• Train for adaptation: Student gets opportunities to practice the target skill with modest modifications in new situations, settings with encouragement, corrective feedback, praise, other reinforcers.  
• Encourage student to set own goals for adapting skill to new and challenging situations. |
Reading Comprehension Checklist
(National Reading Panel, 2000; Pressley & McDonald, 1997)

**Directions:** Use this checklist to inventory students' reading comprehension skills. Any comprehension sub-skill that is marked 'N[0]' should be targeted for intervention.

**Before reading the text, the student:**

| __Y| __N| __More data needed | • Articulates his or her general purpose or reason for reading the text |
| __Y| __N| __More data needed | • Sets specific goals, expectations, or outcomes to be attained by reading the selection |
| __Y| __N| __More data needed | • Previews the text (e.g., looking over chapter and section headings, examining illustrations, tables, and figures) to build a preliminary mental map of the content |
| __Y| __N| __More data needed | • Identifies sections of the text that are more relevant or less relevant to the reader’s goals |
| __Y| __N| __More data needed | • Adopts a 'reading plan' to most efficiently accomplish the pre-set goals |

**While reading the text, the student:**

| __Y| __N| __More data needed | • Accesses his or her 'prior knowledge' of the topic to more fully understand the meaning of the text |
| __Y| __N| __More data needed | • Continually monitors his or her understanding of the reading |
| __Y| __N| __More data needed | • Uses strategies as needed to define the meanings of unknown words, to memorize content, and to overcome other difficulties encountered during reading. |
| __Y| __N| __More data needed | • Engages in closer, more careful reading in those sections of the text that relate specifically to the student’s reading goals |
| __Y| __N| __More data needed | • Dialogs with the writer by recording information (e.g., in notes written in the page margin or in a reader’s diary) about points of uncertainty, confusion, agreement, or disagreement, further elaborations of an idea presented in the text, etc |
| __Y| __N| __More data needed | • Jumps back and forth in the text as needed to check facts, clear up confusion, or answer questions |

**When finished reading the text, the student:**

| __Y| __N| __More data needed | • Makes use of 'text lookback', rereading sections of the text if needed to clarify understanding, clear up confusion, or more fully comprehend content |
| __Y| __N| __More data needed | • Reviews notes from his or her reading to summarize the ‘gist’ (key ideas) of the text |
| __Y| __N| __More data needed | • Continues to think about the text and the relation of its ideas or content to previous readings or the student’s own knowledge and experiences |

**References:**


The ability to read allows individuals access to the full range of a culture's artistic and scientific knowledge. Reading is a complex act. Good readers are able fluently to decode the words on a page, to organize and recall important facts in a text, to distill from a reading the author's opinions and attitudes, and to relate the content of an individual text to a web of other texts previously read. The foundation that reading rests upon is the ability to decode. Emergent readers require the support of more accomplished readers to teach them basic vocabulary, demonstrate word attack strategies, model fluent reading, and provide corrective feedback and encouragement. Newly established readers must build fluency and be pushed to exercise their reading skills across the widest possible range of settings and situations. As the act of decoding becomes more effortless and automatic, the developing reader is able to devote a greater portion of cognitive energy to understanding the meaning of the text. Reading comprehension is not a single skill but consists of a cluster of competencies that range from elementary strategies for identifying and recalling factual content to highly sophisticated techniques for inferring an author's opinions and attitudes. As researcher Michael Pressley points out, reading comprehension skills can be thought of as unfolding along a timeline. Before beginning to read a particular selection, the skilled student reader must engage prior knowledge, predict what the author will say about the topic, and set specific reading goals. While reading, the good reader self-monitors his or her understanding of the text, rereads sentences and longer passages that are unclear, and updates predictions about the text based on what he or she has just read. After completing a text, the good reader summarizes its main points (perhaps writing them down), looks back in the text to clarify any points that are unclear, and continues to think about the text and its implications for a period of time. Reading comprehension can also be thought of as a bundle of interdependent skills that range from basic to more advanced. Teachers should ensure that students understand and appropriately use simple comprehension strategies (such as looking back in a text to clarify factual information) before teaching them advanced comprehension strategies such as SQ3R ("Survey, Question, Read, Recite, Review"). Ultimately, reading is a competency that is continually honed and improved over a lifetime. The teacher's goal is to build students into independent readers whose skills improve with self-guided practice. Below are a number of instructional strategies to promote word decoding, reading decoding, and reading comprehension.

Independent Practice: Set Up Reading Centers (Florida Center for Reading Research, 2005). When students have mastered a reading skill, they can work independently at reading centers to practice and become more fluent in that skill under the watchful eye of the teacher. The reading center is set up with fun and engaging activities designed to extend and reinforce literacy content presented by the teacher. Students work on independent reading-related activities individually or in pairs or groups. As examples of reading center choices, students may listen to taped books, read alone or to each other, use magnetic letters to spell a specified list of words, or create storyboards or comic strips that incorporate pictures and words. Each reading center activity is tied to specific student literacy goals. The activities in reading centers may change often to give children a chance to practice new skills and to keep the content of these centers fresh and engaging.

Reading Comprehension: Activating Prior Knowledge (Hansen, & Pearson, 1983). The instructor demonstrates to students how they can access their prior knowledge about a topic to improve comprehension of an article or story. The instructor first explains the benefit of using prior knowledge. The instructor tells students that recalling their prior experiences ("their own life") can help them to understand the content of their reading--because new facts make sense only when we connect them to what we already know. Next, the instructor demonstrates the text prediction strategy to the class by selecting a sample passage (displayed as an overhead) and using a "think-aloud" approach to illustrate the strategy steps: STEP 1: THINK ABOUT WHAT AND WHY:
The teacher connects the article to be read with the instructor's own prior knowledge about the topic. The teacher might say, for example, "I am about to read a short article about [topic]. Before I read the article, though, I should think about my life experiences and what they might tell me about [topic]. By thinking about my own life, I will better understand the article." STEP 2: SELECT MAIN IDEAS FROM THE ARTICLE TO POSE PRIOR-KNOWLEDGE AND PREDICTION QUESTIONS. The teacher chooses up to 3 main ideas that appear in the article or story. For each key idea, the instructor poses one question requiring that readers tap their own prior knowledge of the idea (e.g., "What are your own attitudes and experiences about [idea]?") and another that prompts them to predict how the article or story might deal with the idea (e.g., "What do you think the article will say about [idea]?" ). STEP 3: HAVE STUDENTS READ THE ARTICLE INDEPENDENTLY. Once the teacher has primed students' prior knowledge by having them respond to the series of prior-knowledge and prediction questions, students read the selection independently.

Reading Comprehension: Anticipation Reading Guide (Duffelmeyer, 1994; Merkley, 1996). To activate their prior knowledge of a topic, students complete a brief questionnaire on which they must express agreement or disagreement with 'opinion' questions tied to the selection to be read; students then engage in a class discussion of their responses. The instructor first constructs the questionnaire. Each item on the questionnaire is linked to the content of the article or story that the students will read. All questionnaire items use a 'forced-choice' format in which the student must simply agree or disagree with the item. After students have completed the questionnaire, the teacher reviews responses with the class, allowing students an opportunity to explain their rationale for their answers. Then students read the article or story.

Reading Comprehension: Building Comprehension of Textbook Readings Through SQ3R (Robinson, 1946). Students grasp a greater amount of content from their textbook readings when they use the highly structured SQ3R ('Survey, Question, Read, Recite, Review') process. (1) SURVEY: Prior to reading a section of the textbook, the reader surveys the selection by examining 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, the reader next generates and writes down a series of key 'questions' about the content based on the material that he or she has surveyed. (3) READ: As the reader reads through the selection, he or she seeks answers to the questions posed. (4) RECITE: After finishing the selection, the reader attempts to recite from memory the answers to the questions posed. If stuck on a question, the reader scans the text to find the answer. (5) REVIEW: At the end of a study session, the reader reviews the list of key questions and again recites the answers. If the reader is unable to recall an answer, he or she goes back to the text to find it.

Reading Comprehension: Conversing With the Writer Through Text Annotation (Harris, 1990; Sarkisian, Toscano, Tomkins-Tinch, & Casey, 2003). Students are likely to increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text. Students are taught to engage in an ongoing 'conversation' with the writer by recording a running series of brief comments in the margins of the text. Students may write annotations to record their opinions of points raised by the writer, questions triggered by the reading, or vocabulary words that the reader does not know and must look up. NOTE: Because this strategy requires that students write in the margins of a book or periodical, text annotation is suitable for courses in which students have either purchased the textbook or have photocopies of the reading available on which to write.

Reading Comprehension: Mining Information from the Text Book (Garner, Hare, Alexander, Haynes, & Vinograd, 1984). With 'text lookback' the student increases recall of information by skimming previously read material in the text in a structured manner to look that information up. First, define for the student the difference between 'lookback' and 'think' questions. 'Lookback' questions are those that tell us that the answer can be found right in the article, while 'think' questions are those that ask you to give your own opinion, belief, or ideas. When faced with a lookback question,
readers may need to look back in the article to find the information that they need. But readers
 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 efficiently, the student should (1) read the text-lookback
 question carefully and highlight 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?"); (2) 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, (3) read the beginning and end sentences in
 individual paragraphs to see if that paragraph might contain the desired information.

Reading Comprehension: Previewing the Chapter (Gleason, Archer, & Colvin, 2002). The student who
 systematically previews the contents of a chapter before reading it increases comprehension--by
 creating a mental map of its contents, activating prior knowledge about the topic, and actively
 forming predictions about what he or she is about to read. In the previewing technique, the
 student browses the chapter headings and subheadings. The reader also studies any important
 graphics and looks over review questions at the conclusion of the chapter. Only then does the
 student begin reading the selection.

 Students are taught to identify 'question-answer relationships', matching the appropriate strategy
to comprehension questions based on whether a question is based on fact, requires inferential
 thinking, or draws upon the reader's own experience. Students learn that answers to RIGHT
 THERE questions are fact-based and can be found in a single sentence, often accompanied by
 'clue' words that also appear in the question. Students are informed that they will also find
 answers to THINK AND SEARCH questions in the text--but must piece those answers together
 by scanning the text and making connections between different pieces of factual information.
 AUTHOR AND YOU questions require that students take information or opinions that appear in
 the text and combine them with the reader's own experiences or opinions to formulate an answer.
 ON MY OWN questions are based on the students' own experiences and do not require
 knowledge of the text to answer. Students are taught to identify question-answer relationships in
 class discussion and demonstration. They are then given specific questions and directed to
 identify the question type and to use the appropriate strategy to answer.

Reading Comprehension: Reading Actively (Gleason, Archer, & Colvin, 2002). By reading, recalling,
 and reviewing the contents of every paragraph, the student improves comprehension of the
 longer passage. The instructor teaches students to first read through the paragraph, paying
 particular attention to the topic and important details and facts. The instructor then directs
 students to cover the paragraph and state (or silently recall) the key details of the passage from
 memory. Finally, the instructor prompts students to uncover the passage and read it again to see
 how much of the information in the paragraph the student had been able to accurately recall. This
 process is repeated with all paragraphs in the passage.

Reading Fluency: Listening, Reading, And Receiving Corrective Feedback (Rose & Sherry, 1984;
 along silently as a more accomplished reader (tutor) reads a passage aloud; then the student
 reads the same passage aloud while receiving corrective feedback as needed. The student and
 tutor sit side-by-side at a table with a book between them. The tutor begins by reading aloud from
 the book for about 2 minutes while the student reads silently. If necessary, the tutor tracks his or
 her progress across the page with an index finger to help the student to keep up. At the end of
 the 2 minutes, the tutor stops reading and asks the student to read aloud. If the student commits
 a reading error or hesitates for longer than 3-5 seconds, the tutor tells the student the correct
 word and has the student continue reading. For each new passage, the tutor first reads the
 passage aloud before having the student read aloud.

Reading Fluency: Paired Reading (Topping, 1987). The student builds fluency and confidence as a
 reader by first reading aloud in unison with an accomplished reader, then signaling that he or she
is ready to read on alone with corrective feedback. The more accomplished reader (tutor) and student sit in a quiet location with a book positioned between them. The tutor says to the student, “Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don’t know, I will tell you the word and begin reading with you again.” Tutor and student begin reading aloud together. If the student misreads a word, the tutor points to the word and pronounces it. Then the student repeats the word. When the student reads the word correctly, tutor and student resume reading through the passage. When the child delivers the appropriate signal (a hand tap) to read independently, the tutor stops reading aloud and instead follows along silently as the student continues with oral reading. The tutor occasionally praises the student in specific terms for good reading (e.g., “That was a hard word. You did a nice job sounding it out!”). If, while reading alone, the child either commits a reading error or hesitates for longer than 5 seconds, the tutor points to the error-word and pronounces it. Then the tutor tells the student to say the word. When the student pronounces the error-word correctly, tutor and student resume reading aloud in unison. This tandem reading continues until the student again signals to read alone.

Reading Fluency: Repeated Reading (Herman, 1985; Rashotte & Torgesen, 1985; Rasinski, 1990). The student increases fluency in decoding by repeatedly reading the same passage while receiving help with reading errors. A more accomplished reader (tutor) sits with the student in a quiet location with a book positioned between them. The tutor selects a passage in the book of about 100 to 200 words in length. The tutor directs the student to read the passage aloud. If the student misreads a word or hesitates for longer than 5 seconds, the tutor reads the word aloud and has the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, the tutor reads the word aloud. If the student requests a word definition, the tutor gives the definition. When the student has completed the passage, the tutor directs the student to read the passage again. The tutor directs the student to continue rereading the same passage until either the student has read the passage a total of 4 times or the student reads the passage at the rate of at least 85 to 100 words per minute. Then tutor and student select a new passage and repeat the process.

Word Decoding: Drilling Error Words (Jenkins & Larson, 1979). When students practice, drill, and receive corrective feedback on words that they misread, they can rapidly improve their vocabulary and achieve gains in reading fluency. Here are steps that the teacher or tutor will follow in the Error Word Drill: (1) When the student misreads a word during a reading session, write down the error word and date in a separate “Error Word Log”. (2) At the end of the reading session, write out all error words from the reading session onto index cards. (If the student has misread more than 20 different words during the session, use just the first 20 words from your error-word list. If the student has misread fewer than 20 words, consult your “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 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 expires 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.

Word Decoding: Tackling Multi-Syllabic Words (Gleason, Archer, & Colvin, 2002). The student uses affixes (suffixes and prefixes) and decodable ‘chunks’ to decode multi-syllabic words. The instructor teaches students to identify the most common prefixes and suffixes present in multi-syllable words, and trains students to readily locate and circle these affixes. The instructor also
trains students to segment the remainder of unknown words into chunks, stressing that readers do not need to divide these words into dictionary-perfect syllables. Rather, readers informally break up the word into graphemes (any grouping of letters including one or more vowels that represents a basic sound unit—or grapheme—in English). Readers then decode the mystery word by reading all affixes and graphemes in the order that they appear in that word.

**Word Decoding: Teach a Hierarchy of Strategies** (Haring, Lovitt, Eaton & Hansen, 1978). The student has a much greater chance of successfully decoding a difficult word when he or she uses a 'Word Attack Hierarchy'—a coordinated set of strategies that move from simple to more complex. The student uses successive strategies until solving the word. (1) When the student realizes that he or she has misread a word, the student first attempts to decode the word again. (2) Next, the student reads the entire sentence, using the context of that sentence to try to figure out the word's meaning—and pronunciation. (3) The student breaks the word into parts, pronouncing each one. (4) If still unsuccessful, the student uses an index card to cover sections of the word, each time pronouncing only the part that is visible. The student asks 'What sound does ___ make?,' using phonics information to sound out the word. (5) If still unsuccessful, the student asks a more accomplished reader to read the word.

**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).


RTI: Progress-Monitoring Resources
Administration of CBM reading probes

The examiner and the student sit across the table from each other. The examiner hands the student the unnumbered copy of the CBM reading passage. The examiner takes the numbered copy of the passage, shielding it from the student’s view.

The examiner says to the student:

When I say, ’start,’ begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions?

[Pause] Start.

The examiner begins the stopwatch when the student says the first word. If the student does not say the initial word within 3 seconds, the examiner says the word and starts the stopwatch. As the student reads along in the text, the examiner records any errors by marking a slash (/) through the incorrectly read word. If the student hesitates for 3 seconds on any word, the examiner says the word and marks it as an error. At the end of 1 minute, the examiner says, Stop and marks the student’s concluding place in the text with a bracket ( ] ).

Scoring

Reading fluency is calculated by first determining the total words attempted within the timed reading probe and then deducting from that total the number of incorrectly read words.

The following scoring rules will aid the instructor in marking the reading probe:

➡️ Words read correctly are scored as correct:
   --Self-corrected words are counted as correct.
   --Repetitions are counted as correct.
   --Examples of dialectical speech are counted as correct.
   --Inserted words are ignored.

➡️ Mispronunciations are counted as errors.

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text: The small gray fox ran to the cover of the trees.</td>
</tr>
<tr>
<td>Student: &quot;The [smil] gray fox ran to the cover of the trees.&quot;</td>
</tr>
</tbody>
</table>

➡️ Substitutions are counted as errors.
Example
Text: When she returned to the house, Grandmother called for Franchesca.
Student: "When she returned to the home, Grandmother called for Franchesca.

➤ Omissions are counted as errors.

Example
Text: Anna could not compete in the last race.
Student: "Anna could not in the last race."

➤ Transpositions of word-pairs are counted as 1 error.

Example
Text: She looked at the bright, shining face of the sun.
Student: "She looked at the shining bright face of the sun."

➤ Words read to the student by the examiner after 3 seconds have gone by are counted as errors.
**Table 1: Sample Estimates of ‘Typical’ CBM Instructional Reading Levels By Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>CRW Per Min</th>
<th>Reading Errors</th>
<th>CRW Per Min for Students in 25th-75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40-60</td>
<td>Fewer than 5</td>
<td>22-64</td>
</tr>
<tr>
<td>2</td>
<td>40-60</td>
<td>Fewer than 5</td>
<td>36-78</td>
</tr>
<tr>
<td>3</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>47-88</td>
</tr>
<tr>
<td>4</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>60-104</td>
</tr>
<tr>
<td>5</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>77-121</td>
</tr>
<tr>
<td>6</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>95-146</td>
</tr>
</tbody>
</table>

**Step 2: Compute a Student Reading Goal**

1. At what grade or book level will the student be monitored? (Refer to results of Step 1: Survey-Level Assessment)

2. What is the student's baseline reading rate (# correctly read words per min)? ______ CRW Per Min

3. When is the start date to begin monitoring the student in reading? _____ / _____ / _____

4. When is the end date to stop monitoring the student in reading? _____ / _____ / _____

5. How many instructional weeks are there between the start and end dates? (Round to the nearest week if necessary):
   __________ Instructional Weeks

6. What do you predict will be the student's average increase in correctly read words per minute will be for each instructional week of the monitoring period? (See Table 2):
   __________ Weekly Increase in CRW Per Min

7. What will the student's predicted CRW gain in reading fluency be at the end of monitoring? (Multiply Item 5 by Item 6):
   __________ CRW Per Min

8. What will the student's predicted reading rate be at the end of the monitoring period? (Add Items 2 & 7): _______ CRW Per Min

**References**


Student Name: ______________________________ Grade/Classroom: ______________________________

Step 2: Collect Baseline Data: Give 3 CBM reading assessments within a one-week period using monitoring-level probes.

Baseline 1
Date: __________ Book/Reading Level: __________
A. __________ __________ __________ __________
B. __________ __________ __________ __________
C. __________ __________ __________ __________

Baseline 2
Date: __________ Book/Reading Level: __________
A. __________ __________ __________ __________
B. __________ __________ __________ __________
C. __________ __________ __________ __________

Baseline 3
Date: __________ Book/Reading Level: __________
A. __________ __________ __________ __________
B. __________ __________ __________ __________
C. __________ __________ __________ __________

Step 3: Complete CBM Progress-Monitoring Weekly or More Frequently: Record the results of regular monitoring of the student's progress in reading fluency.

1. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

2. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

3. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

4. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

5. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

6. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

7. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

8. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

9. Date: __________ Book/Reading Level: __________
   TRW: __________ E: __________ CRW: __________ %CRW: __________
   A. __________ __________ __________ __________
   B. __________ __________ __________ __________
   C. __________ __________ __________ __________

10. Date: __________ Book/Reading Level: __________
    TRW: __________ E: __________ CRW: __________ %CRW: __________
    A. __________ __________ __________ __________
    B. __________ __________ __________ __________
    C. __________ __________ __________ __________

11. Date: __________ Book/Reading Level: __________
    TRW: __________ E: __________ CRW: __________ %CRW: __________
    A. __________ __________ __________ __________
    B. __________ __________ __________ __________
    C. __________ __________ __________ __________

Table 2: Predictions for Rates of Reading Growth by Grade
(Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993)
Increase in Correctly Read Words Per Minute for Each Instructional Week

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Realistic Weekly Goal</th>
<th>Ambitious Weekly Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Grade 2</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.85</td>
<td>1.1</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.5</td>
<td>0.8</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0.3</td>
<td>0.65</td>
</tr>
</tbody>
</table>
One hundred years ago in Paris, when theaters and music halls drew traveling players from all over the world, the best place to stay was at the widow Gateau’s, a boardinghouse on English Street. Acrobats, jugglers, actors, and mimes from as far away as Moscow and New York reclined on the widow’s feather mattresses and devoured her kidney stews. Madame Gateau worked hard to make her guests comfortable, and so did her daughter, Mirette. The girl was an expert at washing linens, chopping leeks, paring potatoes, and mopping floors. She was a good listener too. Nothing pleased her more than to overhear the vagabond players tell of their adventures in this town and that along the road.
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the vagabond players tell of their adventures in this town and
that along the road.
Someone is lost in the woods. He might be hurt, or the weather could turn bad. It is important to find him as fast as possible. But he didn’t follow a trail, and footprints don’t show on the forest floor. What to do? Call in the search and rescue dogs. Dogs have a very fine sense of smell. They can find people lost by following their scents, because each person has his or her own, unique scent. Panda is a Newfoundland dog trained to locate lost people. She and her owner, Susie Foley, know how to search through the woods, under the snow, or in the water.
In the busy rain forest of Malaysia, a grasshopper leaps into a spray of orchids. Suddenly, one of the “flowers” turns on the grasshopper. An orchid mantis, with wings like petals, grips it tightly. For the grasshopper, there will be no escape. The orchid mantis is a master of camouflage – the art of hiding while in plain sight. Camouflage enables predators like the orchid mantis to hide while they lie in wait for their prey. For other animals, camouflage is a method of protection from their enemies. Animals blend into the background in several ways. Their colors and patterns may match their surroundings.
CBM Reading: Graphing Exercise for Jared M.: 4th-Grader

**Background.** Your Teacher Support Team has completed a CBM survey-level screening in reading for Jared M., a 4th grader. According to his teacher, Jared reads at the beginning 2nd-grade level. An initial TST meeting is held on Monday, January 20th. At that meeting, an intervention is designed in which Jared will be paired with an older student to be tutored in reading 3 times per week for 20-minute sessions (using the Listening-While-Reading strategy). The teacher also plans to meet with Jared’s mother, who has agreed to preview reading vocabulary with Jared at home. Your team schedules a follow-up TST meeting for Monday, March 10th, about six instructional weeks from the date of the initial meeting.

**CBM Practice Items.** Attached is a CBM Student Record that contains Jared’s CBM reading data. Complete the practice items below to gain experience in interpreting and charting CBM data.

1. **Survey-Level Assessment.** On Jared’s attached CBM Student Record Form, review the Survey-Level assessment results. For each level of CBM probe administered, circle the median Correctly Read Words (CRWs), Errors (E), and Percentage of Correctly Read Words (%CRWs). Consult Table 1 on the Record Form to identify the student’s Mastery, Instructional, and Frustration levels of reading.

2. **Set up the graph.** At the top of your monitoring graph, put in these date-spans for each of the instructional weeks during which Jared will be monitored:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: 1/27-1/31</td>
<td>Week 6: 3/3-3/7</td>
<td>Week 10: 3/31-4/4</td>
<td></td>
</tr>
<tr>
<td>Week 3: 2/3-2/7</td>
<td>Week 7: 3/10-3/14</td>
<td>Week 11: 4/7-4/11</td>
<td></td>
</tr>
</tbody>
</table>

3. **Determine & chart the student’s baseline reading rate.** On the Record Form, review Jared’s Baseline assessment information.
   - Notice that the ‘Book/Reading Level’ is not filled in for the Baseline observations. Find the highest instructional reading level that the student attained on the Survey-Level assessment. Since this would be the level at which you should monitor the student’s progress, write that book level in the appropriate blank in the Baseline observations.
   - Circle the median CRW and E for each of the Baseline observations.
   - On the progress-monitoring graph, chart the median CRWs and Es for all 3 observations.
   - Of the Baseline values that you charted, disregard the highest and lowest CRWs. The middle CRW should be assumed to be the best estimate of the student’s starting, or baseline, reading rate. Circle this middle Baseline datapoint on your chart.

4. **Set a performance goal.** To compute Jared’s performance goal in reading:
   - Use Table 2 on the Record Form to identify the rate of progress that Jared should make each week in goal-level (3rd-Grade) reading material.
   - You will recall that your TST has decided to monitor Jared’s reading for six weeks before holding a follow-up meeting. To compute how much Jared’s reading rate should increase
in that time, multiply his expected weekly progress by the number of weeks that he will be monitored.

- Add Jared’s expected reading progress to his baseline reading rate. This combined figure is Jared’s reading goal.

5. **Plot the ‘Aim-Line’**. To graph a 6-week ‘aim-line’:
   - Draw a vertical dividing line (‘start-line’) at the point where the intervention will begin (start of Week 1).
   - Draw a second dividing line on the graph (‘end-line’) that marks the conclusion of six weeks of monitoring (end of Week 6).
   - On the start-line, mark an ‘X’ at the point that is equal to the value of your circled baseline datapoint.
   - Mark Jared’s reading goal with an ‘X’ at the appropriate spot on the end-line.
   - Now draw a straight line between the start-line and end-line ‘X’s. This is your chart’s aim-line.

6. **Plot Jared’s progress-monitoring data**. Review Jared’s CBM data for the first six weeks of progress-monitoring. Circle the median CRWs and Es and plot them on the chart. What conclusions do you draw from the chart? Based on these data, should the Teacher Support Team recommend changing Jared’s intervention? Keep it in place with no changes? Why?

7. **Continue with progress monitoring**. Assume that your TST met for the follow-up meeting and decided to keep the current intervention in place. In addition, they assign him for daily sessions with a Reading Specialist trained in Reading Recovery. The team plans to monitor for another 6 weeks—and assumes that Jared should make at least 2 words growth in reading fluency per week.
   - Compute a new baseline for Jared by looking at his most recent 3 CRW data points and circling the median value. Compute how much Jared’s reading rate should increase after 6 additional weeks of intervention and add this amount to his new baseline reading rate. This is Jared’s revised reading goal.
   - Set up a new ‘aim-line’:
     - Draw a vertical dividing line (‘start-line’) at the point where the revised intervention begins (start of week 7).
     - Draw a second dividing line on the graph (‘end-line’) that marks the conclusion of 6 more weeks of monitoring (end of Week 12).
     - On the new start-line, mark an ‘X’ at the point that is equal to the value of the circled baseline datapoint.
     - Next, mark Jared’s revised reading goal with an ‘X’ at the appropriate spot on the end-line.
     - Now draw a straight line between the start-line and end-line ‘X’s. This is your chart’s revised aim-line.

8. **Plot the rest of Jared’s progress-monitoring data**. Chart Jared’s data for the final 6 weeks of progress-monitoring (see Weeks 7-12 on the Student Record Form). Plot them on the chart. What conclusions do you draw from the chart? Based on these data, should the Teacher Support Team recommend changing Jared’s intervention? Keep it in place with no changes? Why?
Step 1: Conduct a Survey-Level Assessment: Use this section to record the student’s reading rates in progressively more difficult materials.

Date: Th 12/5
Book/Reading Level: GR 2-Bk 2-P1
TRW: A. 93 3 90 97
     B. 72 4 68 94
     C. 83 1 82 98

Date: Th 12/5
Book/Reading Level: GR 3-Bk 1-P1
TRW: A. 87 2 85 98
     B. 94 3 91 97
     C. 78 2 76 97

Date: Th 12/5
Book/Reading Level: GR 3-Bk 2-P1
TRW: A. 62 4 58 94
     B. 81 4 77 95
     C. 73 3 70 96

Date: Th 12/5
Book/Reading Level: GR 4-P1
TRW: A. 58 5 53 91
     B. 61 5 56 92
     C. 64 6 58 91

### Table 1: Sample Estimates of ‘Typical’ CBM Instructional Reading Levels By Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>CRW Per Min</th>
<th>Reading Errors</th>
<th>CRW Per Min for Students in 25th-75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1…….</td>
<td>40-60</td>
<td>Fewer than 5</td>
<td>22-64</td>
</tr>
<tr>
<td>2…….</td>
<td>40-60</td>
<td>Fewer than 5</td>
<td>36-78</td>
</tr>
<tr>
<td>3…….</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>47-88</td>
</tr>
<tr>
<td>4…….</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>60-104</td>
</tr>
<tr>
<td>5…….</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>77-121</td>
</tr>
<tr>
<td>6…….</td>
<td>70-100</td>
<td>Fewer than 7</td>
<td>95-146</td>
</tr>
</tbody>
</table>

Step 2: Compute a Student Reading Goal

1. At what grade or book level will the student be monitored? (Refer to results of Step 1: Survey-Level Assessment)

2. What is the student’s baseline reading rate (# correctly read words per min)? _____ CRW Per Min

3. When is the start date to begin monitoring the student in reading? _____ / _____ / _____

4. When is the end date to stop monitoring the student in reading? _____ / _____ / _____

5. How many instructional weeks are there between the start and end dates? (Round to the nearest week if necessary):

### Instructional Weeks

6. What do you predict will be the student’s average increase in correctly read words per minute will be for each instructional week of the monitoring period? (See Table 2):

   Weekly Increase in CRW Per Min

7. What will the student’s predicted CRW gain in reading fluency be at the end of monitoring? (Multiply Item 5 by Item 6): ______

8. What will the student’s predicted reading rate be at the end of the monitoring period? (Add Items 2 & 7): ______ CRW Per Min

### References


Step 2: Collect Baseline Data: Give 3 CBM reading assessments within a one-week period using monitoring-level probes.

<table>
<thead>
<tr>
<th>Baseline 1</th>
<th>Date: 1/14 Book/Reading Level:</th>
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<th>%CRW</th>
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<tbody>
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<td>74</td>
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</tr>
<tr>
<td>C. 66</td>
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<td>61</td>
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<table>
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<td>B. 70</td>
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<td>67</td>
<td></td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>C. 81</td>
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Step 3: Complete CBM Progress-Monitoring Weekly or More Frequently: Record the results of regular monitoring of the student’s progress in reading fluency.

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<tr>
<th>Date: 1/22 Book/Reading Level: 3rd Gr Bk 2-P5</th>
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<td>A. 89</td>
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<td>B. 75</td>
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<td>71</td>
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<td>C. 74</td>
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<td>70</td>
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<thead>
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<tbody>
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<td>B. 106</td>
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<td>B. 78</td>
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<table>
<thead>
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<td>75</td>
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<td>B. 79</td>
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</tr>
<tr>
<td>C. 67</td>
<td>6</td>
<td>61</td>
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<td>74</td>
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<tr>
<td>B. 80</td>
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</tr>
<tr>
<td>C. 81</td>
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<tbody>
<tr>
<td>A. 72</td>
<td>3</td>
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<tr>
<td>B. 83</td>
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<td>B. 87</td>
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<td>84</td>
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<td>C. 100</td>
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<td>A. 89</td>
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<td>86</td>
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<tr>
<td>B. 63</td>
<td>3</td>
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<td>C. 92</td>
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<thead>
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<tbody>
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<td>B. 88</td>
<td>4</td>
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<td>C. 89</td>
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<td>B. 95</td>
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<tr>
<td>C. 78</td>
<td>2</td>
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</table>

Table 2: Predictions for Rates of Reading Growth by Grade

(Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993)

Increase in Correctly Read Words Per Minute for Each Instructional Week

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Realistic Weekly Goal</th>
<th>Ambitious Weekly Goal</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Grade 2</td>
<td>1.5</td>
<td>2.0</td>
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<tr>
<td>Grade 3</td>
<td>1.0</td>
<td>1.5</td>
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<td>Grade 4</td>
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<td>Grade 5</td>
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