Response to Intervention

Made Easier

April 9, 2010
NAESP
1:30-3:00pm

Presented by:

Maryln Appelbaum
1-800-23-CHILD
www.atiseminars.org
maryln@atiseminars.org
Some people think RTI is about special education prevention.

It’s about failure in ___________ prevention.

**What is RTI?**
- An eligibility process if there is a disability
- An opportunity to help all children
- A __________________________ solving delivery system
- It offers _______________

**Background of RTI**

It all started with IDEA in 2004 (Mellard & Johnson, 2008).

**Why Use RTI? -- It is the law.**

The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) includes language allowing states to use an RTI process rather than an I.Q. discrepancy model for identifying students with learning disabilities.

**Two Aspects of RTI**

“Students don’t care how much you know until they know how much you care.”
The RTI Process

Point 1: Universal Screening

- ________ all students in the district
- Screening tools chosen by the district
- Tests entire groups of students or tests individually

Criteria:

- ✓ Brief
- ✓ Easy to administer
- ✓ Reliable
- ✓ Valid
- ✓ ______________________________ whenever possible (Shinn, 2007)
- ✓ Classifies at-risk or not at-risk students by identifying a cut point
- ✓ Easily interpreted (Mellard & Johnson, 2008)
- ✓ May be criterion-based
- ✓ Norm-based

At the elementary and secondary levels, some other data can be collected:
- o Attendance information--flags students for missing a specified number of days that puts them at risk for losing course credit.
- o Behavior grades or discipline records--indicates whether students have significant behavioral issues.
- o Transcript information--Courses attempted, courses completed, grades, retention.

The Group Reading Assessment and Diagnostic Evaluation or GRADE (American Guidance Service, 2001) and the Woodcock Reading Mastery Tests-Revised or WRMT-R (Woodcock, 1998) are two group and individually administered diagnostics for secondary students.

“The goal of universal screening is to determine which students need help.”
Point 2: Placement into Tiers

Tier One – Phase 1
- Approximately __________% of all students.
- Taught in the __________________ education classroom.
- Identified in the first month of the school year.
- Implement for _______________ weeks.
- Progress monitored through the collection and tracking of data.
- Using __________________________ instruction -- evidence-based instructional strategies.
- Designed to be both preventative and ____________.

Tier Two – Phase 2
- Approximately __________% of student population.
- Can move in and out of Tier Two as needed.
- Individual or small group instruction
- May be in Tier One for some subjects or behaviors and in Tier Two for others.
- Supplemental instruction in the identified weak areas for ______________ minutes two or more times a week for a period of 6-10 weeks.
- Educators available to help with Tier Two include special education instructions, interventionists, trained para-professionals, and part-time retired teachers.

Tier Three – Phase 3
- Approximately __________% of the student population.
- Interventions are more __________ and involve a very small group or one-on-one time with a specialist.
- High intensity instruction that may last ______________ minutes several times a week or more.
- Referred for special education eligibility.

“Professional development is a must for RTI.”
Point 3: Monitoring

- Uses scientifically-based assessments to determine efficacy of the interventions
- Needs to be continuously monitored (Johnson et al.)
- Are only as good as the progress seen in students
- Needs to be teacher-friendly and easy to interpret
- Predictive
- Applicable to instructional strategies to correct deficits
- Should ideally match the universal screening instrument
- Multiple assessments better determine strengths and needs
- Research-based teacher developed classroom assessments
- Need to track data accurately

National Center for Progress Monitoring  www.studentprogress.org

Progress monitoring ensures that there is ________________ of instruction. It shows that what you are teaching works.

**Fidelity is like having an insurance policy to ensure that RTI works!!!**

“RTI offers hope.”
Role of the General Education Teacher
✧ Implements Tier 1, and in some cases Tier 2 interventions (Johnson et al.)
✧ Identifies students of need
✧ Monitors and tracks data
✧ Teaches in small groups at this level, which is most effective

Role of the Special Education Teacher
✧ Aids in the design of the intervention for each student
✧ May decide and develop measurement instruments
✧ May help collect assessment data
✧ Must collaborate with the general education teacher
✧ Acts as a resource
✧ Helps implement Individual Education Programs (IEP’s) for students who have not progressed out of Tier Three

Role of Title I
* Title I teachers collaborate with general education and special education teachers.
* Title I teachers participate in planning classroom interventions.
* Title I teachers provide supplemental instruction to Title I students. The primary instruction and interventions are from general education teachers.
* Title I teachers collaborate on progress monitoring and adjusting instruction.
  • For programs that are Targeted Assistance Title I programs, the services need to stay with Title I students even in the general education classroom.
* Title I services can be given to non-Title I students if:
  • The services are provided to meet the special education needs of students who are at risk of failing or who are failing, to meet the state’s academic achievement requirements.
  • Services to Title I students does not decrease in amount, duration, or quality.
(1996 USDE Guidance)

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![RTI Diagram](attachment://RTI_diagram.png)
Point 4: Collaboration and the RTI Team

Collaboration is an important aspect of RTI.

It is individuals working together toward a ____________________________.

It is about changing one major word: _________________.

“Is more contagious than a cold!”
Appelbaum, 2008

“The more everyone knows, the more easily everyone can be involved.”

Effective teams must share a vision.

“The more you focus on the strengths of others, the more strengths you will find.”
The Key to Effective Motivation and Collaboration

Effective teams must share a ________________.

Effective teams have:
- Academic and social gains for students with disabilities and their peers.
- Opportunities for professional growth.
- Professional satisfaction.
- Personal support.

Effective RTI Teams

- Set aside ____________
- Choose appropriate settings for meetings
- Start on time
- Use agendas
- Respect diversity of opinions
- Promote compromise
- Involve parents

RTI Team Characteristics

- Share a commitment to the process to implementing RTI (McCook, 2006)
- Knowledgeable of the RTI process
- Organized
- Efficient
- Able to read and interpret data
- Communicates
- Listens to others
- Express their own opinions
- Respectful of different teams having different styles of listening and interpretation
- Keeps private information totally confidential

“Collaboration is a must in implementing RTI.”

Maryln Appelbaum  Appelbaum Training Institute
www.atiseminars.org  1-800-23-CHILD
Team Members Collaboration Check-List

- Are honest
- Are on time for meetings
- Are tactful
- Treat each other with respect
- Do not talk behind backs of others
- Offer opinions
- Disagree respectfully
- Encourage others on team to voice their opinions
- Ask questions to clarify understanding
- Compromise after discussion
- Put their attention on the speaker
- Look for consensus
- Strive to do their best
- Are trustworthy
- Complete assignments
- Help summarize points that are made
- Are respectful of ideas that conflict with their own
- Are enthusiastic about working together
- Support others who have larger tasks or busier schedules
- Try to see the other person’s perspective
- Share the blame if decisions turn out to be ineffective
- Help establish team goals

Appelbaum, 2008

“Team building is essential for RTI.”
Possible RTI School Team Members

<table>
<thead>
<tr>
<th>Possible RTI School Team Members</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal and/or Assistant Principal</strong></td>
<td>This person provides the leadership to ensure that all of the resources and services are in place.</td>
</tr>
<tr>
<td><strong>Reading Interventionist</strong></td>
<td>This is a person who is knowledgeable about reading and language interventions.</td>
</tr>
<tr>
<td><strong>Math Interventionist</strong></td>
<td>This is a person who is knowledgeable about math interventions and interpreting data.</td>
</tr>
<tr>
<td><strong>School Psychologist or Counselor</strong></td>
<td>This is a person who understands the dynamics of behavior, and understands and behavioral data and can interpret assessments.</td>
</tr>
<tr>
<td><strong>General Education Teacher</strong></td>
<td>This teacher is the representative for all the other general education teachers, and is knowledgeable about interventions and differentiated instruction within the general education classroom.</td>
</tr>
<tr>
<td><strong>Special Education Specialist</strong></td>
<td>This is a specialist in special education who understands students with disabilities, interventions, and services.</td>
</tr>
<tr>
<td><strong>Speech Therapist</strong></td>
<td>This is an expert in language and its development and in the different element of speech.</td>
</tr>
<tr>
<td><strong>Support Personnel</strong></td>
<td>This may be any other individual that the team feels is important in the implementation of RTI.</td>
</tr>
</tbody>
</table>

Supplemental Teams may include:
- Grade level team
- Instructional Support Team (IST)
- Child Study Team
- Literacy Team
- Content Area Team

Supplemental Teams Duties may include:
- Reviewing data
- Helping set goals
- Identifying student strengths, interests, and talents
- Designing intervention plans
- Choosing methods to measure progress

The One Stop Guide to RTI-Academic and Behavioral Interventions published by Corwin Press, 2008
RTI Team Training

There must be training in:
- The RTI _________________
- _______________________
- Effective _________________ skills
- Progress monitoring
- Handling paperwork

RTI Teambuilding

- Start a ________________.
- Have all team meetings begin with a positive opening.
- Do demonstrations of RTI interventions.
- Do demonstrations of progress monitoring.
- Invite teachers to be “guests” at RTI team meetings
- Have teachers share ____________________.
- Invite teachers from other schools to share successes.
- Use teachers as ________________________.
- Create symbols of teamwork such as ________________.
- Provide informative professional development. It needs to include lots of information about differentiated instruction too. There is a lot to learn about RTI. Make sure it is motivational. It doesn’t matter how good the information is if the speaker is ________________.

The General Process of RTI

1. Referral
2. Collect data
3. Team Meeting
4. RTI Intervention Plan
5. Implement Plan
6. Meet again to assess plan

“Enthusiasm is more contagious than a cold.”

Maryln Appelbaum
ATI – Appelbaum Training Institute
1 800-23-CHILD
www.atiseminars.org
Request to School Intervention Team

Student Name: ______________________________________ Date:_________________
Teacher: __________________________________________ Grade:_________________
Dominant Language: ______________________________ Date of Birth:________________
Person(s) requesting referral: _______________________________________________
First Time Referral: Yes___ No ___   Repeat Referral: Yes___ No _____
Current school services in place for student: ____________________________________

Directions: Rank problem areas in terms of severity, 0 to 5, with 0 being no problem and 5 being
the most severe. Provide details including any test results.

___Academic Performance (low or failing grades)
   ___ Reading
   ___ Math
   ___ Writing
   ___ Other ________________

___Behavior and/or Discipline

___Speech – Articulation

___Language

___Medical

___Psychological

___Other (Specify)___________________________

When does the problem occur? _______________________________________________

Are there situations that make the problem worse? _______________________________

What interventions and strategies have you tried? _______________________________

Describe three strengths or talents of the student. _______________________________

Which school personnel would you like to have present at a meeting for the student?

What time of day would an RTI team member most observe the student having the
problems described above?

Thank you for your help. Together, we are a team working together for our students.
# Family Information Form for RTI Team

<table>
<thead>
<tr>
<th>Student Name______________________________</th>
<th>Student ID No.____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Member’s Name_______________________</td>
<td>Daytime Phone____________________</td>
</tr>
</tbody>
</table>

* What is your relationship to the student? _____________________________________________
* Who is the legal guardian of the student? ____________________________________________
* Your daytime Phone ___________________ Daytime phone of legal guardian ____________
* Have any of the student’s classroom teachers at any time indicated any concerns about academic performance or behavior? Yes____ No____
* If yes, please describe: ____________________________________________________________

* Does the student have any physical or emotional health problems? Yes____ No____
* If yes, please describe: ____________________________________________________________

* Has the student ever had any psychological or learning assessments? Yes____No____
  If yes, answer these questions. Date(s) of valuation(s)______________________________
  Who did the evaluation? _________________________________________________________
  Describe the evaluation: _________________________________________________________
  Can we see a copy of the evaluation? Yes____ No____
  What were the results of the evaluation? _________________________________________

* Are there any situational factors occurring at home that may be influencing the child’s learning or behavior? Yes____ No____
* If yes, please describe: __________________________________________________________

* Are you having any problems with the child at home right now? Yes____ No____
* If yes, please describe. __________________________________________________________

* What instructional strategies do you think will help your child?_______________________
  _____________________________________________________________________________

* What strategies do you use that are effective for your child?_________________________
  ______________________________________________________________________________

* What strategies do you use that are not effective for your child?_______________________
  ______________________________________________________________________________

* How would you describe your child?_______________________________________________
  ______________________________________________________________________________

* Signature of person completing form______________________________________________

* Your Relationship to Child_________________________ Date________________________

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ATI – Appelbaum Training Institute
1 800-23-CHILD
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## Intervention Form

<table>
<thead>
<tr>
<th>Student’s Name ____________________________</th>
<th>Date ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention will start on ____________________________</td>
<td></td>
</tr>
<tr>
<td>Intervention will conclude on ____________________________</td>
<td></td>
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</tbody>
</table>

*This is subject to change depending on the progress of the intervention.*

<table>
<thead>
<tr>
<th>Target Behavior(s)</th>
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</thead>
<tbody>
<tr>
<td>Intervention(s)</td>
</tr>
<tr>
<td>Person(s) Implementing Intervention</td>
</tr>
<tr>
<td>Location for Implementing Intervention</td>
</tr>
<tr>
<td>Regularly Scheduled Times of Intervention</td>
</tr>
<tr>
<td>Form(s) of Progress Monitoring</td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
</tr>
<tr>
<td>Person(s) Progress Monitoring</td>
</tr>
</tbody>
</table>

Point 5: Interventions

Academic Interventions to Improve Learning in All Subject Areas
Tier 1 and Tier 2 Research-Based Academic Interventions

- Set daily _______________________.
- Visualization
- _______________________________
- Jigsaw
- Student-set assignment deadlines
- Employ active learning.
- Vary tasks.
- Employ peer-assisted learning strategies.
- Establish momentum by beginning with easier tasks.
- Make learning meaningful.
- Preview: This motivates students through using background knowledge and making predictions before reading text.
- Wrap-up: Review what they have read by asking questions.
  - Paraphrasing: Have students express ideas in their own words.
  - Self-Questioning: Students develop their own questions about what they have read.
  - Visual Imagery: Students visualize scenes from text in detail.
  - Computer-Assisted Technology
  - Modify assignment difficulty.
  - Break learning into smaller chunks.
  - Modify method of student response.
  - Modify assignment appeal.
  - Modify assignment instructions.
  - Click and ____________.
  - Get the ________________.
  - ________________________________ retraining.

More Interventions

“Knowledge is Power.”

Maryln Appelbaum
ATI – Appelbaum Training Institute
1 800-23-CHILD
www.atiseminars.org
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Preventative Interventions

- Provide more frequent reinforcement
- Schedule time with an adult
- Schedule time with a peer
- Schedule time with desired object
- Provide choice of activity and material
- Provide frequent assistance if desired
- Incorporate student’s interests
- Teach to learning style

Teaching Interventions

- Teach self-management
- Provide choices
- Teach students to request a break
- Teach students to set goals
- Teach students to request help
- Teach students how to say “no”
- Teach students how to identify and express feelings
- State exactly what is expected
- Teach students how to handle “wait-time”
- Offer alternatives
- Respond in a manner that does not maintain the problem behavior

“Every day is a new opportunity to help students.”
Math and RTI

Math has its own language, a language of ______________________ that describes the relationship between objects, events, and times. (Fore, et al., 2007)

As technology becomes more important, so will the need for more mathematical thinking. (Burns, 2005)

Increased Drill and Practice

Div Drill Sandwich involves practicing math using half known items and half unknown items. (Burns)

Div Incremental Rehearsal begins drills and practice with easier items and then increases ____________________.

Manipulatives (Donabella & Rule, 2008)

When students get to touch and feel the materials, they:

Div Work better
Div Enjoy their work
Div Gain in __________________

You can use some general interventions from previous pages for math:

✓ Systematic sequential instruction
✓ Explicit instruction
✓ Guided practice
✓ Independent practice
✓ Making up questions

“Look for exactly the right formula.”
PBIS Behavioral RTI

Step 1. Define the problem behavior.
- Destructive
- Disruptive
- Distracting

Step 2. The Functional Assessment
- Determines why the behavior is occurring.
- Collect data while observing the student.

A-B-C Observation Form

Student___________________________________________ Student No.___________________
Date ____________________ Setting________________________________________________
Reason for Observation____________________________________________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>A – Antecedent</th>
<th>B – Behavior</th>
<th>C – Consequence</th>
<th>Observer Initials</th>
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</thead>
<tbody>
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</table>

Observer’s Name__________________________________________________

When students repeatedly engage in inappropriate behavior, it is because the behavior is serving a ______________.

☒ To get attention from their peers
☒ To get attention from their bullied “victim”
☒ To get others to ignore them by being crabby
☒ To get a concrete reward
☒ To get out of doing something unpleasant
☒ To gain something
☒ To avoid something
☒ To get other students to laugh at the teacher or another student

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Frequency Assessment

Name of Student__________________________ Student ID___________
Observer (s)_____________________________Date____________________

The behavior being monitored is______________________________

<table>
<thead>
<tr>
<th>Observer’s</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Time of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials</td>
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</tbody>
</table>

Total of occurrences ________________

*Time of Assessment: Example 9:10 a.m. to 9:30 a.m.
PBIS NOTES

“The more you connect, the less you correct.”

Maryln Appelbaum
ATi – Appelbaum Training Institute
1 800-23-CHILD
www.atiseminars.org
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Point 6: Differentiated Instruction

*Differentiated instruction is the______________ for implementing RTI.*

*It is______________ instruction to accommodate the needs of all learners.*

*You have to create a learning______________.*

**Differentiate:**
- Instructional strategies
- Content
- Performance tasks
- Assessment

In differentiated instruction, the students have to believe they CAN learn. The students have to feel what they are learning is meaningful. Link student’s interests with what they are learning. The students get to take responsibility for their own learning (Caine & Caine, 1997).

**Why Use Differentiated Instruction?**

*What the research shows:*
More effective learning takes place when the amount of task structure provided by the teacher matches the student’s level of development (Hunt, 1971).

When a teacher correctly matches the student’s skill level with appropriate learning tasks, there is an increase in student____________________ (Fisher et al., 1980).

Students learn more when they feel better about themselves and the subject they are studying (Fisher).

When teachers have students practice what they already know, student achievement is negatively affected (Mcgreal, 1985).

A longitudinal study showed that students whose skills were under-challenged demonstrated low involvement in learning activities and less concentration (Csikstzenmihalyi et al., 1993).

The best learning environment offers a large variety of choices to satisfy individual abilities and talents (Jensen, 1998).

Research has shown that accommodating the learning style through appropriate teaching and counseling interventions results in significant academic and attitude gains (Sullivan, 1993).

*“RTI and DI are partners in a marriage benefiting children.”*
Keeping Students on Task in the DI Classroom

1. Create a physical environment that is barrier free.
   Make sure traffic pattern flows smoothly.
   Observe safety precautions.

2. Prepare learning environment.
   Limit distractions.
   Have all materials ready.
   Make sure nothing is missing.
   Gather visual materials for displays, bulletin boards, and learning games.

3. Pace learning and activity changes.
   Develop schedules appropriate for needs.
   Post schedules.
   Make individualized schedules for children who need them.

4. Plan to use attention-keeping behaviors.
   Prepare children for transitions.
   Engage student’s attention.

5. Create need.

6. Create __________

7. Create __________

8. Create __________ involved students in learning.

“Never give up.”
Key Points for DI

Flexible Grouping

This is very important for RTI.

<table>
<thead>
<tr>
<th>Flexible grouping allows collaboration between the students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Match students to skill work by virtue of readiness, not with the assumption that they all need to learn the same task.</td>
</tr>
<tr>
<td>• Movement among groups is common, based on readiness on a given skill and growth in that skill.</td>
</tr>
<tr>
<td>• Involve students in talking about classroom procedures.</td>
</tr>
<tr>
<td>Understanding that each member contributes</td>
</tr>
</tbody>
</table>

Grouping for instruction is fluid, and its use flexible. There are parts of the day that students might work individually, with partners, in small groups, or as a whole group.

Grouping is based on the needs of the students.

Grouping is done according to the information given by RTI team. Students with similar RTI plans work together.

Tiered assignments

Tiering assignments is a normal part of DI. In this case, the students are in tiers, and when the RTI team meets, the team comes up with a plan. Your other students will need to participate in assignments while students in Tiers 2 and 3 are working on their assignments. Here is a way to match all students and what they do. This is one of the ways to group children during the day.

http://www.dcmoboces.com/demoiss/staffdev/oinit/dile/ta.htm

Anchor Activities

Anchor activities are activities children do when they have free time. They help keep the attention of the children.

Focus Activities

This is a method for helping students focus and pay attention.

Focus activities:

• Block out distractions.
• Provide choices.
• Encourage self-directed learning.
• Fill unallocated time.
• Make the most of the student’s prime learning time.
Learning Contracts

- Contracts lead to self-directed learning (Knowles, 1986).
- They help students be clear about what is expected, teaches them to manage their time, and helps them take ownership of what they are going to be learning (Gregory & Chapman).
- They are an individualized approach of intervention to improve student learning and behavior.
- They place the responsibility and the choice for learning and behavior on the student.
- They personalize the relationship between the student and the teacher.
- Some contracts involve parents with parental signatures.

Cubing

- Cubes help students think about a topic from six points of view (Gregory & Chapman).
- They can be used individually, with partners, or as a tiered assignment. As a tiered assignment, use several differently colored cubes, one for each group, and each cube has different tasks.

Projects

- A project is an “in-depth investigation of a real world topic worthy of children’s attention and effort.” (Chard, 2001)
- Project-based learning sparks student excitement.
Appendix
More Academic Interventions

Reading Interventions

Practice (Snow et al., 1998)

Two Types of Practice
- Guided
- Independent

Hands-On Materials (Pullen et al., 2005)
The more students can touch and feel, the more they use their tactile sense. This is a research-based strategy that enhances learning, not only in reading, but in all subjects. Think of ways to make lessons more hands on.

Systematic Sequential Instruction (Snow et al.)

Application using Meaningful Text

5 Essential Components of Literacy (Denton et al., 2003)

1. Phonemic awareness
   Identifying objects in the environment by their beginning or ending sounds
   - Rhyming words
   - Clapping to the number of syllables
   - Reading aloud books with emphasis on sounds
   - Matching games with letters and objects
   - Matching words to objects
   - Identifying the location of phonemes in words as in beginning, middle, or end of the words; and connecting phonemes to make words

2. Phonological processing
   - Listening activities
   - More advanced rhyming activities
   - Word awareness
   - Syllable awareness
   - Phonemic awareness activities
3. **Fluency**
   - Books on tape
   - Peers reading to struggling readers
   - Adults reading to struggling readers
   - Choral reading in which students as a group read aloud together
   - Echo reading in which the teacher reads a sentence with expression, and then the class as a group reads it with same expression
   - Tape assisted reading in which students read along with a story tape
   - Students reading fun poems
   - Reader’s Theatre in which students perform a script based on meaningful literature

4. **Vocabulary**
   - Make it part of the whole environment
   - Do not assume students know words

5. **Text Comprehension**
   - Story Grammar – questions that students see prior to reading the story to think about as they read (Mathes & Fuchs, 1987)
   - Expository Text - informational text, not a story
   - Making Up Questions to keep students more involved and focused
   - Graphic Organizers
   - Story Map (Daqi, 2007) – Guiding them what to look for

**Literacy for Secondary Schools**

**Collaborative Strategic Reading**
- **Preview** - motivates students through using background knowledge and making predictions before reading the text
- **Click and chunk** - students identify parts of text that makes sense “clicks” or that doesn’t “clunks”
- **Get the Gist** - get the main idea of different passages within the text and rephrase it in their own words in a sentence
- **Wrap-Up** - review what they’ve read by asking questions

**Strategic Instruction Model**

Paraphrasing - expressing ideas in their own words
Self-Questioning - developing their own questions about the reading
Visual Imagery – visualizing scenes from the text in detail

**Computer-Assisted Instruction (CAI)**
Supplemental Interventions for Elementary or Secondary

- **Letter reversals**
  - Attaching a visual strip to the student’s desk for a model of the symbols

- **Loses place, Omits words, Skips lines**
  - Word Windows - Small rectangular sheets with a transparent opening in the center students use to “highlight” words as they read.
  - Bookmarks - Plain laminated card stock work best.
  - Adapt Worksheets - Cover worksheets with blank paper to complete one question at a time.
  - Copies - Make copies of important materials for students to underline on as they read.
  - E-Books - Computerized textbooks can easily train students’ eyes.
  - Recorded Books
  - Tracing with Highlighter - Use erasable highlighters to highlight important information in the textbook.
  - Tracing with Fingers - Follow along with a finger while reading.
  - Check Beginning Three Letters - To keep students from guessing, students should check the first three letters of a difficult word as they say or read a word.
  - Colored Overlays - They are transparent colored sheets of paper students lay over the text when they read.

- **Difficulty copying correctly**
  - Correct Vision - Look for squinting and avoiding close or far work.
  - Note Taker - Assign an anonymous note taker using carbonless paper.

- **Easily distracted**
  - Seat away from noise, distracting sights, air vents, and open doors and windows.
  - Study Carrels - These are private offices and can be made from file folders.
  - Highlight Key Points - Highlight on worksheets and instructions.

- **Memory deficits**
  - Mnemonic Devices - These are tricks that remind students of something they need to remember.

- **Seating problems**
  - Near Teacher - Better able to monitor and reinforce appropriate behavior.
  - Near Student Role Model - This allows for students to work cooperatively together.

- **Discover Keys to Student Success**
  - Questionnaires – Helps to know student’s learning “habits.”

“There is always hope.”

Maryln Appelbaum
ATi – Appelbaum Training Institute
1 800-23-CHILD
www.atiseminars.org

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Partial List of References


Additional Web Sites

AIMSweb
www.Aimsweb.com

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
www.dibels.uoregon.edu

Florida Center for Reading Research
www.fcrr.org

Institute of Education Science What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

Office of Special Education Programs Ideas that Work
http://www.osepideasatwork.org/

Association for Positive Behavior Supports
http://www.apbs.org

Positive Behavioral Interventions and Supports
http://www.pbis.org/main.htm

RTI Action Network
http://www.rtinetwork.org/
We will come to you!

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- Inclusion – A to Z: Adaptations for Diverse Learners
- Collaboration, Co-teaching & Teambuilding
- 175 Way to Motivating Difficult, Disinterested, & Disruptive Students
- How to Handle the Hard to Handle Student
- The Tough Student Conference
- Respect, Responsibility and Character-Building
- Understanding and Overcoming Stress for Teachers
- Succeeding with Angry, Aggressive and Tough Students
- Teamwork and Stressbusters for Teachers
- Working Effectively with Parents
- The Bully-Free Classroom
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### BOOKS

- **167 Strategies to Motivate the Difficult, Disinterested, Disruptive, Defiant and Unmotivated Student** by Maryln Appelbaum, Ph.D. Strategies to implement immediately when working with these tough students. (K-12)
- **How to Handle Hard-to-Handle Students (K-5)** by Maryln Appelbaum, Ph.D. – Published by Corwin Press. Over 100 practical and effective interventions for helping hard-to-handle students succeed in the classroom and grow toward independence! Strategies for managing children with ADHD, Anger issues, ODD, Bipolar and Autism. (K-12)
- **How to Handle Hard-to-Handle Parents and Create a Parent-Friendly School (K-12)** by Maryln Appelbaum, Ph.D. – Published by Corwin Press. Practical and effective strategies for reaching, connecting and working with all parents. Strategies to increase communication and teamwork with parents, even the toughest of the tough parents.
- **How to Talk to Kids so They Will Listen** by Maryln Appelbaum, Ph.D. Easy effective words to use for kids to listen and to follow directions. (K-12)
- **Little Book of Big Wisdom for Difference Makers** by Maryln Appelbaum, Ph.D. A collection of information and inspiration for. (K-12)
- **One Stop Guide to Implementing RTI- Behavioral and Academic Strategies** by Maryln Appelbaum, Ph.D. – Published by Corwin Press. Concise and reader-friendly, this resource walks readers through the complete process of implementing RTI in the classroom and school wide. Practical how-to’s for instruction and developing collaborative teams. More than 100 research-based academic and behavioral interventions to improve learning in all subject areas.
- **Stress Solutions for Women** by Maryln Appelbaum, Ph.D. Comprehensive stress management guide including the single most important skill needed in dealing with stress. (K-12)

### COMPACT DISKS

- **RTI Strategies for Success – Webinar on DVD** (90 minute session and handout based on the book One Stop Guide to Implementing RTI- Behavioral and Academic Strategies by Maryln Appelbaum, Ph.D)
- **49 Ways to Handle Hard-to-Handle Students Webinar on DVD** (90 minute session and handout based on the above book How to Handle Hard-to-Handle Students (K-5) by Maryln Appelbaum, Ph.D) **K-5** or **6-12**
- **How to Handle the Hard to Handle Parent K-12**: 5 Session Video 4.5 hour Program by Appelbaum Training Institute.
- **How to Handle the Hard to Handle Student K-5**: 5 Session Video 4.5 hour Program by Appelbaum Training Institute.
- **How to Handle the Hard to Handle Student 6-12**: 5 Session Video 4.5 hour Program by Appelbaum Training Institute.
- **Inclusion: Showcase for Success K-8**: 4 Session Video 4.5 hour Program by Appelbaum Training Institute.
- **175 Ways to Motivate the Difficult Student K-8**: 5 Session Video 4.5 hour Program by Appelbaum Training Institute.

### TEACHING AIDS

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