Response to Intervention
Interventions Based on Area of Weakness

Tier 4
Specially Designed Learning

Tier 3
SST Driven Learning

Tier 2
Needs Based Learning

Tier 1
Standards Based Classroom Learning
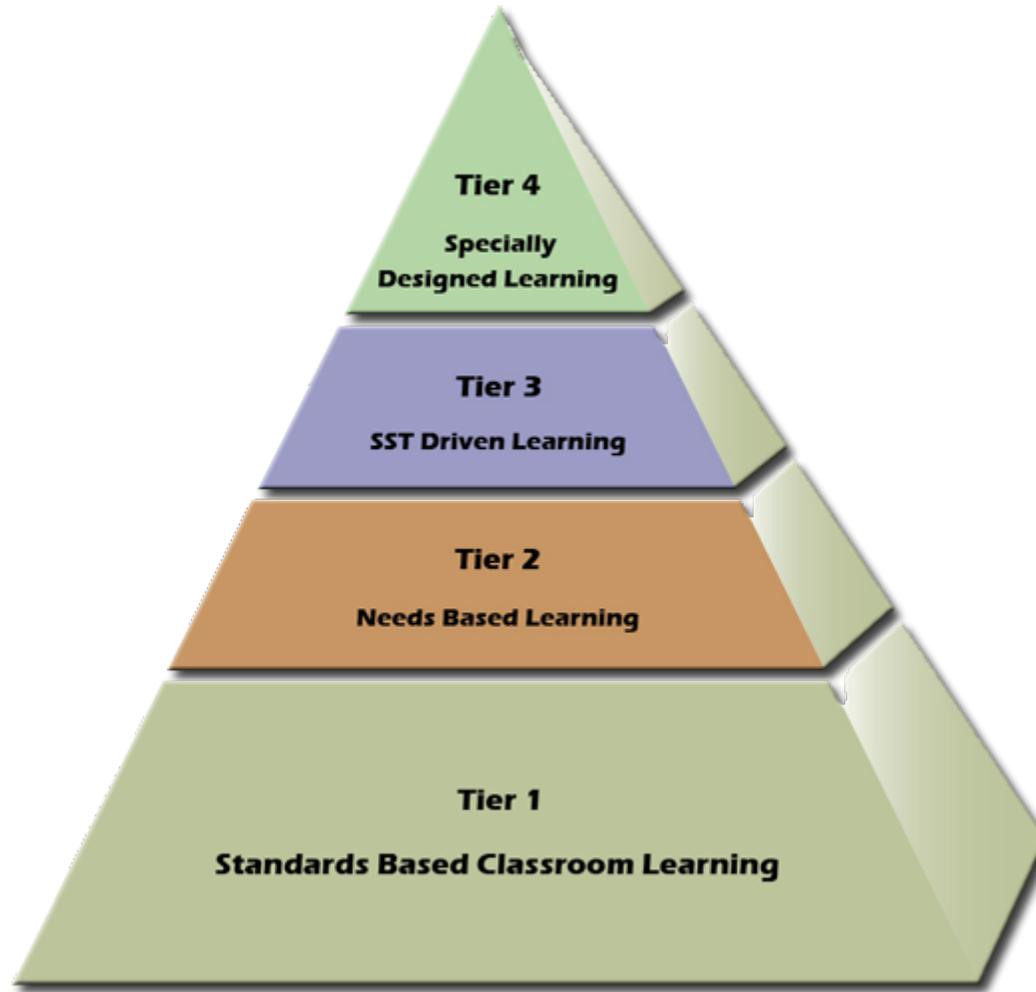
1. This is not an "official" or "exhaustive" list. Merely a compilation of several well known commercial and non-commercial interventions in the six most common areas of weakness at Tier 3.

2. The list of possible areas a student can be struggling with is endless. Nevertheless, if a student is to be found eligible for services under SLD then the area of weakness needs to be narrowed down to one of the 8 major areas. As an initial referral always has the possibility of meeting SLD criterion then Tier 3 progress monitoring/intervention needs to be in one of the eight areas. Other areas not covered can be intervened/monitored as well; but at least one must be the State category.

3. All interventions, whether on this list or not, must TEACH a skill. Providing a student extended time is an accommodation (and often a great one) in that it facilitates a student showing what they know. It does not improve the underlying skill.

4. Tier 3 deals with academic SKILLS not curricular attainment. Curriculum varies from State to State and nation to nation. Some states may choose to teach different areas in different grades, but the overall academic skills will still be necessary regardless of how the curriculum is mapped/sequenced. Skills are taught in somewhat particular sequences (e.g. we don't expect reading comprehension before phonics is mastered and we teach addition before algebra).

5. As such, if a skill such as reading fluency is typically taught/developed in early elementary an intervention that is geared towards that age level may be appropriate for an 8th grader who did not master the skill. Teachers should look closely at each intervention to determine if it can be used or scaled to an older student without becoming patronizing or non-engaging to such a student.

6. The interventions are rated on the level of academic support underlying it. Notice it is much more common for commercial products to be heavily researched than more classroom based interventions. Typically, the ratings reflect the DEPTH of research rather than the result. Every intervention listed has some research support, but "mixed" or "unknown" may reflect only one study while "extremely strong" may mean multiple comprehensive and peer-reviewed research studies.

7. In math and reading please refer to the schematics of how the skills fit together. If a student is struggling with decoding interventions geared towards comprehension may not be appropriate until the lower skill is mastered.

8. Finally, remember that a qualified teacher teaching a skill (assuming it fits into the SLD categories) directly to a student is a 100% research supported intervention. It is critical that the teaching be in the skill area (i.e. teaching spelling doesn't fit into written expression as the DOE regulations are written).

9. As it is ubiquitous in Barrow County it may be surprising that Classworks® is not listed under any Reading/Math area. This is because Classworks® is a curriculum based intervention rather than skills based. As such, while Classworks® certainly is a research based intervention and can (and in most cases should) be used as a Tier 3 intervention care must be taken to make sure the units assigned fit into the area of weakness. Thus some standards/elements may support (for example) reading comprehension while others will not. Thus care must be taken to choose them appropriately. Given that it doesn't fall neatly into any category it was omitted. But that does not mean it is not endorsed as an intervention. It very much is.

Reading

Model of Reading Development Based on Georgia Regulations

1	• Basic Reading/Decoding
2	• Reading Fluency
3	• Reading Comprehension
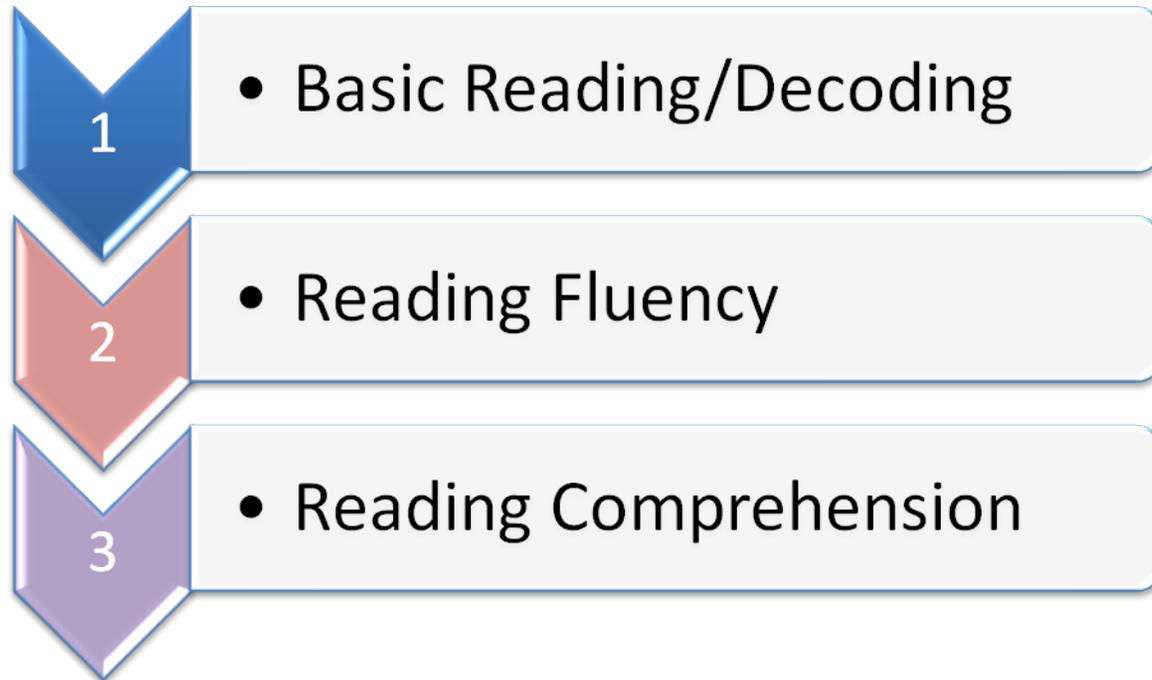
Please note that this does not constitute an academic model of reading acquisition. It only describes how the three areas of reading weakness as defined by Georgia Special Education Regulations fit together. Students typically build the subsequent skills on top fo the earlier ones. Students certainly may struggle in more than one area (they almost certainly will as the structure is hierarchical), but intervention should typically be at the lowest area of weakness. Thus a student struggling with Reading Fluency and Reading Comprehension would typically require the majority of intervention at the fluency level.

Area	Basic Reading
Regulatory Definition	Ability to use Sound/Symbol associations to learn phonics in order to comprehend the text.
Examples of Difficulty	Student struggles to decode words correctly even when time is removed from the task and when decoding the words individually outside of a sentence or passage. Student cannot blend or segment phonemes together correctly or break down words into their component parts.

Please note that phonics/reading programs will be, by nature, geared towards younger students and will be the most difficult of academic areas to scale up to older students. Additionally while grade level will refer to the typical grade the material/lesson will be geared towards if the students skill level is in that range (e.g. a ninth grader with basic reading skills similar to a third grader) the lesson may be appropriate, assuming the student is responsive to the structure (i.e. a lesson based around elementary level "games" will likely patronize a high schooler). Finally please note that for a variety of reasons research is more likely to be conducted with a commercial product. Thus an "unknown" should not be construed to mean that an intervention is not research-based, only that the academic research base is somewhat weak.

Research Base?	Commercial Product?	Intervention
Extremely Strong	Yes	Reading Recovery® - Details at www.readingrecovery.org. Program is designed specifically for young students age 5 – 7 although it can be scaled up to a degree.
Strong	Yes	Read 180®
Strong	Yes	Success for All® - Details at www.successforall.org. Program designed for grades K – 8 but can be extended to high school.
Mixed-Weak	Yes	Accelerated Reader Program - http://www.renlearn.com/ar/. Reputed to be scalable to K – 12.
Mixed	Yes	Peer Assisted Learning Strategies (PALS) – www.kc.vanderbilt.edu/pals/ Designed for grades K-6
Mixed - Unknown	No	**Peer Tutoring In Sight Words** - Divide the students into tutors and tutees. Divide the tutors into groups of 3-4 students and call them "Tutor Huddles". Each group has a folder: the "GO" pocket contains the word cards tutors are to present to tutees. The "STOP" pocket receives the word cards when the tutee reach criterion on that word during tutoring. The "STAR CARD" pocket holds a "Star Card" with tutor and tutee names on it and a grid with spaces for up to 10 stickers. A bar graph is on the left side of the folder. Students practice the sight words together. For more information, visit: https://www.msu.edu/course/cep/886/Reading%20Comprehension/1Learn_Serv_Proj.html

Mixed - Unknown	No	**Teaching Sound Isolation** - Use Conspicuous Strategies. (1) Show children how to do all the steps in the task before asking children to do the task. Example : (Put down 2 pictures that begin with different sounds and say the names of the pictures.) "My turn to say the first sound in man, /mmm/. Mmman begins with /mmm/. Everyone, say the first sound in man, /mmm/." Non-example : "Who can tell me the first sounds in these pictures?" (2) Use consistent and brief wording. Example : "The first sound in Mmman is /mmm/. Everyone say the first sound in man, /mmm/." Non-example: " Man starts with the same sound as the first sounds in mountain, mop, and Miranda. Does anyone know other words that begin with the same sound as man?" (3) Correct errors by telling the answer and having children repeat the correct answer. Example : "The first sound in Man is /mmm/. Say the first sound in mmman with me, /mmm/. /Mmmm/." Non-example : Asking the question again or asking more questions. "Look at the picture again. What is the first sound?" For more information, visit: http://www.specialeducation.ilstu.edu/csss/solutions/documents/phoneme.html
Mixed - Unknown	No	**Bingo** - Make copies of the bingo cards and the picture and letter squares. Give each student his or her own bingo card. Place the picture and letter squares in a box or bag. Draw out one square at a time and show it to the students. If a picture square is drawn, the students should name the picture and give the first letter of the name. Any student who has that letter on his or her card should place a bingo chip on it. If a letter square is drawn, without showing the students the card, read the letter-name to the student. Any student who has that letter on their card should place a bingo chip on it. The teacher should decide in advance whether the students need to cover a single row or the entire card to get "bingo." For more information, visit: http://www.specialeducation.ilstu.edu/csss/solutions/documents/phoneme.html
Strong	No	Florida Center for Reading Research (FCRR) Activities in Phonics for Grades K-5. Specific programs, materials, and lessons available at http://www.fcrr.org/curriculum/SCAindex.shtm.

Area	Reading Fluency
Regulatory Definition	The ability to read and process a text with appropriate rate and accuracy.
Examples of Difficulty	Student is able to phonemically decode words in isolation with some degree of accuracy. But when asked to apply this to sentences and passages the student finds less success. The paramount feature of this is a student whose reading is slow and laborious. They will struggle to read the typical amount of material for their grade level at the same rate as peers. This almost always results in impaired comprehension of the text as well.

Grade level will refer to the typical grade the material/lesson will be geared towards if the students skill level is in that range (e.g. a ninth grader with basic reading skills similar to a third grader) the lesson may be appropriate, assuming the student is responsive to the structure (i.e. a lesson based around elementary level "games" will likely patronize a high schooler). Please note that for a variety of reasons research is more likely to be conducted with a commercial product. Thus an "unknown" should not be construed to mean that an intervention is not research-based, only that the academic research base is somewhat weak.

Research Base?	Commercial Product?	Intervention
Strong	No	**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. For more information, visit: http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/assistrdng.php
Strong	No	**Sentence Repeat -** At the start of the reading session, say to the student, *"If you come to a word that you do not know, I will help you with it. I will tell you the correct word while you listen and point to the word in the book. After that, I want you to repeat the word and then read the rest of the sentence. Then I want you to read the sentence again. Try your best not to make mistakes."* When the student commits a reading error (e.g., substitution, omission, 5-second hesitation), immediately pronounce the correct word for the student and have the student repeat the word correctly. Then direct the student to reread the entire sentence in which the error occurred. The student then continues reading the passage. For more information, visit: http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/errcorrect.php
Strong	No	**'Word Attack' Hierarchy -** In this approach, the instructor prompts the student to apply a

		hierarchy of word-attack skills whenever the student misreads a word. The instructor gives these cues in descending order. If the student correctly identifies the word after any cue, the instructor stops delivering cues at that point and directs the student to continue reading. For the 'Word Attack' Hierarchy instructor clues, visit: http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/errcorrect.php
Mixed-Unknown	No	**Error Word Drill** - When the student misreads a word during a reading session, write down the error word and date in a separate "Error Word Log". At the end of the reading session, write out all error words from the reading session onto index cards. Review the index cards with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside. For help implementing this intervention, visit: http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/errcorrect.php
Mixed-Unknown	No	**Post Office** - *Materials:* Picture Cards and Envelopes, each labeled with a different letter of the alphabet and able to fit the picture cards. *Directions:* Place the envelopes in front of the child. Place the picture cards in front of the child. Ask the child to name each picture. Ask the child to name the first letter of the picture's name. Then, the child "mails" the picture card in the appropriately marked envelope. The child picks a new picture card and the process is repeated until all picture cards are placed in their appropriate envelopes. For moreinformation http://www.specialeducation.ilstu.edu/csss/solutions/documents/phoneme.html
Mixed-Unknown	No	Florida Center for Reading Research (FCRR) Activities in Fluency for Grades K-5. Specific programs, materials, and lessons available at http://www.fcrr.org/curriculum/SCAindex.shtm.
Unknown	No	Nuclear Reading Strategy – Details at http://www.joewitt.org/DirectionsforInterventionImplementation.pdf
Mixed	No	Paired Reading - http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading
Mixed-Strong	No	Listening Passage Preview - http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview

Area	Reading Comprehension
Regulatory Definition	Ability to understand the meaning of written language based in children's native language.
Examples of Difficulty	The ultimate goal of reading upon which decoding/fluency lead to. Students struggling specifically with comprehension will be able to decode & recognize words as well as correctly read with a strong degree of fluency. They will however be unable to consistently understand what they are reading and will struggle to make correct inferences from text and use reading passages to inform decision making and answer questions.

Research Base?	Commercial Product?	Intervention
Extremely Strong	Yes	Jostens® - Information available at www.compasslearning.com. Designed for students in Middle/High School.
Extremely Strong	Yes	The Reading Edge – Information available at www.successfulforall.org/Programs/readingedge.html.
Strong	Yes	Read 180
Mixed	Yes	Voyager Passport – www.voyagerlearning.com/passport/index.jsp
Strong-**Mixed**	No	**"Click or Clunk?": A Student Comprehension Self-Check** - Instruct students that, during any reading assignment, when they come to: (a) the end of each sentence, they should ask the question, "Did I understand this sentence?" If students understand the sentence, they say "Click!" and continue reading. If they do not understand, they say "Clunk!" and refer to the strategy sheet *My Reading Check Sheet* to correct the problem. (b) the end of each paragraph, they should ask the question, "What did the paragraph say?" If they do not know the main idea(s) of the paragraph, students refer to the strategy sheet *My Reading Check Sheet* to correct the problem. When students must make regular summary judgments about how well they comprehend at the sentence level, they are more likely to recognize-and to resolve-comprehension errors as these mistakes arise. Visit the following website for help implementing the intervention and to download the *My Reading Check Sheet*: http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/clickclunk.php
Mixed	No	**Main-Idea Maps** - This simple strategy teaches students to generate a graphic organizer containing the main ideas of an expository passage. Visit the following website for help implementing the intervention, to download the *Main Idea Graphic Organizer Sheet,* and step-by-step instructions on how to make a Giant Main Idea Map to teach the strategy: http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/mainidea.php

Strong	No	**Prior Knowledge: Activating the 'Known'** - Explain the benefit of using prior knowledge to understand a reading passage: Tell students that recalling their prior experiences ("their own life") can help them to understand the content of their reading. New facts make sense only when we connect them to what we already know. Pose three main ideas that appear in the article or story. For each key idea, present one question requiring that readers tap their own prior knowledge of the topic and another that prompts them to predict how the article or story might deal with the topic. Linking new facts to prior knowledge increases a student's inferential comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information). For help implementing this intervention, visit: http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/priorknow.php
Mixed-Unknown	No	**Reciprocal Teaching – A Reading Comprehension Package** - Introduce students to each of the following comprehension strategies: Prediction, Summarization ("list main ideas"), Question Generation, Clarifying. Select a student "instructor" to guide the group to apply the strategy and complete the relevant section of the *Reciprocal Teaching Strategies Worksheet*. For help implementing this intervention and copies of *Be a Careful Reader!: Four Strategies to Better Understand What you are Reading and the Reciprocal Teaching Strategies Worksheet*, visit: http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/reciptchng.php
Mixed-Unknown	No	**Story Map** - Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, historical accounts). To make a Story Grammar analysis more inviting, consider screening a video of a popular movie or television program. At key points, stop the tape, have students complete relevant sections of the *Story Map Worksheet*, and discuss the results. This exercise can be highly motivating and also makes clear to students that a Story Grammar is a universal tool that help us understand narratives presented in any medium. Visit the following website to download the *Story Map Worksheet*: http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/storymap.php
Mixed-Unknown	No	Text Lookback - http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback

Model of Mathematics based on Georgia Regulations

Math Calculation

- Typically, though not exclusively, struggling with types of items common to GPS grades 1-4.

Math Reasoning

- Typically, though not exclusively, struggling with types of items common to GPS grades higher than fourth.

Importantly, in mathematics the Georgia Regulations are not at all consistent with academic models of mathematics/numeracy acquisition. They are in fact best typified not by the underlying skill in the Georgia Regulations; but more specifically are characterized by the TYPE of problem being utilized, often assessing the same concept. The above rules of thumbs may make the distinction a bit more clear but keep in mind that the grade level items cited refers not to the students actual grade but rather to the level of the curriculum that the student would begin struggling with the content. So an 11th grader may well be struggling under "math calculation" if they would struggle with the typical GPS 3rd Grade items.

Area	Math Calculation
Regulatory Definition	Ability to process numeric symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required.
Examples of Difficulty	Typically this will refer to problems dealing with either basic knowledge of math operations or (more likely) the inability to solve math problems displayed in visual, equation format.

Research Base?	Commercial Product?	Intervention
Strong	Yes	Building Blocks for Math (SRA) - http://www.sranumberworlds.com/
Strong	Yes	University of Chicago School Math Project (6-12 Curriculum) - https://www.mheonline.com/program/view/1/4/232/007608972X/
Extremely Strong	Yes	Student Teams – Achievement Division (STAD): Power Mathematics – www.successforall.org
Strong-Mixed	No	**Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems** - 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. For more information and a link to a free on-line math worksheet generator, visit: http://www.interventioncentral.org/htmdocs/interventions/math/math_interspersal.php
Strong-Mixed	No	**Concrete-Representational-Abstract Instructional Approach** - The CRA instructional sequence consists of three stages: concrete, representation, and abstract: *Concrete* - In the concrete stage, the teacher begins instruction by modeling each mathematical concept with concrete materials (e.g., red and yellow chips, cubes, base-ten blocks, pattern blocks, fraction bars, and geometric figures). *Representational* - In this stage, the teacher transforms the concrete model into a representational (semiconcrete) level, which may involve drawing pictures; using circles, dots, and tallies; or using stamps to imprint pictures for counting. *Abstract* - At this stage, the teacher models the mathematics concept at a symbolic level, using only numbers, notation, and mathematical symbols to represent the number of circles or groups of circles. The teacher uses operation symbols (+, –, ×, ÷) to indicate addition, multiplication, or division. For more information, visit: http://www.k8accesscenter.org/training_resources/CRA_Instructional_Approach.asp

Unknown	No		**DRAW (for younger students)** – **D**iscover the sign, **R**ead the problem, **A**nswer or DRAW a conceptual representation of the problem using lines and tallies, and check, **W**rite the answer, and check. **STAR (for older students)** – **S**earch the word problem. (Read the problem carefully. Ask yourself questions "What facts do I know? What do I need to find?" **T**ranslate the words into an equation in picture form. **A**nswer the problem. **R**eview the solution. (Reread the problem. Ask question, "Does the answer make sense? Why? Check answer.
Mixed	No		**Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal** - First write down on an index card in ink each math fact that a student is expected to master-but without the answer. Then, review the collection of math-fact cards with the student. Any of the math facts that the student can orally answer correctly within two seconds are considered to be known problems and are separated into one pile. Math facts that the student cannot yet answer correctly within two seconds are considered 'unknown' and collected in a second pile -- the 'unknown facts' deck. Next, randomly select 9 cards from the pile of known math facts and sets this subset of cards aside as the 'known facts' deck. The rest of the pile of cards containing known math facts is put away ('discard deck'), not to be used further in this intervention. During each day of the interv*ention*: The teacher follows an incremental-rehearsal sequence each day when working with the student. For the incremental-rehearsal sequence and a link to make and print flashcards, visit: http://www.interventioncentral.org/htmdocs/interventions/math/math_increm_rehearsal.php
Unknown	No		Use of flash cards with math facts and operations to increase student understanding of symbols and operations. Most common with very young students. Often should be embedded in Tier 1 or 2, but can be used as part of a Tier 3
Unknown	No		LAMBS & SLOBS Strategy. Usually for younger students but can be adapted with some older students. http://www.unl.edu/csi/Pdfs/slobs.pdf

Area	Math Reasoning
Regulatory Definition	Ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.
Examples of Difficulty	Typically this will refer to problems dealing with applying basic math skills and knowledge to more generalized settings. Often word problems or using math as part of problem solving in tasks or in other academic areas.

Research Base?	Commercial Product?	Intervention
Strong	Yes	Oddyssey Math (Young Students) - http://odyssey.mcas.k12.in.us/childu/odysseymath.html
Strong	Yes	Core-Plus Math (High School) - http://www.wmich.edu/cpmp/
Strong	Yes	Expert Mathematician (Middle School) – http://www.expertmath.org
Mixed	No	**Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics** - Students must be able to correctly interpret math graphics in order to correctly answer many applied math problems. Teachers use a 4-step instructional sequence to teach students to use Question-Answer Relationships (QARs) to better interpret math graphics: (1) Distinguishing Among Different Kinds of Graphics, (2) Interpreting Information in Graphics, (3) Linking the Use of Question-Answer Relations (QARs) to Graphics, (4) Using Question-Answer Relationships (QARs) Independently to Interpret Math Graphics. To learn how to implement the 4-step instructional sequence, visit: http://www.interventioncentral.org/htmdocs/interventions/math/math_QAR.php
Mixed	No	**Problem-Solving Processes** – (1) READ (for understanding), (2) PARAPHRASE (your own words), (3) VISUALIZE (make a picture or a diagram and use manipulatives), (4) HYPOTHESIZE (a plan to solve the problem), (5) ESTIMATE (predict the answer), (6) COMPUTE (do the arithmetic), (7) CHECK (make sure everything is right). For more information, visit: http://www.k8accesscenter.org/training_resources/MathPrblSlving_upperelem.asp
Mixed	No	**Solving Word Problems Using Structured Organizers** - Display a word problem and a structured organizer to the entire class on the overhead. Have students complete their own copies as you call on individual students for responses and fill in the transparency. Have the students independently fill out the organizer for a new word problem. Come back together as a whole class and fill out the organizer together, calling on students to answer the questions. Give students new word problems and have them complete structured organizers while solving them. For more information, visit: https://www.msu.edu/course/cep/886/Math/WordProbs.doc

Unknown	No	Teaching strategies such as COMAS (http://coe.jmu.edu/LearningToolbox/comas.html), FOPS (http://www.k8accesscenter.org/training_resources/mathprimaryproblemsolving.asp), ROOT-IT (http://coe.jmu.edu/LearningToolbox/root-it.html), or RIDGES (http://beltonschools.org/_layouts/BSDDOcuments/SPED/stratograms/Math%20Strategies%20Word%20Problems.pdf).
Strong	No	Combining Cognitive & Metacognitive Strategies in problem solving: http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies
Mixed	No	Applied Math Problems: Using QAR's to Interpret Math Graphics - http://www.interventioncentral.org/academic-interventions/math/applied-math-problems-using-question-answer-relationships-qars-interpret.

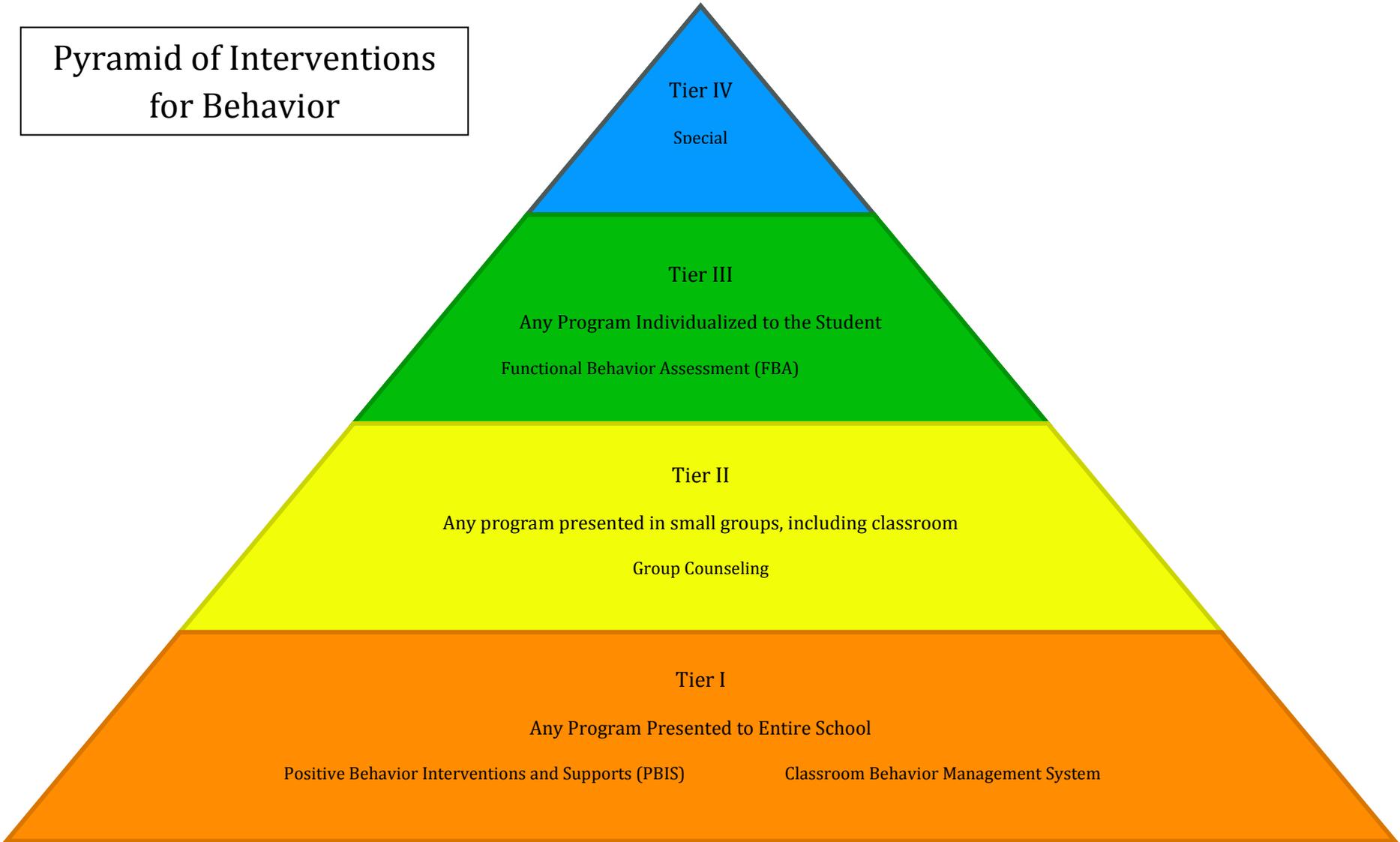| Area	Written Expression
Regulatory Definition	Ability to communicate ideas effectively in writing with appropriate language.
Examples of Difficulty	Importantly, this area focuses on communicating ideas in a coherent fashion. A student who can write fluently but has poor spelling and grammar only should not be considered Tier 3 in Writing. Neither should students who simply refuse to write due to emotional issues/frustration. This area is specific to students who cannot communicate thoughts and ideas through writing even when motivated.

Research Base?	Commercial Product?	Intervention
Strong	Yes	Read Naturally® - Designed specifically for SPED students. Includes writing component. www.readnaturally.com.
Mixed	Yes	Exploring Writing – Geared towards younger students. http://www.teachercreatedmaterials.com/writing/exploringWriting
Mixed	No	**Integrated Writing Instruction** - In this instructional approach, the student writes about authentic topics that have a 'real-world' purpose and relevance. Student writing is regularly shared with classmates and the instructor, with these audiences creating a sustaining social context to motivate and support the writer. Students receive instruction and feedback in an interactive manner, presented both in lecture format and through writing conferences with classmates. Technology (particularly computer word processing) is harnessed to help the writing disabled student to be more productive and to make use of software writing tools to extend his or her own capabilities in written expression. For help implementing this intervention, visit: http://www.interventioncentral.org/htmdocs/interventions/writing/intwriting.php
Mixed	No	**Written Expression Probes** – Students are provided story starters or writing prompts and asked to write for 3 minutes as rapidly as possible. The purpose of this intervention is to determine students' level and type of skills in writing, relative to their peers. Developing local norms to evaluate writing probes is strongly recommended. For help implementing this intervention, visit: http://www.cedu.niu.edu/~conderman/440/2-WRITTEN%20EXPRESSION%20PROBE.doc

Unknown	No		**The PLEASE Strategy (paragraph writing)** – P = Pick the topic, audience, and paragraph type. L = List information about the topic. E = Evaluate whether the list is complete and determine how to order the items in the list. A = Activate your writing by starting with a topic sentence. S = Supply supporting details sentences using items from list. E = End with strong concluding sentence and evaluate the paragraph by revising and editing. For more information, visit: http://www.specialeducation.ilstu.edu/csss/solutions/documents/writingfluency.html
Strong	No		**Peer Editing** – Students work in pairs to improve their writing compositions. Give each student a sample personal narrative and conduct a training session on peer editing procedures. Demonstrate the peer editing procedures. Give the students copies of the peer editing strategy instructions and review the steps in the revision process. Then each student works independently on the other student's paper, after which they discuss the two papers in turn (i.e. (a) tell the author what you liked best, (b) is there any part that is hard to understand, etc.). Work independently to revise their own papers. Then, meet again to discuss the revisions each made. More information is available from: Natalie, Rathvon. (1999). Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence. The Guilford Press: NY.
Mixed	No		Sentence Combining: Teaching Rules of Sentence Structure - http://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing

Area	Behavior
Regulatory Definition	None available.
Examples of Difficulty	It should be kept in mind that Behavior is an extremely multi-faceted enterprise and focusing on Behavior at the Tier 3 level should always be preceded by a Functional Behavior Assessment. Without an FBA it is difficult to determine the root causes of maladaptive behavior and to know how to approach the issue.

Research Base?	Commercial Product?	Intervention
Strong	Yes	PBIS – Check in/Check out. For information on this high quality intervention please speak with Shannon Hammond.
Mixed	No	Mentoring Program
Strong	No	Behavioral contracts/incentive programs. http://www.interventioncentral.org/behavioral-interventions/rewards/trouble-shooting-reward-programs-teachers-guide & http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts.
Strong	No	Choice: Allowing Students to Select Task Sequence - http://www.interventioncentral.org/behavioral-interventions/motivation/choice-allowing-student-select-task-sequence
Unknown	No	Rubber-Band Intervention - http://www.interventioncentral.org/behavioral-interventions/challenging-students/rubber-band-intervention
Strong	No	Response-Cost Lottery - http://www.interventioncentral.org/behavioral-interventions/challenging-students/response-cost-lottery
Mixed	No	Effective Use of Commands - http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/effective-teacher-commands
Mixed	No	Forced Choice Reinforcer - http://www.interventioncentral.org/behavioral-interventions/special-needs/forced-choice-reinforcer-assessment-guidelines.
Unkown	No	Self-Monitoring of Behavior - http://www.behavioradvisor.com/SelfMonitoring.html

Pyramid of Interventions for Behavior

Tier IV

Special

Tier III

Any Program Individualized to the Student

Functional Behavior Assessment (FBA)

Tier II

Any program presented in small groups, including classroom

Group Counseling

Tier I

Any Program Presented to Entire School

Positive Behavior Interventions and Supports (PBIS)   Classroom Behavior Management System

Pyramid created by June Duffy & Nicole Sheriff