

Reading Mastery Signature Edition Kindergarten (RMSE-K) Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic data and Reading Mastery curriculum mastery assessment data to determine which dimension of intervention intensity to target. Make no more than one change at a time.

Behavior, Engagement, and Motivation Support

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

- See page 13 in the RMSE-K Teacher's Guide to assist with room set up
- See page 13 in the RMSE-K Teacher's Guide to assist with introducing rules and providing clear signals
- See page 15 in the RMSE-K Teacher's Guide to review corrective feedback procedures
- See page 17 of the RMSE-K Teacher's Guide to practice mastering signals
- See page 57 of the RMSE-K Teacher's Guide to create the fluency checkout chart
- Adjust the setting to reduce distractions, remove behavioral antecedents, etc.
- Use a timer for intermittent reinforcement of on-task, appropriate behavior
- 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
- Introduce, post, and review lesson [rules](#) & lesson [routine](#) prior to each lesson
- Instruction proximity to instruction
- Keep the flow of instruction at a brisk pace to maintain engagement
- [Student versus teacher tally marks](#) on the board for on-task behavior challenge
- Sticker charts for individual or group progress
- Individual [Check-In/Check-Out](#) charts to monitor student behavior
- Brain Breaks (<1 minute)

Comprehensiveness or Elements of Explicit Instruction

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

- Review correction procedures for each lesson component to increase corrective feedback opportunities for students
 - Pre-reading Skills correction procedures begin on page 20-31 in the RMSE-K Teacher's Guide
 - Reading Vocabulary Skills correction procedures begin on page 33-43 in the RMSE-K Teacher's Guide
 - Story Reading Skills correction procedures begin on page 44-59 in the RMSE-K Teacher's Guide
 - Follow scripted lesson correction procedures that are embedded in the presentation manual lessons
- Re-teach critical skills the student has not yet mastered
 - [Blending Practice slide deck](#)
 - [Sound Cards](#) for additional practice
- Increase the number of opportunities for individual turns
- Introduce, post, and review lesson [rules](#) & lesson [routine](#) prior to each lesson
- Use of timer to maintain pace of class as well as provide boundaries for students

Attention to Transfer

Help the student generalize skills across settings.

- Keep general education teachers informed of short vowels that have been learned in order to have students read text in typical font (ex. Lesson 40 in RMSE-K: Students can read short 'a' and short 'i' books.)
- Communicate with the general education teachers about focusing on sounds rather than letter names
- Adjust spelling lists to focus on the patterns currently being taught in the Reading Mastery scope and sequence (ex. Lesson 40 in RMSE-K: Students can read and spell words with /a/, /m/, /s/, /r/, /d/, /f/, /l/, /th/.)
- Create notebook of sounds or words learned to move between general and intervention classroom settings
- Award points for using sound decoding strategies when reading ('I used _____ when...')
- Use chips/manipulatives to move with each phoneme to target learning
- Engage in a class discussion about when skills can be used in other classrooms
- Review words and sounds learned throughout the year on an ongoing basis (Ex: [RM Sounds Slide Show](#))

Alignment

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

- Decrease the heterogeneity of the groups (group students with similar performance levels by RM placement assessments or response patterns on progress monitoring measures)

- Focus on discrete skill instruction within the target skill utilizing:
 - Mastery Test Chart (page 68 in the RMSE-K Curriculum-Based Assessment and Fluency Teacher Handbook) and/or
 - Individual Skills Profile Chart (page 57 in the RMSE-K Curriculum-Based Assessment and Fluency Teacher Handbook) and/or
 - Fluency: Rate/Accuracy Checkout (page 62 in the RMSE-K Curriculum-Based Assessment and Fluency Teacher Handbook)
- Use Reading Mastery Fast Cycle to accelerate the instruction schedule for students if needed (continue to administer all Mastery Tests even when using the Fast Cycle Schedule)
- Repeated reading with workbook or story materials with a teacher
- Supplement intervention with National Center on Intensive Intervention materials in [reading](#) and [behavior](#)
- Reduce the amount of time spent on skills/tasks that the student has already mastered
- Meet as a building team to review data and make determinations about intervention groupings
- Graph Progress (another [Student Graphing](#) example)
- Partner read for additional time in print
- Have students record themselves reading words/sounds and play it back for them to reflect

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
- Create additional time outside of set intervention to target deficit skills for individual students (Ex. [Bingo Words](#))
- Provide instructions and materials for additional practice at home (Ex. [Home Practice Instructions](#))
- Adjust intervention teacher to best meet student needs if necessary/possible

URLs Used in Document

[Cognitive Processing](#)

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

[Rules](#)

(https://docs.google.com/document/d/17HwMv6y99GP-NxtdTEE16_jltjBY5zF8MmnxtHuFJ6E/edit)

[Routine](#)

(<https://docs.google.com/document/d/1TVQEpmcOVUarmNZvxhnd9yKJmTaqY1ZuDiJ41Zepobl/edit?usp=sharing>)

[Student vs. Teacher Tally Marks](#)

(https://docs.google.com/document/d/1LFI-jMGGCDwa9jqxmPs1LZRnaX8toxup7p_8oytoO1Q/edit)

[Check-In/Check-Out](#)

(<https://docs.google.com/document/d/1FZk47CI-HnidOWy0repPbgYsZp6JleKMM9pLDW21o7w/edit>)

[Reading Mastery Sounds Slide Show](#)

(<https://docs.google.com/presentation/d/1IAxn9bc7BgB81IKhfY4HBKbvFAugCEGD/edit#slide=id.p1>)

[Blending Practice Slide Deck](#)

(https://docs.google.com/presentation/d/1m04oeDVYysgx1SeUkidfXiYJcu_o7nv5Mukj_nxvDmY/edit#slide=id.p)

[Sound Cards](#)

(https://docs.google.com/document/d/1wwbrEGt0Cm2Lrtn_4SEJHVfPO91_gEhN/edit?usp=sharing&oid=109463386765255860004&rtpof=true&sd=true)

[NCII Reading](#)

(<https://intensiveintervention.org/intervention-resources/literacy-strategies>)

[NCII Behavior](#)

(<https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions>)

[Student Graphing](#)

(<https://docs.google.com/document/d/1Tiq8EnqaspHRKDLu59IAQu6ZkWeGEXktf4iXrzAH0t0/edit>)

[Bingo Words](#)

(<https://docs.google.com/document/d/1StAnSn0t5esLojJfNAVLC13NqqWpZTIH/edit>)

[Home Practice Instructions](#)

(<https://docs.google.com/document/d/1j7nTjfHqiEeebazoW0jY0slj-JmAik72VkpTqWqVQ1x8/edit>)

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