CHAPTER 2

Response to Intervention and Fundamental Instructional Practices

Recent legislation is promoting fundamental changes in the approach schools use to ensure that all students achieve positive academic and social outcomes. As mentioned in the first chapter, NCLB of 2001 (U.S. Department of Education, Office of the Under Secretary, 2002) and of IDEA 2004 (U.S. Department of Education, 2004) require that all students, including those with BD, achieve established learning outcomes. The sweeping reforms of NCLB and IDEA are intended to refocus educators' efforts on proven, scientifically based instructional practices that help all students learn. Additionally, as of the 2005–2006 school year, NCLB requires: (1) annual testing of all public school students in reading and math for grades 3–12; (2) annual report cards on school performance for parents, voters, and taxpayers; (3) guarantees that every child reads by the third grade; and (4) the presence of a highly qualified teacher in every public school classroom.

Response to intervention (RTI) is referenced in NCLB and IDEA. RTI represents a systematic approach for evaluating student needs and fostering positive academic outcomes for all students, through the use of a continuum of carefully selected and implemented scientifically based instruction and interventions. A three-tiered RTI prevention model for providing students with instruction and interventions matched to their individual needs is embedded in the RTI approach. The focus on prevention in RTI is very important to the goal of improving the social and academic outcomes of students with BD because, as noted in Chapter 1, these students often experience periods of failure prior to receiving special educa-

tion services. The purpose of this chapter is to provide background information in which to situate the instructional practices described in the remainder of this book. In this chapter we first provide a description of RTI for general and exceptional student populations; this overview includes a description of the three-tiered prevention model embedded in RTI. Next, we detail fundamental mastery and fluency instructional principles that underlie the assessment and instructional practices described in the remainder of this book. Finally, we summarize the chapter.

RESPONSE TO INTERVENTION

RTI is being used by schools as an alternative approach to the identification of learning disabilities and as a useful framework that guides instruction for all students (e.g., Batche et al., 2005; Gresham, 2003). We discuss the latter focus of RTI in this chapter.

RTI represents a significant change in how schools prevent, identify, and respond to academic and social difficulties because it turns attention from the students' academic and social difficulties toward evaluating the extent to which the instruction and interventions used by schools are matched to student needs (Gresham, 2003). The effect of this shift is to help educators focus on the type of instruction and number of interventions needed to ensure that all students achieve expected academic and social outcomes.

RTI includes five interrelated components (Batsche et al., 2005). The first component involves the high-quality implementation of scientifically based instructional practices matched to student need. Universal screening of all public school students comprises the second component. The third component features the use of a three-tiered prevention model for coordinating and integrating a continuum of scientifically based instruction and interventions. The fourth component consists of a problem-solving model to match student needs to the continuum of scientifically based instruction and interventions used within the three-tiered prevention model. The final component consists of frequent monitoring of student progress toward expected academic and social outcomes and the use of formal decision-making rules to make warranted changes in instruction and interventions.

Scientifically Based Research

NCLB defines scientifically based research (SBR) as research involving the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. The defining characteristics of SBR have appeared across numerous sources since the enactment of NCLB (e.g., Coalition for Evidence-Based Policy, 2002; Comprehensive School Reform Program Office, 2002; National Research Council, 2002; Raudenbush, 2002). The four defining characteristics of SBR, identified across these sources, include:

1. *Empirical research*. Empirical research is based on, but not restricted to, measurement or observation experienced through the senses (National Research Council, 2002). Establishing scientifically based instruction and interventions requires empirical research based on such methods.

2. *Important research questions*. Important research questions build on, add to, fill a void in, or otherwise clarify what is known and practiced in schools (Comprehensive School Reform Program Office, 2002). The importance of a research question is determined by its relationship to prior research and theory and its relevance to policy and practice. SBR instruction and interventions are based on sound empirical and theoretical foundations and address important policy and practice issues facing schools nationwide, such as improving academic achievement for students whose education prospects are hindered by poverty, race, ethnicity, disability, or limited English proficiency.

3. *Appropriate methods*. Appropriate methods require the use of designs, procedures, and techniques that fit the nature of the question the study is attempting to answer (Raudenbush, 2002). Although no research design, method, or analytic technique, on its own, constitutes a program of research scientific, randomized experiments or quasi-experiments are the most appropriate methods for establishing scientifically based instruction and interventions (Coalition for Evidence-Based Policy, 2002; Raudenbush, 2002).

4. *Replicable and applicable results*. Consistent and meaningful findings indicate replicable and applicable results (National Research Council, 2002). The research is presented in sufficient detail to allow for replication and is conducted in such a manner as to ensure that educators can expect to see similar results when they apply the instruction and interventions.

Universal Screening

Schoolwide screening is an important component of RTI given the current focus on the performance of all students. Screening is conducted on a regular basis to determine whether students are performing as expected in response to schools' core curricula and the schoolwide positive behavioral support programs. Screening typically involves administering brief assessments to all students three times per year. Students' scores are compared to established performance standards or benchmarks. Students whose scores exceed the established performance benchmarks continue to receive general instruction in the core curriculum and schoolwide positive behavioral support program. Those students whose scores fall below the established performance standards are identified as being "at risk," and a change is made in the instruction and interventions they receive. Risk status varies depending upon the screening approach used and the benchmark standard set by schools (Jenkins & O'Connor, 2002)—which means that schools need to think carefully about the approach used and the benchmarks set.

Local or national norm groups are used to establish the performance benchmarks. Establishing local norms involves compiling all students' scores for a school

or school district within a grade level or age group, grouping them by percentile ranks or quartiles, and then identifying students below an established level that represents an unacceptable level of risk (Shinn, 1989). National norm groups essentially use the same process to establish criterion benchmark scores that represent national samples of student performance. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) system includes empirically derived criterion benchmark scores in reading based on a national norm group (Good & Kaminski, 2002; a complete set of DIBELS benchmark levels is available at *dibels.uoregon.edu/benchmark.php*).

Although universal screening for basic reading, mathematics, and writing skills is relatively straightforward and efficient because there are well-established measures and benchmark standards for performance available to schools, this is not the case for social behavior. The *Systematic Screening for Behavior Disorders* (SSBD; Walker & Severson, 1992), one of the few available universal screening instruments for social behavior, involves three decision points consisting of four rating scales and classroom observations. Although the SSBD is psychometrically sound, it is lengthy and time consuming for teachers to complete, limiting its feasibility as a universal screener. Additionally, the SSBD is not designed to be administered several times per year. The lack of an efficient and valid universal screening approach represents a significant challenge to the implementation of an RTI approach in the area of social behavior.

Three-Tiered Prevention Model

Over the years schools have used instruction and interventions that involve many different levels of intensity—although not necessarily determined by SBR. Within RTI, these differing levels of scientifically based instruction and intervention are coordinated and integrated into a three-tiered prevention model at the primary (Tier 1), secondary (Tier 2), and tertiary (Tier 3) levels (Walker, Colvin, & Ramsey, 1995). This model is designed to help schools more directly link information about the school environment, instruction and interventions, administrative and management practices of the school, neighborhood and family characteristics, and characteristics of the student population to the development of a continuum of instruction and interventions that ensures that all students meet established academic and social outcomes. A three-tiered prevention model for facilitating student academic and social outcomes is depicted in Figure 2.1.

The three-tiered prevention model is based on the notion that in any school three types of students can be identified: (1) typical students not at risk for academic or social difficulties; (2) students at risk for developing academic or social difficulties; and (3) students who show significant academic and social difficulties (Walker et al., 1995). It has been estimated that 80–90% of students arrive at school with the prerequisite academic and social skills to be successful there (Sugai, Sprague, Horner, & Walker, 2000). Another 5–15% of students are at risk for developing academic and social difficulties and require supplementary instruction and interventions to prevent the development of chronic or intense academic and social

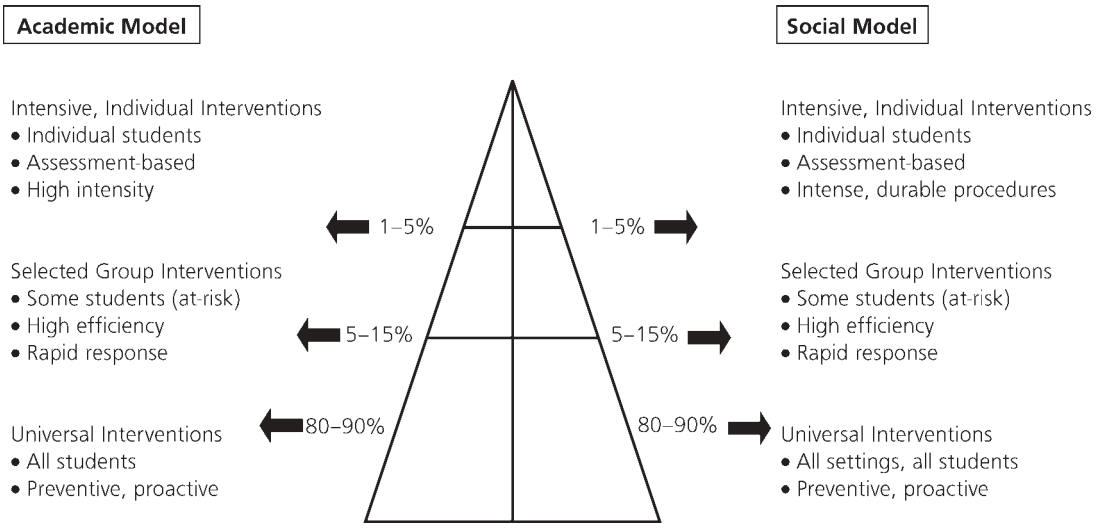

FIGURE 2.1. Three-tiered academic and social prevention models.

difficulties. Still another 1–5% of students experience severe academic and social difficulties and require intensive instruction and interventions. Members of each group are candidates for differing levels or types of instruction and interventions that represent greater specificity, comprehensiveness, expense, and intensity. Primary (Tier 1), secondary (Tier 2), and tertiary (Tier 3) levels of instruction and interventions are appropriate for each student group, respectively.

Primary (or Tier 1) instruction and interventions, provided to all students, consist of the core curriculum and schoolwide positive behavioral support program. Secondary (or Tier 2) instruction and interventions, which are relatively short-term and intensive, are provided to small groups of students in each classroom who do not respond to the primary instruction and interventions; these students are considered to be at risk for severe academic difficulties or BD if they do not receive supplemental instruction and interventions. This level of instruction and intervention is designed to supplement the core curriculum or schoolwide positive behavioral support program. Tertiary (or Tier 3) instruction and interventions, provided to students with severe academic difficulties or BD, are individualized, long-term and intensive, and may lead to special education services. This level of instruction and interventions can be designed to supplement the core curriculum or schoolwide positive behavioral support program, or it can be completely unique. Additionally, instruction and interventions at each tier are based on SBR.

Students are described as receiving Tier 1, 2, or 3 instruction and interventions. The three tiers are implemented in a flexible manner. A student may receive instruction and interventions within Tier 2 and then receive those in Tier 3 or Tier 1, depending upon progress. Or, a student could receive Tier 3 instruction and interventions immediately, based on his or her performance on the screening measure. Students' level of need dictates the tier of instruction and interventions provided to

them. The length of time that instruction or interventions are provided to students at any given tier depends upon their responsiveness and realistic time periods required for the target skills to develop. Frequent monitoring of progress and data-based decision making are used to determine about how long and within which tier students will receive instruction and interventions. Additionally, it is likely that students at risk for, or with, academic difficulties or BD will receive instruction and interventions in more than one tier at any given time.

Problem-Solving Model

The well-established problem-solving model used by schools to develop pre-referral interventions for students as a part of the special education process provides the overarching framework for the implementation of RTI (Fuchs, Mock, Morgan, & Young, 2003). In RTI, however, the problem-solving model is conceptualized differently. The traditional prereferral problem-solving model tends to focus on teacher modifications of instruction and interventions and informal documentation of student outcomes before formal referral for special education services (Fuchs, Fuchs, Bahr, Fernstrom, & Stecker, 1990). In contrast, the RTI problem-solving model is conceptualized as having two major foci: (1) establishment of an educational environment conducive to student academic and social outcomes so problems do not occur in the first place; and (2) a problem-solving component, based on objective data, in which instruction and interventions matched to student needs are applied early in a student's educational experience to ensure that he or she meets expected academic and social outcomes.

Two types of RTI problem-solving models are used by schools: individualized and standard protocol. The individualized and standard protocol RTI problem-solving models include a series of steps in which objective data are used by educators to ensure that the instruction and interventions students receive are matched to individual need. In essence, the problem-solving steps reflect the scientific methods of defining and describing a problem and implementing, monitoring, and evaluating the effectiveness of a solution for the problem. As a general rule, the composition of the problem-solving team changes by adding additional specialists' expertise as students move from tier to tier. The interrelated problem-solving steps include the following:

1. *Problem identification*. The problem identification step focuses on addressing the question: "Is there a discrepancy between current and expected performance?" Systematic screening measures administered on a regular basis (typically three times per year) to all students are recommended to identify students who show a discrepancy between current and expected performance. The goal here is to derive a clear description of the problem or concern. The emphasis of this step is to break down a broad general concern, such as reading difficulties, into the specific behavior or skills related to the concern (e.g., phonemic awareness, decoding, fluency). The specific skills should be prioritized for intervention.

2. *Problem analysis*. The problem analysis step centers on addressing the question: "Why is there a discrepancy between current and expected performance?" Once the problem is defined, a hypothesis as to why the problem is occurring and continuing is identified. This step focuses on identifying the mismatch between the current instruction and interventions provided to students and those needed to ensure that he or she meets the expected academic and social outcomes. Attention is given to those variables that can be altered through instruction to create a potential solution. These variables include treatment fidelity (i.e., the degree to which the intervention is implemented as planned), missing skills, motivational factors, or lack of exposure to the general curriculum. The team should seek to identify explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to establish the student's rate of learning or baseline performance.

3. *Goal setting*. The goal-setting step focuses on addressing the question: "How much growth is required for the student to meet the expected academic and social outcomes?" Schools use local or national established benchmark performance standards to guide student goal setting. The established benchmark standards play a key role in evaluating whether students' rate of progress or growth is adequate. Students' beginning or current level of performance and the goal are used to establish a goal line. The goal line is used to gauge whether students are progressing at an adequate rate of growth necessary to meet the established benchmark. This estimation is accomplished by comparing student performance against the goal line. The slope, or trend, of this goal line displays the rate of progress throughout the year that students must exhibit in order to meet the expected goal (see instructional decision-making rules in the next section).

4. *Plan implementation*. The plan implementation step centers on addressing the question: "What changes in instruction and interventions will be done to ensure that students meet the benchmark performance goals?" An intervention approach is identified, including the relevant personnel who are responsible for carrying out the intervention and monitoring student progress. As noted above, schools can use either an individualized or a standard protocol problem-solving model. Regardless of the type of problem-solving model used, however, it is important to plan and monitor for high-quality implementation of the instruction and interventions.

5. *Plan evaluation*. The plan evaluation step focuses on addressing the question: "Are the changes made in instruction and interventions working?" Frequent monitoring of student progress is used to evaluate the effects of the changes in instruction and interventions. Student progress is typically monitored on a weekly or biweekly basis during the plan evaluation process. Systematic decision rules are used to evaluate the instruction and interventions (detailed in the next section). Student rate of progress, relative to the goal that was set, is analyzed. Additionally, in cases of failure, the evaluation should address treatment fidelity to determine whether an intervention, per se, failed or whether it was implemented incorrectly or inadequately.

Frequent Monitoring of Student Progress

Frequent monitoring of student academic or social progress is a critical component of RTI. Fortunately, well-established curriculum-based measurement (CBM) probes are available to assess students' mastery and fluency in basic reading, mathematics, and writing skills. These brief probes, which can be administered in 1–4 minutes, are used to screen all students to identify those in need of supplementary instruction and interventions and to provide an index of current performance levels and rates of growth over time. CBM has been found to be a reliable and valid indicator of basic reading, mathematics, and writing skills and is sensitive to changes in instruction and interventions. CBM also is useful for setting student benchmark goals and predicting future student performance (Deno, 2005).

The purpose of CBM is to document change in student performance over time to determine whether students are progressing appropriately in a particular instructional program. Teachers, then, must apply standard instructional decision-making rules to the graphed data (see Figure 2.2) to determine if and when an instructional change is warranted. The following instructional decision-making rules can be used by teachers to monitor student progress and make changes in instruction and interventions (when warranted):

1. Collect baseline performance (a minimum of 3 points) and set an end-of-year performance goal or benchmark. Connect baseline performance to the goal to show the goal line or students' anticipated rate of progress through the year in meeting the goal. The goal line provides an index with which to gauge the extent to which students' rate of progress is adequate to meet the established goal.
2. A dotted vertical line is drawn following the last baseline point to indicate the beginning of an instruction and interventions phase. Continue to monitor student performance on a frequent basis (one or two times per week). The scores are graphed to illustrate students' rate of growth relative to the goal line.
3. Four-point rule. After 3–6 weeks of implementing a change in instruction and interventions (at least 6 data points must be collected), examine the most recent 4 points. If all 4 points fall above the goal line, consider raising the goal. If the goal is changed, draw another dotted vertical line and reestablish a new goal line. If all 4 points fall below the goal line, draw a solid vertical line and implement a change in instruction and interventions.
4. Trend rule. In those cases in which the 4 points fall both above and below the goal line, keep collecting data. After collecting at least 8 data points, a trend line can be drawn that represents a line of best fit through the data. This trend line shows the relative rate of progress students are making during the most recent instructional phase. Compare the trend line to the goal line. If the trend line is steeper than the goal line, draw a dotted vertical line and raise the goal. If the trend line is less steep than the goal line, draw a solid vertical line and implement a change in instruction and interventions. It is important to note that the 4-point rule supersedes the trend rule.

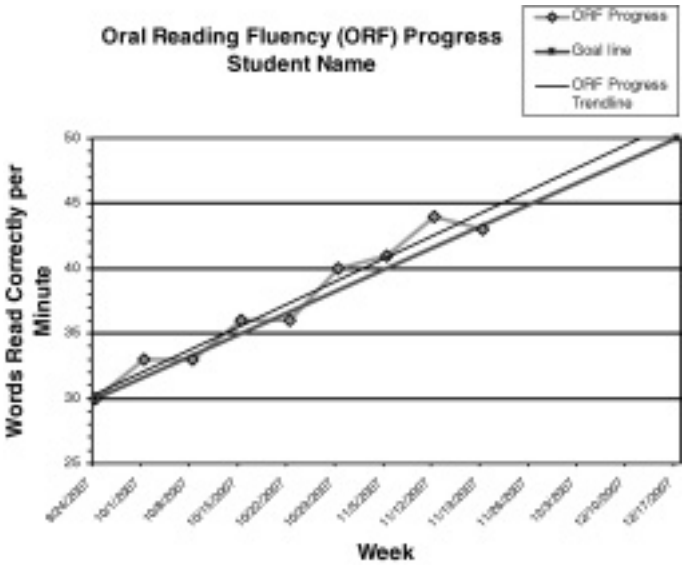

FIGURE 2.2. Curriculum-based measurement.

5. If either the 4-point rule or the trend rule indicates that students are not progressing at the anticipated rate, a change in instruction and interventions should be made. The teacher may be implementing instruction and interventions that are working well for other students but are not working well for a particular student. The teacher attempts to match the instruction and interventions to the needs of students who are not progressing as anticipated. The teacher may vary the type or content of instruction, instructional intensity in terms of opportunities to respond, the allocated time for instruction, the curriculum materials used, or the motivational strategies incorporated during instruction. After the teacher determines the nature of change in instruction and interventions, the new plan should be implemented for a minimum of 3 weeks prior to applying CBM decision-making rules to determine the success of the instruction and interventions.

6. Continue collecting CBM data on a frequent basis and apply these standard decision-making rules for each phase of instruction.

Well-established CBM-like probes are not available to monitor student social behavior. However, the same four measurement principles that underlie CBM probes can be applied for frequent monitoring of student social behavior. The first principle is that the problem must be defined in observable, discrete, and measurable terms. Second, the problem must be measured in terms of frequency, rate, duration, latency, or intensity. The third principle is that the measurement procedures must be sensitive to changes in instruction and interventions. The final principle is that the measurement procedures must produce reliable and valid results for describing the problem. A useful resource that can be used to guide teachers' implementation of these principles in the area of social behavior is *Conducting*

School-Based Assessments of Child and Adolescent Behavior (Shapiro & Kratochwill, 2000).

FUNDAMENTAL INSTRUCTIONAL PRINCIPLES

Basic reading, mathematics, and writing skills are best taught using a mastery-to-fluency instructional model. Mastery instruction involves the controlled presentation of unknown skills (low to moderate levels of accuracy) designed to teach students to master (apply accurately) basic reading, mathematics, and writing skills. Mastery instruction involves accuracy at 90% correct or above. Fluency instruction is the repeated presentation of known skills (high levels of accuracy) designed to produce fluent performance. Fluent performance involves high levels of accuracy and speed (i.e., at or near 100% accurate). Fluency in basic skills is also termed *overlearning* or *automaticity* (Meyer & Felton, 1999).

The admonition "Practice it until you get it correct, and then practice it four more times" characterizes well the mastery-to-fluency instructional model. Instruction initially emphasizes mastery of the basic skills being taught. Instruction then focuses on moving students beyond mastery or accuracy to building their fluency or speed with the skills they have mastered. The basic skills automatically "load" when students engage in high-order activities, such as reading a novel, solving an algebraic expression, or writing a story. Large amounts of cognitive resources are required by students when they are mastering basic skills, but only limited cognitive resources are needed by students once they become fluent with those skills (Logan, 1992). Differences in the cognitive resources (i.e., attention, cognitive load, effort, learning, memory retrieval, performance) used by students to master basic skills versus when they are fluent are noted in Table 2.1. Optimal learning occurs in students when instruction is carefully designed to help them master and then overlearn basic skills to the point that they can apply them fluently.

TABLE 2.1. Cognitive Resources Used to Master Basic Skills versus When Fluent

Cognitive resource	Master basic skills	Fluent with basic skills
Attention	• Highly focused on skills	• Little focus on or unaware of skills
Cognitive load	• Moderate to heavy	• Light
Effort	• Effortful and laborious at performing single skills	• Effortless at performing simultaneous skills
Learning	• Easy to adapt with instruction	• Difficult to adapt with instruction
Memory retrieval	• Inefficient and inaccurate	• Highly efficient and accurate
Performance	• Low to moderate accuracy and speed	• High accuracy and speed

Mastery Instruction

Two elements comprise mastery instruction: skills and procedures. The first element centers on the basic skills to be mastered by the student. The probability of a student mastering a set of basic reading, mathematics, and writing skills is increased if teachers use a well-defined scope and sequence that moves from simple to more complex. Such a method ensures that students experience both immediate and sustained success within and across lessons. In essence, determining a scope and sequence is much like a task analysis in which the teacher breaks down a complex skill into a logical sequence of subskills and strategies. A high-quality scope and sequence analysis will help students progress from skill acquisition to skill mastery in a natural and linear fashion. An example of a scope and sequence analysis for systematically teaching phonemic awareness skills across time is depicted in Figure 2.3. Students are initially introduced to the general structure of oral language through rhyming, sentence segmentation, syllable segmentation and blending, and onset–rime segmentation and blending instruction prior to developing an awareness of the smallest units of oral language (phonemes).

The second element of mastery instruction focuses on three interrelated procedures: (1) instructional format; (2) instructional presentation; and (3) error correction procedures. First, whether the teacher uses a small-group or one-to-one instructional format should be based on student need. Tier 2 instruction and interventions are typically conducted in a small-group format because these students typically do not have severe academic difficulties or BD. Tier 3 instruction and interventions may be conducted in a small-group or one-to-one instructional format, depending upon the severity of the students' academic difficulties or BD and the skills being taught. The one-to-one format is necessary to provide students with additional support (i.e., vary the level of task demands and support in response to the student's competence) and opportunities to respond, learn, and practice the skills being taught in each lesson. Furthermore, instructors can more easily adjust their pacing within (i.e., provide additional practice) and across lessons (i.e., repeat lessons) to ensure that students master the skills being taught.

Second, model–lead–test instructional presentation procedures should be used by teachers across all instructional activities. The instructor should begin each

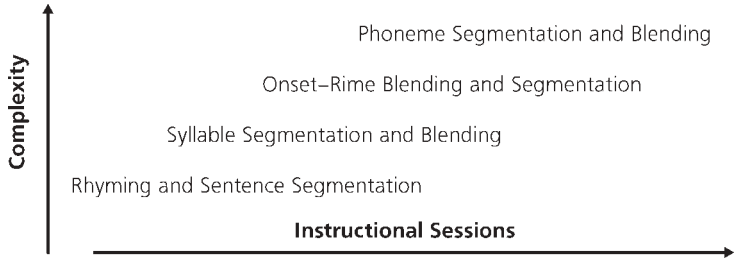

FIGURE 2.3. Scope and sequence for systematically teaching phonemic awareness.

activity by modeling the skill being taught and then immediately ask students to replicate the modeled example (lead). Using the content in Figure 2.4 as a guide, the teacher would say the words in the top boxes of each lesson and then ask students to say them. This instructional presentation procedure is designed to serve as a bridge between the skill modeled by the instructor to independent practice of the skill by students. Students then practice the new skill independently, using examples (e.g., practice sight words). Instructors should monitor whether students successfully progress from skill acquisition (i.e., they make many errors) to skill mastery (i.e., they make few errors). The progression from skill acquisition to mastery occurs naturally within and across instructional sessions if a well-defined and coherent scope and sequence are used to guide the introduction of basic skills. However, it may be necessary to give students more support by providing them with multiple models and by repeating lessons to ensure that they achieve skill mastery. Additionally, teachers' instructional presentation is more effective when the following conditions are met:

1. Teachers implement the instruction and interventions with integrity. For example, they do not improvise, leave out part of the lessons, or skip days.
2. Teachers are highly engaging and positive.
3. Teachers are well organized, use a brisk pace, and provide children with encouragement and feedback throughout the lessons.
4. Teachers get to know the instructional needs of students and adjust the level of scaffolding or support they give them (i.e., vary the level of task demands in response to students' competence) and provide opportunities to respond or practice the skills covered within each lesson. Furthermore, instructors adjust their pacing within and across lessons to ensure that students acquire the skills.
5. Teachers monitor students' strengths and weaknesses by carefully observing them and tracking their performance over time.

Finally, systematic error correction procedures should be used by teachers to ensure that students move efficiently from skill acquisition to mastery. Error correction procedures include two components: error detection and reteaching. It is critical that teachers detect errors immediately and reteach skills when appropriate. The teacher should prompt a student to "try again" when he or she makes a careless error or needs encouragement during the instructional activities. The instructor uses the model–lead–test instructional presentation procedures to reteach the skills when students are unable to respond independently.

Fluency Instruction

Six steps guide the process of developing students' skill fluency (these steps are fully described in Chapter 5). First, select observable, pivotal skills (e.g., sight

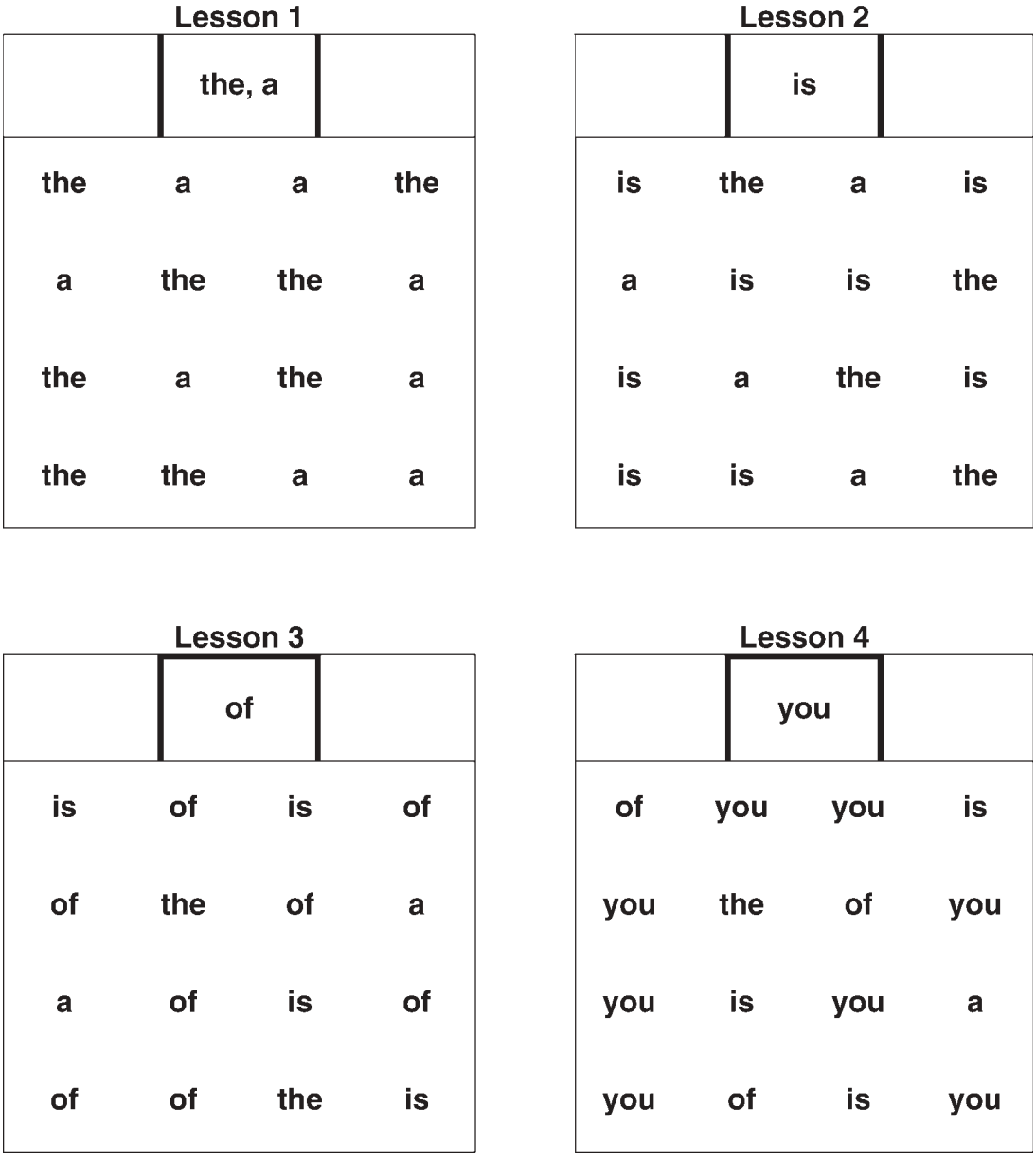

FIGURE 2.4. Sequential set of four mastery instruction lessons for sight words.

words) that are directly related to the content being taught (e.g., early reading skills). Second, select the range of skill practice items the student has mastered (i.e., has few or no errors). An example of a fluency practice sheet that would be introduced once students have mastered the sight words in Figure 2.4 (*the*, *a*, *is*, *of*, *you*) is presented in Figure 2.5. Third, develop fluency instruction sheets, which may be comprised of text or discrete items (e.g., letter names). Fourth, establish daily performance standards (number of correct responses in a specified time period). The performance standard during fluency instruction is continually reset through an interactive goal-setting process with students during fluency instruction. Fifth, conduct a series of short, timed (1–2 minutes) instructional trials. These trials can be conducted individually or in small groups of students who have similar competence levels. Finally, students chart the number of correct responses they achieved and are awarded a reinforcer if they met or exceeded the established performance standards.

CONCLUSIONS

The overall purpose of this chapter is to provide background information in which to situate the instructional practices described in this book. We provide information on the five interrelated components of the RTI approach used by schools to guide instruction and interventions for all students. Universal screening, frequent monitoring of student progress, and data-based decision making are the three components of the RTI approach. CBM assessment procedures, described more fully in Chapter 3, are being widely used by schools to screen all students on a regular basis. These procedures allow schools to identify students who need supplementary or unique instruction and interventions. These same CBM procedures also allow educators to monitor student progress and use established data-based decision rules about changes in instruction and interventions for individual students.

The high-quality implementation of scientifically based instruction and interventions is another important component of the RTI approach. The instructional practices detailed in this book are based on several reviews of the literature that have been conducted on academic instruction and interventions for students with BD (Mooney, Epstein, Reid, & Nelson, 2003; Mooney, Ryan, Uhing, Reid, & Epstein, 2005; Pierce, Reid, & Epstein, 2004; Ryan, Reid, & Epstein, 2004).

We also describe the three-tiered prevention model being used by schools to coordinate and integrate differing levels of scientifically based instruction and interventions at the primary (Tier 1), secondary (Tier 2), and tertiary (Tier 3) levels. Commercially available Tier 1, 2, and 3 early reading, written language, and mathematics direct instruction programs are discussed in Chapter 4. The instructional practices described in Chapters 5–7 are applied at Tiers 2 or 3 for students with BD.

Cumulative Number of Words	Sight Words				
5	is	you	the	a	of
10	a	the	you	of	is
15	you	of	is	a	the
20	is	you	the	a	of
25	you	of	is	a	the
30	a	the	you	of	is
35	a	the	you	of	is
40	you	of	is	a	the
45	is	you	the	a	of
50	a	the	you	of	is

FIGURE 2.5. Fluency practice sheet for the sight words presented in Figure 2.4.

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