Tier 2 Intervention Description Examples

Intervention/ Support *Repeated Reading with Error Correction*	**Description:** For students with adequate decoding skills, but who need to become more fluent. **What "Common Problems" does this address?** This intervention is appropriate for a group of students who need additional focused practice to obtain a fluency level at which comprehension can occur.	**List the Procedural Steps** **1.** Group students into small groups of 3 or 4**.** **2.** Give each student a copy of a reading passage. The passage should fit on one page and should not include pictures. **3.** Have each student read one sentence at a time (e.g. Student 1 would read the first sentence, student 2 the second sentence, etc.). The order is then repeated until the passage is completed. **4.** The passage is then read two additional times, with a different student reading first each time so that students have a chance to practice different sentences. **5.** The interventionist follows along as the students read the sentences and records errors and which student made them. A word is considered an error if it is incorrectly read, skipped, or read correctly but not within 3 seconds. **6.** Each time after the passage is read, the interventionist then corrects student errors. Have each individual student go back to the work and reread it if he or she can. If the student does not read the word	**Schoolwide Data Entry Criteria** ORF scores at 25% percentile or below **Data to Progress Monitor** ORF

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		correctly within 3 seconds, then say the word for him or her and ask him	**Exit Criteria (Decision Rules)** Students should read at least 93% of the words correctly from grade-level or instructional material. Student scores at the 75th percentile or above.

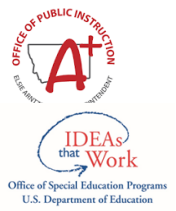
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		or her to read the sentence that contains the word two times. 7. After correcting the errors, begin reading the next passage. If the error corrections were from the third and final oral reading, then have the students silently read the passage and ask any questions. The interventionist should then ask a few short comprehension questions to the group and discuss the answers.	
Intervention/ Support *Check-in Check-out*	**Description:** A targeted intervention that can be used to decrease chronic, low-level behaviors that are not dangerous. What "Common Problems" does this address? Check-in Check-out is most effective with students who are reinforced by adult attention. Components of CICO Include Increased prompts for appropriate behavior, increased adult feedback, increased daily structure and increased feedback to families about their child's behavior.	**List the Procedural Steps** Student Steps: 1. Check in and pick up daily behavior card 2. At the end of class, ask teacher for feedback and to fill in the card. 3. Check out at the end of the day and receive reward if daily goal is met. 4. Take report card home to get parent feedback and get card signed. 5. Return signed card next morning when checking in Teacher Steps: 1. Provide student with precorrects on expected behavior and increased recognition for compliance. 2. Review student's performance at the end of the period, marking the DBR.	**Schoolwide Data Entry Criteria** More than 3 ODRs and student seeks adult attention. **Data to Progress Monitor** Daily Behavior Report collected by CICO staff and viewed by parents/guardians

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		Use time as an opportunity to discuss any effort and progress or to plan for the next day.	**Exit Criteria (Decision Rules)** Student meets goal of 80% for 3 consecutive weeks, then moves to self-monitoring phase. Self-monitoring phase exited at the end of the next marking period as long as student maintains appropriate behavior

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