

Response to Interventions

Instructional Options and Interventions

Samuel E. Inman Middle School

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Instructional Options and Interventions

Instructional Options-Reading Comprehension

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Choice Boards	Problems, questions, assignments, projects, or activities that students can choose from, designed with learning differences in mind.
Corrective Feedback	<u>Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement.</u>
Curriculum Compacting	Eliminate curriculum already mastered. Student allowed to pursue alternative curriculum options
Flexible Grouping	Use groups of high average to gifted students for a challenge
Frequent Drill and Practice	As students become more proficient in their new skills and can work independently, give them frequent opportunity to drill and practice to strengthen skills.
Instructional Match	<u>Ensure that students are being taught at the optimal instructional level.</u>
Interest Centers	Advance Reading Challenge
Model Correct Performance	Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.
Multiple Resources	Multiple resources at advanced interest levels and learning profiles
Periodic Review	Once students have mastered a particular academic skill, the instructor will move on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material.
Questioning	Focus on high levels of Bloom's Taxonomy, open ended questions using higher order thinking skills, and require documentation of answers.
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)

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Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Tiered Assignments	Design assignments to meet the varying ability levels

Interventions- Reading Comprehension

Intervention	Description/HyperLink
Answer Know How	The student will identify question types to comprehend text Link
Anticipation Sort	The student will use background knowledge to comprehend text. Link
Author's Purpose	The student will identify the author's purpose. Students determine author's purpose by sorting passages. Link
Cause & Effect Organizer	Students identify cause and effect relationships in text and record on a graphic organizer. Link
Defining Details	Students determine important details in text. Link
Expository Fact Strip	Students locate information in expository text and record on a fact strip. Link
In My Own Words	Students rewrite text in own words. Link
Make & Check a Prediction	Students make, write or illustrate, and check story predictions. Link
Making Inferences Triangles	Students identify inferences by reading clues. Link
Moby Max	www.mobymax.com - Computer program purchased at the local school level. It is not available to all schools.
More Incredible Inferences	Students identify inferences by reading clues. Link
Precise Predictions	Students make, write, draw, and check story predictions. Link
Question Cards	Students discuss text by using question cards. Link
Question Quest	Students read text and stop to answer questions and do tasks. Link
Story Element Ease	Students write information related to story elements and sort into appropriate categories. Link
Story Element Web	The student reads a story and then records the story elements using a graphic organizer. Link
Summarizing	Students record the main idea and supporting details, then summarize. Link

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Instructional Options-Basic Reading

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Corrective Feedback	<u>Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement.</u>
Frequent Drill & Practice	As students become more proficient in their new skills and can work independently, give them frequent opportunity to drill and practice to strengthen skills.
Instructional Match	Ensuring that students are being taught at the optimal level
Model Correct Performance	Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.
Periodic Review	Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.
Scaffolding	Once students have mastered a particular academic skill, the instructor will move on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material.
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Tiered Assignments	Design assignments to meet the varying ability levels

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Interventions-Basic Reading

Intervention	Description/HyperLink
Double Time	The student will identify variant correspondences in words. Students write corresponding spelling patterns for long vowels in multisyllabic words Link
Earobics	Basic Reading - Phonics Phonological Awareness The Earobics® program is available in Atlanta Public Schools through the Speech and Language Pathologist (SLP). The site license for this program is for 12 students. Schools may choose to purchase additional software for this research-based program in order to broaden the scope of use in the school. Professional development on the use of this intervention can be provided by the SLP.
Echo Reading	The student will read with proper phrasing, intonation, and expression in connected text. Students practice reading fluently by echo reading text with a partner.
Final Phoneme Find	Phonemic Isolation- The student will isolate final phonemes in words. Students isolate final phonemes by listening to words and choosing pictures with that sound. Link
Four Word	Morpheme Structures- The student will identify base words. Students group multisyllabic words containing the same base word. Link
Make a Word	Blending- The student will blend sounds of letters to make words. Students segment names of pictures into phonemes and use the corresponding magnetic letters to make the word. Link
Map-a-Word	Letter Sounds- The student will segment phonemes in words. Students orally segment words and write corresponding letters on spaces in Elkonin Boxes. Link
Matching Rhyme Time	Rhyming- The student will recognize rhyming words. Students match rhyming picture cards. Link
Moby Max	www.mobymax.com Computer program purchased at the local school level. It is not available to all schools.
Morphemic Elements: Affix Concentration	Vocabulary The student will identify the meaning of affixes. Students match affixes to their meanings by playing a memory game.

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One Card Out	Phoneme Matching- The student will match initial phonemes in words. Students determine which words have the same initial sound and place a card over the picture that does not. Link
Ortin-Gillingham	
Pack-A-Backpack	Phoneme Matching- The student will match initial phonemes in words. Students sort objects by initial sound on the backpacks. Link
PALS	Basic Reading - Phonics Phonological Awareness Peer Assisted Learning Strategies http://kc.vanderbilt.edu/pals/about.html The PALS Program is an intervention programs that has been purchased by individual schools; however, is not available at all Atlanta Public Schools. At this time, adding this program to your school would be school choice and funded from the school's cost center budget.
Scoopad	Scoopad is a research based website that provides ELA and math support. There are free versions as well as subscription options.
Word Steps	Blending- The student will blend sounds of letters to make words. Students make new words by manipulating one letter at a time. Link
Word-O-Matic	The student will produce words with variant correspondences. Students make words, including those with variant correspondences, by using letter cards. Link

Instructional Options-Reading Fluency

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Corrective Feedback	Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement.
Frequent Drill & Practice	As students become more proficient in their new skills and can work independently, give them frequent opportunity to drill and practice to strengthen skills.

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Instructional Match	Ensure that students are being taught at the optimal instructional level.
Model Correct Performance	Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.
Paired Reading	No recommended usage
Periodic Review	Once students have mastered a particular academic skill, the instructor will move on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material.
Repeated Reading	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Tiered Assignments	Design assignments to meet the varying ability level of students.

Interventions-Reading Fluency

Intervention	Description/HyperLink
Assisted Reading Practice -	In this very simple but effective intervention, the student reads aloud while an accomplished reader follows along silently. If the student commits a reading error, the helping reader corrects the student error. Link
Earobics	Earobics is a powerful and transformative multisensory reading intervention for raising academic achievement. See speech therapists
Echo Reading	The student will read with proper phrasing, intonation, and expression in connected text. Students practice reading fluently by echo reading text with a partner.
Fast Words	The student will gain speed and accuracy in reading words. Link
Make-A-Match	The student will gain speed and accuracy in recognizing letter-sounds. Link

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Paired Reading	The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem. Link
Pass the Word	
Read Naturally	This is a program that may be purchased by a school. It is not funded by the county. The Read Naturally program is a supplemental reading program that aims to improve reading fluency, accuracy, and comprehension of students in elementary, middle, or high school or adults using a combination of texts, audio CDs, and computer software. Link
Repeated Reading - Tier 3	The student reads through a passage repeatedly, silently or aloud, and receives help with reading errors. Link
Tap Stack	The student will gain speed and accuracy in letter recognition. Link

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Instructional Options-Math Calculation

Instructional Option	Description
Activating Prior Knowledge	<u>Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.</u>
Corrective Feedback	<u>Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement.</u>
Frequent Drill & Practice	<u>As students become more proficient in their new skills and can work independently, give them frequent opportunity to drill and practice to strengthen skills.</u>
Instructional Match	<u>Ensure that students are being taught at the optimal instructional level.</u>
Model Correct Performance	<u>Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.</u>
Periodic Review	<u>Once students have mastered a particular academic skill, the instructor will move on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material.</u>
Scaffolding	<u>Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)</u>
Think Aloud	<u>Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.</u>
Tiered Assignments	<u>Design assignments to meet the varying ability level of students.</u>

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Interventions-Math Calculation

Intervention	Description/HyperLink
Cover-Copy-Compare -	www.interventioncentral.com -Students who can be trusted to work independently and need extra drill and practice with math computational problems, spelling, or vocabulary words will benefit from Cover-Copy-Compare. Link
Customized Math Self-Correction Checklists -	www.interventioncentral.com - The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor and when necessary correct " his or her performance on math worksheets before turning them in (Dunlap & Dunlap, 1989; Uberti et al., 2004). Link
Early Math Fluency CBM Probe: Missing Number -	www.interventioncentral.com - The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number. Link
Early Math Fluency CBM Probe: Number Identification	www.interventioncentral.com - The student is given a page containing a series of randomly selected numbers. The student must read these numbers aloud. Link
Early Math Fluency CBM Probe: Quantity Discrimination	www.interventioncentral.com - The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair. Link
Front Row	This is a web based program. There is a free teacher version as well as the ability for schools to purchase more features. Link
Incremental Rehearsal	Incremental rehearsal builds student fluency in basic math facts ('arithmetic combinations') by pairing unknown computation items with a steadily increasing collection of known items. This intervention makes use of concentrated practice to promote fluency and guarantees that the student will experience a high rate of success Link
IXL.com	Free trial that teachers can use to practice drill skills.
Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems	www.interventioncentral.com - Teachers can improve accuracy and positively influence the attitude of students when completing math-fact worksheets by intermixing 'easy' problems among the 'challenging' problems. Research shows that students are more motivated to complete computation worksheets when they contain some very easy problems

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	interspersed among the more challenging items. Link
Math-Facts Through a Self-Administered Folding-In Technique	www.interventioncentral.com - The student receives a copy of this checklist containing the essential steps of the self-administered intervention. The teacher can use this same checklist to observe the student and evaluate the integrity of the math-fact SAFI. Link
Moby Max	www.mobymax.com - Computer program purchased at the local school level. It is not available to all schools. Link
Number Sense Promoting Basic Numeracy Skills through a Counting Board Game	www.interventioncentral.com - The student plays a number-based board game to build skills related to 'number sense', including number identification, counting, estimation skills, and ability to visualize and access specific number values using an internal number-line (Siegler, 2009). Link
Scootpad	Scootpad is a research based website that provides ELA and math support. There are free versions as well as subscription options.
ST Math	web.stmath.com - This is a web passed program that some schools in the county have purchased. It is not available at all schools.
Strategic Number Counting Instruction	www.interventioncentral.org - The student is taught explicit number counting strategies for basic addition and subtraction. Those skills are then practiced with a tutor (adapted from Fuchs et al., 2009). Link
Student Log: Mastered Math-Facts	www.interventioncentral.com - This recording-form is used by the student to log any math-facts mastered during the intervention.
Student Self-Monitoring of Productivity	www.interventioncentral.org - The student monitors and records her or his work production on math computation worksheets during time-drill" with a goal of improving overall fluency (Maag, Reid, R., & DiGangi, 1993). This intervention can be used with a single student, a small group, or an entire class. Link
TenMarks	www.tenmarks.com -This a web based program. There is a free version as well as upgrades that schools may have chosen to purchase. Link

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Instructional Options-Math Reasoning

Instructional Options	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Choice Boards	<u>Problems, questions, assignments, projects, or activities that students can choose from, designed with learning differences in mind.</u>
Corrective Feedback	<u>Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement.</u>
Curriculum Compacting	<u>Eliminate curriculum already mastered. Student allowed to pursue alternative curriculum options.</u>
Flexible Grouping	<u>Use cooperative groups of high average to gifted mix of students for challenge.</u>
Frequent Drill & Practice	<u>As students become more proficient in their new skills and can work independently, give them frequent opportunity to drill and practice to strengthen skills.</u>
Instructional Match	<u>Ensure that students are being taught at the optimal instructional level.</u>
Interest Centers	<u>Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth.</u>
Model Correct Performance	<u>Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.</u>
Multiple Resources	<u>Multiple resources at advanced interest levels and learning profiles.</u>
Periodic Review	<u>Once students have mastered a particular academic skill, the instructor will move on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material.</u>
Questioning	<u>Focus on high levels of Bloom's Taxonomy, open ended questions using higher order thinking skills, and require documentation of answers.</u>
Scaffolding	<u>Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of</u>

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	problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Tiered Assignments	Design assignments to meet the varying ability level of students.

Interventions-Math Reasoning

Interventions	Description/Hyperlink
Combining Cognitive and Metacognitive Strategies	The following strategies combine both cognitive and metacognitive elements (Montague, 1992; Montague & Dietz, 2009). First, the student is taught a 7-step process for attacking a math word problem (cognitive strategy). Second, the instructor trains the student to use a three-part self-coaching routine for each of the seven problem-solving steps (metacognitive strategy). Link
Destination Math	
Front Row	This is a web based program. There is a free teacher version as well as the ability for schools to purchase more features. Link
Graphic Representations	Using graphic organizers to represent work number sentences and word problems for students.
Solving Word Problems Using Structured Organizers	This intervention gives students better understanding of reading, interpreting, and solving word problems in mathematics. The use of structure organizers is first modeled by the teacher, students use the organizers on their own, and is phased out as students become more proficient
ST Math	web.stmath.com This is a web passed program that some schools in the county have purchased. It is not available at all schools.
TenMarks	This is a web based program. There is a free version as well as upgrades that schools may have chosen to purchase. www.tenmarks.com Link
Using Question Answer Relationships	Students must be able to correctly interpret math graphics in order to correctly answer many applied math problems. Struggling learners in math often misread or misinterpret math graphics. Link

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Instructional Options-Written Expression

Instructional Option	Description
Corrective Feedback	<u>Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement.</u>
Frequent Practice	<u>As students become more proficient in their new skills and can work independently, give them frequent opportunity to drill and practice to strengthen skills. Once students have mastered a particular academic skill, the instructor will move on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.</u>
Instructional Match	Ensure that students are being taught at the optimal instructional level.
Model Correct Performance	<u>Model and demonstrate explicit strategies to student for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.</u>
Scaffolding	<u>Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)</u>
Think Aloud	<u>Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.</u>
Tiered Assignments	<u>Design assignments to meet the varying ability level of students</u>

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Interventions-Written Expression

Interventions	Description/Hyperlink
Build an Outline by Talking	Students who struggle to organize their notes into a coherent outline can tell others what they know about the topic—and then capture the informal logical structure of that conversation to create a working outline. Link
Increasing Writing Productivity with Self-Monitoring	Students gain motivation to write through daily monitoring and charting of their own and class wide rates of writing fluency. Link
Memorize a Story Grammar Checklist	Students write lengthier stories that include greater detail when they use a memorized strategy to judge their writing-in-progress. These young writers are taught a simple mnemonic device with 7 elements: 'WWW, What=2, How = 2'. This mnemonic translates into a story grammar checklist Link
Reverse Outline	Students can improve the internal flow of their compositions through 'reverse outlining' Link
SOLO	Computer Program (Special Education uses this problem) It may be loaded on general education computers.

Instructional Options-Behavior-Work Habits

Instructional Options	Descriptions
Change Classroom Environment	Provide individual work space, provide peer work opportunities, allow movement while working (clipboard), provide small breaks throughout the work period.
Delivering Directions/Instruction	Breakdown directions/instructions, provide a visual of the directions/instructions, have students repeat directions/instructions.
Management Systems	Design time within the day/lesson for all students to copy assignments into an agenda or work record (personal devices), provide opportunities for students to clean/organize lockers and/or notebooks.
Modeling	Show the students an exemplar, show them how their materials should be organized, how to chunk work time to be able to reach completeness
Non-Verbal Cues	The teacher will convey a message by tapping the desk, making eye contact, use of cue card, patterned claps, high-five, or gestures
Verbal Cues	Private praise when student is on task, completing work, following directions

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Instructional Options-Behavior-Work Habits

Instructional Options	Descriptions
Change Classroom Environment	Provide individual work space, provide peer work opportunities, allow movement while working (clipboard), provide small breaks throughout the work period.
Delivering Directions/Instruction	Breakdown directions/instructions, provide a visual of the directions/instructions, have students repeat directions/instructions.
Management Systems	Design time within the day/lesson for all students to copy assignments into an agenda or work record (personal devices), provide opportunities for students to clean/organize lockers and/or notebooks.
Modeling	Show the students an exemplar, show them how their materials should be organized, how to chunk work time to be able to reach completeness
Non-Verbal Cues	The teacher will convey a message by tapping the desk, making eye contact, use of cue card, patterned claps, high-five, or gestures
Verbal Cues	Private praise when student is on task, completing work, following directions

Instructional Options-Behavior-Engagement

Instructional Option	Description
Character Education	Teaching of children to help them develop various social and emotional skills.
Classroom Management Strategies	Establishing and implementing procedures and expectations to help students become responsible for their behaviors.
Differentiation of Instruction	Teachers systematically gather and analyze information about student readiness, interests, and learning styles to proactively design instruction based on those differences.
Home & School Collaboration	Parents, guardians and staff working together to reach a common goal.
Positive Behavior Supports	School-wide expectations and rules that are reinforced through a reward system. Teaching and modeling appropriate behaviors
School-wide discipline plan	School-wide discipline plan established to provide a positive school climate and create a supportive environment for student and staff personal, social and academic growth.

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Intervention-Behavior-Engagement

Intervention	Description/Link
Activities Classroom	The student is assigned several tasks to complete during a work period and given the opportunity to select the assignment that he or she will do first. Link
Behavior Journals	To get students to "own" their behavior, have them create and decorate journals in which they daily write about their week's targeted behavior Link
Guided Notes	The student is given a copy of notes summarizing content from a class lecture or assigned reading. Blanks are inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes. Link
Interspersing easier problems in drill and practice	As a behavior-management tool, response effort seems like simple common sense: We engage less in behaviors that we find hard to accomplish Link
Mystery Motivator	This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students Link
Pre-determined structured break	This strategy will provide students with a cool down time away from a stressful situation. It will also help student with poor attention and focus. Link
Self-Directed Study Break	To provide students with a cool down time To allow students time away from a stressful or potentially stressful situation It can help avoid a power struggle between you and the student Helps students with poor attention and focus Gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move Link
Token Monitoring/ Reinforcement	On and Off Task Reinforcement. Link
Two by Ten	This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. Link 1 Link 2

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Instructional Options-Behavior-Self Management

Instructional Option	Description
Character Education	Teaching of children to help them develop various social and emotional skills
Classroom Management Strategies	Establishing and implementing procedures and expectations to help students become responsible for their behaviors.
Differentiation of Instruction	Teachers systematically gather and analyze information about student readiness, interests, and learning styles to proactively design instruction based on those differences.
Home & School Collaboration	Parents, guardians and staff working together to reach a common goal.
Positive Behavior Supports	School-wide expectations and rules that are reinforced through a reward system. Teaching and modeling appropriate behaviors.
School-wide discipline plan	School-wide discipline plan established to provide a positive school climate and create a supportive environment for student and staff personal, social and academic growth.

Interventions-Behavior-Self Management

Intervention	Description/Link
Activities Classroom	The student is assigned several tasks to complete during a work period and given the opportunity to select the assignment that he or she will do first. Link
Behavior Contract	The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document Link
Behavior Journals	To get students to "own" their behavior, have them create and decorate journals in which they daily write about their week's targeted behavior Link
Guided Notes	The student is given a copy of notes summarizing content from a class lecture or assigned reading. Blanks are inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes. Link
Interspersing Easier problems in	As a behavior-management tool, response effort seems like simple

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drill and practice	common sense: We engage less in behaviors that we find hard to accomplish Link
Mystery Motivator	This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students Link
Pre-determined Structured Break	This strategy will provide students with a cool down time away from a stressful situation. It will also help student with poor attention and focus. Link
Role Playing	Kids learn what to do—even what to say—in common social situations Link
Self-Directed Study Break	
Talk Ticket	Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format. Link 1 Link 2
Token Monitoring/ reinforcement	On and Off Task Reinforcement Link
Two by Ten	This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. Link 1 Link 2
Visual Cues	However, teachers can often use simple verbal or visual cuing techniques to substantially improve these students' academic performance. Cuing techniques are considered to be positive antecedents that set the student up for greater success Link

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Instructional Options-Behavior-Social Skills

Instructional Option	Description
Character Education	Teaching of children to help them develop various social and emotional skills
Classroom Management Strategies	Establishing and implementing procedures and expectations to help students become responsible for their behaviors.
Differentiation of Instruction	Teachers systematically gather and analyze information about student readiness, interests, and learning styles to proactively design instruction based on those differences.
Home & School Collaboration	Parents, guardians and staff working together to reach a common goal.
Positive Behavior Supports	School-wide expectations and rules that are reinforced through a reward system. Teaching and modeling appropriate behaviors.
School-wide discipline plan	School-wide discipline plan established to provide a positive school climate and create a supportive environment for student and staff personal, social and academic growth.

Interventions-Behavior-Social Skills

Interventions	Description/Link
Activities Classroom	The student is assigned several tasks to complete during a work period and given the opportunity to select the assignment that he or she will do first. Link
Attempt to Initiate Communication	Take the initiative to speak with parents or students on a frequent basis to build positive relationships.
Behavior Journals -	To get students to "own" their behavior, have them create and decorate journals in which they daily write about their week's targeted behavior Link
Coping/Managing Feelings	Link
Emotion Charades	Practicing appropriate ways to express emotions. Link
Examining Coping Strategies -	Link
Exercising Character	Children will become aware of their responsibilities by playing "Name That Responsibility" and identifying practical ways to show responsibility at home and at school. They will match terms to definitions Link
Express Feelings/Emotions Appropriately	To improve skills for expressing feelings. The student will express feelings appropriately Link
Identify and Understand	To improve skills for expressing feelings. The student will be able to

Response to Interventions

Instructional Options and Interventions

Feelings/Emotions	identify body signals with feelings Link
Interspersing Easier Problems in Drill and Practice	As a behavior-management tool, response effort seems like simple common sense: We engage less in behaviors that we find hard to accomplish Link
Mystery Motivator	This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students Link
Play Ball -	Social Skills Link 1 Link 2
Pre-determined Structured Break	This strategy will provide students with a cool down time away from a stressful situation. It will also help student with poor attention and focus. Link
Recognize and Respond to Others' Feeling	The student will be able to identify another person's feelings. The student will respond appropriately to other's feelings. Link
Role Playing -	Kids learn what to do—even what to say—in common social situations Link
Share Your Feelings	Encourage students to share their feelings through journaling, drawing, or acting . The student will choose their preferred method of sharing. Student inventories are a great way to learn student preferences.
Talk Ticket	Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within , or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format. Link 1 Link 2

Response to Interventions

Instructional Options and Interventions

Instructional Options-Language Answering Questions

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Build Literacy Rich Environment	Have a variety of reading materials which are cross-curricular on various reading levels.
Gain/Secure Attention	Make eye contact/ move around the classroom. Build a level of high engagement to capture your audience's attention. Continue the engagement process by using student interests to secure attention.
Preferential Seating	Increase focus and attention spans by moving students to areas where there are minimum distractors
Present oral information in smaller steps/quantities	Provide the whole idea. Then chunk (break-down) piece-by-piece
Provide Wait Time	<ul style="list-style-type: none">• Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question.• Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based on their ability.

Response to Interventions

Instructional Options and Interventions

	<ul style="list-style-type: none">• Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.• Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.
Restate/Paraphrase/ Emphasize Information	<ul style="list-style-type: none">➤ read slowly,➤ read out loud,➤ ask questions,➤ look up unfamiliar words or terms, and,➤ take notes, using your own words.➤ When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Tiered Assignments	Design assignments to meet the varying ability level of students.

Response to Interventions

Instructional Options and Interventions

Use Visuals & Demonstrations

Provide concrete models to help with abstract concepts

Interventions-Language Answering Questions

Intervention	Description/HyperLink
Concept/Mind Map	Alternatives to outlining that match how our minds work Students construct a model to organize and integrate information. For brainstorming (prior), organizing (during), post-assessment To put things in perspective, analyze relationships, prioritize Think in terms of key words or symbols Mind map: focuses on one idea Concept map: works with several ideas
Metacognitive Strategies	Comprehension is the purpose for reading Vocabulary knowledge and metacognitive skills are necessary to monitor comprehension and reflect Metacognition is being aware of and understanding one's own thoughts The more metacognitive strategies a student uses greatly improves comprehension
Question Answer Relationship	Encourages students to learn how to better answer questions Questions are helpful Students indicate where they got the information to answer the question
Repeated Interactive Read Alouds	Systematic method of teacher reading aloud More than just reading books aloud, but the way they are shared, to accelerate vocabulary development and listening comprehension Use of sophisticated picture books rather than predictable books Based on premise of thinking aloud often used in elementary grades
Using Context Clues	Paying close attention to how words are used Hints about the meaning of an unknown word that are provided in the words, phrases and sentences surrounding the word Some contexts can be more helpful than others

Response to Interventions

Instructional Options and Interventions

Instructional Options-Language Articulation

Instructional Option	Description
Evoked Production	Provide a model of the target form, word, or sentence and the provide opportunities for the child to produce and receive feedback about the accuracy of his/her utterances.
Modeling	Provide a model of the target form, word, or sentence without requiring a response from the student.
Prompting	Provide assistance through a visual or verbal cue.
Recast	An immediate reply to a child's utterance that retains the basic meaning but incorporates the targeted syntactic structure. Recasts are meant to keep the conversation flowing naturally. No explicit prompts for production or imitation are included.

Interventions-Language Articulation

Intervention	Description/HyperLink
Sound Drill and Phonetic Placement	SEE SPEECH-LANGUAGE PATHOLOGIST-(SLP)
Sound Drills	SEE SPEECH-LANGUAGE PATHOLOGIST-(SLP)
Talking Improvement Plan	SEE SPEECH-LANGUAGE PATHOLOGIST-(SLP)

Response to Interventions

Instructional Options and Interventions

Instructional Options-Language Compare/Contrast

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Build Literacy Rich Environment	Have a variety of reading materials which are cross-curricular on various reading levels.
Gain/Secure Attention	Make eye contact/ move around the classroom. Build a level of high engagement to capture your audience's attention. Continue the engagement process by using student interests to secure attention.
Preferential Seating	Increase focus and attention spans by moving students to areas where there are minimum distractors
Present oral information in smaller steps/quantities	Provide the whole idea. Then chunk (break-down) piece-by-piece
Provide Wait Time	<ul style="list-style-type: none">• Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question.• Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based

Response to Interventions

Instructional Options and Interventions

	<p>on their ability.</p> <ul style="list-style-type: none">• Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.• Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.
Restate/Paraphrase/ Emphasize Information	<ul style="list-style-type: none">➤ read slowly,➤ read out loud,➤ ask questions,➤ look up unfamiliar words or terms, and,➤ take notes, using your own words.➤ When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.

Response to Interventions

Instructional Options and Interventions

Use Visuals & Demonstrations

Interventions-Language Compare/Contrast

Intervention	Description/HyperLink
Concept/Mind Map	Alternatives to outlining that match how our minds work Students construct a model to organize and integrate information. For brainstorming (prior), organizing (during), post-assessment To put things in perspective, analyze relationships, prioritize Think in terms of key words or symbols Mind map: focuses on one idea Concept map: works with several ideas
Metacognitive Strategies	Comprehension is the purpose for reading Vocabulary knowledge and metacognitive skills are necessary to monitor comprehension and reflect Metacognition is being aware of and understanding one's own thoughts The more metacognitive strategies a student uses greatly improves comprehension
Repeated Interactive Read Alouds	Systematic method of teacher reading aloud More than just reading books aloud, but the way they are shared, to accelerate vocabulary development and listening comprehension Use of sophisticated picture books rather than predictable books Based on premise of thinking aloud often used in elementary grades
Using Context Clues	Paying close attention to how words are used Hints about the meaning of an unknown word that are provided in the words, phrases and sentences surrounding the word Some contexts can be more helpful than others
Venn Diagram	Visual display for students to compare/contrast characteristics of two concepts, ideas, words Can be used to create discussion, for writing or for research

Response to Interventions

Instructional Options and Interventions

Instructional Options-Language Grammar/Syntax

Instructional Option	Description
Evoked Production	Provide a model of the target form, word, or sentence and the provide opportunities for the child to produce and receive feedback about the accuracy of his/her utterances.
Modeling	Provide a model of the target form, word, or sentence without requiring a response from the student.
Recast	An immediate reply to a child's utterance that retains the basic meaning but incorporates the targeted syntactic structure. Recasts are meant to keep the conversation flowing naturally. No explicit prompts for production or imitation are included.

Interventions-Language Grammar/Syntax

Intervention	Description/HyperLink
Grammar Facilitation – Conversation	Facilitating a student's use of correct grammar in oral and written communication Creating an environment to accelerate a student's acquisition, development, and mastery of grammar
Grammar Facilitation – Elicited Imitation	Facilitating a student's use of correct grammar in oral and written communication Creating an environment to accelerate a student's acquisition, development, and mastery of grammar

Response to Interventions

Instructional Options and Interventions

Instructional Options-Using Language Inferences

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Build Literacy Rich Environment	Have a variety of reading materials which are cross-curricular on various reading levels.
Gain/Secure Attention	Make eye contact/ move around the classroom. Build a level of high engagement to capture your audience's attention. Continue the engagement process by using student interests to secure attention.
Preferential Seating	Increase focus and attention spans by moving students to areas where there are minimum distractors
Present oral information in smaller steps/quantities	Provide the whole idea. Then chunk (break-down) piece-by-piece
Provide Wait Time	<ul style="list-style-type: none">• Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question.• Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based

Response to Interventions

Instructional Options and Interventions

	<p>on their ability.</p> <ul style="list-style-type: none">• Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.• Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.
Restate/Paraphrase/ Emphasize Information	<ul style="list-style-type: none">➤ read slowly,➤ read out loud,➤ ask questions,➤ look up unfamiliar words or terms, and,➤ take notes, using your own words. <p>When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?</p>
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.

Response to Interventions

Instructional Options and Interventions

Use Visuals & Demonstrations

Interventions-Using Language Inference

Intervention	Description/HyperLink
Concept/Mind Map	Alternatives to outlining that match how our minds work Students construct a model to organize and integrate information. For brainstorming (prior), organizing (during), post-assessment To put things in perspective, analyze relationships, prioritize Think in terms of key words or symbols Mind map: focuses on one idea Concept map: works with several ideas
Metacognitive Strategies	Comprehension is the purpose for reading Vocabulary knowledge and metacognitive skills are necessary to monitor comprehension and reflect Metacognition is being aware of and understanding one's own thoughts The more metacognitive strategies a student uses greatly improves comprehension
Question Answer Relationship	Encourages students to learn how to better answer questions Questions are helpful Students indicate where they got the information to answer the question
Repeated Interactive Read Alouds	Systematic method of teacher reading aloud More than just reading books aloud, but the way they are shared, to accelerate vocabulary development and listening comprehension Use of sophisticated picture books rather than predictable books Based on premise of thinking aloud often used in elementary grades
Using Context Clues	Paying close attention to how words are used Hints about the meaning of an unknown word that are provided in the words, phrases and sentences surrounding the word Some contexts can be more helpful than others

Response to Interventions

Instructional Options and Interventions

Instructional Options-Language Main Idea/Details

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Build Literacy Rich Environment	Have a variety of reading materials which are cross-curricular on various reading levels.
Gain/Secure Attention	Make eye contact/ move around the classroom. Build a level of high engagement to capture your audience's attention. Continue the engagement process by using student interests to secure attention.
Preferential Seating	Increase focus and attention spans by moving students to areas where there are minimum distractors
Present oral information in smaller steps/quantities	Provide the whole idea. Then chunk (break-down) piece-by-piece
Provide Wait Time	<ul style="list-style-type: none">• Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question.• Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based on their ability.

Response to Interventions

Instructional Options and Interventions

	<ul style="list-style-type: none">• Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.• Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.
Restate/Paraphrase/ Emphasize Information	<ul style="list-style-type: none">➤ read slowly,➤ read out loud,➤ ask questions,➤ look up unfamiliar words or terms, and,➤ take notes, using your own words. <p>When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?</p>
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Use Visuals & Demonstrations	

Response to Interventions

Instructional Options and Interventions

Interventions-Language Main Idea/Details

Intervention	Description/HyperLink
Concept/Mind Map	Alternatives to outlining that match how our minds work Students construct a model to organize and integrate information. For brainstorming (prior), organizing (during), post-assessment To put things in perspective, analyze relationships, prioritize Think in terms of key words or symbols Mind map: focuses on one idea Concept map: works with several ideas
Main Idea Map	Graphic representation of ideas/facts in expository text Complete after reading to increase retention Encourage student to learn to create their own Post good examples in class
Metacognitive Strategies	Comprehension is the purpose for reading Vocabulary knowledge and metacognitive skills are necessary to monitor comprehension and reflect Metacognition is being aware of and understanding one's own thoughts The more metacognitive strategies a student uses greatly improves comprehension
Pictography/Stickwriting	Children represent the characters, settings, and sequences of actions with simple, chronologically or episodically organized stick-figure drawings. As a quick and easy representational strategy, pictography is applicable to both individual language intervention and inclusive classroom settings. Variation: student creates iconic drawings to represent new vocabulary words.
Repeated Interactive Read Alouds	Systematic method of teacher reading aloud More than just reading books aloud, but the way they are shared, to accelerate vocabulary development and listening comprehension Use of sophisticated picture books rather than predictable books Based on premise of thinking aloud often used in elementary grades
Using Context Clues	Paying close attention to how words are used Hints about the meaning of an unknown word that are provided in the

Response to Interventions

Instructional Options and Interventions

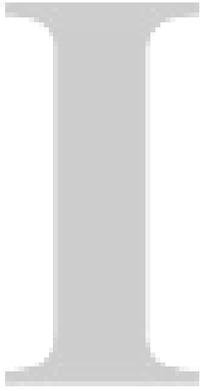
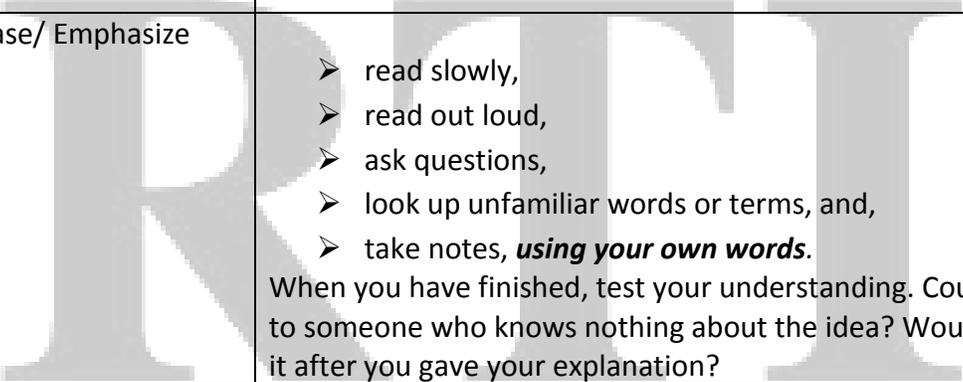
words, phrases and sentences surrounding the word
Some contexts can be more helpful than others

Instructional Options-Language Sequence/Retell/Summarize

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Build Literacy Rich Environment	Have a variety of reading materials which are cross-curricular on various reading levels.
Gain/Secure Attention	Make eye contact/ move around the classroom. Build a level of high engagement to capture your audience's attention. Continue the engagement process by using student interests to secure attention.
Preferential Seating	Increase focus and attention spans by moving students to areas where there are minimum distractors
Present oral information in smaller steps/quantities	Provide the whole idea. Then chunk (break-down) piece-by-piece
Provide Wait Time	<ul style="list-style-type: none">• Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question.• Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to

Response to Interventions

Instructional Options and Interventions

	<p>read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based on their ability.</p> <ul style="list-style-type: none">• Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.• Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.
Restate/Paraphrase/ Emphasize Information	 <ul style="list-style-type: none">➤ read slowly,➤ read out loud,➤ ask questions,➤ look up unfamiliar words or terms, and,➤ take notes, using your own words. <p>When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?</p>
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully

Response to Interventions

Instructional Options and Interventions

	learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Use Visuals & Demonstrations	

Interventions-Language Sequence/Retell/Summarize

Intervention	Description/HyperLink
Concept/Mind Map	<p>Alternatives to outlining that match how our minds work</p> <p>Students construct a model to organize and integrate information.</p> <p>For brainstorming (prior), organizing (during), post-assessment</p> <p>To put things in perspective, analyze relationships, prioritize</p> <p>Think in terms of key words or symbols</p> <p>Mind map: focuses on one idea</p> <p>Concept map: works with several ideas</p>
Dump and Clump	Process to organize prior knowledge and make predictions when learning new, difficult information
Metacognitive Strategies	<p>Comprehension is the purpose for reading</p> <p>Vocabulary knowledge and metacognitive skills are necessary to monitor comprehension and reflect</p> <p>Metacognition is being aware of and understanding one's own thoughts</p> <p>The more metacognitive strategies a student uses greatly improves comprehension</p>
Pictography/Stickwriting	<p>Children represent the characters, settings, and sequences of actions with simple, chronologically or episodically organized stick-figure drawings. As a quick and easy representational strategy, pictography is applicable to both individual language intervention and inclusive classroom settings.</p> <p>Variation: student creates iconic drawings to represent new vocabulary words.</p>
Repeated Interactive Read Alouds	<p>Systematic method of teacher reading aloud</p> <p>More than just reading books aloud, but the way they are shared, to accelerate vocabulary development and listening comprehension</p> <p>Use of sophisticated picture books rather than predictable books</p> <p>Based on premise of thinking aloud often used in elementary grades</p>
Using Context Clues	Paying close attention to how words are used

Response to Interventions

Instructional Options and Interventions

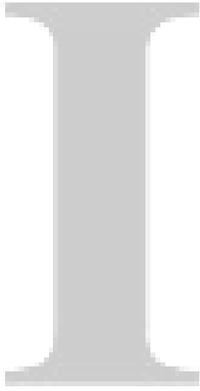
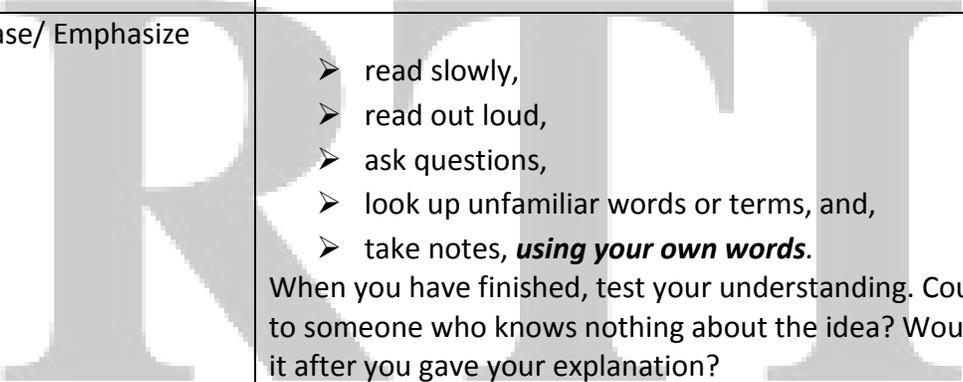
	Hints about the meaning of an unknown word that are provided in the words, phrases and sentences surrounding the word Some contexts can be more helpful than others
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Instructional Options-Language Vocabulary

Instructional Option	Description
Activating Prior Knowledge	Teacher checks what prior knowledge exists with students about a topic, idea, or concept and makes specific instructional decisions based on what is discovered about student prior knowledge. The teacher will present information that builds background ideas and knowledge by demonstration, outside resources, and/or personal experience.
Build Literacy Rich Environment	Have a variety of reading materials which are cross-curricular on various reading levels.
Gain/Secure Attention	Make eye contact/ move around the classroom. Build a level of high engagement to capture your audience's attention. Continue the engagement process by using student interests to secure attention.
Preferential Seating	Increase focus and attention spans by moving students to areas where there are minimum distractors
Present oral information in smaller steps/quantities	Provide the whole idea. Then chunk (break-down) piece-by-piece
Provide Wait Time	<ul style="list-style-type: none"> Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question. Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to

Response to Interventions

Instructional Options and Interventions

	<p>read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based on their ability.</p> <ul style="list-style-type: none">• Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.• Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.
Restate/Paraphrase/ Emphasize Information	 <ul style="list-style-type: none">➤ read slowly,➤ read out loud,➤ ask questions,➤ look up unfamiliar words or terms, and,➤ take notes, using your own words. <p>When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?</p>
Scaffolding	Provide individual instructional modifications as necessary to help students master a new task or keep up with more advanced learners (reduce number of problems, technological aids, cooperative learning groups)
Think Aloud	Model 'talking through an activity': announce each step you are taking, describe problem-solving strategies aloud, describe any road blocks and how you will go about solving them. When students have successfully

Response to Interventions

Instructional Options and Interventions

	learned a skill, set up activities for them to complete and ask the students to "talk" you through an activity.
Use Visuals & Demonstrations	

Interventions-Language Vocabulary

Intervention	Description/HyperLink
3 x 3 Vocabulary	Students take related words, ideas, concepts and combine them together in sentences. Sentences show relationships among words, ideas, concepts.
Keyword Strategy	Selecting keywords that connect words to their definition Creating drawings that represent the keywords Word to learn and keyword are both concrete Works best when information to learn is new to students
LINCS	Using acronyms and acrostics to remember lists of information Acronym: words whose individual letters represent the items in the list (HOMES – Great Lakes) Acrostics: sentences whose first letters represent information to remember (My very educated mother just served us nine pizzas – nine planets in order)
Marzano's 6 Steps: Vocabulary Instruction	Six critical steps for effective, direct vocabulary instruction 1. Teacher provides description, explanation, or example of term 2. Students restate explanation in own words 3. Students create nonlinguistic representation of term 4. Students do occasional activities that help add to knowledge of vocabulary terms 5. Students are asked periodically to discuss terms with each other 6. Students are periodically involved in games to play with terms
Phonemic and Semantic Cues	Giving cues to the student to help produce a word quicker or help them get an answer Phonemic cue: giving the first sound of a word Semantic cue: giving additional cues
Pictography/Stickwriting	Children represent the characters, settings, and sequences of actions with simple, chronologically or episodically organized stick-figure

Response to Interventions

Instructional Options and Interventions

	<p>drawings. As a quick and easy representational strategy, pictography is applicable to both individual language intervention and inclusive classroom settings.</p> <p>Variation: student creates iconic drawings to represent new vocabulary words.</p>
Semantic Feature	<p>Use background knowledge to create relationships between topics/ideas in a category</p> <p>Uses discussion to gather information about the meanings of words</p> <p>Display key features on a grid for visual organization</p> <p>Helps with understanding of critical vocabulary/concepts</p>
Signal Key Words/Concepts	<p>Prewrite or have expectations for exam</p> <p>Structure content and review activities to help students be more successful</p> <p>Teach students what words/phrases they need to look out for to help them recognize relationships and increase comprehension</p>
The Frayer Model	<p>Concept map that includes concept word, definition, characteristics, examples and non-examples</p> <p>Word categorization activity</p> <p>Activate prior knowledge of topic, organize into categories, apply</p>
Using Context Clues	<p>Paying close attention to how words are used</p> <p>Hints about the meaning of an unknown word that are provided in the words, phrases and sentences surrounding the word</p> <p>Some contexts can be more helpful than others</p>
Vocabulary Preview	<p>Teaching unfamiliar key words before reading</p> <p>Improves vocabulary, background knowledge and comprehension</p>
Word Parts	<p>Using knowledge of common prefixes, suffixes, word roots, and/or base words to figure out the meaning of new/unknown words</p> <p>Definitions of word parts: (Armbruster, et. al. 2003)</p> <p>Affixes: word parts at the beginning (prefix) or end (suffix) of a word</p> <p>Base words: a word from which other words can be formed</p> <p>Word roots: words from other languages that are the origin of the English word</p>
Word Webs	<p>Web-like graphic display</p> <p>Side-by-side graphical representation of knowledge and perspectives</p>

Response to Interventions

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about key themes

Presentation of a concept

students brainstorm words related to the concept

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