National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs that Work
U.S. Office of Special Education Programs

So What do I do Now?
Strategies for Intensifying Intervention when Standard Approaches Don't Work

Webinar Transcript

Moderator: Hello everyone, and welcome to the National Center on Intensive Intervention Webinar. Our webinar today is titled, "So what do I do now? Strategies for intensifying intervention when standard approaches don't work." My name is Laura Magnuson and I will be facilitating this webinar and our panelists today are Dr. Sharon Vaughn from the University of Texas-Austin and Dr. Rebecca Zumeta from the National Center on Intensive Intervention. So before we go ahead and jump into our content, I just want to make you aware of a few things.

[Slide 2 – A Note about Questions]: First, the audio for this webinar should be streamed through your computer and your sound has been muted. So, Sharon, are you able to advance the slides to the next slide, so that we can make everyone aware. So, we have two options for you if you have questions for us. We have a chat box where we urge you to contact our host if you have any technical issues and we also have a Q and A box if you have a question that you would like to pose to our panelists today. So we urge you to use those and we'll try to get to all of the questions either during the webinar or afterwards. And for what we don't get to, we will post a Q and A document after the webinar.

And second, we will post the PowerPoint. The PowerPoint is actually already posted to the website and we will post the audio, the archived version of the webinar as well afterwards. So as you can see, I have shared a link with you in the chat box where you can also click to download the PowerPoint slides for today's session as well as a handout that goes along with it that Rebecca will introduce to you in a moment. So you can go there and download those as you get a chance. So, now I'll introduce our presenters for today; Dr. Sharon Vaughn and Dr. Rebecca Zumeta.

Dr. Sharon Vaughn is the H.E. Hartfielder Southland Corporation Regents Chair in Human Development and is the Executive Director of the Meadows Center for Preventing Educational Risks at the University of Texas-Austin. As a Senior Advisor to the Nation Center on Intensive Intervention, Dr. Vaughn offers her expertise on designing accommodations for students with disabilities who require intensive intervention. And Dr. Vaughn is a distinguished researcher with more than two hundred and fifty publications on child development, education and reading disabilities. Some of her most prominent work includes accommodations and adaptations for students with learning disabilities.

Dr. Rebecca Zumeta is a Senior Researcher at the American Institutes for Research where she serves as the Deputy Director for the National Center on Intensive Intervention. She also

oversees the Response to Intervention Center at AIR and works on the IES National Impact Evaluation of School Wide Positive Behavior Supports. Dr. Zumeta has worked on randomized control trials of elementary mathematics interventions at Vanderbilt University and has extensive experience presenting to researchers, policymakers and practitioners. So now I will turn it over to Rebecca to get us started with our webinar.

Dr. Zumeta (Presenter 1) [Slide 3 – Session Objectives]: Thank you Laura, can you hear me?

Moderator: Yes

Dr. Zumeta (Presenter 1): Great, alright. Thanks everyone for joining us today. I am going to start us off with a quick overview of our session; session objectives and our Center's approach to data-based individualization. And then I will be turning it over to Dr. Vaughn to talk through some of the first sets of practices around intensifications that we will address and then she and I will go back and forth with some of the various approaches and examples.

So, to start with; we'll do a quick review of our approach at the Center which we call data-based individualization or DBI. We'll discuss four categories of practices and introduce some examples of these practices. And then, we'll hold time at the end for questions.

[Slide 4 – What can we learn from Research about Intensive Intervention?]: So first we – what we'd like to start out with is some conversation about what can be learned from research about intensive interventions. And the challenging piece here is that there is little empirical research that demonstrates specific intervention programs for the lowest three to five percent of readers and more broadly speaking three to five percent of students with severe and persistent academic challenges. And by that we mean these are the students for whom those standardized high quality interventions that are generally effective for most students are not sufficient for this population. They may help these students improve in a small amount, but they don't do enough to get them where we want them to be in terms of closing the gap between where they are and their peers or moving towards grade level standards.

And so generally, what we know from this body of work is that these students present with very unique needs. For example, the intervention practices really tend to be based on recommendations from experts in various subject areas and that they are highly individualized and driven by data for the individual student. So that is what we'll spend some time focusing in on here today or the kinds of practices that you may want to consider.

[Slide 5 – Our Approach to Intensive Intervention – Data-Based Individualization (DBI)]: Within the Center, our approach to intensive intervention is data-based individualization or DBI and this is a graphic that sort of walks you through what that process looks like. So starting at the very top we have the secondary intervention platform. Some of you may know that as Tier II or a standardized remediation program of some type that's been delivered with fidelity the way that it was designed by the author. Where progress monitoring has shown that for a particular student it's just not effective, the student has not responded and so they need something more intense. For students who do respond, we would say great and continue with that program, and continue to monitor their progress to make sure that they are continuing to move forward.

But for student's where that is not enough you may need to do some more diagnostic assessments so analyzing errors in their progress monitoring data, looking more closely at patterns of errors in their classroom based assessments or other kind of informal classroom measures and perhaps even some more formal diagnostic information that may be a part of some kind of evaluation plan; I'm sorry, an evaluation assessment or something that your school psychologist may administer. That maybe one piece of a diagnostic assessment looks like but again, it's not the whole picture because, these other classroom based data sources may be useful.

And by looking at those data that can help us identify students' specific needs and allow teachers to come up with a hypothesis about what it is the child needs to make more progress. Do they need more practice with a specific set of skills? Do they need skills broken up into more pieces? Do they need a smaller group or some combination of these kinds of adaptations to make progress.

And so at that point, a teacher would implement and adaptation or a small group of adaptations based on what they believe the student's needs are. They would monitor that change and determine whether the student is responsive or not. So, they're looking at the intensification and then they're collecting evidence to see if their approach of intensification worked.

[Slide 6 – Categories of Practice for Organization & Planning Intensive Intervention]: So today we're going to talk about some ways to organize how you might plan for that intensification process. And I should say that before; after you've intensified you just want to continue to collect those progress monitoring data to make sure that the student is responding adequately to your changes. And if they're not then that'd you should be willing to go back and make further changes.

So with that in mind, there are these four areas of practices that we will talk about today. The first two are ones that you are more likely familiar with and in your day to day work especially if you've implemented an RTI model. It is very likely that this is the difference between Tier II and Tier III, in your school; you change the dose and time or the learning environment. But, we'll talk a little bit about those and why those are important and then we'll move into discussing how to combine cognitive processing strategies with academic learning. And Dr. Vaughn will focus on that and that will be where we spend the bulk of our time today because, that is where we believe that is a particularly important and growing research area. And then we'll spend some time talking about how to modify how we deliver instruction as well.

[Slide 7 – Handout: Intensive Intervention Practice Categories Checklist]: Before we move into that, there's also a downloadable handout that was available as part of the registration for the webinar. And I believe it's also available on our website that actually goes through some sample adaptations that you may consider within each of these practice categories so that might be useful for you to use as a take away from today or as you follow along with today's session. So with that, I am going to pass it on to Dr. Vaughn to start talking about practice number one, which is changing dosage or time.

Dr. Vaughn (Presenter 2) [Slide 8 – Practice #1 Change Dosage or Time]: Hello everyone, Sharon Vaughn here. Thank you so much for joining. I'm guessing that you are the

busiest people right now in education and it's always the busiest people that take time to learn more. So, I hope that we can add to your expertise and hopefully you can ask some questions at the end and share some of your own experiences.

[Slide 9 – Practice #1: Change Dosage or Time]: I think most of you know that when you want to intensify instruction one of the first things that you think about is changing the dosage or the time. And so what you want to do is increase the quantity of instruction. So before you start adjusting whether or not a research based practice needs to change, we find it really helpful to maybe add more time during the day or maybe more time for a session. So that if a session is twenty minutes or thirty maybe increase it to forty or forty-five and increase the number of sessions per week. So if you're doing three times a week, maybe move to doing five or to increase the total number of sessions. And then we've even done split sessions where we do a session and then the student has a break and then we do another session. So that the sessions can be more intense and we can focus more on attention.

[Slide 10 – Why Should I Change Intervention Time?]: So you may wonder well why should I change the intervention time? And research has really been pretty convincing in the area, when we have well designed interventions that are associated with student outcomes for most students what we've learned is that if you increase the amount of time the student participates in that intervention particularly those students that we have the most difficulty with; the students who are more intractable with their learning difficulties, we allow for more instruction, we provide more practice with feedback. And that's really important because, students benefit not just from the practice but from our instructional guidance in areas, specifically about what they're doing well and what they need help with to modify and increase their engaged learning time. And we know this because students with these more intensive needs really require ten to thirty times more opportunities to practice as many typical students.

[Slide 11 – What is the Suggested Duration of Intensive Intervention?]: So you may wonder, so how much time do we need for an intensive intervention? And the answer to that question is dependent upon what the student has received so far. So the further behind the student is, the more intervention time they need. If they are one or two grade levels behind, the increase could be more incremental. If they're multiple grade levels behind it needs to increase by a lot. And that really is reflected when we start looking at older students; so students in fourth grade and beyond we probably really need to be mindful that they will need more practice time because they are usually further behind.

[Slide 12 – What are the Suggested Length and Frequency of Intensive Intervention?]: Another kind of question that we get is what's the length and frequency of the intensive intervention? And so again if the student is in the second grade and they're one grade behind, the likelihood that the intensive intervention can help them catch up within a year is very high. If a student is in fifth grade and they're three grade levels behind, the likelihood that they're going to be in intensive interventions for several years is the most likely a sequence.

So the length and frequency of their previous interventions will help you predict if they had really strong interventions for Tier II and they still haven't responded, they'll probably need a stronger or longer intervention. If they haven't had much previous intervention work, then they may respond faster. Also complexity in the learning tasks; so if they're doing something really

complex like advanced problem solving in Math, it may take longer. And then that is also affected by the student's personal learning characteristics. If they have low stamina and they are kind of tight browed with these learning activities after fifteen minutes it's going to take more time. If they have attention difficulties and so it's harder to get them to concentrate and respond, then that also may take more time.

[Slide 13 – How Should I Use the Additional Time in Intervention?]: So an important question is how should I use that additional time? So it's not just about that additional time, it's about how do you maximize the engaged learning time and minimize the amount of waiting in transition. How many of you have observed interventions and you've wondered whether or not the amount of time that the student is actually working on the instructional area is sufficient? We really need to be mindful of time on tasks to provide lots of practice opportunities with feedback, lots of explicit, systematic instruction that gives the student the opportunity to perform the task.

As I always say, we as teachers have to talk less so students can learn more. And we need to monitor student progress to ensure that additional learning time increases student's mastery of skills.

[Slide 14 – Strategies for Adding Intervention Time]:   So what are some ways that you might do this? You can see up in the corner there's a little icon of a double dipped ice cream. But that's because a single intervention period may be twenty or thirty minutes a day and that may not be adequate. Some kids may need to have two twenty or thirty minutes sessions during the day; maybe one in the morning and one in the afternoon. Some of you are providing interventions either after school or before school and those may be helpful as well.

And we also need to consider how use entry or exit routines that provide independent or peer mediated practice. So that students get opportunities to have minimal wait times in small groups. And then of course, we need to reinforce the groups for following routines independently.

[Slide 15 – Strategies for Adding Intervention Time]:   So what might a sample entry routine look like? The student comes into the room gets a timer, practices math facts and then writes down the scores. So they immediately begin working. They don't sit and wait for the teacher to direct them. A sample exit routine would be that the student finishes the lesson, does an oral reading fluency practice for two, three or four minutes or longer with a partner. And that exit routine is sort of a trigger for the intervention.

[Slide 16 – Practice #2 Change the Learning Environment to Promote Attention and Engagement]:   So I think that Rebecca is now going to talk about practice number two about changing the learning environment to promote attention and engagement.

Dr. Zumeta (Presenter 1):   Great, thank you Sharon. So now we're going to move into again what we might do to change the environment that the student is working in and also to help with some of those behavioral characteristics that often go along with the academic challenges that our students present with. And so as many of you are likely aware and I'm seeing in the chat box, very often behavior and academic challenges don't exist in isolation.

So it's very important to think as we're modifying instructional programs for students, how can we provide programs that acknowledge the fact that some of these students may; while their primary issue may be academic in nature, that there is also some issue related to behavior, attention or other kinds of self-regulation that could go into it; that could contribute to why they're having challenges.

[Slide 17 – Practice #2: Change the Learning Environment to Promote Attention and Engagement]: So the first way we think about changing the learning environment is to reduce the group size in a way that allows students with similar needs to work together with an adult and also a change to the instructional setting that can reduce noise and other distractions and promote student engagement. So this may be you know, pulling a student to the side in a classroom. It may be working in a separate quiet area or a separate quiet room. But we know for many of these students thirty other children wandering around a classroom may be a big part of the reason why they spend a lot of their time not engaged in academic work.

So this focused time devoted to specific skill instruction where the student is struggling, may very much need to happen in a place where there are minimal other distractions.

[Slide 18 – What is the Ideal Group Size for Providing Intervention?]: So, what's the ideal group size for providing an intervention? Well for younger students we know that it's about no more than four students that is an effective size for students with the most intensive needs. While research on one on one instruction suggest that, while yes it can be helpful it does not clearly have a benefit over these groups of two to four students. So, that may be a place to think about where you're planning to devote resources that in, except for in very extreme cases it may be very unlikely that a group of one is really necessary. A group of two, three and four students is typically ideal for this kind of work.

At the older grades, it's not necessarily as clear what that cutoff should be. As students get older, a group can generally be larger than that group of four that we mentioned. They can maybe be more in the ten to twelve range but, there isn't necessarily a specific sweet spot for where groups are necessarily too big or too small at that level. Sharon, do you have anything that you want to add about that particularly, in particular to that as it relates to the secondary level?

Dr. Vaughn (Presenter 2): No, I just think that resources often determine our group size. So if we have a lot of students in Tier I who aren't getting adequate instruction and they're sort of dribbling down into Tiers II and III and we end up with these very large groups in our intervention, it may be counter-productive. We might be better off serving fewer students in smaller groups and getting their acceleration up a little faster.

Dr. Zumeta (Presenter 1): Yep and another thing that I've found; sort of piggy backing onto what Sharon had said earlier about working with students where we may be extending the time and needing to provide them with opportunities to do work where they're independent but engaged. So that may also lend itself to thinking about situations where you have much larger groups of students in your classroom and it would be ideal to give them planning time. But where you may be working with those smaller groups so that you can pull a smaller group of

three students and do some very targeted work while other groups of students are participating in some of those entry and exit routines.

So for example when I was teaching it was very common for me to have my students who were coming in for a group to spend the first ten minutes of the lesson actually engaged in some kind of pre-assigned activity that they knew was part of their routine while I wrapped up with another small group doing some more directed instruction. So that they're both getting practice and engaged learning time and there may physically be a larger group of students in the room, but where you have some ability to work with those groups of students in smaller groups while still getting them; those practice and engaged learning opportunities that they need. So, that sort of goes hand in hand with the prior note around the entry and exit routines.

[Slide 19 – Reducing Group Size with Limited Resources]:   They can also be helpful for thinking about reduced group size. Also with that, reinforcing groups for following these routines independently and really spending some time teaching what it means to engage in these routines will be particularly important. For young students there may be some kind of a sticker chart or point sheet or a daily report card or something that you're doing as part of the academic instruction but that is reinforcing that independence for students and for on task behavior.

Also this is a particularly useful time to use peers, parent volunteers or Paraeducators or in some cases even computer programs to have students engaged in practice opportunities. So that time that you're not directing the learning that they're getting time to practice something that they learned the previous day or that there is review of a prior lesson or that is more generalized practice that is a skill that underlies the content that you're going to be teaching.

And as a teacher's time is so often limited; it really should be devoted to teaching and assessing new skills. And to the extent possible, it's very useful to have the teacher be the one who does the assessment because that helps him or her better understand how subsequent instructional changes may need to take place because they'll better understand the kinds of errors that the students are making.

[Slide 20 – Why Small Homogeneous Groups?]:   So, why small homogeneous groups? The reason for this is that it actually increases engaged interaction between students and the teacher that are relevant to them. So if a student is two or three or four years behind and then they're sitting in a classroom with students with a wide range of skills and abilities, it may be that that student who is performing significantly behind other students in the room disengages when the content becomes more difficult than they can attend to. So, that when the teacher is having interaction with a student, that child is much less likely to be engaged and then benefitting from what is going on.

In this situation nearly every; if not every interaction between the student and the group and the teacher should be relevant to every other student in that group so that there's opportunities for teachers to give not only to get more responses from students and provide more direct feedback, but also so that when the students are doing things like unison choral responding or paired responses of paired work that the teacher is much better able to spend her time really listening for errors and providing that quick and corrective feedback. And so that almost every one of those interactions is giving the student time to practice those skills that they need to work on. It

also allows the teacher to be able to monitor on-task behavior and engagement much more effectively. So that again, not surprisingly when you're in a group and working with a group of three or four students making sure that children are on task and not drifting is much more manageable than when you're working in a classroom of twenty-five or thirty students.

Dr. Vaughn (Presenter 2):   So Rebecca, I guess it's my turn to talk about processing, right?

Dr. Zumeta (Presenter 1)   Yep, you can. I'm just passing it to you.

Moderator: I'm sorry can I ask. I just want to interrupt really quickly. We have a couple of requests for both of the speakers to speak up a little bit. Some people have their volume turned up the whole way, and they're just asking if both of you can speak up a little bit.

Dr. Vaughn (Presenter 2):   Okay, I'll use my teacher voice.

Moderator: Thank you.

Dr. Vaughn (Presenter 2):   Is this a little better?

Moderator: Sounds good to me.

Dr. Vaughn (Presenter 2) [Slide 21 – Practice #3 Combine Cognitive Processing Strategies with Academic Learning]:   Okay, so practice number three is really kind of interesting. In some ways, it's an old idea that's refreshed but in some ways it's a really novel practice. So let me see if I can explain this. It's about combining cognitive processing strategies with academic learning. And what I really mean by that is that we know that these students; these intractable learners, the ones that are non-responders or minimal responders, I don't think that there is a such thing as non-responders, students who have problems that go beyond the traditional academic learning that can be easily remedied, we know that.

[Slide 22 – Considerations when Designing Intensive Intervention]:   And these students often demonstrate some profile of having process challenges. Whether it's memory, self-regulation, self-monitoring, attribution difficulties or attention problems there are some kind of combination of cognitive processing that interferes with their successful learning of the task at hand. So one of the things that many researchers are beginning to look at is the ways in which we might be able to both instruct these cognitive process areas like memory and also do that within the service of improving academic areas.

Now here's the critical thing, I don't want you to lose sight of this; we're not going back to that process days where people focused solely on auditory processing independent of academic learning. We're not going back fifty, sixty or seventy years ago to visual process training without any emphasis on academic learning. So that is not what we're talking about.

[Slide 23 – Memory]:   What we are talking about it recognizing that some students have poor memory and it impedes their academic success.

[Slide 24 – How Does Poor Memory Impede Academic Success?]:   And when these students have these problems they may have for example difficulty recalling the sentence. So you know

those students, you've taught them. Where they read and you've heard them read and they're actually reading with a fair amount of accuracy. But when you ask them a question about what they've read, they really have already forgotten the sentences that they read two minutes ago. And this forgetting is a major impediment for their comprehension.

So, no comprehension strategy will ever compensate for that kind of serious, significant memory challenge. But we're wondering and initial research shows that it might be promising, to enhance memory tasks in the service of teaching reading and in math as well. So that we might have opportunities to look at the components of a multi-step math problem to think about how to organize those steps mnemonically in a way that will help students remember them and then to help them advantage themselves of previous learning to make better connections.

[Slide 25 – Indicators that a Students Struggles with Poor Memory]: So indicators for example that he or she might have some poor memory and might be a target for integrating memory tasks into academic problems is if they have a low score around those measures of digit span or working memory; or that they frequently forget steps in a process or routine; or that they need repeated presentation of new material or they don't recall information that was taught previously and they have difficulty with it depending on the content; or they easily get lost in a task and have trouble remembering what they're doing and why they're doing it. So those might be some indications.

[Slide 26 – What Practices Help Students Reduce the Impact of Poor Memory While Engaged in Academic Learning?]: So then you might wonder well yeah, I know what you're talking about, I have plenty of students that have difficulty with memory. But, what kinds of practices might help reduce the impact of poor memory while I also engage them in academic learning? So we're going to just talk about a couple of them. There are several, but there are some that you might try right away.

[Slide 27 – Teach Strategies for Taking Notes and Organizing Information]: One has to do with teaching, practices for note taking and organizing information. So for example, there can be assignment sheets that really help students organize what the focus of the assignment is, when it is due and what they have to do as a way for them to keep track of their daily routines and assignments.

We can also have them use graphic organizers. Graphic organizers have been very effective on helping kids remember key words and phrases. So for example, as they're reading and their reading a story about Social Studies, they might have in the center of that graphic organizer the key word that they are reading about. And then as they read maybe put a key word in each of those boxes that will help them think of the main idea.

Another thing that you can use for memory is to help students know when to ask for help. So if they need information repeated or need to re-read a particular segment.

[Slide 28 – Present Information Using More than One Modality]: We also can help students with memory if we present information in multiple ways so if we speak and write, draw or project the information and if we repeat important instructions or the key words and if we model procedures about how students can use visual an image with the steps. And also to teach

students, to visualize information in text, including the stories or the word problems and to just sort of pause; even for a few seconds to visualize the information as a mechanism to remember it and having better comprehension.

[Slide 29 – Teach Routines for Important Procedures]:   We can also teach students with memory challenges routines for some of the important procedures that they need to learn. So for example little key words or mnemonic devices or picture clues. So for example you can see that the tasks that are organized on the left have a picture that goes with each of the tasks as a way to help them to remember what they need to do. Consistent routines and reviewing the steps regularly are also procedures that will help students that have memory challenges.

[Slide 30 – Review Prior Learning before Presenting New Information]: It also is useful for students to review prior learning before presenting new information. So to say to students, 'We just read two paragraphs, what is one sentence that might summarize what we just read? Okay now, how can we predict or explain what might happen next?' And the important thing about these predictions is if they are locked in. So we have a lot of predicting going on in schools right now and a lot of the predictions frankly that is not a good use of time because students are spending too much time making bad guesses that aren't text based. So when we talk about predictions, we're talking about using the text to explain how any of the new information that's in the text relates to their prior learning. So what are some other memory enhancing practices?

[Slide 31 – Other Strategies?]: It really helps when teachers model out-loud or verbally rehearse what they want the students to remember. So they hold up three fingers. There are three things that we learned in this passage that I want you to remember that I want you to remember tomorrow. One of the things is about who this passage is about. Who knows what this is about? That's right, it's about Geronimo. Okay so I want you to know that. The second thing, hold up a second finger; that I want you to remember is not just who it's about, but I want you to remember the key vocabulary words that we've learned today. Do you know what those vocabulary words are? That's right, now we have to remember who it's about and these key words.

So that's what I mean by modeling out-loud and verbally rehearsing what we want the student to remember. You can also develop a mnemonic device. A mnemonic device might be something as simple as taking the first letter of each of the three key ideas that you want students to know and tell them to remember that word; if those three letters make a word. And if they remember the word they'll remember the three most important things that they need to know. We can use visual and verbal cues. And of course we can use the age old thing of checking frequently that your student's are understanding.

[Slide 32 – Self-Regulation]:   Another cognitive process that many of our students benefit from when we integrate it into our academic intensive interventions is self-regulation.

[Slide 33 – What is Self-Regulation?]: So, what do I mean by self-regulation? Well self-regulation is really that sort of planning and goal setting that we use that helps keep us on track. So in our personal lives we might set goals for the day, we might make a list of things that we want to do; which a part of our planning. But for learning, we have that same advantage of

planning and goal setting and monitoring our goals as a way to regulate what we're doing and how well we're doing. It also helps us stay focused and use attention.

So we want to teach students to use these self-regulation strategies. You may wonder why and it's because poor self-regulation impedes academic learning. So students that don't set goals about what they're going to learn, monitor their goals and give themselves feedback and attend to those goals demonstrate a minimal use of self-directed strategies.

[Slide 34 – Poor Self-Regulation and Executive Function Impede Academic Learning.]: And they have often had behavior problems and lack attention and impulse control. They have difficulty taking in information and they also lack the ability to monitor their learning. So we want to teach them these self-regulation practices as a mechanism to preventing those problems. You may say okay, I recognize those students; they're all around me. How do I teach students to use self-regulation in their academic work?

[Slide 35 – How Can I Teach Students to use Self-Regulation Strategies in their Academic Work?]: So many of the practices we talked about earlier, the memory practices. They're going to help students with poor self-regulation. But you also want to think about modeling how to think aloud when you introduce new concepts including specifically asking students what are your goals, monitoring their goals and using something as simple as a target on a piece of paper to have the goals right there; the goals of the day. And each time they make progress towards that goal they can move the arrow towards that. This is a mechanism where they can monitor their progress.

[Slide 36 – Modeling Think Aloud Strategies]: Modeling think aloud strategies are very valuable and some of the ways that you can do that is to reflect on text or to help students who have word problems. Give examples like giving yourself feedback. Gee I'm doing a really good job at moving through these slides and the PowerPoint pretty quickly. We have a lot of slides but its two forty and; or ten o'clock or whatever and I'm making good progress. Check your work and give yourself feedback for things that you did well and also recognize what you need help with. I want to give some examples of this. Let's just give this example.

[Slide 37 – Let's Practice]: And of course, I'm fortunate that I have Dr. Zumeta who's a vast expert, who can jump in and correct me if I did any of this wrong. Clare has six red water balloons. She has five blue water balloons and four green water balloons. How many blue and green water balloons does she have? Well, she has nine blue and green.

[Slide 38 – Clare has six red water balloons, five blue water balloons and four green water balloons. How many blue and green water balloons does she have in all?]: But here's when some students have a problem with self-regulation. It's that they get caught up with the numbers and they start adding what; six, five and four. So what you want to do is teach students to think about what's being said and to cross out the information that they don't need.

[Slide 39 – Clare has six red water balloons, five blue water balloons and four green water balloons. How many blue and green water balloons does she have in all?]: So what do they not need? They don't need the information on the red water balloons so they can cross it

out. So here's the example, they circle the blue and green because that's what they need. You can cross out what you don't need.

[Slide 40 – Clare has six red water balloons, five blue water balloons and four green water balloons. How many blue and green water balloons does she have in all?]: And the next thing you know five plus four equals nine. Did you want to say some more about that Rebecca?

Dr. Zumeta (Presenter 1): I think the important thing here too is to think about the steps and like the sample script that goes underneath the problem just sort of walks you through what this might look like if you were going to be talking through it aloud as you solve the problem.

[Slide 41 – Clare has six red water balloons, five blue water balloons and four green water balloons. How many blue and green water balloons does she have in all?]: So that it is; you know it's very clearly noting that, okay I'm paying attention to those blue and green I know I don't need red. They put me in that there to trick me and here I am and now it's time to label my answer. Well, I'm looking back at the question which is one thing that I know I always need to do. And so I circled blue and green and so I know that's my label.

[Slide 42 – Clare has six red water balloons, five blue water balloons and four green water balloons. How many blue and green water balloons does she have in all?]: And now I'm going to label my answer. And so it's just really helping walk people, kids through important things to attend to when they're solving the problem.

Dr. Vaughn (Presenter 2): Thanks, Rebecca.

Dr. Zumeta (Presenter 1) And it's in a very conclusive way.

Dr. Vaughn (Presenter 2): Thank you.

[Slide 43 – How Can I Provide Feedback as Students use Self-Regulation Strategies?]: So you know we talk a lot about feedback. What's this feedback mean especially as it relates to self-regulation? One of the things about feedback is general feedback like good job Rebecca, thank you; it's probably not very helpful to Dr. Zumeta as she works with me. But if I say to her I really liked the way that you provided a very explicit example to further illustrate what I said. I hope you'll do that in the future. That is a little more specific feedback.

We also want to highlight the behaviors that lead to the improved work and make; and help students link their behavior to the outcomes. So use that fifteen minutes uninterrupted without being off task reading this, then you answered the questions and you got all of them right, your hard work paid off. So you link your hard work and behavior to the outcome.

[Slide 44 – Example]: So for example, I see you using the problem solving steps that we've practiced yesterday. All of your answers so far are correct. I can tell you're working carefully and getting better at math; rather than good job.

[Slide 45 – What are Some Examples of Strategies that Help Students Monitor their Own Work?]: So strategies that help monitor students learning include reading the text aloud and

thinking about what the student; excuse me what the author is saying and teaching students to ask does my answer make sense?

[Slide 46 – What Are Some Examples of Strategies that Help Students Monitor their Own Learning?]: So what are some examples of strategies to help students monitor their learning? Involve students in setting goals and really the goals can be for that session, that particular intervention session as well as weekly goals. So we think it's important to have daily goals and weekly goals and to keep track and monitor students' progress towards those goals. Because it helps students learn to ask themselves questions, to be sure that they are working well and making progress.

[Slide 47 – What Are Some Examples of Strategies that Help Students Monitor their Own Learning?]: So what are some examples of the kinds of strategies that help students monitor their learning? One of the things that we want students to do is to be metacognitive. Now what we mean is to think about their learning, to think about when they have a breakdown in their understanding. I'm not following her. I don't know what she means by this. When they are solving word problems they ask themselves do I understand the question? When they're doing reading text they kind of know when they have a clock or an idea or words or a passage that they don't understand and they know what to do with a clock. They know how to stop and ask a question.

[Slide 48 – Attribution]: Another cognitive processing element that we think is particularly important in intensive interventions is what we think of as attribution.

[Slide 49 – How Does Maladaptive Attribution Impede Academic Success?]: And attribution really refers to a first belief about the cause of their academic failure and success. So for example, when students have a maladaptive attribution; they think they fail because they have a stable cause; an internal cause that cannot be changed and that success is due to something like luck. So if you think about it, if their attribution is that your failure is based on who you are, then you there's not much that you can do to change it.

So if you have an internal attribution and a mistaken way to think about it is, I did poorly on spelling because I'm just not good at spelling. An external attribution error is I was just lucky to get an "A" on the spelling test because the teacher gives easy words. It's not because I studied hard. So you want students' attributions for their success and failures to be geared to the things that they can do to change. Like working hard, practicing and giving yourself feedback.

[Slide 50 – How Can I Support Students to Develop More Functional Attribution?]: So how can you help students develop more functional attribution? Help them develop mental scripts you know, reinforce them for saying more positive things related to their behavior at the outcome. And help get rid of that negative self-talk by illustrating it and correcting it yourself. For example you know five out of five students got very strong scores on their math. And all five of those students worked hard on practicing the math problem.

Include students in goal setting and monitoring the connection between hard work and academic success and of course, celebrating progress through explicit feedback that connects students' use of these more positive functional attributions to their skills and behaviors.

[Slide 51 – Examples of Self Talk]: So things like I did well on the spelling test because I studied hard. If I work hard I can learn to do new things even if they're hard. And then sometimes things don't go my way even when I work hard but it's not necessarily my fault. This happens to everyone. So hard work alone doesn't mean that you are always successful but it means that you're taking a step towards success.

[Slide 52 – Practice #4 Modify Delivery of Instruction]: So Rebecca do you want to talk a little bit about modifying delivery of instruction?

Dr. Zumeta (Presenter 1): Sure, thank you Sharon. And that was; those were great examples and I think really useful ways to kind of start to think about how we're combining not only the piece around academic instruction, but also the other elements that these students often present with when they're having academic challenges.

We decided today to focus on those earlier practices, but if you're interested more in learning about the modification of instructional delivery we will be posting a module this week that goes into more detail on this fourth component. It goes into more detail on all four of the components but this one in particular we go into more depth than we are here. But just being aware of the time, we wanted to open it up for questions for folks. So right now we'll just be talking through this very briefly.

[Slide 53 – Modifying Delivery of Instruction]: When we think about these students, there are often ones where what we have taught, the traditional way we have taught it to students who are their peers, has not worked for this group of kids. So we need to start thinking about what is it that we need to do that is different for these children than what has been done for kids more generally in school and even for more at risk learners. So what we've done for those other at risk learners may have helped these students a little bit but if we don't do something more it's not going to be enough.

So the kinds of things you want to be thinking about are the instructional match and how you prioritize the skills that you're going to teach. Now we are all very aware that we're living in an era of standards and that it's very important to be thinking about moving these students towards standards. But as we also know for the kids that we're talking about we're really referring to kids who may be three or four years behind and so what will be important here is thinking about how do we take the student from where they are and close the gap between where they are and where we want them to be, in comparison to their grade level peers. And so it may not be realistic that in a year we're going to get them to the grade level standard but what we can do is close that gap.

And what may be – what's important there is to think about the skills that are most important for getting a student there. So for example, a student has intensive needs in math and they are in fourth grade and learning fractions; it may not be the most useful use of their time to solely be focusing on the kinds of fraction skills that other fourth graders are doing. But it may be important for them to learn some of the underlying concepts that may be contributing to why they don't understand fractions. So they may have poor number sense, they may have poor facility with math facts. They may really not understand what fractions are representing in terms of fractions being numbers.

So it may be important to back up and focus on some of those content areas. And that goes hand in hand with the systematic and explicit instruction; that are items two and three on the list. By systematic instruction, we mean thinking about the order in which you're teaching content. And with this group of students it may be that what has typically been a five step teaching process for other kids, we may need to break that up for this group of students. So it's a ten or a twelve or a fifteen step process; so that we're almost over teaching very small, discrete skills so that these students master them and we're asking them to build on top of those areas.

And similarly with explicit instruction, this basically means tell these students what you want them to know. Now that does not mean that we can't also have activities that help these students to develop underlying learning or alternate solution approaches that get them to be more intuitive in their reading of text to make predictions and so on. But it is also being very clear and upfront with them about what it is we're trying to get to and how we're going to get there. And teaching them efficient procedures for how to solve problems and approach different learning tasks.

Number four is the use of precise and simple language. So when we're teaching new concepts we want to teach them the same way and repeat the language that we're using so that they're understanding certain cue or buzz words. As I noted before, part of the reason for those small groups is that these kids need very frequent opportunities for responding. These are the students that often will disengage if they are not forced to be on task.

And there when, again, that ten to thirty times the number of practice opportunities so it's particularly important that they have those chances, not only with teacher directed learning but also with peers or paraeducators or classroom parent volunteers and so on. So that they get those engaged learning and practice opportunities. Hand and hand with that is that is the need for very specific feedback and the error correction so that these children don't spend a lot of time practicing errors.

This is again why sometimes that small group can be particularly important and so that teachers can catch those errors quickly and make sure that the student practices is doing it properly. The teacher hears the student doing it properly and that they go back and re-check for the student's ability to perform that task correctly repeatedly throughout the lesson. So that there isn't a chance that they're engraining, embedding incorrect information for them to their understanding of the new information.

And then finally, the opportunity to develop fluency on a skill before being asked to build on that skill and hand and hand with that reviewing previously taught information. Because again, as many of you are aware who work with this population regularly; these can often be the kids who you taught them something on Friday and they were doing it well, and then they came back on Monday and they don't remember what you're talking about. So it's very important that in many cases over teach the content and check frequently to make sure that they've maintained those skills.

[Slide 54 – Summary]: And with that, we'll go into the summary of what we talked about here today and then we will open it up for questions. I've been seeing a lot of great questions coming in on the questions, the chat box and I'm going to leave it to Laura to give us the questions in a

particular order. And any that we don't get to, we will make sure to respond to in writing and include in the transcript that we'll post on the website.

So just to summarize, if you keep in mind what we reviewed today it's really important to think about the sort of four broad practices that you may think of modifying as you intensify an intervention. And those can be time and dosage, it can be how we structure the learning environment, it can be the methods in which we combine some of the cognitive strategies that student may have underlying deficiencies with the academic instruction we're providing, or it could be a modification to how we deliver and chunk our instruction.

Though it's also important and we've covered a lot of different things and I think if you look at the handout that was a companion to the slides, you'll see that there are several dozen different items that are listed on there. I believe there's probably, across the number of the practice areas somewhere in the neighborhood thirty or forty of those examples, and so it's important to think about making a small number of changes at a time. So we are not suggesting that you go tomorrow and make forty instructional changes for a student but rather you pick ones that you think given what you know about the child are likely to be effective. Make those changes, take data, look at their progress and see if they're responding. And that is how you will determine if the intervention is working for the individual student and that will allow you to further plan a program, either continuing what you're doing that's going well or making additional changes to meet their needs.

[Slide 55 – It all works out in the end… If it hasn't worked out, it's not the end yet.]: And this is just one of my favorite things to say, when I think about intensive intervention. I think it's also a good motto for life. But the point here is that it should all work out in the end and if it hasn't worked out yet, it's not the end. And so that's what we're saying about these kiddos. Is that while they may not be where we want them to go yet and maybe our first attempts at intervention haven't gotten us as far along as we'd like to be but that doesn't mean we stop there and say that these kids are an acceptable failure rate in our school.

Rather we say we haven't figured out the answer for this child yet but we're going to continue to take data and make well informed instructional changes so that we can hopefully get to a point where it's worked out for this particular student.

[Slide 56 – Questions]: And so with that I believe we are just about done and we would love to open it up for questions. So Laura, I'll turn it over to you.

Moderator: Well thank you Rebecca and thank you so much Sharon as well. We have received a lot of good questions. So I'm going to try to get to most of those that were asked. One question that I believe that this was touched on a little bit but maybe if you could answer it a little more explicitly and I'll pose this first question to Rebecca. The question is how can you ensure that you're doing an intervention with fidelity if you want to incorporate some of the cognitive processes and strategies but you are using a scripted intervention? So what would fidelity look like if you are incorporating those strategies into a scripted intervention? Can you speak to that?

Dr. Zumeta (Presenter 1): Sure, Laura, you directed that to me correct?

Moderator: Yes

Dr. Zumeta (Presenter 1):   Okay, I think that's a great question and I think it's really important to think about fidelity within the context of also using good professional judgment. So a scripted intervention it's very important that you're using the key terms, that's you're teaching the components of the lesson and that you're taking data on how the student is doing in that program. And if it's going well, great, continue it and it's likely that changes aren't needed. Changes to the program where you're adding components are less likely to have a negative impact on outcomes for student than if you were taking away and skipping entire pieces.

And so for these children, our point is these are the kids where that program by itself wasn't enough. And so it didn't get us; it wasn't getting us where we needed to be. So the change we're going to make is to add some kind of component where we're promoting student engagement, where we're reinforcing on task behavior or what not. And so that's part of that student's individualized intervention plan. And so at that point, fidelity for that student would be that he's getting the scripted program combined with this approach to promoting on task behavior or engagement and so when; so for us, fidelity for this child is actually going to be a combined approach like that.

Now I'm going to take data and see how that works and if it's working I'm going to continue doing it. And if it's working and I go back to my school's data team or my principal or my Special Education Director or whoever it may be, or the student's parents and I can show that by making this change we've been able to move the bar for this child. You are not; you are very unlikely to push back. Whereas if you continue to do an intervention as it stands and you're not seeing any changes, I think that's where we believe we need to be doing something more intensive.

And so that as important [Indiscernible - Pause] is to the plan because it is adhering to the plan for the student and that that becomes fidelity rather than standalone fidelity for an individual program, that may not be sufficient on its own.

Moderator: Thank you Rebecca. I'm going to pose our next question to Sharon and Sharon if you want to pass it along to Rebecca that's fine too. But the question is about where Tier II and Tier III services or these interventions; or intensive interventions about the setting in which they are provided. So someone wrote that classroom teachers are being asked to provide Tier II within the regular day in thirty minute blocks while other students are working independently and sometimes for ESE or Special Education teachers might push in for twenty or thirty minutes a few times a week. And they're asking if these; what we've talked about today for intensifying interventions where those should occur? And if we believe Tier III should always be pull out?

Dr. Vaughn (Presenter 2):   Yeah, I think that's another really good question about the setting for intensive interventions. I think – here's the way that I would like people to think about that – I want people to think about student's outcomes and progress rather than to focus on where the instruction occurs and whether it's provided by the classroom teacher or another specialist. Now if the students are provided pull in Tier II or Tier III interventions in the classroom and they are making the kind of progress that it's working just fine, there's no reason to change it. But if the classroom is one in which there are a lot of challenges for that teacher to provide these intensive

intervention during the class setting, the students in the class are having a difficult time staying on task or there are distractions that prevent the intervention whether it's a classroom teacher or someone else from providing it effectively, then student's learning could potentially be compromised, and in those cases, pull in instruction is not having the desired effect and it is not accelerating the student's progress, then teachers and educators may want to make a decision about moving kids into a setting that's quieter and allows them be more successful.

In terms of who provides that intervention, I think there are very effective uses of paraprofessionals and other highly trained and supervised professionals that can support the implementation particularly at Tier II. When students move into Tiers such as Tier III or Tier IV because they have responded inadequately to a secondary or Tier II intervention, then I think it's very difficult for a paraprofessional to provide that kind of intensive individualized specific treatment that students need.

So I know that I gave an answer with caveats which could be somewhat unsatisfying but I think that's what it deserves because it really does depend on the situation.

Moderator: Thank you Sharon. We've received; so just as a quick update it is 4, 4 PM Eastern right now and we're going to continue having questions for the next fifteen minutes so we'll try to get to as many as we can as long as we have questions still to answer. So we've received a few questions both before the webinar whenever people registered and during about student eligibility for special education and referrals for eligibility for special education. What are some guidelines around when a referral might be considered and how do you know when enough time has elapsed? And someone else posted the question of how, if a student has been referred and was not found eligible yet they are continuing not to respond to interventions? So I'll pose those to you first Rebecca.

Dr. Zumeta (Presenter 1):   Sure and Sharon please feel free to jump in on this, anytime. So we at the Center believe that intensive intervention can be an option for students who do not have a disability label but are being evaluated or for students for whom Tier II has not been effective and they are a part of a General Ed program but where you know that conversation about intensive, about Special Education may be starting. But in particular we believe that intensive intervention is an important option for students with disabilities who have individualized education programs.

So I would, if it were me and I was working in a school I would at the point in which a student is referred for intensive interventions, that is the point where I would very strongly consider a special education referral for an evaluation. And the reason for that is that if you look at what characterizes intensive intervention which is highly individualized programming that is driven by data and the individualized goals that is helping students to make progress towards standards and access the general education curriculum but in a way that it is reflective of specially designed instruction, all of those things are consistent to what special education is. So if by definition in order for a student to make progress they require this kind of support, then they are very likely a student who is a candidate for an IEP. And that would be my recommendation about when that conversation about Special Ed referral happens. It's either at the point in which they're referred or as you're monitoring their response within an intensive intervention program. Because again; because very likely these kids have; this is what it takes to help them make progress then making

sure that they have the protections in place to allow them access to that are going to be important.

Moderator: And as a follow up to that Rebecca, we also had the question of what are your thoughts of Psycho-Educational Testing to support RTI or MTSS as opposed to Psycho-Educational Testing for ESE or special education qualification?

Dr. Zumeta (Presenter 1): I'm not sure that I fully understand the differentiation that the person that's asking the question is making. But I think it is a common misunderstanding of RTI or MTSS in using that as a part of the approach for eligibility for a student who has a specific learning disability to make them eligible for Special Ed. That is either progress data within the context of RTI or MTSS or Psycho-Educational Testing. Typically what it is, is that the RTI data are used to inform the referral and is used as part of the comprehensive evaluation.

So if it is believed at the point of the referral and the student has; where the student has been non-responsive and you have those progress data that show that, that's an important piece of information. But it may be that the team also feels that there are some cognitive issues going on, some attention issues, some behavior issues or some underlining language problems. Anything that are potential areas of concern should be a part of a comprehensive evaluation whether you're in an RTI; a school implementing RTI or a district implementing RTI or not.

And when I say RTI, I mean; I also mean MTSS and I use them interchangeably there. But I think there definitely is a place for those things and that kind of information can help confirm what you're seeing in looking at the progress monitoring data as well.

Moderator: Thank you.

Dr. Vaughn (Presenter 2):   And if I could add to that Rebecca, I would just like to say that in addition to what Rebecca just said, I think it's important to think about the fact that some of the practices that we identified today for intensifying intervention actually ask the interventionist to think about the kinds of cognitive processing of the student. And one way to do that, we have access to the kind of data that could come from the assessment that was just described.

Moderator: Thank you Sharon. We received a few questions about how this information applies to students at the secondary level or high school. Particularly, people are wondering if you have any suggestions for schools; secondary schools where they feel like there's not as much time to schedule interventions or there are issues with students not coming to school. Can you speak to those issues and I'll pose this question to Sharon first.

Dr. Vaughn (Presenter 2):   Sure and, I think it's kind of exciting because the National Center on Intensive Interventions is just beginning to do some pretty significant work in the area of intensive intervention as it relates to secondary education. So, we list some of that work on the website. Isn't that right Rebecca?

Dr. Zumeta (Presenter 1)   It sure is, yeah.

Dr. Vaughn (Presenter 2):   And, so in terms of this topic, my colleagues and I have been thinking a lot for about the last ten years. So I'll tell you some of the things that we've learned

and you can see if they align with your own experiences. First, I think it's important to realize that once student's get beyond fourth grade they may not need and certainly in middle school and high school, they do not need to pass through increasing intensive interventions in order to get to the most intensive intervention.

So if a student is in seventh grade and they're reading at a third grade level, we don't need to say well let's put them in a Tier II intervention and see how they do. We know immediately that these students based on their past learning experiences and all of the data that is represented from our years of schooling that they need an intensive intervention. So we can go directly to these intensive interventions. We don't have to go through Tier II and less intensive interventions.

The other thing that we've learned is that these students do make very good progress. So this idea that oh, we didn't catch them in first grade or second grade or third grade and now we have to do is you know just try to choose some study skills or somehow compensate for the fact that they did not have adequate Reading or Math skills this is inaccurate.

Students can make good progress. They can make good progress in reading comprehension but here's the secret, it is not going to happen in six months or a year. Many of these students will need intensive interventions for multiple years. But we have very good evidence that when they are provided this for multiple years, they have substantial gains in reading comprehension. So we encourage you to provide intensive interventions all the way through secondary but not have to sort of have the idea that it's going to be a quick fix.

Moderator: Thank you Sharon. Alright, I know that we're getting a few other questions. We have had a few questions about um, how these strategies might able to be used to support students in the general classroom or in the Tier I of primary settings? And I'll kind of lump with that. We've also had questions about whether or not there's any research that is known by either of you about how these strategies or interventions or intensive interventions could be used in an online school setting? So I'll ask about the primary and general setting and how those might be supported but also if you know any information about the online school settings? I'll pose that to Rebecca first.

Dr. Zumeta (Presenter 1):   So my knowledge of anything in particular going on in online settings that's research based is, I'm not aware of anything. I do think that there are some issues related to access for many of the online academies. So I think that would be something for kids with disabilities that you will well want to think about. And then in thinking about you know having students participate in those; making sure that the online academy is allowing the student with a disability to attend and still have their IEP in place. It's something that I think is particularly important with those, b ut with respect to the instructional strategies and the research on that, I know less.

Our intervention tools chart does have some reviews of web-based intervention programs that are used at the secondary level that may be relevant for more of an online setting that might be worth looking into. Another piece there you know that I would say is that I think online academies are often used for kids where the traditional schooling format hasn't worked. So I wouldn't say that it's not a possibility for this population but I would want to look very closely at the progress data and making sure that they're actually attending and engaged in the program, if I were picking

that for a student with these kinds of characteristics. And again, very often the engaged learning time and they acknowledge what it is that they do understand or don't understand in real time is particularly important for this group of kids. So those are some of the things that I would be thinking about when considering online education within; for a student with these kinds of needs. Laura can you; an then the other part of the question was how do you use in a general education context?

Moderator: Yes

Dr. Zumeta (Presenter 1): And I think many of these approaches are amenable to the general education settings. And in particular the way that we've broken down content, prioritize content; the explicitness of our instruction. And I think in particular perhaps the one of the most important things is the peer mediated component of what we're doing. There's very good evidence that at the school wide level that peer-mediated instruction is beneficial for students with disabilities who have low achievement but it is also beneficial for students with average and high achievement.

So by that I mean that an instructional lesson that includes teacher led explicit instruction at the beginning and some time for peer-mediated practice with a clear structure around it can be very useful not only for our lower achieving students but also for higher achieving ones. And it's a very meaningful way to have students be engaged in class-wide learning that is relevant to the grade level content. So I think that's one particular area I would look at when considering how to apply these strategies in a more class-wide way.

That being said and I think Sharon spoke to this earlier you know we believe that there are many students for whom a class-wide setting and instruction within the context of the general education classroom may be effective and if the data are showing it then we fully support that. However, we do believe that in cases where it's not sufficient and the data suggests that the student is not progressing towards their IEP goals or not progressing towards grade level standards that there does need to be some consideration of alternate instructional approaches that may include instruction that doesn't always occur within the general education classroom. So I think that we're talking about kids for whom some exceptions to policies may need to be considered because those policies are not working.

Moderator: Thank you Rebecca. And lastly, we have time for one more question so I wanted to; we've had a few questions about how you know when a student has received the intervention for long enough to make a decision about their responsiveness and also how frequently you might want to progress monitor. So I'll pose that to Sharon and then we'll wrap up.

Dr. Vaughn (Presenter 2): Well I think the question of progress monitoring and how often it occurs relates very specifically to the grade or age of the student that's performing that. So at the younger levels of performance like students performing at Kindergarten, first or second grade level, weekly progress monitoring can provide very clear paths for how the student is performing and can be very useful data. As students get older and they are likely to stay in intensive interventions for longer periods of time because they are further behind and progress monitoring data is more incremental; is less incrementally related to their outcomes, progress monitoring

may need to occur on a weekly basis during intervention and maybe less frequently in the classroom.

So I think grade matters. I think the other thing that matters is the slope of the student's progress. So really making these decisions about whether these students are making adequate progress really is based on the student's profile of success previously. So students who have had a very low slope and have indicated very limited progress in previous interventions as you adjust the intensity of the intervention and you notice a change in slope. Even if they are not accelerating at a rate that is commensurate as grade level peers this acceleration suggests that the treatment that you have implemented has been successful.

So a lot of the interpretation of whether or not it's time to change treatments or the treatment is effective is really based on the student's individual performance and their baseline previously. And Rebecca I know is an expert on this and she might want to add some more.

Dr. Zumeta (Presenter 1): I think you hit it, very well and in terms of; the only caveat that I would say is you may think a little bit differently about this. You may think about this differently also depending on whether or not you're thinking about an academic or a behavioral context and the focus here today has been academic. So you know that kind of frame of especially with elementary kids and more six to nine weeks to see if a kid is responding is a good initial rule to follow.

If you're thinking about a behavioral context however you may be more inclined to make those decisions more quickly depending on student's responsiveness and that's something that we could; we will be going into in another webinar. But typically within the context of behavior you may be able to make some decisions; decisions as quickly as within a week depending on student response.

Moderator: Thank you so much Rebecca and Sharon and thank you to everyone who attended today. Sharon, can I please ask that you maybe move ahead to the reference slide? We had someone ask about research and what; what kind of research studies they might find on cognitive process strategies.

Dr. Vaughn (Presenter 2) [Slide 58 – References]: Oh sure let me see if I can find those and bring them up for you, absolutely.

Moderator: Great

Dr. Vaughn (Presenter 2): Although, why don't you just transfer the computer because I moved to a quieter room where I thought that you would get better reception.

Dr. Zumeta (Presenter 1): Here you go. I'm able to do it too so I just moved it forward.

Dr. Vaughn (Presenter 2): Got you.

Moderator: Oh, okay. Well everyone will find these, in the copy of the Power Point slides as well. These references can be found at the end so that's where you can find the research that supports this session.

[Slide 57]:   Thank you everyone for joining as we mentioned before. We will have a recording of this webinar as well as a Q and A document with a summary of all the questions and answers posted to our website after today.

[Slide 59 – NCII Disclaimer]: And we thank you for joining. We encourage you to take our survey that you should be redirected to after the webinar. Thank you so much and have a great day.

Dr. Zumeta (Presenter 1):   Thank you Laura, thank you Sharon and thank you all for joining.

Dr. Vaughn (Presenter 2):   Thank you.

Moderator: Thank you.

 [End of Transcript]