

UFLI Foundations Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic data and UFLI Foundations assessment data to determine which dimension of intervention intensity to target. Make no more than one change at a time, and add a phase line on the progress-monitoring graphs when changes are made.

Behavior, Engagement, and Motivation Support

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

- Work with the Behavior Interventionist, School Social Worker, or School Psychologist to address attendance needs
- Adjust room structure to reduce distractions, increase proximity to instruction, and encourage partner work (if appropriate)
- Introduce, post, teach, and review [behavioral expectations for the intervention group](#)
- Introduce, teach, and review instructional routines (see p. 18-19 of the UFLI Foundations manual) to support the delivery of the intervention with a brisk pace and to minimize the transitions
- Increase your rate of behavior-specific praise related to the expectations (e.g., “Great job walking to the carpet.”)
- Use a timer to prompt intermittent behavior-specific praise for on-task behavior and other behaviors that meet the identified behavior expectations for the intervention group (download the [Be+ App](#) and set a reminder at a reasonable interval (e.g., every 2 minutes))
- Keep the flow of the instruction at a brisk pace to maintain engagement by following the pacing for each step of the lesson outlined on p. 21 in the UFLI Foundations manual
- Provide a visual schedule for the UFLI Foundations lesson and cross off each lesson part as you complete it (or allow a student to cross it off) – see p. 23 in the UFLI Foundations manual for an example
- Sticker Charts for individual or group progress
- [Individual Check-In/Check-Out cards](#) to monitor student behavior during intervention group
- Encourage self-monitoring during writing using the error-monitoring strategy (CAPS) outlined on p. 33 in the UFLI Foundations Manual
- Set up the expectations so that students can earn [daily participation points](#) by demonstrating specific behaviors
- [Student vs. Teacher Game](#) for on-task behavior challenge
- Utilize [cognitive processing](#) support to integrate “I can” statements at the beginning and end of the lesson and/or a fluency graph for motivation
- Embed brain breaks (<1 minute)

Comprehensiveness of Elements of Explicit Instruction

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

- Standardized the “teacher language” for each step of the program using simple, precise language to teach each step when language is not already provided in the lesson
- Ensure that you have taught students to respond as intended for different response methods (UFLI Foundations Manual p.19-20):
 - My turn, your turn
 - Echo responses
 - Choral responses
 - Whiteboard responses
- Re-teach/teach critical skills the student has not yet mastered UFLI Foundations lessons during additional small-group instruction, leveraging the results from the weekly progress monitoring assessments (see UFLI Foundations Manual p.33-35)
- Increase the frequency of error correction and corrective feedback across learning environments by utilizing the UFLI Foundations correction procedures (Step 1 – p.24, Step 2 – p. 25, Step 4 – p. 26, Step 5 – p. 28)
- Increase the number of opportunities to respond for the group and/or individual turns within each step of the lesson
- Leverage the additional word chains in Step 6 for additional practice opportunities
- Increase practice opportunities within the lessons to ensure student(s) apply the new skill or concept a minimum of 10 times ((at least five decoding prompts and at least five encoding prompts) – see page 30 in the UFLI Foundation Manual)
- Leverage the sentences in Step 8 for additional reading and spelling practice
- Leverage the “Additional Resources” after Step 8 of each lesson plan to increase the opportunities for practice with feedback and error correction as needed
- Incorporate the [“Goodbye” list](#) to ensure students are mastering certain skills by providing more practice through “delayed” testing
- Select the appropriate strategy for reading the decodable text that matches the level of support the student needs (see p.33 in the UFLI manual)
- Embed the Roll and Read Activity (starting with lesson 13) to increase opportunities to practice
- Use the [Games for UFLI Foundations game generator](#) to provide activities to support additional practice with previously taught concepts

Attention to Transfer

Help students to generalize the skills across settings.

- Use UFLI Foundations for whole-group instruction and small-group intervention
- Embed guided practice on target skills within the core instruction and other environments
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention
- Explicitly teach connections
- Use the detailed scope and sequence on p.339 in the UFLI Foundations manual to create additional sentences for practice decoding or sentence dictation based on what has previously been taught

- Use the language in the “Grapheme-Phoneme Correspondences” on p.347-351 in the UFLI Foundations manual to review and support the articulatory gesture across settings
- Use the language in the “Letter Formation Guidance” for uppercase and lowercase letters on p. 367-368 in the UFLI Foundation manual to review and support the formation of letters across settings
- Use the Roll and Read Activity (starting with lesson 13) for center work or as a teacher-led activity in the classroom
- Use the Home Practice for each lesson (starting with lesson 5) to promote the use of skills in other environments – start by sending home the [Weekly Reading and Spelling Home Practice Guide](#)
- Monitor progress weekly using a global outcome measure (e.g., Acadience Reading Nonsense Word Fluency and/or Oral Reading Fluency probes)
- Share the decodable text for each lesson with the classroom teacher and/or family for the student to practice reading
- Access the [UFLI Foundations Text Guide](#) to identify additional decodable text that aligns with the UFLI Foundations Scope and Sequence that can be used across settings (e.g., classroom or home)

Alignment

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

- Focus on discrete skill instruction within the target skill(s) using performance on the weekly progress monitoring assessments
- Decrease the heterogeneity of the intervention group
- Repeated reading with decodable text with a teacher
- 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
- Create additional time outside of set intervention to target deficit skills for individual students
- Leverage the “Additional Resources” after Step 8 of each lesson plan to increase the opportunities for practice with feedback and error correction as needed
- Use the Home Practice for each lesson (starting with lesson 5) to promote the use of skills in other environments – start by sending home the [Weekly Reading and Spelling Home Practice Guide](#) and the Home Practice materials for each lesson
- Adjust intervention teacher to meet student best needs if necessary/possible

References

Lane, H., Contesse, V., Pollett, C., Ricke, A., Taksier, K., & Madsen, K. (2022). *UFLI Foundations*. Ventris Learning: Sun Prairie, WI.

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