

Appendix B

Seaford UFSD

RTI Intervention Bank

Resources for Teachers & Parents

Parents/Home - Parents may want to access some the strategies below to help support their children. Feel free to use them and share results with your child's teacher.

Teachers – School Academic Interventions – Teachers should access these and other research-based academic interventions to use in the classroom for Tier I. In addition, from time to time, Tier II and Tier III teachers may want to use some of these strategies—in addition to the approved Tier II and Tier III programs.

Behavior Interventions – See below.

RESEARCH-BASED ACADEMIC INTERVENTION STRATEGIES FOR TEACHERS

General Academic Skills

Acquisition of Academic Item-Set

- [Flash Cards with Constant Time Delay](#). This high-success flashcard intervention can be used to teach letter and number names, sight words, spelling words, and vocabulary definitions

Reading: Phonics/Alphabetics

- [Word Boxes/Word Sort](#)
- [Incremental Rehearsal: Letter Identification](#)
- [Letter Cube Blending](#)

Reading: Sight-Word Vocabulary

Sight-Word Vocabulary: The student has rapid recognition of sight-words.

- [Reading Racetracks](#). The student engages in repeated reading of a wordlist packaged in a 'racetrack' format. [Reading Racetrack Interactive Form](#)
- [Vocabulary: Class-wide Tutoring](#). Students are paired off to tutor each other in sight-word vocabulary.

Reading Fluency

Fluency: The student reads with adequate fluency to comprehend the text.

- [Assisted Cloze](#). The tutor reads aloud while the student follows along silently in the practice passage. Then the student reads aloud.
- [Choral Reading](#). The tutor (lead reader) reads aloud while the reading group or class all read aloud as well.
- [Duet Reading](#). The tutor and student alternate in reading aloud, with the tutor deciding how much text the student reads during their turn.
- [Echo Reading](#). Student and tutor alternate in reading short sections of the practice passage.
- [Listening Passage Preview](#). The student listens to the passage read aloud, then reads the passage aloud with tutor feedback.
- [Passage Preview in Sections](#). The tutor and student rehearse/read the passage in sections.
- [Paired Reading](#). The tutor and student read aloud together from a passage, until the student signals that they would like to read alone.
- [Repeated Reading](#). The student reads a passage several times in succession with tutor feedback about accuracy and fluency.
- [Repeated Reading: Group](#). This version of repeated reading is delivered to a group of 3 students.
- [HELPS Program](#). This free program provides 15-minute 1:1 tutoring sessions to work on reading fluency. NOTE: Teachers create a free account on the HELPS site and then can access the free materials.

Reading Comprehension

Self-Monitoring: The student monitors understanding of the text while reading.

- [Click or Clunk](#). The student uses self-signals to monitor understanding at the sentence, paragraph, and page level--and applies 'fix-up' skills.
- [Reading Reflection Pauses](#). The student monitors understanding periodically and applies fix-up skills.

Main Idea: The student locates the main idea of a paragraph or passage in informational text.

- [Main Idea Maps](#). The student uses a graphic organizer to record main idea and supporting details of a passage.
 - [Question Generation](#). The student locates or creates main-idea sentences for all paragraph is in a passage and uses them to create study cards.
 - [Read-Ask-Paraphrase](#). The student locates main idea and supporting details for each paragraph and summarizes them on a graphic organizer.
- [RAP Interactive Form](#)

- [Read Actively.](#) The student reads, covers, recalls from memory, and rereads each paragraph to boost comprehension.
- [Partner Retell.](#) The student reads a passage, then pairs with another student to engage in a tutoring exchange to identify main idea.
- [Repeated Reading With Oral/Written Retell.](#) The student reads a passage several times and is asked to write or recite the key information from the passage.

Linking Ideas: The student makes connections between ideas in the text.

- [Linking Pronouns to Referents.](#) When reading advanced texts, the student circles pronouns, writes their referents above them, and then rereads the text, inserting the referent for each pronoun.
- [Ask-Read-Tell.](#) The student creates a reading plan and sets reading goals, monitors understanding while reading, and reflects on the reading once finished.
[ART Interactive Form.](#)
- [Phrase-Cued Text Lessons.](#) The student reads aloud from annotated text and is coached to observe all pauses/phrase breaks, which correspond to groupings of ideas within the text. ONLINE APP: [Phrase-Cued Text Generator](#)

Spelling

Spelling Acquisition. The student can spell a grade-appropriate range of words correctly.

- [Cover-Copy-Compare.](#) The student studies spelling-word (or sight-word) models, covers them, copies them from memory, and compares copied words to the originals. [CCC Interactive Form](#)
- [Self-Correction with Verbal Cues.](#) The student takes a brief spelling pre-test, follows a self-guided process to check and correct spelling errors using verbal cues, and then takes a spelling post-test

Writing

Sentence Complexity. The student writes sentences of appropriate variety and complexity for the subject and/or grade level.

- [Elements of Effective Writing Instruction.](#) The student receives writing instruction that contains some or all of these 9 'best writing practices'.
- [Sentence Combining.](#) The student is given examples of 2 clauses to be combined into a single sentence.

Math

- [Number Sense Intervention: Counting Board Game](#)
- [Math Facts: Incremental Rehearsal \(Constant Time Delay\): Flash Cards](#)
- [Math Facts: Self-Administered Folding-In \(SAFI\) Technique](#)

- [Math Facts \(and Spelling\) Intervention: Cover-Copy-Compare](#)
- [Cover-Copy-Compare Interactive Worksheet: Horizontal Math Facts](#)
- [Cover-Copy-Compare Interactive Worksheet: Vertical Math Facts](#)
- [Work Completion: Problem-Interspersal Technique](#)
- [STAR: Mnemonic for Completing Word Problems](#)
- [Geometry: Tracing Problems to Enhance Understanding](#)
- [Reciprocal Peer Tutoring in Math Computation With Constant Time Delay](#)
- [Math Graphics: Question-Answer Relationships \(QARs\)](#)
- Math Vocabulary: [Class-wide Vocabulary Tutoring](#)
- Self-Management: [Customized Math Self-Correction Checklists](#)
- [Math Anxiety: Managing Academic Anxiety Through an Antecedent Writing Activity](#)

Self-Management

Self-Management in Academic Skills. The student uses appropriate skills and strategies to manage their own learning.

- Learning Contracts
- [Version 1: Interactive Learning Contract | Example of a Completed Learning Contract](#)
- [Version 2: Interactive Learning Contract | Example of a Completed Learning Contract](#)
- [Student Self-Regulation: Work-Planning Conference: Description](#)
- [Student Independent Work: Planning Tool: Interactive Form](#)
- [Academic Survival Skills.](#) The student possesses strong work habits in global skills such as time management, study skills, and organization.
- [ONLINE APP: Academic Survival Skills Checklist Generator.](#) This free app allows teachers to create and save customized checklists for use in classrooms.

ADDITIONAL INTERVENTION RESOURCE SITES FOR TEACHERS

What Works Clearinghouse 'Practice Guides'. The [What Works Clearinghouse](#) is sponsored by the US Department of Education. One of the free resources that the site offers are 'practice guides': summaries of research into effective instruction that any teacher can read and apply to the classroom. Here are a range of practice guides to address reading, writing, and mathematics:

Reading/Writing

- [Assisting Students Struggling with Reading](#)
- [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
- [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)
- [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)
- [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#)

- [Teaching Elementary School Students to Be Effective Writers](#)
- [Teaching Secondary Students to Write Effectively](#)

Mathematics

- [Teaching Math to Young Children](#)
- [Assisting Students Struggling with Mathematics](#)
- [Improving Mathematical Problem Solving in Grades 4 Through 8](#)
- [Developing Effective Fractions Instruction for Kindergarten Through 8th Grade](#)
- [Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](#)
- [Encouraging Girls in Math and Science](#)

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

- [Grades K-1 Student Center Activities](#)
- [Grades 2-3 Student Center Activities](#)
- [Grades 4-5 Student Center Activities](#)

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

- [Academic Interventions](#)

ADDITIONAL TEACHER RESOURCES AND INTERVENTION STRATEGIES AND LEARNING STRUCTURES



- [Numbered Heads Together: Class-wide cooperative Learning Activity](#)
- [Incremental Rehearsal: Letter Identification](#)
- [Math Facts \(and Spelling\) Intervention: Cover-Copy-Compare](#)





- [Supplemental Handout: Manual of Teacher Interventions](#) (included Read Actively, Reading-Reflection Pause, Linking Pronouns to Referents, Mark It/Jot It, Double-Entry Reading Journal, Anticipation Guides, Partner Retell).
- [Tier 1/Classroom Intervention Planning Sheet \(Google Docs\)](#)
- [Table: Academic Interventions](#)

- [Table: Methods of Classroom Data Collection'](#)
- [Definitions: Core Instruction, Academic Interventions, Accommodations, Modifications, and Interventions:](#)

Interventions:

- [Numbered Heads Together: Class-wide Cooperative Learning Activity](#)
- [Incremental Rehearsal: Letter Identification](#)
- [Math Facts \(and Spelling\) Intervention: Cover-Copy-Compare](#)
- [Cover-Copy-Compare Interactive Worksheet: Horizontal Math Facts](#)
- [Cover-Copy-Compare Interactive Worksheet: Vertical Math Facts](#)

| Data Tool | Related Resources | | |
|--|--|---|--|
| Archival Data | | | |
| Behavior Frequency Count | <ul style="list-style-type: none"> • FORM: Behavior Frequency Count | | |
| Behavior Log/Scatterplot | <ul style="list-style-type: none"> • FORM: Behavior Log/Scatterplot | | |
| Behavior Report Cards | <ul style="list-style-type: none"> • RtI Daily Behavior Report: Guidelines for Use • ONLINE APP: Behavior Report Card Maker | | |
| Checklists | <ul style="list-style-type: none"> • VIDEO: How to Collect Data in the Classroom: Checklists • ONLINE APP: Self-Check Behavior Checklist Maker • VIDEO: Academic Survival Skills Checklists • ONLINE APP: Academic Survival Skills Checklist Maker • HANDOUT: Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners | | |
| Cumulative Mastery Records | <ul style="list-style-type: none"> • Cumulative Mastery Record Form (Interactive) | | |
| Curriculum-Based Measures/ Assessment | Curriculum-Based Measurement: Sample Measures and Norms | | |
| | CBM Type | Online CBM Application | CBM Directions & Norms |
| |  <i>CBM: Letter Name Fluency & Letter Sound Fluency</i> | Letter Name Fluency Generator DIBELS NEXT easyCBM.com | LNF/LSF: Directions & Norms |
| |  <i>CBM: Oral Reading Fluency</i> | Reading Passage Generator DIBELS NEXT | Oral Reading Fluency: Directions & Norms |

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| | | easyCBM.com | |
| |  <i>CBM: Maze Passages (Comprehension)</i> | Maze Passage Generator DIBELS NEXT | Maze: Directions & Norms |
| |  <i>CBM: Early Math Fluency</i> | Early Math Fluency Generator | Early Math Fluency: Directions & Norms |
| |  <i>CBM: Math Computation</i> | SuperKids.com Math Worksheet Generator | Math Computation: Directions & Norms |
| |  <i>CBM: Written Expression</i> | Writing Probe Generator | Writing: Directions & Norms |
| Grades | <ul style="list-style-type: none"> • Grades: Measuring Academic Targets with Frequency • Readiness Assessment Test: Pre-test students' understanding of independent reading assignments. | | |
| Observation | <ul style="list-style-type: none"> • Direct Observation: Tally Sheet | | |
| Rubrics | <ul style="list-style-type: none"> • VIDEO: How to Collect Data in the Classroom: Rubrics • HANDOUT: How to Use Rubrics in Student Assessment • Michigan's Mission: Literacy Website: Examples of Retell Rubrics: http://www.missionliteracy.com/retelling.html • Story/Narrative Retell Rubric: Teachers College: http://usd450.net/files/A-Z_retell_rubric.pdf • Sample Retell Rubrics: SaddleSpace: https://www.saddlespace.org/lunowa/trabucolunowandrea/cms_file/show/67252294.pdf?t=1496956058 | | |
| Work Products | <ul style="list-style-type: none"> • Work Products: Moving from Artifact to Data Source | | |

