

User's Guide

Successful Grade Level Meetings: Combining an Academic and Behavioral Focus

Second Edition



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Acknowledgments:

Thank you to the many individuals who provided assistance in developing the content for this manual.

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- Mary Bechtel: PBLS Coach-Kalamazoo RESA: Thank you for helping me understand how to integrate the behavioral component into the grade level meeting process. Undoubtedly, your suggestions and example script will be a tremendous asset to schools as they navigate through the process of combining the academic and behavioral grade level meetings. You are one of the best coaches I have had the pleasure to work with and I continue to relish in your ideas, passion for children, and relentless pursuit of helping schools sustain the systems and practices we teach.
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- Third grade teachers (you know who you are): Thank you for allowing us to facilitate an example grade level meeting and include portions of the transcription in this manual.

The intent of this document is to assist schools in establishing the processes and procedures for conducting grade level meetings. The format in this manual is not intended to dictate the format for grade level meetings; rather, it designed to guide schools through the process. The dialogue examples, diagnostic assessments, classroom activities, and intervention programs are limited in their scope and were only included in this document to provide clarity to schools.

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Purpose of Grade Level Meetings

The purpose of grade level meetings is to have grade level colleagues analyze grade level, classroom, and individual student data in an effort to assume collective ownership for the successes and shortcomings of student performance within the grade level. Colleagues identify strengths, areas of weakness, and instructional and behavioral strategies necessary to improve student outcomes.

“Members of a professional learning community recognize they cannot accomplish their fundamental purpose of high levels of learning for all students unless they work together collaboratively. The collaborative team is the fundamental building block of a PLC.”

(DuFour, DuFour, Eaker, and Many, 2006)

Four Essential Questions

1. What is it we want our students to learn?
2. How will we know if each student has learned the content?
3. What will we do when some students have not learned the content?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Expectations of a Collaborative Team

- Norms: agreements and commitments
- Agenda: roles and responsibilities
- Goals: be SMART (specific, measureable, attainable, realistic, timely)
- Data: used for decision making
- Action Plan: written, reviewed, and revised

Types of Meetings

- Benchmark: meetings that occur following fall, winter, and spring DIBELS assessment windows; or following unit assessments (i.e. math, science, social studies, writing)
- Progress Monitoring: meetings that occur in 4-8 week intervals

Team Members and Responsibilities

Principal:

- Ensures the development of action-oriented, collaborative communities where the mission and vision are very clear; the focus is on results; data is used for decision making; and trust, support, and confidentiality are the basis for professional relationships
- Consistently communicates the vision and mission of the organization
- Actively supports the collaborative culture to improve student learning by providing time, resources, guidance, and freedom from distracters of the vision and mission
- Attends grade level meetings until such a time as the team indicates independent functioning as a collaborative, action-oriented team driven by the vision and mission
- Reviews action plans and agendas of each meeting to ensure focus and movement toward the vision
- Holds the teams accountable for the action items and the outcome data

Grade Level Teachers:

- Commits to mission
- Adheres to group norms
- Actively participates in the problem solving process
- Arrives to meetings with necessary materials, data, and action plans
- Uses data for decision making
- Shares strategies (instructional and behavioral) with colleagues
- Willing to observe grade level colleagues implementing interventions and strategies and is willing to provide feedback
- Completes necessary action plan items following each meeting

Reading Teacher/literacy expert:

- Commits to mission
- Adheres to group norms
- Facilitates or co-facilitates the behavioral portion of the grade level meeting
- Organizing data and information for meetings
- Assists staff in reviewing and interpreting literacy-related data
- Assists grade levels in identifying literacy interventions and strategies to improve mastery of content
- Provides further diagnostic assessment as required
- Models the implementation of intervention programs for staff (as needed)
- Models literacy strategies for teachers (as needed) and is willing to provide coaching support and feedback regarding their implementation

Special Education Staff:

- Commits to mission
- Adheres to group norms
- Assists grade level colleagues in data interpretation

- Provides instructional and behavioral strategies and interventions necessary to improve student learning.
- Models behavioral and academic interventions for staff
- Active participant in the problem solving process
- Arrives to meetings with necessary materials, data, and action plans
- Completes necessary action plan items following each meeting

School Psychologist:

- Commits to mission
- Adheres to group norms
- Assists grade level colleagues in data interpretation
- Provides instructional strategies and interventions necessary to improve student learning.
- Models behavioral and academic interventions for staff
- Conducts Functional Behavioral Assessments (FBA)
- Assists teachers in creating behavior intervention plans (BIP)
- Administers diagnostic assessments (literacy and behavior) to assist staff in determine specific skill deficits
- Provides and understanding of the Response to Intervention (RtI) model

Behavior Personnel (i.e. counselor, social worker):

- Commits to mission
- Adheres to group norms
- Assists grade levels in reviewing and interpreting behavior-related data
- Assists grade levels in identifying behavioral interventions
- Demonstrates proficiency in various targeted behavior intervention programs
- Assists teachers in creating the systems to implement behavioral interventions
- Identifies needs, shares information, provides feedback to grade level staff
- Establishes data tools for teachers to progress monitor behavioral interventions

ISD or External Coach:

- Assists schools in the beginning of the implementation process for grade level meetings
- Models facilitation, data interpretation, and the processes of identifying interventions and instructional strategies
- Transitions facilitator role to building principal and becomes an observer to provide feedback on the process
- Ensures building coaches and building staff can apply data, systems, and practices learned in the Michigan Integrated Behavior Learning Support Initiative (MiBLSi) trainings
- Prompts staff to remain focused on the “big picture”
- Identifies needs, shares information, provides feedback to grade levels
- Links staff with the necessary training and resources

Other members may include:

Speech Pathologist

English Language Learner (ELL) Support Personnel

Benchmark Meetings

Benchmark Meetings

Academic Materials Needed:

- Combined PDF Reports (cross-year box plots by measure, histograms, class lists, etc)
- Oregon Reading First curriculum map (grades K-3) (**Appendix A**)
- Sorting Form (MiBLSi tool) (**Appendix B**)
- Strategic Resource Matrix (MiBLSi Tool) (**Appendix C**)
- Intensive Resource Matrix (MiBLSi Tool) (**Appendix D**)
- Analyzing Reading Performance (MiBLSi Tool) (**Appendix E**)
- Additional Assessment Sheet (MiBLSi Tool) (**Appendix F**)
- Survey Level Assessment – Progress Monitoring with (Dynamic Indicators of Basic Literacy Skills (DIBELS) Oral Reading Fluency (ORF) Data form (MiBLSi Tool) (**Appendix G**)
- Student DIBELS Assessment Books
- Action Plan Template (**Appendix H**)
- Green, Yellow, and Pink sticky notes
- Chart Paper
- Markers
- Timer
- Intervention documentation form (**Appendix I**)
- Tips for establishing norms and norm examples (written by: John Vail) (**Appendix J**)
- Data Interpretation Guiding Questions sheet (**Appendix K**)
- Critical Skills List (**Appendix L**)

Academic Materials to be Prepared Ahead of Time:

- Individual teachers complete the “Sorting Form” prior to the meeting
Note: please remember that the sorting form requires teachers to conduct an error analysis and document the error pattern in the “comments” column. If there is not an identifiable pattern, then it should be noted that “more information is needed.”
- If you will be sorting students using sticky notes and chart paper, teachers should have the following information listed on the post-it prior to arriving to the meeting:
 - Student name
 - Median score
 - Median errors score
 - Error pattern
- Provide teachers copies of: DIBELS histogram reports, cross-year box plots by measure
- Principal should review the data prior to the meeting in order to refine his/her line of questioning to assist in the problem solving process.

Behavior Materials Needed:

- School Wide Information System (SWIS) individual student reports (with student's names listed) for students who have 2-5 major office discipline referrals.
- Quicksort forms (Revised MiBLSi Tool) (**Appendix M**)
- Quicksort forms (Original MiBLSi Tool) (**Appendix N**)
- Behavior Education Plan (BEP) Sorting form (**Appendix O**)
- Possible Targeted Interventions (based on Quick-Sort strategy) (MiBLSi Tool) (**Appendix P**)

Behavior Materials to be Prepared Ahead of Time

- The individual with behavioral expertise (counselor, social worker, and/or interventionist) should list students who have 2-5 major office discipline referrals on page 1 of the Quicksort Tool. (Page 1 is for students who have "social-behavioral concerns." In addition to their names, the child's grade and the teacher's name should also be listed.
- The behavioral specialist should review the SWIS individual student reports ahead of time to try to provide answers for the following things:
 - **operationally defined behavior:** a behavior that is observable, describable, and measurable
 - **skill or performance deficit:** can't do-won't do
 - **function of the behavior:** reason, purpose, what are they trying to gain or avoid
- It is a good idea for the behavior specialist and/or principal to have some dialogue with each other regarding the students needing targeted behavioral interventions because some interventions may require scheduling changes, staff resources, etc.
- Prior to the meeting, the behavior specialist should have an idea about which targeted behavioral intervention may be appropriate based on the students' SWIS behavioral data.
- *****Note: The goal is NOT to have all of this done ahead of time and to present it to the teacher; rather, this is a collaborative process. The teacher works very closely with the students on a daily basis. Their input is necessary and should be a major component in determining the best targeted intervention. Due to time constraints, anything that can be done ahead of time to help expedite the process would be beneficial and a more efficient use of meeting time.*****

Fall Benchmark Grade Level Meeting AGENDA

1. Establishing Group Norms

Once norms have been established, each subsequent meeting should be a review of the norms. It is important to periodically revisit the group norms in order to determine whether they need to be modified or if there need to be some additional norms included to the list.

Listed below is a transcription of an ISD level coach facilitating the norm setting process during a grade level meeting:

Coach: It's hard to find time to get together. When we do find the time, we want to make sure that we are using that time as efficiently as possible. One way to help us use our time efficiently is to create some commitments between each other.

- *How are we going to operate?*
- *How are we going to focus on when we are here?*

I gave everyone an article to read. I know some of you only had a chance to glance at it for a brief period of time. We will just take a few minutes to try to establish some norms (some commitments) amongst ourselves. We want to say, "Yes, this is how we are going to actually work together." I took the liberty to highlight some tips for teams to use when they are beginning the process of establishing norms, as well as some example norms. One of the things you see on this first sheet-on the tips-that you should create your own. We are not going to try to impose norms on you. Instead, we will provide some suggestions; but there really needs to be a commitment from everybody here. We will review the norms at the beginning and the end of each meeting for quite a while to make sure that we are reminded of how we will operate during our meeting time. We will also have a person whose responsibility will be to monitor our adherence of the norms. By monitor, I mean if we begin to stray from the norms, their job is to say to the group, "We are off track here." It is their job then to bring us back on track. They will not be doing this to be nasty; rather, it is their job. At the end of this meeting we will evaluate how the norms we established worked during our meeting time.

- *Did we adhere to our norms?*
- *Did we stay on track?*

Every so often we need to come together and ask ourselves whether or not these norms are working for us. Since we are just creating new norms today, we probably will come together to review the norms in a couple of weeks to see if the norms we established are working for us. If we find they are not, then we can change them a bit. Please do not feel as though we are nailing ourselves down for an entire year on these commitments. Notice on the second page of the handout I provided you with some examples of norms. Remember, these are commitments. While you are looking at the examples of norms I want to read to you a passage from a wonderful book entitled: Learning by Doing: a Handbook for Professional Learning Communities at Work. On page 107, the authors say, "...team norms are not intended to serve as rules but rather as commitments-public agreements shared among the members. Effective teams don't settle for sort-of agreements" (DuFour, DuFour, Eaker, and Many, 2006). So, we are really asking people to commit to the norms. Norms identify very

specific commitments members have made to one another. The example norm list contains some of the norms that have worked in other schools. One school agreed that they are not going to spend time talking about things that they have no control over. You can choose whether or not this example norm is one of the norms your group uses, but sometimes our meetings get away from us because we tend to focus on home life or other things. As you look at the other example norms, I would like you to take a minute to think about whether or not there anything you would like to see during meeting. Think about your experiences in previous meetings. What made some meetings go well where you say at the end, "Wow, we really got a lot done and we really stayed focus?"

Teacher 1: *Listening to each other. Only one person speaking at a time*

Coach: *Principal, would you please write these things down on chart paper?*

Coach: *I think we will just get a list going and then we will try to pair our list down to the most important norms. We may even be able to combine a couple. We don't want to spend a lot of time on this but we do need to get some things down on paper. What else can you guys think of?*

Teacher 2: *To be open to suggestions from others.*

Coach: *Great.*

Teacher 3: *Supportive of each other.*

Coach: *Boy, that is true. You do not want to be beating one another up. So you have to be supportive. One of mine is we need to begin and end on time. We need to commit to beginning here on time, ready to go, and ending on time. What about the focus while we are together? I mean these are nice things for supporting each other but what about the focus while we are here?*

Teacher 3: *To find ways to increase student achievement*

Teacher 1: *We are using our data to drive the instruction.*

Coach: *That is a pretty good list right now. Is there anything on that list where you say, "You know what, I really cannot live with that." (pause) That is plenty. Why don't we start with the norms we have on the list for today and see how they work. We will check in at the end of the meeting and see whether or not that worked for us. Sometimes in the meeting we may say, "Oh-gee, we need a norm for that." If those situations arise that will be how we handle them. Right now, I will recap the norms we listed:*

- *We will listen to each other.*
- *We will be open to suggestions.*
- *We will be supportive.*
- *We will try to end on time since we already have begun.*
- *We will agree to focus on achievement by looking at the data and let the data speak to us in terms of what needs to happen.*

Principal: *I would like to add something in terms of supporting each other. This is a supportive process. The data we are going to be reviewing is formative assessment data. This data is used to change our instruction and to look at what we need to do differently in terms of supporting student learning from a district level, building level, and so on and so*

forth. We are not using data to punish. We are using data to help. I acknowledge the fact that initially, this may be an uncomfortable process because we are not used to this process; but, it will be excitedly uncomfortable because we are really focusing on student learning.

Coach: *We do need to have someone monitor the norms for this first time. I am wondering if the counselor would be willing to monitor our adherence to the norms during the reading portion and for the behavior portion I will assume the monitoring responsibilities.*

Counselor: *Sure!*

2. Academic Focus: The Core Program and the Big Ideas (20-25 minutes)

- a. What are the critical skills for students to master at this point in the year for your particular grade level? (curriculum maps and critical skill lists)
- b. What does your data say? (Cross year box plots by measure, histogram data)

Cross Year Box Plot Example:

Listed below is a transcription of a grade level meeting. They are reviewing cross year box plot DIBELS fluency data discussing the progress over time of the lowest performing students.

Coach: *When we look at your cross year box plot data, we see a steady upward trend for the students who score in the 50th percentile. I have some concerns though, regarding the performance of students scoring in the lowest 20th percent. If the last three years are any indication we are not making any difference in terms of getting our low performing students any better?*

Coach: *The average of your lowest 20 percent is staying right at the same performance level. See, you have kids closing in at about 55, 58 that 20th percentile mark; which is the bottom of the box. It is staying pretty stagnant. Ideally, you would want to see something like this (see dotted lines) the low kids are getting better, the middle kids are getting better, the high kids are getting better. Right now, based on this data, we are seeing your low kids getting better but the other ends of the spectrum are not doing much. We are looking over years (across years) and likewise it doesn't look like you have much difference in terms of skill level that is coming into third grade. They have all been pretty flat with some minor variations. But by the end of the year, we are seeing growth. You have gradual improvements each year by the end of third grade. So that is a celebration! We are getting better once we have them (kids) and we are staying focused as a grade level by the end of the year but we still have less than half of our population up to where they need to be. The line isn't up in the gray and you want that entire line up in the gray or above. So that is a real brief introduction into how to read cross year box plots. In general, it tells us what is going on. You don't look at it by a kid to kid level. You look at it from a systems level:*

- *What are we doing with our kids on the low, middle, and high end?*
- *How are they moving?*
- *Did we make an impact over this last semester?*

DIBELS Histogram Example: The first grade phoneme segmentation fluency histogram indicates there are a large number of students scoring in the strategic and intensive range. Only 60% of first graders are established for this skill. Question: What time of the year (months) does this skill need to be taught? (use Oregon Reading Curriculum Map) Question: Does the core program teach this skill at the identified time period with the appropriate intensity? If not, what can we do to supplement the core program?

- c. Are there any necessary adjustments?

Example: The core program does not have activities/lessons necessary to teach phonemic awareness. The team brainstorms activities that are quick and easy to support the skill. ***Note: Brainstorming and creating the support lessons should become an action item.***

- d. Are there any materials/training/support necessary for core? (Stay evidence-based: any materials added to the core must be researched based and need to be based on the needs indicated by the data.)
- e. Plan: (Any needs that arose out of the conversation from the agenda item must be placed in the action plan.)

3. The At-Risk Learners (30 minutes)

- a. Who should be identified as “at-risk?” (Teachers should come to the meeting with their class “Sorting Form” completed.) ***Note: all staff should be trained in how to sort their students by measure prior to this meeting.***
- b. How much of a gain is needed by the at-risk learners and by when (set a timeline for students to achieve the necessary gain)?

Example: if a student or students scored 20 on PSF, we know they need to increase their score by 14 PSF per minute. Since that is a skill that should have been established by the end of kindergarten, these first graders need to increase their score immediately. Therefore, the intensity of the intervention for these students will be high.

- c. Plan (identify students that have similar needs and place them in the appropriate instructional group.)
1. Identify students who need to be progress monitored (intensive students-monitored weekly, strategic-bi-weekly or monthly)

Example: Five students all had similar scores on PSF. Those students are grouped together with phonemic awareness being

the targeted skill. The team needs to identify who will be responsible for remediating that skill and how long the lesson will take place.

Example: When sorting students by fluency some suggestions for categories to group students are: “slow/accurate”, “slow/inaccurate”, “fast/inaccurate”, “good readers”

2. Often times, more information will be needed on a child in order to determine the appropriate instructional plan and grouping. The teacher, literacy specialist (or an individual with literacy expertise), or school psychologist should be asked to complete diagnostic assessments in order to identify the area of instructional focus. If additional assessment is needed, student’s names should be placed on the “Additional Assessment Sheet.”

4. **Behavior Focus: Sorting/Identification of Students** ***Note: the behavioral specialist should be listening intently during the academic portion of the grade level meeting. They should add students to the Quicksort forms who have academic concerns or social-emotional concerns that are contributing to the student’s behavior. Those students will need a targeted behavioral intervention as well.***

- a. SWIS Data Review

1. What does your data say? (SWIS grade level reports)

Example: When looking collectively at the third grade, it is evident based on your SWIS data there are a lot of referrals coming from the playground. The operationally defined behavior that appears to be occurring is physical aggression. Do you think the kids understand what is expected of them on the playground? Have they been taught what is expected of them on the playground? Are they regularly being acknowledged for demonstrating the appropriate behaviors on the playground? Does the playground staff understand how to effectively correct behavioral errors? Which of these is it? Because it may be more than one. It could be that none of these things are happening on the playground.

2. Are there any necessary adjustments?

Example: Teachers report that they feel the kids are not being monitored appropriately. Okay, if monitoring is the problem, have the playground monitors been trained to monitor effectively? (Principal reports that noon supervisors have probably not been effectively trained.)

3. Are there any materials/training/support necessary?
Example: Since the playground supervisors have not been trained to effectively scan, move about the environment unpredictably, catch kids being good and provide them with a ticket, and how to prevent, correct and re-teach behavioral errors, then we need to provide them with the training.

4. Action Plan

Example:

What needs to be done & Person(s) Responsible:

- Principal will schedule a time for the playground supervisors to watch the Safe and Civil Schools Playground Supervision DVD. They will watch the DVD on Tuesday at 11:00 AM.
- The playground supervisors will conduct a re-teaching and practice session with the third grade classes on the day immediately following the DVD.
- Principal and/or Behavior Specialist will model techniques outlined in the DVD for the playground supervisors immediately following the DVD.
- Principal and/or Behavior Specialist will monitor the playground supervisors and provide them with feedback regarding their level of implementation. Monitoring will occur daily for one week and then will occur three times per week for two weeks.

Resources Necessary:

- Loan DVD from local ISD
- Allocate funds to pay playground supervisors to receive training

5. Who are the students who are behaviorally “at-risk?” (use the Quick-Sort Tool)

Example: It looks like we have 10 students who have 2-5 major office discipline referrals in the third grade. Why don't we go ahead with Mrs. Smith's students. We went ahead and used the information listed on the ODR that were entered into SWIS to get started with completing this Quick-Sort form. The purpose of this form is to help make sure we understand what behaviors your students are exhibiting and whether this behavior is the result of a skill deficit or a performance deficit. In addition, we need to decide what we think the student is gaining or avoiding through their behavior and what environmental factors could be modified to help these students extinguish the undesirable behaviors. It looks like you have two

students in your class who have more than two ODR's. Do you think that these students need additional behavioral support in order to be successful in your classroom? (Teacher responds, "yes.") It looks like Johnny is exhibiting a variety of problem behaviors mostly with his peers. As the teacher, you have repeatedly indicated he has a pattern of trying to gain peer attention. Does this sound right? (Teacher responds, "yes.") It looks like he has had detention, his parent's were called, and he received an out-of-school suspension. Do you think he knows how to get peer attention appropriately? (Teacher responds, "I don't know.") Well, do you think he can benefit from additional teaching and practice on how to appropriately gain peer attention? Do you think he has bigger need? Does he feel like he doesn't fit in? Is he being reinforced by his peers for his negative behavior so this causes him to act out? That is how he is finding a way to "fit-in." (Teacher responds, "I think you are right. He wants to fit in.")

6. Action Plan:

Example:

What needs to be done?

- Let's put him into our social skills group to give him some practice. Let's also put him into the Behavior Education Program (BEP) so that we can monitor how he is doing with his skill building in this area. Using the BEP Worksheet for Identifying Students for Participation form, it appears as though he would be a good candidate for the BEP.
- Positive peer reporting would be appropriate for Johnny as well.

Who is responsible?

- The BEP Coordinator (i.e. school counselor) will begin the necessary steps to begin Johnny with the BEP within 72 hours.
- The school counselor will add Johnny to the list of students needing social skills training. A group will be started by next Friday. This group will include strategies the teacher can use to reinforce the skills Johnny is learning in this targeted behavior intervention.

Progress Monitoring Meetings

Progress Monitoring Meetings

Academic Materials Needed:

- Reading Progress Review Sheet (MiBLSi Tool) **(Appendix Q)**
- Student progress monitoring booklets (for error analysis)
- Progress monitoring graphs (printed from DIBELS website)
- Strategic Resource Matrix (MiBLSi Tool) **(Appendix C)**
- Intensive Resource Matrix (MiBLSi Tool) **(Appendix D)**
- Analyzing Reading Performance (MiBLSi Tool) **(Appendix E)**
- Additional Assessment Sheet (MiBLSi Tool) **(Appendix F)**
- Survey Level Assessment – Progress Monitoring with (Dynamic Indicators of Basic Literacy Skills (DIBELS) Oral Reading Fluency (ORF) Data form (MiBLSi Tool) **(Appendix G)**
- Action Plan Template **(Appendix H)**
- Timer
- Intervention documentation form **(Appendix I)**
- Alterable Variables Chart (MiBLSi Tool) **(Appendix R)**
- Data Interpretation Guiding Questions sheet **(Appendix K)**
- Critical Skills List **(Appendix L)**

Academic Materials to be Prepared Ahead of Time:

- Progress monitoring scores must be current on the DIBELS website.
- Progress monitoring graphs provided to each teacher at least 48 hours in advance.
- Teachers should complete the Reading Progress Review Sheet prior to the meeting.
- The principal should be able to review all the data (each Reading Progress Review Sheet, student progress monitoring graphs, and any other diagnostic assessments). This helps the meeting run more smoothly.

Behavior Materials Needed:

- School Wide Information System (SWIS) individual student reports (with student's names listed) for students who have 2-5 major office discipline referrals.
- Quicksort forms (Revised MiBLSi Tool) **(Appendix M)**
- Quicksort forms (Original MiBLSi Tool) **(Appendix N)**
- Behavior Education Plan (BEP) Sorting form **(Appendix O)**
- Possible Targeted Interventions (based on Quick-Sort strategy) (MiBLSi Tool) **(Appendix P)**

Behavior Materials to be Prepared Ahead of Time

- The individual with behavioral expertise (counselor, social worker, and/or interventionist) should list students who have 2-5 major office discipline

referrals on page 1 of the Quicksort Tool. (Page 1 is for students who have “social-behavioral concerns.” In addition to their names, the child’s grade and the teacher’s name should also be listed.

- The behavioral specialist should review the SWIS individual student reports ahead of time to try to provide answers for the following things:
 - **operationally defined behavior:** a behavior that is observable, describable, and measurable
 - **skill or performance deficit:** can’t do-won’t do
 - **function of the behavior:** reason, purpose, what are they trying to gain or avoid
- It is a good idea for the behavior specialist and/or principal to have some dialogue with each other regarding the students needing targeted behavioral interventions because some interventions may require scheduling changes, staff resources, etc.
- Prior to the meeting, the behavior specialist should have an idea about which targeted behavioral intervention may be appropriate based on the students’ SWIS behavioral data.
- *****Note: The goal is NOT to have all of this done ahead of time and to present it to the teacher; rather, this is a collaborative process. The teacher works very closely with the students on a daily basis. Their input is necessary and should be a major component in determining the best targeted intervention. Due to time constraints, anything that can be done ahead of time to help expedite the process would be beneficial and a more efficient use of meeting time.*****

Sample Agenda for the Progress Monitoring Meetings

Progress Monitoring Agenda Agenda

1. Welcome/Review Group Norms
2. Celebrate successes!
(Always start off by pointing out students that have made progress towards meeting benchmark goals and especially those who have exited out of intensive or strategic areas and moved into benchmark status.)
3. Get general information (time allocated depends on the number of teachers and the number of students not making adequate progress)
 - a. Focus on one classroom at a time.

Example: Mrs. Smith, which students did you identify as not making sufficient progress?

- i. Data Based Decision Making Rules:

1. Identify if there are three consecutive data points below the aimline.
2. Is there a general upward trend? (data points hovering around the aimline)
3. Is the data “flat-lined?” (data scores are consistent on a weekly basis)
4. Three data points at or above the targeted goal indicates progress monitoring can be discontinued or monitored using higher grade level materials.
5. This is also the time to decide whether students can be exited from an instructional group. Example: Suzy was in the intensive group for alphabetic principal. Her progress monitoring data confirms what her teacher knows: she is acquiring the skill and is surpassing her peers that are in the instructional group. She no longer needs to be in that group; rather, she can be moved to another instructional group targeting a different but critical skill.

*****If an intervention is modified or changed in anyway, then a “phase change line” (vertical line) is drawn on the cover of the progress monitoring book with the date identified so data points can be monitored from subsequent dates.*****

- b. What is being done?
 - i. Time

Example: The research indicates that for every grade level a child is behind in reading he/she should be receiving an additional 30 minutes of reading instruction outside of the normal 90-minute reading block. In some cases this is not

possible. However, how can your day be structured to add additional time for intensive instruction for students?

ii. Grouping

1. How many students are in the instructional group?
2. Are the students grouped appropriately? (Do they all have the same skill deficit?)
3. Can the group size be lowered allowing for more opportunities for students to respond and to receive corrective feedback? (Research indicates group size should be no more than five students.)

iii. Integrity

1. Who is responsible for working with the student(s)?
2. Are they trained in the program/intervention they are using with the group? If not, a training plan **MUST** be identified (*Sometimes people know how to do it but are not doing it right.*)
3. Is there someone who is periodically monitoring the intervention fidelity?
4. If interventions are not being implemented with integrity, are they receiving corrective feedback in order to implement with integrity?

iv. Intensity

1. How often is the intervention taking place (frequency)?

Example: If the intervention program is happening only twice per week then that is nothing more than a maintenance program. A student who is below grade level needs daily instruction in the appropriate intervention.)

2. What is the duration of the intervention? (i.e. 30 minutes?)

4. Needs

a. Training, monitoring, feedback

- i. If intervention programs are being implemented, do any staff members (teachers, literacy paraprofessionals) need to be trained?
- ii. Who will be responsible for monitoring the integrity of the intervention? A person should be identified.

b. Supplies

- i. Are there materials that need to be ordered? If so, identify person responsible and attach a timeline.

5. **Behavior Focus: Sorting/Identification of Students:**

*****NOTE: Follow same format and procedures for sorting and identifying students needing targeted behavioral interventions as listed in the “Benchmark Meeting” example on page 17. *****

6. Progress Monitoring Behavioral Interventions:

*****Note: To progress monitor this particular student example, we can review the BEP data to determine whether or not the BEP is working. A reduction in ODR's is also one way to progress monitor the effectiveness of the behavioral intervention. There are other ways to progress monitor behavioral interventions (i.e. observations, teacher and student reports).**

Remember the goal: when progress monitoring behavioral interventions, the goal (just like in the academic arena) is to determine whether the intervention is working. If not, an adjustment is necessary. If so, CELEBRATE and begin to develop a fading plan for the intervention.

Winter & Spring Benchmark Meetings

**(Using Summary of
Effectiveness data)**

Winter or Spring Benchmark Meeting (Summary of Effectiveness Meeting)

Academic Materials Needed:

- Combined PDF Reports (cross-year box plots by measure, histograms, class lists, etc)
- Completed (by teachers with principal assistance) “Evaluating Effectiveness of Schoolwide System Worksheets” (**Appendix S**)
- Oregon Reading First curriculum map (grades K-3) (**Appendix A**)
- Sorting Form (MiBLSi tool) (**Appendix B**)
- Strategic Resource Matrix (MiBLSi Tool) (**Appendix C**)
- Intensive Resource Matrix (MiBLSi Tool) (**Appendix D**)
- Analyzing Reading Performance (MiBLSi Tool) (**Appendix E**)
- Additional Assessment Sheet (MiBLSi Tool) (**Appendix F**)
- Survey Level Assessment – Progress Monitoring with DIBELS ORF Data form (MiBLSi Tool) (**Appendix G**)
- Student DIBELS Assessment Books
- Action Plan Template (**Appendix H**)
- Green, Yellow, and Pink sticky notes
- Chart Paper
- Markers
- Timer
- Intervention documentation form (**Appendix I**)
- Data Interpretation Guiding Questions sheet (**Appendix K**)
- Critical Skills List (**Appendix L**)

Academic Materials to be Prepared Ahead of Time:

- Print summary of effectiveness data per grade level.
- Principal should meet with grade levels either during a staff meeting or separately to review the summary of effectiveness data and have grade level teachers complete the “Evaluating Effectiveness of Schoolwide System Worksheets.”
- Individual teachers complete the “Sorting Form” prior to the meeting
Note: Please remember that the sorting form requires teachers to conduct an error analysis and document the error pattern in the “comments” column. If there is not an identifiable pattern, then it should be noted that “more information is needed.”
- If you will be sorting students using sticky notes and chart paper, teachers should have the following information listed on the post-it prior to arriving to the meeting:
 - Student name
 - Median score
 - Median errors score
 - Error pattern
- Provide teachers copies of: DIBELS summary of effectiveness data, histogram reports, cross-year box plots by measure

- Principal should review the data prior to the meeting in order to refine his/her line of questioning to assist in the problem solving process.

Behavior Materials Needed:

- School Wide Information System (SWIS) individual student reports (with student's names listed) for students who have 2-5 major office discipline referrals.
- Quicksort forms(Revised MiBLSi Tool) (**Appendix M**)
- Quicksort forms (Original MiBLSi Tool) (**Appendix N**)
- Behavior Education Plan (BEP) Sorting form (**Appendix O**)
- Possible Targeted Interventions (based on Quick-Sort strategy) (MiBLSi Tool) (**Appendix P**)

Behavior Materials to be Prepared Ahead of Time

- The individual with behavioral expertise (counselor, social worker, and/or interventionist) should list students who have 2-5 major office discipline referrals on page 1 of the Quicksort Tool. (Page 1 is for students who have "social-behavioral concerns." In addition to their names, the child's grade and the teacher's name should also be listed.
- The behavioral specialist should review the SWIS individual student reports ahead of time to try to provide answers for the following things:
 - **operationally defined behavior:** a behavior that is observable, describable, and measurable
 - **skill or performance deficit:** can't do-won't do
 - **function of the behavior:** reason, purpose, what are they trying to gain or avoid
- It is a good idea for the behavior specialist and/or principal to have some dialogue with each other regarding the students needing targeted behavioral interventions because some interventions may require scheduling changes, staff resources, etc.
- Prior to the meeting, the behavior specialist should have an idea about which targeted behavioral intervention may be appropriate based on the students' SWIS behavioral data.
- *****Note: The goal is NOT to have all of this done ahead of time and to present it to the teacher; rather, this is a collaborative process. The teacher works very closely with the students on a daily basis. Their input is necessary and should be a major component in determining the best targeted intervention. Due to time constraints, anything that can be done ahead of time to help expedite the process would be beneficial and a more efficient use of meeting time.*****

Steps for Completing "Evaluating Effectiveness of Schoolwide System Worksheets":

- Listed on the next page are the steps necessary to complete the "Evaluating Effectiveness of Schoolwide System Worksheets."

**Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by School**

District: Prairie
 School: Dodge City
 Date: 2004-2005
 Step: Beginning of Kindergarten to Middle of Kindergarten

Beginning of Kindergarten Instructional Recommendation to Middle of Kindergarten Benchmark Status on ISF	Question #3 Intensive			Question #3 Strategic			Question #3 Benchmark			Benchmark Status on ISF in Middle of Kindergarten (Totals)	
	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established		
Sagebrush	2 Students Intensive at Beginning of K 3.3% of Total Students	1 50%	1 1.6%	17 Students Strategic at Beginning of K 27.9% of Total Students	10 58.8%	5 8.2%	42 Students Benchmark at Beginning of K 68.9% of Total Students	0 0%	21 50%	21 34.4%	N = 61 Deficit 3.3% Emerging 52.5% Established 44.3%
Fesrus	1 Students Intensive at Beginning of K 5.2% of Total Students	1 50%	1 1.6%	9 Students Strategic at Beginning of K 17.4% of Total Students	10 58.8%	5 8.2%	9 Students Benchmark at Beginning of K 47.4% of Total Students	0 0%	21 50%	21 34.4%	n = 19 Deficit 3.3% Emerging 52.5% Established 44.3%
Dillion	1 Students Intensive at Beginning of K 4.8% of Total Students	0 0%	0 0%	4 Students Strategic at Beginning of K 19% of Total Students	1 2.5%	3 7.5%	16 Students Benchmark at Beginning of K 76.2% of Total Students	0 0%	9 42.9%	9 33.3%	n = 21 Deficit 0% Emerging 47.6% Established 52.4%
Kitty	0 Students Intensive at Beginning of K 0% of Total Students	0 0%	0 0%	4 Students Strategic at Beginning of K 19% of Total Students	1 2.5%	1 4.8%	17 Students Benchmark at Beginning of K 81% of Total Students	0 0%	8 47.1%	9 52.9%	n = 21 Deficit 4.8% Emerging 47.6% Established 47.6%

School: Dodge City

Kindergarten First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the primary instructional goal for the first half of kindergarten?

Core Component or Big Idea: Phonemic Awareness

DIBELS Measure: Initial Sound Fluency (ISF)

Goal Skill Level: 25 Initial Sounds per Minute

Goal Timeline to Achieve: Winter

2. *First Semester Outcome:* In the middle of kindergarten, on ISF, what percent are:

Established: 44 Emerging: 53 Deficit: 3

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the beginning of kindergarten, what percentage of students schoolwide are

Benchmark: 69 Strategic: 28 Intensive: 3

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle kindergarten? 50

5. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of benchmark students achieve ISF goal.
 Relative Strength – 73% to 94% of benchmark achieve ISF goal
 Needs Support – 53% to 72% of benchmark students achieve ISF goal.
 Substantial Support – 0% to 52% of benchmark students achieve ISF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle kindergarten? 29

7. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of strategic students achieve ISF goal.
 Relative Strength – 42% to 79% of strategic achieve ISF goal
 Needs Support – 22% to 41% of strategic students achieve ISF goal.
 Needs Substantial Support – 0% to 21% of strategic students achieve ISF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive at the beginning of kindergarten, what percent achieved ISF of 10 (emerging) or 25 (established) for the middle of kindergarten? 100

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of intensive students achieve ISF emerging or established.
 Relative Strength – 76% to 79% of intensive students achieve ISF emerging or established.
 Needs Support – 55% to 75% of intensive students achieve ISF emerging or established.
 Needs Substantial Support – 0% to 54% of intensive students achieve ISF emerging or established.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system? (Use additional pages as needed.)

Sample Agenda for Benchmark (Summary of Effectiveness) Meeting

Note: Follow the same format for the benchmark meeting. The only difference is the use of the summary of effectiveness data. **When your school has enough data in the DIBELS system, every benchmark meeting should discuss summary of effectiveness data. Therefore, during the fall benchmark meeting, the team should review the previous year's summary of effectiveness data. This can give a grade level team an idea regarding the effectiveness of the core, supplemental, and intensive support programs based on the instructional program from the previous school year. If the previous year's data indicated a "strength" in the effectiveness of the kindergarten intensive program, then the grade level shouldn't spend time changing what was seemingly successful from the fall of the previous school year.** When discussing the at-risk learners, the goal is to make sure that all the low performing students are placed appropriately in an intervention. The purpose of this meeting is not necessarily to discuss individual student progress or lack thereof.

Benchmark (Summary of Effectiveness) Meeting Agenda

1. Welcome/Review Group Norms
2. Academic Focus: The Core Program and the Big Ideas (20-25 minutes)
 - a. What skill is critical skill at this point in the year for your grade? Refer to curriculum maps and critical skill lists (e.g. first grade fall focus: alphabet principal and spring focus: fluency).
 - b. What does your data say? (Refer to cross year box plots by measure, histogram data, and summary of effectiveness data)

Listed below is a transcription of a summary of effectiveness grade level meeting:

Principal: *Let's turn our attention to the summary of effectiveness data. If you will remember, as a staff we worked in grade levels during our data party to complete the "Evaluating Schoolwide Effectiveness Sheets." Our goal right now is to review the effectiveness of our core, supplemental, and intensive programs. When we approach an area of strength we will celebrate. When we approach an area of need for either the core, supplemental, or intensive programs we will begin to identify the resources that we are currently have available to use within those areas. Since we already celebrated the fact that we retained 100% of our benchmark students, we will move onto strategic students. According to our data, by the middle of the year, we had 27.3% of the students who scored in the strategic range in the fall moved up into the benchmark level. When we rate the effectiveness of our supplemental program we fall into the "needs improvement" range. What are we doing for our strategic students?*

Teacher 2: *We just started Read Naturally which I think is going to help a lot of these kids. We just got the program up and running. I think we should see some improvements.*

Teacher 3: *We are meeting with students for one half hour period each day in individual reading groups. Each of us has about an average of about eight students each day. We use Corrective Reading with some. We do leveled readers with others. During that time we teach different reading strategies to each group of students.*

Coach: *Tell me, are those kids you were referring to in the strategic level?*

Teacher 1: *Mrs. Jones is working with the intensive students who are not getting Title 1 support. She is using Corrective Reading with about eight intensive students. The three other third grade teachers are working with the strategic students, except for when they are pulled out for Read Naturally. Read Naturally happens three times per week at different times throughout the afternoon.*

Coach: *So, do you find that Corrective Reading is the right level for the strategic kids?*

Teacher 2: *We are actually not using Corrective Reading with all the kids. I am the only one using Corrective Reading with the intensive kids. Our strategic kids are getting leveled readers and Read Naturally.*

Coach: *Right now I am filling out the Strategic Resource Matrix that is designed to tell us what we are doing for the students who are performing in the strategic range. If you will notice, the matrix is divided by the five big ideas. I am listing leveled readers under the big idea "fluency." I also listed Read Naturally under the fluency category. Read Naturally is a good program to help students build their fluency skills. Under "alphabetic principal," I originally listed Corrective Reading as a strategic intervention but it sounds like your strategic kids are not getting that intervention. It sounds like you are using Leveled Readers. Do the leveled readers you are using work on building student's word attack skills so they become very skillful, masterful, and fluent in those word attack skills? If so, what is the focus of that group?*

Teacher 1: *Each classroom that is working with strategic level students is doing different things so not every classroom is doing leveled readers. REWARDS is also in place with those strategic students. So one group of strategic students is getting intermediate REWARDS.*

Principal: *How are the students performing in REWARDS?*

Teacher 1: *We just started. It is given every day but some of the strategic students are pulled out for Read Naturally.*

Teacher 2: *The interventions our strategic students get are inconsistent within the grade level.*

Coach: *When we get a little further in this we will want to ask if there is a match between the intervention and what the student needs. Just because two students are both strategic doesn't necessarily mean they all will have the same needs. Some may just need fluency building. Others may need a word attack process and others may need some vocabulary help or background knowledge help. So we will look a little farther and put them in with the right stuff. Is a system in place right now to try to delineate who gets what?*

Teacher 1: *As far as meeting the needs of the individual students?*

Coach: *Yes, meeting the needs of students who are performing in the strategic range.*

Teacher 1: *When we placed the students in the different classrooms it was not according to their needs.*

Teacher 2: *It was basically, "here are the intensive kids and their needs are not getting met." Since I have experience using Corrective Reading, I would take those kids and we would farm out the rest of the strategic kids to the other third grade classrooms. Each teacher was responsible for finding something to do with them.*

Principal: *How many kids are in your room at one time?*

Teacher 3: *I would say, 20.*

Teacher 2: *I am working with eight kids in Corrective Reading. The strategic kids are working with level readers with my intern. My benchmark kids are in my room.*

Coach: *I think this is pointing out something we need to get down on an action plan. We will come back to this area and if there are a few issues that need to be addressed we will have it documented so we can return to it later.*

Counselor: *You said that some kids were pulled out for Read Naturally and some for corrective reading. How are those kids selected to be pulled out as opposed to staying in groups in their rooms?*

Teacher 1: *All the strategic kids in third grade are getting Read Naturally three times per week. They are being pulled from their homerooms. For example, I might have eight students one day because five are pulled out from Mr. Smith's room that day.*

Teacher 3: *Some days it is four and other days it is six.*

Principal: *In terms of the things we are using for our strategic level students, it looks like we have leveled readers, REWARDS, and Read Naturally. Is there anything else.*

Teacher 4: *I am doing a play.*

Principal: *Is that like Reader's Theatre?*

Coach: *Is there reading involved? What is the anticipated benefit?*

Teacher 4: *The students are reading and rehearsing the script. They have an opportunity to create their costumes and feel successful in the play.*

Principal: *Although I appreciate the fact that children need to feel successful, Reader's Theatre is not a strategic intervention. During our reading block, we need to be teaching students how to read. That means actual miles on the page. Mrs. Lee, I know you feel passionate about reader's theatre but its use during the reading block or during intervention times will stop. In training we learn that DIBELS is a predictability model. The likelihood of strategic kids meeting the benchmark goal is 50-50. We always use the analogy of 50-50 odds being good odds if we were betting in Vegas. When we are talking about the likelihood of a child being able to read, I am not willing to risk those odds.*

Teacher 3: *We agree with that. I am glad we have those norms because it is difficult to go to a colleague and say that.*

Counselor: *I am curious, are leveled readers an intervention?*

Coach: *Leveled readers can be effective but it really depends on the skill of the teacher. Do they know what to attack and when to attack it? Consequently, it is very difficult to maintain integrity across the board when using leveled readers as an intervention. So it is easier to have something that is laid out and systematic.*

Principal: *If we move forward and look at our intensive students, we had 27 students functioning at the intensive level which was roughly 31%. Out of those 27 students we moved three into the strategic area. That is an area where as a building we need “intensive support.” We will use the same line of questioning that we used with our strategic kids. What is happening with our intensive students? What instructional program are they receiving that is different from the others?*

Teacher 4: *Some of our kids have been getting Corrective Reading since the beginning of school but, as you know, since our Title I numbers were so high, there were at the top level of intensive kids who were not getting any intensive support. If they were included in the intensive groups with our Title I teacher, her groups would have been too large. As a third grade we got together and asked what we could do to help service those kids. We came up with me taking the additional kids for the extra 30 minutes for Corrective Reading. The rest of the intensive students are getting either Corrective Reading B-1 or B-2.*

Principal: *In terms of Corrective Reading, what is the group size?*

Teacher 3: *Eight.*

Coach: *Wow. As you know, that is a lot for an intensive group.*

Principal: *Remember, our intensive students need more opportunities to respond to your instruction and receive feedback. That really can only be accomplished in a small group size. I really think we need to talk about a way to try to reduce that group size.*

Coach: *I looked at what happened last year between fall and winter and what has happened this year between fall and winter. Last year, 50% of the kids were moved out of the intensive level and into the strategic level. This year, we have 10% moving out of the intensive range. What is different in terms of what we are doing with the intensive kids from last year to this year? Is there something going on?*

Teacher 1: *Well, our intervention groups did not get up and going in the beginning of the year. It was well into October.*

Coach: *So, it was about six weeks into the school year and after the MEAP that interventions were starting? How about the question of who is delivering the instruction? Are the same people delivering it this year as last year? Are we using the same program?*

Teacher 2: *Two of the three paraprofessional were here last year but it is a new program for all of them. Corrective Reading is new to our building as of this year. People were not trained but I am not sure how they were trained or if they were trained.*

Coach: *That is something to add to our action plan because we need to determine if the people who are administering the intervention have adequate training, Just like kids need our feedback to get better, people who are using new teaching skills also need to get some*

feedback and observations. Do we have someone who is conducting observations and providing the skill level feedback to those instructors?

Principal: *We really don't have anyone who has formally observed the paraprofessional implementing the interventions. It seems absurd for us to do that but I guess we all just assumed they were implementing with fidelity after they were trained. Let's write that into our action plan. I will be responsible for observing the paraprofessionals. Actually, tomorrow I will schedule a meeting with them for us to sit down and discuss this data. We will also discuss the importance of implementing the interventions with integrity.*

Coach: *Great! That is something we needed to look into. I think the program you have selected has a good track record with kids like this.*

Principal: *Is there anything else that is happening for the intensive kids?*

Teacher 2: *In addition to the curriculum?*

Coach: *Mrs. Jones you make a good point. When they learn those skills out of the classroom, are there any opportunities in your core program when they get to practice those skills or to rehearse and get more feedback on those skills during the core time?*

Teacher 2: *The skills they are getting in the groups?*

Coach: *Yes, to actually practice and apply those skills in the classroom setting. Do you have learning centers that highlight those skills in the classroom?*

Teacher 2: *I would say probably not. In addition to the curriculum? No. We do repeated readings but it does not provide a chance for daily 1:1 feedback.*

Coach: *Does the core have extensions to work on those skills?*

Principal: *Are you able to use them or do you have the materials to use them?*

Teacher 2: *We do have the materials but I am not sure about the consistency. We would need more support beyond what we presently have.*

Coach: *So we need training and support in the core program.*

Teacher 1: *I am having difficulty with access to materials and extension activities. I am not sure if you have any either Mr. Smith? We are sharing materials amongst several classrooms.*

Teacher 4: *No, I don't have access now.*

Coach: *Is anything happening for vocabulary and comprehension other than the core for those kids who lack background knowledge or vocabulary?*

Teacher 3: *I do vocabulary instruction every Monday with my students out of our basal. In regard to the intensive students, I think I have five intensive students and three of them are at least willing to work with me. So we spend at least one day a week on the vocabulary.*

Coach: *So you are providing them with some extra instruction?*

Teacher 2: *I am also doing REWARDS whole group with my class just to expose them to multi-syllabic words.*

Principal: *Great! When I was reviewing the student protocol books, it was evident that many of our students need systematic instruction in decoding multi-syllabic words. This was consistent across the grade level. When you look at the sequence which she uses to teach kids to decode multi-syllabic words (identify the prefix, suffix, vowels, loop, loop, loop, say the word), it is a great strategy. When I asked if the kids were appropriately placed, it was because the words that are chosen are difficult words. This is a great strategy to model when doing a read aloud with your class. It really is just great instruction.*

- d. Are there any necessary adjustments?

The transcribed summary of effectiveness grade level meeting listed above addressed necessary adjustments.

- e. Are there any materials/training/support necessary for core? (Stay evidence-based: any materials added to the core must be researched based and need to be based on the needs indicated by the data.)

The transcribed summary of effectiveness grade level meeting addressed the need for additional materials, training, and support for the core.

- f. Action Plan

The transcribed summary of effectiveness grade level meeting referred to the action plan several time during various conversation points. Please do not feel as though “action planning” must occur only at this time in the agenda. Every identified need should automatically be listed on the action plan. Then when the grade level approaches this phase of the agenda, the action plan is completed with all the intricate details (who is responsible, by when, necessary resources).

- 4. The At-Risk Learners (30 minutes)
 - a. Who is identified? (Teachers should come to the meeting with their class “Sorting Form” completed. ***Note: all staff should be trained in how to sort their students by measure prior to this meeting.***)
 - b. How much and by when? (how much intervention?)
 - c. What is the plan ? (identify students that have similar needs and place them in the appropriate instructional group.)
- 5. **Behavior Focus: Sorting/Identification of Students**
*****Note: the behavioral specialist should be listening intently during the academic portion of the grade level meeting to add students to the Quicksort forms that have academic concerns or social-**

emotional concerns that are contributing to the student's behavior. Those students will need a targeted behavioral intervention as well.***

*****NOTE: Follow same format and procedures for sorting and identifying students needing targeted behavioral interventions as listed in the "Benchmark Meeting" example on page 17. *****

Diagnostic Assessments

Types of Diagnostic Assessments: Here are a few assessments that can be used to assist in diagnosing students' reading deficiencies. Although it is important to accurately diagnose, begin with a grade-level problem solving process. If progress is not made, then some of the diagnostic assessments listed below may be appropriate for a few students.

Phonemic Awareness:

- **Phonemic Awareness Test (PAT):** Can be used for students who are ages 5-9. It assesses rhyming, segmentation, isolation, deletion, substitution, blending, graphemes, and decoding.

Phonics:

- **Advanced Decoding Skills Survey**, written by Linda Farrell: Can be used with struggling readers in second grade who demonstrated capability reading words and sentences on the Beginning Decoding Skills Survey. Students scoring 0-1 errors on the Beginning to Decoding Skills Survey would be assessed using the Advanced Decoding Skills Survey.
- **Beginning Decoding Skills Survey**, written by Linda Farrell: Can be used with struggling readers at any age level from the middle of first grade to adulthood. It is designed to pinpoint specific difficulties struggling readers have decoding words with short vowels and reading simple sentences **(Appendix T)**
- **Phonics Inventory:** Used for students whose reading abilities are at a kindergarten and first grade level. This assessment measures alphabet names, consonant sounds, consonant digraphs, consonant blends, name vowels, vowel sounds, double vowels, final 'e' rule, diphthongs, short vowels, reversals, prefixes, suffixes, compound words, silent letters, vowel + r, and syllabication.
- **Quick Phonics Screener: (Appendix U)**, adapted from Hasbrouck, J., & Parker, R. (2001): Can be used to determine children's strengths and needs in key phonics skills. The 'grade level' score is an approximate grade level at which the phonics skills are taught.
- **REWARDS pre-test:** advanced decoding skills

Fluency:

- **DIBELS materials**

Vocabulary:

- **Peabody Picture Vocabulary Test (PPVT):** Can be used for ages 2.6 and above. It takes 10-15 minutes to administer and it measures receptive vocabulary.

Comprehension:

- **Gray Oral Reading test (GORT IV):** Can be used for students who are ages 6-18.11. It takes 20-30 minutes to administer and it measures oral reading. It will give five scores: rate, accuracy, fluency, comprehension, and overall reading ability.

Classroom Activities

Classroom Activities to Support Literacy and Behavior

Literacy Classroom Activities:

Here are a few activities to use with students either in a whole group or small group setting. For more activities please visit:

- Intervention Central: www.interventioncentral.org
- Florida Center for Reading Research: <http://www.fcrr.org>
- Free Reading website: <http://www.freereading.net>

Phonemic Awareness:

- **Mystery Bag:** This activity is great for kindergarten students who are beginning to identify letter sounds. The teacher places objects in a bag that begin with the sounds of the letters that have already been introduced in class. Students take turns selecting an item and announcing to the group the name of the object, its beginning sound, and its beginning letter name.
- **Moon Ball:** The teacher says a word and then throws a nurf ball to individual students. Once the student catches the ball, he/she segments the word. The ball is thrown back to the teacher and the process is repeated. Once students are familiar with the game, students can act as the “teacher” by selecting words for their peers to segment and blend.
- **Say the Word Game:** A blending sounds into words game. The teacher says: 1. I’ll say the sounds. You say the word. 2. Listen: *mmaaannn*, 3. What word? *man* 4. Practice with other words: sat, ship, hop, rat. (Adapted from Anita Archer)
- **Segment the Word Game:** A segmenting words into sound game. The teacher says: 1. We’re going to say the sounds in a word. 2. Fist in the air. Put up one finger for each sound. 3. The word is mat. What word? mat. 4. First sound? /mmm/ Next sound /aaa/ Last sound? /t/ 5. Practice with other words: fan, fast pat, chop. (Adapted from Anita Archer)

Alphabetic Principal

- **Hot Potato:** Need alphabet mat. The teacher quickly says a random letter; the student repeats it and quickly points to the letter. (More activities are available at: <http://www.alphabetmats.com/alpha.html>)
- **Draw a Card Word Game:** Need abc cards or index cards with abc’s written on them. Place consonant cards in one pile and vowel cards in another. Students each take two cards from the consonant pile and one from the vowel pile. Students blend the sounds and write the real words.
- **Word Steps:** Students manipulate the sounds of letters in words. Give the student plastic letters (s,i,t,p,n,a). One student makes a cvc word from the

letters and the second student changes one sound in the word to make a new word. Students continue until they run out of possible words.

- **Word Memory Game:** The students will identify high frequency words. Students play a memory game matching pairs of high frequency words. Write two cards each of five or six of your appropriate high frequency words on index cards. If a match is made the student reads the words and keeps the card. If a match is not made, the cards are placed face down in the original spot. Reverse roles and continue until all the matches are made.

Fluency:

- **Phrase Cards:** Used to support students who are having difficulty mastering site words but have mastered basic decodable word lists. The phrase cards help to build site word vocabulary and will ultimately lead to strengthening reading fluency. Once phrase cards have been mastered, it is important for that skill to be transferred into connected text.
- **Paired Reading:** Students are grouped in many different ways. The teacher selects appropriately leveled materials for the students to read. Students alternate being the “reader” and the “coach.” The reader reads while the coach records errors and identifies the reader’s stopping point.
- **Repeated Readings:** This activity is designed to assist students in increasing their reading fluency. Students are presented with a reading passage to repeatedly read. The students receive corrective feedback with unknown words. After each read, the student’s stopping point is identified and recorded. The goal is for students to see their stopping point increase after each reading. In addition, the students will be more familiar with unknown vocabulary and site words embedded throughout the passage.

Vocabulary:

- **Four-Square Vocabulary:** This is a quick activity that teaches a few words before the story is read. Have students fold a sheet of paper into four quadrants. In the upper left box, dictate the word that is to be taught. Describe the word. Have students give you four or five examples of that concept in the upper right box. Next, have students give you four or five non examples of the concept in the lower right box. Finally, have students write a definition of the concept in the lower left box.

Comprehension:

- **Story Question Cube:** Put the following questions on each end of a cube. What happens in the story (beginning, middle, end)? When does the story take place (time)? How was the problem solved? Who are the characters? Why did the problem happen? Taking turns, the students read the text, roll the

question cube, and answer the questions. Students discuss the answers and write them down.

- **Classifying Information:** This activity is good for use with science or social studies texts. Students use a web organizer with the topic given in a center circle and four squares with categories relating to the topic around the circle. Student will read the text and write words to describe or relate to the categories in each box.

Behavior Classroom Strategies:

- Menu of Possible Proactive Strategies (Sprick, R. 1999) (**Appendix V**)
- Intervention Central: www.interventioncentral.org

Intervention Programs

Intervention Programs to Support the Critical Skills

Academic Interventions

Kindergarten:

- **K-PALS:** A PreK-K program that uses literary activities to improve early reading skills for all children especially those below benchmark in phonemic awareness, phonics, and fluency (approximately 20 weeks)
- **Reading Mastery I:** This program uses the knowledge of letter sounds and patterns to decode and spell words. Children learn to recognize common irregular words. A reading vocabulary of over 1,200 words is developed throughout levels one and two. Students are asked to respond to questions, follow instructions, make predictions, and draw conclusions. Reading Mastery teaches new concepts and skills in small steps. Students practice all the concepts and skills in their lessons so that they achieve mastery. There is an entry-level assessment and ongoing monitoring of student progress through frequent, program tests. The assessments are closely linked to the teacher's instruction so teachers are able to quickly identify students needing specialized instruction.
- **Road to the Code:** A Kindergarten-First phonological awareness program that creates an awareness of segments in speech that letters represent. It uses the following letters: (f, m, a, t, l, s, r, b,). The main goal of the program is "Spoken words can be segmented into phonemes, and those units can be represented by letters of the alphabet." (11 weeks, 44-fifteen to twenty minute lessons)
 - Each lesson has three parts;
 1. Say it--Move it.
 2. A lesson to teach one of the eight letter names and sounds (f, m, a, t, l, s, r, b)
 3. An activity to reinforce phonological awareness

First Grade:

- **First Grade PALS:** A K-1 program with instruction and activities, meant to improve phonics skills, fluency, comprehension, and vocabulary.
- **Reading Mastery I & Reading Mastery II** (if applicable): Note the Kindergarten description.
- **Teacher Directed PALS:** A PreK-K and remedial teacher directed program. Pre-K and K children scoring in the benchmark level could benefit from this program, along with Pre-K and K children who have strategic needs. It can be used with K-First grade children scoring in the intensive.

Second Grade:

- **Reading Mastery II:** Note the Kindergarten description.
- **Sound Partners:** This program will benefit those children who score below benchmark level. It uses initial sound, phoneme segmentation, nonsense words, and letter naming. It consists of one hundred-eight lessons. Each lesson is about thirty minutes in length. It may be used for first and second grade students that are at benchmark and strategic, along with second and third graders that are that score in the intensive level.
- **Read Naturally:** This program is meant to improve fluency through the use of repeated readings and progress monitoring. It has two components: phonics and reading fluency. Phonics levels range from .8-2.7. The reading fluency passages range from levels 1.0-8.0.

Third Grade:

- **Corrective Reading:** SRA's Corrective Reading is divided into two programs; decoding and comprehension. The Corrective Reading Levels are as follows:
 1. Decoding A-has sixty-five lessons, beginning at the second half of third grade. This is to be used with students that lack decoding skills.
 2. Decoding B1-has sixty-five lessons. This intervention is good for problem readers in third grade through high school.
 3. Decoding B2-has sixty-five lessons. It is good for children who have decoding problems and do not read at an adequate rate of speed.
 4. Decoding C-has 125 lessons. Its target audience is children that have mastered basic reading skills but have trouble with multisyllabic words and texts.
- **Read Naturally:** Note the second grade description.
- **Rewards Intermediate:** This is the first of the Rewards intervention series designed to improve decoding, fluency, vocabulary, comprehension, test-taking abilities, and content area reading and writing. Children reading at a 2.5 grade level or higher would benefit from this program.
- **The Six-Minute Solution:** This intervention is meant to raise DIBELS assessment scores in fluency. Students read and reread one-minute informational passages as their partners count the numbers of words read correctly. It includes 160 nonfiction passages (20 for each grade level [1-8]), assessment tools, reproducible charts, and high frequency word lists. Third and fourth grade students that are at benchmark and at the strategic levels will benefit from this peer-based program.

Fourth Grade:

- **Corrective Reading:** Note the third grade description.
- **Read Naturally:** Note the third grade description.
- **Rewards:** There are twenty teacher directed lessons. This intervention is meant for students reading at a 2.5 level or higher with a good one-syllable base. It includes strategies for decoding long words and increasing oral and silent reading fluency.
- **The Six-Minute Solution:** Note the third grade description.

Fifth Grade:

- **Corrective Reading:** Note the third grade description.
- **Read Naturally:** Note the third grade description.
- **Rewards:** Note the fourth grade description.
- **The Six-Minute Solution:** Note the third grade description. All fifth graders will benefit by using this peer monitoring system.

Behavioral Interventions and Resources:

Listed below are only some of the many behavioral interventions and resources that are available for use.

- **Possible Targeted Interventions (based on Quick-Sort strategy)**
MiBLSi Tool (Appendix P)
- **Targeted Interventions: A Reference Guide for Function Based Support Options** MiBLSi Tool (Appendix W)
- **Responding to Problem Behavior in Schools: the Behavior Education Program**, Crone, D.; Horner, R.; Hawken, L. (2004): The purpose of this book is to provide a rationale to determine if the Behavior Education Program (BEP) is appropriate for a particular school. Included in the book are tools for schools in establishing a BEP system.
- **RIDE (Responding to Individual Differences in Education)**, Ray Beck Ed.D.: This program provides classroom teachers with more than 600 proven practices to address both academic and social problems.

- **Tough Kid Book**, Rhode, G.; Jenson, W. R.; Reavis, K. H., (1992): This book is intended to be used by both general education and special education teachers. It is designed to assist teachers in managing “tough kids.” It is designed to give teachers practical techniques that can easily be implemented in the classroom for little cost.
- **Coaching Classroom Management: Strategies and Tools for Administrators and Coaches**, Sprick, R.; Reinke, W. (Knight, J.; McKale, T. (2006).
- **The Teacher’s Encyclopedia of Behavior Management**, Sprick, R.; Howard, L. (1995)
- **Discipline in the Secondary Classroom: A positive Approach to Behavior Management**, Sprick, R. (2006).

Frequently Asked Questions

Frequently Asked Questions

1. How does a school find the time to manage both the academic and behavioral portions of a grade level meeting?

Answer: There are several meeting options available for managing both the academic and behavioral grade level meeting structure.

- Staff members using the same targeted intervention (i.e. BEP) are treated as a combined “grade level.” They meet together for half an hour to an hour to discuss the effectiveness of the targeted intervention. The discussion focuses around data, systems, and practices necessary for sustaining the targeted intervention. This can be done before school, after school, during the grade level meeting schedule (the teachers implementing the same targeted behavioral interventions are considered a grade level).
- Schools can choose to conduct two separate meetings; rather than combining the two. It is true conducting both academic and behavioral grade level meetings will be rather lengthy meetings. Some schools feel since the substitutes are already in the building and the teachers are already planning to meet, combining the two just makes sense.
- Common planning time may also be used to address academic and behavioral grade level meetings. The likelihood of completing both during the same planning time is not high; however, they can each be done separately.

2. Is there another funding source for grade level meetings? The substitute cost is high when the school hires substitutes on a monthly basis.

Answer: Many schools have found utilizing the time during the school day as the best way to manage grade level meetings. Although substitutes are needed, the conversation and actions resulting from the meeting are necessary and beneficial to improving student learning. Consequently, principals should budget for these meetings or seek financial assistance from central office.

3. What level of involvement should the principal have in the grade level meetings?

Answer: Initially, this process is new and somewhat uncomfortable to staff members. It is crucial for the principal to be supportive of the process and an active member in the decision making process. Many schools report grade level teachers feeling uncomfortable asking their colleagues to change practice or progress monitor students. Consequently, it is the principal who has the authority to hold staff accountable for changing practice. Colleagues should not be forced to have that level of dialogue with one another. They are not each other’s boss. Once the principal feels comfortable with the dialogue and it is focused on data, systems, and practices for improving student outcomes then he/she can phase out of the process. It is important to note that whether or not the

principal is phased out of the process or actively involved in every meeting, an accountability plan must be in place for reviewing progress of action plans and improving student outcomes. Timelines should be adhered to and data must be used to drive the line of questioning and actions.

4. Can this grade level meeting structure be generalized to include data analysis of other content areas (i.e. science, social studies, and math)?

Answer: Absolutely! This is a general process for reviewing achievement and behavioral data. Content area unit assessments can be used during the “benchmark meetings” and formative assessment data can be used for the “progress monitoring meetings.” The guiding questions for data interpretation are generalizable.

5. During the meeting, what does the team do when nobody knows what to do?

Answer: When a lack of knowledge in a particular area is impeding the problem solving process, the goal is for people to seek information from other sources (i.e. external coach, internet, books, ISD curriculum experts etc.). The team must commit to doing something rather than nothing. The action plan should delineate the people responsible for seeking the information. Too often, people “spin their wheels” rather than committing to find out something to help answer or solve their problem.

6. What does the team do when one or a few people refuse to do?

Answer: The principal needs to revisit the issue of “commitment” with the whole staff. Remind the staff about the mission and vision. There are some non-negotiables and student learning is one of them. The staff can establish some behavioral expectations for one another (i.e. some may not want to progress monitor but as a staff we agreed to do and we will do it.)

7. What does the team do when many people refuse to do?

Answer: It is important for the principal to stop and process these things with the whole staff.

Helpful Hints

Helpful Hints

- Principals need to create a safe environment for teachers and staff to look at grade level and classroom data in a non-judgmental way. Initially, this is the most difficult part of the grade level meeting process because it is easy for teachers/staff to feel responsible for lack of progress. There is also a feeling that their colleagues may be critiquing them rather than providing support and instructional strategies. This is especially true if there is differential data within the grade level.
- There needs to be an agreement amongst all teachers and staff that data will be reviewed and analyzed throughout the meetings. If grade levels come to meetings without progress monitoring books and graphs, the meeting cannot proceed.
- Remember: Schools can only “fix” what they have control over. Although we feel sad by some student’s home lives, we cannot control those things. The environmental factors must not be made to be excuses for why children are not making adequate progress. Conversations during grade level meetings need to be data driven and focused on results. The conversations also need to focus on the things schools CAN control.
- Providing teachers with progress monitoring graphs ahead of time will save a significant amount of time. That extra time saved can be devoted to problem-solving and focusing on certain students needing individualized instructional plans.
- Any activities that can be completed prior to the day of the meeting will save a tremendous amount of meeting time (i.e. sorting forms).
- Remember to ask about other difficulties or concerns (i.e. comprehension, math, writing) so you are looking at the “whole picture” not just one piece of the puzzle.

Appendices

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming ^c									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words	8 ^a	X	X	X	25 ^a				
* 4e: Segments individual sounds in words					18 ^b	X	X	X	35 ^b

* High priority skill

a. DIBELS ISF Score

b. DIBELS PSF Score

c. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	13 ^a	X	X	X	25 ^a
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words					13 ^a				25 ^a
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

* High priority skill

a. DIBELS NWF Score

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
* 1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
* 2a: Answers <i>who</i> ¹ , <i>where</i> ² , and <i>what</i> ³ questions after listening to a sentence or short paragraph	1,3	1,3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
* 3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	35 ^a								

* High priority skill
a. DIBELS PSF Score

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently	24 ^a	X	X	X	50 ^a	X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20 ^b	X	X	40 ^b
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

* High priority skill
a. DIBELS NWF Score
b. DIBELS ORF Score

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers <i>who</i> ¹ , <i>what</i> ² , <i>when</i> ³ , <i>where</i> ⁴ , and <i>how</i> ⁵ questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	1 ^f	1 ^f
* 1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1,2	1,2				
* 1c: Identifies and answers questions about characters ^C , settings ^S , and events ^E	C	C,S	C,S	C, S,E					
Focus 2: Making inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conclusions about information or stories read						X	X	X	
Focus 3: Retelling and Summarizing									
* 3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

* High priority skill

f. Integrated

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	44 ^a	X	X	X	68 ^a	X	X	X	90 ^a
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^b	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. DIBELS ORF Score

b. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers questions about main characters, ^{MC} settings, ^S and events ^E	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
* 1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories ^S and informational ^I text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells explicit ^E and implicit ^I main ideas		E	E	E	I	I	I		
* 4b: Identifies the correct sequence of events	X	X	X						
* 4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
* 3a: Reads 110-120 wpm	77 ^a	X	X	X	92 ^a	X	X	X	110 ^a
3b: Reads with phrasing, expression, and inflection	X	X	X						
* 3c: Increases independent reading	5 ^b	10	10	15	15	20	20	25	30

- * High priority skill
- a. DIBELS ORF Score
- b. Minutes per day

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relations	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

- * High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill

Resource Matrix

Strategic

How does your school instruct and support students at the strategic level?

Big Idea in Reading	Program/Intervention Resource	Human Resources
Phonemic Awareness		
Alphabetic Principle		
Fluency		
Vocabulary		
Comprehension		

Use the above grid to do an inventory of resources that you currently have.

Resource Matrix

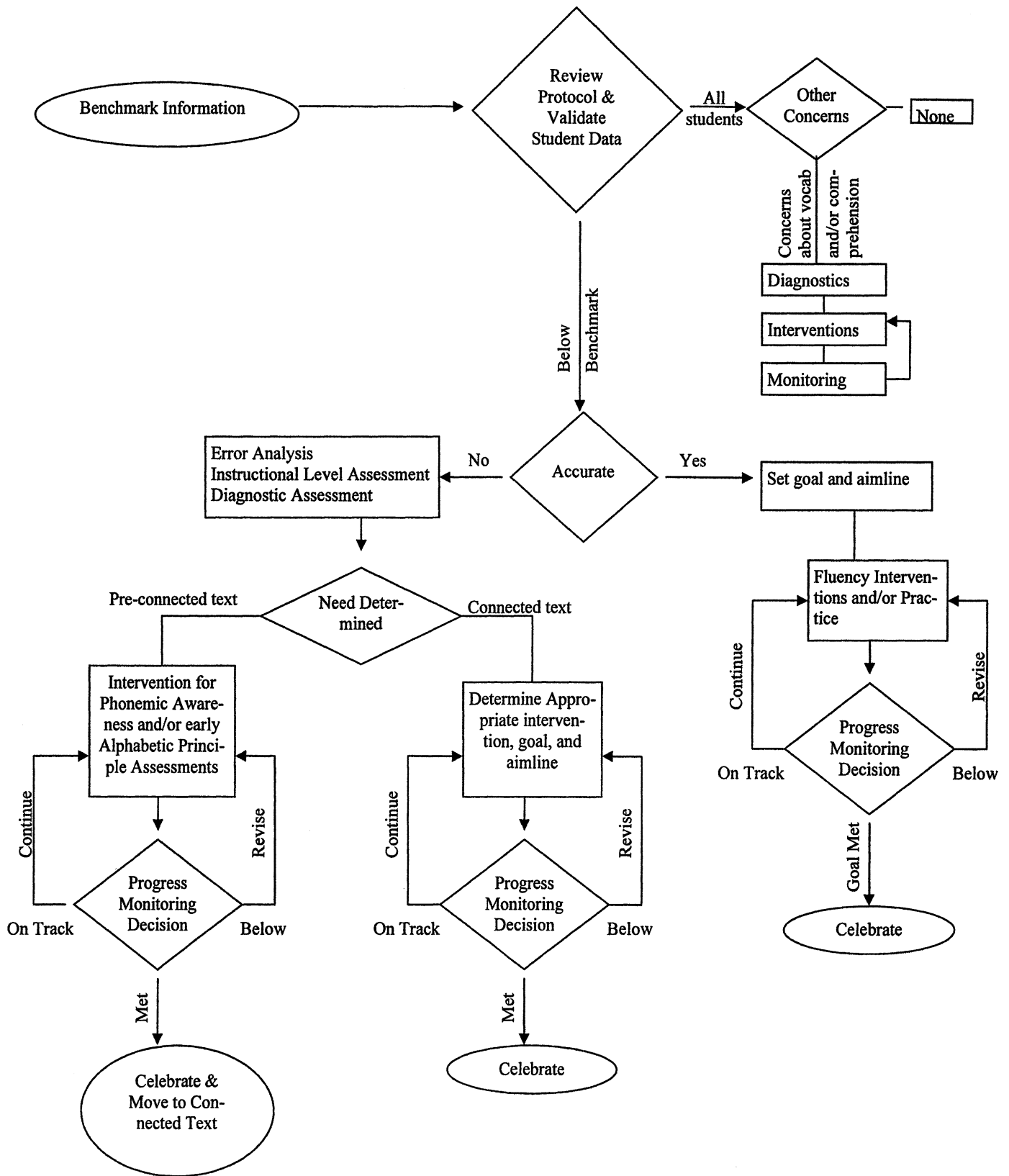
Intensive

How does your school deal differently with students at the intensive level?

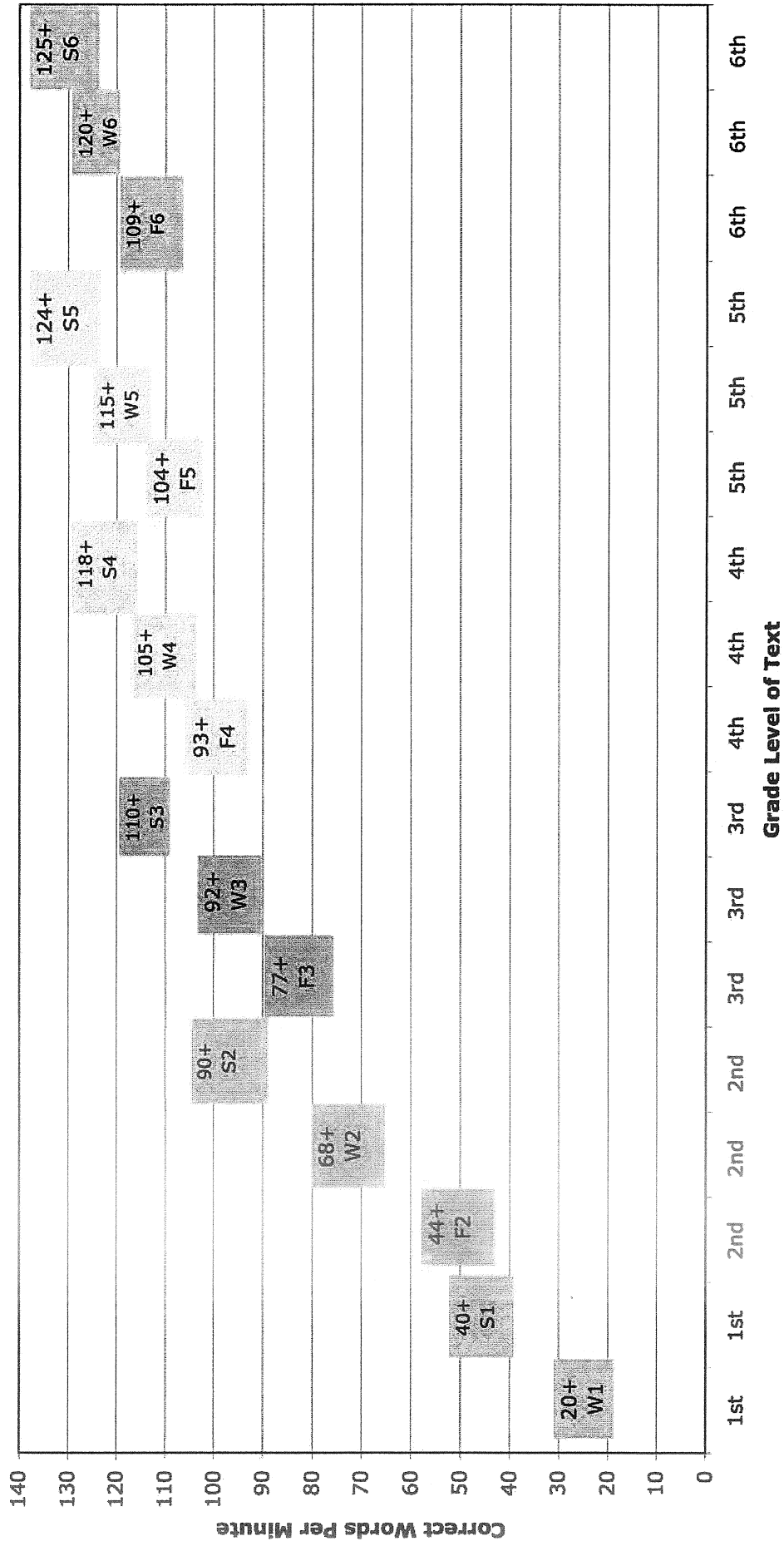
Big Idea in Reading	Program/Intervention Resource	Human Resources
Phonemic Awareness		
Alphabetic Principle		
Fluency		
Vocabulary		
Comprehension		

Use the above grid to do an inventory of resources that you currently have.

Analyzing Reading Performance



Survey Level Assessment - Progress Monitoring with DIBELS ORF Data



The boxes represent minimal CWPM scores needed to meet 1st thru 6th grade fall, winter, and spring ORF benchmarks.

Grade Level Action Plan

Measurable Goal #1: _____

What needs to be done?	Who is responsible?	By when?	What resources are necessary?
a.			
b.			
c.			

Measurable Goal #2: _____

What needs to be done?	Who is responsible?	By when?	What resources are necessary?
a.			
b.			
c.			

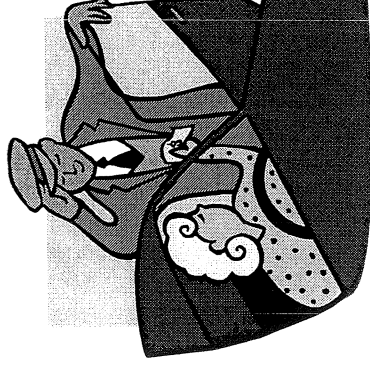
Intervention Summary Log

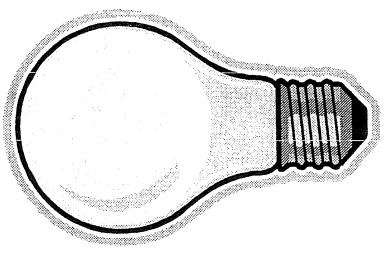
Student Name: _____ School Year: _____
Grade: _____ Class: _____

Intervention	Start & End Date	Frequency	Duration	Implementer of Intervention	Comments

Tips

- Create own
- State as commitments
- Review frequently
- Evaluate semi-annually
- Focus on a few
- Address violations





Some Examples

- *We will focus only on those things over which we have control.*
- *We will commit to always seek better ways to teach such that more students will learn at high levels.*
- *We will use data rather than opinions and feelings to make decisions and hold ourselves accountable.*

DATA INTERPRETATION GUIDING QUESTIONS

At the School Level

- What is your data telling you?
 - Are there any recognizable patterns or trends over time?
 - Is there an upward trend? If so, is the rate adequate to meet the goal?
- Celebrations?
- Support?

At the Grade Level

- Is the core program maintaining or accelerating skills for your students performing at or above grade level?
- Does supplemental instruction exist for students who are not on track?
 - Is it targeted, specific to student need, and intensive?
- Is the supplemental instruction bringing kids up to grade level?

At the Individual Student Level

- Are all students who perform below grade level being progress monitored?
- Are students grouped for instruction to meet specific skill deficits?
- Is data being used to make instructional decisions (and adjustments if necessary) on an ongoing basis?

Critical Skills List

Critical Kindergarten Reading Skills:

- Isolates first sound in phonemic task
- Blends two-three phoneme words
- Segments two-three phoneme words
- Identifies all single consonant and vowel sounds
- Reads two-three letter controlled words
- Recognizes corpus sight words
- Spells CVC and sight words
- Reads and write simple sentences

Critical First Grade Reading Skills:

- Blends and segment three-four phoneme words
- Decodes words with consonant blends and letter combinations
- Reads regular one-syllable words fluently
- Reads 40-60 correct words per minute by the end of the year
- Spells one-syllable regular words
- Reads common sight words automatically
- Learns and uses new vocabulary

Critical Second Grade Reading Skills

- Uses advanced phonic elements to read words
- Reads multisyllabic words
- Increases sight word recognition
- Reads 90 correct words per minute by the end of the year
- Spells phonetically regular and taught sight words
- Increase knowledge in use of vocabulary
- Retell, recall, and understand stories and their elements

Critical Third Grade Reading Skills

- Uses advanced phonic elements to read words
- Reads multisyllabic words
- Increases sight word recognition
- Reads 110-120 correct words per minute by the end of the year
- Increases independent reading
- Spells phonetically regular and taught sight words
- Uses knowledge in use of vocabulary
- Answers literal, inferential, and evaluative questions

Critical Fourth Grade Reading Skills

- Uses advanced phonic elements to read words
- Reads multisyllabic words
- Increases sight word recognition
- Reads 118 correct words per minute by the end of the year
- Increases independent reading
- Spells phonetically regular and taught sight words
- Uses knowledge in use of vocabulary
- Answers literal, inferential, and evaluative questions

Critical Fifth Grade Reading Skills

- Uses advanced phonic elements to read words
- Reads multisyllabic words
- Increases sight word recognition
- Reads 124 correct words per minute by the end of the year
- Increases independent reading
- Spells phonetically regular and taught sight words
- Uses knowledge in use of vocabulary
- Answers literal, inferential, and evaluative questions

Targeted Interventions

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Identifying Possible Students “At-Risk” in Order to Provide Support

School: _____ Date: ____/____/____

Support Team Members:

- Students with two to five major Office Discipline Referrals per year
- AND/OR Inappropriate behavior has potential interferences with friendships and/or academics Possible Interventions

Social-Behavioral Concerns

Student	Grade	Teacher	Operationally Defined Behavior	Skill or Performance Deficit?	Proposed Function of Behavior? (What is student gaining or avoiding? What is student’s “big need”?)	NEXT STEPS	
						SELECT INTERVENTION FROM MENU	MORE ASSESSMENT NEEDED

Identifying Possible Students “At-Risk” in Order to Provide Support

Academic Concerns

- Students who have difficulty mastering academic material at same rate as peers
- Students who have difficulty with organization and completing assignments

Student	Grade	Teacher	Possible Intervention (s) (check all that apply)		
			Peer Tutors	Check-in (when points given for academics)	Homework club

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Targeted Interventions

Identifying Possible Students "At-Risk" in Order to Provide Support

Emotional Concerns

- Students who have had circumstances that may impact their performance (death of family member, homelessness, changes addresses often)
- Students who seem to "feel alone"
- Student who are extremely shy, unhappy and socially isolated, and/or easily overlooked

Student	Grade	Teacher	Possible Intervention (s) (check all that apply)	
			Adult mentoring	Color the Gray Child

Targeted Intervention Plan

Name of Intervention: _____

Date: ____ / ____ / ____

Students	Procedure for Implementation (identify what tasks need to take place to implement)	Identify the resources needed for successful implementation
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	

Who is responsible for implementation?

When does the intervention task place? (e.g., daily, before school, on Fridays at 10:00AM, etc)

Identify at least two ways to determine if the plan is working:

Targeted Intervention Plan

Name of Intervention: _____

Date: ____ / ____ / ____

Students	Procedure for Implementation (identify what tasks need to take place to implement)	Identify the resources needed for successful implementation
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	

Who is responsible for implementation?

When does the intervention task place? (e.g., daily, before school, on Fridays at 10:00AM, etc)

Identify at least two ways to determine if the plan is working:

Targeted Intervention Plan

Name of Intervention:	Date: / /	Identify the resources needed for successful implementation
Students	<p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p>	

Who is responsible for implementation?

When does the intervention task place? (e.g., daily, before school, on Fridays at 10:00AM, etc)

Identify at least two ways to determine if the plan is working:

**Worksheet for Identifying Possible Support Strategies
for an Individual Student Needing Targeted Intervention**

Student: _____ Date: ____/____/____ Person(s) completing form: _____

Check Possible Concern(s)	Check Possible Intervention(s)
<input type="checkbox"/> Social/Behavioral Concerns <ul style="list-style-type: none"> • Students with two to five major Office Discipline Referrals per year, • Inappropriate behavior has potential to interfere with friendships and/or academics Possible Interventions 	<input type="checkbox"/> Social Skills Training <input type="checkbox"/> Self-Management <input type="checkbox"/> Positive Peer Reporting <input type="checkbox"/> Check in-Checkout <input type="checkbox"/> Other: _____
<input type="checkbox"/> Academic Concerns <ul style="list-style-type: none"> • Students who have difficulty mastering academic material at same rate as peers • Students who have difficulty with organization and completing assignments 	<input type="checkbox"/> Peer tutors <input type="checkbox"/> Pre-teach Key Concepts <input type="checkbox"/> Check in-Checkout <input type="checkbox"/> Teach Organizational Skills <input type="checkbox"/> Homework Club <input type="checkbox"/> Other: _____
<input type="checkbox"/> Emotional Concerns <ul style="list-style-type: none"> • Students who have had circumstances that may impact their performance (death of family member, homelessness, frequent address change • Students who seem to “feel alone” • Student who are extremely shy, unhappy and socially isolated, and/or easily overlooked 	<input type="checkbox"/> Adult Mentoring <input type="checkbox"/> Showcasing Student’s Talents <input type="checkbox"/> Other: _____
<input type="checkbox"/> New Student Concerns <ul style="list-style-type: none"> • Students who have recently enrolled in school, new to school • Students who have been away from your school for extended periods of time 	<input type="checkbox"/> Newcomers Club <input type="checkbox"/> Student Led Orientation <input type="checkbox"/> Staff Led Orientation <input type="checkbox"/> Other: _____

Targeted Interventions
Support systems worksheet: Looking at the entire schools targeted supports

School: _____ Date: ____ / ____ / ____

People	Who will be involved in identifying students for intervention?	Who will monitor the overall system for targeted supports? (are people doing the things they said they would)	Who will make sure that staff delivering the interventions are provided direction, training, resources (time/materials) and feedback to implement well?
Process	When does identification process take place?	Is there an on-going referral process? (describe)	How is integrity of implementation monitored/ensured?
Information	When does identification process take place?	What information is needed to evaluate the effects of the schools targeted support program?	What is process for graduation from targeted interventions?

Identifying Possible Students “At-Risk” for Problem Behavior to Provide Support

School: _____ Date: ____ / ____ / ____ Support Team Members: _____

Social-Behavioral Concerns

- Students with two to five major Office Discipline Referrals per year
- Inappropriate behavior has potential to interfere with friendships and/or academics Possible Interventions

Student	Grade	Teacher	Possible Intervention (s) (check all that apply)					Other
			Social Skills Training (skills deficit)	Self-Management (social skills performance deficit)	Positive Peer Reporting (performance deficit)	Check-in (performance deficit when points given for social behavior)		

Targeted Behavior Interventions based on the work of Tim Lewis, University of Missouri



Identifying Possible Students "At-Risk" for Problem Behavior to Provide Support

School: _____

Date: ___ / ___ / ___

Academic Concerns

- Students who have difficulty mastering academic material at same rate as peers
- Students who have difficulty with organization and completing assignments

Student	Grade	Teacher	Possible Intervention (s) (check all that apply)							
			Peer Tutors	Pre-Teach Concepts	Check-in (when points given for academics)	Teach Organizational Skills	Homework club	Other		

Identifying Possible Students "At-Risk" for Problem Behavior to Provide Support

School: _____ Date: ____ / ____ / ____

Emotional Concerns

- Students who have had circumstances that may impact their performance (death of family member, homelessness, frequent address change)
- Students who seem to "feel alone"
- Student who are extremely shy, unhappy and socially isolated, and/or easily overlooked

Student	Grade	Teacher	Possible Intervention (s) (check all that apply)		
			Adult mentoring	Showcasing student's talents	Other:

Identifying Possible Students “At-Risk” for Problem Behavior to Provide Support

Identifying Possible Students "At-Risk" for Problem Behavior to Provide Support

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School: _____

Date: ____ / ____ / ____

New Students Concerns

- Students who have recently enrolled in school, new to school
- Students who have been away from your school for extended periods of time

Student	Grade	Teacher	Possible Intervention (s) (check all that apply)			
			Newcomers Club	Student Led Orientation	Staff Led Orientation	Other

**The Behavior Education Program
Worksheet for Identifying Students for Participations**



Student name	Number of major discipline referrals?	Behavior not dangerous to self/others?	Behavior across different locations?	Behavior across different times?	Does not find adult attention aversive?
1.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
2.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
3.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
4.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
5.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
6.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
7.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
8.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
9.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
10.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
11.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
12.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
13.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
14.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
15.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
16.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
17.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
18.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
19.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No
20.		θ Yes θ No	θ Yes θ No	θ Yes θ No	θ Yes θ No

* “Yes” checked in each of the columns suggests a good match for student and the BEP

Possible Targeted Interventions (based on Quick-Sort strategy)

Name of Strategy	Indication re: concern				Description	Special Considerations	Example/ Reference/ Publication
	Social/ Behavioral	Academic	Emotional	New Student			
Social Skills Training	X				<ul style="list-style-type: none"> Identify critical skills Develop social skills lessons “Teach, practice, monitor, acknowledge” Match language to school-wide expectations Use generalization strategies Provide clear and specific activities all staff follow to promote generalization and utilize strategies 	For students with a skills deficit in a specific social skill area (e.g., how to perform skills, when to perform skill, etc.)	<p>Second Steps: A violence prevention curriculum. http://www.cfchildren.org/ssf/ssf/ssin dex/</p>
Self-Management	X	X			<ul style="list-style-type: none"> Teach self-monitoring and targeted social skills simultaneously Practice self-monitoring until students accurately self-monitor at 80% or better Periodic checks on accuracy It is not simply giving students a self-evaluation checklist, must teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior 		<p>Dunlap, L. K., Dunlap, G., Koegel, L. K. (1991). Using self-monitoring to increase independence. <i>Teaching Exceptional Children</i>, 23(3), 17-22.</p> <p>Reid, R. R., & Harris, K. R. (1989). Self-monitoring of performance. <i>LD Forum</i>, 15(1), 39-42.</p>
Positive Peer Reporting	X				<ul style="list-style-type: none"> Train students with specific examples of positive peer reports (e.g., “Joey let Susan borrow his pencil during math class”) Model positive peer reporting with examples and nonexamples for students to help with discrete discrimination Tell students that during a specified time period (e.g., math class) they will be able to earn rewards (e.g., positive points) for reporting on the appropriate behavior of targeted peers Announce (at the beginning of the targeted time period) the start of the positive peer reporting session At the end of the targeted time period, prompt students to report on the appropriate behavior(s) exhibited by target students Provide feedback and reinforcers to students for participating (i.e, making positive comments regarding the target student(s)). 		<p>Bowers, F. E., McGinnis, J. C., Ervin, R. A., & Friman, P. C. (2002). Merging research and practice: The example of positive peer reporting applied to social rejection. <i>Journal of Emotional and Behavioral Disorders</i>.</p> <p>Ervin, R. A., Miller, P. M., & Friman, P. C. (1996). Feed the hungry bee: Using positive peer reporting to improve the social interactions and acceptance of a socially rejected girl in residential placement. <i>Journal of Applied Behavior Analysis</i>, 29, 251-254.</p>

Name of Strategy	Indication re: concern				Description	Special Considerations	Example/ Reference/ Publication
	Social/ Behavioral	Academic	Emotional	New Student			
Check-in (performance deficit- when points given for social behavior)	X	X			<ul style="list-style-type: none"> Students identified and receiving support within a week Check-in and check-out daily with an adult at school Regular feedback and reinforcement from teachers Family component Daily performance data used to evaluate progress 		Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). <i>Responding to problem behavior in schools: The behavior education program</i> . New York: The Guilford Press www.guilford.com
Peer tutoring		X			<ul style="list-style-type: none"> Tutors must be taught how to teach Tutors must be taught what to do if tutee does not comply Tutors must be given the option to drop out at any time without penalty Initially, peer tutoring should be undertaken only with close and on-going teacher supervision to ensure success 		Fuchs, D., Fuchs, L., Svenson, E., Thompson, A., Yen, L., McMaster, Otaiba, S. A., & Yang, N. <i>Peerbody peer-assisted learning strategies</i> . http://kc.vanderbilt.edu/pals/ Greenwood, C. R., Delquadri, J. C., & Carta, J. J., (1997) . Together we can!: Classroom peer tutoring to improve basic academic skills. Longmont, CO: Sopris West. West.www.sopriswest.com Mathes, P. G., Torgesen, J. K., Allen, S. H., & Allor, J. H. (2001). <i>First Grade PALS (first grade peer-assisted literacy strategies)</i> . Longmont, CO: Sopris West. www.sopriswest.com
Pre-Teach Key Concepts		X			<ul style="list-style-type: none"> Identify key vocabulary or concepts in content area that may be difficult for student Work with student prior to class session when content will be presented Teach the concepts with multiple examples and non-examples 	Takes place prior to scheduled class lesson on topic	
Teach Organization Skills		X			<ul style="list-style-type: none"> Students are taught skills required for success in the classroom: appropriate school behaviors, organization skills, specific learning strategies, textbook reference skills, graphics skills, and use of classroom reference materials. 		Archer, A., & Gleason, M. (2002). <i>Skills for school success</i> . North Billerica, MA: Curriculum Associates, Inc. http://www.curriculumassociates.com
Homework		X			<ul style="list-style-type: none"> Partners call each other (partners are assigned) to remind 		

Name of Strategy	Indication re: concern				Description	Special Considerations	Example/ Reference/ Publication
	Social/ Behavioral	Academic	Emotional	New Student			
Club					<ul style="list-style-type: none"> assignments due Prizes for students/teams who show improvements Focus on “connections” at school: Not monitoring work, Not to “nag” regarding behavior Staff volunteer: Not in classroom, No Administrators Match student to volunteer: 10 minutes minimum per week Emphasize the importance of being ready to meet with student on a regular, predictable, and consistent basis. Goal is not to become a “friend,” but a positive adult role model who expresses sincere and genuine care for the student 		<p>Organizing Effective School-Based Mentoring Programs National Association of Partners in Education, Inc. 1992. This manual provides comprehensive guidelines for developing school-based mentoring programs. Available through NAPE, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Phone: 703-836-4880. www.partnersineducation.org</p> <p>Foster, G. (1986). The gray child in the classroom. <i>Learning, 15(1)</i>, 30-31.</p>
Mentoring			X		<ul style="list-style-type: none"> Identify these students’ intrinsic interests and talents. Have student share work and interests (give strong verbal encouragement and praise. 		
Showcasing Student’s talents			X		<ul style="list-style-type: none"> Structured program that pairs new student with established students Student is given orientation materials describing “tips for success”, helpful contacts, etc. 		
New Comer’s Club				X	<ul style="list-style-type: none"> Schoolwide behavior expectations are taught Adults make extra effort to provide positive contact and positive reinforcement for new students Family contact is made by school staff Make be more important if records indicate student has had some difficulty in past school 		
Student Led Orientation				X	<ul style="list-style-type: none"> New students participate in orientation program led by upper classmen Expectations are taught in specific areas of school 		
Adult Lead Orientation				X	<ul style="list-style-type: none"> New students participate in orientation program led by school personnel Expectations are taught in specific areas of school 		

Alterable Variables Chart

Alterable Components	Specific Adjustments				
	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<i>Opportunities to Learn (Time/Concentration of Instruction)</i>	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
<i>Program Efficacy</i>	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/lesson schedule
<i>Grouping for Instruction</i>	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
<i>Coordination of Instruction</i>	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

School: _____

Kindergarten First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the primary instructional goal for the first half of kindergarten?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

2. *First Semester Outcome:* In the middle of kindergarten, on ISF, what percent are:

Established: _____ Emerging: _____ Deficit: _____

Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength No. Go to 3 & evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the beginning of kindergarten, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle kindergarten? _____

5. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of benchmark students achieve ISF goal.
- Relative Strength – 73% to 94% of benchmark achieve ISF goal
- Needs Support – 53% to 72% of benchmark students achieve ISF goal.
- Substantial Support – 0% to 52% of benchmark students achieve ISF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle kindergarten? _____

7. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of strategic students achieve ISF goal.
- Relative Strength – 42% to 79% of strategic achieve ISF goal
- Needs Support – 22% to 41% of strategic students achieve ISF goal.
- Needs Substantial Support – 0% to 21% of strategic students achieve ISF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive at the beginning of kindergarten, what percent achieved ISF of 10 (emerging) or 25 (established) for the middle of kindergarten? _____

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of intensive students achieve ISF emerging or established.
- Relative Strength – 76% to 79% of intensive students achieve ISF emerging or established.
- Needs Support – 55% to 75% of intensive students achieve ISF emerging or established.
- Needs Substantial Support – 0% to 54% of intensive students achieve ISF emerging or established.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system? (Use additional pages as needed.)

School: _____

Kindergarten Second Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *Second Semester Goal:* What is the primary instructional goal for the second half of kindergarten?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

2. *Second Semester Outcome:* At the end of kindergarten, on PSF, what percent are:

Established: _____ Emerging: _____ Deficit: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the middle of the kindergarten, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark in the middle of kindergarten, what percent achieved the PSF goal of 35 for the end of kindergarten? _____

5. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of benchmark students achieve PSF goal.
- Needs Support – 86% to 94% of benchmark students achieve PSF goal.
- Substantial Support – 0% to 85% of benchmark students achieve PSF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic in the middle of kindergarten, what percent achieved the PSF goal of 35 for the end of kindergarten? _____

7. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of strategic students achieve PSF goal.
- Relative Strength – 75% to 79% of strategic achieve PSF goal
- Needs Support – 50% to 74% of strategic students achieve PSF goal.
- Needs Substantial Support – 0% to 49% of strategic students achieve PSF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the middle of kindergarten, what percent achieved PSF of 10 (emerging) or 35 (established) for the end of kindergarten? _____

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of intensive students achieve PSF emerging or established.
- Needs Support – 57% to 79% of intensive students achieve PSF emerging or established.
- Needs Substantial Support – 0% to 56% of intensive students achieve PSF emerging or established.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system? (Use additional pages as needed.)

School: _____

First Grade - First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the primary instructional goal for the first half of first grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

2. *First Semester Outcome:* In the middle of first grade, on NWF, what percent are:

Established: _____ Emerging: _____ Deficit: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the beginning of first grade, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of first grade, what percent achieved the NWF goal of 50 for the middle first grade? _____

5. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of benchmark students achieve NWF goal.
- Relative Strength – 73% to 94% of benchmark achieve NWF goal
- Needs Support – 56% to 72% of benchmark students achieve NWF goal.
- Substantial Support – 0% to 55% of benchmark students achieve NWF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic at the beginning of first grade, what percent achieved the NWF goal of 50 for the middle first grade? _____

7. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of strategic students achieve NWF goal.
- Relative Strength – 40% to 79% of strategic achieve NWF goal
- Needs Support – 20% to 39% of strategic students achieve NWF goal.
- Needs Substantial Support – 0% to 19% of strategic students achieve NWF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive at the beginning of first grade, what percent achieved NWF of 30 (emerging) or 50 (established) for the middle of first grade?

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of intensive students achieve NWF emerging or established.
- Relative Strength – 67% to 79% of intensive students achieve NWF emerging or established
- Needs Support – 40% to 66% of intensive students achieve NWF emerging or established.
- Needs Substantial Support – 0% to 39% of intensive students achieve NWF emerging or established.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? What is the plan to improve the effectiveness of the schoolwide system for the first semester of first grade?

School: _____

First grade - Second Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *Second Semester Goal:* What is the primary instructional goal for the second half of first grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

2. *Second Semester Outcome:* At the end of first grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Low Risk) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the middle of first grade, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark in the middle of first grade, what percent achieved the DORF goal of 40 for the end of first grade? _____

5. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of benchmark students achieve DORF goal.
- Needs Support – 89% to 94% of benchmark students achieve DORF goal.
- Substantial Support – 0% to 88% of benchmark students achieve DORF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic in the middle of first grade, what percent achieved the DORF goal of 40 for the end of first grade? _____

7. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of strategic students achieve DORF goal.
- Relative Strength – 42% to 79% of strategic achieve DORF goal
- Needs Support – 24% to 41% of strategic students achieve DORF goal.
- Needs Substantial Support – 0% to 23% of strategic students achieve DORF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the middle of first grade, what percent achieved DORF of 20 (emerging) or 40 (established) for the end of first grade?

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of intensive students achieve DORF emerging or established.
- Relative Strength – 50% to 79% of intensive students achieve DORF emerging or established
- Needs Support – 26% to 49% of intensive students achieve DORF emerging or established.
- Needs Substantial Support – 0% to 25% of intensive students achieve DORF emerging or established.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? What is the plan to improve the effectiveness of the schoolwide system for the second semester of first grade?

School: _____

Second Grade - First Semester

Evaluating Effectiveness of Schoolwide System Worksheet

11. *First Semester Goal*: What is the primary instructional goal for the first half of second grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

12. *First Semester Outcome*: In the middle of second grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide System is a Strength	No. Go to 3 & evaluate progress
--------------------------------------	---------------------------------

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

13. *Initial Skills*: In the beginning of second grade, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

14. *Adequate Progress of Benchmark Students*: Of the students who were Benchmark at the beginning of second grade, what percent achieved the DORF goal of 68 for the middle second grade? _____

15. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of Benchmark students achieve DORF goal.
- Needs Support – 93% to 95% of Benchmark students achieve DORF goal.
- Substantial Support – 0% to 92% of Benchmark students achieve DORF goal.

16. *Adequate Progress of Strategic Students*: Of the students who were Strategic at the beginning of second grade, what percent achieved the DORF goal of 68 for the middle second grade? _____

17. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of Strategic students achieve DORF goal.
- Relative Strength – 48% to 79% of Strategic achieve DORF goal
- Needs Support – 28% to 47% of Strategic students achieve DORF goal.
- Needs Substantial Support – 0% to 27% of Strategic students achieve DORF goal.

18. *Adequate Progress of Intensive Students*: Of the students who were Intensive at the beginning of second grade, what percent achieved DORF of 52 (some risk) or 68 (low risk) for the middle of second grade? _____

19. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.
- Relative Strength – 20% to 79% of Intensive students achieve DORF some risk or low risk.
- Needs Support – 6% to 19% of Intensive students achieve DORF some risk or low risk.
- Needs Substantial Support – 0% to 5% of Intensive students achieve DORF some risk or low risk.

20. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of second grade?

School: _____

Second grade - Second Semester
Evaluating Effectiveness of Schoolwide System Worksheet

11. *Second Semester Goal:* What is the primary instructional goal for the second half of second grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

12. *Second Semester Outcome:* At the end of second grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

13. *Initial Skills:* In the middle of second grade, what percentage of students schoolwide are

Benchmark: _____ Emerging: _____ Intensive: _____

14. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark in the middle of second grade, what percent achieved the DORF goal of 90 for the end of second grade? _____

15. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of Benchmark students achieve DORF goal.
- Relative Strength – 88% to 94% of Benchmark students achieve DORF goal.
- Needs Support – 78% to 87% of Benchmark students achieve DORF goal.
- Substantial Support – 0% to 77% of Benchmark students achieve DORF goal.

16. *Adequate Progress of Some Risk Students:* Of the students who were Emerging in the middle of second grade, what percent achieved the DORF goal of 90 for the end of second grade? _____

17. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of Emerging students achieve DORF goal.
- Relative Strength – 20% to 79% of Emerging achieve DORF goal
- Needs Support – 7% to 19% of Emerging students achieve DORF goal.
- Needs Substantial Support – 0% to 6% of Emerging students achieve DORF goal.

18. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the middle of second grade, what percent achieved DORF of 70 (some risk) or 90 (low risk) for the end of second grade?

19. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.
- Relative Strength – 14% to 79% of Intensive students achieve DORF some risk or low risk.
- Needs Support – 5% to 13% of Intensive students achieve DORF some risk or low risk.
- Needs Substantial Support – 0% to 4% of Intensive students achieve DORF some risk or low risk.

20. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? What is the plan to improve the effectiveness of the schoolwide system for the second semester of second grade?

School: _____

Third grade - First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

21. *First Semester Goal:* What is the primary instructional goal for the first half of third grade?

Core Component or Big Idea: _____
DIBELS Measure: _____
Goal Skill Level: _____
Goal Timeline to Achieve: _____

22. *First Semester Outcome:* In the middle of third grade, on DORF, what percent are:

Low Risk: _____ Emerging: _____ Deficit: _____

Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength No. Go to 3 & evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

23. *Initial Skills:* In the beginning of third grade, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

24. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of third grade, what percent achieved the DORF goal of 92 for the middle third grade? _____

25. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of Benchmark students achieve DORF goal.
- Relative Strength – 93% to 94% of Benchmark students achieve DORF goal.
- Needs Support – 84% to 92% of Benchmark students achieve DORF goal.
- Substantial Support – 0% to 83% of Benchmark students achieve DORF goal.

26. *Adequate Progress of Strategic Students:* Of the students who were Strategic at the beginning of third grade, what percent achieved the DORF goal of 92 for the middle third grade? _____

27. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of Strategic students achieve DORF goal.
- Relative Strength – 29% to 79% of Strategic achieve DORF goal.
- Needs Support – 13% to 28% of Strategic students achieve DORF goal.
- Needs Substantial Support – 0% to 12% of Strategic students achieve DORF goal.

28. *Adequate Progress of Intensive Students:* Of the students who were Intensive at the beginning of third grade, what percent achieved DORF of 67 (some risk) or 92 (low risk) for the middle of third grade?

29. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.
- Relative Strength – 22% to 79% of Intensive students achieve DORF some risk or low risk.
- Needs Support – 10% to 21% of Intensive students achieve DORF some risk or low risk.
- Needs Substantial Support – 0% to 9% of Intensive students achieve DORF some risk or low risk.

30. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of third grade?

School: _____

Third grade - Second Semester
Evaluating Effectiveness of Schoolwide System Worksheet

21. *Second Semester Goal:* What is the primary instructional goal for the second half of third grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

Goal Timeline to Achieve: _____

22. *Second Semester Outcome:* At the end of third grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

23. *Initial Skills:* In the middle of third grade, what percentage of students schoolwide are

Benchmark: _____ Strategic: _____ Intensive: _____

24. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark in the middle of third grade, what percent achieved the DORF goal of 110 for the end of third grade? _____

25. How would you rate the effectiveness of the core curriculum and instruction?

- Strength – 95% to 100% of Benchmark students achieve DORF goal.
- Relative Strength – 89% to 94% of Benchmark students achieve DORF goal.
- Needs Support – 80% to 88% of Benchmark students achieve DORF goal.
- Needs Substantial Support – 0% to 79% of Benchmark students achieve DORF goal.

26. *Adequate Progress of Strategic Students:* Of the students who were Strategic in the middle of third grade, what percent achieved the DORF goal of 110 for the end of third grade? _____

27. How would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength – 80% to 100% of Strategic students achieve DORF goal.
- Relative Strength – 25% to 79% of Strategic achieve DORF goal
- Needs Support – 13% to 24% of Strategic students achieve DORF goal.
- Needs Substantial Support – 0% to 12% of Strategic students achieve DORF goal.

28. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the middle of third grade, what percent achieved DORF of 80 (some risk) or 110 (low risk) for the end of third grade?

29. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.
- Relative Strength – 33% to 79% of Intensive students achieve DORF some risk or low risk.
- Needs Support – 20% to 32% of Intensive students achieve DORF some risk or low risk.
- Needs Substantial Support – 0% to 19% of Intensive students achieve DORF emerging or established.

30. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? What is the plan to improve the effectiveness of the schoolwide system for the second semester of third grade?

School: _____

Fourth Grade- First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the primary instructional goal for the first half of fourth grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

2. *First Semester Outcome:* At the middle of fourth grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete number 3 - 10

3. *Initial Skills:* In the beginning of fourth grade, what percentage of students schoolwide are

Benchmark: _____% Strategic: _____% Intensive: _____%

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of fourth grade, what percent achieved the DORF goal of 105 for the middle of fourth grade? _____%

5. *How* would you rate the effectiveness of the core curriculum and instruction?

Strength - 95% to 100% of Benchmark students achieve DORF goal.

Relative Strength - 93% to 94% of Benchmark students achieve DORF goal.

Needs Support - 84% to 92% of Benchmark students achieve DORF goal.

Substantial Support - 0% to 83% of Benchmark students achieve DORF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic in the beginning of fourth grade, what percent achieved the DORF goal of 105 for the middle of fourth grade? _____%

7. *How* would you rate the effectiveness of the schoolwide system of supplemental support?

Strength - 80% to 100% of Benchmark students achieve DORF goal.

Relative Strength - 29% to 79% of strategic students achieve DORF goal.

Needs Support - 13% to 28% of strategic students achieve DORF goal.

Needs Substantial Support - 0% to 12% of strategic students achieve DORF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the beginning of fourth grade, what percent achieved DORF of 83 (some risk) or 105 (low risk) for the middle of fourth grade? _____%

9. *How* would you *rate* the effectiveness of the schoolwide system of intensive intervention?

Strength - 80% to 100% of Intensive students achieve DORF some risk or low risk.

Relative Strength - 22% to 79% of Intensive students achieve DORF some risk or low risk.

Needs Support - 10% to 21% of intensive students achieve DORF some risk or low risk.

Needs Substantial Support - 0% to 9% of intensive students achieve DORF some risk or low risk.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of fourth grade?

School: _____

Fifth Grade- First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the primary instructional goal for the first half of fifth grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

2. *First Semester Outcome:* At the middle of fifth grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength No. Go to 3 & evaluate progress

If Schoolwide System Strength you do not need to complete number 3 - 10

3. *Initial Skills:* In the beginning of fifth grade, what percentage of students schoolwide are

Benchmark: _____% Strategic: _____% Intensive: _____%

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of fifth grade, what percent achieved the DORF goal of 115 for the middle of fifth grade? _____%

5. *How* would you rate the effectiveness of the core curriculum and instruction?

- Strength - 95% to 100% of Benchmark students achieve DORF goal.
- Relative Strength - 93% to 94% of Benchmark students achieve DORF goal.
- Needs Support - 84% to 92% of Benchmark students achieve DORF goal.
- Substantial Support - 0% to 83% of Benchmark students achieve DORF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic in the beginning of fifth grade, what percent achieved the DORF goal of 115 for the middle of fifth grade? _____%

7. *How* would you rate the effectiveness of the schoolwide system of supplemental support?

- Strength - 80% to 100% of Benchmark students achieve DORF goal.
- Relative Strength - 29% to 79% of strategic students achieve DORF goal.
- Needs Support - 13% to 28% of strategic students achieve DORF goal.
- Needs Substantial Support - 0% to 12% of strategic students achieve DORF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the beginning of fifth grade, what percent achieved DORF of 94 (some risk) or 115 (low risk) for the middle of fifth grade? _____%

9. *How* would you *rate* the effectiveness of the schoolwide system of intensive intervention?

- Strength - 80% to 100% of Intensive students achieve DORF some risk or low risk.
- Relative Strength - 22% to 79% of Intensive students achieve DORF some risk or low risk.
- Needs Support - 10% to 21% of intensive students achieve DORF some risk or low risk.
- Needs Substantial Support - 0% to 9% of intensive students achieve DORF some risk or low risk.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of fifth grade?

School: _____

Sixth Grade- First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the primary instructional goal for the first half of sixth grade?

Core Component or Big Idea: _____

DIBELS Measure: _____

Goal Skill Level: _____

2. *First Semester Outcome:* At the middle of sixth grade, on DORF, what percent are:

Low Risk: _____ Some Risk: _____ At Risk: _____

Is the outcome criterion (95% Established) met?

Yes. Schoolwide
System is a Strength

No. Go to 3 &
evaluate progress

If Schoolwide System Strength you do not need to complete number 3 - 10

3. *Initial Skills:* In the beginning of sixth grade, what percentage of students schoolwide are

Benchmark: _____% Strategic: _____% Intensive: _____%

4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of sixth grade, what percent achieved the DORF goal of 120 for the middle of sixth grade? _____%

5. *How* would you rate the effectiveness of the core curriculum and instruction?

Strength - 95% to 100% of Benchmark students achieve DORF goal.

Relative Strength - 93% to 94% of Benchmark students achieve DORF goal.

Needs Support - 84% to 92% of Benchmark students achieve DORF goal.

Substantial Support - 0% to 83% of Benchmark students achieve DORF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were Strategic in the beginning of sixth grade, what percent achieved the DORF goal of 120 for the middle of sixth grade? _____%

7. *How* would you rate the effectiveness of the schoolwide system of supplemental support?

Strength - 80% to 100% of Benchmark students achieve DORF goal.

Relative Strength - 29% to 79% of strategic students achieve DORF goal.

Needs Support - 13% to 28% of strategic students achieve DORF goal.

Needs Substantial Support - 0% to 12% of strategic students achieve DORF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were Intensive in the beginning of sixth grade, what percent achieved DORF of 99 (some risk) or 120 (low risk) for the middle of sixth grade? _____%

9. *How* would you *rate* the effectiveness of the schoolwide system of intensive intervention?

Strength - 80% to 100% of Intensive students achieve DORF some risk or low risk.

Relative Strength - 22% to 79% of Intensive students achieve DORF some risk or low risk.

Needs Support - 10% to 21% of intensive students achieve DORF some risk or low risk.

Needs Substantial Support - 0% to 9% of intensive students achieve DORF some risk or low risk.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of sixth grade?

LETTERS

Language Essentials
for Teachers of
Reading and
Spelling

Appendix

Beginning Decoding Skills Survey

BEGINNING DECODING SKILLS SURVEY
By Linda Farrell
For *The Reading Intervention Program (TRIP)*¹

General Instructions

Record scores and errors on the Scoring Form. If the student makes an error, **be sure to record what the student reads** and how many times it takes to get the answer correct.

Directions:

1. Give the student the **Words and Sentences for Students to Read** page.
2. Ask the student to read the words at the top of the page. The student can select whether to read across or down. Stop when the student misses three in a row and ask the student if she or he can read any other words in that part of the page.
3. Ask the student to read the sentences in the middle of the page.
4. Ask the student to read the nonsense words at the bottom of the page. You may have to explain that nonsense words can be read, but they don't mean anything.
5. Record error patterns on the Error Pattern Chart.
 - Attach the Beginning Decoding Skills Survey Scoring Form to the Error Pattern Chart.
 - Write the specific error the student made next to the word on the Error Pattern Chart.
 - Put a check in the box in the chart that describes student errors.

Using the Error Pattern Chart:

Teach the skills the student is missing. In general, begin by teaching the skill that is checked and furthest to the left on the grid.

¹ Contracted for publication by Sopris West Educational Services.

Words and Sentences for Students to Read

see	rag	rich	dust
one	lid	shop	step
play	dot	tack	trip
you	hum	whip	pond
are	bet	thin	brag

1. The cat hid in a box.
 2. The fish is still in the deep lake.
 3. Seven pink shellfish were in my bathtub.
-

vop	shap
yuz	thit
zin	chut
keb	wheck

BEGINNING DECODING SKILLS SURVEY

Scoring Form

Student name _____

Grade _____

Date of assessment _____

Assessment administrator _____

Coding

✓ = read correctly

2x or 3x = read correctly second or third time

DK = don't know

NT = not tried or skipped

Write mispronunciations, substitutions, or incorrectly read words next to or above word.

Record the number correct (include the words student read correctly the second or third time).

Real Words

Sight Words

see _____

one _____

play _____

you _____

are _____

CVC

rag _____

lid _____

dot _____

hum _____

bet _____

Digraphs

rich _____

shop _____

tack _____

whip _____

thin _____

Blends

dust _____

step _____

trip _____

pond _____

brag _____

Sentences

1. The cat hid in a box.
2. The fish is still in the deep lake.
3. Seven pink shellfish were in my bathtub.

Nonsense Words

CVC

vop _____

yuz _____

zin _____

keb _____

Digraphs

shap _____

thit _____

chut _____

wheck _____

Name _____

Grade _____

Date _____

BEGINNING DECODING SKILLS SURVEY

Error Pattern Chart

Attach the Beginning Decoding Skills Survey Scoring Form.
 Cross off all words not attempted and put a check in the *No Try* box.
 Write the words read incorrectly on the line next to the word attempted.
 Put a check in the box in the chart that describes the error(s) for each word.

Comments (continue on back):

Observations: (check all that apply)

- Slow
- Quick to guess
- Guesses after trying to decode using letter-sound analysis
- Reads sound-by-sound, but cannot blend
- Possible b/d reversal

Real Words		Error Patterns									
		No Try	Sight Word	Consonants		Short Vowels	Extra Sound(s) Added	Digraphs	Blends	Long Vowels	Two Syllables
				Initial	Final						
<i>High Frequency Words</i>											
1	see										
2	one										
3	play										
4	you										
5	are										
<i>CVC Words</i>											
6	rag										
7	lid										
8	dot										
9	hum										
10	bet										
<i>Digraphs & Short Vowels</i>											
11	rich										
12	shop										
13	tack										
14	whip										
15	thin										
<i>Blends & Short Vowels</i>											
16	dust										
17	step										
18	trip										
19	pond										
20	brag										
<i>Sentences</i>											
1	The cat hid in a box.										
2	The fish is still in the deep lake.										
3	Seven pink shellfish were in my bathtub.										
<i>Nonsense Words</i>											
<i>CVC</i>											
21	vop										
22	yuz										
23	zin										
24	keb										
<i>Digraphs</i>											
25	shap										
26	thit										
27	chut										
28	wheck										



BEGINNING DECODING SKILLS SURVEY

Scoring Form

Student name Felicia

Grade 1

Date of assessment April 2004

Assessment administrator _____

Coding

✓ = read correctly

2x or 3x = read correctly second or third time

DK = don't know

NT = not tried or skipped

Write mispronunciations, substitutions or incorrectly read words next to or above word.

Real Words

Sight Words

see ✓

one ✓

play DK

you ✓

are and

CVC

rag rug

lid ✓

dot DK

hum ✓

bet sounds correct
didn't blend

Digraphs

rich rick

shop hop

tack take

whip DK

thin DK

Blends

dust duck

step DK

trip DK

pond DK

brag bag

Sentences

- The cat ^{hide the} hid in a box.
- The fish is ^{DK} still in the deep lake.
- ^{DK} Seven pink shellfish were in my bathtub.

Nonsense Words

CVC

vop vope

yuz DK

zin DK

keb DK

Digraphs

shap DK

thit _____

chut _____

wheck ✓

BEGINNING DECODING SKILLS SURVEY

Scoring Form

Student name Felicia

Grade 1

Date of assessment April 2004

Assessment administrator _____

Coding

✓ = read correctly

2x or 3x = read correctly second or third time

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Write mispronunciations, substitutions or incorrectly read words next to or above word.

Real Words

Sight Words

see ✓

one ✓

play DK

you ✓

are and

CVC

rag rug

lid ✓

dot DK

hum ✓

bet sounds correct
didn't blend

Digraphs

rich rick

shop hop

tack take

whip DK

thin DK

Blends

dust duck

step DK

trip DK

pond DK

brag bag

Sentences

- The cat ^{hide the} hid in a box.
- The fish is ^{DK} still in the deep lake.
- ^{DK} Seven pink shellfish were in my bathtub.

Nonsense Words

CVC

vop vope

yuz DK

zin DK

keb DK

Digraphs

shap DK

thit

chut

wheck v

Name Felicia Grade 1 Date April 2004

BEGINNING DECODING SKILLS SURVEY

Error Pattern Chart

Attach the Beginning Decoding Skills Survey Scoring Form.
 Cross off all words not attempted and put a check in the *No Try* box.
 Write all words read incorrectly on the line next to the word attempted.
 Put a check in the box in the chart that describes the error(s) for each word.

Comments (continue on back):

- Observations: (check all that apply)
- Slow
 - Quick to guess
 - Guesses after trying to decode using letter-sound analysis
 - Reads sound-by-sound, but cannot blend
 - Possible b/d reversal

Real Words		Error Patterns									
		No Try	Sight Word	Consonants		Short Vowels	Extra Sound(s) Added	Digraphs	Blends	Long Vowels	Two Syllables
				Initial	Final						
High Frequency Words											
1	see										
2	one										
3	play	✓									
4	you										
5	are <i>and</i>		✓								
CVC Words											
6	rag <i>rug</i>					✓					
7	lid										
8	dot	✓									
9	hum										
10	bet <i>sound by sound</i>										
Digraphs & Short Vowels											
11	rich <i>rick</i>							✓			
12	shop <i>hop</i>							✓			
13	tack <i>take</i>					✓					
14	whip	✓									
15	thin	✓									
Blends & Short Vowels											
16	dust <i>duck</i>								✓		
17	step	✓									
18	trip	✓									
19	pond	✓									
20	brag <i>bag</i>								✓		
Sentences											
1	The cat hid in a box. <i>hide the</i>		✓				✓				
2	The fish is still in the deep lake.	✓									
3	Seven pink shellfish were in my bathtub.	✓									
Nonsense Words											
CVC											
21	vop <i>vope</i>					✓					
22	vue	✓									
23	zin	✓									
24	keb	✓									
Digraphs											
25	shap	✓									
26	thit	✓									
27	ehuf	✓									
28	whack	✓									

BEGINNING DECODING SKILLS SURVEY

Scoring Form

Student name Ben

Grade 2

Date of assessment Feb 2004

Assessment administrator _____

Coding

✓ = read correctly

2x or 3x = read correctly second or third time

DK = don't know

NT = not tried or skipped

Write mispronunciations, substitutions or incorrectly read words next to or above word.

Real Words

Sight Words

see ✓

one ✓

play ✓

you ✓

are ✓

CVC

rag ✓

lid ✓

dot don't

hum ✓

bet ✓

Digraphs

rich ✓

shop hop, 2x shop

tack trick

whip ✓

thin ✓

Blends

dust ✓

step ✓

trip ✓

pond ✓

brag ✓

Sentences

- The cat hid in a box.
- The fish is still in the ^{step} deep lake.
- ^{Steven} ~~Seven~~ pink ^{ed} shellfish ~~were~~ ^{where} in my bathtub.

Nonsense Words

CVC

vop ✓

yuz use

zin vine

keb ✓

Digraphs

shap shap

thit Thin

chut crust

whcek sweek

Name Ben

Grade 2

Date Feb 2004

BEGINNING DECODING SKILLS SURVEY

Error Pattern Chart

Attach the Beginning Decoding Skills Survey Scoring Form.
 Cross off all words not attempted and put a check in the *No Try* box.
 Write all words read incorrectly on the line next to the word attempted.
 Put a check in the box in the chart that describes the error(s) for each word.

Comments (continue on back):

Observations: (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Slow
<input checked="" type="checkbox"/> Guesses after trying to decode using letter-sound analysis
<input type="checkbox"/> Reads sound-by-sound, but cannot blend | <input type="checkbox"/> Quick to guess
<input type="checkbox"/> Possible b/d reversal |
|---|---|

Real Words		Error Patterns									
		No Try	Sight Word	Consonants		Short Vowels	Extra Sound(s) Added	Digraphs	Blends	Long Vowels	Two Syllables
				Initial	Final						
<i>High Frequency Words</i>											
1	see										
2	one										
3	play										
4	you										
5	are										
<i>CVC Words</i>											
6	rag										
7	lid										
8	dot <i>don't</i>				✓	✓					
9	hum										
10	bet										
<i>Digraphs & Short Vowels</i>											
11	rich										
12	shop <i>hop</i>										
13	tack <i>trick</i>				✓	✓	✓				
14	whip										
15	thin										
<i>Blends & Short Vowels</i>											
16	dust										
17	step										
18	trip										
19	pond										
20	brag										
Sentences											
1	The cat hid in a box.										
2	The fish is still in the deep lake. <i>step</i>			✓							✓
3	Seven pink shellfish were in my bathtub. <i>steven where</i>			✓			✓✓				
Nonsense Words											
<i>CVC</i>											
21	vop										
22	yuz <i>use</i>										
23	zin <i>vine</i>										
24	keb										
<i>Digraphs</i>											
25	shap <i>shap</i>				✓	✓					
26	thit <i>thin</i>				✓						
27	chut <i>crust</i>						✓✓	✓✓			
28	wheck <i>sweek</i>				✓		✓✓	✓✓			

BEGINNING DECODING SKILLS SURVEY

Scoring Form

Student name Harry
Grade 3
Date of assessment April 2004
Assessment administrator _____

Coding

✓ = read correctly

2x or 3x = read correctly second or third time

DK = don't know

NT = not tried or skipped

Write mispronunciations, substitutions or incorrectly read words next to or above word.

Real Words

Sight Words

see ✓
one ✓
play ✓
you ✓
are ✓

CVC

rag ✓
lid lide
dot don't
hum ✓
bet bit

Digraphs

rich reach
shop ✓
tack take
whip NT
thin ✓

Blends

Very slow
dust rust
step ✓
trip trip
pond pound
brag brang

Sentences

- The cat ^{had} ~~hid~~ in a box.
- The fish is ^{sitting} ~~stif~~ in the ^{dirt} ~~deep~~ lake.
- Seven ^{DK} ~~pink~~ shellfish were in my ^{batter} ~~bathtub~~.
picnic where

Nonsense Words

CVC

vop voop
yuz use
zin ✓
keb keeb

Digraphs

shap ✓
thit ✓
chut shup
wheck wick

Name Harry

Grade 3

Date April 2003

BEGINNING DECODING SKILLS SURVEY

Error Pattern Chart

Attach the Beginning Decoding Skills Survey Scoring Form.
 Cross off all words not attempted and put a check in the *No Try* box.
 Write all words read incorrectly on the line next to the word attempted.
 Put a check in the box in the chart that describes the error(s) for each word.

Comments (continue on back):

Observations: (check all that apply)

- Slow
 Guesses after trying to decode using letter-sound analysis
 Reads sound-by-sound, but cannot blend
 Quick to guess
 Possible b/d reversal

Real Words		Error Patterns									
		No Try	Sight Word	Consonants		Short Vowels	Extra Sound(s) Added	Digraphs	Blends	Long Vowels	Two Syllables
				Initial	Final						
<i>High Frequency Words</i>											
1	see										
2	one										
3	play										
4	you										
5	are										
<i>CVC Words</i>											
6	rag										
7	lid <u>lide</u>					✓					
8	dot <u>don't</u>					✓	✓				
9	hum										
10	bet <u>bit</u>					✓					
<i>Digraphs & Short Vowels</i>											
11	rich <u>reach</u>					✓					
12	shop										
13	tack <u>take</u>					✓					
14	whip	✓									
15	thin										
<i>Blends & Short Vowels</i>											
16	dust <u>bust</u>			✓							
17	step										
18	trip <u>tirp</u>					✓			✓		
19	pond <u>pound</u>					✓					
20	brag <u>brang</u>					✓	✓				
<i>Sentences</i>											
1	The cat hid in a box. <u>had</u>					✓					
2	The fish is still in the <u>deep</u> lake. <u>silling</u> , <u>dirt</u>								✓	✓	
3	Seven pink shellfish were in my bathub . <u>picnic</u> , <u>where</u> , <u>batter</u>	✓				✓					✓
<i>Nonsense Words</i>											
<i>CVC</i>											
21	vop <u>vōp</u>					✓					
22	yuz <u>use</u>					✓					
23	zin										
24	keb <u>kēeb</u>					✓					
<i>Digraphs</i>											
25	shap										
26	thit										
27	chut <u>shup</u>								✓		
28	wheck <u>wick</u>					✓					

Quick Phonics Screener (QPS)

Starting the QPS

Say to the student: **"I'm going to ask you to read some words and sentences to me so I can find out what kinds of words are easy for you to read and what kinds of words you still need to learn. I want you to try to do your best. We probably won't do this whole page; we'll stop if it gets too hard. Any questions?"**

For the *NAMES* task, have students name the letter Q, not the qu digraph.

For the *SOUNDS* task, have students give you the SHORT sound for each of the VOWELS. If they say the long sound (letter name), say: **"That is one sound that letter makes. Do you know the short sound for that letter?"**

Procedures for Administration

STARTING POINT:

For students in Grade 4, the recommended starting point is Task 3a.

MOVING FROM TASK TO TASK:

If the student misses five words in Task 3a, have the student read the sentences in 3b. Then go back and administer Task 2b.

Administer each section of each task (i.e., words in isolation and then words in text).

ERROR CORRECTION:

If a student does not know a word, tell him/her to skip it and move on to the next one. Do not read the word for the student.

STOPPING TESTING:

Stop the assessment when the student appears frustrated or tired. **NOT ALL TASKS MUST BE ADMINISTERED**, but try to assess as many as possible so you will have sufficient information to plan instruction.

When a student misses five words in the word box, move to the words in text. Then, move to the next word box task. If the student misses five words in that word box, complete that task (administer the sentences), and stop the assessment.

A teacher may choose to administer additional tasks in order to gain further information but care must be taken not to frustrate the student.

Scoring the QPS

Mark errors and make notes/comments to help you remember how the student responded.

The QPS is scored by each individual task *ONLY*. Record the ratio of CORRECT responses over the total number POSSIBLE (e.g., 13/21 or 8/10) for each task. For Tasks 2b, 3b, 4b, 5b, and 6b, only the *underlined* word counts, but note or make comments about how well other words were read.

NOTE: The grade level listed above each task is an APPROXIMATE level at which those phonics skills are taught. **Results from the QPS CANNOT be used to determine a student's grade-level performance in reading, only their strengths/needs in key phonics skills.**

QUICK PHONICS SCREENER
Student Copy - page 1

Task 1(a) Task 1(b)	<p style="text-align: center;">m t a s i r d f o</p> <p style="text-align: center;">g l h u c n b j k</p> <p style="text-align: center;">y e w p v qu x z</p>
Task 2(a)	<p style="text-align: center;">dad fog let tub in sit cup red map on</p>
Task 2(b)	<p>Sam and Ben hid the gum. Pat had a nap in bed.</p> <p>Mom had a top on a big pot. Tim can sit in a tub.</p>
Task 3(a)	<p style="text-align: center;">gasp romp mint just soft club bran snip prod sled</p>
Task 3(b)	<p>Glen will swim past the raft in the pond.</p> <p>The frog must flip and spin and jump.</p>
Task 4(a)	<p style="text-align: center;">nice mole rule doze fate ripe cave tile cane vote</p>
Task 4(b)	<p>Mike and Jane use a rope to ride the mule.</p> <p>Pete has five tapes at home.</p>
Task 5(a)	<p style="text-align: center;">cart pork verb shirt furl torn fern mark turn stir</p>
Task 5(b)	<p>The dark tar on his torn shirt burned and hurt him.</p> <p>The bird hid under the ferns in the park.</p>

QUICK PHONICS SCREENER
Student Copy - page 2

Task 6(a)	lick sling sunk wrap ship whiz moth sigh chin knob
Task 6(b)	The ducks chomp on the knot. What is that on the right? Wring the wet dish cloth in the sink.
Task 7	foam roast • flea creak • mood scoop • steep bleed raise waist • fold scold • spray gray • shout mount spoil join • joy royal • haul fault • brawl straw toe goes • chew jewel • thrown pillow
Task 8	discount dismiss • nonsense nonstop • index intent • return regard station motion • famous jealous • madness witness • mission session • portable drinkable • fastest dampest • battle handle • mouthful fearful • traffic plastic • beware beneath • decay demand
Task 9(a)	moment crater bacon spider escape crazy mascot address basket punish
Task 9(b)	amputate liberty dominate elastic entertain practical innocent electric volcano segregate
Task 9(c)	particular contaminate community superior vitality evaporate inventory prehistoric solitary emergency

QUICK PHONICS SCREENER — Scoring Form

Student: _____ **Teacher:** _____ **Date:** _____

K-1st		SCORE			SCORE	
Task 1. Letters	<i>NAMES</i>		<i>SOUNDS</i>			
(a) Names	m t a s i r d f o		m t a s i r d f o		/21 cons.	
(b) Sounds	g l h u c n b j k y e w p v qu x z	/26	g l h u c n b j k y e w p v qu x z		15 vowels	
Gr. 1					SCORE	
Task 2. VC & CVC	dad fog let tub in					
(a) in List	sit cup red map on				/10	
(b) in Text	Sam and Ben hid the gum. Pat had a nap in bed. Mom had a top on a big pot. Tim can sit in a tub.				/20	
Task 3. CVCC & CCVC	gasp romp mint just soft					
(a) in List	club bran snip prod sled				/10	
(b) in Text	Glen will swim past the raft in the pond. The frog must flip and spin and jump.				/10	
Gr. 1-2						
Task 4. Silent E CVC-e	nice mole rule doze fate					
(a) in List	ripe cave tile cane vote				/10	
(b) in Text	Mike and Jane use a rope to ride the mule. Pete has five tapes at home.				/10	
Task 5. R-Control Vowels	cart pork verb shirt furl					
(a) in List	torn fern mark turn stir				/10	
(b) in Text	The dark tar on his torn shirt burned and hurt him. The bird hid under the ferns in the park.				/10	
Gr. 1-3						
Task 6. Consonant Digraphs <small>th, ng, sh, wh, ch, igh, ck, kn, wr, nk</small>	lick sling sunk wrap ship					
(a) in List	whiz moth sigh chin knob				/10	
(b) in Text	The ducks chomp on the knot. What is that on the right? Wring the wet dish cloth in the sink.				/10	
Task 7. Vowel Digraphs & Diphthongs <small>oa, ea, oo, ee, ai, oi, ay, ou, oi, oy, au, aw, oe, ew, ow</small>	foam roast • flea creak • mood scoop • steep bleed					
(a) in List	raise waist • fold scold • spray gray • shout mount					
(b) in Text	spoil join • joy royal • haul fault • brawl straw					
(c) in Text	toe goes • chew jewel • thrown pillow				/30	
Gr. 2-6						
Task 8. Prefixes & Suffixes <small>dis-, non-, in-, re-, -tion, -ous, -ness, -ion, -able, -est, -le, -ful, -ic, be-, de-</small>	discount dismiss • nonsense nonstop • index intent					
(a) in List	return regard • station motion • famous jealous					
(b) in Text	madness witness • mission session • portable drinkable					
(c) in Text	fastest dampest • battle handle • mouthful fearful					
(d) in Text	traffic plastic • beware beneath • decay demand				/30	
Task 9. Multi-Syllable	moment crater bacon spider escape					
(a) 2-Syllable	crazy mascot address basket punish				/10	
(b) 3-Syllable	amputate liberty dominate elastic entertain					
(c) 4-Syllable	practical innocent electric volcano segregate				/10	
(d) 5-Syllable	particular contaminate community superior vitality					
(e) 6-Syllable	evaporate inventory prehistoric solitary emergency				/10	

Menu of Possible Proactive Strategies

- Positive Interactions
 - from the classroom teacher
 - from other staff
- Goal Setting
- Academic Help - volunteer - peer tutor - small group
- Structured Practice of Desired Behavior
- Long-Term Contracts
- Weekly Conference with Adult
- Daily Debriefing with Teacher
- Using a Mentor
- Intermittent Reinforcement
- Point System-School Based
- Point System-Home Based
- Study Skills Training
- Social Skills Training
- Tracking Grades
- Relaxation Practice
- Mental Rehearsal
- Positive Self-Talk
- How to Interact with Teachers
- Self-monitoring
- Student Responsibility
- Daily Report Card
- Time Management Training

Menu of Possible Proactive Strategies

- Other: Sprick, R.S., Sprick, M.S., & Garrison, M. (1993). *Interventions: Collaborative planning for high risk students*. Longmont, CO: Sopris West, Inc.

Positive Interaction

From the Classroom Teacher: Research (Cotton, K., 1995) indicates that in a typical classroom setting, behavior problem students get teacher attention by acting out. Most students who chronically misbehave are insecure people in need of attention and reassurance. In order to get a desired result, the teacher should reduce the amount of attention to misbehavior and increase the amount of attention the student gets while he is behaving appropriately. Some of this positive attention should consist of positive feedback for the student's appropriate behavior, and some of the attention should include increasing positive interactions, such as greeting the student when he enters the class, and showing a personal interest in the student throughout the day.

From Other Staff: In some cases, when it may not be possible for the classroom teacher to fully meet a student's need for attention, help from other staff members may prove effective. This strategy involves getting support from the rest of the faculty to provide the student with additional attention. Request that whenever any staff members see this student they acknowledge him with a greeting. If time permits, they should be encouraged to stop and chat with the student.

The combination of the two methods often results in the student getting so much additional adult attention that he does not need to demand attention from the classroom teacher through misbehavior. In addition, the student will probably begin to feel that he is an important entity in the school. If so, he may begin to take more pride in his appropriate behavior.

Goal Setting

The process of goal setting may take several forms, but in each case it involves having an individual conference with the student. The purpose of this conference is to help the student identify realistic and attainable goals. Short-term goal setting usually involves helping the student identify short-term behavioral or academic goals. To facilitate this process, you may wish to use the Goal Contract Form (in the Reproducible Materials chapter). Plan to meet with the student at least ten minutes once a week, when using a goal contract, to discuss progress and to revise the contract if necessary. Continue these weekly discussions until the problem is solved.

Sometimes, it is also helpful to have the student identify long-term goals. When clarifying long-term goals, you are trying to get the student to think about what he wants life to be like when he is an adult (discuss jobs, lifestyle, independence, etc. with him or her). When conferencing with the student about goals, avoid value judgments, but try to help the student see that success in school may help him achieve other life goals, such as being able to have his or her own car, house/apartment, money for clothes, food, entertainment, hobbies, etc.

Description of Proactive Strategies

Academic Help

Very often a student's misbehavior is integrally related to academic deficits. If this may be the case with your student, at least part of your intervention should involve getting the student additional help with her academic work. For example, a parent volunteer could be assigned to meet with the student and help him or her complete homework assignments. An older student who is academically able could be assigned to meet with the student each day, as a peer tutor, to help the student with classwork. Or, if there are several students in the class who are struggling to complete assignments, the teacher could meet with that small group in order to guide students through the assigned work while the rest of the class completed their assignments independently. It is beyond the scope of this manual to serve as an extensive guide for remediating academic difficulties. However, by coordinating your efforts with the learning specialists in your school, it may be possible to design a strategy that will provide the student with the additional help she needs to be successful.

Structured Practice of the Desired Behavior

If the student you are working with has never exhibited the appropriate behavior, it is possible that he was never taught how to behave correctly. If this is the case, it may be necessary to establish daily lessons to train the student to exhibit the desired trait. These lessons need to be one-on-one with a teacher. During these practice sessions, the teacher provides highly structured lessons on how to concentrate and stay on task.

For example, let's look at a fifth grade student who has never worked independently and, therefore, always wastes independent work time. The student's structured practice would involve a five- or ten-minute daily lesson, every school day, for at least a month or more in order to learn how to effectively work alone. For any student attempting to learn a new behavior or skill, a once-a-week lesson would not be adequate enough to get a new behavior established.

Structured practice of the desired behavior is very time consuming, thus, it may be necessary to bring in additional resources. For example, it may be possible to have a teacher aide monitor the rest of the class during the ten minutes the classroom teacher is conducting the structured practice lessons with the individual student. Another possibility is to have a counselor, learning specialist, or school psychologist conduct the structured practice lessons.

Long-Term Contracts

Contracts can be a useful way to clarify expectations in great detail. A long-term contract is more extensive than a goal contract, in that, it provides even greater detail on precisely what the student must do over a period of time, as well as specifying what the student earns if he meets the designated conditions. In addition, this kind of contract clarifies what the teacher(s) will do to help the student meet these goals.

Weekly Conference with Adult

In this procedure, the student is assigned to meet once a week with a particular adult to discuss behavioral progress. The adult should be someone whom the student seems to relate to fairly well, such as a counselor or a former teacher. During this conference, the adult helps the student debrief the events of the

Description of Proactive Strategies

week. Topics such as: "What went well? What needs to be improved? How are things going at home? Are you making progress on the paper for History class?" can be discussed during the conference. In addition, the adult can also help the student set goals, track grades, or work out a time management plan for studying.

The conference does not need to be lengthy—five to ten minutes may be sufficient. The adult conducting the conference should also check with the student's teacher on a weekly basis to see if his/her perception of the progress being made matches the student's actual performance in class. If not, a meeting between the teacher, the student, and this third party might help get everyone working together more productively.

Daily Debriefing with Teacher

This procedure will usually be used in an elementary setting by a classroom teacher who has a problem student throughout the day. At the end of the day, the student and the teacher sit down to discuss how the day went. This debriefing should help reinforce the positive aspects of the student's day, as well as provide information to the student about how problems that occurred could have been handled differently. A daily debriefing can be especially effective at helping students manage their behavior by keeping them more aware of it throughout the day. In addition, the debriefing also provides an additional incentive for the student to show the teacher that he is making an effort to improve.

Using a Mentor

The concept of mentorship involves an adult in the school or community (e.g., a foster grandparent) who will give the student a lot of attention, warmth, and noncontingent support. Mentors can talk with the student, play basketball, take a walk, etc. For detailed information on how to establish a mentorship program as a school-wide procedure in your building, see Chapter 6 from *Discipline in the Secondary Classroom* (Sprick, 1985).

Intermittent Reinforcement

Intermittent reinforcement involves reinforcing the student when he shows progress toward improving his behavior. Since it is intermittent, this reinforcement happens on an irregular schedule and has not been previously discussed with the student. The advantage of intermittent reinforcement over many other systems is that it is easier to phase out. As the student shows consistent success, the intermittent reinforcement is gradually given less and less often. While intermittent may not be powerful enough to motivate all students to make major changes, it can solve certain types of problems where all that is needed is a motivational "boost." A few examples of intermittent reinforcers might include a class job, a note to parents about the student's progress, free time, extra computer time, helping the teacher after school, an award or certificate, and so on.

Point System—School Based

In a school-based point system, the student is expected to exhibit certain specific behaviors in order to receive points. When enough points are accumulated, the student may spend the points on items or activities that have been specified ahead of time by the teacher. If the acceptable behavior you want to see from the student is something that will be very difficult for her to do, you may initially need to establish a point system in order to get the student motivated. For example, if a student has a long history of

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difficulty completing work, a point system may provide the incentives needed to help motivate the student to get the work done.

Some educators dislike point systems because they feel the student should be motivated by more natural school reinforcers, such as a feeling of success, good grades, and occasional encouragement from the teacher. However, keep in mind that if the student's problems are severe enough, without initial incentive, she may never experience good grades or a feeling of success. The purpose of a point system is to get the student motivated enough so that she can begin feeling successful. When she starts experiencing success on a consistent basis, she will then become motivated by the more natural reinforcers in her environment.

The major disadvantage of a point system is that it is difficult to stop. Reduce the student's dependence on the point system by gradually expecting more and more from the student for the same reinforcers. Continue this process for several months, then switch the student to an intermittent system. "From now on, you will get free time only some of the time when you...." For most situations that require a point system, plan on implementing the system for at least five or six months.

Point System—Home Based

In a home-based point system, the teacher and the parents work together to plan a system for motivating the student. Usually, the teacher gives the student points for exhibiting certain acceptable behaviors, and the parents provide the student with activities or items in exchange for the points. If you decide to try a home-based point system, be sure to monitor the situation in the beginning to ensure that the parents are following through with their part of the system.

Study Skills Training

If a student has trouble keeping organized, handing in assignments, being successful on tests, and so on, he may need to be trained in study skills. In most schools, there are many students who need to be trained in these skills. If your school does not currently offer some study skills training for all students, and some intensive remedial study skills classes for students who are having trouble, encourage your administration to investigate establishing such classes.

There are many new study skills programs available, such as Skills for School Success (Archer, A. & Gleason, M., 1990). Talk to your district or county curriculum specialists to see if they can suggest other programs to examine. If not, talk to staff at other schools and find out what they are doing.

Social Skills Training

If a student is not getting along well with others, he may benefit from social skills training. This training might be helpful for a bully, a withdrawn student, a student who is always picked on, or similar types of students.

Like study skills, there are probably lots of students in your school who have problems with social skills. If you do not already have social skills classes being conducted in your school, investigate the possibility of setting something up. This does not have to be done for only one student; you can identify a group of students who need this training and conduct daily small group lessons. An excellent resource is ASSIST:

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Teaching Friendship Skills (Higgins, P., 1993). Talk to your district or county curriculum specialists to get ideas on other published programs to consider.

Tracking Grades

Many older students seem unmotivated by grades. However, many of these students simply don't know enough about how grading systems work to be interested in the system. All they know is that they consistently get bad grades. A student of this type may benefit from being required to keep an up-to-date record of their grades (e.g., each homework assignment, papers, tests, quizzes, etc.). If this process begins after the student is already failing, you may have to wait until the next semester to begin this method. The goal is to have someone (a counselor or one of the student's teachers) who will conference with the student at the end of the first week of class about their grade record.

"Let's take a look at first period. There were twenty-five points possible on the homework assignment and you received nineteen points. Do you realize that you have a "C" and that you were only one point away from having a "B"? Keep this up, and you will be able to pass English with flying colors."

Relaxation Practice

If the student's problem seems to be related to impulsivity, hostility, or anxiety, she may benefit from deep-muscle relaxation practice. Before proceeding with this, be sure to get parental permission in writing that this procedure is acceptable to them. Some people strongly object to relaxation training because they feel it conflicts with their religious beliefs. When contacting the parents about this procedure, emphasize that spiritual or religious beliefs will not be addressed in any way. The goal of the training is to teach the student to relax the muscles in her body.

Relaxation training in the school setting should be conducted like a physical education activity. The goal is to train the student to control her muscles with flex and release so that she can learn to relax even in situations of anxiety. Good relaxation training should be conducted for a few minutes each day for several weeks. Lessons scheduled to occur only once a week are unlikely to be successful.

There are many books and audio tapes available to provide ideas on how to conduct these lessons, such as *Interventions: Collaborative Planning for High Risk Students* (Sprick, R.S., Sprick, M., & Garrison, M., 1993). Talk to your media specialist for ideas on how to find some additional programs.

Mental Rehearsal

Mental rehearsal usually involves having the student practice being successful with a new or unfamiliar behavior by visualizing himself being successful. This procedure is usually paired with relaxation practice. After helping the student become relaxed, the adult conducting the sessions guides the student through a situation. "Imagine that you are walking down the hall and another student starts to tease you. See yourself staying calm. If the teasing did not bother you, how might you handle this situation?"

If you are to use this procedure, discuss it carefully with the student's parents, and get their permission in writing to ensure there are no philosophical or religious objections to this procedure.

Positive Self-Talk

Sprick, R. (1999). 25-minutes to better behavior: A teacher-to-teacher problem solving process. Longmont, CO: Sopris West

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With some types of situations, part of the problem the student is having may be that he keeps telling himself that he is a failure. The student who is having trouble academically keeps saying to himself, "I am so stupid." The student who has poor peer relationships may tell herself, "I am so awful, nobody likes me." If negative self-talk seems to be a part of the problem, training the student to make more positive statements to herself may help improve her self-image and behavior.

This training will most likely be successful if it occurs for a few minutes each day, rather than during one or two long sessions. During conferences with the student, have her make positive statements about something she does well or likes about herself. If she can't, model a statement you want her to make about herself. Have the student make several positive statements during each session. Encourage her, throughout the day, to continue telling herself the positive statements generated during the conference session.

How to Interact with Teachers

Some students have particular behaviors that they exhibit that make teachers very upset. For example, student who, when instructed to do something, always make a smart-aleck comment, or students who always act defiant when being reprimanded can be very distressing. If the student's unacceptable form of interaction seems chronic, he may need training in order to interact appropriately.

Training of this type should take the form of lessons, in which the teacher models the desired behavior, roleplays, and then discusses it with the student. These sorts of lessons should be conducted at least a couple of times a week, for several weeks, in order to give the student an adequate amount of practice.

Some of the types of students that may benefit from this intervention are those who cannot accept praise, become angry when corrected or reprimanded, do not know how to ask teachers for assistance, chronically complain, or are immature and seek attention in unacceptable ways.

Self-Monitoring

Self-monitoring involves having the student keep a record on a chart or form each time they engage in a particular behavior. The student can keep the form at his/her desk or in a notebook. This recording can keep track of a positive behavior you hope the student will engage in more frequently, or a negative behavior you hope the student will engage in less frequently. An example of a positive behavior might be to have the student record each time she raises her hand in order to participate in class discussions. An example of a negative behavior would be to have a student record each time he is out of his seat at an inappropriate time. In some cases self-monitoring could involve recording both a positive and a negative behavior. For example, a student who makes off-task comments during discussions could keep a record of both the on-task and the off-task comments he makes.

Self-monitoring can be a useful intervention when the student is not aware of how frequently she is engaging in an unacceptable behavior, or when you want the student to become more aware of the positive behavior you hope to see increased. The goal of self-monitoring is that by recording, the student will become more motivated to improve her behavior.

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Self-monitoring may or may not be paired with a structured reinforcement system. The basic rule is that if you think the student may be motivated just by monitoring his or her behavior, and observing progress on a chart, don't use structured reinforcers.

Student Responsibility

With some problem students, giving them a responsibility results in their becoming more responsible. A student with a poor self-image may have never felt that he is a responsible and capable person. When the teacher gives this student a responsibility, the student may decide, "If Mr. Morales thinks I can handle this, then maybe I can."

Some examples of responsibilities that may work include: assigning the student a class job, putting the student in charge of a committee, giving the student a job in the front office, having the student tutor a younger student, or asking the student to assist you after school.

Daily Report Card

A daily report card is an appropriate tool for the student who needs frequent feedback on her performance. When using a daily report card, the teacher must initial the student's card at the end of each period. The card should indicate what behaviors or traits the report card is designed to monitor. And, it should be designed so that the teacher can quickly check off if the period went well, average, or poorly. In the elementary setting, the regular classroom teacher evaluates most periods, but if the class goes to the library, the librarian should evaluate the library time. In the secondary setting, the student probably has a different teacher for each class period. In this case, the student should be responsible for taking the report card to each teacher at the end of each class period.

One key to making a daily report card work is consistency. Given that different teachers may have different concerns about a student's behavior, it is important to have an initial meeting where all the student's teachers can design a daily report card that will evaluate the student effectively for all her classes.

There should also be one designated adult who discusses each day's progress with the student and gives her a new report card for the next day. This person can be one of her teachers, a counselor, or a mentor.

Time Management Training

Some problem students can benefit from lessons in time management. For example, for the student who never turns in homework, the teacher may need to sit down with him and his parents in order to design a weekly schedule he can adhere to. The schedule would assign specific times during each day when homework should be done, chores completed, or playtime with friends allowed. Another example of time management training would be helping the student who is always late to school learn to set an alarm in order to get to school on time.

Other

Refer to *Interventions: Collaborative Planning or High Risk Students* (Sprick, R.S., Sprick, M.S., & Garrison, M., 1993) for additional strategies and suggestions.

Targeted Interventions A Reference Guide for Function-Based Support Options

School: _____

Date: _____

Purpose of Reference Guide:

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions defined:

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) availability of the intervention to anyone at anytime.

Instructions:

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples:

- Check In-Check Out may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- Social Skills Club participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- Reading Buddies may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention Provides:	Current Targeted Intervention					
	Check in Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies	
access to adult attention	X	X	X	X	X	
access to peer attention	X	X	X		X	
access to choice of alternatives/activities	X	X	X	X	X	
option for avoiding aversive activities	X	X		X	X	
option for avoiding aversive social peer/adult attention	X				X	
Structural prompts for 'what to do' throughout the day	X	X				
At least 5 times during the day when positive feedback is set up	X					
A school-home communication system	X			X		
Opportunity for adaptation into a self-management system	X	X	X	X	X	

Targeted Interventions

A Reference Guide for Function-Based Support Options

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____

Date: _____

	Current Targeted Intervention					
Targeted Intervention Provides:						
Access to adult attention						
Access to peer attention						
Access to choice of alternatives/activities						
Option for avoiding aversive activities						
Option for avoiding aversive social peer/adult attention						
Structural prompts for 'what to do' throughout the day						
At least 5 times during the day when positive feedback is set up						
A school-home communication system						
Opportunity for adaptation into a self-management system						

