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Dr. Z
4 November 2020

Response to Intervention

Emma: 1st Grade; July 5, 2014; 6 years 3 months old

I decided to engage in the RTI process about a six year old student in my first grade class who will henceforth be referred to as E. During the beginning of my placement while I circulated the room to offer help, I found myself constantly returning to assist E. E consistently needed repeated direction and redirection back to the given task. She would zone out when spoken to, frequently take longer on assignments, and struggled to retain information from the previous day's lesson. As a result, E was moved from full group math lessons to the smaller group math consisting of students with Individualized Education Programs (IEPs) at the end of September. She worked closely with the special education (SPED) co-teacher during both phonics and math lessons, as she demonstrated a need for close attention and assistance. It was after these observations that I determined E was a good candidate for RTI and began implementing interventions.

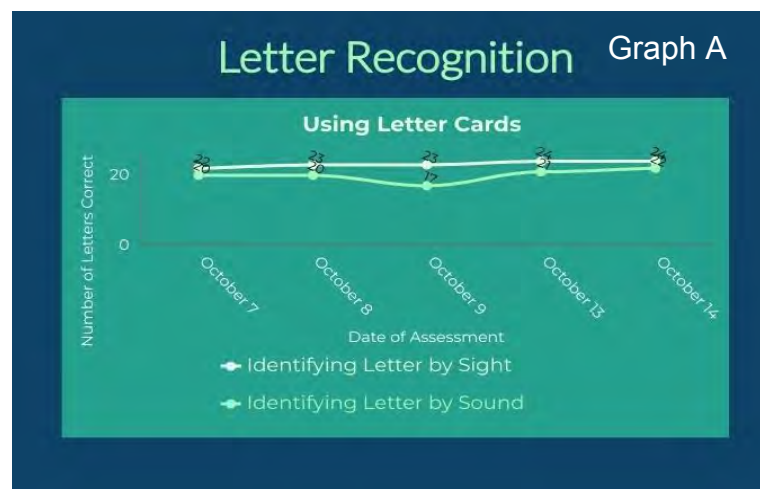
Through conversations with my cooperating teacher, SPED co-teacher, and independent research, it is apparent that E has a learning disability. We suspect she has attention deficit disorder (ADHD) When looking at ADHD that doesn't involve hyperactivity, teachers observe students that are "easily sidetracked and struggle to stay on task" throughout academic and social portions of the day (Bhandari 2019). Students with ADHD also frequently "don't seem to listen when they are spoken to directly, make careless mistakes, and struggle with following through on directions and tasks" (Bhandari 2019). E's shy demeanor and behaviors that I observed mirror this classification. Her lack of attention was not centered around a behavioral issue or defiance, but rather a symptom of her learning disability.

When working with students with ADHD, it is important to be specific and engaging with interventions. Many times, students with ADHD are "under-stimulated and require a higher level of stimulation by instruction" in order to absorb the information and be engaged (Armstrong 1999). To combat this, interventions must "incorporate color, sound, and eye catching visuals in order to increase stimulation" (Armstrong

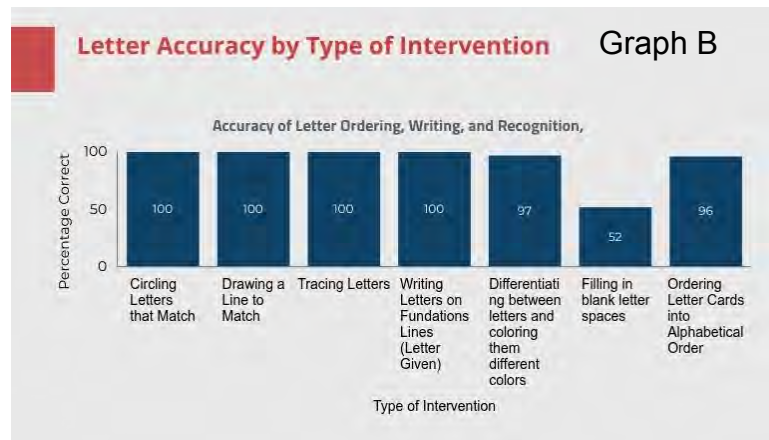
1999). ADHD students have “trouble following long lists of [sequenced] instructions associated with a task” (Segal/Smith 2020). Therefore, difficult worksheets should be presented “earlier in the day” and should be “shorter rather than long” in order to sustain student attention (Segal/Smith 2020). Additionally, students with ADHD thrive when they receive “sincere praise and repeated directions while working” (Segal/Smith 2020). Approaching “learning as a team” will empower the student to work towards the task with confidence and reassurance that they have a partner to help (Segal/Smith 2020). I made sure to take this research into consideration when I planned my RTI interventions to help E .

In order to help E become a more engaged and focused student, I began working with her one-on-one, first thing in the morning. In this way, E would start off the day with academic work and support that is very specific to her needs. I made sure to approach the work with optimism by telling E that we had something exciting and fun to work on and that I needed help practicing my letters. By establishing this rapport and equal standing, E could feel confident speaking about the topics and try her best. I decided to focus on letter recognition, writing, and retention during this RTI process after watching E struggle to remember letters and their sounds in whole and small group phonics lessons. I began each day going

through letter cards where E was required to first recognize the letter by sight and then explain what letter made the sound that I presented. In the isolated one-on-one setting, E was able to increase her understanding of letters by sight (see Graph A entitled “Letter Recognition”). However, even with the consistent reinforcement, E struggled to identify letters that matched a given sound. I assessed E specifically on 16 sound-to-letter recognitions on October 13th and on October 20th (See Supplementals 12 and 13). Both times, E only got 9 letters correct out of the potential 16.



The stagnancy with the card intervention pushed me to become creative and try different strategies. I found and created a variety of worksheets that focused on the



same skill of letter writing recognition while presenting it in a more colorful and graphic way. It was illuminating to see what interventions proved most beneficial for E (see Graph B entitled “Letter Accuracy by Type of Intervention”). When there was significant guidance through tracing and circling of

letters already presented (see first three bars in Graph B), E had little to no issues. However, when required to fill in blank spaces without aid (see fifth bar in Graph B), E was barely able to get 50% of the work correct. I decided to also implement scaffolded worksheets with a specific



focus on assessing E’s alphabet sequence skills (See Graph C entitled “Alphabet Letter Recognition”). The pre assessment asked E to write out the letters of the alphabet in A-Z order (See Supplemental 16). After daily letter work (as seen in previous graphs), I started giving E sheets that required her to put the letters in order. She began tracing the letters (See Supplemental 6) and saying them outloud and then moved to alphabet cloze sheets (See Supplemental 9 and 10) and then sorting letter cards into alphabetical order (See Supplemental 14 and 15). By the end of these interventions, with lots of assistance, E was able to correctly order the letters in the alphabet (See Supplemental 15).

In terms of recommendations, I believe that E should be classified in Tier 2. While she was able to improve through interventions, much of this success came as a

result of consistent redirection and reassurance. When she has the complete attention of a teacher like myself, she was able to produce correct work. However, E still struggled in small group lessons, taking several days of reinforcement before retaining the information. As a result of this disparity, I would also recommend that E have a one-on-one aid to help guide her and keep her on track during lessons. The direct connection and rapport would empower her to work hard for the correct answers.

References

- Armstrong, Thomas. "ADD/ADHD Alternatives in the Classroom: Chapter 3 Strategies to Empower, Not Control, Kids Labeled ADD/ADHD." *ASCD*, 1999, www.ascd.org/publications/books/199273/chapters/Strategies-to-Empower,-Not-Control,-Kids-Labeled-ADD~ADHD.aspx. Accessed 3 Nov. 2020. This website included excerpts of Thomas Armstrong's book, "ADD/ADHD Alternatives in the Classroom".
- Segal, Jeanne, and Melinda Smith. "Teaching Students with ADHD." *HelpGuide*, Helpguide.org, Sept. 2020, www.helpguide.org/articles/add-adhd/teaching-students-with-adhd-attention-deficit-disorder.htm. Accessed 3 Nov. 2020.
- WebMd. "ADD vs ADHD." Edited by Smitha Bhandari. *WebMD*, WebMD LLC, 22 Oct. 2019, www.webmd.com/add-adhd/childhood-adhd/add-vs-adhd. Accessed 3 Nov. 2020.

Muffin Letter Discrimination

Color code
b = blue
d = green
p = yellow
qu = red

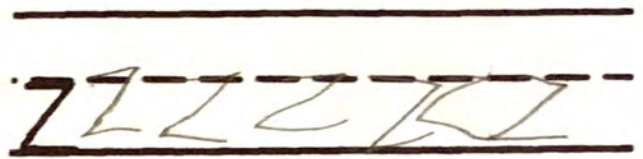
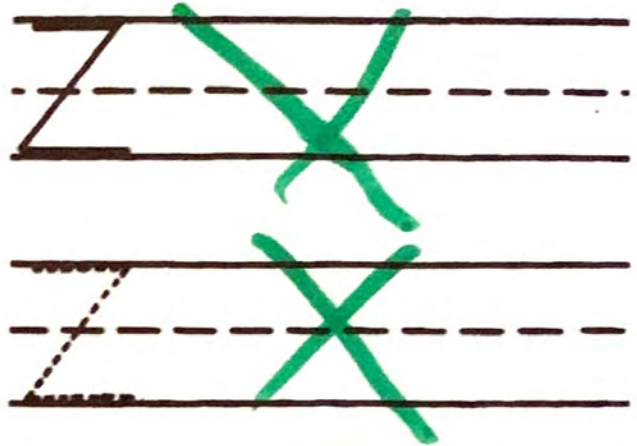
Which letter
Did you find
the most?
only one incorrect

Which letter
Did you find
the least?

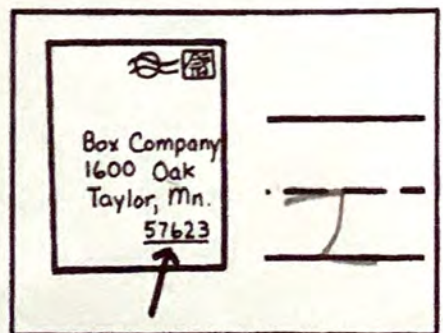
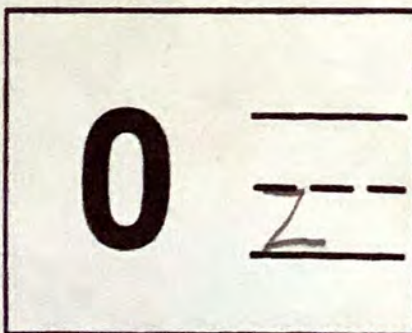
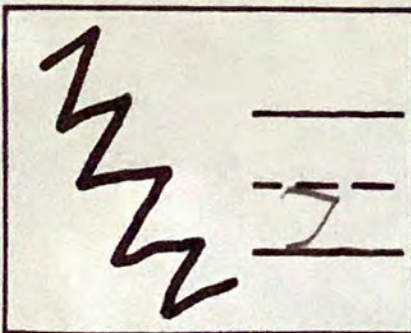
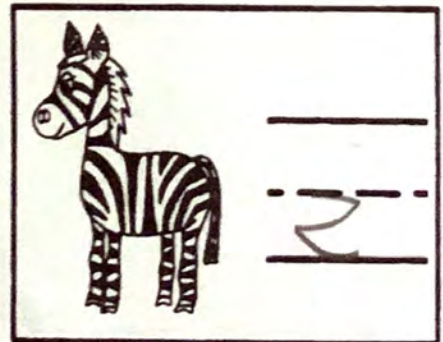
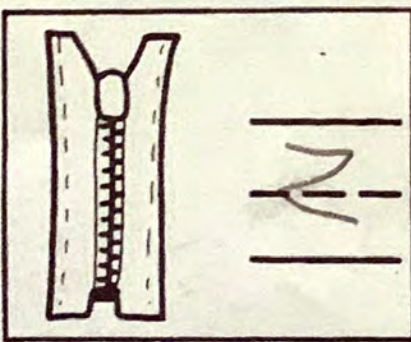


Name Emma

Initial Consonant z



Print the letter "z".



Name Emma

Draw a line to the letter with the same name.

V Z
W Y
X X
Y W
Z V

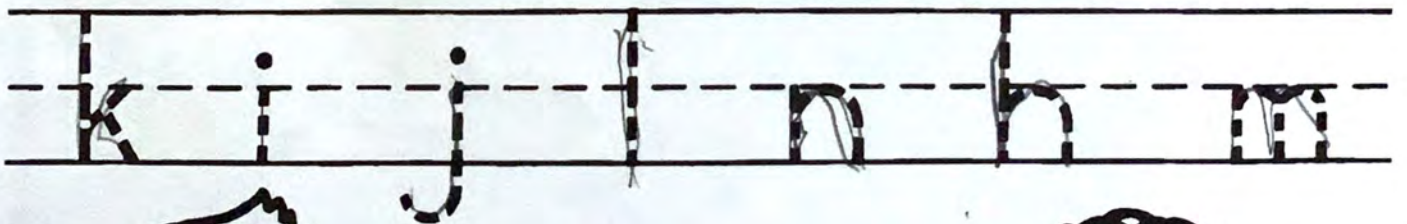
Trace and name each letter.



Name Emma

Draw a line to the letter with the same name.

Trace and name each letter.



Name

Emma

Supplemental 5

10/16



In each row, circle the letters that are exactly like the first letter.

a	o	a	c	a	d	a
f	f	t	f	f	h	f
b	b	a	b	d	b	b
n	m	n	r	n	n	h
v	x	v	w	v	v	v
u	u	n	a	u	a	u

Circled D

Name Emma

Supplemental 6

Say the letter



10/19 Point w/ sound given

w : said y (w on second try)

e : said a

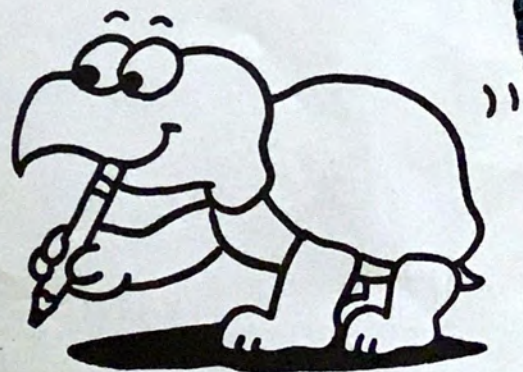
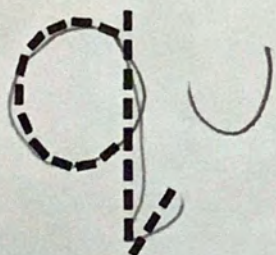
a ✓

z : said v then v
zebra z couldn't z

b ✓ h : f

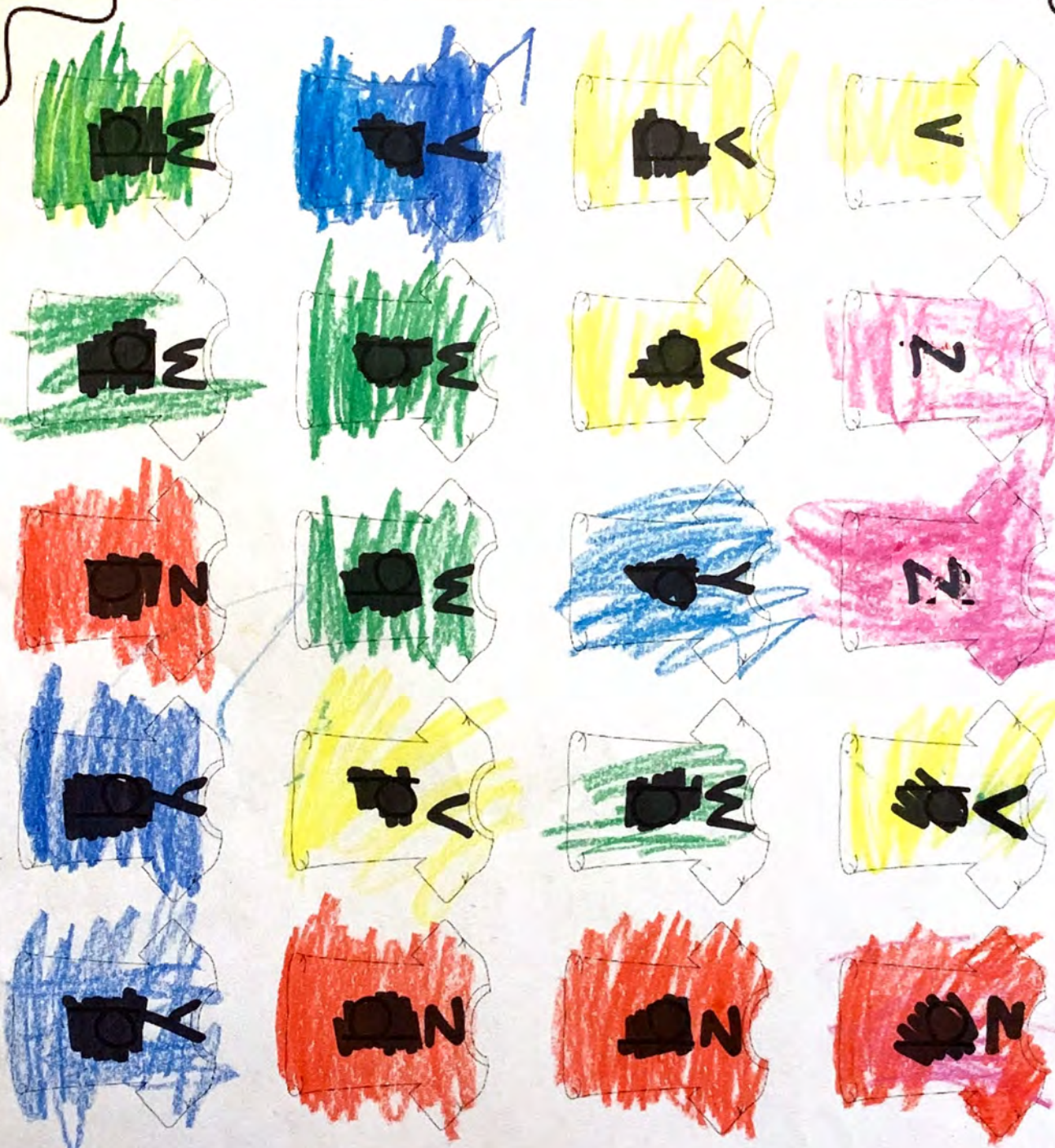
r : v u : v

 o : v



Laundry Letter Discrimination

10/21



Color code

~~W~~ = blue

~~Y~~ = green

~~V~~ = yellow

~~Z~~ = red

Which letter
Did you find
the most?

Which letter
Did you find
the least?

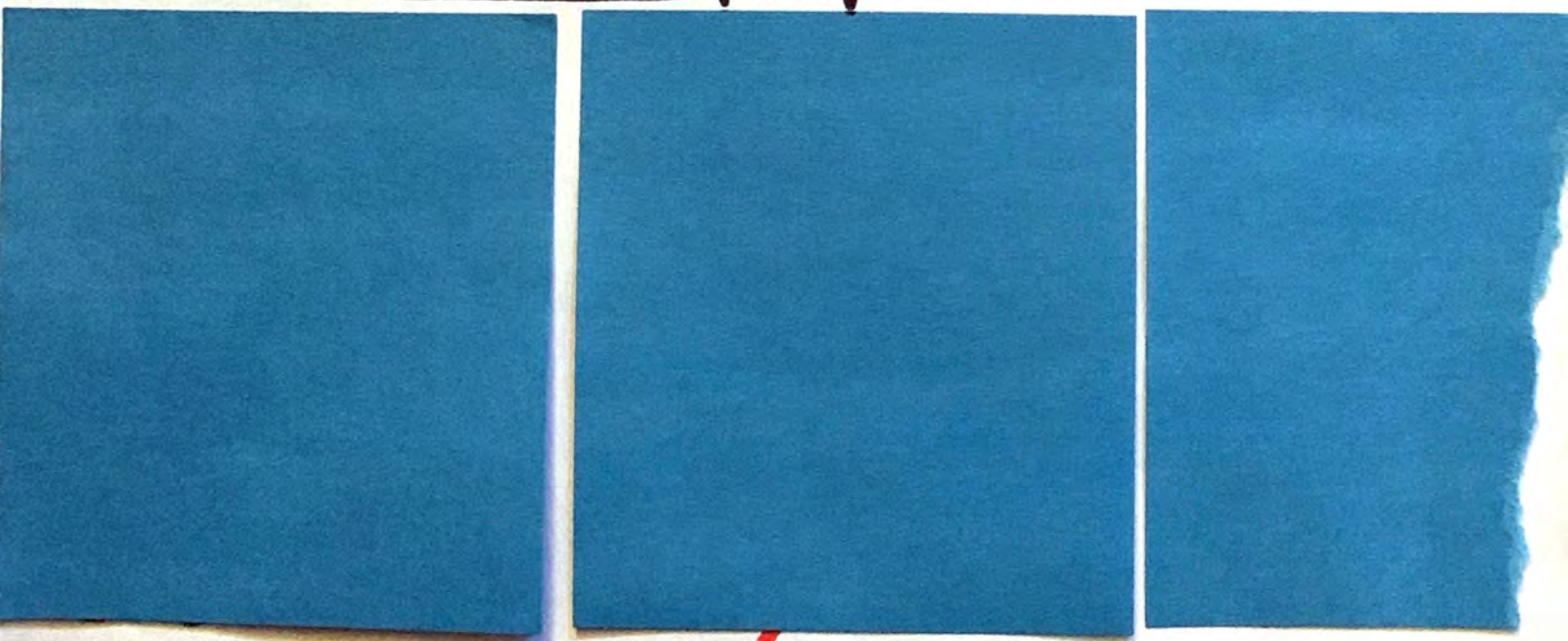
10/22

Name: Emma

point to the sightword Miss O.
says

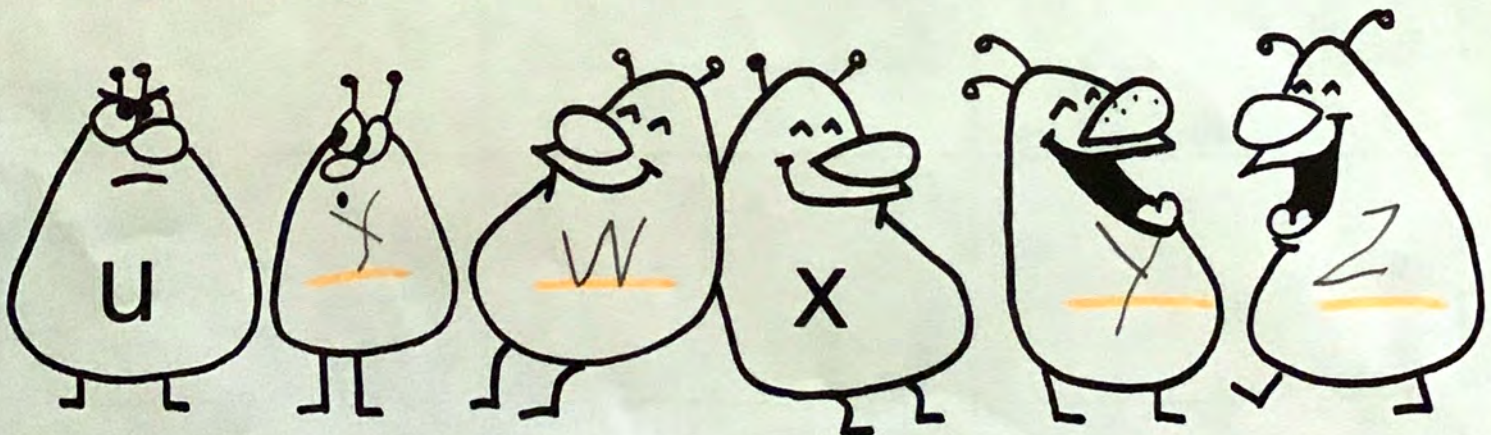
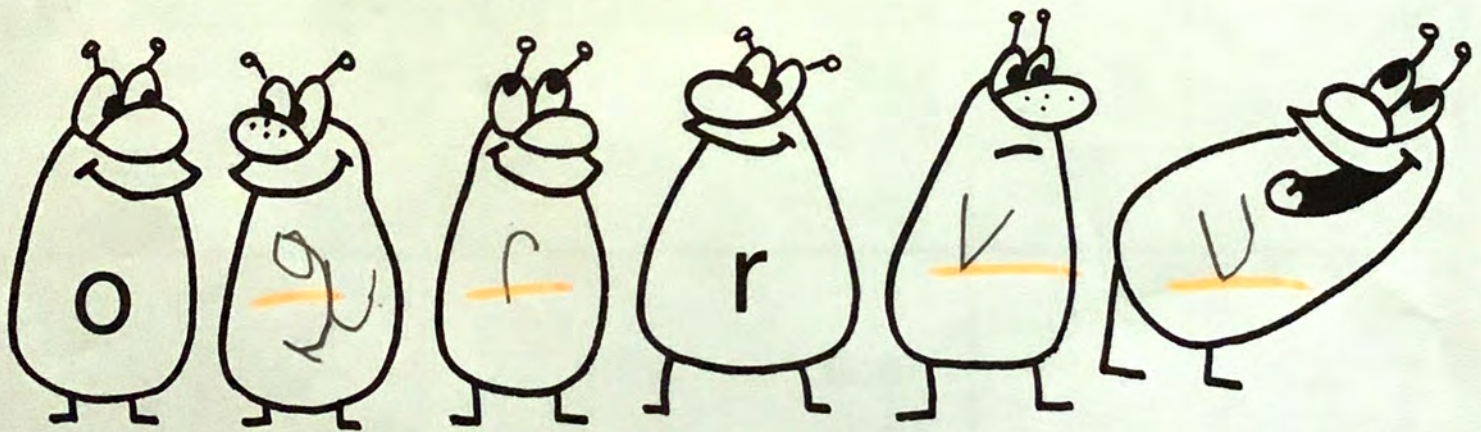
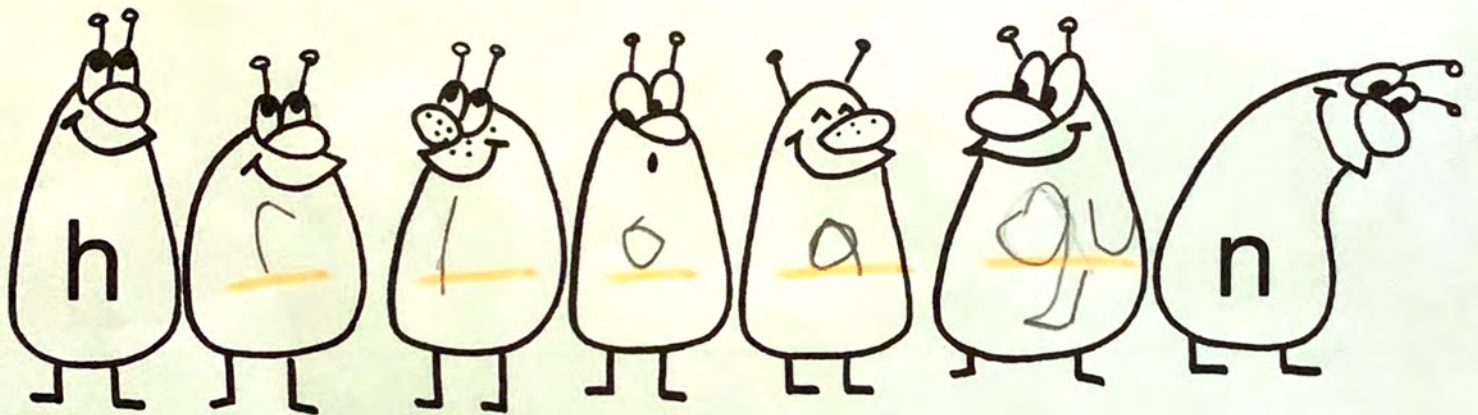
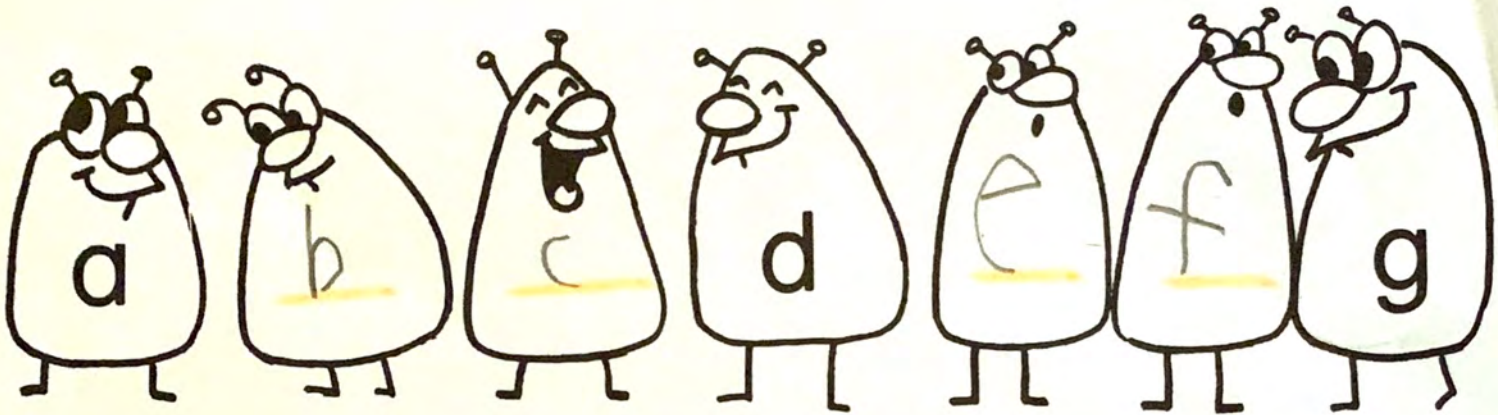
the and of

Tell Miss O. the sight word under the
flap



10/20

Finish the alphabet.





Name:

Fredda

10/21

f	a	b	c	d	e
<i>f</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>
m	i	j	k	l	s
<i>m</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>s</i>
t	v	x	y	z	
<i>t</i>	<i>v</i>	<i>x</i>	<i>y</i>	<i>z</i>	

NAME: Key @ Notes

Write what letter makes the sound you hear Miss O say.

★1

d	f	g	j
b	e	h	i
w	a	o	y

★2 →

z	v	p	x
---	---	---	---

★1 : Said j bot then wrote

★2 : Said v like she does during the flashcards. When I read v next she was confused. I said "Van, v" and then she said v. when I asked what the previous letter was, she sat silently.

10/20

g: said j, jrg, j and then wrote a b
j: wrote uppercase, when I asked to correct to lower case
@ she asked how to write that

NAME:

EMMO

9/16

Write what letter makes the sound you hear Miss O say.

b d f j

a b o e h i

x w a o y

z v p x

Supplemental 13

10/20

NAME: Emma

9/16

Write what letter makes the sound you hear Miss O say.

^x b d	f	^x b g	^x t j
^x d b	^x l o e	h	^x r i
^x y w	a	o	y
z	v	p	x

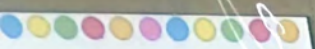


Handwritten letters on small white cards arranged on a desk:

- Row 1: a, b
- Row 2: c, d, e, f, g, h, i, j, k
- Row 3: l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Emma Kenhock
Her name:
emma_kenhock26
Password:
student1





Emma Rennhack

Username:
Emrennhack26

Password:
student!



Supplemental 15



a b c d e f g h i j k l o
p q r s t u v w x y z



10/6/20

Test for Unit No.

1

Page 1

Today's Date:

Letter Formation



a b c d e f



g h i j k l



m n o p q r s



t u v w x y z

RTI Qualitative Running Notes

Date	Notes
9/30	Emma has been moved from doing math with the full class to working in a small group with Mrs. Hoffman She was failing to pay attention and follow directions with the whole group without frequent correction.
10/1	Emma is in charge of the calendar the entire week. At the start of the day, Emma did not recognize that it was her job and when asked directly by Ms. Zornberg if it was her job, she shook her head no. Ms. Zornberg asked her to go look at the job chart and find her name. Emma stared at the door. Ms. Zornberg asked again if she was calendar person and if she did it the day before. Emma said no. Ms. Zornberg then told her she was calendar person and began the routine. She asked Emma what day of the week it was and Emma said Thursday (correct).
10/5	Mrs. Hoffman gave directions to Emma to circle the number in the problem and Emma did not follow. Mrs. Hoffman asked Emma if she could hear her. Emma said yes.
10/6	Emma's desk was turned to face the smart board since she would turn and chat or turn and face the wall during music.
10/8	Emma asked if she could use her math toolkit to do her rise and shine math. Mrs. Hoffman mentioned this would be allowed the day before and Emma remembered
10/8	Emma only received 1 behavior punch because she did not listen well.
10/9	Emma was drill leader for foundations. She read all the vowels besides U Correctly. She picked z, r, j, k, and m for consonants and got them all correct.
10/9	In Social Studies, Emma had the sentences written in front of her on a white board to copy since she was struggling to read off the smart board.
10/14	Emma received a letter recognition assessment which required her to tell b,d,p, and qu apart. She pointed out the different letters correctly on the first try. The sheet had four rows of coloring. Emma

	<p>stopped several times during the sheet and lost focus, but returned with prompting of "I know you can do it!" She audibly groaned on the third row and needed encouragement to continue. Only one of the letters was marked incorrectly on the sheet.</p>
10/14	<p>In addition to the class behavior plan of hole punches on a punch card, Emma was introduced with two other students to a "Magic Stone" system. Students are required to earn 10 stones in order to receive a hole punch and can have them taken away for not following directions, calling out, or not listening to the teacher. This system was starting in the small group math lesson and Emma earned 10 stones and showed improvement in focus and following directions.</p>