Special Education Prereferral Manual

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Special Education Prereferral Manual

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A. SAT Referral Process

The SAT team is a problem-solving committee, designed to systematically address student's academic, social, emotional and behavioral needs. Grade level representatives and specialists meet twice a month with teachers that have concerns.

Recommended Team Members	Recommended Roles
o Title teacher o Administrator o General education teacher o School counselor/school social worker	o Note Taker o Facilitator (sets agenda)

Before the Initial Meeting
- **SAT Referral Form**
  - o Contact parent to share concern and process. Document time/date and parent comments.
  - o Complete SAT Referral Packet.
  - o Attach supporting documentation (work samples, test scores, office referrals, etc.).
  - o Bring the complete SAT Referral Packet (see Appendices) to a SAT meeting.

At the Initial SAT Meeting
- **Referring teacher attends the meeting and summarizes information from Referral Packet.**
- **Instructional Intervention.**
  - o Team members share ideas of research based intervention(s) and prioritize primary area(s) of concern.
  - o Team identifies the intervention(s) and completes the SAT Intervention Form (see Appendices).
- **Referring teacher will sign up for 2nd SAT meeting at the end of the Initial SAT Meeting to discuss progress and make decisions on how to proceed.**

After the SAT Initial Meeting
- **Responsible person implements the Intervention**
  - o A behavior intervention is put into place for 4 school weeks with at least 8 data points (per intervention).
  - o An academic intervention is put into place for 7 school weeks with at least 12 data points (per intervention).
  - o Track and graph the data from the intervention.

Before Returning to the 2nd SAT Meeting
- **SAT Review Form**
  - o Fill out the top portion of the SAT Review Form (see Appendices)
  - o Attach the data collected during the intervention to the SAT Review Form.
  - o Bring the SAT Review Form to the 2nd SAT meeting.

2nd SAT Meeting
- **Review Student Progress during intervention(s)**
- **Team Decision**
  - o Student is showing sufficient progress - CONTINUE with intervention!
  - o If after completion of one intervention and if student doesn't show progress, develop and implement 2nd prereferral intervention.
  - o Track and graph the data from the intervention. At the end of the timeline, complete the bottom portion of the SAT Review Form; attach data and present it to the identified SAT facilitator.
  - o Student is not showing sufficient progress - Complete SST Referral Form and designate a SAT team member to present referral at SST.

Note: The focus of SAT is not simply to refer students for a comprehensive special education evaluation, but rather, to offer a continuum of supports for all students. The SAT team will make a determination at the completion of two interventions whether a special education referral is warranted.

SAT Referral Packet

Student Name: _____ Date: _____

Date of Birth: _____ Grade: _____ MARSS #: _____

Parent(s): _____ Telephone: _____

Address: _____

Person Referring: _____ Telephone: _____

SECTION A:

Mark only area(s) of concern below that significantly affect the student's classroom experiences. *Rate your concern as (H) High or (S) Some. IF you are not sure, do not mark it.

☐ ___ Physical attributes	☐ ___ Language development
☐ ___ Attendance	☐ ___ Language fluency
☐ ___ Activity level	☐ ___ Oral expression
☐ ___ Sensory disregulation	☐ ___ Listening comprehension
☐ ___ Easily confused	☐ ___ Written expression
☐ ___ Social/interpersonal skills	☐ ___ Basic reading skills
☐ ___ Problem-solving ability	☐ ___ Listening skills
☐ ___ Reading fluency	☐ ___ Response to questions
☐ ___ Organizational skills	☐ ___ Reading comprehension
☐ ___ Ability to focus, on-task manner	☐ ___ Reading fluency
☐ ___ Frustration threshold	☐ ___ Mathematics calculation
☐ ___ Self-expression	☐ ___ Mathematical problem solving
☐ ___ Disorientation	
☐ ___ Passive/noncompliance	
☐ ___ Self-awareness	
☐ ___ Over-aggression	
☐ ___ Low self-esteem	
☐ ___ Attention span	
☐ ___ Memory skill	
☐ ___ Ability to follow directions	
☐ ___ Self-discipline	
☐ ___ Gross motor skills/coordinator	
☐ ___ Fine motor skills	
☐ ___ Lack of responsibility	

Academic progress (list skills/areas of concern): _____

_____

_____

_____

Location/classes of concern: _____

Medical/Health (manifestations/areas of concern): (Note-Vision and/or hearing concerns should be screened and resolved prior to continuing the SAT process and documented here.)

_____

_____

_____

Behavior (observations/areas of concern):

Location/classes of concern:

Emotional/social (specify and describe):

Location/classes of concern:

Other (specify and describe):

SECTION B:

Additional Information to help the team better understand your concerns. Also, please include student's STRENGTHS in this section.

SECTION C:

Standardized Testing and Reporting:

MCA

Achievement Measure	Scaled Score	Achievement Level

STAR Reading

Scaled Score	GE	%ile Rank	IRL

STAR Math

Scaled Score	GE	%ile Rank	IRL

MAP Reading

Grade	RIT Score	%ile Rank	Description

MAP Math

Grade	RIT Score	%ile Rank	Description

MAP Language

Grade	RIT Score	%ile Rank	Description

GPA

Current:	Cumulative:

Attendance

Current Year:	Cumulative:

Retention

Year(s):

SECTION D: Prior actions taken to address the concern

Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

☐   Differentiated Instruction: How core content has been presented to provide a different avenue for the student to acquire content and/or ideas.

_____

_____

_____

_____

_____

☐   <u>Physical Environment:</u>   Room arrangement and learning environment.

_____

_____

_____

_____

☐   <u>Materials:</u>   Changing student and teacher materials.

_____

_____

_____

☐   <u>Instruction:</u>   Ways student acquires skills in the classroom.

_____

_____

_____

Below is a partial list of possible Tier 2 interventions. Check the strategies that have been used prior to this point to address the concerns. Add other specific interventions that have been tried.

☐ Previewing and rephrasing	☐ Use of concrete tools (hands-on manipulatives)
☐ Using graphic organizers	☐ Modified discipline plan
☐ Posting charts and labeling	☐ Observation by another staff for ideas
☐ Learning contracts	☐ Computer-assisted training
☐ Giving visual/verbal cues	☐ Small-group instruction
☐ Use of alternative materials	☐ Building on student's strengths
☐ Cooperative learning	☐ Offer strategies for self-management
☐ Tailored assignments/modifications	☐ Accessing prior knowledge
☐ Dividing tasks into smaller portions	☐ Conference with student and parents
☐ Guided notes	☐ Teaching tutoring
☐ Acknowledging correct responses	
☐ Conference with past teachers	
☐ Truancy process	

If interventions have been attempted, LIST EACH and DESCRIBE their effectiveness.

1)   Intervention:

     Effectiveness: Duration in weeks:

2)   Intervention:

     Effectiveness: Duration in weeks:

3)   Intervention:

     Effectiveness: Duration in weeks:

SAT Intervention Form
(completed at the SAT meeting)

Student Name: _____ Plan Development Date: _____

Intervention #: ☐ 1 ☐ 2 ☐ 3 ☐ _____

Area of Concern: ☐ Reading ☐ Math ☐ Writing ☐ Behavior

Goal: _____

INTERVENTION

Brief Description:	
Description of Needed Materials:	
Intervention Implementor:	
When:	
Where:	
How Often:	

MEASUREMENT SYSTEM

Data Collection System:	
Data Collector:	
What Will Be Recorded?	
Frequency of Data Collection:	
When Will Data be Collected?	

C. SAT Referral Packet Sample

SAMPLE - SAT Referral Packet

Date: **11/05/2014**

Referred by: **Buck Anderson**

Student Name: **John Doe**

DOB: **12** / **30** / **2006**   Age: **7.9**   Grade: **2**   Gender: **M**

SECTION A:

Mark only area(s) of concern below that significantly affect the student's classroom experiences. *Rate your concern as (H) High or (S) Some. IF you are not sure, do not mark it.

☐ ___ Physical attributes	☒ **S** Language development
☐ ___ Attendance	☐ ___ Language fluency
☐ ___ Activity level	☐ ___ Oral expression
☐ ___ Sensory disregulation	☐ ___ Listening comprehension
☒ **S** Easily confused	☐ ___ Written expression
☐ ___ Social/interpersonal skills	☐ ___ Basic reading skills
☐ ___ Problem-solving ability	☒ **S** Listening skills
☒ **H** Reading fluency	☒ **S** Response to questions
☐ ___ Organizational skills	☐ ___ Reading comprehension
☒ **S** Ability to focus, on-task manner	☐ ___ Reading fluency
☐ ___ Frustration threshold	☐ ___ Mathematics calculation
☐ ___ Self-expression	☐ ___ Mathematical problem solving
☐ ___ Disorientation	
☐ ___ Passive/noncompliance	
☐ ___ Self-awareness	
☐ ___ Over-aggression	
☐ ___ Low self-esteem	
☒ **S** Attention span	
☐ ___ Memory skill	
☒ **S** Ability to follow directions	
☐ ___ Self-discipline	
☐ ___ Gross motor skills/coordinator	
☐ ___ Fine motor skills	
☐ ___ Lack of responsibility	

Academic progress (strengths/areas of concern):   **Johnny's skills: Math computation (addition and subtraction), creative, artistic.**

Johnny's areas of concern: Reading fluency, phonological awareness, inattentiveness, understanding text.

Location/classes of concern: **Occurs during whole group mainstream reading instruction.**

Medical/Health (manifestations/areas of concern): (Note-Vision and/or hearing concerns should be screened and resolved prior to continuing the SAT process and documented here.)

Johnny currently has a diagnosis of ADHD (medicated). He is reported to be in good health at this time.

Behavior (strengths/areas of concern):   **Johnny typically exhibits appropriate/ pro-social behavior at school. That said, he struggles with remaining actively engaged during instruction. He will often become lost during instruction (especially reading activities) and will seldom ask for assistance.**

Location/classes of concern: **Occurs during whole group mainstream reading instruction.**

Emotional/social (strengths/areas of):   **Johnny is a kind boy who appears to be well liked by his peers. He demonstrates typical emotional regulation skills.**

Location/classes of concern: **N/A**

Other (specify and describe):   **Johnny's organizational skills and ability to follow multiple-step directions appear underdeveloped when compared to peers.**

SECTION B:

Standardized Testing and Reporting:

MCA   **NA**

Achievement Measure	Scaled Score	Achievement Level

STAR Reading

Scaled Score	GE	%ile Rank	IRL
110	**1.5**	**24th %ile**	**PP**

STAR Math

Scaled Score	GE	%ile Rank	IRL
484	**2.5**	**40th %ile**	**NA**

MAP Reading

Grade	RIT Score	%ile Rank	Description
2nd (Fall)	**155**	**9th %ile**	**Very Low**
2nd (Winter)	**162**	**5th %ile**	**Very Low**

MAP Math

Grade	RIT Score	%ile Rank	Description
2ⁿᵈ (Fall)	173	35ᵗʰ %ile	Low Average
2ⁿᵈ (Winter)	179	32ᵗʰ %ile	Low Average

MAP Language

Grade	RIT Score	%ile Rank	Description

GPA

Current: **NA**	Cumulative: **NA**

Attendance

Current Year: **2014-2015**	Cumulative: **8**

Retention   **No**

Year(s):

SECTION C:

Prior actions taken to address the concern.

Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

☒ Differentiated Instruction: How core content has been presented to provide a different avenue for the student to acquire content and/or ideas.

Group instruction has been followed up with 6 minutes of individual direct reading

instruction using a mix of visual, auditory, and kinesthetic strategies. This is completed

daily.

☒ Physical Environment: Room arrangement and learning environment.

Johnny has been moved to an area in the classroom that is more centrally located to

all instruction.

☒   Materials: Changing student and teacher materials.

Visual: Use of visual cross-check charts.

Auditory: Use of echo reading and rhyming word activities.

Kinesthetic: Push the sounds strategy for blending instruction.

☒   Instruction: Ways student acquires skills in the classroom.

Johnny appears to learn best with visual and kinesthetic reading strategies.

Below is a partial list of possible Tier II interventions. Check the strategies that have been used prior to this point to address the concerns. Add other specific interventions that have been tried.

☐ Previewing and rephrasing	☒ Use of concrete tools (hands-on manipulatives)
☐ Using graphic organizers	☐ Modified discipline plan
☒ Posting charts and labeling	☐ Observation by another staff for ideas
☐ Learning contracts	☐ Computer-assisted training
☒ Giving visual/verbal cues	☐ Small-group instruction
☐ Use of alternative materials	☐ Building on student's strengths
☐ Cooperative learning	☐ Offer strategies for self-management
☐ Tailored assignments/modifications	☐ Accessing prior knowledge
☐ Dividing tasks into smaller portions	☐ Conference with student and parents
☐ Guided notes	☒ Teaching tutoring
☐ Acknowledging correct responses	
☐ Conference with past teachers	
☐ Truancy process	

If interventions have been attempted, LIST EACH and DESCRIBE their effectiveness.

1)   Intervention: **Use of concrete tools and teacher tutoring Elkonin Box**

       Effectiveness: **Moderately effective**   Duration in weeks: **3 weeks**

2)   Intervention: **Individual cross-check chart for reading fluency**

       Effectiveness: **Moderately effective**   Duration in weeks: **3 weeks**

3)   Intervention: **Teacher tutoring using echo reading**

       Effectiveness: **Moderately effective**   Duration in weeks: **2 weeks**

SAT Intervention Form
(completed at the SAT meeting)

Student Name: **Johnny**   Plan Development Date: **11/5/14**

Intervention #:   ☒ 1   ☐ 2   ☐ 3   ☐ _____

Area of Concern: ☒ Reading   ☐ Math   ☐ Writing   ☐ Behavior

Goal: **Increase Johnny's nonsense word fluency from 19 nonsense words read correct to 31 nonsense words read correct by 12/5/14.**

INTERVENTION

Brief Description:	**Use of an Elkonin Box and short vowel CVC words to link within code with most common sounds.**
Description of Needed Materials:	**1. CVC word list** **2. Elkonin Box intervention.**
Intervention Implementor:	**Jane Smith: Title Teacher/Reading Interventionist**
When:	**1:00 – 1:10 pm**
Where:	**Title Room**
How Often:	**Daily: 10 minutes**

MEASUREMENT SYSTEM

Data Collection System:	**AimsWeb – Nonsense Word Fluency**
Data Collector:	**Jane Smith**
What Will Be Recorded?	**Nonsense words read correct**
Frequency of Data Collection:	**Weekly progress monitoring**
When Will Data be Collected?	**Weekly**

D. SAT Review – Summary of Interventions

SAT Review Form - Summary of Interventions

Completed by SAT intervention implementor prior to returning to the 2nd SAT meeting after 4 school weeks (8 data points) for a behavior intervention and after 7 school weeks (12 data points) for an academic intervention. (MN Statute 125A.56A)

Student Name:

Date of next meeting:

Reason for Referral/Primary Concern: ☐ Academic ☐ Behavioral ☐ Emotional
☐ Other:

Intervention #1 (state):

What data is available to demonstrate the student's progress (please attach)?

Skill (increase/decrease)	Weeks Implemented	Total Contact Days	Actual Student Performance		Desired Goal
			from	to	

What is your recommendation?
☐ Continue the intervention
☐ End the intervention
☐ Modify the intervention
☐ Add another intervention

Intervention #2 (state):

What data is available to demonstrate the student's progress (please attach)?

Skill (increase/decrease)	Weeks Implemented	Total Contact Days	Actual Student Performance		Desired Goal
			from	to	

What is your recommendation?
☐ Continue the intervention
☐ End the intervention
☐ Modify the intervention
☐ Add another intervention
☐ Refer to special education for assessment
(two interventions required)

E. SST Form

SST Checklist

Student Name: _____ Date: _____

☐ Two evidence-based interventions completed four school weeks (eight data points) for a behavior intervention and seven school weeks (12 data points) for an academic intervention.

☐ Data collected to demonstrate intervention effectiveness.

☐ As a result of this intervention implementation:

    ☐ Goal was met

    ☐ Discrepancy decreased

    ☐ Discrepancy stayed the same

    ☐ Discrepancy increased

SST Team Decision

☐ No evidence to support a comprehensive special education evaluation. Return to SAT.

☐ Evidence to support a comprehensive special education evaluation.

F. SST Referral Form

SST Referral Form
(completed prior to the SST meeting)

Student Name: _____   Date: _____

Date of Birth: _____   Grade: _____   MARSS #: _____

Parent(s): _____   Telephone: _____

Address: _____

Person Referring: _____   Telephone: _____

Reason for Referral/Primary Concern: ☐ Academic   ☐ Behavioral   ☐ Emotional   ☐ Other: _____

Please describe the specific concerns prompting this referral. List any academic, social, emotional or medical factors that negatively impact the student's performance.

How does this student's academic skills and behavior compare to those of an average student in your classroom?

In what setting/situations does the problem occur most often/interfere the most?

What interventions have you tried and what was the outcome of those interventions?

Baseline data (where is the student currently functioning in regard to desired outcome?)

Measure	Date Administered	Student Performance	Expected Performance/Target

What are the student's strengths, talents or specific interests?

1. _____
2. _____
3. _____

Please list the date(s) of contact with parents regarding this issue and summarize that communication: _____

Other relevant information from cumulative file: _____

Note: If the SST members feel additional prereferral interventions need to be implemented, the student will need to be brought back to SAT with suggested interventions.

Section B: Data Collection

A. Behavioral Data Collection

Preferred Method for Collecting Behavioral Data

Antecedent, Behavior, Consequences (ABC Log) See page B.3

Purpose
The purpose of this type of data collection is to assist the student's team in analyzing behavioral difficulties (target behaviors) he/she is experiencing.

Target Behavior(s)
Complete the top of the form. Use one form per day. One does not need to identify three target behaviors just because there is space available for that number. The behaviors identified should seriously interfere with the health and safety of the student and/or others, or significantly interfere with the learning of the student and/or his/her classmates. Minor behavior problems can be addressed in a less formal fashion.

Specifically state what the student says or describe what he/she does. Someone unfamiliar with the student who reads the description should be able to understand exactly what the student says or does. Data must be collected for the full school day.

Time
Record the time the target behavior began.

Activity
Record the code for the activity, listed at the bottom of the column. Change the activities and their codes at the bottom of the column as needed.

Antecedent
Record the code for the antecedent to the behavior (what immediately preceded the target behavior), listed at the bottom of the column. Change the antecedents and their codes at the bottom of the column as needed.

Observing Target Behavior(s)
Record the number of the target behavior that occurred. The number entered should match the number of the target behavior defined at the top of the page. List the behavior at the bottom of the column.

Consequence
Record the code for the consequence (what immediately followed the target behavior), listed at the bottom of the column. Change the consequences and their codes at the bottom of the column as needed.

Student Reaction

Record the code for the student's reaction (listed at the bottom of the column). Change the student's reaction and the code for each at the bottom of the column as needed.

Comment

Use this box to add any additional comments needed.

Staff

Whoever documents the target behavior on this form should place his/her initials in this box.

Other Data Collection Methods

There are several different ways to collect data. The following provides guidance on what types of data can be collected, when to use a specific type of data collection, and an example of how to graph the data that you have collected. Generally speaking, it is recommended that you have at least four school weeks of behavior instruction AND at least eight data points to compare to the student's behavior goal before making an intervention change.

Frequency Data:

These methods involve counting the number of times a behavior occurs in a specific time period. Use these methods if the behavior can be easily counted and the behavior has a clear beginning and end. Do not use these methods if the behavior is occurring at such a high rate that an accurate count is impossible (e.g., pencil tapping) or the behavior occurs for extended periods of time (e.g., two tantrums, but the duration of each tantrum is one hour).

Duration Data:

This method documents the length of a behavior by recording the time the behavior begins and ends. Use this method if your primary concern is the length of time the student engages in the behavior and the behavior has a clear beginning and end. Do not use this method if the behavior occurs at a high frequency or the behavior starts and stops rapidly.

Interval Data:

The observer divides the observation period into a number of smaller time periods or intervals, observes the student throughout each interval, and then records whether the behavior occurred or not in that interval. This method is considered a partial interval method and it is useful for understanding how behaviors are distributed across an observation. Use this method if the behavior occurs at a high frequency or if the behavior occurs continuously. Do not use this method if the behavior is a low frequency behavior.

Latency Data:

Use latency recording if you are interested in measuring the time that it takes for the student to respond to a prompt. For example, if a teacher makes a request for a student to put an activity away, the observer would be interested in the length of time it takes for the student to comply with the request. Use this method if the opportunity and the behavior have a clear beginning and end.

SEE the ESP GRAPHING FORM for an example of how to complete a data collection graph (see page B.5 and B.6).

ABC Log

Student Name: _____   **School:** _____   **Date:** _____

Target Behavior 1: _____

Target Behavior 2: _____

Target Behavior 3: _____

Time	Activity	Antecedent	Target Behavior	Consequence	Student Reaction	Comment	Staff

Activity	**Antecedent**	**Consequence**	**Student Reaction**
1 - Lecture	A – Staff Directive	A – Redirected	1 – Behavior Stopped
2 – Seat Work	B – Project	B – Staff "No"	2 – Continued Behavior
3 – Group Work	C – Worksheet	C – Ignored Behavior	3 – Escalated Behavior
4 – Worksheet	D – Student Remark	D – Calm Talk	4 – New Behavior
5 – Quiz/Test	E – Student Touched	E – Other Students Reacted	5 – Moved Away
6 – Free Time	F	F – Staff Threat	6 – Left Room
7 – Transition	G	G – Office Referral	7
8 – Game	H	H – "Break" Given	8
9 – Media	I	I	9
10	J	J	10
11	K	K	11
12	L	L	12

SAMPLE – How to Complete the ABC Log

ABC Log

Student Name: Jack Johnson   **School:**   Jacobson High School   **Date:**   00/00/0000

Target Behavior 1:   Aggression Towards Others: Striking others with a closed fist.

Target Behavior 2:   Aggression Towards Property: Hitting, kicking, tearing or otherwise attempting to damage or destroy items.

Target Behavior 3:   Noncompliance: Failure to comply with a request or directive within 10 seconds.

Time	Activity	Antecedent	Target Behavior	Consequence	Student Reaction	Comment	Staff
7:43	6	A	1	B	2		BC
8:15	2	B	2	D	2		BC
8:24	7	C	2	C	3		BC
9:09	2	B	3	A	1		BC
10:15	4	A	2	F	2		BC
10:17	4	A	1	B	5		BC
10:51	4	D	3	B	2		BC
12:19	1	A	3	A	2		AD
1:26	2	A	2	B	2		AD
2:29	7	E	1	E	6		AD

Activity	**Antecedent**	**Consequence**	**Student Reaction**
1 - Lecture	A - Staff Directive	A - Redirected	1 - Behavior Stopped
2 - Seat Work	B - Project	B - Staff "No"	2 - Continued Behavior
3 - Group Work	C - Worksheet	C - Ignored Behavior	3 - Escalated Behavior
4 - Worksheet	D - Student Remark	D - Calm Talk	4 - New Behavior
5 - Quiz/Test	E - Student Touched	E - Other Students Reacted	5 - Moved Away
6 - Free Time	F -	F - Staff Threat	6 - Left Room
7 - Transition	G -	G - Office Referral	7 -
8 - Game	H -	H - "Break" Given	8 -
9 - Media	I -	I -	9 -
10 -	J -	J -	10 -
11 -	K -	K -	11 -
12 -	L -	L -	12 -

B. Graphing Academic and Behavioral Data

In addition to collecting data, it is very important to graph the measurements that you gather, as this allows you to have a visual image of the status of the academic skill and behavior at any point in time. You can use an electronic version such as AIMSWeb or Chart Dog (www.jimwrightonline.com/php/chartdog_2_0/chartdog.php) or the manual version(s) described below.

1. Behavior Data Graphing

ESP Graphing Form (Rev. 2-11-03)

Graphing – Description, Procedures, & Example

In addition to measuring the behavior, it is very important to graph the measurements that you gather, as this allows you to have a visual image of the status of the behavior at any point in time.

A graph allows you to determine, at-a-glance: On average, how often the behavior of interest occurs, times when the behavior is lower, and times when the behavior is higher. By looking at a graph, you can tell right away if the behavior is increasing or decreasing, when it peaks, when it plummets... You can then follow up on this information by examining the situations surrounding times when the behavior changed.

Procedures

Preparing your graph
① Label the horizontal axis with the time component
② Label the vertical axis with the behavior
③ Number the vertical axis

③ Number each line, starting from 0 (bottom of axis), with a regular repeating interval, by either 1's, 2's, 5's, 10's, etc., for example: 0, 1, 2, ..., 9, 10; 0, 2, 4, ..., 18, 20; 0, 5, 10, ..., 45, 50; or 0, 10, 20, ..., 90, 100). Make sure to choose your interval so that you will be able to graph the maximum amount of times that the behavior could occur during each observation.

② Enter the name of the behavior that you are measuring here
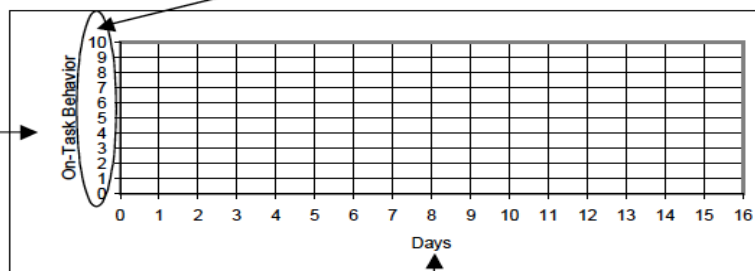
① Enter the time component in which you are measuring the behavior here (Ex. Days, weeks, sessions)

Entering information on your graph / Example
* Every time that you collect information, enter it on your graph.
To place the points on the graph:
① Look at the 1st column on your measurement form –On the horizontal axis, find the time component that represents when you collected the information (ex. Day 3);
② Look at the last column on your measurement form –On the vertical axis, find the value of the measurement (ex. 6).
③ Place a dot where the horizontal and vertical lines cross; ④ connect each dot to the previous one with a line.

1st and last columns of Measurement Form for On Task Behavior

Connect each dot to the previous one with a line

Days	Total times behavior occurred
1	5
2	3
3	6
4	5
5	8
6	4
7	5
8	5
9	7
10	7
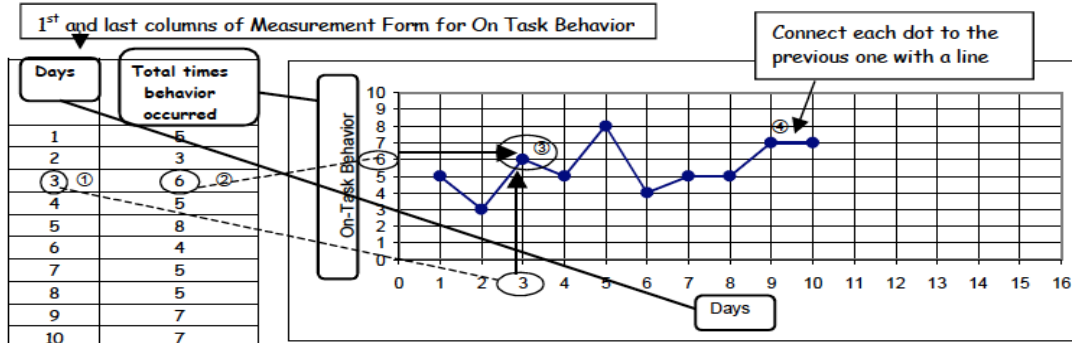
ESP Graphing Form

Student's Name: _____ **Teacher:** _____ **Subject/Period:** _____

Date(s): _____ **Next Meeting Date/Time/Place:** _____

Procedures: For directions on how to fill out this form, please look at p. 1
   * If you need more space, please make copies of this form.
   * Bring this information to the next meeting.

Behavior (From 1st Meeting): _____

Method of Measurement: _____

(Behavior)

0

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

_____ (Time component)
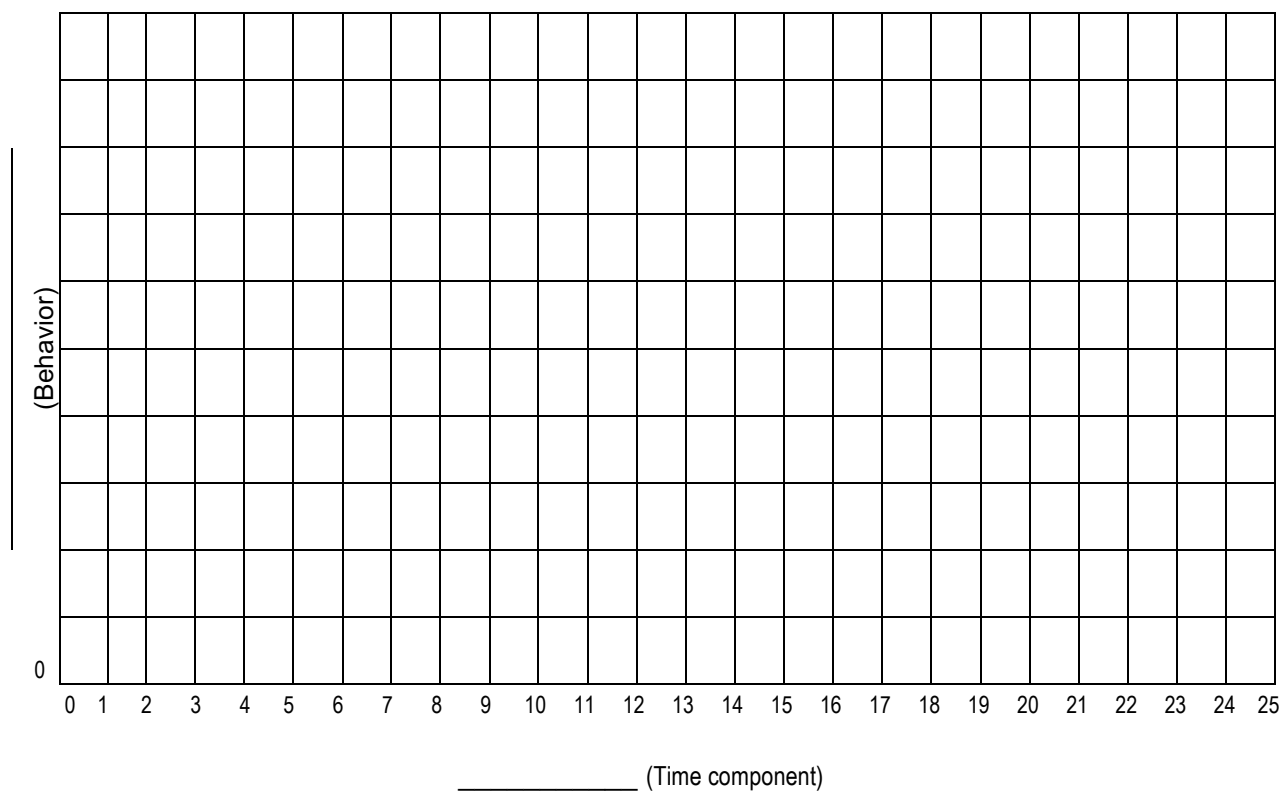
2. Academic Data Graphing

Drawing A Trendline Using The Split Middle Method
Long-Term Goal: In 25 weeks, when dictated randomly selected words from Level 2 of A to Z Spelling Curriculum for two minutes, Julian will write 50 correct letter sequences.
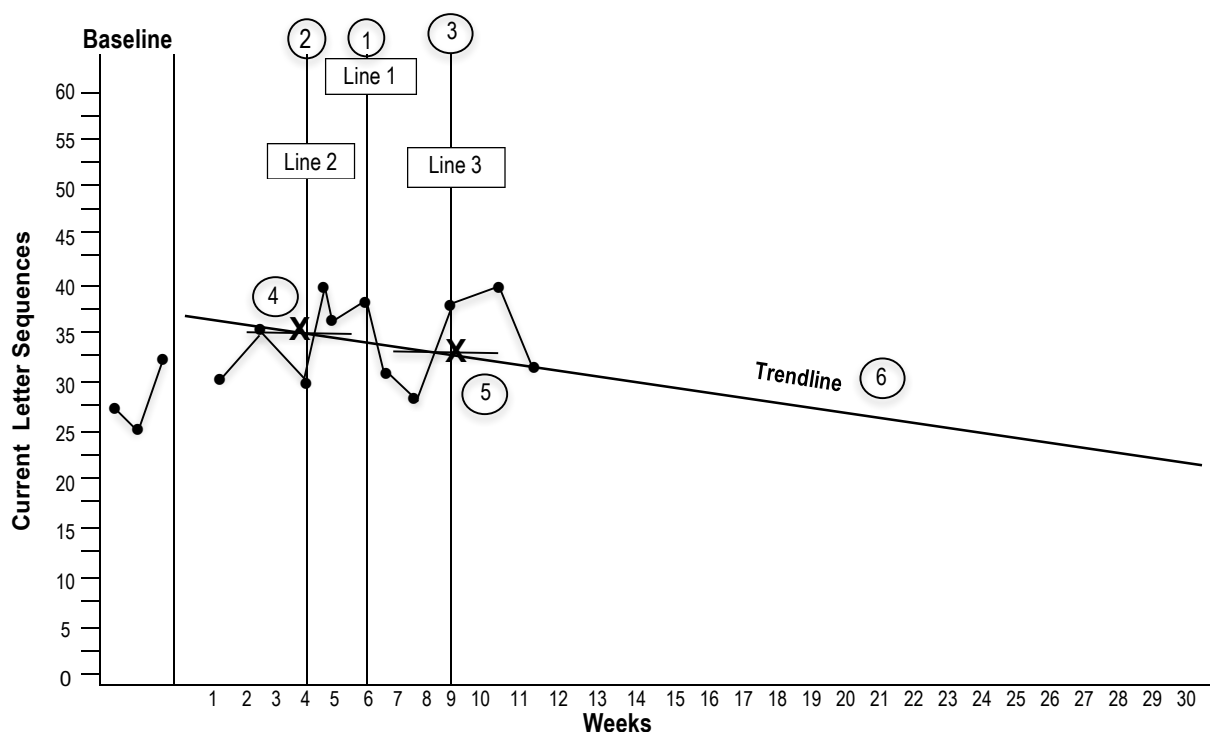
Step 1. Draw a vertical line in the middle of the graph so that half of the data points are on the left side and half are on the right side. For an even number of data points, half are on the left side and half are on the right side of this line. For an odd number of data points, this line will go through the middle data point.

Step 2. Focus on the data points to the left of Line 1. Divide these points in half and draw a vertical line. Label this line number 2.

Step 3. Focus on the data points to the right of Line 2. Divide these points in half and draw a vertical line. Label this line number 3.

Step 4. Find the median of the first half (middle level). Draw a horizontal line at this level so that it intersects with Line 2.

Step 5. Find the median of the second half. Draw a horizontal line at this level so that it intersects with Line 3.

Step 6. Draw a line connecting these two intersections.

Step 7. If necessary, adjust the trendline upward or downward so that half of the data points are on or above the line and half are on or below the line. The adjusted line should remain parallel to the original line.

Drawing a Trendline: Practice 1

Directions: Draw a trendline for the data graphed below.

Long-Term Goal: In 30 weeks, when dictated randomly selected words from Level 5 of the HBJ Spelling Curriculum for two minutes, Gerald will write 55 correct letter sequences.

Baseline

Answer Key

Drawing a Trendline: Practice 1

Long-Term Goal: In 30 weeks, when dictated randomly selected words from Level 5 of the HBJ Spelling Curriculum for two minutes, Gerald will write 55 correct letter sequences.
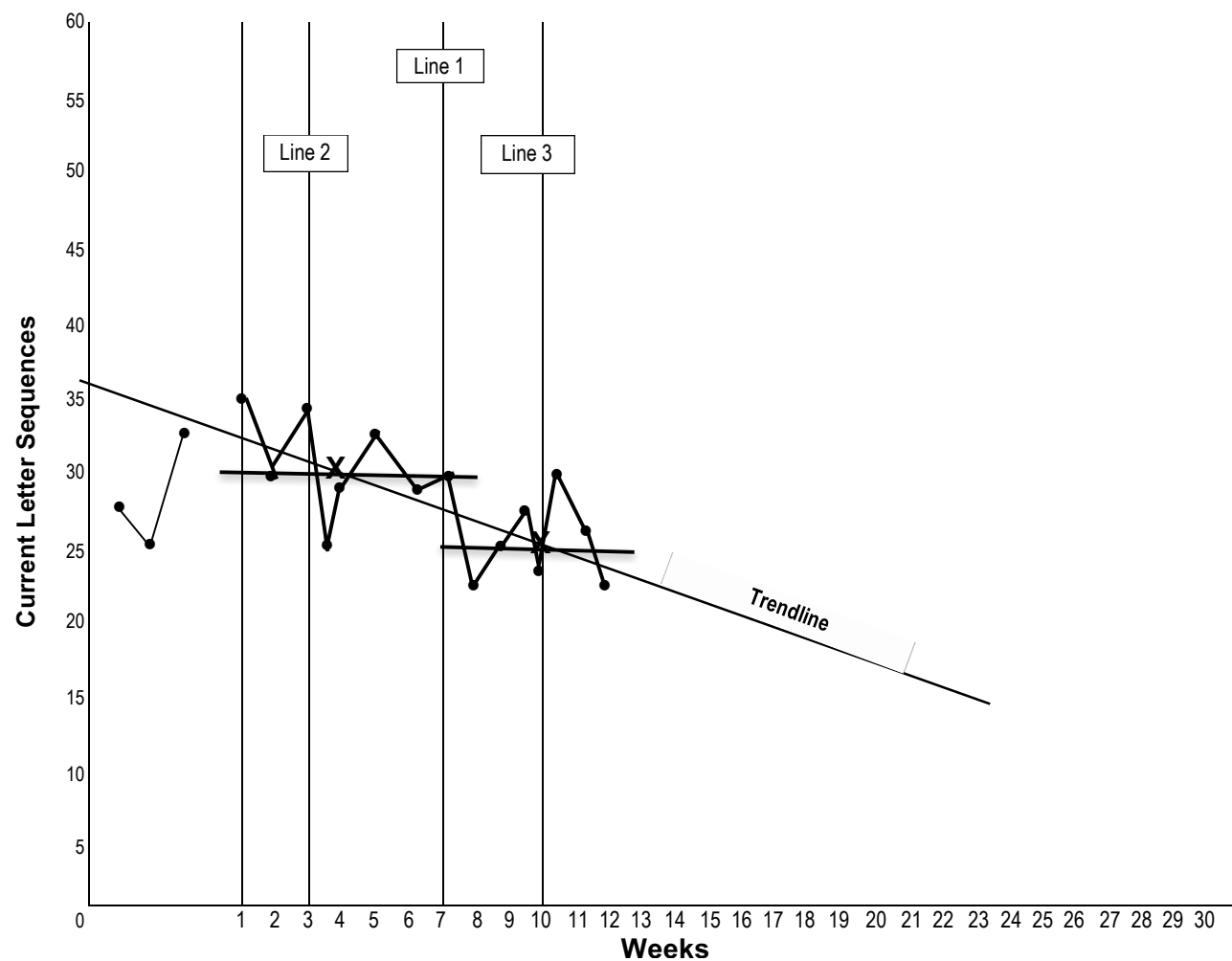
Baseline

Drawing a Trendline: Practice 2

Directions: Draw a trendline for the data obtained after baseline.

Long-Term Goal: In 25 weeks, when dictated randomly selected words from Level 3 of Learning to Spell Spelling curriculum for two minutes, Susan will write 50 correct letter sequences.

Baseline

Weeks

Answer Key

Drawing a Trendline: Practice 2

Long-Term Goal: In 25 weeks, when dictated randomly selected words from Level 3 of Learning to Spell Spelling curriculum for two minutes, Susan will write 50 correct letter sequences.
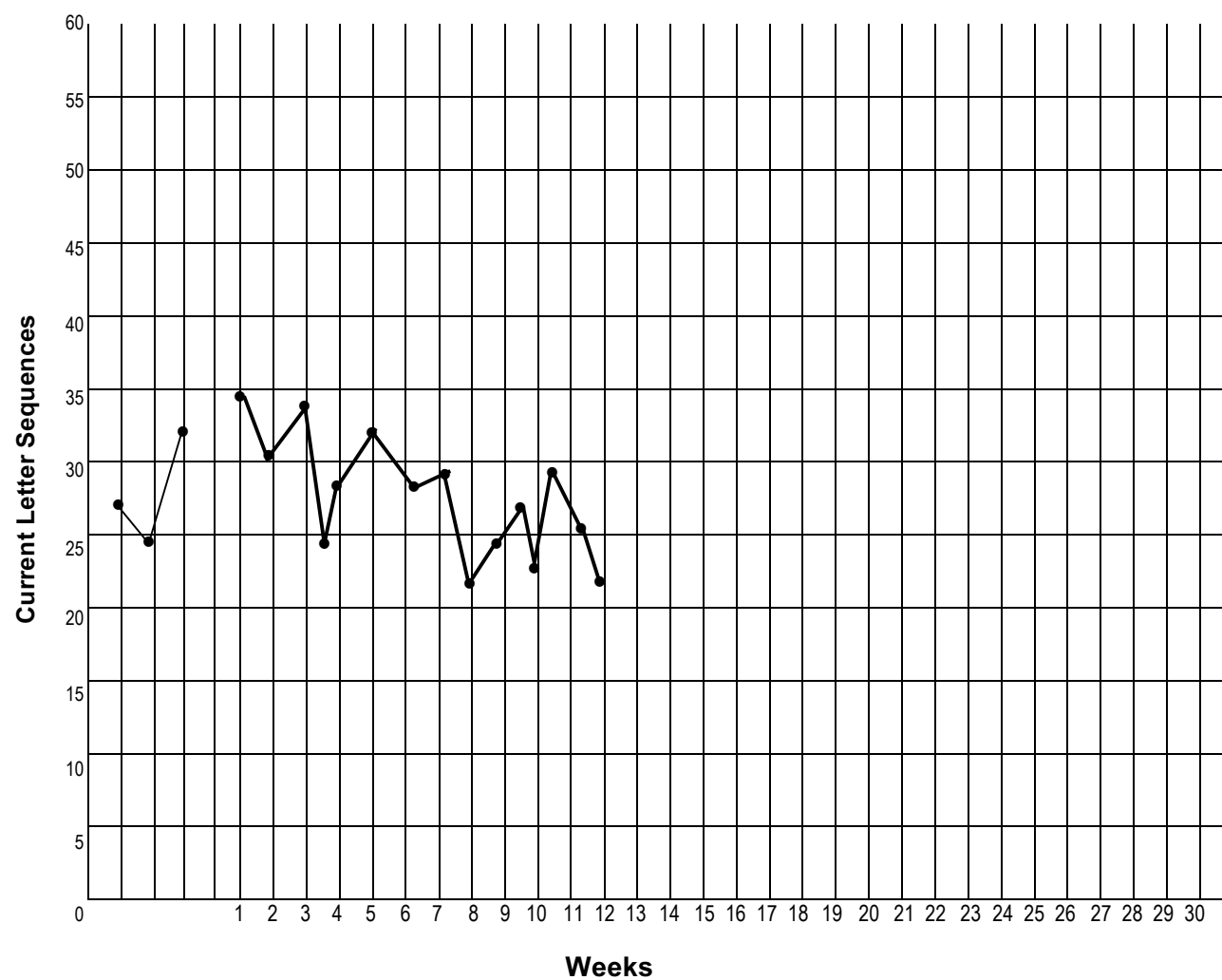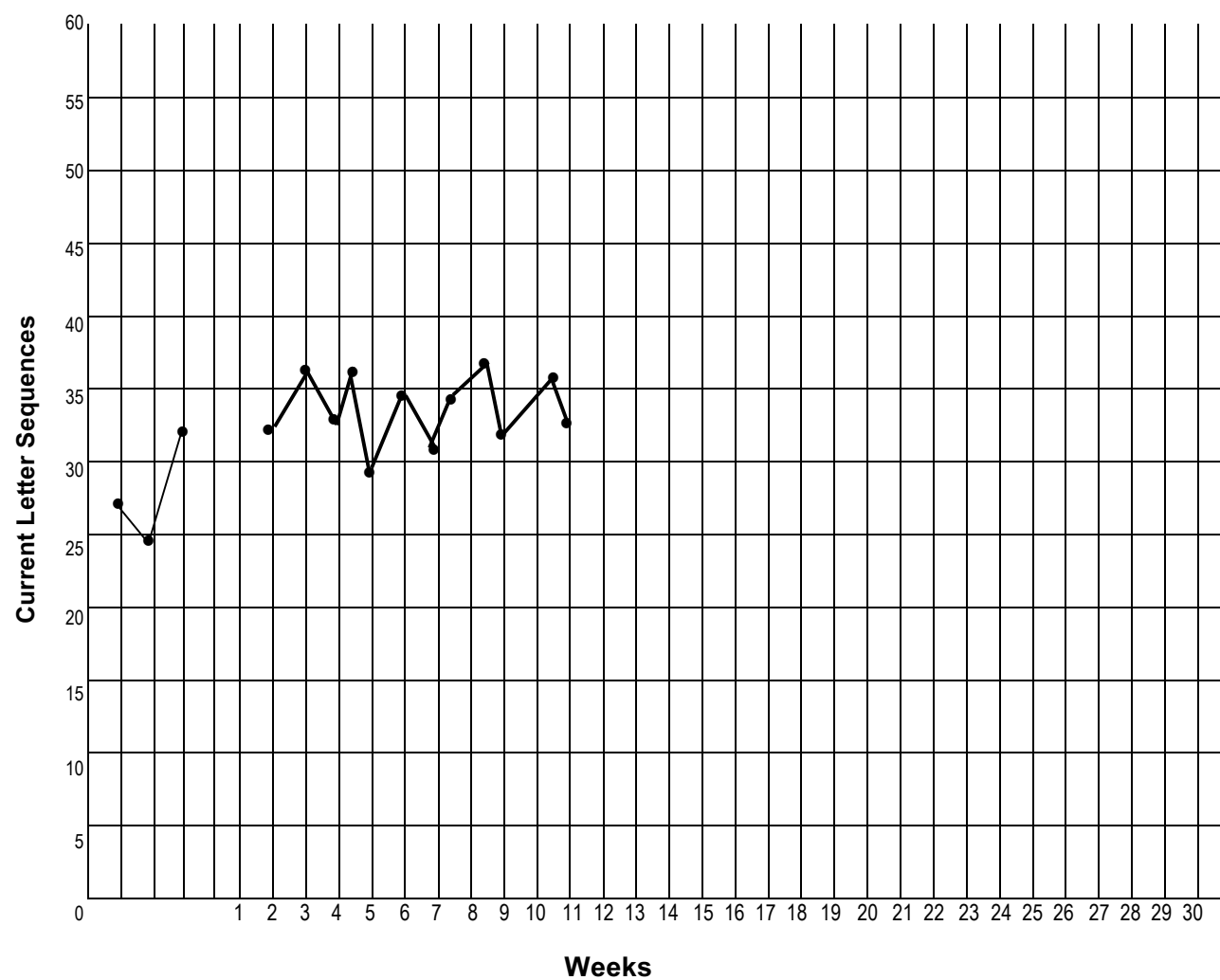
Baseline
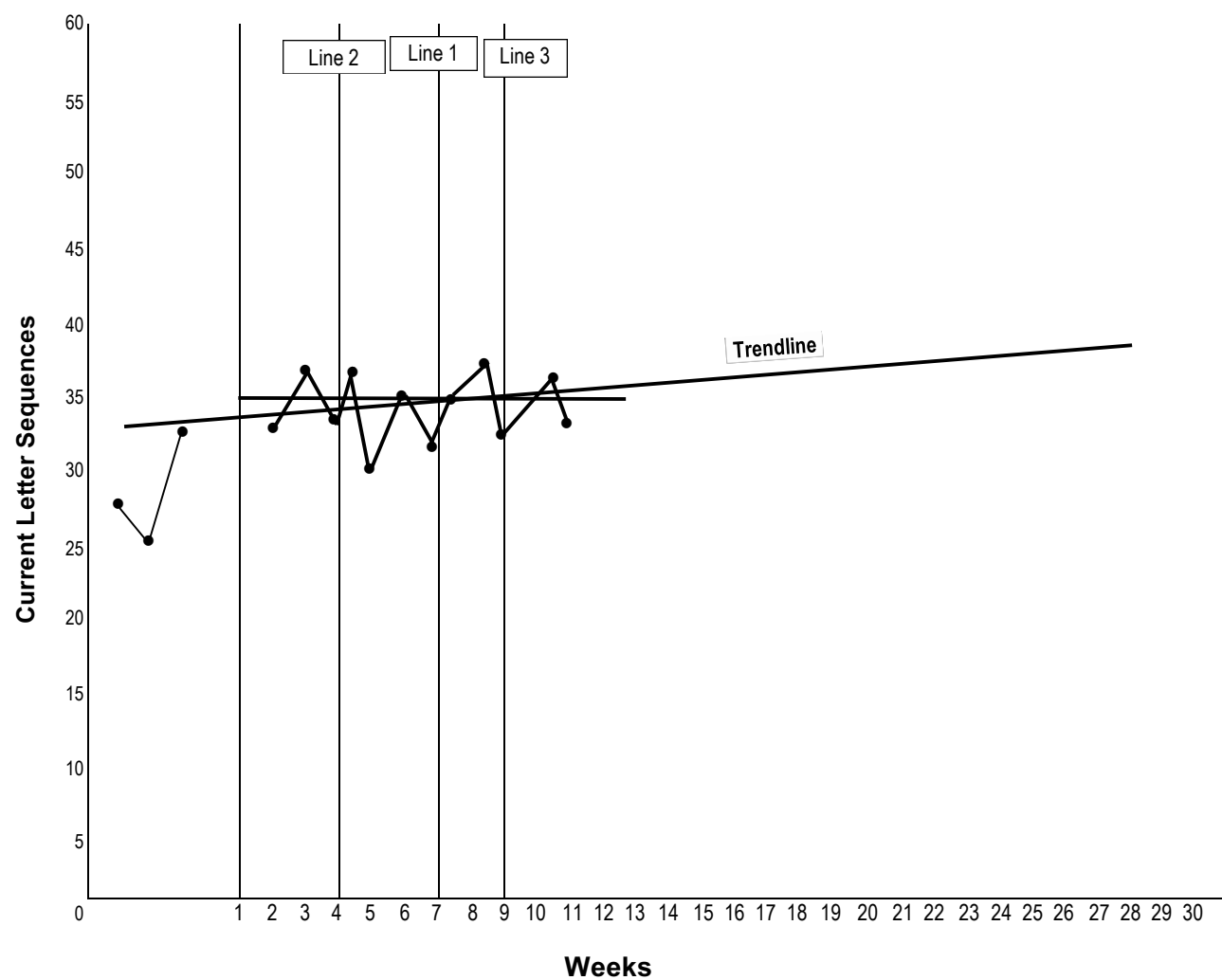
Section C: Behavior Interventions

A. Identifying Reinforcers

A reinforcement inventory should be completed at least once a month to evaluate the student's current preference for items and activities and to identify potential motivators. Preferred items and items that function as reinforcement for behavior vary greatly from individual to individual and often day to day for the same individual; frequently assessing preferences or the reinforcing value of items increases the likelihood that the items used as reinforcement for the student will actually reinforce or strengthen behavior. Offering students a menu of possible rewards is effective because it gives students a meaningful choice of reinforcers and the likelihood that the child will eventually tire of any specific reward. Preference can be evaluated using interview forms or by informally speaking with the student about items and watching to see how he/she occupies his time (i.e., the item he plays with the most when there are many choices is probably the most preferred item).

Consider the following tests when creating a reinforcement menu:
1. Acceptability Test: Does the teacher approve of using the reinforcer with this child? Are parent(s) likely to approve the use of the reinforcer with their child?

2. Availability Test: Is the reinforcer typically available in a school setting? If not, can be obtained with little inconvenience and at a cost affordable to staff or parents?

3. Motivation Test: Does the child find the reinforcer to be motivating?

Suggestion: Create a 'Reward Deck' (www.interventioncentral.org).
A Reward Deck is an idea that can help teachers to quickly select and regularly update student reward menus. This strategy involves four steps:

1. The teacher reviews a list of reward choices typically available in school settings (the more choices the better). From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.

2. The teacher writes out acceptable reward choices on index cards-- to create a master 'Reward Deck.'

3. Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. For example, the teacher may screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework.

4. The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she
   a. likes the reward a lot,
   b. likes the reward a little, or
   c. doesn't care for the reward.

The teacher sorts the reward options into three piles that match these rating categories. The teacher can then assemble that child's Reward Menu using the student's top choices ("like a lot"). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student's "like a little" category as 5. (Optional but recommended).   Periodically, the instructor can meet with the student and repeat the above procedure to 'refresh' the Reward Menu quickly and easily.

B. Acquisition Interventions

1. Self-Monitoring

Self-monitoring is a moderately advanced type of strategy to improve classroom behavior that requires/teaches children to monitor and/or evaluate their own behavior over time. The components of a self-management system that are most likely managed by the student include observing and evaluating behavior, whereas the task of identifying problem behaviors and goals is more likely to be done by an adult. When implementing a self-management system, it is important for teachers to consider the following points.

It is important to clearly identify which aspects will be teacher-controlled and which the student will manage, and to make decisions about these based on the individual's needs and abilities.

- The self-management system generally allows a student to earn points that can be exchanged for privileges (see Reinforcement Program).

- The teacher must clearly identify the target behavior(s) and academic performance expected and provide a written rating scale that states the performance criteria for each rating. The student will need to learn how to use the rating scale and the rating scale must be age appropriate.

- The student and the teacher separately rate the student's behavior during an activity at the same time intervals. Be careful to ensure that whatever time interval is set that it is reasonable and the child is capable of being successful.

- At the end of the activity or time period, the teacher and student should compare ratings:
    o If they match exactly, the student keeps all points and earns a bonus point;
    o If the student is within one point of the teacher's rating, the student keeps his or her points;
    o If the student rating is more than one point away from the teacher's rating, the student does not receive points for the activity.

- Eventually teacher involvement is faded, and the student becomes responsible for monitoring his or her own behavior. The ultimate goal is to train the child to monitor his or her own behavior in the classroom without needing constant feedback from the teacher.

- Because students with attention deficits often lack the skills to be accurate judges of their own behavior and have a tendency to recall their positive behaviors and not recognizing the

problem behaviors that affect their ratings, a brief discussion or reminder of the behaviors that led to a lower rating may be useful.

2. Video Modeling

Function of Intervention:
This intervention has the potential to be effective with children who need help acquiring appropriate social behavior skill. The purpose of video modeling and video self-modeling interventions for students is to address skill deficits across multiple areas including social functioning and activities for daily living. The use of modeling is supported by Albert Bandura's Social Learning Theory (1971) which states modeling is an effective approach to promoting skill acquisition, fluency, and generalization, provided that the observer is capable of remembering and completing the skill, they receive reinforcement, they possess motivation to master the skill, and they fully attend to the modeling presentation. Bellini and Akullian (2007) evaluated 23 studies applying video modeling or video self-modeling as a skills training intervention for students with Autism Spectrum Disorders and found that both approaches had a positive impact on skills associated with communication, social interaction, daily functioning, and classroom behavior.

Brief Description:
Video modeling involves the use of a video taped recording in which an individual is presented as correctly performing a given task. Students are able to learn the task by viewing a correctly executed example. In the case of video self-modeling, the visual example of the task is created by the student. Theoretically, self-modeling may improve the impact of the intervention by enhancing student attention and self-efficacy through the experience of viewing themselves successfully and performing the target skill, however, research indicates that student outcomes associated video monitoring compared to video self-monitoring are not significantly different (Bellini & Akullian, 2007) and either approach is acceptable.

Procedures:
1. Video Modeling

    a. Select a skill that can be well demonstrated in video format.

    b. Video record a person correctly demonstrating the skill.

    c. Play the video recording of the skill in conjunction with relevant instruction on how to perform the skill.

    d. Replay the video for the student as needed while they practice performing the skill.

2. Video Self-Modeling
    Follow the same procedures as video modeling, but have the target student correctly perform the skill for the modeling video. In order to use self-modeling, the student must at least sometimes be able to successfully perform the skill. As a result, this approach may be more appropriate for circumstances where the student has acquired the core skill, but is still developing fluency.

Critical components that must be implemented for intervention to be successful:

- Ensure that the skill being taught is developmentally appropriate for the target student.

- Provide positive reinforcement when the student correctly displays the target behavior.

- When creating skill demonstration videos, if the student is not providing the example, try to recruit models that are similar in age to the student, and can present the target skill in a manner that will sustain the student's attention.

Cohen, Daniel. "Video Modeling and Video Self-Modeling for Students with Autism Spectrum Disorders." **www.ebi.missouri.edu**.

C. Proficiency Interventions

1. Social Story

What is a Social Story?
A social story is a simple method used to teach or maintain social skills, daily living skills, or behavior management skills. Social stories are intended to address specific situations by teaching appropriate behaviors and responses by providing an explanation of detailed social information and expected responses instead of unexpected behaviors. More specifically, the purpose of a social story is to:
1. Address a wide variety of problem behaviors (i.e., hyperactivity, aggression, fear)
2. Break goals into easy steps
3. Correct child responses to a social situation in a nonthreatening manner
4. Describe social situations and appropriate responses
5. Help the child cope with both expected and unexpected transitions
6. Personalize instruction
7. Teach routines for better retention and generalization

Links:
http://spedvisualsupports.sfinstructionalresources.wikispaces.net/Social+Stories
http://challengingbehavior.fmhi.usf.edu/explore/pbs_docs/social_story_tips.pdf
http://www.pbisworld.com/tier-2/social-stories/

2. Social Behavior Mapping

Objective:
The idea behind this strategy is to teach students that the "expected" versus "unexpected" production of behavioral skills impacts directly how people feel, which alters their course of action towards us (natural consequences). More specifically, it serves to create a connection between how a student's behaviors directly impact the natural or artificial consequences imposed on them as a result of their behavioral acts.

Framework:
1. Because we cannot assume that a student understands how his/her behavior is linked to the consequences that follow, we must teach in an explicit manner, sets of behavior rather than pointing out each singular behavior that is appropriately/inappropriately being demonstrated. For example:

    a. Staying in your chair

    b. Sitting up straight in your chair

    c. Keeping your feet on the floor

    d. Looking at the teacher while she is talking…

2. We also need to teach what behaviors are "expected" versus "unexpected." In other words, what behaviors help a student learn and be seen in a positive light (expected), versus behaviors that are less productive and socially acceptable (unexpected). Using the same example, the following is a list of possible unexpected behaviors:

a. Falling out of your chair

b. Wandering around the class

c. Making noises or talking to classmates

d. Saying things that are unrelated to the lesson…

3. The last step is to explain to students how expected and unexpected behaviors affect people's perspectives. We do this by mapping out how people feel when they observe students doing what is expected, versus how they feel when the unexpected happens.

Summary of Steps:

1. Complete the "expected" behavior map (include smiley face as visual).

   a. List at the top what behavioral set you are describing in a specific context, e.g. "behaviors for walking down the hallway."

   b. List the "expected" set of behaviors.

   c. List how his/her behaviors make other people feel (their perspective). Use emotional words or phrases such as "pleased," "proud," or "happy." "Johnny is walking down the hall without touching other students."

   d. List what consequences (generally positive) evolved from making people feel good about what he is doing, e.g. friendly face, praise, etc.

2. Do the same process now on the "unexpected" page but this time after listing the unexpected behaviors to match with the behavioral set you are defining, you want to:

   a. List how these unexpected behaviors affect someone else's perspective by listing emotional words such as "frustrated," "annoyed," etc.

   b. Finally, list the related consequences e.g. "Johnny loses a point on his goal sheet," "the hall monitor may have a strict tone of voice." "Johnny may not have the opportunity to pass at the same time as his peers," etc.

After the map has been taught to the student and created with the student, it can be distributed to teachers/supports in whatever settings are needed (e.g. hall monitor, homeroom teacher, lunch monitor, case manager, etc). Teachers/supports will fill out the map by observing the student's behavior and circle which behavior he was exhibiting. The schedule of filling these out should be based on how often you need to do it to more often catch the student in the act of doing what is "expected." This ensures that he gets frequent positive reinforcement for seeing what he is supposed to be doing rather than just cueing him when he is doing something inappropriate (hint: he is going to get this regardless). Finally, create a simple graph (chartdog works well at **www.jimwrightonline.com**) to track the student's progress of expected versus unexpected behavior, which should be monitored by both case manager and student. To increase the impact of this strategy, progress can be positively reinforced with some form of token economy.

Social Behavior Map Template 1:
Behaviors that are **EXPECTED**

Situation: _____

**Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between information listed in each column (whatever behavior is listed first does not have to match the first emotional reaction or first consequence…).

Expected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*

Social Behavior Map Template 2:
Behaviors that are **UNEXPECTED**

Situation:

**Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between information listed in each column (whatever behavior is listed first does not have to match the first emotional reaction or first consequence…).

Unexpected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*

SAMPLE: Social Behavior Map Template 1:
Behaviors that are EXPECTED

Situation: Time Between Classes

**Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between information listed in each column (whatever behavior is listed first does not have to match the first emotional reaction or first consequence…

Expected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
*Observe what is going on around you/who is around you.	*Relaxed	*You won't bump into others. You can anticipate when someone will talk to you.	*Ready
*Greet you friends or acquaintances.	*Friendly	*People think you are friendly.	*Pleased
*Use a big greeting the first time you see someone that day. Decrease the size of the greeting as you continue to see the same person throughout the day.	*Happy	*They will continue to say "hi" to you.	*Accepted
*Move your body one arm from others before initiating a conversation. Listen for the topic of conversation first before adding your thoughts or asking a question.	*Calm	*They will want you to be part of the group.	*Included

SAMPLE: Social Behavior Map Template 2:
Behaviors that are UNEXPECTED

Situation: Time Between Classes

**Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between information listed in each column (whatever behavior is listed first does not have to match the first emotional reaction or first consequence…).

Unexpected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
*Ignoring people you know when you walk by them.	*Angry	*Students will think you are unfriendly and won't talk to you.	*Sad
*Repeatedly greeting with big greetings those whom you have already greeted with a big greeting.	*Ignored	*People have weird thoughts about you.	*Stressed
*Interrupting group conversations in the hallways.	*Irritated	*People may talk badly about you to others.	*Lonely
*Push your way through people because you are totally focused on getting to the next class.	*Annoyed	*People might think you are clumsy or rude.	*Rejected
*Grabbing/touching kids inappropriately.	*Violated	*School discipline and legal consequences.	*Scared

3. Differential Reinforcement

Function of Intervention:
This intervention was designed to increase rates of appropriate behavior and decrease rates of problem behavior by selectively providing reinforcement only to the desired behavior. There have been many empirical demonstrations of the effectiveness of differential reinforcement (DR) interventions (Cooper, Heron, & Heward, 2008).

Brief Description:
Children will continue to engage in problem behaviors that are reinforced. Therefore, it is important to minimize reinforcement for disruptive behavior to reduce disruptive behavior. Unfortunately, simply removing reinforcement often results in an "extinction burst." Data tell us that about 40% of the time, when an adult makes adjustments to the environment to stop reinforcement for a problem behavior (e.g., ignoring disruptive behavior that the child has been exhibiting to obtain adult attention), the child will escalate disruptive behavior in an attempt to bring back the reinforcement. This escalated frequency, magnitude, and duration of the disruptive behavior is called an "extinction burst." Extinction bursts are very problematic in classroom environments. As such, DR interventions have been developed to concurrently remove or reduce reinforcement for the problem behavior while reinforcing a functionally similar replacement behavior. Thus, the problem behavior diminishes while the child is provided with an alternative (more acceptable) means to access the desired reinforcement. To understand DR interventions, consider a child who calls out inappropriately in class for teacher attention. It is understood that the calling out behavior is maintained by the resulting teacher attention. Using DR procedures, the teacher would ignore the calling out behavior and only call on the child when she raises her hand (an alternative behavior). Over time the DR procedures will result in higher rates of hand raising and lower rates of calling out. In the end, the child is trained to exhibit the desired behavior when he or she wants teacher attention. This brief was designed to provide a simple guide to DR procedures focusing on DR of incompatible or alternative behaviors (DRI and DRA respectively). A DRA example involves providing reinforcement for an alternative behavior (hand raising in the above example). DRI is a version of DR that selects an incompatible behavior as the replacement behavior. For example, in-seat behavior is incompatible with out-of-seat behavior. Selecting an incompatible behavior as the replacement behavior minimizes the risk of inadvertently reinforcing the problematic behavior. For example, it is possible that the child may raise his or her hand while also calling out. Because hand raising is reinforced with teacher attention, the reinforcer is provided even though the problematic behavior also occurred and is similarly reinforced. If an incompatible behavior cannot be identified, then an alternative behavior will suffice (see 4a below).

Procedures:
1. Identify the consequence that is reinforcing the inappropriate behavior (e.g., verbal praise, escape).

2. Identify an incompatible or alternative behavior that can access the same consequence. Note, identification of an incompatible appropriate behavior is preferred.

3. Begin with a continuous fixed ratio (CFR) DR schedule. The goal of this step is to ensure the child is reinforced for the alternative behavior in the initial stages of the DR intervention.

4. Once the DR schedule has been initiated, the teacher is instructed not to respond to the target problem behavior if it is presented.

   a. If using a DRA procedure and the child exhibits both the problem and alternative behaviors concurrently, the teacher is suggested to reinforce the child but note that the reinforcement is due to the alternative behavior.

5. After a number of intervention days or sessions (for more severe cases) applying the DR (e.g. five days or 20-25 sessions) showing a marked reduction in the problem behavior, start to fade in reinforcement schedule. Note that after the intervention period is complete the desired behavior should continue to be reinforced at an appropriate level for the child and environment. If the desired behavior is not reinforced the child will return to the problem behavior (or some new behavior) to access the desired reinforcement.

Critical components that must be implemented for intervention to be successful.

- Successful identification of the reinforcer for the problematic behavior.

- Identification of an appropriate incompatible/alternative behavior that the child is capable of doing.

- An initial schedule of DR that ensures that the child will be reinforced when they exhibit the desired behavior. A continuous fixed-ratio schedule is preferred whereby the student receives reinforcement each time the alternative behavior occurs.

- The problem behavior should be ignored once the DR schedule is initiated.

- A fading process of the DR schedule that is gradual enough to not result in the child re-engaging in the problem behavior. One way to accomplish this is to make the reinforcement intermittent (so occurrences of the desired behavior are reinforced) and unpredictable or variable such that the child knows that the alternative behavior will be reinforced periodically.

   Riley-Tillman C., "Differential Reinforcement of an Incompatible or Alternate Behavior." **www.ebi.missouri.edu**.

4. Five Point Scale

The Amazing Five Point Scale can be used to assist a student in learning her/his level of emotional arousal and also as a tool for the student to alert others to the level of emotion. This scale was developed specifically for use by students who are having difficulty regulating or controlling emotional arousal. Use the following procedure to teach a student how to use the scale:

1. Present the scale to the student and have her/him assist in determining what each level of the scale indicates and also at what point on the scale she/he needs assistance.

2. School staff should repeatedly (two-three times per day) present the scale and ask the student to identify her/his level of emotional arousal for several days. This should be done when she/he is calm and when she/he is beginning to show signs of agitation. The purpose of this is to teach the student to identify her/his own level of emotional arousal.

3. Role-play with the student what she/he should do for each level on the scale. Typically when the student reaches a three on the scale she/he is to request a break and get to the

designated safe area. Once the student is reliably able to identify her/his behavior level and respond accordingly, the instruction and role-playing can be discontinued.

4. Have the student keep the scale with her/him in class. It is acceptable for them to place it in a notebook out of sight of other students.

5. If the student is observed to be upset, anxious, angry (i.e., at a level three or above) she/he should be prompted by an adult to go to his safe place. As long as the student is requesting or directed to leave before she/he loses control and engages in aggression this is not to be treated as a consequence. The student needs to specifically be told that leaving before she/he is upset is a positive thing for him to do.

*Below is an example of this visual scale. The Five-Point Scale resource book can be acquired through the RRSEC Lending Library.

Rating	Looks Like	Feels Like	I can try
5		-Very angry - Lots of energy - Acting out physically and or verbally	-walk away -take a break - do wall pushes - run in the gym - kick a ball
4		- Angry - Difficult time listening to others - Refuse to participate	- take a break - go for a walk
3		- Mad - May not participate but will stay in seat - Irritated - Anxious	-Count to 10 -Take deep breaths
2		- Calm - May participate - May be anxious or worried -May be depressed	- sit quietly - talk to someone - put my head down - squeeze my stress ball
1		- Happy - Working - Getting along with others - Following directions	Keep it UP!!!!

5. Behavior Contract

1. Why should I implement a behavior contract:
   - Provides student with more one on one help, support, and intervention.
   - Holds student accountable.
   - Provides structure, routine, consistency, and organization.
   - Promotes self-responsibility.
   - Improves student's buy-in.
   - Increases student's motivation and effort.
   - Improves school/home communication.

2. When should I implement a behavior contract:
   - When student exhibits persistent behavior problems.
   - When student is very disorganized.
   - When student consistently fails to complete daily class/school requirements.
   - When student exhibits persistent emotional difficulties.
   - When student is defiant and oppositional.

3. How to implement a behavior contract:
   - Utilize a daily behavior form, chart, or report card.
   - Decide on the target behavior(s) and put these on the selected chart.
   - Explain the procedure with the student.
   - Rate the student for each period in the areas you decide to put on the form or chart.
   - Send a copy of the chart or form home for the parent to sign and review with the student (daily or weekly).
   - Depending on the form used, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
   - Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc. The following is one example of a behavior contract, there are thousands of other examples available by doing a simple Google search.

My Contract

Name: _____

Date: _____

These are my goals:

1. _____

2. _____

3. _____

These are my consequences if I don't meet my goals:

These are my rewards/positive consequences if I meet my goals:

My contract will be reviewed on: _____

Signatures: _____

_____

_____

6. Mystery Motivator

The Mystery Motivator intervention (www.interventioncentral.org) is a reward system that can be intriguing to students because it offers a degree of unpredictability and suspense. The strategy can be used with an entire class or individually.

Materials:
1. *Mystery Motivator Chart*.
2. Special watercolor markers ('invisible' ink markers).

Preparation:
- Develop a reward menu for the individual or class targeted for this intervention. (NOTE: For suggestions on how to create a reward menu, see Reinforcement Program).

- Select one-three behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.

- Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day).

- Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the *Mystery Motivator Chart* (e.g., all homework turned in; fewer than two teacher reminders to pay attention during reading group).

- Prepare the *Mystery Motivator Chart*. First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of three-four times per week and then to reduce the frequency as student behaviors improve).

- Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter "M" into the chart blank with the invisible-ink pen.

- Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least three of the five chart spaces in a week, they will be given the bonus points that appear in the *Bonus Points* box on the *Mystery Motivator Chart*). Each week, you will write a different number of bonus points (e.g., between one and five) into the *Bonus Points* box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

Intervention Script:
1. Introduce the Mystery Motivator program to students:

   - Explain that students will have the chance to earn rewards for good behavior.

   - Review the behaviors that you have selected with students. Use demonstration and modeling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.

   - Introduce the *Mystery Motivator Chart*. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward – but only if they first are able to show the appropriate behaviors. Specifically inform students of the

behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., *"If you turn in all of your classwork assignments by 2 p.m., you will be allowed to color the daily blank on the chart."*)

- Let students know that the magical letter "M" (for *Mystery Motivator*) has been secretly placed in some (but not all) of the chart squares. If the student reveals the "M" as he or she fills in the chart, the student can select a reward from the reward menu.

2. Start the Mystery Motivator intervention. At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the *Mystery Motivator Chart*. Permit the student or class to color in the chart blank for the current day, using the special markers.
    - If the magic letter "M" appears, the student or class can select a prize from the prize menu.
    - If the magic letter "M" does *not* appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the *Mystery Motivator Chart* tomorrow.

3. At the end of each week, determine whether the student or class has met criteria to fill in the *Bonus Points* box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

Tips:
Substitute Paper Slips for Special Markers. Students find it very motivating to color in chart blanks to uncover a hidden prize symbol. However, the teacher who does not have special "invisible ink" markers readily available can substitute envelopes and folded slips of paper. At the start of the week, the teacher takes five envelopes and writes one of the days of the week on the back of each. The teacher then takes five slips of paper. For each day (e.g., three) that child can earn a reward, the teacher writes the letter "M" on the slip. The remaining slips are left blank. The teacher then folds all slips in half, randomly mixes them up, seals them into the envelopes, and stores them securely. Whenever the student or class meets the behavioral criteria, the teacher retrieves the envelope with the current day written on it and hands it to a student to open. If the letter "M" appears on the slip inside, the student or class can choose a reward from the reward menu.

Troubleshooting:
- The student attempts to cheat. If you have a student who attempts to cheat on the *Mystery Motivator Chart* (e.g., by coloring beyond the borders of a given day's chart blank in hopes of revealing whether the next day's blank contains a magic letter), consider suspending them from the game for a day as a consequence.

- A student attempts to undermine a team's performance. Occasionally, a student may misbehave deliberately in order to prevent the class from earning a chance to fill in the *Mystery Motivator Chart*. If this happens, you can designate that student to be a "team of one." While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in a position to sabotage the chances of others to earn reinforcement.

Wright, Jim. "Resources to Help Kids Learn." InterventionCentral.org.

Mystery Motivator Chart

Class/Student:	Week of:

BEHAVIOR GOALS:

Goal 1:
Goal 2:
Goal 3:

Monday	Tuesday	Wednesday	Thursday	Friday	Bonus

7. Noncontingent Reinforcement

Function of Intervention:

Noncontingent reinforcement (NCR) is a powerful method to reduce problematic behavior. NCR involves giving the student access to a reinforcer frequently enough that they are no longer motivated to exhibit disruptive behavior to obtain that same reinforcer. A classic example of NCR is a teacher placing a child on his or her lap during group instruction such that the child has no motivation to seek the teacher's attention while the teacher is conducting story time with the class. There have been many empirical demonstrations of the effectiveness of the NCR interventions with a comprehensive demonstration of the evidence base by Carr, Severtson, and Lepper in 2008. In addition to being demonstrated effective in reducing problem behavior, NCR interventions have the distinct advantage of reducing problem behavior with less of a chance of an extinction burst period. Because the child is already receiving as much of the reinforcer as he or she could want, there is no brief increase in disruption that commonly follows treatments that involve withholding reinforcement from a child. There is a rich literature base on use of NCR. Two cautions are worth noting. When thinning the NCR schedule (i.e., reducing the amount of reinforcement the student gets), disruptive behavior may re-occur necessitating the use of extinction procedures. Second, reinforcer substitution may occur meaning the student may continue to exhibit disruptive behavior to obtain other reinforcers.

Brief Description:

Understanding that children will engage in problem behaviors if they are reinforced, one strategy to minimize the utility of the behavior is to saturate the environment with the reinforcer prior to the demonstration of the disruptive behavior. To understand why this intervention would be effective, think about a child who desires teacher attention who has found that calling out in class consistently results in the teacher focusing attention on him (albeit, not in a positive manner). A NCR intervention directs the teacher to provide him attention (in this case a more positive version) prior to the child "asking" with the problem behavior. As such, the child has no need to be disruptive, and will hopefully, in time, prefer positive attention on a leaner schedule than negative attention on a more consistent schedule. This brief has been developed to present a fixed time NCR delivery with extinction and schedule thinning as this version of NCR was found to have a well established evidence base by Carr and colleagues (2008).

Procedures:

1. Identify the reinforcer for the inappropriate behavior (e.g., verbal praise, escape).

2. Develop a fixed schedule to apply the NCR for the target child. The goal of this step is to develop an initial schedule that is likely to catch the child before he or she engages in the problem behavior thereby making the disruptive behavior unnecessary.

    a. Adapt the schedule based on the age, developmental level, and severity of the behavior problem. For young children, or those with severe behavior problems, the initial NCR schedule will need to be very dense (e.g., once every 30 seconds). For higher functioning children with more mainstream behavior difficulties the NCR schedule can be initially less ambitious (e.g., once every 15 minutes). Implementers can easily determine how dense it should be by examining the frequency of disruptive behavior that is followed by reinforcement in the classroom at baseline and ensuring that their schedule is more

frequent at first. So, for example, if talking out occurs once every five minutes on average in the classroom, then NCR should be delivered in less than five-minute intervals.

3. When initially applying the NCR, do not refer to the problem behavior or note that the child is behaving appropriately.

4. Once the NCR schedule has been initiated, do not respond to the target problem behavior if and when it occurs.

5. After a number of intervention days or sessions (for more severe cases), applying the NCR (e.g., five days or 20-25 sessions) showing a marked reduction in the problem behavior, start to thin out the reinforcement schedule. Thinning the schedule means reducing the frequency with which the child is provided reinforcement when NCR is in effect. It is important to make gradual adjustments to the schedule to minimize the chances of a burst in disruptive behavior. When thinning the schedule, the problem behavior will likely re-occur. When it does, research suggests that withholding reinforcement (i.e., extinction) or delivering a mild consequence like response cost can effectively mitigate the reoccurrence. The value of NCR is that the extinction period is often less pronounced because the disruption has been reduced to zero levels.

Critical components that must be implemented for intervention to be successful:

• Successful identification of the reinforcer for the problem behavior. This step is essential. NCR will not work if the function of disruption is unknown. This strategy is not the same as simply providing rewards on a very dense schedule.

• An initial schedule of NCR that minimizes the likelihood that the child will need to engage in the problem behavior to get the desired reinforcement.

• The problem behavior is ignored once the NCR schedule is initiated.

• A fading process that is gradual enough to minimize the degree to which the child re-engages in the problem behavior.

<div align="right">Riley-Tillman C., "Noncontingent Reinforcement." www.ebi.missouri.edu.</div>

8. Points for Grumpy

The Points for Grumpy intervention (www.interventioncentral.org) is a response-cost strategy that is appropriate for younger children who are verbally defiant and non-compliant with the teacher. The idea is to help the child understand the positive consequences of demonstrating expected behaviors vs. the negative consequences of demonstrating unexpected behaviors.

Materials:
1) Two coffee cans with lids.
2) Point tokens (e.g., poker chips, pennies, etc.)

Preparation:
Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student (you may want to invite the student to decorate his/her coffee can with drawings or artwork to personalize it). Label the other coffee can "GRUMPY" (you can embellish the "Grumpy" can with pictures of frowning faces or other symbols of irritation).

Steps in Implementing This Intervention:

Step 1: Create a menu of rewards for the student (see Reinforcement Inventory/Reward Menu). For each reward, decide how many good behavior points the student must earn to get the reward.

Step 2: Tell the student that he/she can earn points for readily and politely following adult requests. Introduce the "Points for Grumpy Program:"

- At the start of each monitoring period, you will put ten "Good Behavior" tokens (poker chips or pennies) into your pocket.

- Each time that you have to approach or address the student because he/she is verbally defiant or non-compliant, you will take one of the "Good Behavior" points and drop it into "Grumpy's" coffee can.

- At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his/her coffee can. The student will be able to 'cash in' these tokens or points for rewards according to the reward system that you have set up.

Step 3: Tell the student what your behavioral expectations are for ready and polite compliance (maybe put these expectations on the child's coffee can or on the board). The child will lose a point if you have to approach him/her for:

- Talking back to you

- Using a disrespectful gesture or facial expression (e.g., eye rolling)

- Muttering - Failing to comply in a reasonable period of time (e.g., 60 seconds)

Inform the child that if he/she complains about losing a point, you will deduct additional good behavior points.

Step 4: Start the program. Use the attached chart to record any 'good behavior' points that the child earns each day!

Considerations:
1. As the child shows that he/she is able to meet your behavioral goals and keep some or all of the 'good behavior' points, gradually drop the maximum number of points allocated each day.

2. You can adapt this program for use with older students. Use points instead of tokens. Also, in place of an imaginary figure ("Grumpy"), you can randomly pick other students in class each day. Inform the target student that, for each instance in which you must approach that student for non-compliance or disrespectful behavior, you will award one of his/her points to the randomly selected classmate who will be able to 'cash in' these points for rewards.

Troubleshooting:
How should I respond if the student becomes angry and confrontational when I take away a 'good behavior' point for misbehavior?

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you, deduct another point. You should remain calm and avoid addressing the student in a confrontational manner. If the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional 'good behavior' points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate consequences (e.g., phone call to parent) if the child's behavior does not correct itself within a reasonable amount of time.

Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like "Points for Grumpy," you should probably not use it with that child.

Wright, Jim. "Resources to Help Kids Learn." InterventionCentral.org.

Following Teacher Direction: Reward chart for
(Student's Name)

Use this chart to record points earned by the student each day for respectfully following teacher directions:

WEEK	MON:	TUES:	WED:	THUR:	FRI:	WEEK TOTAL
1						
2						
3						
4						

9. Token Economy

Reinforcement Program:
A token economy that the student can earn points and then use the points to purchase items or activities should be used to reinforce desired alternative behaviors (see below). A reinforcement assessment should be conducted to identify motivators that the student prefers to work for (see: Intervention Central – Jackpot! for additional information to create reinforcement menu). Reinforcement surveys should be conducted periodically (i.e., once every month) to guard against satiation (rewards becoming less reinforcing or motivating). It is necessary to create a point sheet and data collection system to track progress toward target behavior(s).

Intervention Central provides examples for point sheets (Behavior Report Card) and data collection (Chart Dog). The following instructions provide additional information for using an individual behavior chart:

1. The student has a daily behavior chart and gets rated for each period on one-three different target behaviors (e.g., accepting feedback, following directions, using break procedure).

2. This chart follows the student from class to class and must be filled out by the student's teacher or aide each period.

3. During the first week of classes, the chart is to be filled out each day to get a one-week baseline to determine the average daily points that the student gets.

4. Based on the average daily points that the student receives, we can determine how many points to expect the student to get each day. The average daily point value, plus or minus five points, can be set as the "points needed to get daily privileges." When a student gets the "points needed to get daily privileges," he/she may receive daily privileges in school (access to reward menu developed).

5. Any points in excess of "points needed to get daily privileges" can go into savings for special privileges or grand prizes. Savings can be accumulated over weeks or months and might be recorded by a number posted in a student folder, a jar filled with pennies or any other means the student and teacher decide on.

6. It is sometimes helpful to coordinate this program with parents so students receive their daily and special privileges at home for points earned at school. If parents are willing to participate, the daily student rating must go home every day and be presented to parents in order for the child to receive privileges. Student failure to give the sheet to their parent is the same as not getting enough points for privileges that day. This prevents the potential for a child to hide the ratings from a parent who wants to participate.

Wright, Jim. "Resources to Help Kids Learn." InterventionCentral.org.

INDIVIDUAL DAILY BEHAVIOR CHART

Name: _____ Date: _____

Please rate _____ in each target area for each period using the following scale:

Target Behavior:

1 = Try Harder   2 = Good   3 = Excellent!!

Period 1:	Period 2:	Period 3:	Period 4:	Period 5:	Period 6:	Period 7:
Score:	Score:	Score:	Score:	Score:	Score:	Score:

Target Behavior:

1 = Try Harder   2 = Good   3 = Excellent!!

Period 1:	Period 2:	Period 3:	Period 4:	Period 5:	Period 6:	Period 7:
Score:	Score:	Score:	Score:	Score:	Score:	Score:

Average daily points earned during baseline: _____

POINTS NEEDED TO EARN BASIC PRIVILEGES: _____

POINTS IN SAVINGS NEEDED TO EARN SPECIAL PRIVILEGES: _____

10. Response Cost Lottery

Materials:
• Index card, tape
• Colored slips of paper (different color for each student)

Preparation:
• Develop a reward menu for each student targeted for this intervention. (NOTE: For suggestions on how to create a reward menu, see Identifying Reinforcers in Section C.1.

• Select one-three behaviors that you wish to reduce in the targeted student(s) and write out concrete definitions for each.

• Decide on a time period during the instructional day that the Response Cost Lottery program will be in effect (e.g., 30 minutes during math class). NOTE: You may want to limit the length of the monitoring period at the start of the intervention to increase the odds of student success. As the intervention proves successful, you can extend the monitoring period.

• Decide how many points (i.e., paper slips) you will award to students at the outset of each monitoring period. (NOTE: For short monitoring periods, you may want to start with four-five points/paper slips.)

• Prepare the lottery tickets. Use a different color paper for each student's tickets, so that you can tell them apart from one another. Or type blanks on student tickets onto which the recipient can write in his or her name and the date that the ticket was awarded.

• Choose how frequently you will hold lottery-ticket prize drawings. NOTE: Many teachers find that once per week is sufficiently motivating to make the intervention effective. For students with more intense or severe levels of misbehavior, however, you may want initially to hold prize drawings more frequently (e.g., daily) and –as students' behaviors improve—gradually extend intervals between drawings.

Intervention Script:
1. Introduce the Response Cost Lottery program to targeted students:

   • Explain that students will have the chance to earn rewards for good behavior.

   • Review with students the negative behaviors that you would like them to reduce. Use demonstration and modeling to ensure that students clearly know (a) the negative behavior(s) that should be avoided and (b) positive behavior(s) that they can engage in instead. Post the definitions that you have written for behaviors that are to be reduced.

   • Tape an index card on three sides onto the top of each student's desk. Under the untaped corner of the index card, slip the pieces of paper assigned to that student—so that about half the slip is visible.

   • Tell students that the slips of paper represent 'behavior points.' Let them know that every time that they show a negative behavior during the monitoring period, you will remove one of the slips of paper from their desk. At the end of the monitoring period, any slips that remain will be placed into a lottery ticket container.

- Inform student that at the end of each week, you will hold a drawing for one or more prizes. Emphasize that students who hold onto more tickets through the week stand a greater chance of winning prizes.

2. Start the Response Cost Lottery intervention. Consider reminding students at the start of each day's monitoring period of your positive behavioral expectations (e.g., "We are going to start our lottery game now. Be sure to give me your best attention, raise your hand to get permission to speak, and do your best work!"). If you must remove a student's lottery slip because of misbehavior, do so quietly and without drawing undue attention to him or her. If the student does not appear to understand why you are removing a slip, provide a brief explanation in a neutral voice and move on.

3. At the end of each week (or alternative time interval that you have selected), hold a lottery-ticket drawing and permit students whose colored slips were drawn to select a prize from their reward menu. Empty the tickets from the lottery-ticket container and start over. Use Bonus Tickets. You can increase motivation by telling students that they can earn an extra 'bonus ticket' each day that they manage to hold onto all of their allocated slips throughout the entire observation period. These bonus tickets are placed in the lottery-ticket container along with the student's other earned tickets.

Troubleshooting:
The student attempts to cheat. If you discover that a student participating in the Response Cost Lottery program attempts to 'cheat the system' (e.g., or trying to stuff the lottery-ticket container with additional tickets that the student has not earned), you can suspend the student for one or more days from the game. Then hold a conference with the student, secure his or her promise to follow the rules of the program, and reinstate the student.

Wright, Jim. "Resources to Help Kids Learn." InterventionCentral.org.

Section D: Academic Interventions

A. Reading Decoding

1. Incremental Rehearsal

Objective:
To increase fluency identification of letter names, letter sounds, sight words, etc. for students who have not yet mastered the names or sounds with high rates of automaticity. This technique facilitates mastery, builds fluency and leads to retention of letter names, sounds, and words for struggling readers.

Materials:
Flashcards with one letter, one digraph, one dipthong, one consonant blend, or word on them.

Identify five letters/sounds/words that are unknown to the child and five that the child knows.

Sequence:
1. Begin with a stack of five index cards including four known letters/words and one unknown letter/word.

2. Follow the rehearsal procedure detailed below:

    Present the index card with the **unknown** letter/sound/word to the student. Teacher says "This letter/sound/word is _____.   What letter/sound/word?"
    The student repeats the letter/sound/word.
    Teacher says, "Yes, _____" (repeating the correct letter/sound/word)

    Teacher presents **known** letter/sound/word #1 and says, "What letter/sound/word?"
    Student reads known letter/sound/word #1.

    Teacher presents **unknown** letter/sound/word #1 and says, "What letter/sound/word?"
    Student reads the card.

    Teacher presents **known** letter/sound/word #1 and #2 and says, "What letter/sound/word?"
    Student reads the cards.

    Teacher presents **unknown** letter/sound/word and says, "What letter/sound/word?"
    Student reads the card.

    Teacher presents **known** letter/sound/word #1, #2, and #3 and says, "What letter/sound/word?"
    Student reads the cards.

    Teacher presents **unknown** letter/sound/word and says, "What letter/sound/word?"

Student reads the card.

Teacher presents **known** letter/sound/word #1, #2, #3, and #4 and says, "What letter/sound/word?"
Student reads the cards.

Teacher presents **unknown** letter/sound/word and says, "What letter/sound/word?"

3. When the first **unknown** letter/sound/word becomes a known letter/sound/word, it remains in the stack and the #4 known letter/sound/word is removed.

4. Continue the procedure until all five unknown letters/sounds/words have been introduced.

Error Correction
Any time the student makes an error, the following procedure is followed:
- Teacher says "That letter/sound/word is _____. What letter/sound/word?"
- Student reads the card.
- Teacher says "Yes, _____" (repeating the letter/sound/word).
- Continue in procedure where you left off.

B. Reading Fluency

1. Listening Passage

The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

Materials:
• Reading book

Preparation:
• The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.

Steps in Implementing This Intervention:

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

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

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

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

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

2. Paired Reading

The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

Materials:
• Reading book

Preparation:
• The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired reading approach.

Steps in Implementing This Intervention:

Step 1: Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.

Step 2: Say 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."

Step 3: Begin reading aloud with the student. If the student misreads a word, point to the word and pronounce it. Then have the student repeat the word. When the student reads the word correctly, resume reading through the passage.

Step 4: When the child delivers the appropriate signal (a hand tap), stop reading aloud and instead follow along silently as the student continues with oral reading. Be sure occasionally to praise the student in specific terms for good reading (e.g., "That was a hard word. You did a nice job sounding it out!").

Step 5: If, while reading alone, the child either commits a reading error or hesitates for longer than five seconds, point to the error-word and pronounce it. Then tell the student to say the word. When the student pronounces the error-word correctly, begin reading aloud again in unison with the student.

Step 6: Continue reading aloud with the student until he or she again signals to read alone.

C. Reading Comprehension

1. Advanced Story Map

Reading Comprehension:
Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, historical accounts). Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:
• Copies of short stories or other narrative texts
• Student copies of Advanced Story Map Worksheet
• Practice narrative passages (optional) or reading/text books

Preparation:
• Prepare sample narrative passages

Steps in Implementing This Intervention:

In preparation for this intervention:

Step 1: Introduce the concept of a Story Grammar to students and preview main elements. (Refer to the Advanced Story Map Worksheet as a guide.) Tell students that a Story Grammar can help them to better understand a story's characters and events.

Step 2: Set aside at least four successive instructional days to introduce the major components of the Story Grammar: (A) Identifying important characters and their personalities and motivation, (B) Identifying main problem and significant plot developments, (C) Noting characters' attempts to solve problems, and (D) Identifying a narrative's overarching theme.

Interactive Instruction: Make the instruction of each story component highly interactive, with clear teacher demonstration and use of examples. 'Think aloud' as you read through a story with the class to illustrate to students how you arrive at your conclusions. Elicit student discussion about the story. As you fill out sections of the Advanced Story Map Worksheet on the Smart Board, have students write responses on their own copies of the worksheet.

Step 3: Error Correction: When students commit errors, direct them to the appropriate section of the narrative to reread it for the correct answer. Use guiding questions and modeling as necessary to help students to come up with an appropriate response.

Step 4: After students have been introduced to the key Story Grammar elements, the group is now ready to use the Grammar to analyze a sample narrative passage. Have students read independently through a story. Pause at pre-determined points to ask the group key questions (e.g., "Who is the main character? What is she like?"). After discussion, encourage students to write their answers on the Advanced Story Map Worksheet while

you fill out the same worksheet as an overhead. Give specific praise to students for appropriately identifying Story Grammar elements.

Step 5: When students are able to use the Story Grammar independently, have them read through selected stories and complete the Advanced Story Map Worksheet on their own. Check students' responses and conference individually with those students requiring additional guidance and support.

Troubleshooting:

Students do not seem motivated to use the Story Grammar framework. To make a Story Grammar analysis more inviting, consider screening a video of a popular movie or television program. At key points, stop the tape, have students complete relevant sections of the Advanced Story Map Worksheet, and discuss the results. This exercise can be highly motivating and also makes clear to students that a Story Grammar is a universal tool that help us understand narratives presented in any medium.

Some students do not appear to be successful in using the Story Grammar independently. Pull aside individuals or small groups of students who might be having similar problems mastering the Story Grammar. As you read together through a story, have students "think aloud" the strategies that they follow to identify Story Grammar elements. If you discover that a student is using a faulty approach (e.g., rotely selecting the first character named in the story as the main character) you can gently correct the student by modeling and demonstrating more appropriate strategies.

Advanced Story Map Worksheet
(adapted from Gardill & Jitendra, 1999)

Student: _____ Date: _____ Class: _____

Story Name: _____

1. Who is the central character? _____

2. What is the main character like? (Describe his/her key qualities or personality traits).

3. Who is another important character in the story? _____

4. What is this other important character like? _____

5. Where and when does the story take place? _____

6. What is the major problem that the main character is faced with? _____

7. How does the main character attempt to solve this major problem? _____

8. What is the twist, surprise, or unexpected development that takes place in the story?

9. How is the problem solved or not solved?

10. What is the theme or lesson of the story?

2. "Click or Clunk?": A Student Comprehension Self-Check

Reading Comprehension
Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.

Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:
• Practice reading passages and My Reading Check Sheet for Smart Board.
• Student copies of practice reading passages (optional) or reading/text books, My Reading Check Sheet.

Preparation:
• Prepare sample passages.

Steps to Implementing This Intervention:

Step 1: Tell students that they will be learning ways to read more carefully. Hand out student copies of My Reading Check Sheet.

Review all of the reading strategies on the student handout.

Instruct students that, during any reading assignment, when they come to:

• The end of each sentence, they should ask the question, "Did I understand this sentence?" If students understand the sentence, they say "Click!" and continue reading. If they do not understand, they say "Clunk!" and refer to the strategy sheet My Reading Check Sheet to correct the problem.

• The end of each paragraph, they should ask the question, "What did the paragraph say?" If they do not know the main idea(s) of the paragraph, students refer to the strategy sheet My Reading Check Sheet to correct the problem.

• The end of each page, they should ask the question, "What do I remember?" If they do not remember sufficient information, students refer to the strategy sheet My Reading Check Sheet to correct the problem.

Read through a sample passage with the class. At the end of each sentence, paragraph, and page, "think aloud" as you model use of the comprehension checks. (As you read each sentence, be sure to call out "Click!" when you and the class understand a sentence and "Clunk!" when you do not.)

Step 2: When students have learned to use the "Click or Clunk?" strategy, have them use it in independent reading assignments.

My Reading Check Sheet*
(adapted from Anderson (1980), Babbs (1984))

Name: _____ **Class:** _____

❖ *Sentence Check… "Did I understand this sentence?"*

If you had trouble understanding a* word *in the sentence, try …

☐ Reading the sentence over.

☐ Reading the next sentence.

☐ Looking up the word in the glossary (if the book or article has one).

☐ Asking someone.

If you had trouble understanding the* meaning *of the sentence, try…

☐ Reading the sentence over.

☐ Reading the whole paragraph again.

☐ Reading on.

☐ Asking someone.

❖ *Paragraph Check… "What did the paragraph say?"*

If you had trouble understanding what the paragraph said, try…

☐ Reading the paragraph over.

❖ *Page Check… "What do I remember?"*

If you had trouble remembering what was said on this page, try…

☐ Re-reading each paragraph on the page, and asking yourself, "What did it say?"

3. Main-Idea Maps

Reading Comprehension
This simple strategy teaches students to generate a graphic organizer containing the main ideas of an expository passage.

Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:
• Copies of practice expository passages on Smart Board.
• Student copies of practice expository passages (optional) or reading/text books.
• Main Idea Graphic Organizer Sheet or blank paper.

Preparation:
• Prepare sample passages.

Steps to Implementing This Intervention:
Step 1: Introduce the strategy by telling students that we can draw pictures, or Main Idea Maps, that help us to understand how the ideas of a multi-paragraph passage fit together. Present these three steps for mapping out the main ideas of an expository:

Locating the Main Ideas of Paragraphs. Read through a short (two-six paragraphs) practice expository passage with students.

On a Smart Board or chart paper, begin building a graphic organizer by writing the title of the passage in the center. Draw a box around the title. (If the passage has no title, query the class and make up a suitable title based on their suggestions.) NOTE: Instead of drawing your own map, you can use the pre-formatted Main Idea Graphic Organizer that is included with this strategy.

Tell students that some paragraphs have summary sentences that state the main idea or "gist" of the paragraph or passage. Other paragraphs have implied main ideas, which the reader must figure out, based on key facts or ideas that they contain.

Go through each paragraph in the practice passage and identify the paragraph's main idea. Demonstrate how to summarize that main idea as a single, succinct phrase.

Building the Main Idea Graphic Organizer. As you summarize each paragraph's main idea, write the number of the paragraph and main-idea summary phrase on the graphic organizer. (Start writing at the upper left corner of the organizer sheet and continue clockwise around the page. Space the summary phrases to allow space to write under each. See the sample "Main Idea Graphic Organizer.").

Adding Key Facts. When you have written the main idea for all of the paragraphs onto the graphic organizer, return to the passage. For each paragraph, pull out two-three important facts, ideas, or supporting details. On the graphic organizer, write these key pieces of additional information under the main-idea phrase for that paragraph. Then

draw a box around the main-idea and supporting details and move on to the next paragraph.

Step 2: Practice Using the Graphic Organizer as a Study Tool. Demonstrate how the completed Main Idea Graphic Organizer can be a useful method to summarize and review the content of expository passages. Give students new practice passages and have them create their own graphic organizers. Provide feedback and encouragement as needed.

Main Idea Graphic Organizer
(adapted from Berkowitz, 1986, The Savvy Teacher's Guide: Reading Interventions That Work)

Main Idea 1:

_____

- •
- •
- •

Main Idea 2:

_____

- •
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Main Idea 6:

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Title:

Main Idea 3:

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Main Idea 5:

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Main Idea 4:

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4. Mental Imagery: Improving Text Recall

Reading Comprehension
By constructing "mental pictures" of what they are reading and closely studying text illustrations, students increase their reading comprehension.

Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:
• Sample passages taken from expository or narrative texts, transparency markers.
• Student copies of practice expository or narrative passages (optional) or reading/text books.

Preparation:
• Prepare sample expository or narrative passages.

Steps to Implementing This Intervention:

Step 1: Tell students that they can remember more of what they read by:
   • making pictures in their mind of what they are reading
   • carefully studying pictures or illustrations that appear in their reading or text books

Step 2: Using a "think-aloud" approach, read through a short sample narrative or expository passage. Pause at several points to tell the class what "mental pictures" come to your mind as you read; ask students to describe their own mental imagery as they react to the same passage. As you come across pictures or illustrations in the passage, study them and reflect aloud on what clues they give you about the passage's meaning.

Step 3: Read aloud from additional passages. Stop at key points in the passage and call on students to relate their mental imagery evoked by the passage or to give their interpretation of the significance of illustrations or pictures.

Step 4: When students are able to use mental imagery independently, use a prompt at the start of reading assignments to cue them to use the strategy. You might say, for example, "Now we are going to read about what life is like in a country village in Zimbabwe. Remember to make pictures in your head about what you are reading and study the pictures carefully."

5. Prior Knowledge: Activating the 'Known'

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

Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:
• Copies of practice reading passages and sample Text Prediction questions, transparency markers.
• Student copies of practice reading passages (e.g., use story titled "Attending Public School in Japan") or reading/text books.
• Blank paper and pencil or pen.

Preparation:
• Prepare sample passages.
• Locate three main ideas per passage and-for each idea-develop a prior knowledge question and a prediction question (see below).

Steps to Implementing This Intervention:

Step 1: Introduce this strategy to the class:

Explain the Benefit of Using Prior Knowledge to Understand a Reading Passage:
Tell students that recalling their prior experiences ("their own life") can help them to understand the content of their reading. New facts make sense only when we connect them to what we already know.

Demonstrate the Text Prediction Strategy.
Select a sample passage and use a "think-aloud" approach to show students how to use the text-prediction strategy. (Note: To illustrate how the strategy is used, this intervention script uses the example, Attending Public School in Japan.)

Prompt Students to Think About 'What and Why': Describe what strategy you are about to apply and the reason for doing so. You might say, for example, "I am about to read a short article on public schools in Japan. Before I read the article, though, I should think about my life experiences and what they might tell me about the topic that I am about to read about. By thinking about my own life, I will better understand the article."

Preview Main Ideas from the Reading and Pose Prior Knowledge and Prediction Questions. One at a time, pose three main ideas that appear in the article or story. For each key idea, present one question requiring that readers tap their own prior knowledge of the topic and another that prompts them to predict how the article or story might deal with the topic.

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

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

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

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

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

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

Step 2: When students have learned the Text Prediction Strategy, use it regularly to introduce new reading assignments.

Attending Public School in Japan

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

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

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

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

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

Most high school students in Japan will tell you that they have no assigned homework.

However, Japanese students regularly spend several hours per night reviewing their lessons and reading ahead on the material that will be covered in school the following day. Japanese students, like their American counterparts, love television shows, movies, computer games, and other forms of popular entertainment.

6. Question-Generation

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

Materials:
• Copies of practice reading passages.
• Student copies of practice reading passages (optional) or reading/text books.

Preparation:
• Prepare sample passages.

Steps to Implementing This Intervention

Step 1: Introduce this strategy to the class:

- **Locating Explicit Main Idea:** Tell students that some passages have summary sentences that state the main idea or "gist" of the paragraph or passage. Using examples of passages with explicit main ideas, train students to identify and underline main-idea sentences.

- **Finding Key Facts.** In some passages, the main idea is implied rather than explicitly stated. Readers must first identify the key facts or ideas of the passage before they can summarize the passage's main idea. Using examples of passages with implied main ideas, locate and circle key facts or ideas. Describe to students how you distinguished this central information from less important details. Have students practice this skill on additional practice passages.

- **Writing a "Gist" Sentence.** Show students a passage with an implied main idea. Circle all key ideas or facts. Demonstrate how to write a "gist" sentence (one that is built from the identified key ideas and summarizes the paragraph's main idea). Emphasize that the reader may have link information from different sections of the passage to build a gist sentence. Have students practice this skill on additional practice passages.

- **Generating Questions.** Tell students that careful readers often construct questions about what they are reading to help them learn. Put up a list of 'signal words' that can be used as question-starters: e.g., who, what, where, when, why, how. Using sample passages, show students how to convert explicit main-idea sentences or reader-created "gist" sentences into questions. Point out that these questions can be a good study tool because they are linked to answers that the student has already located in the passage.

Step 2: Give students selected practice passages and instruct them to apply the full question-generation strategy. Provide feedback and encouragement as needed.

7. Text Lookback

Reading Comprehension:
Reserve several instructional sessions to introduce the steps in this comprehension strategy.

Materials:
•   Copies of short (100-200 word) passages from expository text and teacher-prepared text and lookback/think questions.
•   Student copies of expository text passages and text-lookback/think questions.

Preparation:
•   Create at least three lookback questions and one think question for each expository text passage selected.

Steps to Implementing This Intervention:

Step 1:   Introduce the text-lookback strategy by telling students that people cannot always remember everything that they read. If we read an article or book chapter, though, and are asked a 'fact' question about it that we cannot answer, we can always lookback in the article to find the information that we need.

Step 2:   Describe for the class the difference between lookback and think questions. An example of an explanation that you might use is.

"When we are asked questions about an article, sometimes the answer can be found directly in the article and sometimes it cannot be found directly."

"Lookback questions are those that tell us that the answer can be found right in the article. For example, if a question uses phrases such as in the article or in the author's words, these phrases would be clues that the question is a lookup question and that we can find the answer in the article."

"Think questions are those that ask you to give your own opinion, beliefs, or ideas. Our answers to these questions are based on our own ideas or thoughts about the topic. For example, if a question uses phrases such as in your opinion or what do you think, these phrases would be clues that the question is a think question and that the answer cannot be found in the article."

Step 3:   Read aloud through the sample expository passage. Then read the series of four text-lookback/think questions to the class. As you read each question, highlight for students the word clues that indicate whether the question is a think or text-lookback question.

Step 4:   Tell students that they must reread carefully to find the answer to a text-lookback question. However, they can save time by first skimming the article to get to the general section where the answer to the question is probably located. To skim, the student should:

- read the text-lookback question carefully and underline the section that tells the reader what to look for (e.g., "What does the article say are the five most endangered species of whales today?").
- look for titles, headings, or illustrations in the article that might tell the reader where the information that he or she is looking for is probably located.
- look at the beginning and end sentences in individual paragraphs to see if that paragraph might contain the desired information.

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

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

D. Spelling

1. Repeated Review of Spelling Words with Shared Rime

Writing

Description:
The student practices the reading and spelling of words from word families that have similar pronunciation and shared spelling patterns (rimes).

NOTE: In a single-syllable word, the onset consists of the consonant(s) appearing at the front of the word, while the rime is the part of the word made up of its vowel and any consonants that follow the vowel. For example, in the word *black*, the onset is **bl**- and the rime is –**ack**.

Group Size:
Small group, individual student.

Time:
About 15 minutes per session

Materials:
• Flashcards of spelling words (20 per session) in groupings of five words each from word-families with different rimes.
• *Student Sheet: Spelling Words with Shared Rime* (attached)*.*
• *Recording Sheet: Repeated Review of Spelling Words with Shared Rime* (attached).

Preparation: In advance of each session of this reading/spelling intervention, the teacher:
• selects four single-syllable word families with shared rime. NOTE: A list of word families appropriate for this intervention appears on the attached *Recording Sheet: Repeated Review of Spelling Words with Shared Rime*. While the list is extensive, the teacher may want to choose only high-frequency word families for use in this intervention.
• generates a list of up to five words from each of the four selected word-families to review with the student (e.g., -**ack**: pack, black, rack, tack, sack / -**ill**: pill, sill, mill, till, bill), resulting in a total word-list of 20 items for the day's session. NOTE: The attached *Recording Sheet: Repeated Review of Spelling Words with Shared Rime* is a convenient form that the teacher can use to keep an ongoing record of the words being used in the intervention.
• makes 4 in. x 6 in. flashcards of the selected spelling words. One word is written on each flashcard, with the onset (initial consonant(s) of the word) written in black ink and the rime of the word written in red ink.

Steps to Implementing This Intervention:

The Repeated Review of Spelling Words with Shared Rime intervention has both a reading and spelling component:

1. **Have the Student Read the Words Aloud.** During the reading component of the intervention session, the teacher ensures that the flashcards of the same word-family (shared

rime) are grouped together. The teacher shows the student each flashcard for five seconds and asks the student to read it aloud. If the student reads the word correctly, the teacher acknowledges the response (e.g., 'Good' or 'Right') and moves to the next card. If the student misreads the card or hesitates for five seconds or longer, the teacher says the correct word and has the student say the correct word, then moves to the next card. The teacher continues until the student has attempted all flashcards once.

2. **Have the Student Spell the Words.** During the writing component of the intervention session, the teacher again ensures that the flashcards of the same word-family (shared rime) are grouped together.   For each word, the teacher reads the word from the flashcard but does not show the card to the student. The student is directed to write the word. Then the teacher immediately shows the student the correct model on the flashcard and asks the student to state whether he or she spelled the word correctly. If the student's spelling is correct, the teacher moves to the next spelling word.

   However, if the student's spelling is incorrect, the student is directed to cross out the incorrect spelling and copy the correct word from the flashcard into the appropriate 'Self-Correction' blank. The teacher then moves to the next spelling word. The process continues until the student has attempted all 20 spelling words. NOTE: The attached *Student Sheet: Spelling Words with Shared Rime* is conveniently formatted for this spelling-review activity.

3. **Record Correct Student Responses.** While conducting this intervention, the teacher records each word that the student reads and spells correctly and notes the date of that correct response. NOTE: The teacher can use the attached *Recording Sheet: Repeated Review of Spelling Words with Shared Rime* to record correct responses.

4. **Continue With the Current List Until Mastery.** The teacher continues using the current wordlist in successive sessions until the student can respond without error on both the reading and spelling task for all 20 words on the list. The teacher then selects new word families and generates a new wordlist.

Student Sheet: Spelling Words with Shared Rime (Conrad, 2008)
(adapted from 'How RT Works' Series)

Student: _____ Date: _____

Directions: The student writes and reviews a list of words representing word-families with a shared rime. It is recommended that blocks of at least five words be selected from the same word family for review. Therefore, this student form has space to accommodate words from up to two different rime families (e.g., **-act:** pack, black, rack, tack, sack / **-ill:** pill, sill, mill, till, bill).

The spelling part of this intervention session follows this format: (1) The tutor states each word aloud from a flashcard without showing the card to the student; (2) the student writes the word into the appropriate blank under the 'Spelling Words' column; (3) the tutor shows the student the correctly spelled word on the flashcard; (4) if the student makes an error, he/she uses the flashcard as a model to copy the correct spelling into the appropriate blank under the 'Self-Correction' column.

Correct	Spelling Words	Self-Correction
__Y __N	**1.** _____	**1.** _____
__Y __N	**2.** _____	**2.** _____
__Y __N	**3.** _____	**3.** _____
__Y __N	**4.** _____	**4.** _____
__Y __N	**5.** _____	**5.** _____

__Y __N	**6.** _____	**6.** _____
__Y __N	**7.** _____	**7.** _____
__Y __N	**8.** _____	**8.** _____
__Y __N	**9.** _____	**9.** _____
__Y __N	**10.** _____	**10.** _____

Recording Sheet: Repeated Review of Spelling Words with Shared Rime (Conrad, 2008)
(adapted from 'How RT Works' Series)

Student: _____ Teacher/Interventionist: _____ Classroom/Grade: _____

Directions: Use this form to organize by word family the words used in the intervention, to log the date when a word family is presented, and to log the date(s) when each word is mastered in (a) the reading activity and (b) the spelling activity.

Word Family: _____ Date When First Introduced ___/___/___			**Word Families/Rime**
1. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ack** (e.g., pack, lack)
			❑ **-ail** (e.g., nail, pail)
2. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ain** (e.g., pain, gain)
			❑ **-ake** (e.g., rake, cake)
3. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ale** (e.g., sale, bale)
			❑ **-ame** (e.g., fame, tame)
4. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ank** (e.g., tank, rank)
			❑ **-ash** (e.g., lash, hash)
5. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ate** (e.g., mate, plate)
			❑ **-aw** (e.g., saw, paw)
Word Family: _____ Date When First Introduced ___/___/___			❑ **-ay** (e.g., say, day)
			❑ **-eed** (e.g., seed, reed)
1. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ell** (e.g., tell, bell)
			❑ **-est** (e.g., best, rest)
2. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ -ew (e.g., flew, dew)
			❑ **-ide** (e.g., ride, side)
3. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ick** (e.g., lick, pick)
			❑ **-ight** (e.g., fight, tight)
4. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ill** (e.g. pill, sill)
			❑ **-ine** (e.g., line, mine)
5. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ing** (e.g., sing, ring)
			❑ **-ink** (e.g., ink, mink)
Word Family: _____ Date When First Introduced ___/___/___			❑ **-ock** (e.g., sock, rock)
			❑ **-oke** (e.g., poke, choke)
1. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-ook** (e.g., book, look)
			❑ **-ore** (e.g., sore, more)
2. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-uck** (e.g., luck, muck)
			❑ **-ump** (e.g., bump, hump)
3. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	❑ **-unk** (e.g., sunk, bunk)
4. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	
5. _____	Reading Mastered: DATE_____	Spelled Mastered: DATE_____	

2. Cover-Copy-Compare

<u>Writing</u>

<u>Description</u>**:**
In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model.

<u>Group Size:</u>
Whole class, small group, individual student.

<u>Time:</u>
Variable up to 15 minutes per session.

<u>Materials:</u>
- *Worksheet: Cover-Copy-Compare* (attached).
- *Spelling Log: Mastered Words* (attached).

Steps to Implementing This Intervention:

1. **[Teacher] Create a Cover-Copy-Compare Spelling Sheet.** The teacher selects up to 10 spelling words for the student to work on during the session and writes those words as correct models into the left column ('Spelling Words') of the *Worksheet: Cover-Copy-Compare* (attached). The teacher then pre-folds the spelling sheet using as a guide the vertical dashed line ('fold line') bisecting the left side of the student worksheet.

2. **[Student] Use the Cover-Copy-Compare Procedures**. During the Cover-Copy-Compare intervention, the student follows these self-directed steps for each spelling word:

   Step 1:   Look at the correctly spelled target word that appears in the left column of the sheet.

   Step 2:   Fold the left side of the page over at the pre-folded vertical crease to hide the correct model ('Cover').

   Step 3:   Spell the word from memory, writing it in the first response blank under the 'Student Response' section of the spelling sheet ('Copy').

   Step 4:   Uncover the correct model and compare it to the student response ('Compare').

   If the student spelling is CORRECT, move to the next word on the list and repeat these procedures.

   If the student spelling is INCORRECT, draw a line through the incorrect response, study the correct model again, cover the model, copy the word from memory into the second response blank under the 'Student Response' section of the spelling sheet, and again check the correctness of its spelling.

Continue until all words on the spelling list have been spelled and checked against the correct models.

3. **[Teacher] Log Spelling Words Mastered by Student.** The teacher should select an objective standard for judging that the student using Cover-Copy-Compare has 'mastered' a spelling word (e.g., when the student is able to copy a specific word from memory without error on three successive occasions). The teacher can then apply this standard for mastery to identify and log spelling words in each session, using the *Spelling Log: Mastered Words* sheet (attached).

Spelling Log: Mastered Words
(adapted from 'How RT Works' Series)

Student: _____ School Yr: _____ Classroom/Course: _____

Spelling Cumulative Mastery Log: During the spelling intervention, log each mastered word below with date of mastery.

Word 1: _____ Date: __/ /__   Word 21: _____ Date: __/ /__

Word 2: _____ Date: __/ /__   Word 22: _____ Date: __/ /__

Word 3: _____ Date: __/ /__   Word 23: _____ Date: __/ /__

Word 4: _____ Date: __/ /__   Word 24: _____ Date: __/ /__

Word 5: _____ Date: __/ /__   Word 25: _____ Date: __/ /__

Word 6: _____ Date: __/ /__   Word 26: _____ Date: __/ /__

Word 7: _____ Date: __/ /__   Word 27: _____ Date: __/ /__

Word 8: _____ Date: __/ /__   Word 28: _____ Date: __/ /__

Word 9: _____ Date: __/ /__   Word 29: _____ Date: __/ /__

Word 10: _____ Date: __/ /__   Word 30: _____ Date: __/ /__

Word 11: _____ Date: __/ /__   Word 31: _____ Date: __/ /__

Word 12: _____ Date: __/ /__   Word 32: _____ Date: __/ /__

Word 13: _____ Date: __/ /__   Word 33: _____ Date: __/ /__

Word 14: _____ Date: __/ /__   Word 34: _____ Date: __/ /__

Word 15: _____ Date: __/ /__   Word 35: _____ Date: __/ /__

Word 16: _____ Date: __/ /__   Word 36: _____ Date: __/ /__

Word 17: _____ Date: __/ /__   Word 37: _____ Date: __/ /__

Word 18: _____ Date: __/ /__   Word 38: _____ Date: __/ /__

Word 19: _____ Date: __/ /__   Word 39: _____ Date: __/ /__

Word 20: _____ Date: __/ /__   Word 40: _____ Date: __/ /__

Worksheet: Cover-Copy-Compare
(adapted from 'How RTI Works' Series)   Student: _____   Date: _____

Spelling Words	Student Response
1.	1a.
	1b.
2.	2a.
	2b.
3.	3a.
	3b.
4.	4a.
	4b.
5.	5a.
	5b.
6.	6a.
	6b.
7.	7a.
	7b.
8.	8a.
	8b.
9.	9a.
	9b.
10.	10a.
	10b.

Fold Line

3. Self-Correction with Verbal Cues

Description:
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.

Group Size:
Whole class, small group, individual student

Time:
About 15 minutes per session

Materials:
- Flashcards of spelling words (five per session)
- Pen with colored ink (e.g., green, red)
- *Spelling Sheet: Self-Correction with Verbal Cues* (attached)
- *Spelling Self-Correction with Verbal Cues: Student Reminder Checklist* (attached)
- [Optional] *Spelling: Self-Correction with Verbal Cues: Recording Form* (attached)
- [Optional] *Spelling Log: Mastered Words* (attached)

Steps To Implementing This Intervention:

1. **[Teacher] Train the Student.** The teacher trains the student to use the spelling self-correction with verbal cues procedures (described below) in an introductory session. The student then completes one-three practice spelling tests with easy words and uses the spelling intervention procedures under the teacher's supervision.

2. **Teacher] Give the Spelling Pre-Test.** At the start of each session, the teacher selects five spelling words and administers them to the student as a pre-test. The student writes the words into the 'Pre-Test' section of the *Spelling Sheet: Self-Correction with Verbal Cues.*

3. **[Student] Check Work and Correct Error Spelling Words.** After finishing the spelling pre-test, the student is given a set of flashcards with the correct spelling words as well as a copy of the *Student Reminder Checklist.*

   The student uses the spelling flashcards to check his or her work, checking off each word spelled correctly.

   For each word marked as INCORRECT, the student:

   Step 1:   Studies and says the name of the correct word as it appears on the flashcard.

   Step 2:   Circles with colored pen those letters in the error word that are incorrect.

   Step 3:   Turns the flashcard over to hide the correct word.

   Step 4:   Copies the correct word from memory into the first of the two 'Student Self-Correction' blanks provided on the *Spelling Sheet: Self-Correction with Verbal Cues.*

Step 5:   Compares the word just copied from memory to the word on the flashcard to make
             sure the answer is correct.

Step 6:   Circles with colored pen those letters within the correctly written word that were
             originally in error but have now been fixed.

Step 7:   Looks at the letters circled in colored pen both in the original error word and in the
             corrected spelling of the same word and tells self, "This is the part of the word that I
             need to remember."

Step 8:   Repeats steps 1-7 above, using the second of the two 'Student Self-Correction'
             blanks provided.

4.   **[Teacher] Give the Spelling Post-Test.** After the student has completed the error correction
     portion of the session, the teacher has the student put the spelling flashcards aside
     temporarily and re-administers the five spelling words as a post-test. Before taking the post-
     test, the student folds the *Spelling Sheet: Self-Correction with Verbal Cues* at the dotted line
     to hide the pre-test words and writes the words of the re-administered test into the 'Post-Test'
     section of the form. The student then uses the flashcards to score the post-test.

5.   **[Teacher-Optional] Log the Student's Daily Spelling Performance.** The teacher can track
     the student's daily pre-test and post-test performance using the attached *Spelling: Self-
     Correction with Verbal Cues: Recording Form*. The teacher can also track actual spelling
     words acquired by the student, using the attached *Spelling Log: Mastered Words* form.
     NOTE: The teacher may instead assign the student responsibility for logging his or her daily
     spelling performance.

Spelling: Self-Correction with Verbal Cues: Recording Form
(adapted from 'How RT Works' Series)

Student: _____ Teacher/Interventionist: _____ Classroom/Grade: _____

Directions: Use this form to log the student's pre-test and post-test scores from each session

Date	Pre-Test Score	Post Test Score	Date	Pre-Test Score	Post-Test Score

| **Spelling Sheet: Student Self-Correction with Verbal Cues** |
| (adapted from 'How RT Works' Series) |

Student: _____   Date: _____

Directions: In the pre-test, the student has a list of up to five spelling words read aloud and writes them into the 'Pre-Test' column. The student is then given flashcards with the correct spelling words. The student checks his/her work, using the steps spelled out in the Student Reminder Checklist. Finally, the student folds the sheet at the dotted line, takes a post-test of the same words (without access to flashcards), and again checks his/her work.

Correct	Pre-Test	Student Self-Correction	
__Y __N	**1.** _____	1. _____	1. _____
__Y __N	**2.** _____	2. _____	2. _____
__Y __N	**3.** _____	3. _____	3. _____
__Y __N	**4.** _____	4. _____	4. _____
__Y __N	**5.** _____	5. _____	5. _____

Correct	Post-Test
__Y __N	**1.** _____
__Y __N	**2.** _____
__Y __N	**3.** _____
__Y __N	**4.** _____
__Y __N	**5.** _____

Reference
Gettinger, M. (1985). Effects of teacher-directed versus student-directed instruction and cues versus no cues for improving spelling performance. *Journal of Applied Behavior Analysis,* 18, 167-171.

Spelling Self-Correction with Verbal Cues: Student Reminder Checklist
(adapted from 'How RT Works' Series)

After finishing my spelling pre-test, did I:

☐ Use the spelling flashcards to check my work, checking off each of my words that I spelled correctly?

For each word I marked as **INCORRECT**, did I:

☐ **Step 1:** Study and say the name of the correct word as it appeared on the flashcard?

☐ **Step 2:** Circle with colored pen those letters in my error word that were incorrect?

☐ **Step 3:** Turn the flashcard over to hide the correct word?

☐ **Step 4:** Copy the correct word from memory into the first of the two 'Student Self-Correction' blanks provided?

☐ **Step 5:** Compare my word just copied from the memory to the word on the flashcard to make sure that my answer was correct?

☐ **Step 6:** Circle with colored pen those letters within my correctly written word that were originally wrong but now have been fixed?

☐ **Step 7:** Look at the letters circled in colored pen both in my error word and in my corrected spelling of the same word and told myself, "This is the part of the word that I need to remember"?

☐ **Step 8:** Repeat steps 1-7 above, using the second of the two 'Student Self-Correction' blanks provided?

Section E. Additional Resources

A. Academic Interventions

http://www.interventioncentral.org/response-to-intervention

http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

www.reithschoolpsychology.webs.com/academicinterventions.htm

www.gosbr.net

www.freereading.net/index.php?title=Main_Page

www.readingrockets.org

www.nrepp.samhsa.gov/Search.aspx

B. Behavioral Interventions

http://www.interventioncentral.org/behavioral-intervention-modification

www.pbis.org

http://reithschoolpsychology.webs.com/behaviormedicalaccommodat.htm

www.pbisworld.com

www.nrepp.samhsa.gov/Search.aspx

SAT Referral Packet

Student Name: _____   Date: _____

Date of Birth: _____ Grade: _____ MARSS #: _____

Parent(s): _____   Telephone: _____

Address: _____

Person Referring: _____   Telephone: _____

SECTION A:

Mark only area(s) of concern below that significantly affect the student's classroom experiences. *Rate your concern as (H) High or (S) Some. IF you are not sure, do not mark it.

☐ ____ Physical attributes
☐ ____ Attendance
☐ ____ Activity level
☐ ____ Sensory disregulation
☐ ____ Easily confused
☐ ____ Social/interpersonal skills
☐ ____ Problem-solving ability
☐ ____ Reading fluency
☐ ____ Organizational skills
☐ ____ Ability to focus, on-task manner
☐ ____ Frustration threshold
☐ ____ Self-expression
☐ ____ Disorientation
☐ ____ Passive/noncompliance
☐ ____ Self-awareness
☐ ____ Over-aggression
☐ ____ Low self-esteem
☐ ____ Attention span
☐ ____ Memory skill
☐ ____ Ability to follow directions
☐ ____ Self-discipline
☐ ____ Gross motor skills/coordinator
☐ ____ Fine motor skills
☐ ____ Lack of responsibility

☐ ____ Language development
☐ ____ Language fluency
☐ ____ Oral expression
☐ ____ Listening comprehension
☐ ____ Written expression
☐ ____ Basic reading skills
☐ ____ Listening skills
☐ ____ Response to questions
☐ ____ Reading comprehension
☐ ____ Reading fluency
☐ ____ Mathematics calculation
☐ ____ Mathematical problem solving

Academic progress (list skills/areas of concern): _____

_____

_____

Location/classes of concern: _____

Medical/Health (manifestations/areas of concern): (Note-Vision and/or hearing concerns should be screened and resolved prior to continuing the SAT process and documented here.)

_____

_____

_____

Behavior (observations/areas of concern): _____

_____

_____

_____

_____

_____

Location/classes of concern: _____

Emotional/social (specify and describe): _____

_____

_____

_____

Location/classes of concern: _____

Other (specify and describe): _____

_____

_____

_____

SECTION B:

Additional Information to help the team better understand your concerns. Also, please include student's STRENGTHS in this section.

_____

_____

_____

_____

SECTION C:

Standardized Testing and Reporting:

MCA

Achievement Measure	Scaled Score	Achievement Level

STAR Reading

Scaled Score	GE	%ile Rank	IRL

STAR Math

Scaled Score	GE	%ile Rank	IRL

MAP Reading

Grade	RIT Score	%ile Rank	Description

MAP Math

Grade	RIT Score	%ile Rank	Description

MAP Language

Grade	RIT Score	%ile Rank	Description

GPA

Current:	Cumulative:

Attendance

Current Year:	Cumulative:

Retention

Year(s):

SECTION D: **Prior actions taken to address the concern**

Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

☐ Differentiated Instruction: How core content has been presented to provide a different avenue for the student to acquire content and/or ideas.

_____

_____

_____

_____

_____

☐ <u>Physical Environment:</u> Room arrangement and learning environment.

_____

_____

_____

☐ <u>Materials:</u> Changing student and teacher materials.

_____

_____

_____

☐ <u>Instruction:</u> Ways student acquires skills in the classroom.

_____

_____

_____

Below is a partial list of possible Tier 2 interventions. Check the strategies that have been used prior to this point to address the concerns. Add other specific interventions that have been tried.

☐ Previewing and rephrasing	☐ Use of concrete tools (hands-on manipulatives)
☐ Using graphic organizers	☐ Modified discipline plan
☐ Posting charts and labeling	☐ Observation by another staff for ideas
☐ Learning contracts	☐ Computer-assisted training
☐ Giving visual/verbal cues	☐ Small-group instruction
☐ Use of alternative materials	☐ Building on student's strengths
☐ Cooperative learning	☐ Offer strategies for self-management
☐ Tailored assignments/modifications	☐ Accessing prior knowledge
☐ Dividing tasks into smaller portions	☐ Conference with student and parents
☐ Guided notes	☐ Teaching tutoring
☐ Acknowledging correct responses	
☐ Conference with past teachers	
☐ Truancy process	

If interventions have been attempted, LIST EACH and DESCRIBE their effectiveness.

1) Intervention:

 Effectiveness: Duration in weeks:

2) Intervention:

 Effectiveness: Duration in weeks:

3) Intervention:

 Effectiveness: Duration in weeks:

SAT Intervention Form
(completed at the SAT meeting)

Student Name: _____ Plan Development Date: _____

Intervention #: ☐ 1 ☐ 2 ☐ 3 ☐ _____

Area of Concern: ☐ Reading ☐ Math ☐ Writing ☐ Behavior

Goal: _____

INTERVENTION

Brief Description:	
Description of Needed Materials:	
Intervention Implementor:	
When:	
Where:	
How Often:	

MEASUREMENT SYSTEM

Data Collection System:	
Data Collector:	
What Will Be Recorded?	
Frequency of Data Collection:	
When Will Data be Collected?	

SAT Review Form - Summary of Interventions

Completed by SAT intervention implementor prior to returning to the 2nd SAT meeting after 4 school weeks (8 data points) for a behavior intervention and after 7 school weeks (12 data points) for an academic intervention. (MN Statute 125A.56A)

Student Name: _____

Date of next meeting: _____

Reason for Referral/Primary Concern: ☐ Academic ☐ Behavioral ☐ Emotional
☐ Other: _____

Intervention #1 (state): _____

What data is available to demonstrate the student's progress (please attach)?

Skill (increase/decrease)	Weeks Implemented	Total Contact Days	Actual Student Performance		Desired Goal
			from	to	

What is your recommendation? ☐ Continue the intervention
☐ End the intervention
☐ Modify the intervention
☐ Add another intervention

Intervention #2 (state): _____

What data is available to demonstrate the student's progress (please attach)?

Skill (increase/decrease)	Weeks Implemented	Total Contact Days	Actual Student Performance		Desired Goal
			from	to	

What is your recommendation? ☐ Continue the intervention
☐ End the intervention
☐ Modify the intervention
☐ Add another intervention
☐ Refer to special education for assessment
(two interventions required)

SST Checklist

Student Name: _____ Date: _____

☐   Two evidence-based interventions completed four school weeks (eight data points) for a behavior intervention and seven school weeks (12 data points) for an academic intervention.

☐   Data collected to demonstrate intervention effectiveness.

☐   As a result of this intervention implementation:

     ☐ Goal was met

     ☐ Discrepancy decreased

     ☐ Discrepancy stayed the same

     ☐ Discrepancy increased

<u>SST Team Decision</u>

☐   No evidence to support a comprehensive special education evaluation. Return to SAT.

☐   Evidence to support a comprehensive special education evaluation.

SST Referral Form
(completed prior to the SST meeting)

Student Name: _____ Date: _____

Date of Birth: _____ Grade: _____ MARSS #: _____

Parent(s): _____ Telephone: _____

Address: _____

Person Referring: _____ Telephone: _____

Reason for Referral/Primary Concern: ☐ Academic ☐ Behavioral ☐ Emotional
☐ Other: _____

Please describe the specific concerns prompting this referral. List any academic, social, emotional or medical factors that negatively impact the student's performance.

How does this student's academic skills and behavior compare to those of an average student in your classroom?

In what setting/situations does the problem occur most often/interfere the most?

What interventions have you tried and what was the outcome of those interventions?

Baseline data (where is the student currently functioning in regard to desired outcome?)

Measure	Date Administered	Student Performance	Expected Performance/Target

What are the student's strengths, talents or specific interests?
1. _____
2. _____
3. _____

Please list the date(s) of contact with parents regarding this issue and summarize that communication: _____

Other relevant information from cumulative file: _____

Note: If the SST members feel additional prereferral interventions need to be implemented, the student will need to be brought back to SAT with suggested interventions.