



Peru Central School District
Response to Intervention Plan
2012

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Superintendent

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Response to Intervention Plan

Peru Central School District

The following individuals serve on the Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

Name	Title/Position	School Building
Scott Osborne	Principal	Primary
Scott Storms	Principal	Intermediate
Kelly Crowley	Reading Teacher	Primary
Rebecca Fuller	School Psychologist	Intermediate
Melissa LaClair	Classroom Teacher	Intermediate
Julia Martin	Speech Pathologist	Intermediate
Bernadette Nolan	School Psychologist	Middle School
Cindy Marcil	Reading Teacher	Middle School
Janelle Hilderbrant	ELA	Middle School

Peru Central School District Mission Statement

Our school district is to be a community of learners involved in and dedicated to the learning process. We believe that every student should be provided with opportunities, and accept responsibility, to grow educationally, socially and emotionally.*

Therefore, we expect our staff to:

Teach all students a continuously updated curriculum, using a variety of practical, proven research-based methods to actively engage students and meet individual learning styles.

Further, we expect our entire school community to:*

Provide a positive, safe, caring and child-centered environment where teaching and learning are emphasized and rewarded, and where there is mutual respect. We will hold ourselves accountable for this through continuous assessment of programs, practices and operations.

Peru Central School District's Response to Intervention Team will be referred to as S-BIT (School- Based Intervention Team) This team is charged with the following responsibilities relative to RtI:

S-BIT is an extremely important, student-centered professional team within the school and should be recognized as such by members of the team as well as other school personnel. **In order to be effective, membership must include:**

Facilitator

Referral Source

Principal or other Director of Student Services

Special Education Teacher

Reading Specialist

School Psychologist

Parent

Other Specialists when appropriate (speech pathologist, counselor, occupational/physical therapist)

Responsibilities of S-BIT include:

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Peru Central School District is to prepare all students to succeed as members of a global community and in a global economy, eliminating the achievement gap, and establish efficient systems for development. Peru's S-BIT teams also represent Peru Central School District's commitment to school improvement through the support and development of professional learning communities in our school. The term professional learning community refers to the collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work, and learn collaboratively, visit and review student progress, and participate in decision making. The School-Based Intervention Team (S-BIT) provides a school-based mechanism to enable school personnel to meet the needs of individual students who are having difficulty in regular education settings. The team is student-centered and data-driven which helps to facilitate a process that results in the implementation of targeted strategies, accommodations, and services that will enable the student to be successful in school.

Students may be referred to the SBIT through a variety of sources, but the charge to the team and the process to be followed is a consistent one, regardless of the referral source. When a student is referred to the SBIT Team, the team has the responsibility to review any problems (academic and/or behavioral) which may be interfering with the student's academic performance in school, to brainstorm solutions, to make recommendations to meet the student's needs, and to monitor/review the results of the recommendations. The services provided through School-Based Intervention Teams are neither Section 504 nor Special Education services.

The S-BIT may meet as many times as necessary to meet the student's needs. The parent/guardian may be invited to the team meetings. A copy of minutes may be given to the parent upon request.

Parent permission is not required to conduct the School-Based Intervention Team meeting, however every effort should be made to encourage parental attendance, particularly when the parent/guardian is the referral source. The problem-solving process through S-BIT does not preclude the School-Based Intervention Team from making a referral for evaluation for Section 504 or Special Education prior to implementing strategies. However, such an action should be considered an exception to procedures.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.

- The **application of information** about the student’s response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student’s rate of learning; and
 - parents’ right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students’ instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

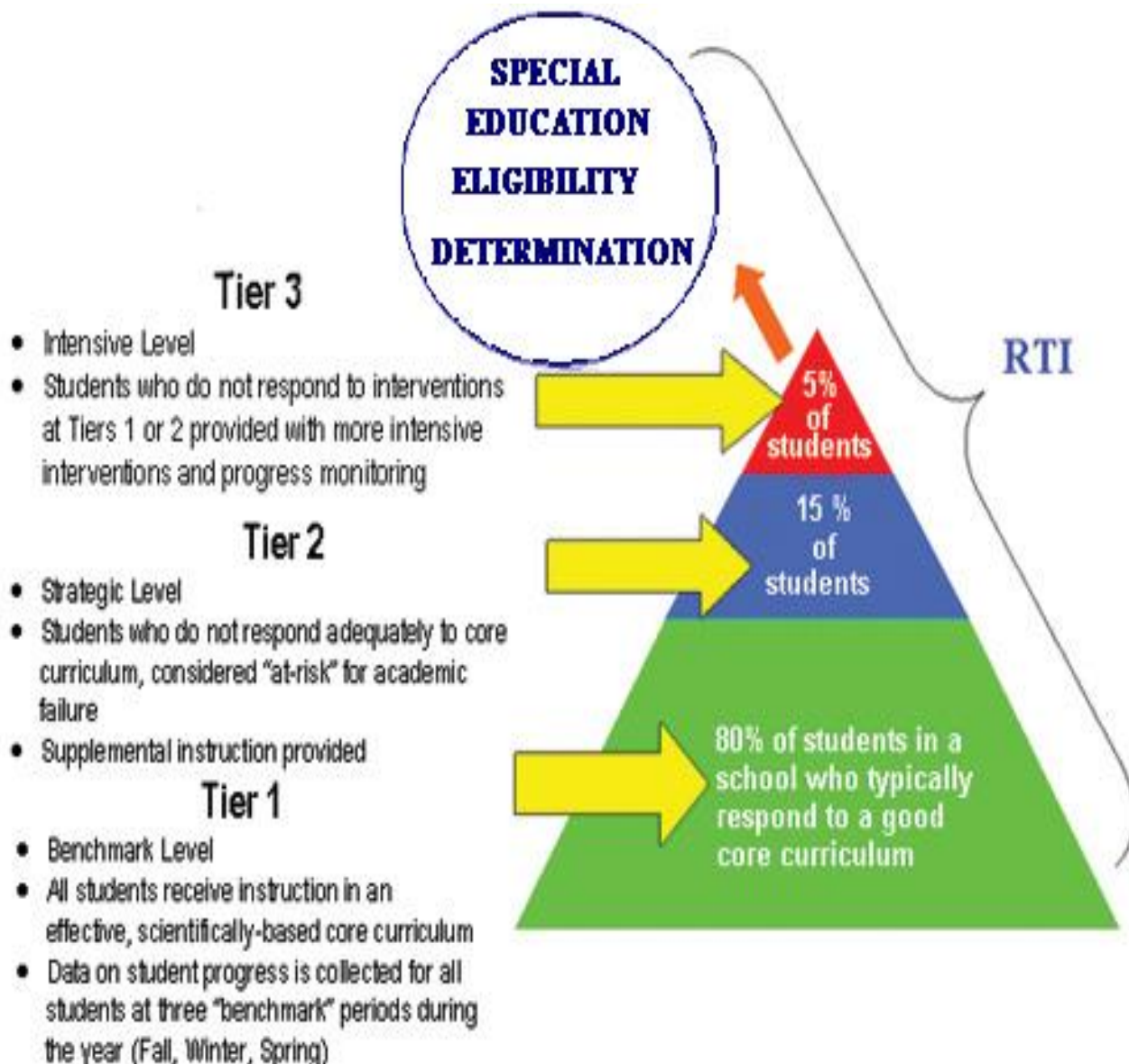
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such

notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi—tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Peru Central School District a three-tiered model is used. The graphic presented below provides a visual illustration of the district's RtI model. Further information for each tier follows the graphic.



Determining Which Student's Are At Risk:

Peru Elementary School

ELA K- Second Grade

Universal screening tool	Entrance criteria	Exit criteria
<p>K: Scott Foresman Baseline Assessment/Unit Benchmarks</p>	<p>10 points or more below cut score based on grade level average</p>	<p>Consistently at or above grade cut score and recommendation of interventionist</p>
<p>Dynamic Indicators of Basic Early Literacy</p>	<p>FSF<10 LNF<8 letter names PSF<20 letter sounds NWF<17 letter sounds WRC<2 words recoded</p>	<p>Benchmark for all areas</p>
<p>1st:</p> <ul style="list-style-type: none"> • Scott Foresman Baseline Assessment/Unit Benchmarks • Dynamic Indicators of Basic Early Literacy • Terra Nova 	<p>*10 points or more below cut score based on grade level average</p> <p>*LNF<40 letter names PSF<40 sounds NWF<27 letter sounds WRC<5 words recoded WWR<1 whole word read DORF<23 words read correctly Accuracy<78%</p> <p>*Below 40%</p>	<p>*Consistently at or above grade cut score and recommendation of interventionist</p> <p>*Benchmark for all areas</p> <p>*40% or above</p>
<p>2nd:</p> <ul style="list-style-type: none"> • Scott Foresman Baseline Assessment/Unit Benchmarks • Dynamic Indicators of Basic Early Literacy • Terra Nova 	<p>*10 points or more below the cut score based on grade level average</p> <p>*NWF<54 letter sounds Whole words read<13 whole words read DORF<52 words read correctly Accuracy<90%</p> <p>*Below 40%ile</p>	<p>*Consistently at or above grade cut score and recommendation of interventionist</p> <p>*Benchmark for all areas</p> <p>*40% or above</p>

Universal screening tool	Entrance criteria	Exit criteria
MATH Grade 1-2		
<ul style="list-style-type: none"> • MacMillan/McGraw-Hill Baseline Assessment • Cumulative Assessments • Previous grade level average/end of year assessments 	*10 or more points below grade cut score based on grade level average	*Consistently at or above the grade cut score and recommendation from interventionist
Tests of Technical Quality: Terra Nova	*Below 40%	*40% and above

Third -Sixth Grade

ELA

Universal screening tool	Entrance Criteria	Exit Criteria
NYS Assessment Grade 3-5	Level 1 or 2 and below	Level 3 and above
District Adopted Reading and Writing Samples 3 rd grade End of year unit benchmark ave. (Gr.2) 4 th grade ELA Unit Benchmark/Interim Assessment and end of year unit benchmark/interim ave. (Gr.3) 5 th grade ELA Unit Benchmark/Interim assessment and end of year unit benchmark/interim ave. (/Gr.4) 6 th grade NYS ELA Interim assessment and end of year unit benchmark/interim ave. (Gr. 5)	*10 points or more below the cut score based on grade level average.	*Consistently at or above grade cut score and recommendation of classroom teacher and interventionist.
Tests of Technical Quality 3 rd grade Terra Nova 12 Reading and/or Language ORF Spring Gr. 2 or Fall Gr. 3 RCBM and Maze (AIMSweb) 4 th grade AIMSweb Benchmark RCBM and Maze Spring Gr. 3/or Fall Gr. 4 Progress Monitor RCBM and Maze 5 th grade AIMSweb Benchmark RCBM and Maze Spring Gr.4/or Fall Gr.5 Progress Monitor RCBM and Maze 6 th grade AIMSweb Benchmark RCBM and Maze Spring Gr. 5 or Fall Gr. 6 Progress Monitor RCBM and Maze	*Below 40%ile and/or Spring Gr. 2 ORF performance Level 1 or 2 < 90 wpm (strategic) < 77(intensive) Gr.3-6 *RCBM: below 40%ile *Maze: below 40%ile	*40 %ile and above ORF above benchmark goals Grade 3 Fall-77 Winter-92 Spring-110

Third-Sixth Grade

MATH

Universal screening tool	Entrance Criteria	Exit Criteria
NYS Assessment Grade 3-5	Level 2 and below	Level 3 and above
District Adopted Math Samples 3 rd grade End of year cumulative assessment (Gr.2) Pre-assessment (September) 4 th grade End of year interim assessment/or ave.(Gr.3) 5 th grade End of year interim assessment/or ave. (Gr.4)	10 points or more below the cut score based on grade level average.	Consistently at or above grade cut score and recommendation of classroom teacher and interventionist.
Tests of Technical Quality 3 rd grade Terra Nova 12 4 th -6 th grade Spring Benchmark/Interim Assessments STAR MCOMP and MCAP	Below 40%ile 4 th -6 th Below 40%ile	40 %ile and above

Peru Secondary School

Seventh-Eighth Grades

ELA

Universal screening tool	Entrance Criteria	Exit Criteria
NYS Assessment Grade 7-8	Level 1 or 2 and below	Level 3 and above
District Adopted uniform curriculum associates parallel assessments for Gr. 7-8 designed for pre/post student growth from fall to spring	Level 2 or below on 4 point essay rubric Multiple choice below 30/41	Level 3 or above on 4 point essay rubric Multiple choice 30/41 or above on post test
Unit parallel assessments for Grades 7 and 8	Level 2 or below on 4 point essay rubric Multiple choice below 30/41	Level 3 or above on 4 point rubric Multiple choice 30/41 or above on post test with recommendation of classroom teacher and interventionist

Seventh-Eighth Grades

MATH

Universal screening tool	Entrance Criteria	Exit Criteria
NYS Assessment Grade 7-8	Level 1 or 2 and below	Level 3 and above
District Adopted uniform Fall (Sept)/Spring (April) parallel assessments for: Grade 7 and 8 Pre/post to show student growth	Below 70% average (raw scores)	70% and above with recommendation of classroom teacher and interventionist
Unit parallel assessments for Grades 7 and 8	Average raw scores consistently below 70% of first and 3 rd quarter test averages.	Average raw scores consistently 70% and above with the recommendation of the classroom teacher and/or interventionist

Ninth-Twelfth Grades

All Subjects

Universal screening tool	Entrance Criteria	Exit Criteria
NYS Assessment Grade 8 math/ELA assessment Regents Exams	Level 1 or 2 and below	Level 3 and above
District Adopted uniform Fall (Sept)/Spring (April) parallel assessments for: Grade 8, 9,10,11 Pre/post to show student growth	Below 70% average (raw scores)	70% and above with recommendation of classroom teacher and interventionist
Unit parallel assessments for Grades 8,9,10,11	Average raw scores consistently below 70% of first and 3 rd quarter test averages.	Average raw scores consistently 70% and above with the recommendation of the classroom teacher and/or interventionist

RTI Screening Criteria and Interventions for Grades K-12

Tier 1 Criteria:

- Not meeting district benchmark on any district approved Universal screening tools (more specific criteria is in the district AIS plan)
- Failing 2+ subjects
- Poor homework completion (less than 50% completion)
- Report card grades below district standards
- New York State ELA and/or Math Assessment scores of a level 1 or 2
- Significant behavioral concerns/discipline referrals (3+ days ISS/OSS)
- Poor attendance (below 80%)
- NYS Regent's exams in content areas needed for graduation

Tier 1 Interventions may include, but are not limited to:

- Use of Academic Intervention Manual or Behavior Intervention Manual as a reference
- Best teaching practices and classroom interventions are implemented and documented
- Strategic interventions are researched based
- High quality instruction with on-going assessment
- Review of records (academic, attendance, discipline, medical)
- Parent contact/agenda/daily logs/use of parent portal
- Behavioral Modification Strategies (for individual student, individual classroom, or whole school)
- Informal consultations with service providers, which may include school counselors, speech pathologists, psychologists, OT/PT, etc)
- Minor schedule adjustments
- Use of extra help periods
- Teacher/Counselor/Parent/Student conference
- Academic study halls (7th-12th)

Tier 2 Criteria:

- Not meeting district benchmark on any district approved Universal screening tools
- Continues to fail 2+ subjects
- Report card grades below district standards
- New York State ELA and/or Math Assessment scores of a level 1 or 2
- Significant behavioral concerns/discipline referrals (8+days OSS/ISS)
- Poor attendance (below 80%)
- Not responding to Tier 1 interventions that have been delivered for a minimum of 5-6 weeks (approximately 30 instructional days)

- NYS Regent’s exam scores in content areas required for graduation

Tier 2 Interventions may include, but are not limited to:

- All interventions from Tier 1
- Strategic interventions (may include technology support and tracking programs)
- Study hall/activity support labs/academic study halls
- Mandated AIS
- Supplemental Educational Services
- Reading lab and Math lab (contingent on funding)
- Progress Monitoring
- Homework lab (contingent on funding)
- PSAF (preventative services for adolescent and family)
- PSAP
- Educationally Related Support Service (ERSS Speech/Language Therapy, Counseling)
- Behavior Management Plan
- Mandatory 10th period
- Academic assistance (credit recovery)
- Pull out science and social studies remediation
- Principal contract with student
- Fresh Start for incoming freshmen

Tier 3 Criteria:

- Not meeting district benchmark on any district approved Universal Screening tools
- Continues to fail 2+ subjects
- Report card grades below district standards
- New York State ELA and/or Math Assessment scores of 1 or 2
- Significant behavioral concerns/discipline referrals (10+days OSS/ISS)
- Poor attendance (below 80%)
- Not responding to Tier 1 and 2 interventions that have been delivered for a minimum of 5-6 weeks (approximately 30 instructional days at each tier)
- NYS Regent’s exams in content areas needed for graduation

Tier 3 Interventions may include, but are not limited to:

- All interventions from Tier 1 and Tier 2
- Strategic interventions (may include technology support and tracking programs)
- Study hall/activity support labs/academic study halls
- Mandated AIS
- Reading lab/Math lab (contingent on funding)
- Progress Monitoring
- Educationally Related Support Service (ERSS) Speech/Language Therapy, Counseling
- Behavior Management Plan
- Wilson, Edmark, Foundations, Just Words, Start-In
- PINS Diversion/PINS
- Not responding to Tier 1, 2, and 3 interventions that have been delivered for a minimum of 5-6 weeks (approximately 30 instructional days at each Tier)

*RtI services may be available to students with disabilities in addition to (not in place of) their special education supports documented on their Individual Education Plan (IEP) when appropriate.

*RtI academic intervention services are available as a supplementary service to ELL students. It is “in addition to” and does not replace the ESL instructional program. Peru Central School District prioritizes small group ratio for students identified as ELL students, including teaching assistant direct service in the 1:1 setting. Teaching assistants are fluent in the student’s native language.

Peru Elementary School Interventions and Strategies

ELA Interventions:

Reading Comprehension:

- Place holder
- Paired reading
- Graphic organizers
- Generating questions during reading
- Pre-reading
- Stop and Think- visual cue
- Think Marks
- Spotlight on Reading and Listening Comprehension-software
- Story Comprehension to Go-software
- Guided reading groups
- RAZ kids
- Think Aloud-Teacher directed
- Self monitoring tools/instruction: visualization, questioning, predicting, context clues, making connections
- Selective underlining or highlighting
- Small group instruction
- KWL/KWL-Wondering charts

Reading Fluency

- Whisper phones
- Repeated readings
- Partner readings
- Echo reading
- Choral reading
- Reader's Theater
- Fluency Centers

Writing

- Guided writing groups
- Reader's notebook
- Full checklist for editing
- Modified checklist for editing
- Writing centers
- Peer conferences/grouping
- Teacher conferences
- Modified work
- Word walls-student dictionaries
- Rubrics: teachers and students evaluate
- Quick writes (timed or untimed)
- Journal
- Going back and "fixing up" previous writing assignments
- Look Back and Write from Scott Foresman
- Pencil grip
- Spaceman

Math Interventions

- Fast math
- Use of number line
- Use of manipulatives
- Highlighting
- Math journal
- Learning Planet
- Math journal-noting thinking and work
- Modified work

Jim Wright's List of Research-based Interventions from RTI Toolkit

Independent Practice:

- Set up reading centers

Reading Comprehension:

- Activating prior knowledge
 - Think about what and why
 - Select main idea from the article to get prior knowledge and prediction
 - Students read the article independently

- Anticipation reading guide
- Building comprehension of textbook readings through
- SQ3R: survey-question-read-recite-review
- Conversing with the writer through text annotation
- Mining information from the text book
- Previewing the chapter

- Question-Answer-Relationships (QAR)
- Reading actively

Reading fluency:

- Listening, reading, and receiving corrective feedback
- Paired reading
- Repeated reading

Word decoding:

- Drilling error words

Tackling multi-syllabic words Listed below are links to Jim Wright's Intervention Central Academic Interventions/Strategies.

Academic Interventions

 [Print](#)  [Email](#)

Reading Comprehension

- "Click or Clunk?": A Student Comprehension Self–Check
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/click-or-clunk-student-comprehension-self-check](http://www.interventioncentral.org/academic-interventions/reading-comprehension/click-or-clunk-student-comprehension-self-check)
- Advanced Story Map
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map](http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map)
- Keywords: A Memorization Strategy
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/keywords-memorization-strategy](http://www.interventioncentral.org/academic-interventions/reading-comprehension/keywords-memorization-strategy)
- Main–Idea Maps
<http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps>
- Mental Imagery: Improving Text Recall
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall](http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall)

- Oral Recitation Lesson
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/oral-recitation-lesson](http://www.interventioncentral.org/academic-interventions/reading-comprehension/oral-recitation-lesson)
- Phrase–Cued Text Lessons
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons](http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons)
- Prior Knowledge: Activating the 'Known'
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known](http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known)
- Question–Generation
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation](http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation)
- Reading Comprehension Fix–Up Skills: A Classroom Toolkit
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit](http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit)
- Reciprocal Teaching: A Reading Comprehension Package
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/reciprocal-teaching-reading-comprehension-package](http://www.interventioncentral.org/academic-interventions/reading-comprehension/reciprocal-teaching-reading-comprehension-package)
- Text Lookback
[Read more... http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback](http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback)

General Academic

- Accommodating All Students: 'Classic' Ideas That Teachers Can Use to Diversify Classroom Instruction
[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/accommodating-all-students-classic-ideas-teachers-can-use-di](http://www.interventioncentral.org/academic-interventions/general-academic/accommodating-all-students-classic-ideas-teachers-can-use-di)
- Games, Contests & Puzzles: Entertaining Ideas for Educating Students

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/games-contests-puzzles-entertaining-ideas-educating-students](http://www.interventioncentral.org/academic-interventions/general-academic/games-contests-puzzles-entertaining-ideas-educating-students)

- **Group–Response Techniques**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/group-response-techniques](http://www.interventioncentral.org/academic-interventions/general-academic/group-response-techniques)

- **Help Signal**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/help-signal](http://www.interventioncentral.org/academic-interventions/general-academic/help-signal)

- **Introducing Academic Strategies to Students: A Direct–Instruction Approach**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/introducing-academic-strategies-students-direct-instruction-](http://www.interventioncentral.org/academic-interventions/general-academic/introducing-academic-strategies-students-direct-instruction-)

- **Letter Cube Blending**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/letter-cube-blending](http://www.interventioncentral.org/academic-interventions/general-academic/letter-cube-blending)

- **Reducing Problem Behaviors Through Good Academic Management: 10 Strategies**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/reducing-problem-behaviors-through-good-academic-management-](http://www.interventioncentral.org/academic-interventions/general-academic/reducing-problem-behaviors-through-good-academic-management-)

- **Teacher Strategies to Promote Learning**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/teacher-strategies-promote-learning](http://www.interventioncentral.org/academic-interventions/general-academic/teacher-strategies-promote-learning)

- **The Instructional Hierarchy: Linking Stages of Learning to Effective Instructional Techniques**

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in](http://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in)

Math

- **Applied Math Problems: Using Question–Answer Relationships (QARs) to Interpret Math Graphics**

[Read more... http://www.interventioncentral.org/academic-interventions/math/applied-math-problems-using-question-answer-relationships-qars-interpret](http://www.interventioncentral.org/academic-interventions/math/applied-math-problems-using-question-answer-relationships-qars-interpret)

- **Cover–Copy–Compare**
[Read more... http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare](http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare)
- **Math Computation: Increase Accuracy and Productivity Rates Via Self–Monitoring and Performance Feedback**
[Read more... http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-and-productivity-rates-self-monitorin](http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-and-productivity-rates-self-monitorin)
- **Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems**
[Read more... http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp](http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp)
- **Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal**
[Read more... http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa](http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa)
- **Math Computation: Student Self–Monitoring of Productivity to Increase Fluency**
[Read more... http://www.interventioncentral.org/academic-interventions/math/math-computation-student-self-monitoring-productivity-increase-fluency](http://www.interventioncentral.org/academic-interventions/math/math-computation-student-self-monitoring-productivity-increase-fluency)
- **Math Problem–Solving: Combining Cognitive & Metacognitive Strategies**
[Read more... http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies](http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies)
- **Number Operations: Strategic Number Counting Instruction**
[Read more... http://www.interventioncentral.org/academic-interventions/math/number-operations-strategic-number-counting-instruction](http://www.interventioncentral.org/academic-interventions/math/number-operations-strategic-number-counting-instruction)
- **Number Sense: Promoting Basic Numeracy Skills through a Counting Board Game**
[Read more... http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0](http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0)
- **Peer Tutoring in Math Computation with Constant Time Delay**
[Read more... http://www.interventioncentral.org/academic-interventions/math/peer-tutoring-math-computation-constant-time-delay](http://www.interventioncentral.org/academic-interventions/math/peer-tutoring-math-computation-constant-time-delay)

- **School–Wide Strategies for Managing... MATHEMATICS**
[Read more... http://www.interventioncentral.org/academic-interventions/math/school-wide-strategies-managing-mathematics](http://www.interventioncentral.org/academic-interventions/math/school-wide-strategies-managing-mathematics)
- **Self–Monitoring: Customized Math Self–Correction Checklists**
[Read more... http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists](http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists)

Reading Fluency

- **Assisted Reading Practice**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/assisted-reading-practice](http://www.interventioncentral.org/academic-interventions/reading-fluency/assisted-reading-practice)
- **Error Correction & Word Drill Techniques**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques](http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques)
- **HELPS Reading Program**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/helps-reading-program](http://www.interventioncentral.org/academic-interventions/reading-fluency/helps-reading-program)
- **Kids as Reading Helpers: A Peer Tutor Training Manual**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual](http://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual)
- **Listening Passage Preview**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview](http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview)
- **Paired Reading**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading)
- **Repeated Reading**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading)
- **School–Wide Strategies for Managing... READING**
[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/school-wide-strategies-managing-reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/school-wide-strategies-managing-reading)

Study & Organization

- **Classwork & Homework: Troubleshooting Student Problems From Start to Finish**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/classwork-homework-troubleshooting-student-problems-start-](http://www.interventioncentral.org/academic-interventions/study-organization/classwork-homework-troubleshooting-student-problems-start-)
- **Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-](http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-)
- **Homework Contracts: Tapping the Power of Parents**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/homework-contracts-tapping-power-parents](http://www.interventioncentral.org/academic-interventions/study-organization/homework-contracts-tapping-power-parents)
- **School–Wide Strategies for Managing... STUDY SKILLS / ORGANIZATION**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization](http://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization)
- **Study Skills Package**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/study-skills-package](http://www.interventioncentral.org/academic-interventions/study-organization/study-skills-package)
- **Test Anxiety: Classroom Tips**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips](http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips)
- **Tools to Build Student Text and Lecture Comprehension**
[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/tools-build-student-text-and-lecture-comprehension](http://www.interventioncentral.org/academic-interventions/study-organization/tools-build-student-text-and-lecture-comprehension)

Writing

- **Integrated Writing Instruction**
[Read more... http://www.interventioncentral.org/academic-interventions/writing/integrated-writing-instruction](http://www.interventioncentral.org/academic-interventions/writing/integrated-writing-instruction)
- **School–Wide Strategies for Managing... WRITING**

[Read more... http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing)

- **Sentence Combining: Teaching Rules of Sentence Structure by Doing**
[Read more... http://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing](http://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing)
- **Spelling: Cover–Copy–Compare**
[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare](http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare)
- **Spelling: Repeated Review of Spelling Words with Shared Rime**
[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime](http://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime)
- **Spelling: Self–Correction with Verbal Cues**
[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues](http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues)

Other strategies: Reading Rockets Classroom Strategies: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing

<http://www.readingrockets.org/strategies/>

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- Teach a hierarchy of strategies