



ABC
SUPPORT

**ACADEMIC
AND
BEHAVIOR
COMBINED
SUPPORT**

ABC Support Manual

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PREFACE

Academic and Behavior Combined Support (ABC Support) is an integrated, supplemental intervention that merges a combined focus on improving targeted academic skills with strengthening positive learning-related behaviors. This manual explains the significance and theoretical framework underlying the development of *ABC Support*. It also provides a detailed explanation of procedural guidelines and intervention steps to enable users to implement *ABC Support* with fidelity. The manual is divided into three parts:

Part I. Conceptual Foundation and Research Support

Part II. Implementation Procedures

Part III. Appendices

An additional handbook, entitled *Intervention Materials Handbook*, is designed to accompany this manual. It includes all necessary materials for implementing *ABC Support*.



PART I: CONCEPTUAL FOUNDATION AND RESEARCH SUPPORT

Part I of the manual summarizes relevant research and describes the theoretical framework underlying the development of *ABC Support*, including key implementation features of the intervention. We also present a model that schools may adopt to integrate other supplemental academic and behavior interventions, and we delineate elements of system-level contextual support to initiate and sustain *ABC Support* implementation.

Part I. Conceptual Foundation and Research Support

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SECTION I-A: INTRODUCTION

ABC Support is an integrated, supplemental intervention for early elementary students that merges a combined focus on *developing reading fluency* and *strengthening positive behaviors* (engagement and compliance). *ABC Support* is intended to supplement, but *not* replace, high-quality academic instruction and behavior support for students who are at risk for reading and behavior challenges.

ABC Support is aligned with a recent trend toward blending academic *Response to Intervention* (RTI) and *Positive Behavioral Interventions and Support* (PBIS). Blended RTI and PBIS approaches are called *integrated multi-tiered systems of support* (MTSS). The aim of integrated MTSS is to provide support for all students to experience academic and behavioral success. According to McIntosh and Goodman (2016), integrated MTSS “is not simply implementing both academic RTI and PBIS systems. There is a systematic and careful integration of these systems to enhance the efficiency and effectiveness of all school systems” (p. 6).

WHAT IS INTEGRATED SUPPLEMENTAL SUPPORT?

According to Domitrovich et al. (2010), integrated supplemental interventions result from “the fusing of independent strategies or programs into one enhanced, coherent intervention approach” (p. 74). A key characteristic of integrated interventions is their potential for synergistic effects. For example, a single-focus behavior intervention may incorporate reinforcement procedures but lack sufficient opportunities to practice new behaviors in the context of learning tasks. When merged with an academic intervention, opportunities to practice academic skills complement the reinforcement strategies of the behavior intervention. Similarly, the effectiveness of an academic intervention may be undermined by noncompliant or inattentive behavior. When merged with a behavior intervention, it is possible to maximize effective use of reading time. The integration of academic and behavior interventions is often more powerful in promoting change than are separate single-focus approaches because the complementary “active ingredients” interact synergistically (Kuchle et al., 2015).

Equally important is the distinction between *integrated* interventions and *sequential* (“stacked”) or *simultaneous* (“parallel”) interventions. An integrated approach differs from *sequential* implementation of discrete interventions in which a reading intervention is followed by a behavior intervention, or vice versa. An integrated approach also differs from *simultaneous* implementation of two separate interventions, such as the parallel implementation of one intervention to strengthen

reading skills and another to support positive behavior. Neither sequential nor simultaneous interventions take advantage of the natural link between reading and behavior; they fail to build on the common, shared features of effective academic and behavior interventions. Through *ABC Support*, effective strategies for reading interventions and behavior interventions are retained, while merging their common components (e.g., contingent praise and performance feedback; Chard et al., 2008). *ABC Support* is predicated on the assumption that educators can improve outcomes (**effectiveness**) and save time and resources (**efficiency**) by integrating a combined focus on behavior and reading.

WHY IS THERE A NEED FOR ABC SUPPORT?

The repertoire of academic and behavior interventions with research support has increased in recent years (Burns et al., 2012; Stormont et al., 2012). The question remains: *Given the number of effective single-focus interventions, why do we need an **integrated** approach?* The question is answered in two ways. First, research clarifies the nature of the academic-behavior connection and provides evidence of generalizable and long-term benefits through an integrated approach. Second, “real-world” concerns emphasize the need for efficient and effective school-based practices, underscoring the value (in terms of time and resources) of providing integrated interventions.

Research and Efficiency Rationale for ABC Support

Several important research findings and theoretical assumptions provide the research and theoretical rationale for *ABC Support*. Specifically:

- **There is a link between behavior and academic learning.** There is more than five decades of research demonstrating a link between behavior and academic performance. “Academic achievement and behavior reinforce each other. Experiencing success academically is related to decreases in acting out; conversely, learning positive behaviors is related to doing better academically” (Walker et al., 2004, p. 10). Most educators will attest that students with low academic skills are likely to exhibit challenging behaviors, and vice versa. Studies suggest that behavior problems co-occur with academic concerns 50% to 80% of the time (Fessler et al., 1991; Kuchle et al., 2015). Moreover, the academic-behavior connection is strongest between reading and inattentive, disruptive behavior. This link between reading deficits and behavior challenges becomes stronger as students advance through school (Benner et al., 2005).
- **The relation between academic skills and problem behavior occurs as early as kindergarten.** Young learners with reading difficulties engage in disruptive behavior to avoid reading activities, which, in turn, limits access to instruction and opportunities to learn. This negative spiral of achievement and behavior puts students at high risk for long-term negative outcomes, including school dropout and juvenile delinquency (Gray et al., 2014; Miles & Stipek, 2006).

- **Students' difficulties in one domain (reading or behavior) are highly predictive of problems in the other domain.** Children with reading problems in Grade 1 are likely to display behavior problems in Grade 3; similarly, children who are disruptive and poorly engaged in Grade 1 are at risk for reading problems in Grade 3 (Bennett et al., 2003; Morgan et al., 2008; Reid et al., 2004).
- **Combined models of academic and behavior support produce larger gains in academic and behavior outcomes compared to single-focus models.** Preliminary results from implementing supplemental reading and behavior interventions (in a sequential, not integrated, manner) point to collateral benefits for students' reading fluency, engagement, and disruptive behavior (Cook et al., 2012; McIntosh et al., 2006; Stewart et al., 2007).

Efficiency Rationale for ABC Support

An efficiency rationale for *ABC Support* is based on the potential for maximizing cost-effective uses of time, personnel, and resources. Specifically:

- **Combining academic and behavior supports within an integrated approach neither compromises integrity nor undermines the benefits of a single-focus strategy.** Well-designed integrated interventions maintain the unique strategies of each separate intervention, while merging their common elements, resulting in a coherent intervention to address multiple targets (Bradshaw et al., 2009).
- **Integrated interventions reduce system overload, minimize costs in terms of time and resources, and enhance sustainability and generalization.** When interventions operate in isolation they may lack sufficient buy-in, training and professional development, and fidelity of implementation; they are more likely to be discontinued over time. Merging a focus on behavior and reading into one intervention that can be implemented during a single intervention block or time period is efficient and cost-effective in that it reduces the resource burden associated with implementing separate academic and behavior interventions (Ervin et al., 2006; Kuchle et al., 2015).
- **Dual-focus interventions are in the best interests of students.** To provide separate interventions for students with reading and behavior problems, either the dosage for each intervention must be reduced to fit a standard intervention period ("intervention block"), or schools are forced to prioritize one domain over the other and deliver interventions sequentially. Neither option is optimal for promoting school success (Domitrovich et al., 2010).

WHAT IS THE THEORETICAL FOUNDATION FOR ABC SUPPORT?

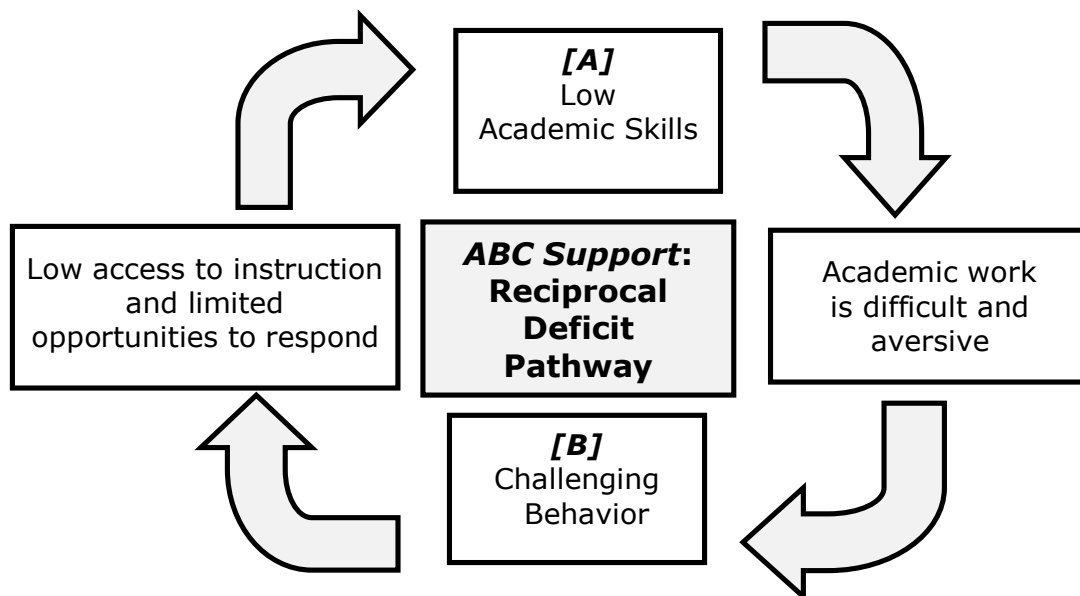
Researchers have explained the strong link between behavior and academic learning through the *reciprocal-deficit pathway* (RDP) theory. According to RDP

theory, development of academic skills and behavior competence are intertwined, such that as one changes, so does the other. Academic and behavior problems are inextricably related over time, leading to a “negative feedback cycle” of escalating problem behavior and academic failure, or what researchers call a “continuous cycle of educational failure” (Lembke, 2006).

Research linking reading skill deficits with disruptive behavior is framed within this RDP perspective. Students who exhibit disruptive behaviors typically display low attention, receive less instructional time and have fewer opportunities to learn, which may contribute to low academic success; academic failure, in turn, may lead to further negative interactions with teachers, low engagement, and disruptive behaviors. This cycle of problem behavior leading to academic failure and academic failure leading to problem behavior begins in the early grades and becomes difficult to break as children progress through school (Metcalf et al., 2013).

The RDP theory is depicted in Figure 1. As shown in the figure, some children **[A]** enter school with low academic skills and fail to respond to instruction because they lack prerequisite skills; their access to praise and recognition for academic success is reduced; over time, they fall behind and develop patterns of low engagement and disruptive behavior that further restrict their likelihood of success. Alternately, some children **[B]** enter school with challenging behaviors that restrict the quantity and quality of instruction they receive; they are unable to access effective teaching to acquire academic skills. Within RDP theory, integrated Tier 2 academic and behavior interventions (with simultaneous intervention entry points at **[A]** and **[B]**) maximize *both* academic and behavior outcomes.

Figure 1: Reciprocal Deficit Pathway



For children who enter school with low academic skills **[A]**, non-compliance and disengagement allow them to avoid (“escape from”) difficult academic tasks; these “escape-maintained” behaviors are strengthened over time. Alternately, for children who enter school with challenging behaviors **[B]**, non-compliance and disengagement lead to receiving teacher attention (e.g., reprimands, redirection) or

peer attention (e.g., giggling); in this manner, these “attention-maintained” behaviors may be strengthened over time. Within an integrated framework, *ABC Support* addresses *both* escape-maintained and attention-maintained challenging behavior by simultaneously (a) bolstering reading fluency skills and, thereby, minimizing the difficulty of reading tasks, and (b) providing teacher attention and interactions that acknowledge positive or desired behaviors.

WHAT IS THE SIGNIFICANCE OF ABC SUPPORT?

The significance of *ABC Support* for educators – especially with respect to MTSS – is grounded in three unique benefits of integrated supplemental interventions, specifically, ***efficiency, prevention, and effectiveness.***

School professionals face critical choices when making decisions regarding the focus of supplemental interventions. In a climate of declining resources and greater demands on schools, the effectiveness of academic and behavior interventions must be balanced with efficiency. There is a compelling need to maximize efficiency by combining academic and behavior interventions without minimizing effectiveness. The integrated focus in *ABC Support* on both academic and behavior enables schools to ***maximize efficiency*** of supplemental supports for students.

Because schools have a narrow window of opportunity to intervene and remediate academic and behavior deficits, targeting students in the early elementary grades (Grades 1–3) has practical importance for averting long-term negative outcomes. This early intervention feature of *ABC Support* is highly consistent with a multi-tiered, ***prevention-oriented perspective*** (Daunic et al., 2013).

Finally, research provides strong evidence that integrated academic and behavior systems of support at the *universal* level are effective in promoting student success (McKintosh & Goodman, 2016). An integrated *supplemental* intervention like *ABC Support* has the potential for achieving comparable benefits for students with academic and/or behavior challenges. *ABC Support* is aimed at ***improving outcomes and effectiveness*** across both reading and behavior domains for at-risk students.



SECTION I-B: OVERVIEW OF IMPLEMENTATION FEATURES

In this section, we provide an explanation and description of the research support for five key implementation features of *ABC Support*. We use the term “teacher” to refer to any school professional who provides supplemental academic and/or behavior interventions for students.

IMPLEMENTATION FEATURE #1: TARGET ACADEMIC AND BEHAVIOR SKILLS

As a supplemental intervention, *ABC Support* targets *reading fluency* (academic skill) and *engagement/compliance* (behavior). Our focus on fluency and engagement is supported by evidence that the academic-behavior link is strongest for these two skill areas (Lassen et al., 2006). Moreover, the keystone nature of each target skill is likely to promote generalization and success in other areas of school functioning (Barnett et al., 1996).

Why reading fluency? Fluency is one of the five building blocks of long-term reading success (National Reading Panel, 2000).¹ Fluency is highly correlated with both word-reading ability and text-comprehension skills (Chard et al., 2002; Fuchs et al., 2001). Many students with reading problems have poor reading fluency; they have difficulty reading text with sufficient accuracy, expression and automaticity to be able to understand what they read. Despite its importance, fluency is often neglected in reading instruction. A national survey found that 40% of students are “non-fluent” readers and require supplemental instruction to develop fluency (Daane et al., 2005). Experts agree that students should develop reading fluency by the end of Grade 3.

Why engagement and compliance? The extent to which students are academically engaged or, conversely, exhibit non-compliant behavior affects their learning outcomes. Whereas engagement (e.g., paying attention) is an academic enabler that contributes to students’ success, non-compliance (e.g., being disruptive) is an obstacle to success (DiPerna et al., 2002). It is estimated that 30% of students exhibit low engagement and/or disruptive behavior to the degree that it interferes with their ability to learn (Campbell et al., 2013).

¹ The “Five Big Ideas in Reading” include alphabet knowledge, phonemic awareness, fluency, vocabulary knowledge, and comprehension (see *Appendix A*).

IMPLEMENTATION FEATURE #2: STUDENTS WHO ARE LIKELY TO BENEFIT

Who will most likely benefit from ABC Support? Early elementary students (Grade 3 and below) who fall below grade-level benchmarks for reading fluency and engagement/compliance are most likely to benefit from *ABC Support*. We developed *ABC Support* for learners who need supplemental interventions to strengthen their fluency and engagement, *not* intensive interventions or special education.

Who may NOT benefit from ABC Support? Students who lack proficiency in pre-reading skills (alphabet knowledge and/or phonemic awareness) are not likely to benefit from *ABC Support* given the intervention focus on reading fluency. Likewise, students who are fluent readers but demonstrate specific deficiencies in vocabulary knowledge or comprehension skills may not benefit directly from *ABC Support* (unless weak comprehension is due to limited fluency).

In terms of behavior deficiencies, given the focus on engagement and compliance, *ABC Support* is most likely to benefit students who demonstrate challenges in these areas. Students with internalizing behaviors (e.g., social withdrawal) or severe externalizing behaviors (e.g., aggression) are not likely to have their needs addressed through *ABC Support*.

Why early elementary? The longer academic and behavior problems persist, the less likely interventions will be effective (Anderson & Borgmeier, 2010). Students who are not reading at grade level by Grade 4 have a low probability of becoming proficient readers; likewise, challenging behavior patterns that do not improve by the end of Grade 3 often become chronic and difficult to remediate (Welsh et al., 2001). *ABC Support* is designed to provide early intervention to avert more severe academic or behavior challenges.

IMPLEMENTATION FEATURE #3: INTEGRATION OF BEHAVIOR AND READING INTERVENTION ELEMENTS

A distinctive feature of *ABC Support* is the integration of reading and behavior intervention elements to strengthen effectiveness and maximize efficiency. In developing *ABC Support*, we reviewed multiple data sources and identified 12 common evidence-based elements across effective academic and behavior interventions. (See Table 1 for a summary of research findings that support each element in *ABC Support*.)² *ABC Support* has been structured to ensure that each element is clearly present within the intervention procedures to support reading and behavior simultaneously. The results of this integration process led to a unique application of all intervention elements in *ABC Support*, as shown in Table 1.

² *Appendix B* includes a glossary of terms for the evidence-based elements and list of research citations for the data sources.

Table 1. Integrated Application of Intervention Elements in ABC Support

Intervention Element	Application of Element in ABC Support Intervention	Key Takeaways from Research
Expectations	Expectations for reading and behavior are (a) clearly stated, positively worded, and displayed; (b) taught during orientation session(s); and (c) reviewed during each session.	Clear expectations help students understand how to achieve goals and maintain positive behavior.
Goal setting	Reading and behavior goals are set at the start of each session; progress toward goals is monitored; students are rewarded for meeting goals.	Goal setting is linked to success in goal attainment and increases students' ability to self-regulate.
Modeling	Teacher demonstrates fluent reading and engaged behavior while reading aloud; students follow along with their finger while the teacher reads.	Modeling allows students to observe what is expected of them – to see fluent reading and engaged behavior.
Repeated practice	Each passage reading provides an opportunity for students to practice fluent reading and rehearse appropriate engagement behaviors.	Repeated practice gives multiple opportunities to be successful; fluency improves with practice.
Prompts	Through prompting, teacher reminds students of READ expectations prior to each passage reading.	Prompting encourages students to "do their best" and self-correct.
Feedback and praise	Teacher provides specific feedback and positive praise statements following each passage reading relative to READ expectations.	Feedback/praise informs students what needs improvement and what they are doing well. ³
Reading error correction and behavior redirection	Following a passage reading, teacher (a) selects up to 3 missed/difficult words and provides letter-word-phrase correction; and (b) corrects behavior by redirecting students to exhibit positive examples of expected behavior.	Reading error correction allows students to correct and practice accurate reading; behavior redirection allows students to correct and practice appropriate behavior.
Recording and graphing	Behavior points and WCPM are recorded/graphed following each passage reading and compared to students' goals.	Students "see" their performance and progress through recording and graphing to monitor progress.
Rewards	At the end of each intervention session, students receive rewards (stickers on chart) for reaching reading and/or behavior goals.	Students are rewarded for achieving their goals, which increases "buy-in" and motivation.
Self-monitoring	Students assume increasing responsibility across sessions to monitor their performance relative to goals; students self-monitor performance relative to READ expectations during classroom instruction.	Self-monitoring teaches students how to maintain learned skills, increases motivation, and contributes to success outside of intervention.
High level of structure	Intervention sessions are structured and follow a consistent, predictable sequence of steps.	Structure maximizes success by increasing awareness of expectations.
Appropriate match to level	Across intervention sessions, level of teacher direction/scaffolding is matched to students' ability to assume greater independence.	Matching amount of scaffolding to student need/level allows them to be successful and engaged.

³ See Appendix C for guidelines and examples of effective praise.

IMPLEMENTATION FEATURE #4: GRADUAL REDUCTION OF TEACHER SCAFFOLDS

Implementation of *ABC Support* involves a gradual reduction (“fading”) of teacher support across intervention sessions (e.g., gradual reduction in the amount of prompting). This fading of teacher support (“scaffolds”) occurs in response to students’ individual growth in fluency and engagement, as well as their ability to assume greater responsibility for implementing the intervention steps without teacher direction. Using a *gradual release of responsibility* approach (Fisher & Frey, 2014; Pearson & Gallagher, 1983), teachers are encouraged to gradually shift from taking primary responsibility for the implementation of all intervention elements (mostly teacher-directed), to sharing responsibility with the student (joint teacher- and student-directed), to giving primary responsibility to the student for implementation (mostly student-directed). Table 2. illustrates how this gradual release of teacher responsibility to the student may occur for four intervention elements.

It is important to note that a reduction in scaffolding should be responsive to each student’s individual needs for teacher support. Whereas *ABC Support* should be implemented with fidelity to maximize success, it may be necessary (and is appropriate) for teachers to either increase or minimize their level of support to accommodate the needs of individual students. (See *Appendix D* for additional examples of how to individualize support.)

Table 2. Examples of Reduction of Scaffolds for Intervention Elements

<i>Intervention Element</i>	<i>Mostly Teacher-Directed</i>	<i>Joint Teacher- and Student-Directed</i>	<i>Mostly Student-Directed</i>
<i>Review of Expectations</i>	Teacher reviews and explains READ expectations.	Teacher reviews READ expectations; students give examples of expectations.	Students review and explain READ expectations.
<i>Goal Setting</i>	Teacher determines both reading and behavior goals for student.	Teacher determines reading and behavior goal range; students self-determine specific goal within a range.	Students self-determine both reading and behavior goals.
<i>Modeling</i>	Teacher demonstrates READ expectations during passage reading, with 3 pauses to allow students to finish the sentence.	Teacher demonstrates READ expectations during passage reading, with 4 pauses to allow students to finish the sentence.	Teacher demonstrates READ expectations during passage reading, with 5 pauses to allow students to finish the sentence.
<i>Prompts</i>	Teacher prompts READ expectations at 3 different times during the session.	Teacher prompts READ expectations at 2 different times during the session.	Teacher prompts READ expectations just 1 time during the session.

IMPLEMENTATION FEATURE #5: ACCOMMODATING INDIVIDUAL NEEDS

Part II of this manual presents semi-scripted, step-by-step intervention procedures to guide teachers in implementing *ABC Support* with **fidelity** (as scripted).⁴ Although it is important that all students be exposed to the essential elements of *ABC Support* listed in Table 1, there is some **flexibility** built into the intervention to account for the individual needs of students, teachers, and schools. In other words, each evidence-based element in Table 1 should always remain present. If necessary, however, the level or intensity with which the elements are implemented may be adapted to accommodate individual needs.

Adaptations are made only when there is a compelling rationale for doing so. For example, if students enjoy reading the passage aloud with you, and are consistently able to do so, you may consider reducing the amount of time you read aloud during the **modeling** step. Before changing the level of modeling, however, be certain the students can perform the task consistently and accurately and that the modeling element is retained (i.e., you continue to model fluent reading). *Appendix D* contains a table of the intervention elements with suggestions for adapting each element to match students' needs.

Another aspect of flexible implementation of *ABC Support* relates to cultural responsiveness. Although the critical elements of *ABC Support* represent universal principles of evidence-based practice, the intervention should be implemented to take into consideration the cultural and linguistic needs of all students (Peterson et al., 2017). *Appendix E* summarizes adaptations and provides recommendations for implementing *ABC Support* in a culturally responsive manner.

⁴ An *Implementation Self-Guide* is also included in the *Intervention Materials Handbook* to guide teachers' implementation of the intervention steps.



SECTION I-C: MODEL FOR INTERVENTION INTEGRATION

Integrated supplemental interventions are not limited to the reading-fluency skills and engagement-compliance behaviors targeted in *ABC Support*. In this section, we describe a model for integrating single-focus interventions to enhance efficiency and effectiveness. The model includes four sequential steps:

1. Determine target skills and identify evidence-based interventions.
2. Delineate research-supported intervention elements.
3. Operationalize each intervention element.
4. Incorporate a balance of shared and single-focus intervention elements.

STEP 1: DETERMINE TARGET SKILLS AND IDENTIFY EVIDENCE-BASED INTERVENTIONS

In Step 1, school teams⁵ identify academic and behavior interventions already in place in their school that address targeted skills. In developing *ABC Support*, for example, evidence-based interventions were identified that focus on reading fluency and engagement/compliance, specifically: (a) *repeated reading* (Chard et al., 2009), and (b) *Check-in/Check-out* (Crone et al., 2010).

STEP 2: DELINEATE RESEARCH-SUPPORTED INTERVENTION ELEMENTS

Academic and behavior interventions often incorporate similar intervention elements. Delineating these elements in Step 2 is critical for integrating interventions. In developing *ABC Support*, a review of multiple evidence sources led to the identification of 12 core elements of effective academic and/or behavior interventions (see *Appendix B* for data sources). To implement Step 2, school teams use the checklist in Table 3 to determine (a) which elements are “present” versus “not present” in each intervention, and (b) if present, how the element is operationalized or implemented. Three outcomes may result from this analysis of intervention elements: (a) element is found to be missing from both interventions; (b) element is present in one intervention but missing from the other; or (c) element is present across both interventions.

⁵ *School team* refers to school personnel responsible for MTSS and intervention planning.

Table 3. Checklist for Analysis of Evidence-Based Elements in Selected Academic and Behavior Interventions

Evidenced-Based Intervention Element	Academic intervention:		Behavior intervention:	
	Target skill(s):		Target behavior(s):	
	<i>Is the element present in the intervention?</i>		<i>Is the element present in the intervention?</i>	
	Yes: How is the element implemented?	No	Yes: How is the element implemented?	No
1. Expectations are clearly stated, positively worded, posted, directly taught, and reviewed.				
2. Realistic goals are set for the skill or behavior.				
3. Skill or behavior is modeled or directly taught.				
4. Repeated opportunities to practice the skill or behavior are provided.				
5. Prompts (cues, scaffolds) are provided to ensure high success, then gradually eliminated over time.				
6. Specific feedback and praise are given.				
7. Reading error correction or behavior redirection is provided as needed.				
8. Performance is recorded and graphed .				
9. Rewards are provided for achieving goals.				
10. Self-monitoring occurs during and outside of intervention.				
11. Intervention sessions are highly structured and follow a consistent, predictable sequence of steps.				
12. Expectations and teacher support are appropriately matched to student’s level.				
List elements necessary to achieve positive outcomes for each single-focus intervention. These unique elements should not be eliminated or integrated.	Academic Intervention		Behavior Intervention	

STEP 3: OPERATIONALIZE EACH INTERVENTION ELEMENT

The aim of Step 3 is to enhance the effectiveness and efficiency of single-focus academic and/or behavior interventions. The checklist in Table 3 is used to determine which elements are missing from one or both interventions and which are present across both interventions. This information is, then, used in conjunction with Table 4 (see next page) to guide the development of procedures aimed at (a) incorporating missing elements (*to strengthen intervention effectiveness*), and/or (b) eliminating/modifying redundant elements (*to maximize intervention efficiency*). The template in Table 4 provides a structure to integrate elements across academic and behavior interventions.

Table 4. Template for Developing Academic-Behavior Combined Support

Evidence-Based Intervention Element	Results of Analysis of Evidence-Based Intervention Elements		
	Not Present in Either Academic or Behavior Intervention	Present in One Intervention but Not Present in Other	Present in Both Academic and Behavior Intervention
	How to Integrate: Apply the element for both academic and behavior targets within the same task/activity context.	How to Integrate: Use the same task/activity that already incorporates the element to apply the element to both academic and behavior targets.	How to Integrate: Eliminate redundancy and use one intervention task/activity to apply the element for both academic and behavior targets.
1. Expectations			
2. Goal setting			
3. Modeling, teaching			
4. Repeated practice			
5. Prompts			
6. Feedback, praise			
7. Correction/redirection			
8. Recording, graphing			
9. Rewards			
10. Self-monitoring			
11. Structure			
12. Level match			

The implementation of Step 3 is illustrated in the following boxed examples. For each example, (a) a procedure to achieve academic-behavior integration is explained (**how to integrate**), and (b) an illustration of academic-behavior integration using Table 4 is provided (**example**).

**Integration Example 1:
Element Checked "NO" for Both Academic and Behavior Interventions**

How to integrate: Develop procedure(s) to implement the missing intervention element for **both** academic and behavior targets using the **same** task/activity context.

Example: A school team wants to integrate two interventions, one to strengthen math problem-solving (academic intervention) and another to increase positive peer interactions (behavior intervention). Using the checklist (Table 3), the team determines that for **both** interventions, there are insufficient opportunities to practice the target behavior/skill – i.e., element #4 is checked "no" for each intervention. Specifically:

- The **academic** intervention **does not include multiple opportunities to practice** the math problem-solving strategy taught during each intervention session.
- Likewise, the **behavior** intervention **does not include multiple opportunities to practice** the targeted peer-interaction skills.

To achieve integration, a "practice period" is incorporated into sessions to provide opportunities to practice both math problem-solving and peer interactions. Students are given 1-2 math problems for individual practice in applying the problem-solving strategy, followed by 2-3 math problems for group practice in applying both the math strategy and peer-interaction skills (e.g., taking turns, not interrupting, cooperating, praising peers, etc.). In this regard, **a single context is used to provide repeated opportunities to simultaneously practice the academic skill (math problem-solving) and targeted behavior (positive peer interaction skills).**

**Integration Example 2:
Element Checked "YES" for One Intervention and "NO" for Other Intervention**

How to integrate: Use the **same** task/activity that already incorporates the intervention element as the context for applying the element to the non-checked intervention.

Example: A school team wants to integrate two interventions, one to strengthen reading comprehension (academic intervention) and another to increase attention-to-task during independent work periods (behavior intervention). Using the checklist (Table 3), the team determines that the academic intervention **does** include procedures to match task difficulty with students' current skill level; however, the behavior intervention **does not** involve matching behavior expectations to students' current level of performance – i.e., element #12 is checked "yes" for the academic intervention, but "no" for the behavior intervention. Specifically:

- The **academic** intervention **does match difficulty level of task to student ability** by using skill-level appropriate reading passages for teaching comprehension skills.
- However, the **behavior** intervention **does not match level of expectations to student level**; that is, the expectation is 100% on-task behavior irrespective of students' current or baseline level of being on-task.

To achieve integration, the intervention component of matching reading passages to students' current reading level is adapted to simultaneously incorporate an appropriate match between on-task expectations and students' current level of on-task behavior. The length of time during which students are expected to remain on-task while reading level-appropriate passages is gradually increased across intervention sessions from baseline (2 minutes) to the goal (10 minutes). The difficulty level of reading passages is also gradually increased across sessions. In this regard, **both the academic task difficulty and behavior expectations are matched to students' level (to ensure success) and, in turn, increased in a gradual, incremental manner over time.**

**Integration Example 3:
Element Checked "YES" for Both Academic and Behavior Interventions**

How to integrate: Eliminate redundancy and increase efficiency by using a single intervention task/activity for implementing the element for both academic and behavior intervention targets. For most students, use the **academic** task/activity as the context for embedding the intervention element for both the targeted academic and behavior skills.

Example: A school team wants to integrate two existing interventions, one to strengthen word-spelling accuracy (academic intervention) and another to increase task persistence and reduce disruptive behavior when frustrated. Using the checklist (Table 3.), the team determines that each intervention includes giving rewards for performance of the target skill or behavior – i.e., element #9 is checked "yes" for both interventions. Specifically:

- The **academic** intervention **includes reward**. Accurate spelling of a targeted number of dictated words during each intervention session is rewarded with a star on a chart.
- Likewise, the **behavior** intervention **includes reward**. Students are rewarded with a star on a chart when they persist in completing work without becoming frustrated and disruptive.

To achieve integration, during and following dictated-word spelling tests, a reward is provided for meeting a spelling-accuracy goal **as well as** for meeting the goal for persistent, non-disruptive behavior. An extra reward is added (extra star on chart) when both the spelling accuracy and task-persistence goals are met. In this regard, the targeted academic and behavior skills are rewarded separately. In addition, **integrated performance of both academic and behavior skills is rewarded (strengthened).**

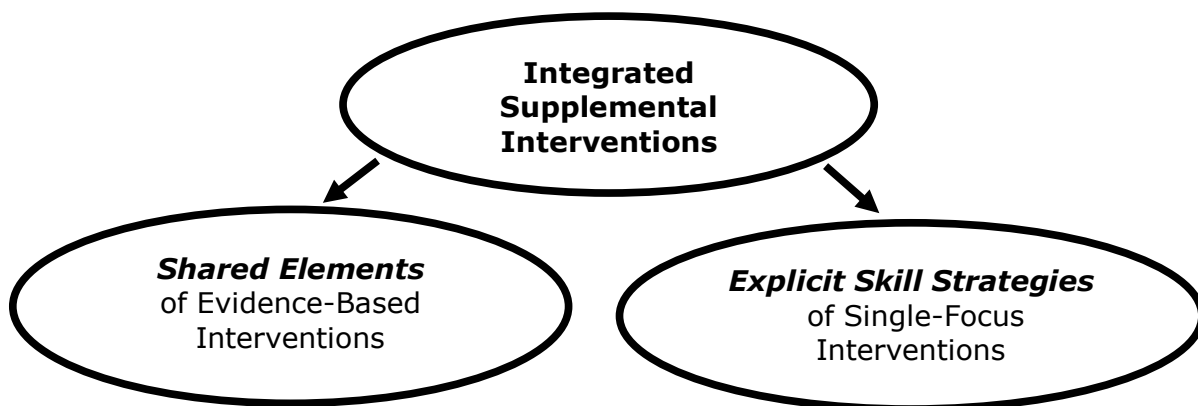
STEP 4: INCORPORATE A BALANCE OF SHARED AND SINGLE-FOCUS INTERVENTION ELEMENTS

The aim of academic-behavior integration is to enhance the effectiveness and efficiency of single-focus interventions by developing or adapting practices to provide combined support, without diminishing the benefit of a single-focus academic or behavior intervention. Integration involves connecting behavior expectations to academic skill learning and, simultaneously, linking academic skill acquisition to engaging in appropriate behaviors.

The key to completing Step 4 is to derive a balance of (a) shared elements of effective interventions (academic or behavior) with (b) explicit single-focus strategies necessary to support development of a specific academic skill or behavioral competence. Certain elements may be necessary to ensure the effectiveness of a single-focus intervention. For example, word-error correction is an evidence-based element for effective oral reading (academic) interventions, but not for behavior interventions. Eliminating or modifying word-error correction to achieve integration may undermine the effectiveness of the oral reading intervention. [The bottom row of the checklist in Table 3 provides space to list essential single-focus strategies that should be preserved or maintained when integrating interventions.]

The outcome of Step 4 is depicted in Figure 2. The goal is to integrate elements that can be adapted to provide both academic and behavior support (**Shared Elements**), while preserving or maintaining the integrity of practices that are essential for the effectiveness of each single-focus intervention (**Explicit Skill Strategies**).

Figure 2. Balance of Shared and Single-Focus Elements





ABC
SUPPORT

SECTION I-D: CONTEXTUAL SUPPORT

Success in implementing and sustaining MTSS requires a system of school-wide support (Brown-Chidsey & Steege, 2010; Cooper et al., 2007; Shapiro et al., 2011). The purpose of this section is to provide an overview of key components of school-level support that provide the context for successful implementation and sustainability of the *ABC Support* intervention.

TEAMWORK: COLLEAGUES AND COLLABORATION

Schools often have a team of professionals involved in MTSS implementation, including grade-level teams, school leadership teams, district leadership teams, or even state-level teams that consult with school districts. Integrating *ABC Support* within an existing team structure will strengthen its adoption, implementation, and sustainability. For example, *grade-level teams* and/or *problem-solving teams* can take a prominent role with *ABC Support* implementation. Whereas grade-level teams include teachers and representatives from one grade level or combined levels (e.g., K-3), problem-solving teams typically consist of individuals across several grades and include such specialists as speech and language therapists, school psychologists, and administrators. Teams that have input into MTSS may have specific recommendations about how *ABC Support* can be implemented.

Practice Recommendation: *We recommend that school professionals work with a school team in the adoption and implementation of ABC Support.*

CONSENSUS BUILDING

Consensus-building involves establishing a common vision for integrated interventions. Consensus-building can occur through sharing this manual with colleagues, scheduling meetings to discuss *ABC Support*, or offering professional development. Whatever the mechanism, it is important to provide opportunities for colleagues to ask questions, discuss *ABC Support* implementation, and build consensus - for example, "What does our universal instruction already offer in terms of academic and behavior support?" "What modifications to existing supplemental programs can be made to adopt *ABC Support*?" "What additional resources are needed to adopt, implement, and sustain *ABC Support*?"

Practice Recommendation: *We recommend using a consensus-building process to establish a shared vision regarding the need and implementation of ABC Support.*

LEADERSHIP

Leadership is critical in ensuring that MTSS operates effectively. School “leaders” are individuals who have a major role in decision-making and are responsible for promoting consensus regarding integrated academic and behavior interventions. These individuals may include the building principal, director of student services, or problem-solving team leader. Research documents the importance of strong leadership to launch new initiatives and sustain the implementation of evidence-based practices. Leaders should also have a commitment to the two components discussed previously, teamwork and consensus building.

Practice Recommendation: *We recommend that a school leader be identified who will support the adoption, implementation, and sustainability of ABC Support.*

INFRASTRUCTURE DEVELOPMENT

The infrastructure of support already in the school will have a bearing on the success of *ABC Support*. Infrastructure development can occur through *resource mapping* to determine what assessment and intervention materials are being used in the academic and behavior domains of MTSS (e.g., how progress-monitoring is conducted; what interventions are being used; who is using these resources). Once there is accurate knowledge of resources, it is desirable to convey that information through grade-level team meetings, school-based workshops, or web-based sessions that offer flexible access for all school professionals.

Practice Recommendation: *We recommend that schools do resource-mapping to identify behavior/academic assessment and interventions already being used.*

IMPLEMENTATION PROCESS

Implementation requires a blueprint for how *ABC Support* will be used in the school. The implementation process is similar to the process for consensus-building and infrastructure-development. Sharing this manual with colleagues and teams will set the occasion for discussing “next steps” in implementing *ABC Support*. During the sharing process, an individual familiar with implementation of *ABC Support* should be available to answer questions and provide guidance when needed.

Practice Recommendation: *We recommend that this manual be shared with colleagues to provide a template for how an integrated intervention for academic and behavior support can be developed and implemented effectively.*

ASSESSMENT AND DATA MANAGEMENT SYSTEMS

To strengthen decision-making, it will be important to design or adopt (a) reliable and valid screening and benchmark assessment procedures to identify students who will benefit from *ABC Support*, and (b) progress-monitoring strategies to gauge

progress as *ABC Support* is implemented. Assessment and data management systems promote data-based decision-making. Data allow educators to make decisions about student outcomes and whether additional interventions are needed.

Practice Recommendation: *We recommend that school professionals design or adopt screening and benchmark assessment procedures, as well as progress-monitoring strategies, to support data-based decision-making for ABC Support.*

SUPPORT FOR TEACHERS WHO IMPLEMENT ABC SUPPORT

Successful implementation and sustainability of *ABC Support* will require ongoing professional development and coaching for teachers and others involved in implementing supplemental interventions. Three components of effective support include: (a) conducting implementation fidelity checks and providing feedback to improve implementation; (b) developing a mechanism for teachers to communicate about student progress and implementation challenges; and (c) engaging in problem-solving to address challenges.

Practice Recommendation: *We recommend that ongoing professional development and coaching be given to teachers to ensure success of ABC Support.*

TIERED CONTINUUM OF ACADEMIC INSTRUCTION AND BEHAVIOR SUPPORT ALREADY IN PLACE

A primary assumption for schools that adopt *ABC Support* is that effective universal academic instruction and behavior support are already in place, and that *ABC Support* is aligned with these supports. For example, a school may have an existing universal curriculum for reading fluency or school-wide positive behavior support system. (See *Appendix F* for guidelines for implementing effective classroom-level behavior support, or “classroom management.”) Ideally, *ABC Support* will fit seamlessly with these existing systems. Schools should also have options for more intense interventions for students who do not make adequate progress in *ABC Support*.

Practice Recommendation: *We recommend that schools have in place a tiered continuum of strong academic instruction and behavior support and that ABC Support aligns with these tiers.*

SUSTAINABILITY OF ABC SUPPORT

Once *ABC Support* is being implemented with success, the team may ask, “What can be done to sustain the program?” Our recommendation is to construct lists addressing three issues to promote sustainability (Cooper et al., 2007). Delineating these issues in a list format is a proactive approach to facilitating sustainability.

Issue 1: List all the **positive features** of *ABC Support*, including benefits for (a) students (e.g., positive change in reading fluency and engaged behavior), (b) school staff (e.g., efficiency of time and resources), and (c) families whose children participate in *ABC Support*. A list of all positive features should be made public and shared among key stakeholders.

Issue 2: List all the **settings and situations** where *ABC Support* could be used. For example, *ABC Support* can be used as a template for integrating a combined focus on multiple academic and behavior domains – beyond reading fluency and engagement (*Section I-C*).

Issue 3: List all the **potential “users”** of *ABC Support* and requisite **skills, training, and resources** needed for successful implementation. A complete list of all school professionals who may need consultation or training to implement *ABC Support*, as well as the resources necessary to support effective implementation, will facilitate development of a plan to support sustainability.

Practice Recommendation: *We recommend school professionals address three issues, listing the benefits and tasks related to sustainability of ABC Support.*

EVALUATING AND ESTABLISHING CONTEXTUAL SUPPORT

Schools will be most successful with *ABC Support* if they are able to establish all, or as many as possible, of the contextual support components described above. Table 5 provides a checklist to (a) evaluate the current level of development of each component of contextual support, and (b) provide a framework to guide efforts to enhance or “put in place” missing components.

Table 5. Checklist of Contextual Support Components

System-Level Component	Yes: <i>Component is well-established.</i> Next steps to maintain this component?	Partially: <i>Component is not well-established</i> Next steps to strengthen this component?	No: <i>Component is not in place.</i> Next steps to establish this component?
1. Teamwork: Colleagues and Collaboration: Have school professionals worked with a team in the adoption and implementation process?			
2. Consensus Building: Has a consensus-building process occurred to establish a common vision regarding the need for and implementation of <i>ABC Support</i> ?			
3. Strong Leadership: Has a leader been identified who will support adoption, implementation, and sustainability of <i>ABC Support</i> ?			
4. Infrastructure Development: Has the school engaged in resource-mapping to identify assessment and intervention materials already being used?			
5. Process Implementation: Has this manual been shared with colleagues to provide a template for developing and implementing an integrated intervention?			
6. Assessment and Data Management Systems: Has the school designed/adopted (a) screening and benchmark assessment procedures to identify students for <i>ABC Support</i> , and (b) progress-monitoring strategies to gauge progress?			
7. Support for Teachers Who Implement ABC Support: Will ongoing professional development and coaching be provided to ensure the success of <i>ABC Support</i> ?			
8. Tiered Continuum of Academic Instruction and Behavior Support Already in Place: Does the school have a tiered continuum of academic instruction and behavior support with which <i>ABC Support</i> is aligned?			
9. Sustainability of ABC Support: Have lists been constructed to identify: (a) positive features of <i>ABC Support</i> ; (b) potential implementation settings and situations; and (c) "users" and necessary skills, training, and resources for successful implementation?			



ABC SUPPORT

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PART II: IMPLEMENTATION PROCEDURES

Part II presents semi-scripted, step-by-step procedures for (a) conducting two student orientation sessions (prior to the intervention), and (b) implementing a standard sequence of procedures for each *ABC Support* intervention session. A section that offers more detailed and expanded procedural guidelines for several key features of the intervention is also included.

ABC Support may be implemented in a one-on-one format with individual students, or as a small-group intervention with 2-3 students. Section II-A describes *ABC Support* implementation procedures for use with individual students; Section II-B describes implementation of *ABC Support* with small groups. Although the procedures vary slightly between individual versus small-group implementation, the same evidence-based intervention elements (see Table 1) are incorporated into either an individual or small-group format.

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SECTION II-A: IMPLEMENTATION WITH INDIVIDUAL STUDENTS

ABC Support was developed to be implemented with individual students or with a small group of students. Section II-A focuses on *individual implementation*. Semi-scripted procedures are provided for (a) conducting two orientation sessions prior to the start of the intervention period (Section II-A.1), and (b) implementing each intervention session according to a standard sequence of steps (Section II-A.2).

Appendix G describes the procedures and results of an experimental pilot study that evaluated the benefits of *ABC Support* when implemented with individual students. Given the research support for individual implementation, interventionists may opt to implement the intervention initially with an individual student *before* moving to small-group implementation.



SECTION II-A.1: STUDENT ORIENTATION SESSIONS

This section explains the steps for conducting two 20-minute *Student Orientation Sessions* (ideally across two consecutive days) prior to the start of the intervention period. The aim of the orientation sessions is to provide the student with explanations, demonstrations, and opportunities to practice the key implementation features of *ABC Support*. The *Intervention Materials Handbook* includes materials to use for demonstration purposes during the orientation sessions. An icon in the upper left corner identifies each sample material; the icons also appear in the description of procedures to signal when each material is to be used.

ORIENTATION SESSION #1

Objectives of Orientation Session #1:

1. Provide a general overview of *ABC Support*.
2. Teach and demonstrate the READ expectations.
3. Demonstrate how to use the following materials:
 - a. *Behavior Points Card*
 - b. *Behavior Graph*
 - c. *Reward Chart*
4. Explain the procedure of “repeated reading” and allow the student to complete one practice timed reading (one-minute passage reading).

1

Provide General Overview of ABC Support

1. Explain the purpose of *ABC Support* – to give extra practice in reading and provide extra support for behaviors like paying attention that will help the student do his/her very best with reading in school.
2. Explain the schedule and format for *ABC Support* – the student will work with the teacher individually, 20 minutes each day, 3 days a week, for 6-8 weeks.

2

Teach and Demonstrate READ Expectations

1. Explain that just like in the classroom and on the playground, there are expectations for the *ABC Support* sessions.
2. Display the *READ Expectations Card*. READ
3. Say: **There will be expectations for both behavior and reading during the *ABC Support* sessions. The word "READ" will help you remember the expectations.**



4. Explain each expectation. One example and one non-example for each expectation are included on the back of the sample card. Generate additional examples and non-examples that reflect specific expectations for your classroom. Students may come up with their own examples and non-examples (e.g., **What kinds of behaviors show that you are being respectful?**).





READ Expectation	Examples for ABC Support	Non-Examples for ABC Support
<u>R</u>ead carefully, but not too slowly.	I read smoothly and stay focused on my reading. I try to go a little faster every time I read so I can read more and more words correctly. <i>Another example:</i> _____	I read too slowly, so the story is hard to remember (<i>demonstrate</i>). I do not read carefully, so I make mistakes and do not understand what I read (<i>demonstrate</i>). <i>Another non-example:</i> _____
<u>E</u>nthusiasm and <u>E</u>xcitement are in my voice.	I try to change my voice when I read to make it sound interesting and exciting (<i>demonstrate</i>). <i>Another example:</i> _____	My voice is boring and always sounds the same, so the story is not interesting for me (<i>demonstrate</i>). <i>Another non-example:</i> _____
<u>A</u>ttitude and <u>A</u>ttention are good.	I SMILE! I stay happy and ready to read even when it is hard. I pay attention to the teacher and to what I am reading. <i>Another example:</i> _____	I get mad or grumpy if I make mistakes when I read the stories. I look around the room or get out of my seat instead of reading. <i>Another non-example:</i> _____
<u>D</u>o my best reading and behavior!	I tell myself to do my best reading and show my best behavior. <i>Another example:</i> _____	I tell myself I do not want to practice reading, and I refuse to try. <i>Another non-example:</i> _____

5. Redirect student behavior, as needed, throughout the orientation session. For example, if the student looks around the room instead of paying attention, say: **I notice you are looking around the room instead of listening to me. How can you change your behavior to follow the READ expectations?** Refer to the READ expectations.

3 Demonstrate use of *Behavior Points Card*

1. Say: **Every time we work together, you will have a chance to earn points for following the READ expectations. You will have three times to earn points during each session. The points will be circled on a *Behavior Points Card*.**
2. Show the *Behavior Points Card*.

1 2 3 My Behavior Points Card

	Am I Reading very carefully, but not too slowly? 			Is there Enthusiasm and Excitement in my voice? 			Do I have a positive Attitude and good Attention? 			Am I Doing my best reading and my best behavior? 			Total Points
Time 1	1	2	3	1	2	3	1	2	3	1	2	3	
Time 2	1	2	3	1	2	3	1	2	3	1	2	3	
Time 3	1	2	3	1	2	3	1	2	3	1	2	3	
How many behavior points altogether for today?												<input type="text"/>	

3. Say: **Here's how the points work.** Use the self-question, "Do I have a positive attitude and good attention?" to illustrate how points are earned.
 - **If you don't do the behavior very much, and I need to give you lots of reminders, then you get 1 point.** Talk about what the student would do to earn 1 point for this expectation. Circle the 1 under the expectation for Time 1 on the sample card.
 - **To get 2 points, you do the behavior some of the time, but maybe not all the time; I may also need to remind you about what to do.** Talk about what the student would do to earn 2 points for this expectation. Circle the 2 under the expectation for Time 2 on the sample card.
 - **To get 3 points, you should do the behavior all the time without being reminded.** Talk about what the student would do to earn 3 points. Circle the 3 under the expectation for Time 3 on the sample card.

4

Demonstrate Goal Setting and Recording on *Behavior Graph*

1. Show the *Behavior Graph*.



2. Say: **At the start of every session you will have a goal for the total number of points you want to earn. I will write the goal here.** Point to the goal box on the *Behavior Graph*. **Let's pretend that your goal is 26 points.** Demonstrate how to write the goal in the box (see [1] below). **You can draw a line on the graph to show your goal.** Demonstrate or allow the student to draw the goal line (see [2] below).



[1] Box for writing the goal (total number of points) for the session.

[2] Goal line for the session for total number of points.





[3] Circle to show the total points earned on *Behavior Points Card*.

Points	Session 1 Goal
36	26
35	
34	
33	
32	
31	
30	
29	
28	
27	
26	
25	
24	
23	
22	
21	
20	
19	
18	
17	
16	
15	
14	
13	
12	

5 Demonstrate Graphing Total Points on Behavior Graph

1. Say: **Let's pretend these are the points you earned for a session.** On a copy of the *Behavior Points Card*, circle the points for Time 1 and write the total for Time 1; do the same for Time 2 and Time 3. The points should be the same as shown in the example below:

1 2 3 My Behavior Points Card

	Am I R eading very carefully, but not too slowly? 			Is there E nthusiasm and E xcitement in my voice? 			Do I have a positive A ttitude and good A ttention? 			Am I D oing my best reading and my best behavior? 			Total Points
Time 1	1	2	3	1	2	3	1	2	3	1	2	3	8
Time 2	1	2	3	1	2	3	1	2	3	1	2	3	9
Time 3	1	2	3	1	2	3	1	2	3	1	2	3	12
How many behavior points altogether for today?													29

2. Say: **At the end of the session, I will add up your points.** Demonstrate on the *Behavior Points Card*, as illustrated above. **These points add up to 29. You can draw a circle on the graph to show the total points you earned for the session.** Demonstrate or allow the student to draw the circle for total points earned (see [3] on previous page).

6 Demonstrate Use of Reward Chart

1. Show the *Reward Chart*.

★ **Reward Chart**



	Session 1 Date:	Session 2 Date:	Session 3 Date:	Session 4 Date:	Session 5 Date:	Session 6 Date:	Session 7 Date:	Session 8 Date:	Session 9 Date:	Session 10 Date:	Session 11 Date:	Session 12 Date:
 I made my behavior goal today!	★											
 I made my reading goal today!												
 I made both my goals today!												

Reward (star) for meeting behavior goal.

2. Say: **Look at the *Behavior Graph*. If you earned enough points to reach your goal, you will get a reward. Is the circle for the total points above the goal line? Yes! So, you get a star on this chart.** Place a star sticker on the sample chart for the behavior goal for Session 1. **If you do not earn enough points to reach your goal, you can try again the next time.**

7

Explain and Practice One-Minute Passage Reading

1. Explain the procedure of repeated reading by saying: **Now that you understand how the behavior points work, I am going to explain the reading practice you will do. It's always important to practice if you want to get better at doing something. If you want to get better at playing soccer, you need to practice. If you want to get better at putting your toys away quickly, you also need to practice. If you want to get better at riding a bicycle, you practice. It's the same idea for reading. If you want to get better at reading, it's important to practice. Every time we work together, you'll have a chance to practice your reading so you can get better and better. Each time you practice reading, it will also be a chance to practice the READ expectations and to earn behavior points.**
2. Take out the student copy of *Orientation Passage 1*.  *ORIENTATION PASSAGE 1*
3. Say: **We are going to practice reading a story, so you'll know what it is like to read for one minute. It might be hard the first time you try to read a passage - but that's okay because you will always have three tries to read the same passage. Also, I will help you with your reading.**
4. Point to the *READ Expectations Card* and give this reminder: **As you read, remember the READ expectations we talked about. Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!**
5. Take out the teacher copy of *Orientation Passage 1* and place in front of you.  *ORIENTATION PASSAGE 1*
6. Introduce the passage by saying: **The title of the story you are going to read today is "John's Flute." It is about a boy who cannot stop playing his flute! Because this is practice, you will only read the passage once.** [These directions are printed directly on the teacher copy.]
7. Then say: **When I say, "begin," start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you. Do you have any questions?** [These directions are printed directly on the teacher copy.]
8. Place the student copy of the passage in front of the student, point to where s/he should start reading, and say, **"begin."** Start timing as soon as the student reads the first word.

9. *Slash* errors on the teacher copy while the student reads. If he/she pauses on a word for 3 or more seconds, *slash* the word and read it for the student. Follow the WCPM scoring procedures described in *Section II-C, Scoring and Recording Words Correct per Minute* and printed on the teacher copy. At the end of one minute, say, “**stop.**” Draw a vertical line [|] after the last word read (on the teacher copy). Calculate and record the WCPM on the teacher copy.

8

Wrap-Up and Preview for Orientation Session #2

1. Ask for questions to clarify: (a) READ expectations; (b) *Behavior Points Card*; (c) *Behavior Graph*; (d) *Reward Card*; or (e) one-minute passage reading.
2. Explain that during the next orientation session, you will talk about setting a reading goal and using a graph to show progress in reading.

ORIENTATION SESSION #2

Objectives of Orientation Session #2:

1. Review the READ expectations, *Behavior Points Card*, and *Behavior Graph*.
2. Demonstrate how to use the following materials:
 - a. *Reading Graph*
 - b. *Reward Chart*
3. Allow the student to practice another one-minute timed reading.
4. Preview the *ABC Support* intervention sessions.
5. Explain the *I CAN READ* card.


1

Review *READ* Expectations, Behavior Points Card, and Behavior Graph

1. Display the *READ Expectations Card* and review the READ expectations. Ask the student to explain each expectation in his/her own words. Refer to the examples and non-examples as needed.
2. Show the *Behavior Points Card* and *Behavior Graph*. Review procedures for recording the behavior goal, circling points, and graphing total points.

2

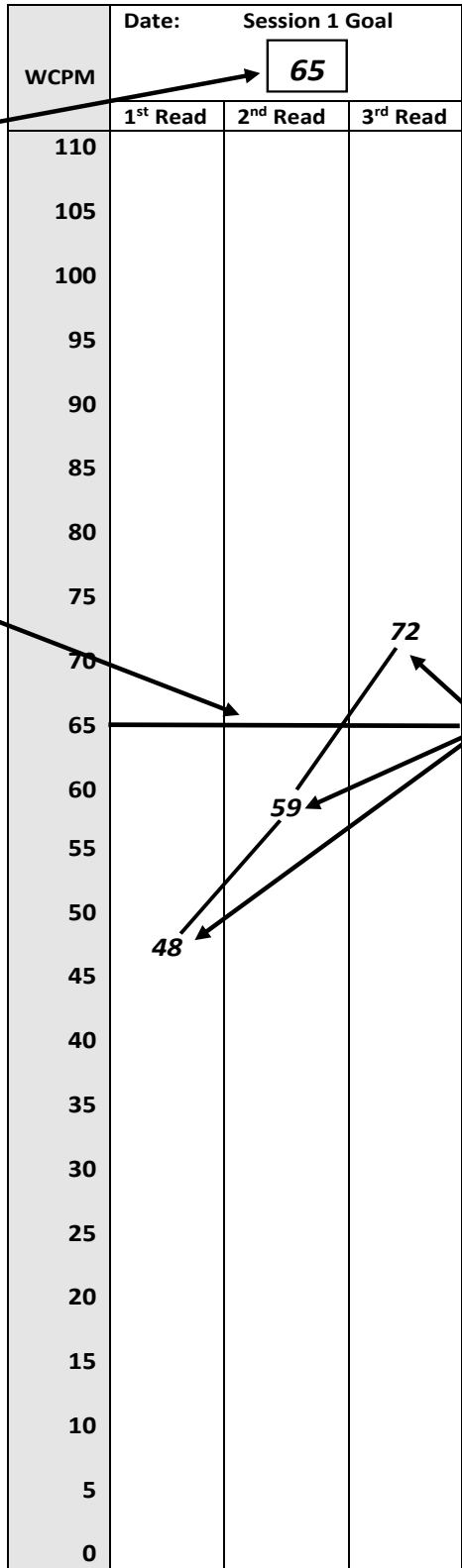
Demonstrate Goal-Setting and Recording on the *Reading Graph*

1. Say: **Just like having a goal for behavior, you will have a goal for reading. The reading goal is the number of words you want to read correctly on the third time reading the same passage.**
2. Show the *Reading Graph*.  *Reading Graph*
3. Say: **At the start of every session, you will have a reading goal for the number of words to read correctly. I will write the goal here.** Point to the goal box on the sample graph. **Let's pretend that your reading goal is 65 words.** Demonstrate how to write the goal in the box (see [1] on next page). **You can draw a line on the graph to show your goal.** Demonstrate or allow student to draw goal line (see [2] on next page).

[1] Box for writing the reading goal (WCPM) for the session.

[2] Goal line for the session passage.

[3] WCPM for 1st, 2nd, and 3rd passage readings.



3 Demonstrate Graphing WCPM on *Reading Graph*


1. Say: **Every time we work together, you will read the same short passage three times. Each time you should read carefully, but not too slowly, to try to reach your goal. After each try, I will tell you how many words you read correctly, and you will write that number on the graph.**

2. Refer to a copy of the *Reading Graph* and say: **Let’s pretend the first time you read the passage, you read 48 words. The number 48 goes here. The second time, you read 59 words, so 59 goes here. And the third time, you read 72 words, so that number goes here.** Demonstrate or allow the student to write WCPM for each passage reading on the graph (see [3] on previous page).







3. Say: **You can draw a line to connect the three numbers to show how much you improved from the first time to the third time you read the passage.** Demonstrate or allow student to draw line (see example on previous page).

4 Demonstrate Use of *Reward Chart*

1. Show the *Reward Chart*.





Reward Chart

	Session 1 Date:	Session 2 Date:	Session 3 Date:	Session 4 Date:	Session 5 Date:	Session 6 Date:	Session 7 Date:	Session 8 Date:	Session 9 Date:	Session 10 Date:	Session 11 Date:	Session 12 Date:
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;"> [1] Reward (star) for meeting reading goal. </div>												
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;"> [2] Extra reward (star) for meeting both goals. </div>												
  												

2. Say: **This is the same *Reward Chart* I showed you the last time; it has one star for meeting the behavior goal. Just like the behavior goal, if you read enough words to reach your reading goal, you will get a star. So, let’s look at the *Reading Graph*. Is the number of words you read on the last try above the goal line? Yes! You get another star on this chart.** Place a star sticker on the sample chart for the reading goal for Session 1 (see [1] above). **If you don’t reach your reading goal, you can try again next time. If you make *both* your behavior goal and your reading goal, then you earn an extra sticker!** Place a sticker on the sample chart for meeting both goals (see [2] above).

5

Practice One-Minute Passage Reading

1. Say: **We are going to practice reading a new story, so you'll get more practice reading for one minute. Remember the first time you read a story it might be hard; that's okay because you will have three tries to read the same passage, and I will help you with your reading.**
2. Point to the card with the *READ Expectations Card* and give this reminder: **As you read this passage, remember the READ expectations we talked about. Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!**
3. Take out the student copy of *Orientation Passage 2*.  *ORIENTATION PASSAGE 2*
4. Introduce the passage by saying: **The title of this passage is "Healthy Foods." It describes different types of food that keep your body healthy and strong. Like the last time this is just practice; so, you'll only read the passage once.** (Directions printed on teacher copy.)
5. Then say: **When I say, "begin," start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you. Do you have any questions?** (Directions on teacher copy).
6. Place the teacher copy of *Orientation Passage 2* in front of you.  *ORIENTATION PASSAGE 2*
7. Place the student copy of the passage in front of the student, point to where s/he should start reading, and say, **"begin."** Start timing as the soon as the student reads the first word.
8. *Slash* errors on the teacher copy while the student reads. If he/she pauses on a word for 3 or more seconds, *slash* the word and read it for the student. Follow the WCPM scoring procedures described in *Section II-C, Scoring and Recording Words Correct per Minute* and printed on the teacher copy. At the end of one minute, say, **"stop."** Draw a vertical line [|] after the last word read (on the teacher copy). Calculate and record the WCPM on the teacher copy.

6

Review ABC Support Procedures

1. Say: **Next week we will start meeting together three times a week to practice reading and to work on the READ expectations. Remember, at the start of each session, you will have a goal for both reading and behavior. After we set your goals, you will read the same passage three times. Today we only read the passage once because it was just for practice. All the other times you'll read the passage three times. You will have three chances to meet your reading goal and three chances to earn points to meet your behavior goal. Do you have any questions about what we will do when we start working together next week?**

2. Give at least one concise and specific praise statement related to a READ expectation the student did well. **Today, I noticed that you** [praise behavior] **just like in our READ expectations.**

7 Explain the *I CAN READ* Card

1. Show the *I Can Read* card.



Say: **This is called the “I CAN READ” card. I will tape a card like this to the corner of your desk (or other visible location). Whenever we have reading in class, like partner reading or reading out loud, look at this card to remind yourself about the READ expectations. While you read, check to make sure you are doing each READ expectation. This card will remind you to** (point to each expectation on the card): **(a) read carefully, but not too slowly; (b) read with enthusiasm in your voice; (c) keep a good attitude and pay attention; and (d) show your best behavior and reading. While you read, if there is one expectation you have a hard time doing (like paying attention), then remember to work extra hard on that the next time you read.**



SECTION II-A.2: DESCRIPTION AND SEQUENCE OF INTERVENTION STEPS

The purpose of this section is to present step-by-step, semi-scripted directions for conducting the *ABC Support* intervention sessions with individual students. Each intervention session incorporates the same sequence of intervention steps, as described below. The recommended length for the intervention period is 6-8 consecutive weeks, with three 20-minute intervention sessions per week.

IMPLEMENTATION TIPS

1. Use the *Implementation Self-Guide* (for individual student) as a guide for implementing the intervention steps in the **specific order** as described in this section. This self-guide is in the *Intervention Materials Handbook*.



2. Refer to *Section II-C: Detailed Procedures for Implementation Elements* for **expanded and detailed explanations** about how to implement key components of the *ABC Support* intervention. The components with expanded directions are denoted with an * and with shaded labels, as illustrated at the right:








13

Reading Error Correction *

3. The procedures indicate specific times for giving praise to the student. In addition to these designated times, give **praise relative to the READ expectations** throughout each session, as needed and when appropriate to meet the student's needs. Refer to *Appendix C* for tips for effective praise.
4. Provide **behavior redirection**, as needed and when appropriate, by referring to the READ expectations.
5. Across intervention sessions, **adapt the amount of scripted teacher direction and support** to accommodate the student's individual need for either greater or less teacher direction – while still implementing each intervention step with fidelity. Refer to *Appendix D* for suggestions about how to accommodate individual student needs within *ABC Support*.

6. Each implementation tool in the *Intervention Materials Handbook* is identified by a small icon in the upper left-hand corner. These icons are incorporated into the description of the implementation procedures to **link each implementation tool with the specific intervention step(s)** during which it is used. See the diagram below for the implementation material labels, corresponding icons, and brief descriptions.

***Intervention Material Labels,
Corresponding Icons, and Descriptions***

<i>Implementation Self-Guide:</i>		Card to serve as a brief guide for implementing the intervention steps in the correct order.
<i>READ Expectations Card:</i>	READ	Card with READ expectations (side 1) and examples/non-examples of each expectation (side 2). Laminating the card is recommended.
<i>Reading Graph:</i>	 Reading Graph	Graph to note reading goal, record WCPM for each reading, and graph performance across 3 readings. Copy one graph (back-to-back with Behavior Graph) for each intervention week.
<i>Behavior Graph:</i>	 Behavior Graph	Graph to note behavior goal and record total behavior points for each session. Copy one graph (back-to-back with Reading Graph) for each intervention week.
<i>Student Copy (of passage):</i>		Large-print copy of each training passage that the student reads three times per intervention session.
<i>Teacher Copy (of passage):</i>		Copy of each training passage that the teacher uses to record reading errors and WCPM for each passage reading.
<i>Behavior Points Card:</i>	1 2 3	Grid for recording behavior points. Print on cardstock and laminate so that points can be circled for each session and then erased for repeated use. Or, photocopy one per session.
<i>Reward Chart:</i>		Chart for awarding stickers for each intervention session when reading and/or behavior goals are met.
<i>I CAN READ Card</i>		Small card with READ expectations (to tape to desk) to help the student remember and meet expectations during regular classroom instruction in reading.

IMPLEMENTATION PROCEDURES

1

Expectations

Say: **Let's start today by reviewing the READ expectations.** READ
Display *READ Expectations Card* and review expectations. Refer to examples and non-examples of each expectation, as needed, on the back of the card (as well as your own examples). Ask: **Do you have any questions about these expectations?** Keep the card out for reference throughout the session.

2

Goal-Setting *

Reading Goal: Refer to *Goal-Setting Guidelines* (see Section II-C) to determine a reading goal (WCPM) for the session. Determine the reading goal *prior* to the intervention session. Show the *Reading Graph* for the week. Say: **Let's set a reading goal for today. Today your reading goal is ____.** Write the goal in the box at the top of the graph for the session; ask the student to draw a line on the graph to show his/her goal for the session.



Behavior Goal: Refer to *Goal-Setting Guidelines* (see Section II-C) to determine a behavior goal (points) for the session. Determine the behavior goal *prior* to the intervention session. Show the *Behavior Graph* for the week. Say: **Let's also set a behavior goal for today. Today your goal is to earn ____ points.** Write the goal in the box at the top of the graph for the session; ask the student to draw a line on the graph to show his/her goal for the session.



FIRST PASSAGE READING

3

Prompting

Introduce the session's passage by saying: **OK, now we are ready for you to read the passage for today. Remember the passage might be hard to read the first time – but you will get two more times to practice, and I will give you help with reading.** Read the title and one-sentence preview of the passage printed on the *Teacher Copy*.

Prompt the first reading by saying: **Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!**

4

Repeated Practice and Scoring * [1st passage reading]

Put the *Student Copy* of the passage in front of the student face down.



Give directions for the first reading by saying: **When I say, “begin,” start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you.**

Turn over the *Student Copy* of the passage, point to where the student should start reading (first word of the passage), and say, **“begin.”** Start timing as soon as the student reads the first word.

Slash each error on the *Teacher Copy*. If the student pauses on a word for 3 or more seconds, *slash* it and say the word for the student. At the end of one minute, say **“stop,”** and draw a vertical line [|] after the last word read on the *Teacher Copy*.



Refer to *Scoring and Recording Words Correct per Minute* (see Section II-C and on the *Teacher Copy*) to score errors and calculate WCPM for each reading.

5

Feedback + Recording + Praise for Reading

Feedback: Show the *Reading Graph*. Say:
You read ___ words correctly on that try.

*Reading Graph*

Recording: Allow the student to write the WCPM (e.g., 46) in the general space on the *Reading Graph* (e.g., between 45 and 50 WCPM) for their first passage reading [column 1 on the graph]. Record WCPM on the *Teacher Copy* of the passage.

Praise: Give at least one concise and specific praise statement related to a READ expectation the student did well. For example: **You read the story with a lot of great expression in your voice.**

6

Feedback + Recording + Praise for Behavior

Feedback: Show the *Behavior Points Card*. Circle the number of points earned for the passage reading, saying: **You earned ___ points for reading carefully; ___ points for reading with enthusiasm; ___ points for good attitude and attention; and ___ points for doing your best.** If the student earned less than 3 points for a behavior, say: **You only earned ___ points for ___ because _____.** Use the *Read Expectations Card* as needed when providing feedback.

1 2 3

Recording: Allow the student to write the “Total Points” (for Time 1) in the right-hand column on the *Behavior Points Card*.

Praise: Give at least one concise and specific praise statement related to a READ expectation the student did well. For example: **Thank you for doing your best.**

7 Prompting [for the modeling component]

Say: **Now I am going to read the passage. When I read, I am going to remember the READ expectations.** [Point to *READ Expectations Card*.] **I will read carefully, but not too slowly. I will read with enthusiasm and excitement in my voice. I will have a good attitude and pay attention while I read. And, I will do my best reading and show my best behavior.**

8 Modeling

Place the *Student Copy* of the passage in front of the student face up.

Say: **I want you to follow along with your finger while I read. Here's the tricky part: Sometimes I will stop reading. When I stop reading, it'll be your turn to read. This will show me that you are following along.**



Demonstrate appropriate behavior and fluent reading while you read the passage from the *Teacher Copy*. Read about *one-third of the passage* – at a rate that is appropriate for the passage content and commensurate with the student's skill level. If necessary, prompt the student to follow along with his/her finger.

At *three different points* in the remainder of the passage, stop reading in the middle of a sentence/line and have the student finish reading to the end of the sentence/line. After the student has finished reading, begin reading again.

Give at least one concise and specific praise statement. For example: **WOW! You did a great job following along while I read.**

SECOND PASSAGE READING

9 Prompting

Prompt the second reading by saying: **Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!**

10 Repeated Practice and Scoring * [2nd passage reading]

Repeat the same procedures for repeated practice as described above (Step 4).

11**Reading Error Correction ***

Select 1-3 words the student read incorrectly or with limited fluency. Select a balance of high-frequency sight words and phonetically regular words (i.e., words that can be sounded out) for the error-correction procedure. Select missed/difficult words that are central to the meaning of the passage. Say: **Now let's practice some of the words that were a little hard to read.**

The student refers to the *Student Copy* of the passage for the error-correction procedure. Use the letter-word-phrase (LWP) error correction procedure (described in detail in *Section II-C, Reading Error Correction Procedure*) for each missed/difficult word. Specifically: (a) say the letter and letter sound that was misread (*letter correction*); (b) read the whole word and ask the student to repeat the word two times (*word correction*); and (c) read a meaningful thought phrase that contains the missed word and ask the student to read the phrase two times (*phrase correction*).

**12****Feedback + Recording + Praise for Reading**

Provide feedback + record WCPM + give praise for the second passage reading using the same procedures as described above (Step 5).

13**Feedback + Recording + Praise for Behavior**

Provide feedback + circle and record behavior points + give praise for behavior during the second passage reading using the procedures described above (Step 6).

THIRD PASSAGE READING

14**Prompting**

Prompt the third reading by saying: **Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!**

15**Repeated Practice and Scoring * [3rd passage reading]**

Repeat the same procedures for repeated practice as described above (Step 4). For the third passage reading *only*, continue reading aloud for the student to the end of the passage from the point where he/she stopped reading at one minute.

16**Feedback + Recording + Praise for Reading**

Provide feedback + record WCPM + give praise for the third passage reading using the same procedures as described above (Step 5).

17**Feedback + Recording + Praise for Behavior**

Provide feedback + circle and record behavior points + and give praise for behavior during the third passage reading using the procedures described above (Step 6).

18**Graphing + Feedback/Praise for Reading**

Allow the student to draw lines to connect each WCPM point on the *Reading Graph*.



Provide feedback and praise to the student about his/her improvement. For example, say: **Look how much you improved your reading on this passage. You read ___ words correctly the first time you read the passage, but after practicing you read ___ words correctly.**

19**Graphing + Feedback/Praise for Behavior**

Add up behavior points on the *Behavior Points Card*. Allow the student to make a circle on the *Behavior Graph* for total points earned.



Provide feedback and praise about the student's behavior. Say: **Today you received ___ points. You did a great job of _____. Next session I want you to work on _____.**

20**Reward**

For reading: Point to the goal line and the final WCPM score on the *Reading Graph*. Ask: **Did you meet your goal for reading?** If yes, the student puts a sticker on the *Reward Chart*. Deliver specific, honest, and varied praise when delivering stars. If no, explain that s/he will have a chance next time.



For behavior: Point to the goal line and the behavior points on the *Behavior Graph*. Ask: **Did you meet your goal for behavior?** If yes, the student puts a sticker on the *Reward Chart*. Deliver specific, honest, and varied praise when delivering stars. If no, explain that s/he will have a chance the next time.



Extra reward: If the student met *both* goals say: **You met your goal for reading *and* you met your goal for behavior, so you get an extra star on your chart today!** Allow the student to put a sticker on the *Reward Chart*.



21 ***I CAN READ* Reminder ***

Use *READ Expectations Card* to refer to the student's behavior during the session for examples of meeting or not meeting expectations. Tell the student to use the *I CAN READ* card to remember to do the READ expectations during reading instruction in the classroom. For more detailed guidelines, refer to *Using the "I CAN READ" Self-Monitoring Procedures* in *Section II-C*.





SECTION II-B: IMPLEMENTATION WITH SMALL GROUPS OF STUDENTS

ABC Support was developed to be implemented with individual students or with a small group of 2-3 students. Section II-B focuses on *small-group implementation*. Semi-scripted procedures are provided for (a) conducting two orientation sessions prior to the start of the intervention period (Section II-B.1), and (b) implementing each intervention session according to a standard sequence of steps (Section II-B.2).

The small-group implementation format is designed for up to 3 students. Intervention research has not identified an ideal number of students to participate in small-group implementation. Nonetheless, best-practice guidelines for supplemental interventions (e.g., Brown-Chidsey & Steege, 2010) combined with findings from a limited number of empirical students lend support for our recommendation that small-group implementation of *ABC Support* be limited to 3 students. Doabler et al. (2019), for example, studied the impact of group size (2 or 5 students) on treatment intensity and effectiveness of a supplemental math intervention. Compared to a group of 5 students, students in a group with only 2 students participated in more frequent and higher quality individualized practice opportunities. Vaughn et al. (2003) examined the impact of group size (1, 3, or 10 students) on the effectiveness of a supplemental reading intervention. They found that implementation with 1 or 3 students led to similar benefits; however, implementation with a group 10 students resulted in significantly lower outcomes.

References:

Brown-Chidsey, R., & Steege, M. W. (2010). *Response to intervention: Principles and strategies for effective practice*. New York, NY: Guilford.

Doabler, C. T., Clarke, B., Kosty, D., Kurtz-Nelson, E., Fien, H., Smolkowski, K., & Baker, S. K. (2019). Examining the impact of group size on the treatment intensity of a Tier 2 mathematics intervention within a systematic framework of replication. *Journal of Learning Disabilities, 52* 168-180.

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D. P., Dickson, S., & Blozis, S. A. (2003). Reading Instruction Grouping for Students with Reading Difficulties. *Remedial and Special Education, 24*, 301-315.



SECTION II-B.1: STUDENT ORIENTATION SESSIONS

This section explains steps for conducting two 20-minute *Student Orientation Sessions* (ideally, across two consecutive days) prior to the start of the intervention period. The aim of the orientation sessions is to provide students with explanations, demonstrations, and opportunities to practice the key implementation features of *ABC Support*. The *Intervention Materials Handbook* includes materials to use for demonstration purposes during the orientation sessions. An icon in the upper left corner identifies each sample material; the icons also appear in the description of procedures to signal when each material is to be used.

ORIENTATION SESSION #1

Objectives of Orientation Session #1:

1. Provide a general overview of *ABC Support*.
2. Teach and demonstrate the READ expectations.
3. Demonstrate how to use the following materials:
 - a. *Behavior Points Card*
 - b. *Behavior Graph*
 - c. *Reward Chart*
4. Explain the procedure of “repeated reading” and allow each student in the group to complete one practice timed reading (one-minute passage reading).

1

Provide General Overview of ABC Support

1. Explain the purpose of *ABC Support* – to give extra practice in reading and provide extra support for behaviors like paying attention that will help students do their very best with reading in school.
2. Explain the schedule and format for *ABC Support* – students will work as a group with the teacher 20 minutes a day, 3 times a week, for 6-8 weeks.

Teach and Demonstrate READ Expectations

1. Explain that just like in the classroom and on the playground, there are expectations for the *ABC Support* sessions.
2. Display the *READ Expectations Card*.

READ

3. Say: **There will be expectations for both behavior and reading during the *ABC Support* sessions. The word "READ" will help you remember the expectations.**







4. Explain each expectation. One example and one non-example for each expectation are included on the back of the sample card. Generate additional examples and non-examples that reflect specific expectations for your classroom. Students may come up with their own examples and non-examples (e.g., **What kinds of behaviors show that you are being respectful?**).

READ Expectation	Examples for ABC Support	Non-Examples for ABC Support
Read carefully, but not too slowly.	I read smoothly and stay focused on my reading. I try to go a little faster every time I read so I can read more words correctly. <i>Another example:</i> _____	I read too slowly, so the story is hard to remember. I do not read carefully, so I make mistakes and do not understand what I read (<i>demonstrate</i>). <i>Another non-example:</i> _____
Enthusiasm and Excitement in my voice.	I try to change my voice when I read to make it sound interesting and exciting (<i>demonstrate</i>). <i>Another example:</i> _____	My voice is boring and always sounds the same, so the story is not interesting for me (<i>demonstrate</i>). <i>Another non-example:</i> _____
Attitude and Attention are good.	I SMILE! I stay happy and ready to read even when it is hard. I pay attention to the teacher and when others are reading. <i>Another example:</i> _____	I get mad or grumpy if I make mistakes when I read the stories. I look around the room or get out of my seat instead of reading. <i>Another non-example:</i> _____
Do my best reading and behavior!	I tell myself to do my best reading and show my best behavior. <i>Another example:</i> _____	I tell myself I do not want to practice reading, and I refuse to try. <i>Another non-example:</i> _____

- Redirect student behavior, as needed, throughout the orientation session. For example, if a student looks around the room instead of paying attention, say: **I notice you are looking around the room instead of listening to me. How can you change your behavior to follow the READ expectations?** Refer to the READ expectations.

3 Demonstrate use of *Behavior Points Card*

- Say: **Every time we work together, you will have a chance to earn points for following the READ expectations. You will have three times to earn points during each session. The points will be circled on a Behavior Points Card.**
- Show the *Behavior Points Card*.

1 2 3		My Behavior Points Card											
	Am I Reading very carefully, but not too slowly? 			Is there Enthusiasm and Excitement in my voice? 			Do I have a positive Attitude and good Attention? 			Am I Doing my best reading and my best behavior? 			Total Points
Time 1	1	2	3	1	2	3	1	2	3	1	2	3	
Time 2	1	2	3	1	2	3	1	2	3	1	2	3	
Time 3	1	2	3	1	2	3	1	2	3	1	2	3	
How many behavior points altogether for today?												<input type="text"/>	

- Say: **Here's how the points work.** Use the self-question, "Do I have a positive attitude and good attention?" to illustrate how points are earned.
 - If you don't do the behavior very much, and I need to give you lots of reminders, then you get 1 point.** Talk about what students would do to earn 1 point for this expectation. Circle the 1 under the expectation for Time 1 on the sample card.
 - To get 2 points, you do the behavior some of the time, but maybe not all the time; I may also need to remind you about what to do.** Talk about what students would do to earn 2 points for this expectation. Circle the 2 under the expectation for Time 2 on the sample card.
 - To get 3 points, you should do the behavior all the time without being reminded.** Talk about what students would do to earn 3 points. Circle the 3 under the expectation for Time 3 on the sample card.

4

Demonstrate Goal Setting and Recording on *Behavior Graph*

1. Show the *Behavior Graph*.



Behavior Graph

2. Say: **At the start of every session you will have a goal for the total number of points you want to earn. I will write the goal here.** Point to the goal box on the *Behavior Graph*. **Let's pretend your goal is 26 points.** Point to the goal (26) in the box (see [1] below). **You can draw a line on the graph to show your goal.** Demonstrate how to draw the goal line (see [2] below).



Behavior Graph

[1] Box for writing the goal (total number of points) for the session.

[2] Goal line for the session for total number of points.





[3] Circle to show the total points earned on *Behavior Points Card*.

Points	Session 1 Goal
36	26
35	
34	
33	
32	
31	
30	
29	
28	
27	
26	
25	
24	
23	
22	
21	
20	
19	
18	
17	
16	
15	
14	
13	
12	

5 Demonstrate Graphing Total Points on *Behavior Graph*

1. Say: **Let's pretend these are the points you earned for a session.** On a copy of the *Behavior Points Card*, circle the points for Time 1 and write the total for Time 1; do the same for Time 2 and Time 3. The points should be the same as shown in the example below:

1 2 3 My Behavior Points Card

	Am I R ead- ing very carefully, but not too slowly? 			Is there E nthusiasm and E xcitement in my voice? 			Do I have a positive A ttitude and good A ttention? 			Am I D oing my best reading and my best behavior? 			Total Points
Time 1	1	2	3	1	2	3	1	2	3	1	2	3	8
Time 2	1	2	3	1	2	3	1	2	3	1	2	3	9
Time 3	1	2	3	1	2	3	1	2	3	1	2	3	12
How many behavior points altogether for today?													29

2. Say: **At the end of the session, I will add up your points.** Demonstrate on the *Behavior Points Card*, as illustrated above. **These points add up to 29. You can draw a circle on the graph to show the total points you earned for the session.** Demonstrate how to draw the circle for total points earned (see [3] on previous page).

6 Demonstrate Use of *Reward Chart*

1. Show the *Reward Chart*.



Reward (star) for meeting behavior goal.

★ *Reward Chart*

	Session 1 Date:	Session 2 Date:	Session 3 Date:	Session 4 Date:	Session 5 Date:	Session 6 Date:	Session 7 Date:	Session 8 Date:	Session 9 Date:	Session 10 Date:	Session 11 Date:	Session 12 Date:
 I made my behavior goal today!	★											
 I made my reading goal today!												
 I made both my goals today!												

2. Say: **Look at the Behavior Graph. If you earned enough points to reach your goal, you will get a reward. Is the circle for the total points above the goal line? Yes! So, you get a star on this chart.** Place a star sticker on the sample chart for the behavior goal for Session 1. **If you do not earn enough points to reach your goal, you can try again the next time.**

Explain and Practice One-Minute Passage Reading

1. Explain the procedure of repeated reading by saying: **Now that you understand how the behavior points work, I am going to explain the reading practice you will do. It's always important to practice if you want to get better at doing something. If you want to get better at playing soccer, you need to practice. If you want to get better at putting your toys away quickly, you also need to practice. If you want to get better at riding a bicycle, you practice. It's the same idea for reading. If you want to get better at reading, it's important to practice. Every time we work together, you'll have a chance to practice reading so you can get better and better. Each time you practice your reading, it will also be a chance to practice the READ expectations and earn behavior points.**
2. Take out the student copy of *Orientation Passage 1*.  ORIENTATION PASSAGE 1
3. Say: **Each of you is going to practice reading a story so you'll know what it is like to read for one minute. It might be hard the first time you try to read a passage - but that's okay because you will always have two tries to read the same passage. Also, I will help you with your reading.**
4. Point to the *READ Expectations Card* and give this reminder: **As you read, remember the READ expectations we talked about. Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!**
5. Take out teacher copies of *Orientation Passage 1* (one for each student in the group) and place in front of you.  ORIENTATION PASSAGE 1
6. Introduce the passage by saying: **The title of the story you are going to practice reading today is "John's Flute." It is about a boy who cannot stop playing his flute! Because this is practice, each of you will only read the passage once.** [These directions are printed directly on the teacher copy.]
7. Each student in the group (in any order) will read the passage aloud for one minute. Explain that when one student is reading, the others should remain quiet until it is their turn to read. For each student's passage reading say: **When I say, "begin," start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you. Do you have any questions?** [These directions are printed directly on the teacher copy.]
8. Place the student copy of the passage in front of the student who is going to read, point to where s/he should start reading, and say, "**begin.**" Start timing as soon as the student reads the first word.

9. *Slash* errors on a teacher copy while the student reads. If he/she pauses on a word for 3 or more seconds, *slash* the word and read it for the student. Follow the WCPM scoring procedures described in *Section II-C, Scoring and Recording Words Correct per Minute* and printed on the teacher copy. At the end of one minute, say, “**stop.**” Draw a vertical line [||] after the last word read (on the teacher copy). Calculate and record the WCPM on the teacher copy.
10. Follow the same procedures for each student’s practice timed reading. Each student will read from the same student copy of the passage.

8

Wrap-Up and Preview for Orientation Session #2

1. Ask for questions to clarify: (a) READ expectations; (b) *Behavior Points Card*; (c) *Behavior Graph*; (d) *Reward Card*; or (e) one-minute passage reading.
2. Explain that during the next orientation session, you will talk about setting a reading goal and using a graph to show progress in reading.

ORIENTATION SESSION #2

Objectives of Orientation Session #2:

1. Review the READ expectations, *Behavior Points Card*, and *Behavior Graph*.
2. Demonstrate how to use the following materials:
 - a. *Reading Graph*
 - b. *Reward Chart*
3. Allow each student to practice another one-minute timed practice reading.
4. Preview the *ABC Support* intervention sessions.
5. Explain the *I CAN READ* card.


1

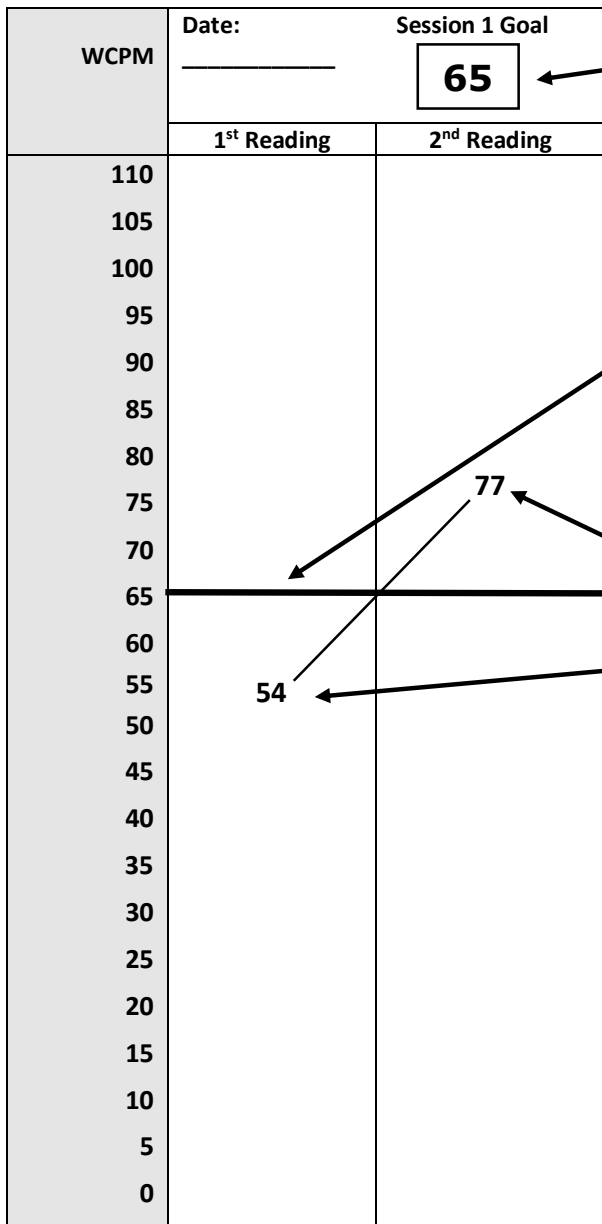
Review *READ* Expectations, Behavior Points Card, and Behavior Graph

1. Display the *READ Expectations Card* and review the READ expectations. Ask students to explain each expectation in their own words. Refer to the examples and non-examples as needed.
2. Show the *Behavior Points Card* and *Behavior Graph*. Review procedures for recording the behavior goal, circling points, and graphing total points.

2

Demonstrate Goal-Setting and Recording on the *Reading Graph*

1. Say: **Just like having a goal for behavior, you will have a goal for reading. The reading goal is the number of words you want to read correctly the second time you read the same passage.**
2. Show the *Reading Graph*.  *Reading Graph*
3. Say: **At the start of every session, you will have a reading goal for the number of words to read correctly. I will write the goal here.** Point to the goal box on copy of the graph. **Let's pretend your reading goal is 65 words.** Point to the goal (65) in the box (see [1] on next page). **You can draw a line on the graph to show your goal.** Demonstrate how to draw the goal line (see [2] on next page).



65

[1] Box for writing the reading goal (WCPM) for the session.

[2] Goal line for the session passage.

[3] WCPM for 1st and 2nd passage readings.

54

77

3 Demonstrate Graphing WCPM on Reading Graph

1. Say: **Every time we work together, each of you will have an opportunity to read the same short passage two times. You should read carefully, but not too slowly, to try to reach your goal. After each try, I will tell you how many words you read correctly, and you will write that number on the graph.**
2. Refer to the *Reading Graph* and say: **Let’s pretend the first time you read the passage, you read 54 words. The number 54 goes here. The second time, you read 77 words, so 77 goes here.** Demonstrate how to write the WCPM for each passage reading on the sample graph (see [3] on previous page).
3. Say: **You can draw a line to connect the two numbers to show how much you improved from the first time to the second time you read the passage.** Demonstrate how to draw the line (see example on previous page).

4 Demonstrate Use of Reward Chart

1. Show the *Reward Chart*.

★
Reward Chart

	Session 1 Date:	Session 2 Date:	Session 3 Date:	Session 4 Date:	Session 5 Date:	Session 6 Date:	Session 7 Date:	Session 8 Date:	Session 9 Date:	Session 10 Date:	Session 11 Date:	Session 12 Date:
I made my behavior goal today! ★	★											
I made my reading goal today! ★	★											
I made both my goals today! ★	★											



[1] Reward (star) for meeting reading goal.

[2] Extra reward (star) for meeting both goals.

2. Say: **This is the same *Reward Chart* I showed you the last time; it has one star for meeting the behavior goal. Just like the behavior goal, if you read enough words to reach your reading goal, you will get a star. So, let’s look at the *Reading Graph*. Is the number of words you read on the second try above the goal line? Yes! So, you would get another star on this chart.** Place a star sticker on the sample chart for the reading goal for Session 1 (see [1] above). **If you don’t reach your reading goal, you can try again next time. If you make both your behavior goal and your reading goal, then you earn an extra sticker!** Place a sticker on the sample chart for meeting both goals (see [2] above).

5

Practice One-Minute Passage Reading

1. Say: **We are going to practice reading a new story, so you'll get more practice reading for one minute. Remember the first time you read a story it might be hard; that's okay because you will have two tries to read the same passage, and I will help you with your reading.**
2. Point to the card with the *READ Expectations Card* and give this reminder: **As you read this passage, remember the READ expectations we talked about. Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!**
3. Take out the student copy of *Orientation Passage 2*.  *ORIENTATION PASSAGE 2*
4. Introduce the passage by saying: **The title of this passage is "Healthy Foods." It describes different types of food that keep your body healthy and strong. Like the last time this is just practice; so, you'll only read the passage once.** (Directions printed on teacher copy.)
5. Each student in the group (in a different order than the first orientation session) will read the passage aloud for one minute. Explain that when one student is reading, the others should remain quiet until it is their turn to read. For each student's passage reading say: **When I say, "begin," start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you. Do you have any questions?** (Directions on teacher copy).
6. Place a teacher copy of *Orientation Passage 2* in front of you.  *ORIENTATION PASSAGE 2*
7. Place the student copy of the passage in front of the student who is going to read, point to where s/he should start reading, and say, "**begin.**" Start timing as the soon as the student reads the first word.
8. *Slash* errors on the teacher copy while the student reads. If he/she pauses on a word for 3 or more seconds, *slash* the word and read it for the student. Follow the WCPM scoring procedures described in *Section II-C, Scoring and Recording Words Correct per Minute* and printed on the teacher copy. At the end of one minute, say, "**stop.**" Draw a vertical line [|] after the last word read (on the teacher copy). Calculate and record the WCPM on the teacher copy.
9. Follow the same procedures for each student's practice timed reading.

6

Review ABC Support Procedures

1. Say: **Next week we will start meeting together three times a week to practice reading and to work on the READ expectations. Remember, at the start of each session, you will have a goal for both reading and behavior. Each of you will have a chance to read the same passage two**

times. Today we only read the passage once because it was just for practice. All the other times you'll read the passage two times. You will have two chances to meet your reading goal and three chances to earn points to meet your behavior goal. Do you have any questions about what we will do when we start working together next week?

2. Give at least one concise and specific praise statement related to a READ expectation each student did well. **Today, I noticed that [student] did _____ just like in our READ expectations.**

7 Explain the *I CAN READ* Card

1. Show *I Can Read* card.





SECTION II-B.2: DESCRIPTION AND SEQUENCE OF INTERVENTION STEPS

The purpose of this section is to present step-by-step, semi-scripted directions for conducting the *ABC Support* intervention sessions with small groups of students. Each intervention session incorporates the same sequence of intervention steps, as described below. The recommended length for the intervention period is 6-8 consecutive weeks, with three 20-minute intervention sessions per week.

IMPLEMENTATION TIPS

1. Use the *Implementation Self-Guide* (for small group) as a guide for implementing the intervention steps in the **specific order** as described in this section. This self-guide is in the *Intervention Materials Handbook*.



2. Refer to *Section II-C: Detailed Procedures for Implementation Elements* for **expanded and detailed explanations** about how to implement key components of the *ABC Support* intervention. The components with expanded directions are denoted with an * and with shaded labels, as illustrated at the right:








13

Reading Error Correction *

3. The procedures indicate specific times for giving praise to students. In addition to these designated times, give **praise relative to the READ expectations** throughout each session, as needed and when appropriate to meet each student's needs. Refer to *Appendix C* for tips for effective praise.
4. Provide **behavior redirection**, as needed and when appropriate, by referring to the READ expectations.
5. Across intervention sessions, **adapt the amount of scripted teacher direction and support** to accommodate students' individual needs for either greater or less teacher direction – while still implementing each intervention step with fidelity. Refer to *Appendix D* for suggestions about how to accommodate individual student needs within *ABC Support*.

6. Each implementation tool in the *Intervention Materials Handbook* is identified by a small icon in the upper left-hand corner. These icons are incorporated into the description of the implementation procedures to **link each implementation tool with the specific intervention step(s)** during which it is used. See the diagram below for the implementation material labels, corresponding icons, and brief descriptions.

Intervention Material Labels, Corresponding Icons, and Descriptions

<i>Implementation Self-Guide:</i>		Card to serve as a brief guide for implementing intervention steps in the correct order.
<i>READ Expectations Card:</i>	READ	Card with READ expectations (side 1) and examples/non-examples of each expectation (side 2). Laminating the card is recommended.
<i>Reading Graph:</i>	 Reading Graph	Graph (one per student for each intervention week to be copied back-to-back with Behavior Graph) to note reading goal, record WCPM for each reading, and graph performance across two readings.
<i>Behavior Graph:</i>	 Behavior Graph	Graph (one per student for each intervention week to be copied back-to-back with Reading Graph) to note behavior goal and record total behavior points for each session.
<i>Student Copy (of passage):</i>		Large-print copy (one per student) of each training passage that students read two times per intervention session.
<i>Teacher copy (of passage):</i>		Copy of each training passage to record reading errors and WCPM for each passage reading. Make copies for each student in the group (per session).
<i>Behavior Points Card:</i>	1 2 3	Grid for recording behavior points - one copy for each student in the group per session.
<i>Reward Chart:</i>		Chart for awarding stickers for each intervention session when reading and/or behavior goals are met - one copy for each student in the group.
<i>I CAN READ Card</i>		Small card with READ expectations (to tape to desk) to help the student remember and meet expectations during regular classroom instruction in reading.

IMPLEMENTATION PROCEDURES

1

Expectations

Say: **Let's start today by reviewing the READ expectations.**

READ

Display the *READ Expectations Card* and review expectations.

Refer to examples and non-examples of each expectation, as needed, on the back of the card (as well as your own examples). Then ask: **Do you have any questions about these expectations?** Keep the card out for reference throughout the session.

2

Goal-Setting *

Reading Goal: Refer to *Goal-Setting Guidelines* (see Section II-C) to determine a reading goal (WCPM) for each student for the session. Reading goals may differ across students. Determine goals *prior* to the intervention session; write individual goals in the box at the top of each student's reading graph. At the beginning of the session, give students their *Reading Graph*. Say: **Look at the box at the top of your graph to see your reading goal for today. Draw a line on the graph to show your goal for today.**



Behavior Goal: Refer to *Goal-Setting Guidelines* (see Section II-C) to determine a behavior goal (points) for each student for the session. Determine goals *prior* to the intervention session; write individual goals in the box at the top of each student's behavior graph. Ask students to look at their *Behavior Graph*. Say: **Look at the box at the top of your graph to see your behavior goal for today. Draw a line on the graph to show your goal for today.**



FIRST PASSAGE READING

Introduce the session's passage by saying: **OK, now we are ready for you to read the passage for today. Remember the passage might be hard to read the first time – but you will get a second time to practice, and I will give you help with reading.** Determine the order in which students will read prior to the intervention session. Remember to vary the order in which students read between the first and second passage readings, and across intervention sessions.

Read the title and one-sentence preview of the passage printed on a *Teacher Copy* of the passage.



3

Prompting

Prompt the first reading by saying: **Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior! Also, remember to follow along with your finger when another student is reading.**

4

Repeated Practice and Scoring * [1st student]

Put a *Student Copy* of the passage in front of each student face down.



Give directions to the student who will read first by saying: **[Student name], when I say, "begin," start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you.**

Ask all students to turn over the *Student Copy* of the passage. For the student who is going to read, point to the first word of the passage on his/her copy, and say, "begin." Start timing as soon as the student reads the first word.

Slash each error on the *Teacher Copy*. If the student pauses on a word for 3 or more seconds, *slash* it and say the word for the student. At the end of one minute, say "stop," and draw a vertical line [|] after the last word read on the *Teacher Copy*.



Refer to *Scoring and Recording Words Correct per Minute* (in Section II-C and on the *Teacher Copy*) to score errors and calculate WCPM for each reading.

5

Feedback + Recording + Praise for Reading

Feedback: Show the *Reading Graph* of the student who read.
Say: **You read ___ words correctly on that try.**



Recording: Allow the student to write the WCPM (e.g., 46) in the general space on the *Reading Graph* (e.g., between 45 and 50 WCPM) for the first passage reading. Record WCPM on the *Teacher Copy* of the passage.

Praise: Give at least one concise and specific praise statement related to a READ expectation the student did well. For example: **You read the story with a lot of great expression in your voice.**

6**First Passage Reading By Other Students in Group**

Repeat Step 3 (Prompting), Step 4 (Repeated Practice and Scoring), and Step 5 (Feedback + Recording + Praise for Reading) for each of the other students in the small group.

7**Feedback + Recording + Praise for Behavior**

Feedback: Give students their *Behavior Points Card*.

1 2 3

Circle the number of points each student earned for the first passage reading, saying: **[Student name], you earned __ points for reading carefully; __ points for reading with enthusiasm; __ points for good attitude and attention; and __ points for doing your best.** If the student earned less than 3 points for a behavior, say: **You only earned __ points for __ because ____.** Use the *Read Expectations Card* as needed when providing feedback.

Recording: Allow students to write the "Total Points" (for Time 1) in the right-hand column on their *Behavior Points Card*.

Praise: Give at least one concise and specific praise statement related to a READ expectation each student did well. For example: **Thank you for doing your best.**

8**Reading Error Correction ***

Based on the first passage reading, select 1-3 words students read incorrectly or with limited fluency. Select a balance of high-frequency sight words and phonetically regular words (i.e., words that can be sounded out) for the error-correction procedure. Select missed/difficult words that are central to the meaning of the passage. Say: **Now let's practice some of the words that were a little hard to read.**

Students refer to their *Student Copy* of the passage when implementing the error-correction procedure. Use the letter-word-phrase (LWP) error correction procedure (described in detail in *Section II-C, Reading Error Correction Procedure*) for each missed/difficult word. Specifically: (a) say the letter and letter sound that was misread (*letter correction*); (b) read the whole word and ask students to repeat (in unison) the word two times (*word correction*); and (c) read a meaningful thought phrase that contains the missed word and ask students to read (again, in unison) the phrase two times (*phrase correction*).



9**Prompting** [for the modeling component]

Say: **Now I am going to read the passage. When I read, I am going to remember the READ expectations.** [Point to *READ Expectations Card*.] **I will read carefully, but not too slowly. I will read with enthusiasm and excitement in my voice. I will have a good attitude and pay attention while I read. And, I will do my best reading and show my best behavior.**

10**Modeling**

Place a *Student Copy* of the passage in front of each student face up. Say: **I want you to follow along with your finger while I read. Here's the tricky part: Sometimes I will stop reading. When I stop reading, one of you will have a turn to read. This will show me that you are following along.**

Demonstrate appropriate behavior and fluent reading while you read the passage from the *Teacher Copy*. Read about *one-third of the passage* – at a rate that is appropriate for the passage content and commensurate with the students' skill level. If necessary, prompt students to follow along with their finger.

At *three different points* in the remainder of the passage, stop reading in the middle of a sentence/line and have a student finish reading to the end of the sentence/line. After the student has finished reading, begin reading again. Each student in the group should have an opportunity to finish reading a sentence when you stop.

Give at least one concise and specific praise statement. For example: **WOW! You did a great job following along while I read.**

11**Feedback + Recording + Praise for Behavior**

Feedback: Give students their *Behavior Points Card*.

1 2 3

Circle the number of points each student earned during the error correction and modeling procedures, saying: **[Student name], you earned __ points for reading carefully; __ points for reading with enthusiasm; __ points for good attitude and attention; and __ points for doing your best.** If the student earned less than 3 points for a behavior, say: **You only earned __ points for __ because _____.**

Recording: Allow students to write the "Total Points" (for Time 2) in the right-hand column on their *Behavior Points Card*.

Praise: Give at least one concise and specific praise statement related to a READ expectation each student did well. For example: **Thank you for doing your best.**

SECOND PASSAGE READING

12

Prompting

Prompt the second reading by saying: **Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!**

13

Repeated Practice and Scoring * [1st student to read]

Repeat the same procedures for repeated practice as described above (Step 4).

14

Feedback + Recording + Praise for Reading

Provide feedback + record WCPM + give praise for the second passage reading using the same procedures as described above (Step 5).

15

Second Passage Reading By Other Students in Group

Repeat Step 3 (Prompting), Step 4 (Repeated Practice and Scoring), and Step 5 (Feedback + Recording + Praise for Reading) for each of the other students in the small group.

16

Feedback + Recording + Praise for Behavior

Give students their *Behavior Points Card*. Provide feedback; circle and record behavior points; give praise for behavior during the second passage reading using the procedures described above in Step 6.

1 2 3

17

Graphing + Feedback/Praise for Reading

Allow students to draw a line to connect the two WCPM points on their *Reading Graph*.



Provide feedback and praise to each student about their improvement. For example, say: **Look how much you improved your reading on this passage. You read ___ words correctly the first time you read the passage, but after practicing you read ___ words correctly.**

18**Graphing + Feedback/Praise for Behavior**

Add up behavior points on each student's *Behavior Points Card*. Allow students to make a circle on the *Behavior Graph* for total points earned.



Provide feedback and praise about the student's behavior. Say: **Today you received ___ points. You did a great job of ____.** Next session I want you to work on ____.

19**Reward**

For reading: Point to the goal line and the final WCPM score on the *Reading Graph*. Ask each student: **Did you meet your goal for reading?** If yes, the student puts a sticker on the *Reward Chart*. Deliver specific, honest, and varied praise when delivering stars. If no, explain that s/he will have a chance next time.



For behavior: Point to the goal line and the behavior points on the *Behavior Graph*. Ask each student: **Did you meet your goal for behavior?** If yes, the student puts a sticker on the *Reward Chart*. Deliver specific, honest, and varied praise when delivering stars. If no, explain that s/he will have a chance the next time.



Extra reward: If the student met *both* goals say: **You met your goal for reading and you met your goal for behavior, so you get an extra star on your chart today!** Allow the student to put another sticker on the *Reward Chart*.

**20****I CAN READ Reminder ***

Tell students to use the *I CAN READ* card to remember to do the READ expectations during reading instruction in the classroom. For more detailed guidelines, refer to *Using the "I CAN READ" Self-Monitoring Procedures* in *Section II-C*.



Say: **This is called the "I CAN READ" card. I will tape a card like this to the corner of your desk (or other visible location). Whenever we have reading in class, like partner reading or reading out loud, look at this card to remind yourself about the READ expectations. While you read, check to make sure you are doing each READ expectation. This card will remind you to** (point to each expectation on the card): **(a) read carefully, but not too slowly; (b) read with enthusiasm in your voice; (c) keep a good attitude and pay attention; and (d) show your best behavior and reading. While you read, if there is one expectation you have a hard time doing (like paying attention), then remember to work extra hard on that the next time you read.**



SECTION II-C: DETAILED PROCEDURES FOR IMPLEMENTATION ELEMENTS

This section includes expanded directions for implementing four key elements of each *ABC Support* intervention session: (a) goal setting; (b) scoring WCPM during passage readings; (c) providing letter-word-phrase correction; and (d) using the *I CAN READ* self-monitoring procedure.

GOAL SETTING GUIDELINES

WHAT? Two goals are established for each intervention session, one for oral reading fluency (reading goal) and one for behavior (behavior goal). Setting goals serves to orient students' attention to the task and maximizes performance.

1. The reading goal is the targeted number of words to read correctly (in one minute) on the final timed reading for each session. The abbreviation WCPM (*words correct per minute*) is used to denote this.
2. The behavior goal is the targeted number of total points to earn on the *Behavior Points Card* for each session.

WHEN? Goal setting occurs early in the intervention sequence, immediately following a review of the READ expectations. Because session goals are based, in large part, on student's performance during previous sessions, the reading and behavior goals should be determined *prior* to the start of each intervention session.

HOW? The most critical guideline is to select a goal that is **attainable**, yet slightly **higher than the previous goal** to ensure progress. General guidelines for selecting reading goals and behavior goals are provided below. Remember, however, that goals should be adjusted based on each student's performance.

Setting a Reading Goal (Words Correct per Minute):

1. Setting a Reading Goal for Week 1: Consider the student's average WCPM across the two practice passages from the orientation sessions. Based on previous research with *ABC Support*, we recommend the following:
 - a. If the student has **three practice readings during each intervention session**, the reading goals for the first week of intervention should be **20-25 words higher** than the average WCPM on the two orientation passages.

- b. If the student has **two practice readings during each intervention session**, the reading goals for the first week of intervention should be *10-15 words higher* than the average WCPM on the two orientation passages.
2. Setting a Reading Goal for Subsequent Intervention Weeks: Most early elementary students gain, on average, about two words per week in WCPM (*without* supplemental intervention). Therefore, try to increase the reading goal by *at least one word* from the previous session.
 3. Adjusting a Reading Goal: It is important to ensure success in meeting reading goals. Therefore, if the student is not successful in reaching his/her goal for two consecutive intervention sessions, lower the goal for the subsequent session. Specifically, after two consecutive sessions without meeting the goal, adjust the goal for the next session to be *5-10 words lower* than the previous goal.

Setting a Behavior Goal (Total Behavior Points):

The following table indicates low, middle, and high ranges for the total number of points students can earn during each intervention session on the *Behavior Points Card*.

Low Range	Middle Range	High Range
<p>12 - 19 (total points)</p> <p>1.0-1.6 (average # points per READ expectation)</p>	<p>20 - 28 (total points)</p> <p>1.7 - 2.3 (average # points per READ expectation)</p>	<p>29 - 36 (total points)</p> <p>2.4 - 3.0 (average # points per READ expectation)</p>

1. Setting a Behavior Goal for Week 1: Select a goal for each session of the first week of intervention within the lowest range (12-19 points).
2. Setting a Behavior Goal for Subsequent Intervention Weeks: For subsequent weeks, *increase the goal by at least 2-3 points*. By the end of the intervention period (6-8 weeks), the behavior goal should be set (and achieved) in the "High Range."

**SCORING AND RECORDING
WORDS CORRECT PER MINUTE**

WHAT? For each repeated reading, calculate (and record) the number of words read correctly in one minute [WCPM]. WCPM is a valid and reliable indicator of oral reading fluency.

WHEN? WCPM is scored and recorded on the *Teacher Copy* (and on the *Reading Graph*) for each timed passage reading during the intervention session.

HOW? Guidelines for scoring passage reading are explained on the following page.

1. Place the *Teacher Copy* of the passage in front of you [📄]. This recording version contains copies of the same passage, as well as (a) word counts at the end of each line in the passage to assist in determining the number of words read, and (b) a box for recording WCPM for each passage reading. Write the date at the top of the recording copy. See example of the *Teacher Copy* for a passage entitled "Growing Pumpkins" (on the following page).
2. Place the *Student Copy* of the passage in front of the student face down [📖]. The *Student Copy* includes a large-font version of the passage. The student reads from the same *Student Copy* for each repeated reading. See example of the *Student Copy* for "Growing Pumpkins" (on the following page).
3. To administer and score a one-minute passage reading, give these directions (also printed on the *Teacher Copy*): **When I say, "begin," start reading aloud at the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you. Do you have any questions?**
4. Say "begin," and start the stopwatch when the student says the first word. At the end of one minute, say "stop."
5. While the student reads the passage aloud, mark on the *Teacher Copy* by (a) drawing a slash (/) through each error, and (b) drawing a vertical line just after the last word read at one minute (|).
6. The following are types of reading errors that should be marked with a slash:
 - **Misread word** (ex: reading "truck" for "trust" or "steep" for "step")
 - **Omitted or skipped word** (ex: reading "the dog" for "the black dog")
 - **Added/omitted word part** (ex: reading "hitting" for "hit" or "car" for "cars")
 - **≥ 3-second hesitation** (taking 3 seconds or longer to read "danger")
7. The following are *not* errors:
 - **Added words** (ex: reading "the blue dress" instead of "the dress")
 - **Mispronunciation due to accent, dialect, or speech impediment**
 - **Repetitions in which the wording is correct**
 - **Self-correcting** a mistake. It is not an error if the word is corrected.
8. If the student pauses on a word for 3 or more seconds, slash it and say the word for the student. This is the *only* type of assistance or correction that may be provided while the student is reading.
9. To calculate WCPM, subtract the number of errors from the total number of words read in one minute. For example, if a student read 88 words in one minute and made 3 errors, then $WCPM = 88 - 3 = 85$. Record WCPM after every passage reading on the *Teacher Copy*.

Example of scoring and recording WCPM:

The *Teacher Copy* for "Growing Pumpkins" illustrates scoring WCPM:

- *1st Passage Reading:* Student read 27 words in one minute (| is drawn after "plant" in line 5) and made 4 errors (/ is drawn through 4 words). WCPM = 27 - 4 = **23**.
- *2nd Passage Reading:* Student read 36 words in one minute and made 4 errors. WCPM = 36 - 4 = **32**.
- *3rd Passage Reading:* Student read 46 words in one minute and made 4 errors. WCPM = 46 - 4 = **42**.

1 st Reading		2 nd Reading	
How do pumpkins grow? Pumpkins	5	How do pumpkins grow? Pumpkins	5
grow from small seeds. A seed is	12	grow from small seeds. A seed is	12
planted in the ground. Soon a small	19	planted in the ground. Soon a small	19
green plant starts to grow. The small	26	green plant starts to grow. The small	26
plant grows into a long vine. White	33	plant grows into a long vine. White	33
flowers grow on the vine. Tiny green	40	flowers grow on the vine. Tiny green	40
pumpkins grow out of the flowers. The	47	pumpkins grow out of the flowers. The	47
pumpkins get bigger and bigger. Then	53	pumpkins get bigger and bigger. Then	53
they turn orange in color. When they	60	they turn orange in color. When they	60
are orange, the pumpkins are ripe.	66	are orange, the pumpkins are ripe.	66
It's time to pick them.	71	It's time to pick them.	71
	WCPM: 23		WCPM: 32
3 rd Reading			
How do pumpkins grow? Pumpkins	5		
grow from small seeds. A seed is	12		
planted in the ground. Soon a small	19		
green plant starts to grow. The small	26		
plant grows into a long vine. White	33		
flowers grow on the vine. Tiny green	40		
pumpkins grow out of the flowers. The	47		
pumpkins get bigger and bigger. Then	53		
they turn orange in color. When they	60		
are orange, the pumpkins are ripe.	66		
It's time to pick them.	71		
	WCPM: 42		

Example of Student Copy



How do pumpkins grow? Pumpkins grow from small seeds. A seed is planted in the ground. Soon a small green plant starts to grow. The small plant grows into a long vine. White flowers grow on the vine. Tiny green pumpkins grow out of the flowers. The pumpkins get bigger and bigger. Then they turn orange in color. When they are orange, the pumpkins are ripe. It's time to pick them.

READING ERROR CORRECTION PROCEDURE

WHAT? Systematic error correction is provided for 1-3 missed or difficult words to aid in preventing students from repeating the same reading errors.

WHEN? Implement the letter-word-phrase (LWP) correction procedure once during each intervention session.

HOW? Use the following (LWP) correction procedure for each selected missed or difficult word:

1. Letter Correction: Using a student copy of the passage, point to the word and then to one part of the word (beginning, end, or middle) that was missed or difficult. Say the name of the letter(s). Then say the sound made by the letter(s) in the word.
2. Word Correction: Read the word while moving your finger under the word. Then have students read the word two times.
3. Phrase Correction: Next, read a meaningful thought phrase (3-6 words) containing the word, while moving your finger under each word. Ask students to read the phrase two times, while moving their finger under each word.

Here's an example of how to implement the LWP correction procedure in the case where a student incorrectly read "donate" as "doctor":

1. Letter Correction: Point to *donate* and point to the letter *n*. Say: **Let's look at this word. This letter is "n." In this word, the letter "n" sounds like /n/.**
2. Word Correction: Say: **The word is "donate."** [Move your finger under the word as you read it.] **Now you read the word.** [Students read the word.] **Read it one more time.** [Students read.] **Great!**
3. Phrase Correction: Say: **Now, listen while I read these words ... "donate toys we do not want."** [Move your finger under each word.] **Now you read these words.** [Students read the phrase.] **Read it again.** [Students read.] **That was very good reading!**

Note: Begin this error-correct procedure with word correction, if letter correction is not necessary. Likewise, go directly to phrase correction, if neither letter nor word correction is necessary for students.

USING THE "I CAN READ" SELF-MONITORING PROCEDURE

WHAT? The *I CAN READ* card is intended to (a) facilitate students' self-monitoring of the *ABC Support* READ expectations, and (b) promote generalization and maintenance of meeting READ expectations *outside* of the *ABC Support* intervention sessions.

WHEN? During all regular classroom activities that involve reading.

HOW? Use the following procedures to encourage students to engage in self-monitoring during regular classroom reading instruction/activities:

1. Pick a location for students to place the *I CAN READ* card. This compact card is designed to be placed on a desk corner, desk interior, notebook, or another high visibility location.
2. During reading instruction time, prompt students to use the *I CAN READ* card by saying: **Look at your *I CAN READ* card before and during the reading period and remind yourself to practice each READ expectation. While you are reading, ask yourself if you are doing the READ expectations, and try to do each one. After reading, if there were any READ expectations you did not do (for example, you did not read carefully), then remember to work on meeting that expectation next time.**
3. As much as possible, give students feedback about their performance relative to READ expectations. Praise students for meeting the READ expectations. Finally, reward students for meeting the READ expectations using the classroom's existing system for rewarding positive behaviors and meeting class-wide expectations.



ABC
SUPPORT

PART III: APPENDICES

Part III includes a series of appendices developed to supplement the conceptual and procedural information presented in the manual. Teachers are encouraged to refer to each appendix to enhance the implementation and effectiveness of the *ABC Support* intervention.

Part III. Appendices

Appendix A: Reading Fluency, One of Five Big Ideas in Reading

Appendix B: Research Support for Intervention Elements

Appendix C: Effective Praise

Appendix D: Accommodating Individual Needs in *ABC Support*

Appendix E: Guidelines to Enhance Cultural Responsivity

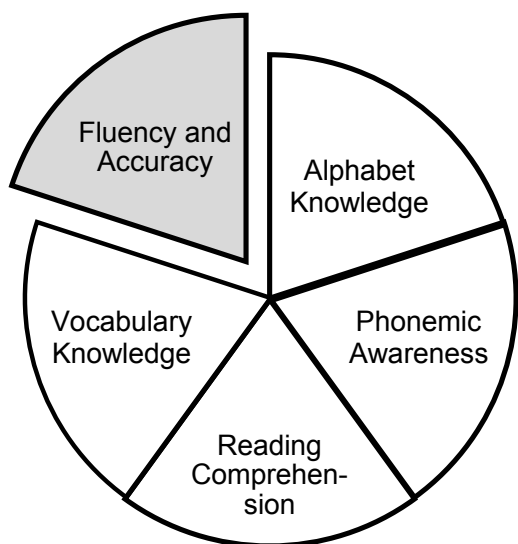
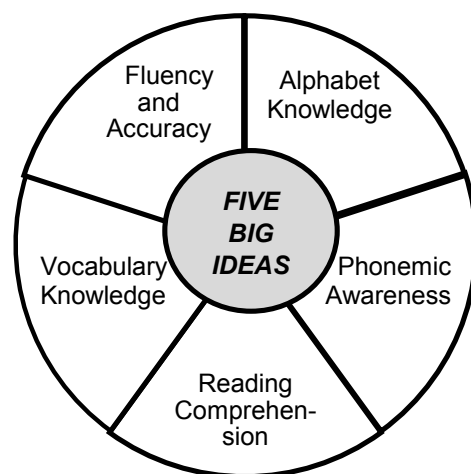
Appendix F: Tips for Classroom Management

Appendix G: Summary of Pilot Study Evaluation of *ABC Support*



APPENDIX A: READING FLUENCY, ONE OF FIVE BIG IDEAS IN READING

In 2000, the National Reading Panel (NRP) issued a report of its findings and conclusions from a multiple-year, systematic review of research on teaching reading. The NRP determined that reading is comprised of five essential components, each of which predicts the acquisition of reading ability and long-term reading success. These components, known as the “Five Big Ideas in Reading,” include alphabet knowledge, phonemic awareness, fluency, vocabulary, and comprehension. Reading research has continued to underscore the importance of providing high-quality universal reading instruction that focuses on each “big idea,” as well as the critical need for supplemental intervention to address students’ deficiencies in specific component(s). The purpose of this appendix is to contextualize fluency within this overall framework of “big ideas,” and to provide a brief overview of the other four key components of reading.



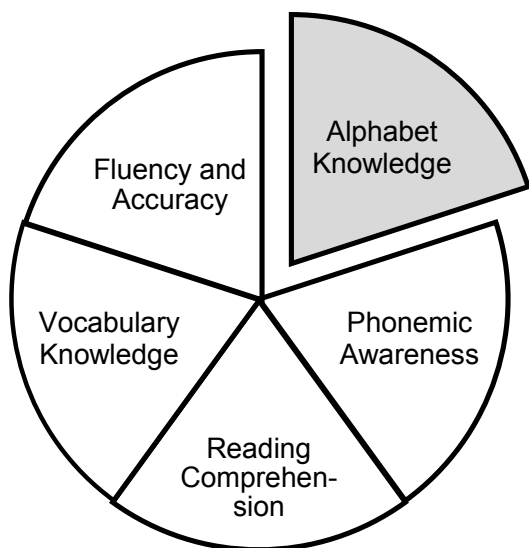
FLUENCY

The *ABC Support* focus on fluency is situated within the larger, conceptual framework of “big ideas” in reading. It is one of the five main areas that contribute to overall reading ability. Fluency is the ability to read orally with appropriate speed, accuracy, and proper expression. It is often viewed as the bridge between word recognition (linked to alphabet knowledge and phonemic awareness) and meaning (linked to vocabulary knowledge and reading comprehension). Students are most likely to benefit from an intervention focus on fluency if they have well-developed alphabet knowledge and phonemic awareness. Similarly, although fluency can improve meaning-related outcomes, students with specific deficits in vocabulary and/or comprehension will require explicit and focused intervention in these two areas.

Alphabet Knowledge

Alphabet Knowledge is the ability to ...

- Recognize the shapes and names of letters of the alphabet, both upper-case and lower-case letters.
- Understand that letters represent spoken sounds and to produce the sounds of letters or letter combinations.
- Use letter-sound associations to “decode” or sound out unfamiliar words.



Alphabet Knowledge is important because ...

- Letters and sounds are the most basic elements of words and must be learned to be able to read words.
- Students with knowledge of letter-sound associations learn to read (and spell) words accurately and quickly.

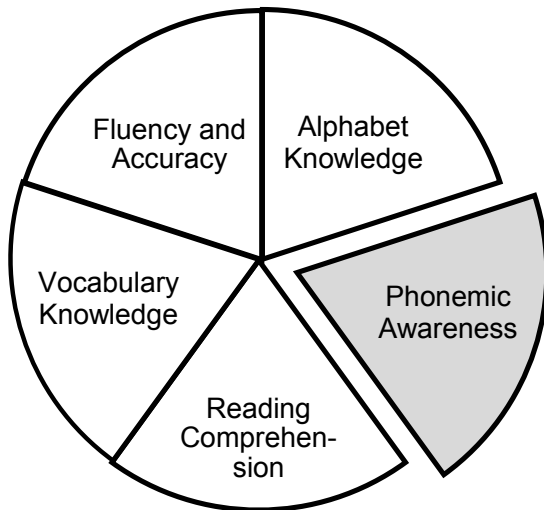
Alphabet Knowledge is strengthened by activities that focus on ...

- Matching or recognizing letters of the alphabet.
- Naming or identifying printed letters when they appear in words in books, signs, or other environmental print and when they are presented in random order.
- Giving the sounds that letters (individual letters or letter combinations) make in the context of real words.
- Encouraging students to use their knowledge of letter-sound associations (e.g., knowledge of the sound /at/ makes) to decode or “sound out” unfamiliar words with the same letters or letter patterns – e.g., *cat, rat, mat, fat, pat*.
- Providing explicit instruction on the names and sounds of individual letters or letter patterns through use of a chart with letters paired with pictures/printed labels of objects that contain the letters.

Phonemic Awareness

Phonemic Awareness is the ability to ...

- Understand that spoken language is made up of a sequence of separate speech sounds, e.g., (a) sentences are made up of separate words, or (b) words are made up of smaller sound parts or syllables.
- Notice and identify sounds in language, e.g., notice that (a) some words all end with the same sound (rhyming), or (b) some words all begin with the same sound (alliteration).
- Take apart (segment), move around (manipulate), and put together (blend) sounds.



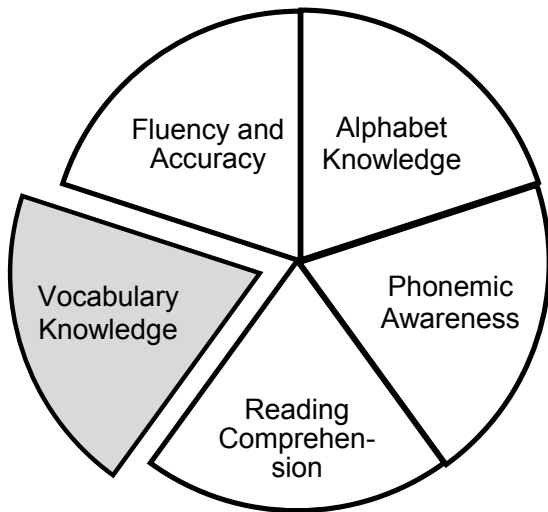
Phonemic Awareness is important because ...

- Students must understand that written letters and words represent sounds before they can learn to read letters and words.
- Lack of phonemic awareness is a major cause of early reading difficulties.
- Phonemic awareness is a strong long-term predictor of reading success.

Phonemic Awareness can be strengthened by activities that focus on ...

- Pointing out or having students recognize and produce rhyming words and rhyming patterns.
- Pointing out or having students recognize and produce alliteration (words that begin with the same sounds).
- Providing explicit instruction and practice in how to break down (segment) sentences into words, words into syllables, or words/syllables into individual sounds – followed by putting together (blending) words, syllables, and sounds.
- Playing word games or singing songs that involve manipulating (rearranging, substituting) sounds in words, e.g., have students replace the first sound in their name with the /b/ sound (*Sally* becomes *Bally*).

Vocabulary Knowledge



Vocabulary Knowledge is the ability to ...

- Understand the meaning of words in the context of passages or stories.
- Identify (name or label) objects and understand the meaning of concepts in written text.

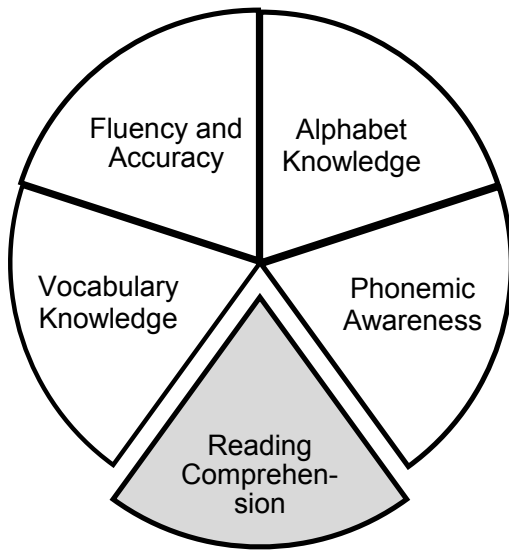
Vocabulary Knowledge is important because ...

- Understanding the meaning of words is essential for reading comprehension and contributes to overall school and social success.
- There is a strong connection between the size of students' vocabulary and how well they understand what they read or what is read aloud to them.
- Good vocabulary knowledge contributes to motivation and excitement about reading.

Vocabulary Knowledge can be strengthened by activities that focus on ...

- Explaining new words within a relevant context (e.g., in a story) versus providing a dictionary definition for the word.
- Helping students to use context clues and the surrounding text to arrive at a meaning of an unknown word.
- Explaining the meaning of words using both developmentally-appropriate language that is meaningful to the student and concrete examples (e.g., pictures, objects).
- Having students use new vocabulary words in another familiar context (outside of the reading text) to connect words to their own experiences.
- Reading aloud to students (especially high-interest text) to provide exposure to a more varied vocabulary words than what occurs in typical language exchanges.
- Teaching specific word meanings that are important for text comprehension.
- Encouraging "deep procesing" of word meanings, e.g., have students make up a novel sentence with a word, or think of a synonym or antonym.

READING COMPREHENSION



Reading Comprehension is the ability to ...

- Extract and remember (retell explain, communicate) information that is read.
- Understand, “make sense of,” or interpret content that is read.
- Engage in a process of “interacting with” written text (while the student is reading) to construct meaning.

Reading Comprehension is important because ...

- Comprehension is the reason for reading; the primary goal of reading is to derive some understanding of what the writer is trying to convey and, in turn, make use of that information.
- Having good comprehension ability increases one’s enjoyment and effectiveness of reading. Without the ability to understand, individuals cannot gain new knowledge or information.
- Good reading comprehension skills contribute to success in multiple academic and social domains.

Reading Comprehension can be strengthened by activities that focus on ...

- Teaching strategies supported by research to improve comprehension, including asking questions, summarizing, finding the main idea, or using graphic organizers.
- Providing students with opportunities to communicate to others what they have read and to engage in conversations, discussion and posing questions to others.
- Previewing text before reading to “activate students’ prior knowledge” and to help them tap into what they already know about a topic or a similar topic.
- Encouraging students to make predictions about the text before they read.
- Asking students to retell a story in their own words to force them to think about the content and draw their own conclusions about it.
- Having students “stop” at specific points while they are reading to ask themselves if they understand what they have been reading (comprehension self-monitoring).



APPENDIX B: RESEARCH SUPPORT FOR INTERVENTION ELEMENTS

Evidence-based academic and behavior interventions often incorporate similar intervention elements. Delineating these elements is a critical first step for integrating academic and behavior supports. To initiate development of the *ABC Support* intervention, we conducted a systematic review of multiple evidence sources. This review led to the identification of 12 key elements found in effective reading and behavior interventions. This appendix of research support for intervention elements includes three sections:

I. Glossary of Terms for Evidence-Based Elements

A brief explanation of each of the 12 evidence-based elements (listed in alphabetical order) is provided in the glossary.

II. Table of Evidence-Based Elements

The table of intervention elements lists the data sources that provide evidence of each element for both reading interventions and behavior interventions.

III. Evidence Citations

A comprehensive list of full citations for the data sources listed in the table is also included.

I. Glossary of Terms for Evidence-Based Elements

Appropriate match to student's level: The difficulty of an academic task and/or behavior expectations are aligned with the student's current skill level to ensure that students can be successful and to decrease problem behaviors. To achieve an appropriate match, tasks/expectations should be challenging but not too difficult; and, the amount of teacher scaffolds (prompting, assistance) should be matched to students' need for support.

Expectations: A predetermined set of positively described expectations or rules related to academic and behavior performance are clearly stated, explicitly taught (with both examples and non-examples), visually displayed and frequently reviewed. Communicating and reinforcing expectations provides the student with a clear understanding of desirable behavior/academic performance.

Feedback and Praise: Teacher-provided informative and positive statements describe a student's behavior or aspect of academic performance that aligns with rules/expectations. Using praise that is specific, consistent, quickly administered, and contingent on the occurrence of a desired behavior is an effective strategy for increasing desired behavior.

Goal Setting: Realistic goals are established for behavior and academic performance. Goal-setting increases the student's awareness of his/her performance and increases the frequency of targeted behaviors.

High Structure: Step-by-step routines create predictability and maximize instructional time. Providing structure requires an initial high level of teacher direction. Over time, teacher direction is gradually diminished, and students take on greater responsibility for maintaining structure and following routines independently.

Modeling: Through modeling, the teacher demonstrates fluent reading and appropriate behavior. Modeling increases the student's accuracy of words read during repeated practice. An effective model of fluent reading will read at approximately the current reading rate of the student, while maintaining appropriate prosody, to ensure that the student can follow along silently.

Prompts: Verbal supports, cues, or scaffolds assist students in performing a reading skill or behavior. Effective prompts are provided frequently to ensure high student success in complying with the expectations and are then gradually eliminated over time.

Reading Error Correction and Behavior Redirection: Following a passage reading, the teacher provides correction for up to three reading errors, and the student immediately practices the correct response. Similarly, following inaccurate performance of the stated behavior expectations, the teacher immediately redirects behavior by identifying the undesired behavior and having the student engage in the desired behavior.

Recording and Graphing: The provision of visual performance feedback occurs using active recording and graphing (by teachers and/or by students). Recording and graphing allow students to “see” their progress over time.

Repeated Practice: Repeated opportunities are provided for students to practice academic skills and/or to rehearse desired behaviors.

Reward: A positive reward, either verbal or tangible, is provided after the student demonstrates positive academic or behavior performance. Rewarding desirable behavior/performance increases task interest and strengthens desirable behaviors.

Self-monitoring: Observing one’s own performance (including self-recording) and then evaluating performance relative to a goal or expectation serve to strengthen performance. Self-observing and self-evaluating of both academic performance and behavior also result in long-term change.

II. Table of Evidence-Based Elements

<i>Evidence-Based Intervention Element</i>	<i>Evidence from Reading Interventions and Behavior Interventions</i>
<i>Expectations</i>	<p><i>Reading Interventions</i></p> <ul style="list-style-type: none"> • Archer & Hughes (2011) • Conte & Hintze (2000) • Therrien (2004) <p><i>Behavior Interventions</i></p> <ul style="list-style-type: none"> • Anderson & Borgmeier (2010) • Colvin et al. (1993) • Crone et al. (2010) • Kern & Clemens (2007) • OSEP Center on PBIS (2010) • Simonsen et al. (2008) • Stormont et al. (2012)
<i>Goal-setting</i>	<p><i>Reading Interventions</i></p> <ul style="list-style-type: none"> • Burns et al. (2012) • Chard et al. (2002) • Martens et al. (2007) • Sweeney et al. (2003) <p><i>Behavior Interventions</i></p> <ul style="list-style-type: none"> • Bruhn et al. (2016) • Campbell et al. (2013) • Martens et al. (1997)

<p>Modeling</p>	<p>Reading Interventions</p> <ul style="list-style-type: none"> • Begeny et al. (2009) • Chard et al. (2002) • Daly et al. (2015) • Kuhn & Stahl (2003) • Lewandowski et al. (2006) • Rupley et al. (2009) <p>Behavior Interventions</p> <ul style="list-style-type: none"> • Bear & Manning (2014) • Burns et al. (2012) • Colvin et al. (1993) • Stoiber & Gettinger (2016) • Stormont et al. (2012) • Sugai et al. (2002)
<p>Repeated practice</p>	<p>Reading Interventions</p> <ul style="list-style-type: none"> • Burns et al. (2008) • Burns et al. (2012) • Chard et al. (2002) • Daly et al. (2015) • Gibb & Wilder (2002) • Kuhn et al. (2006) • Meyer & Felton (1999) • Stahl (2004) • Therrien (2004) <p>Behavior Interventions</p> <ul style="list-style-type: none"> • Anderson & Borgmeier (2010) • Bear & Manning (2014) • Stoiber & Gettinger (2016) • Stormont et al. (2012)
<p>Prompts (cues, scaffolds)</p>	<p>Reading Interventions</p> <ul style="list-style-type: none"> • Cole (2006) • Coyne et al. (2007) • Graves & Graves (2003) • Kuhn et al. (2006) • O'Shea et al. (1985, 1987) • Stahl (2004) <p>Behavior Interventions</p> <ul style="list-style-type: none"> • Anderson & Borgmeier (2010) • Burns et al. (2012) • Colvin et al. (1993) • Faul et al. (2012) • Lampi et al. (2005) • OSEP Center on PBIS (2010) • Simonsen et al. (2010)

Feedback and praise	<p style="text-align: center;">Reading Interventions</p> <ul style="list-style-type: none"> • Alber-Morgan et al. (2007) • Archer & Hughes, 2011 • Burns et al. (2008) • Burns et al. (2012) • Daly et al. (2015) • Eckert et al. (2002) • Marzano et al. (2001) • Morgan & Sideridis (2006) <p style="text-align: center;">Behavior Interventions</p> <ul style="list-style-type: none"> • Kern & Clemens (2007) • Lampi et al. (2005) • OSEP Center on PBIS (2010) • Simonsen et al. (2008) • Simonsen et al. (2010) • Simonsen et al. (2017) • Sprick et al. (2002) • Sutherland et al.(2000)
Reading error correction and behavior redirection	<p style="text-align: center;">Reading Interventions</p> <ul style="list-style-type: none"> • Begeny et al. (2006) • Burns et al. (2012) • Daly et al. (2014) • O’Shea et al. (1984) • Stahl (2004) • Sukhram & Monda-Amaya (2017) <p style="text-align: center;">Behavior Interventions</p> <ul style="list-style-type: none"> • Anderson & Borgmeier (2010) • Bear & Manning (2014) • OSEP Center on PBIS (2010) • Simonsen et al. (2008)
Recording and graphing	<p style="text-align: center;">Reading Interventions</p> <ul style="list-style-type: none"> • Burns et al. (2012) • Conte & Hintze (2000) • Morgan & Sideridis (2006) • Scott & Shearer-Lingo (2002) • Shapiro (2011) <p style="text-align: center;">Behavior Interventions</p> <ul style="list-style-type: none"> • Crone et al. (2010) • Marzano et al. (2003) • Simonsen et al. (2008)
Rewards	<p style="text-align: center;">Reading Interventions</p> <ul style="list-style-type: none"> • Daly et al. (2014) • Martens & Witt (2004) • Marzano et al. (2001) • Morgan & Sideridis (2006)

	<p style="text-align: center;"><i>Behavior Interventions</i></p> <ul style="list-style-type: none"> • Burns et al. (2012) • Kame'enui & Darch (1995) • Marzano et al. (2003) • OSEP Center on PBIS (2010) • Simonsen et al. (2008) • Stormont et al. (2012)
<i>Self-monitoring</i>	<p style="text-align: center;"><i>Reading Interventions</i></p> <ul style="list-style-type: none"> • Gunter et al. (2003) • Joseph & Eveleigh (2011) • Shapiro (2011) <p style="text-align: center;"><i>Behavior Interventions</i></p> <ul style="list-style-type: none"> • Briesch & Chafouleas (2009) • Bruhn & Watt (2012) • Bruhn et al. (2015) • Mooney et al. (2005) • Shapiro et al. (2002) • Sheffield & Waller (2010)
<i>High level of structure</i>	<p style="text-align: center;"><i>Reading Interventions</i></p> <ul style="list-style-type: none"> • Archer & Hughes (2011) • Coyne et al. (2007) • Foorman & Torgesen (2001) • Rupley et al. (2009) <p style="text-align: center;"><i>Behavior Interventions</i></p> <ul style="list-style-type: none"> • Kern & Clemens (2007) • OSEP Center on PBIS (2010) • Simonsen et al. (2008)
<i>Appropriate match to student's level and interest</i>	<p style="text-align: center;"><i>Reading Interventions</i></p> <ul style="list-style-type: none"> • Archer & Hughes (2011) • Burns et al. (2008) • Gibb & Wilder (2002) • Martens & Witt (2004) • Scott & Shearer-Lingo (2002) <p style="text-align: center;"><i>Behavior Interventions</i></p> <ul style="list-style-type: none"> • Kame'enui & Darch (1995) • Kern & Clemens (2007) • Munk & Repp (1994)

III. Evidence Citations

- Alber-Morgan, S. R., Ramp, E. M., Anderson, L. L., & Martin, C. M. (2007). Effects of repeated readings, error correction, and performance feedback on the fluency and comprehension of middle school students with behavior problems. *The Journal of Special Education, 41*, 17-30.
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APPENDIX C: EFFECTIVE PRAISE

This appendix provides guidelines for delivering effective praise to students. Frequent and contingent praise has been shown to positively modify student behavior (Sutherland, Wehby, & Copeland, 2000), making it a valuable tool to utilize. Provided below is a list of helpful strategies for delivering effective praise (adapted from Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009), along with examples and non-examples.

Make your praise statement specific about the student's appropriate behavior or accomplishment.

- a. Example: "You did a good job following along with your finger as you read!"
This statement identifies the specific skill of following text with the finger.
- b. Non-example: "Good work!"
This non-example fails to acknowledge a specific behavior, which makes it difficult for the student to determine which behavior(s) are being acknowledged.

Give praise immediately after (and contingent on) the desired behavior.

- a. Example: Alex is sitting quietly during the read-aloud. You pause and say, "Alex you are doing such a nice job sitting quietly and listening."
This statement occurred quickly after the desired behavior, maximizing the effectiveness of the praise statement.
- b. Non-example: Alex sat quietly during the read-aloud. At the end of the school day, as Alex is leaving, you say, "Alex you did a nice job sitting quietly during read aloud."
This non-example does illustrate specific praise; however, it occurred long after the desired behavior occurred, reducing the effectiveness of the praise statement.

Acknowledge and praise expected/desired behavior more than unexpected/undesired behavior, aiming for a 4:1 ratio.

- a. Example: You say to a student, "Please head back to your seat. This is not a time to be moving around." A few minutes later you say to the same student, "Thank you for sitting quietly in your seat." A bit later you say, "I can tell you are really concentrating on your work. Thanks for the hard work!"

This example illustrates acknowledging expected behavior more than undesired behavior. Although the undesired behavior was noted (i.e., "This is not a time to be moving around."), there were more instances of praise for desired behavior.

- b. Non-example: You say to the student, "Please get back in your seat!" A few minutes later you say to the same student, "Quiet down!" Later, you say, "Thank you for reading quietly!"
This non-example illustrates greater acknowledgement of undesired behavior compared to praise of expected behavior.

Vary the wording of praise statements and the behaviors being praised.

- a. Example: A student is reading a difficult passage and you say, "You are being very persistent working through that passage." Thirty minutes later, you see the same student waiting for the computer and say, "Thank you for waiting so patiently for that computer. I am sure your friend using the computer appreciates that."

These statements identify different behaviors and utilize a variety of words to acknowledge the student's behavior. Additionally, each statement points out unique qualities and values (i.e., persistence; patience)

- b. Non-example: A student is reading a difficult passage, and you say, "You are doing a great job reading that passage." Later, you see the same student silently reading a book of choice and say, "You are doing a good job reading that passage quietly."

These statements, although specific, are similar in wording and describe the same behavior (reading). These statements are likely to promote appropriate reading behavior; however, it would be more effective to praise other appropriate behaviors, as well.

Initiate praise as opposed to praising after the student elicits praise.

- a. Example: You say to a student who is cleaning up, "I really like how you are cleaning up your area. Great job!"

In this example, the student's desired behavior was acknowledge and praised without the student telling you what s/he did (i.e., not elicited).

- b. Non-example: A student cleans up the desk and says, "Look, I just cleaned off my desk!" You respond, "Good job, thank you for doing that. It looks great!"

Although this non-example is a positive statement, it was given only after the student brought his/her behavior to your attention (i.e., elicited).

Give praise statements focusing on the student's effort and improvement rather than abilities or outcomes.

- a. Example: "You did a great job sounding out the words you did not know!"
This statement focuses on the student's efforts at sounding out unknown, difficult words.

- b. Non-example: "You are great at reading!"
This statement is evaluative of the student's reading ability. Such statements may not promote a student's confidence in being able to work through challenging material.

Praise frequently when the student is learning a new skill, and intermittently once the skill is acquired.

- a. Example: When students are learning to raise their hands instead of shouting out, you praise them each time they raise their hand. When they have acquired the skill and perform it competently and consistently, you praise hand-raising a couple of times each day.
This illustrates how a new behavior is praised each time it occurs. Once the behavior is fully learned, praise is offered less frequently.
- b. Non-example: When students are learning to raise their hands instead of shouting out, you praise about every third time they perform the desired behavior.
In this non-example, students initially need more frequent and consistent praise for raising their hands because it is a new behavior expectation.

Match praise statements to the level of the behavior, reflecting sincerity and respect.

- a. Example: Alex is working quietly on his assignment, and you say, in a natural voice, "I can see you are really concentrating on your work, Alex. Way to go!"
In this example, there is sincere appreciation for the student's behavior. Praise is given in a natural voice, without disingenuous fluctuation in tone.
- b. Non-example: In a high-pitch tone, you say, with great expression, "Wow! Alex! You are working so hard on that worksheet! Absolutely amazing job!"
This non-example shows providing praise that does not match the level of the accomplishment. The high-pitch tone and exaggeration of enthusiasm render the praise insincere and, in turn, ineffective.

Praise should not compare students. Use the student's previous work as an example of his/her improvement, instead of comparing to other students.

- a. Example: "Alex, look at how much more you read this time than the first time you read this passage!"
This statement tells the student that his/her skills are improving compared to previous work.
- b. Non-example: "Sam read more than anyone in the class!"
This non-example compares Sam to the other students, which may lead to a competitive classroom environment.

More Examples of Effective Praise Statements

Behavior-specific praise statements:

- I could tell you were really focusing by how well you followed along with the passage!
- That kind compliment you gave to your classmate made me happy. Thank you for being a nice classmate!
- Great job listening and looking at me the whole time I gave those instructions!
- I appreciate you doing what I asked the first time I said it. Way to work!
- You're doing such a nice job sitting quietly at your desk!
- Thank you for helping your friend when they needed to borrow a pencil! You were being a good classmate.

Reading-specific praise statements:

- Great job correcting all those words! I can tell you were really trying your best on them.
- I heard so much expression in your voice! You really got me interested in the story by the excitement in your voice.
- Wonderful job focusing on those words you didn't know. You didn't give up!
- Excellent work meeting your reading goal today. I could tell you worked hard to meet it.
- I was so impressed with how well you sounded out the words you were stuck on.
- Thank you for reading right away when it was your turn. That showed me you were really paying great attention!

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APPENDIX D: ACCOMMODATING INDIVIDUAL NEEDS WITHIN ABC SUPPORT

The *ABC Support* intervention is designed to be implemented with both **fidelity** (as scripted in this manual) so that all students are exposed to the same evidence-based elements, as well as **flexibility** so that students receive the individualized support they need. To enable all students to be successful in achieving reading fluency and behavior goals, teachers may need to provide some students with more support than what is scripted in the intervention procedures. Likewise, some students may achieve success with less support than what is scripted. The table below describes options for providing more support (column 2) or less support (column 3) for students, as needed – while maintaining a necessary level of fidelity or adherence to the manualized procedures.

ABC Support Intervention Element	When Students Need MORE Teacher Support to Be Successful	When Students Need LESS Teacher Support to be Successful	General Suggestions For Adapting the Intervention Element
Expectations			If the school has school-wide expectations, incorporate them into examples of the READ expectations.
Goal-setting	Provide more guidance when students are picking their own goals. If students consistently do not meet goals, pick a goal that is easily achievable for a few sessions. Once they have met that goal consistently, gradually increase the goal.	Allow students greater autonomy in picking goals. Select more challenging goals if students are consistently, and easily, meeting their current goals.	At first, pick goals that are achievable so students “buy in” to the intervention. Gradually increase the challenge of the goal, while maintaining an appropriate level of achievability.
Modeling	Increase the amount of time the teacher demonstrates proficient reading during the modeling procedure.	Decrease the amount of time the teacher demonstrates proficient reading during modeling procedure.	Incorporate modeling into every session – only the level or amount of modeling can vary.
Repeated practice	Add extra repeated reading(s).		Retain at least three passage readings.

Prompts (cues, scaffolds)	Provide additional prompts as needed. Ex: If a child reads in a "silly voice," prompt him/her to read in a normal voice again. Ex: If a child is not following text with his/her finger, prompt to do so.	Reduce the level of prompting.	Use prompts and scaffolds when necessary and at your discretion.
Feedback and praise	Provide more frequent and specific feedback and praise.	Scale back on the frequency of praise and feedback given. Ask students what they did well and what they need to work on. Then provide your feedback if necessary.	Always praise and provide feedback; however, vary the level and type of praise statements as appropriate.
Error correction and behavior redirection	Reread target word phrases more than 3 times. Do error-correction with more than 3 words.	Reread target word phrases less than 3 times. Do error-correction with fewer than 3 words.	Error correction or redirection should always be provided; vary only the amount or intensity of correction.
Recording and graphing			Use recording forms provided by the manual to ensure consistency.
Rewards			If your school uses a reward system, align the intervention rewards with the system that is already in place.
Self-monitoring	Provide more feedback about what you thought of the student's performance. Ask more questions about how students thought they did to prompt self-monitoring.	Ask students to reflect on how they can perform the expectations in the general classroom setting.	Ask the student to use the I CAN READ self-checklist during regular classroom reading instruction.
High level of structure	Create a sheet showing the intervention steps so students can check off each step as finished. Transition to the next step by saying: <i>We are done with the first reading, so now we are going to record the number of words read and behavior points.</i>	If students are familiar with the intervention, ask them to say what comes next in the sequence.	Maintain the structure provided by the intervention manual.
Appropriate match	Move to a higher level of teacher prompting and support. Use easier reading passages.	Move to a lower level of teacher prompting and support. Use more challenging reading passages.	



APPENDIX E: GUIDELINES TO ENHANCE CULTURAL RESPONSIVITIY

Implementing *ABC Support* in a culturally-responsive manner requires teachers to be flexible and responsive to the needs of individual students while adhering to the core evidence-based elements of the intervention. Doing so is particularly important when implementing *ABC Support* with culturally and linguistically diverse (CLD) students. Cultural responsiveness does not mean lowering expectations or changing the intervention for CLD students. Rather, it means modifying intervention components or procedures to take into consideration the unique cultural backgrounds of students. Below are some suggestions for modifying each element of *ABC Support* in culturally-responsive ways.

<i>Intervention Element</i>	<i>Culturally-Responsive Strategy</i>
<i>Expectations</i>	Ask students to generate their own examples and non-examples of READ expectations (in their own words), and, in turn, be sensitive to the culturally-relevant ways in which students display expected behavior. For example, showing a “positive attitude” may be demonstrated in a variety of ways, e.g., smiling versus not smiling; having eye contact versus no eye contact; etc.
<i>Goals</i>	Students with limited English proficiency (LEP) are acquiring the English language while also learning to read. Because oral reading fluency norms are often based on the performance of students who are proficient in English, it may be necessary to have realistically lower WCPM goals (initially) for LEP students.
<i>Modeling</i>	Spend additional time, as needed, demonstrating fluent reading and providing explicit instruction to (a) teach recognition of words (how to read) that are nonexistent or uncommon in a student’s first language, and (b) explain the meaning of words with which students are not familiar.
<i>Repeated practice</i>	CLD students may require additional opportunities to engage in repeated reading of passages to reach a targeted level of fluency.
<i>Prompts</i>	The types of prompts (language, pictures or icons, gestures, signals, etc.) should be culturally and linguistically relevant. As much as possible, search for ways to connect prompts with students’ lives and personal experiences. For example, each READ expectation may be paired with a physical gesture.

Feedback and praise	The value of feedback and responsiveness to praise may vary among individual students. When providing feedback and praise, consider the type, intensity, and level of praise that will be most effective. For example, some students are not comfortable with enthusiastic verbal praise. Explore alternatives to verbal praise (e.g., gestures such as “thumb up”; tap on shoulder; etc.).
Error correction or redirection	Provide correction for oral reading and redirection for behavior that is culturally-specific. For example, oral reading errors due to dialect are not counted as errors. Similarly, culturally-specific behaviors such as limited eye contact should not lead to redirection to “pay attention.” Moreover, be sensitive to diverse communication styles (e.g., giving unnecessary elaboration when retelling; stopping when an unknown word is encountered) when providing correction or redirection.
Recording and graphing	Incorporate additional visual or verbal elements, as needed, into the graphing procedure that are highly salient and understood by diverse students. For example, some students may not comprehend that a graph is intended to display progress.
Reward	Provide rewards for behaviors that are consistent with a student’s cultural background. As much as possible, incorporate relevant aspects of students’ daily lives into the delivery of rewards. For example, use cultural images, symbols, and other visual imagery when possible and appropriate.
High degree of structure	For students who are less accustomed to highly structured settings, review the sequence of intervention steps more frequently than for students who have participated in structured settings and activities previously.
Match to level	Connect reading content to interests, experiences and personal backgrounds of all students. For example, when a student does not have relevant background knowledge or prior experience with the content of a passage, determine if the s/he has experienced similar feelings or events and connect the passage to those personal experiences. For CLD students, there may be greater need to ask questions, observe, conduct interest assessment, etc. to have a full picture of the student and his/her background.

RESOURCES

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APPENDIX F: TIPS FOR CLASSROOM MANAGEMENT

The behavior gains achieved through *ABC Support* are more likely to be maintained when good classroom management has been established in the regular classroom. Below are some guidelines for promoting positive classroom behavior for all students.

PROACTIVE CLASSROOM ENVIRONMENT STRATEGIES

Using these strategies, teachers can structure the classroom environment and instruction to minimize/prevent undesired behaviors before they happen.

Guideline 1: *Ensure that all students are engaged in learning activities and experiencing success.*

- Match instructional material and tasks to the ability level of student(s).
- Intersperse brief, easy tasks with more difficult ones.
- Provide students with choice regarding how, when, where, in what order, and with what materials to complete assigned work; and provide students with options that will interest them.
- Increase opportunities for students to respond through choral responding, individual response cards, or guided notes; make certain all students are called on to answer questions; give students activities to do if they complete work before other students in the class.

Guideline 2: *Teach, display, practice, and periodically review expectations and classroom routines.*

- Give clear and effective requests, instructions, and commands by (a) gaining the child's attention, (b) delivering the request or instruction in a clear manner, (c) waiting for compliance, and (d) praising for compliance.
- Use a visual display of clear classroom expectations, schedules, and routines.
- Actively teach 3-5 expectations for classroom behavior; teach and allow students to practice classroom routines.

- Use examples as well as non-examples when explaining behavior expectations.
- Review expectations and routines on a regular basis (e.g., start of each day).

Guideline 3: *Establish a supportive relationship and maintain close proximity to students.*

- Provide supervision and monitor students by moving around the classroom to remain in close proximity to students and to provide students with individualized feedback and reinforcement.
- Display warmth, humor, a positive relationship, and enthusiasm; make an effort to connect with students on a personal basis every day.
- Limit interruptions by being prepared and anticipating problems before they arise.

RESPONSIVE CLASSROOM ENVIRONMENT STRATEGIES

These are strategies to respond to desired and challenging behaviors in ways that promote positive student-teacher relationships, students' self-esteem, and learning.

Guideline 1: *Make clear and implement consistently the established consequences for behavior.*

- Have clearly defined rewards that are delivered on a consistent basis for meeting positive behavior expectations.
- Define in clear terms what the consequence will be if students fail to meet classroom expectations, and deliver consequences consistently.
- Consider developing behavior contracts wherein teachers create written documents that explicitly state the outcomes students will receive for specific behaviors.
- Use token economies in which students are offered the opportunity to earn tokens for good behavior that they can later exchange for rewards.

Guideline 2: *Prioritize the use of positive consequences to strengthen desired positive behavior.*

- Provide positive feedback and praise that promotes a positive sense of self-efficacy in students with a high ratio (ideally 4:1) of positive to negative interaction.
- Use praise that is specific (e.g., praising what the student did) and contingent on the behavior.

- Use a performance feedback system that involves tracking rates of desired (recommended) or undesired student behavior during a pre-determined period of time; and, provide students with feedback (visual and verbal) about their rates of desired or undesired behaviors.

Guideline 3: *Keep negative consequences for challenging behavior as minimal as possible.*

- When students fail to meet an expectation, respond calmly and quickly with specific “on-the-spot” error correction or redirection before moving to harsher negative consequence.
- Because attention can often unintentionally encourage undesired behaviors, systematically ignoring or withholding this attention from students when they exhibit undesired behaviors can lead to the decline in the frequency of the undesired behaviors.

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APPENDIX G: SUMMARY OF PILOT STUDY EVALUATION OF ABC SUPPORT

Academic and Behavior Combined Support (ABC Support) is an integrated, supplemental intervention for early elementary students that merges a combined focus on developing reading fluency skills and strengthening positive classroom behaviors (engagement and compliance). The *ABC Support* project had three goals:

1. The goal for Year 1 (September 2017–August 2018) was to **develop** the *ABC Support* intervention by incorporating (a) research-supported elements of interventions that target classroom behavior and reading fluency, and (b) recommendations/feedback from consultants and “end users” (classroom teachers). The product resulting from this goal was a preliminary version of the *ABC Support* intervention.
2. The goal for Year 2 (September 2018–August 2019) was to conduct a series of **feasibility** trials during which the research team provided training, intervention materials and ongoing support for school-based interventionists to “try out” *ABC Support* with students in Grades 1–2. Completion of this goal resulted in (a) evidence of feasibility of *ABC Support*, and (b) final iteration of the intervention.
3. The goal for Year 3 (September 2019–August 2020) was to conduct a pilot study to **evaluate** the final iteration of *ABC Support* using a multiple baseline design (MBD). During Year 3, teachers implemented *ABC Support* with students in Grade 2 over an 8-week intervention period. The research team assessed students’ reading fluency and learning-related classroom behaviors repeatedly across study phases.

The purpose of this report is to provide a brief description of the procedures used during Year 3 to evaluate *ABC Support* and major results. At the outset, we developed a comprehensive measurement plan (see Table 1) to provide a framework for evaluating *ABC Support*. The plan involved the use of multiple types of measurement procedures implemented prior to, during, and following *ABC Support* implementation.

Table 1. ABC Support Measurement Plan¹

Study Phase	Pre-Baseline (including student identification)	Baseline “Wait Period” (1 - 4 weeks)	Teacher Training (60 minutes; 2 consecutive weeks)	Student Orientation (2 sessions; 2 consecutive days within 1 week)	Intervention (3X weekly for 8 weeks)	Post-Intervention (Immediately after intervention)	Follow-up (3-6 weeks)	Post Follow-Up
Measurement Type: Measurement Procedure	Screening: DIBELS Next ORF Screening Behavior Screening	Outcome Assessment: Standard ORF Probes (2x weekly) Training ORF Passages (2x weekly) DBR Observation (2x weekly) GAS ratings by teacher (1x weekly)	Outcome Assessment: Standard ORF Probes (2x weekly) Training ORF Passages (2x weekly) DBR Observation (2x weekly) GAS ratings by teacher (1x weekly)	Outcome Assessment: Standard ORF Probes (2x weekly) Training ORF Passages (2x weekly) DBR Observation (2x weekly) GAS ratings by teacher (1x weekly)	Outcome Assessment: Standard ORF Probes (2x weekly) Training ORF Passages (2x weekly) DBR Observation (2x weekly) GAS ratings by teacher (1x weekly)	Social Validity Assessment: Teacher Evaluation Student Evaluation Screening: DIBELS Next ORF Screening Behavior Screening	Outcome Assessment: Standard ORF Probes (2x weekly) Training ORF Passages (2x weekly) DBR Observation (2x weekly) GAS ratings by Teacher (1x weekly)	Social Validity Assessment: Teacher Evaluation Student Evaluation
	Analysis of Context Variables: Teacher and Classroom Information MTSS Teacher Rating Classroom Snapshot				Intervention Fidelity Assessment: Fidelity Observations (30% of sessions)	Analysis of Context Variables: Classroom Snapshot		

¹ The entries highlighted in yellow indicate measures not completed due to school closures in mid-March.

TEACHER PARTICIPANTS AND TRAINING

Seven teachers from five elementary schools located in south central Wisconsin participated in the pilot study. We obtained descriptive information about teachers and English Language Arts (ELA) classrooms using a *Teacher and Classroom Information* form. Table 2 provides a summary of key descriptive information for teachers and classrooms.

Table 2. Characteristics of Teachers and English Language Arts Classrooms

Teacher Characteristics ^a					ELA Classroom Demographics ^b		
Race and Gender	Highest Degree	Years of Teaching Experience	Knowledge of MTSS for Reading ^c	Knowledge of MTSS for Behavior ^c	Total Number Students	Gender	Race
100% White	Bachelors (3, 43%)	5-30 years	3.00 (6) 2.00 (1)	3.00 (5) 2.00 (2)	15-21 students	37%-67% boys	42%-95% White
100% Female	Post-BA or Masters (4, 57%)	<i>median:</i> 14.6 years	<i>mean:</i> 2.85 <i>moderately</i>	<i>mean:</i> 2.71 <i>moderately</i>	<i>median:</i> 19 students	<i>median:</i> 52% boys	<i>median:</i> 90% white

^a Characteristics of teachers who served as interventionists.

^b Demographics of classrooms in which participating students received ELA instruction.

^c Based on 4-point self-rating of knowledge (1=not at all; 2=minimally; 3=moderately; 4=extremely).

Members of the research team conducted an informational session with teachers in September (2019) to obtain signed consent, gather information about classroom schedules and routines, review student recruitment and screening procedures, and schedule training sessions. Two on-site, teacher-training sessions (one week apart) occurred in December (2019) or January (2020), prior to the initiation of the Student Orientation Phase. During the training, teachers received all intervention materials. The training sessions included an explanation and detailed “walk-through” of the *ABC Support* intervention, with a video demonstration of procedures. Teachers received ongoing implementation fidelity checks and on-site coaching from the research team throughout the intervention period (January–March 2020). Teacher training and coaching procedures were semi-scripted and implemented according to **Teacher Training and Coaching Manual**.

STUDENT PARTICIPANTS

We selected one student in Grade 2 for each participating teacher (5 boys, 2 girls) using the following four-step process (see Table 3):

1. Teachers and staff of participating schools used the school’s standard screening procedures to identify 27 prospective students to receive the *ABC Support* intervention (September–October 2019).

2. Parents of school-identified students received consent information (October 2019) requesting permission to screen their student for possible participation in *ABC Support*. Parents of 18 students (67%) provided consent.
3. Students with parent consent were screened using two procedures (October–November 2019) described below.
 - a. The research team administered oral reading fluency (ORF) screening passages from the *Dynamic Indicators of Basic Early Literacy Skills® Next* (DIBELS). Students were eligible to participate if their scores were below Grade 2 Fall (high risk; n=5) or Winter (medium risk; n=2) benchmark goals on the DIBELS.
 - b. Teachers completed the *Social, Academic, and Emotional Behavior Risk Screener* (SAEBRS), which provides a broad screening of students' social behavior (6 items), academic behavior (6 items), emotional behavior (7 items), as well as overall behavior (total across 19 items). Teachers also completed a 10-item screening tool focused specifically on student engagement (behavioral and emotional), entitled *Engagement with Learning: Teacher Report Scale* (EWL). Students were eligible to participate if their scores were at/below the risk cut points for each scale.

Eight students (44% of all screened students) met the criteria for participation. In one classroom (03), we randomly selected one student from two students who met the criteria (see Table 3).

4. All eligible students assented to participation.

Table 3. Selection of Student Participants

Teacher	Prospective Number of Students Based on School Screening ^a	Number of Students Screened by Research Team ^b	Number of Students Meeting WCPM Criteria ^c	Number of Students Assenting to Participate
01	3	3 (100%)	1 (H)	1
02	5	3 (60%)	1 (H)	1
03	5	4 (80%)	2 (H) ^d	1
04	4	2 (50%)	1 (M)	1
05	2	1 (50%)	1 (M)	1
06	1	1 (100%)	1 (H)	1
07	7	4 (57%)	1 (H)	1
TOTAL	27	18 (67%)	8 (44%)	7

^a Parent consent was requested to conduct further *ABC Support* screening.

^b Percentage of school-identified students with parent consent is reported in parentheses.

^c WCPM = words correct per minute; H = high risk (≥ 36 and < 54 WCPM) and M = medium risk (≥ 54 and < 88 WCPM) based on reading screening.

^d One student was selected at random to participate.

The following table summarizes characteristics and screening data for student participants.

Student	Gender	Race	Age	Fluency Screening	Behavior and Engagement Screening				Engagement (EWL) ^e
				WCPM	Behavior (SAEBRS)			TOTAL ^d	
					Social ^a	Academic ^b	Emotional ^c		
01	M	White	8-7	37	11	9	5	25	13
02	F	Black	7-9	53	12	6	13	31	8
03	F	White	7-6	50	6	9	8	23	15
04	M	_____	_____	86	12	7	9	28	5
05	M	Black	7-8	83	8	6	5	21	14
06	M	White	8-6	51	11	13	5	29	10
07	M	White	7-7	43	7	9	6	22	12

^a Risk cut-off: ≤ 12 ; possible range = 0-18

^b Risk cut-off: ≤ 9 ; possible range = 0-18; one student (06) was above the cut-off.

^c Risk cut-off: ≤ 17 ; possible range = 0-21

^d Risk cut-off: ≤ 36 ; possible range = 0-57

^e Risk cut-off: ≤ 15 ; possible range = 0-30

INTERVENTION IMPLEMENTATION

Following a Pre-Intervention Phase (1-4 weeks baseline + 2 weeks teacher training + 1 week student orientation), teachers implemented the *ABC Support* intervention three times weekly (20 minutes per session) with their targeted Grade 2 student. Four teachers completed the full 8-week intervention phase; two teachers completed seven weeks of intervention; and one teacher completed six weeks.

Teachers received two handbooks during the teacher training sessions (described previously) to guide implementation of the intervention: (a) ***ABC Support Manual***, which provides a detailed explanation of procedural guidelines and semi-scripted intervention steps to enable teachers to implement *ABC Support* with fidelity; and (b) ***Intervention Materials Handbook***, which contains all intervention materials necessary for implementing *ABC Support* (training passages, recording graphs, expectations card, etc.).

Teachers implemented *ABC Support* in classrooms with individual students during regularly scheduled time periods for supplemental instruction. To assess intervention fidelity, three external observers (research team members) conducted observations of approximately 25% of all intervention sessions at randomly determined time points during the Intervention Phase. Observers used the *ABC Support Implementation Observation* measure to code their observations. This measure incorporates a checklist format with operational definitions of 21 intervention steps, whereby the observer noted the occurrence or nonoccurrence of each step. The overall average integrity was high (95%), ranging from 90% to 98% across teachers. Integrity for individual sessions (across all teachers) varied from 82% to 100%, with higher implementation integrity during later intervention sessions.

OUTCOME ASSESSMENT MEASURES

As shown in Table 1, outcome measurement occurred repeatedly across Pre-Intervention (baseline, teacher training, and student orientation) and Intervention Phases (twice weekly).² Data collectors conducted two types of outcome assessment procedures for each student participant:

1. *Oral Reading Fluency* (ORF): Words correct per minute (WCPM) and accuracy (ACC; percentage of words read correctly) for one non-training (standard) passage and one training passage.
2. *Direct Behavior Rating* (DBR): Observed rate of occurrence (%) of learning-related behaviors (engagement and disruptive behavior) during 20-minute periods of reading instruction; observers' ratings of engagement behaviors; and observers' narrative comments.

² We were unable to complete the planned Follow-Up Phase due to school closures.

Participating teachers also completed a goal attainment scale (GAS) rating for students' oral reading fluency (-3 to +3) and for engaged/compliant behavior during classroom reading instruction (-3 to +3). Teachers completed GAS ratings weekly (Friday) across Pre-Intervention and Intervention Phases.

In sum, we obtained the following three primary reading fluency outcomes and three primary behavior outcomes to evaluate *ABC Support*:

Reading Fluency Outcomes:

1. 2X weekly WCPM for one standard, grade-level non-training passage
2. 2X weekly WCPM for one training passage (unaided reading of a training passage 3-5 days following the intervention session during which the passage had been used for repeated reading practice)
3. 1X weekly GAS rating for oral reading fluency

Behavior Outcomes:

1. Percentage occurrence of engagement during a 20-minute period of regular classroom reading instruction
2. Percentage occurrence of disruptive behavior during a 20-minute period of regular classroom reading instruction
3. 1X weekly GAS rating for engaged/compliant behavior

EVALUATION DESIGN

We evaluated the effectiveness of the *ABC Support* intervention using a randomized MBD, with 1-2 teacher-student dyads per each of four baseline conditions. Teacher-student dyads were randomly assigned to a pre-determined baseline "wait time" length of 1, 2, 3, or 4 weeks. Each baseline ("wait list") period was followed by a 2-week teacher training phase, 1-week student orientation phase, and then an intervention phase length of 8 weeks. A follow-up phase was planned for 3-6 weeks (depending on baseline condition); however, this did not occur due to school closures.

Reading fluency (WCPM) and behavior frequency (percentage of occurrence) were assessed twice weekly during Pre-Intervention (baseline, teacher training, and student orientation) and Intervention Phases. As much as possible, data collectors conducted reading fluency and behavior assessments within the same 2- to 3-day period for all students (i.e., M-T/W for the first assessment session, and T/W-F for the second session).

Figure 1 presents a graphic representation of the sequence and length of each experimental phase across four baseline conditions.

Figure 1. Evaluation Study Experimental Phases

Pre-Intervention 4 weeks			Intervention 8 weeks	Follow-up 6 weeks^b
Baseline 1 week	Teacher Training 2 weeks	Student Orientation ^a 1 week		
Pre-Intervention 5 weeks			Intervention 8 weeks	Follow-up 5 weeks
Baseline 2 weeks	Teacher Training 2 weeks	Student Orientation 1 week		
Pre-Intervention 6 weeks			Intervention 8 weeks	Follow-up 4 weeks
Baseline 3 weeks	Teacher Training 2 weeks	Student Orientation 1 week		
Pre-Intervention 7 weeks			Intervention 8 weeks	Follow-up 3 weeks
Baseline 4 weeks	Teacher Training 2 weeks	Student Orientation 1 week		

^a Student Orientation Phase included two sessions during which students learned about and practiced the intervention procedures.

^b We collected follow-up data for one week (2X) for two students (01 and 02).

SUMMARY OF ANALYSES

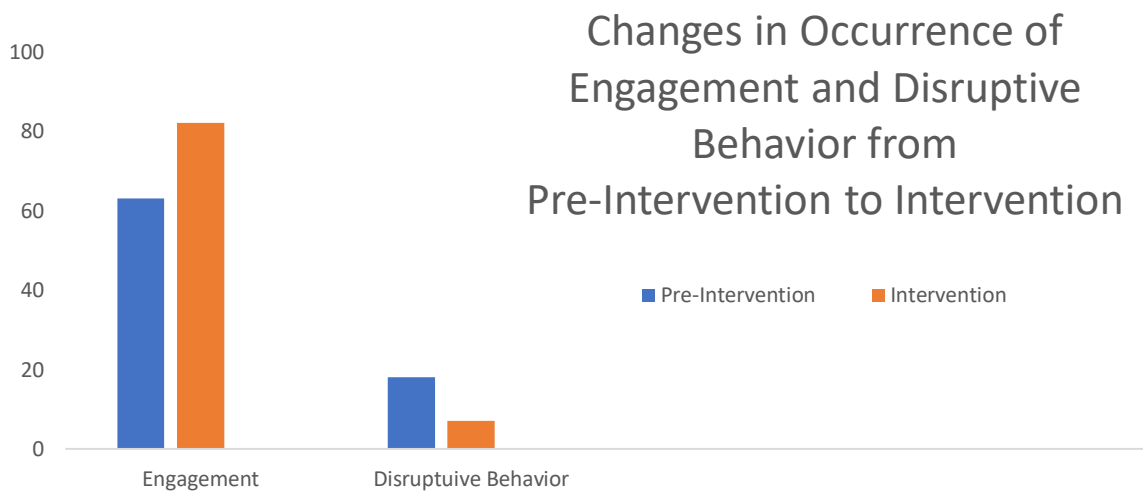
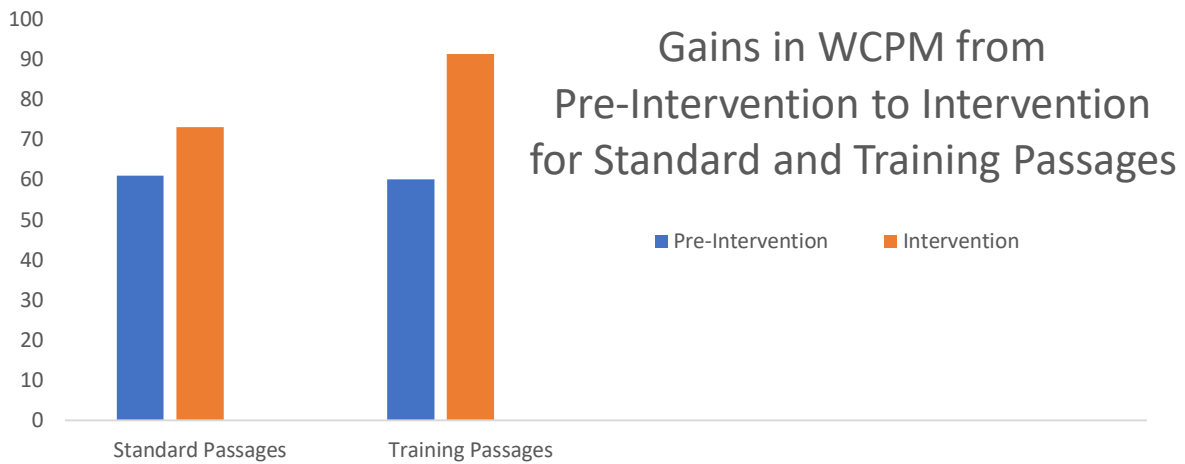
To assess treatment effects, four randomized multiple-baseline analyses were conducted: Training Passages WCPM; Standard Passage WCPM; Observation Data Engaged; and Observation Data Disruptive.

As secondary analyses, we completed descriptive analyses of inter-rater reliability for outcome measurement, fidelity of implementation, and social validity (acceptability by teachers and students). We also examined change from pre-intervention to intervention in terms of: (a) observers' ratings of student behavior; (b) observers' narrative comments following each observation; (c) teachers' ratings of student behavior using the SAEBS and EWL; and (d) GAS ratings for classroom reading and behavior. Finally, we conducted follow-up interviews with participating teachers to assess costs and benefits of the *ABC Support* intervention.

MAJOR FINDINGS

In all four multiple-baseline analyses, statistically significant improvements between the baseline phase and the intervention phase were documented (all $ps < .05$, one-tailed). A summary of the results is as follows:

	Pre-Intervention Average	Intervention Average	Effect Size (d)	p value
Standard Passage WCPM	60.9	73.1	1.37	.025
Training Passage WCPM	60.0	91.2	2.80	.0014
Observed Engagement	63%	82%	1.14	.0014
Observed Disruption	18%	7%	-0.85	.0014



We also found significant improvement ($p < .05$) from pre-intervention to intervention phases on all secondary measures, including observers' behavior ratings and coded narrative comments during classroom observations; teachers' ratings of students' behavior before and immediately following intervention implementation; and weekly GAS ratings of both classroom reading and behavior. In sum, ABC Support proved to be effective in strengthening both the targeted academic skills (oral reading fluency) and learning-related behaviors (engagement and compliance).