ECRI Intervention Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic data and your teams rating of the student's intervention to determine which dimension of intervention intensity to target. Make a small number of changes (ideally no more than 3) at a time.

Behavior, Engagement, and Motivation Support

Provide individualized behavior support to help the student attend to and engage in instruction.

- Work with a wellness coach, behavior interventionist, or social worker to address attendance needs
- Adjust the setting to reduce distractions, remove behavioral antecedents, etc.
- Use a timer for intermittent reinforcement of on-task, appropriate behavior
- Utilize data from a preference assessment to adjust reinforcement and task variables
- Provide differential reinforcement or change the schedule of reinforcement
- Create a motivation plan based on what you know about the student that provides frequent behavior feedback
- Utilize cognitive processing support. (Integrate the I can statement and/or a fluency graph for motivation. Use the I am statement at the end of each lesson.)
- Teach an appropriate replacement behavior
- Set a behavioral goal and track behavior data related to the goal
- Combine or align academic and behavioral supports by:
    - Use an ECRI All-Star Card for home communication (school-specific cards and classroom posters)
    - Use the ECRI All-Star Prize Chart

Comprehensiveness or Elements of Explicit Instruction

Emphasize a particular explicit instructional component to make instruction more comprehensive.

- Re-teach/teach critical skills the student has not yet mastered during Tier 1 small-group lessons (Explicit component: *teacher modeling/ attend to background knowledge*)
- Adjust the level of scaffolding as needed by using the blending/decodable text routines
- that best supports the student (Explicit component: *gradual fading of support*)

- Increase the frequency of error correction and corrective feedback across learning environments by utilizing the ECRI error correction and corrective feedback routine (Explicit component: *adequate practice*)
- Increase the number of opportunities for individual turns (Explicit component: *adequate practice*)
- Provide practice/review with additional sound-spelling cards during ECRI lessons (Explicit component: *cumulative review*)

Attention to Transfer

Help the student generalize skills across settings.

- Embed additional practice and feedback sessions throughout the day utilizing the ECRI Small Group Tier 1 Lesson Plan with the ECRI Blending Progression Cards or students are taught the steps to use the ECRI Blending Progression Cards during center time
- Utilize the blending routine for reading regular words and decodable words found in ECRI Coaching Handouts, Booster Blending Card Lesson Resources, and Regular Word Reading Scaffolds when needed in other content areas
- Segmenting words for spelling/writing using fingers or phoneme/grapheme paper.
- Use a visual cue, or mnemonic in other settings to remind students to use their ECRI strategies
- Refer frequently to the sound-spelling cards, affixes, or other visual supports during writing and reading tasks across content areas (consider creating a personal version of these supports
- Adjust spelling lists to focus on the patterns taught in ECRI
- Award points for the application of focus skills throughout the day

Alignment

Better align instruction with the student's strengths and needs.

- Decrease the heterogeneity of the groups (group students with similar performance levels by utilizing Wonders Placement Assessments/ response patterns on progress monitoring measures).
- Focus on discrete skill instruction within the target skill utilizing Daily Mastery Sheets and/or Accuracy and Fluency Log
- Use ECRI Fast Track to help students progress through the below-level ECRI lessons as quickly as possible to address student needs
  - ECRI Fast Track Flow Chart
  - Placement tests
- Repeated Reading with fluency passages with a teacher. Repeated Reading with Fluency Passages
- Supplement intervention with National Center on Intensive Intervention materials in reading, behavior
- Reduce the amount of time spent on skills/tasks that the student has already mastered.

Dosage

Increase *resources* to increase opportunities for practice and corrective feedback.

- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.

General:

- Change to an interventionist with more expertise, such as a reading specialist, special education teacher, depending on the student's needs.

URLs Used in Document

Daily Mastery Sheets
(https://www.dropbox.com/scl/fi/0owhizus0505pifctjagc/ECRI_Daily_Mastery_Data_Sheets_Version3-copy.docx?dl=0&rlkey=equ2rja7an4q5ts7k9ml0d6s2)

Accuracy and Fluency Log
(https://www.dropbox.com/s/wuxbttx58u73cak/Accuracy-Fluency Log.pdf?dl=0)

ECRI Wonders 2020 Fast Track Flow Chart
(https://www.dropbox.com/s/2z6zxnjnm41p1ob/ECRI Wonders Fast Track Flowchart copy.pdf?dl=0)

Repeated Reading with Wonders Fluency Passages
(https://docs.google.com/document/d/1sHhXCw4nmDSHuhWKDe1rwgL0KMxLB70MrJ9xA9GL7pQ/copy)

National Center on Intensive Intervention materials in reading
(https://intensiveintervention.org/intervention-resources/literacy-strategies)

National Center on Intensive Intervention materials in behavior
(https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions)

Cognitive Processing
(https://www.dropbox.com/scl/fi/rv1rkfi578s73h9puhnm8/Cognitive-Processing.pptx?dl=0&rlkey=jv2qp0wmsd78fa45q59ym8tf1)

ECRI All Star Card
(https://docs.google.com/document/d/1hLtKBzz-iznCd1my6ksKIKPXy46B3BPQCmTL2CmckX4/copy)

ECRI All-Star Prize Chart
(https://docs.google.com/document/d/166LFslZDKLmiSlKYqDiCiXhPGNwsEQOU8qb4X3KIIqo/copy)

Michigan's MTSS Technical Assistance Center