

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 a [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
 - 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](#) 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 Wonders 2020 Fast Track Flow Chart](#)
 - [Wonders Placement Tests](#)
- Repeated Reading with fluency passages with a teacher. [Repeated Reading with Wonders 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)

(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)

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

([https://www.dropbox.com/s/2z6zxnjnm41p1ob/ECRI Wonders Fast Track Flowchart copy.pdf?dl=0](https://www.dropbox.com/s/2z6zxnjnm41p1ob/ECRI_Wonders_Fast_Track_Flowchart_copy.pdf?dl=0))

[Wonders Placement Tests](https://drive.google.com/drive/folders/1xIHK-WrTUR_TkB5ZSmJ4tJuy8ZwucG9B)

(https://drive.google.com/drive/folders/1xIHK-WrTUR_TkB5ZSmJ4tJuy8ZwucG9B)

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

(<https://docs.google.com/document/d/1sHhXCw4nmDSHuhWKDe1rwgL0KMxLB70MrJ9xA9GL7pQ/copy>)

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

(<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)

(<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)

(<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)

(<https://docs.google.com/document/d/1hLtKBzz-iznCd1my6ksKIKPXy46B3BPQCmTL2CmckX4/copy>)

[ECRI All-Star Prize Chart](https://docs.google.com/document/d/166LFslZDKLmiSIKYqDiCiXhPGNwsEQOU8qb4X3KIlqo/copy)

(<https://docs.google.com/document/d/166LFslZDKLmiSIKYqDiCiXhPGNwsEQOU8qb4X3KIlqo/copy>)

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