Fulton County Schools

Response to Interventions

Instructional Options and Interventions

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**Instructional Options-Reading Comprehension**

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| **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.](https://go1.pcgeducation.com/easyiep.plx?op=studentpage&page=98&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9&PageLabel=Flexible+Interface+Page+103) |
| Choice Boards | Problems, questions, assignments, projects, or activities that students can choose from, designed with learning differences in mind. |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=studentpage&page=98&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9&PageLabel=Flexible+Interface+Page+103) |
| 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 | [Ensure that students are being taught at the optimal instructional level.](https://go1.pcgeducation.com/easyiep.plx?op=studentpage&page=98&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9&PageLabel=Flexible+Interface+Page+103) |
| 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) |
| 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**

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| **Intervention** | **Description/HyperLink** |
| Answer Know How | The student will identify question types to comprehend text [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Answer%20Know%20How.pdf) |
| Anticipation Sort | The student will use background knowledge to comprehend text. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Anticipation%20Sort.pdf) |
| Author's Purpose | The student will identify the author's purpose. Students determine author's purpose by sorting passages. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Author's%20Purpose.pdf) |
| Cause & Effect Organizer | Students identify cause and effect relationships in text and record on a graphic organizer. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Cause%20and%20Effect%20Organizer.pdf) |
| Defining Details | Students determine important details in text. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Defining%20Details.pdf) |
| Expository Fact Strip | Students locate information in expository text and record on a fact strip. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Expository%20Fact%20Strip.pdf) |
| In My Own Words | Students rewrite text in own words. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/My%20Own%20Words.pdf) |
| Make & Check a Prediction | Students make, write or illustrate, and check story predictions. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Make%20and%20Check%20a%20Prediction.pdf) |
| Making Inferences Triangles | Students identify inferences by reading clues. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Making%20Inferences%20Triangles.pdf) |
| Marie Carbo Power Readers |  |
| Moby Max | [www.mobymax.com](http://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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/More%20Imcreddible%20Inferences.pdf) |
| PALS |  |
| Precise Predictions | Students make, write, draw, and check story predictions. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Precise%20Predictions.pdf) |
| Question Cards | Students discuss text by using question cards. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Question%20Cards.pdf) |
| Question Quest | Students read text and stop to answer questions and do tasks. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Questions%20Quest.pdf) |
| Story Element Ease | Students write information related to story elements and sort into appropriate categories. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Story%20Element%20Ease.pdf) |
| Story Element Web | The student reads a story and then records the story elements using a graphic organizer. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Story%20Element%20Web.pdf) |
| Successmaker |  |
| Summarizing | Students record the main idea and supporting details, then summarize. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Comprehension/Summarizing.pdf) |
| Text Structure Sort |  |

**Instructional Options-Basic Reading**

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| --- | --- |
| **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.](https://go1.pcgeducation.com/easyiep.plx?op=studentpage&page=98&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9&PageLabel=Flexible+Interface+Page+103) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=studentpage&page=98&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9&PageLabel=Flexible+Interface+Page+103) |
| 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 |

**Interventions-Basic Reading**

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| **Intervention** | **Description/HyperLink** |
| Alphabet Arc | [Letter Recognition- The student will name and match letters of the alphabet. Students match letters of the alphabet to the Alphabet Arc.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Letter%20Recognition/Alphabet%20Arc.pdf) |
| Change My Word | [Basic Reading - Letter Sounds The student will combine consonant blends and digraphs with a common rime to form words. Students combine consonant blend and digraph onsets with rimes to make words.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Letter%20Sounds/Change%20My%20Word.pdf) |
| Double Time | The student will identify variant correspondences in words. Students write corresponding spelling patterns for long vowels in multisyllabic words [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Variant%20Correspondences/Double%20Time.pdf) |
| Earobics | Basic Reading - Phonics Phonological Awareness  The Earobics program is available in all Fulton County 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phonemic%20Isolation/Final%20Phoneme%20Find.pdf) |
| Final Sound Match-Up | [Phoneme Matching- The student will match final phonemes in words. Students match final sounds of picture cards to a picture board.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phoneme%20Matching/Final%20Sound%20Match%20Up.pdf) |
| Folder Sort | [Letter Sounds- The student will match final phonemes to graphemes. Students sort final sound picture cards to letters on a file folder.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Letter%20Sounds/Letter%20Sounds%20Match.pdf) |
| Four Word | Morpheme Structures- The student will identify base words. Students group multisyllabic words containing the same base word. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Morpheme%20Structures/Four%20Word.pdf) |
| Initial Phoneme Picture Sort | [Phoneme Matching- The student will match initial phonemes in words. Students match initial phonemes by sorting pictures.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phoneme%20Matching/Initial%20Phoneme%20Picture%20Sort.pdf) |
| Letter Sound Dominoes | [Initial Sounds- The student will match initial phonemes to graphemes. Students match initial sounds of pictures to letters while playing a domino game.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Initial%20Sounds/Letter%20Sound%20Dominoes.pdf) |
| Letter Sound Match | [Letter Sounds- The student will match initial, final, and medial phonemes to graphemes. Students sort pictures by matching phonemes to graphemes and write missing letters.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Letter%20Sounds/Letter%20Sounds%20Match.pdf) |
| Lindamood Bell Phoneme Sequencing Program | The Lindamood Phoneme Sequencing (LiPS) program helps children and adults develop the sensory-cognitive function of phonemic awareness. Unlike most reading, spelling, and phonics programs, LiPS instruction directly applies phonemic awareness to the identification and sequencing of sounds in words. Students in the LiPS program move through a series of steps to learn how their mouths produce the sounds of language. This kinesthetic feedback enables them to verify the identity and sequence of sounds within words, and to become self-correcting in reading, spelling, and speech. |
| LLI (F&P intervention series) |  |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Blending/Make-A-Word%20(P.039).pdf) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Letter%20Sounds/Map%20A%20Word.pdf) |
| Matching Rhyme Time | [Rhyming- The student will recognize rhyming words. Students match rhyming picture cards.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Rhyming/Matching%20Rhyme%20Time.pdf) |
| 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. |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phoneme%20Matching/One%20Card%20Out.pdf) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phoneme%20Matching/Pack%20A%20Backpack.pdf) |
| 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 Fulton County Schools. At this time, adding this program to your school would be school choice and funded from the school’s cost center budget. |
| Picture Slide | [Phonemic Isolation- The student will segment and blend phonemes in words. Students blend phonemes to make words while sliding pieces together to make pictures.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phonemic%20Isolation/Picture%20Slide.pdf) |
| Rhyme Closed Sort | [Rhyming- The student will recognize rhyming words. Students sort rhyming picture cards on a pocket chart.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Rhyming/Rhyme%20Closed%20Sort.pdf) |
| Say & Slide Phonemes | [Phonemic Isolation- The student will segment phonemes in words. Students orally segment words using counters and Elkonin Boxes.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phonemic%20Isolation/Say%20and%20Slide%20Phonemes.pdf) |
| Scootpad | Scootpad is a research based website that provides ELA and math support. There are free versions as well as subscription options. |
| Sound Picture & Picture Puzzles | [Phoneme Matching- The student will match medial phonemes in words. Students sort medial sound pictures and assemble to create puzzles.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phoneme%20Matching/Sound%20Picture%20and%20Sound%20Puzzle.pdf) |
| Star Search | [The student will identify variant correspondences in words. Students write words with r-controlled vowel sounds using the correct spelling pattern.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Variant%20Correspondences/Star%20Search.pdf) |
| Vowel Picture Sort | The student will match vowel sounds in words. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Phoneme%20Matching/Vowel%20Picture%20Sort.pdf) |
| Word Blender | [Letter Sounds- The student will blend onsets and rimes to make words. Students make words with onsets and rimes by playing a card game.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Letter%20Sounds/Word%20Blender.pdf) |
| Word Steps | [Blending- The student will blend sounds of letters to make words. Students make new words by manipulating one letter at a time.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Blending/Make-A-Word%20(P.039).pdf) |
| Word-O-Matic | [The student will produce words with variant correspondences. Students make words, including those with variant correspondences, by using letter cards.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Basic%20Reading%20-%20Variant%20Correspondences/Word%20O%20Matic.pdf) |

**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. |
| 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**

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| --- | --- |
| **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](http://www.interventioncentral.org/academic-interventions/reading-fluency/reading-practice) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Fluency%20-%20Sight%20Words/Fast%20Words.pdf) |
| Fry Phrases |  |
| Give Me Five |  |
| Make-A-Match | The student will gain speed and accuracy in recognizing letter-sounds. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Fluency%20-%20Letter%20Recognition/Make%20A%20Match.pdf) |
| Marie Carbo Power Readers - |  |
| 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](http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading) |
| 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](http://www.readnaturally.com/intervention-programs) |
| Read Speed |  |
| Reading Chunks |  |
| Repeated Reading - Tier 3 | The student reads through a passage repeatedly, silently or aloud, and receives help with reading errors. [Link](http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading) |
| Tap Stack | The student will gain speed and accuracy in letter recognition. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Reading%20Interventions/Fluency%20-%20Letter%20Recognition/Tap%20Stack.pdf) |
| Word Climb |  |
| Word Family Zoom |  |

**Instructional Options-Math Calculation**

|  |  |
| --- | --- |
| **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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Instructional Match | [Ensure that students are being taught at the optimal instructional level.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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)](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Tiered Assignments | [Design assignments to meet the varying ability level of students.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |

**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](http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare) |
| 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](http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists) |
| Destination Math - |  |
| 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](http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids) |
| 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](http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids) |
| 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](http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids) |
| 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](https://www.frontrowed.com/) |
| 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](http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa) |
| IXL.com |  |
| 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 interspersed among the more challenging items. [Link](http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp) |
| 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](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/self_management_math_SAFI.pdf) |
| Moby Max | www.mobymax.com- Computer program purchased at the local school level. It is not available to all schools. [Link](http://www.mobymax.com/) |
| Multiplication the Fun Way |  |
| Number Sense Promoting Basic Numeracy Skills through a Counting Board Game | [www.interventioncentral](http://www.interventioncentral) - 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](http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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](http://www.interventioncentral.org/academic-interventions/math/number-operations-strategic-number-counting-instruction) |
| 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-drillsÃ¢Â"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](http://www.interventioncentral.org/academic-interventions/math/math-computation-student-self-monitoring-productivity-increase-fluency) |
| TenMarks | www.tenmarks.com -The is a web based program. There is a free version as well as upgrades that schools may have chosen to purchase. [Link](http://www.tenmarks.com/) |

**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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Choice Boards | [Problems, questions, assignments, projects, or activities that students can choose from, designed with learning differences in mind.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Curriculum Compacting | [Eliminate curriculum already mastered. Student allowed to pursue alternative curriculum options.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Flexible Grouping | [Use cooperative groups of high average to gifted mix of students for challenge.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Instructional Match | [Ensure that students are being taught at the optimal instructional level.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Interest Centers | [Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Multiple Resources | [Multiple resources at advanced interest levels and learning profiles.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Questioning | [Focus on high levels of Bloom's Taxonomy, open ended questions using higher order thinking skills, and require documentation of answers.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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)](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Tiered Assignments | [Design assignments to meet the varying ability level of students.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |

**Interventions-Math Reasoning**

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| **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](http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies) |
| 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](https://www.frontrowed.com/) |
| Graphic Representations |  |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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](http://www.tenmarks.com/) |
| 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](http://www.interventioncentral.org/academic-interventions/math/math-problem-solving) |

**Instructional Options-Written Expression**

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| --- | --- |
| **Instructional Option** | **Description** |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Frequent 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. 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Instructional Match | [Ensure that students are being taught at the optimal instructional level.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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)](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| 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.](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |
| Tiered Assignments | [Design assignments to meet the varying ability level of students](https://go1.pcgeducation.com/easyiep.plx?op=flexibleInterface&FIID=5&FICustomerName=edplan&CurrentPage=FlexibleInterfacePage5.htm&DomainID=2&StudentID=156865&CustomerName=gafulton&SessionID=F6C1CB8E-B04D-1014-A784-A39EDD046DF9) |

**Interventions-Written Expression**

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| **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](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing) |
| 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](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing) |
| 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](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing) |
| Reverse Outline | Students can improve the internal flow of their compositions through ‘reverse outlining’ [Link](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing) |
| SOLO | Computer Program |

**Instructional Options-Behavior-Work Habits**

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| --- | --- |
| **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 |

**Interventions-Behavior-Work Habits**

|  |  |
| --- | --- |
| **Interventions** | **Description/Hyperlink** |
| Activities Classroom | [Link](http://www.interventioncentral.org/behavioral-interventions/motivation/activities-classroom) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FWork%20Habits&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/behavioral-interventions/challenging-students/mystery-motivator) |
| Token Monitoring/ Reinforcement | On and Off Task Reinforcement. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |

**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. |

**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](http://www.interventioncentral.org/behavioral-interventions/motivation/activities-classroom) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FWork%20Habits&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/behavioral-interventions/challenging-students/mystery-motivator) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Behavior/Engagement/Self-Directed%20Study%20Break.docx) |
| Token Monitoring/ Reinforcement | On and Off Task Reinforcement. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Two by Ten | This strategy (‘non-contingent teacher attention’) can be helpful with students who lack a positive connection with the teacher. [Link 1](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) [Link 2](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/wright_Learning_Spark_Blog_18_Feb_2013_Connecting_to_Students_Table_Strategies_Listing.pdf) |

**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](http://www.interventioncentral.org/behavioral-interventions/motivation/activities-classroom) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Behavior/Work%20Habits/beh_contract_example.pdf) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FWork%20Habits&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/behavioral-interventions/challenging-students/mystery-motivator) |
| 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](http://www.pbisworld.com/tier-3/breaks/) |
| Role Playing | Kids learn what to do—even what to say—in common social situations [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/behavioral-interventions/challenging-students/talk-ticket%20) [Link 2](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Token Monitoring/ reinforcement | On and Off Task Reinforcement [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Two by Ten | This strategy (‘non-contingent teacher attention’) can be helpful with students who lack a positive connection with the teacher. [Link 1](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) [Link 2](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/wright_Learning_Spark_Blog_18_Feb_2013_Connecting_to_Students_Table_Strategies_Listing.pdf) |
| 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](http://www.interventioncentral.org/blog/instruction/how-focus-students-adhd-through-antecedent-teaching-strategies-cuing) |

**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](http://www.interventioncentral.org/behavioral-interventions/motivation/activities-classroom) |
| Attempt to Initiate Communication |  |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Coping/Managing Feelings | [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Emotion Charades | Practicing appropriate ways to express emotions. [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Examining Coping Strategies - | [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Express Feelings/Emotions Appropriately | To improve skills for expressing feelings. The student will express feelings appropriately [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Identify and Understand Feelings/Emotions | To improve skills for expressing feelings. The student will be able to identify body signals with feelings [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FWork%20Habits&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| 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](http://www.interventioncentral.org/behavioral-interventions/challenging-students/mystery-motivator) |
| One More |  |
| Play Ball - | Social Skills [Link 1](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) [Link 2](http://specialed.about.com/library/Baseball-Unit/Social-Skills-Baseball.pdf) |
| 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](http://www.pbisworld.com/tier-3/breaks/) |
| 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](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Role Playing - | Kids learn what to do—even what to say—in common social situations [Link](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FSocial%20Skills&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |
| Self-Directed Structured Break |  |
| Share Your Feelings |  |
| 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](http://www.interventioncentral.org/behavioral-interventions/challenging-students/talk-ticket%20) [Link 2](https://employees.fultonschools.org/academics/landt/RTI-SST/Documents/Forms/AllItems.aspx?RootFolder=%2Facademics%2Flandt%2FRTI%2DSST%2FDocuments%2FBehavior%2FEngagement&FolderCTID=0x012000113EC1DB83A4784DBAC0078D97FD4BA3&View=%7BBEC0C7C0%2D0FC9%2D4317%2D8C2B%2DFC0C11CCBEE3%7D) |

**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 |  |
| Gain/Secure Attention |  |
| Preferential Seating |  |
| Present oral information in smaller steps/quantities |  |
| Provide Wait Time |  |
| Restate/Paraphrase/ Emphasize Information |  |
| 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. |
| Use Visuals & Demonstrations |  |

**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 |

**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 |  |
| Sound Drills |  |
| Talking Improvement Plan |  |

**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 |  |
| Gain/Secure Attention |  |
| Preferential Seating |  |
| Present oral information in smaller steps/quantities |  |
| Provide Wait Time |  |
| Restate/Paraphrase/ Emphasize Information |  |
| 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 |  |

**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 |

**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 – Context |  |
| 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 |

**Instructional Options-Language Inferencing**

|  |  |
| --- | --- |
| **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 |  |
| Gain/Secure Attention |  |
| Preferential Seating |  |
| Present oral information in smaller steps/quantities |  |
| Provide Wait Time |  |
| Restate/Paraphrase/ Emphasize Information |  |
| 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 |  |

**Interventions-Language Inferencing**

|  |  |
| --- | --- |
| **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 |

**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 |  |
| Gain/Secure Attention |  |
| Preferential Seating |  |
| Present oral information in smaller steps/quantities |  |
| Provide Wait Time |  |
| Restate/Paraphrase/ Emphasize Information |  |
| 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 |  |

**Interventions-Language Main Idea/Details**

|  |  |
| --- | --- |
| **Intervention** | **Description/HyperLink** |
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| 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 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 |  |
| Gain/Secure Attention |  |
| Preferential Seating |  |
| Present oral information in smaller steps/quantities |  |
| Provide Wait Time |  |
| Restate/Paraphrase/ Emphasize Information |  |
| 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 |  |

**Interventions-Language Sequence/Retell/Summarize**

|  |  |
| --- | --- |
| **Intervention** | **Description/HyperLink** |
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| Dump and Clump | Process to organize prior knowledge and make predictions when learning new, difficult information |
| 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 words, phrases and sentences surrounding the word  Some contexts can be more helpful than others |

**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 |  |
| Gain/Secure Attention |  |
| Preferential Seating |  |
| Present oral information in smaller steps/quantities |  |
| Provide Wait Time |  |
| Restate/Paraphrase/ Emphasize Information |  |
| 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 |  |

**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 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. |
| Semantic Feature | Use background knowledge to create relationships between topics/ideas in a category  Uses discussion to gather information about the meanings of words  Display key features on a grid for visual organization  Helps with understanding of critical vocabulary/concepts |
| Signal Key Words/Concepts | Prewrite or have expectations for exam  Structure content and review activities to help students be more successful  Teach students what words/phrases they need to look out for to help them recognize relationships and increase comprehension |
| The Frayer Model | Concept map that includes concept word, definition, characteristics, examples and non-examples  Word categorization activity  Activate prior knowledge of topic, organize into categories, apply |
| 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 |
| Vocabulary Preview | Teaching unfamiliar key words before reading  Improves vocabulary, background knowledge and comprehension |
| Word Parts | Using knowledge of common prefixes, suffixes, word roots, and/or base words to figure out the meaning of new/unknown words  Definitions of word parts: (Armbruster, et. al. 2003)  Affixes: word parts at the beginning (prefix) or end (suffix) of a word  Base words: a word from which other words can be formed  Word roots: words from other languages that are the origin of the English word |
| Word Webs | Web-like graphic display  Side-by-side graphical representation of knowledge and perspectives about key themes  Presentation of a concept  students brainstorm words related to the concept |