Slide Citations Chart – Part 3

Slide # and Name	Citation for Slide (abbreviated APA)	Citation for Slide Notes (full APA)
1 – 6 Title, objectives, introduction	None	None
7 What are Supplemental Math Interventions	Filter et al., 2007; Kerr & Nelson, 2010	Filter, K. J., McKenna, M. K., Benedict, E. A., & Horner, R. H. (2007). Check in/check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education and Treatment of Children*, *30*, 69–84. doi: 10.1901/jaba.2011.44-315 Kerr, M. M., & Nelson, C. M. M. (2010). *Strategies for addressing behavior problems in the classroom* (6th ed.). Boston, MA: Pearson.
8 Multi-Level Prevention System	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 3: Multi-level prevention system.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-3-multi-level-prevention-system
9-10 How CCS-M Aligns with MTSS	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Mathematics: Sample lessons & activities.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/resources/sample-lessons-activities/mathematics
11 Continuum of Instructional	The Iris Center for Training Enhancements, 2010	The IRIS Center for Training Enhancements. (2010). *RTI: Mathematics*. Retrieved from http://iris.peabody.vanderbilt.edu/module/rti-math/#content

Support		
12 Key Characteristics	Crone, Horner, & Hawken, 2004	Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem behavior in schools: The Behavior Education Program*. New York, NY: Guilford Press.
13 Key Characteristics	None	None
14 Distinction Between Supplemental and Intensive	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
15 The Implementation Process	None	None
16 The Implementation Process	Berry Kuchle et. al., 2014	Berry Kuchle, L., Littman J., Elledge, A., & McInerney, M. (2014). *Course Enhancement Module*: *Evidence-Based Behavioral Interventions.* Gainesville, FL: The CEEDAR Center. Retrieved from http://www.ceedar.org
17 Identify students "at risk"	The IRIS Center for Training Enhancements, 2010	The IRIS Center for Training Enhancements. (2010). *RTI: Mathematics.* Retrieved from http://iris.peabody.vanderbilt.edu/module/rti-math/#content
18	Center on Response to Intervention at American	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington,

Identify students "at risk"	Institutes for Research, 2012	DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
19 Match Intervention to Student Need	Fuchs, n.d.; Fuchs et. al., 2009 as cited by The IRIS Center for Training Enhancements, 2010	Fuchs, L.S. (n.d.). *Mathematics intervention at the secondary prevention level of a multi-tier prevention system: Six key principles.* National Center for Learning Disabilities. Retrieved from http://www.rtinetwork.org/essential/tieredinstruction/tier2/mathintervention#content Fuchs, L. S., Fuchs, D., Craddock, C., Hollenbeck, K. N., Hamlett, C. L., & Schatschneider, C. (2009). Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem solving: Are two tiers of prevention better than one? *Journal of Educational Psychology,* 100 (3), 491-509. doi: 10.1037/0022-0663.100.3.491 The IRIS Center for Training Enhancements. (2010). *Fidelity of implementation: Selecting and implementing evidence-based practices and programs*. Retrieved from http://iriscenter.wpengine.com/module/fid/#content
20-21 Considerations for ELL's	Center on Response to Intervention at American Institutes for Research, n.d.	Center on Response to Intervention at American Institutes for Research. (n.d.) *RtI for English language learners: Appropriate screening, progress monitoring, and instructional planning.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/video/rti-english-language-learners-appropriate-screening-progress-monitoring-and-instructional
22-23 Implement Intervention with Fidelity	The Iris Center for Training Enhancements, 2010	The IRIS Center for Training Enhancements. (2010). *RTI: Mathematics*. Retrieved from http://iris.peabody.vanderbilt.edu/module/rti-math/#content

24 Intensifying Supplemental Interventions	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
25 Progress Monitoring	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Monitoring student progress for behavioral interventions.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/video-resource/monitoring-student-progress-behavioral-interventions
26 Progress Monitoring Uses	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Data rich, information poor? Making sense of progress monitoring data to guide intervention decisions.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2014february
27 Progress Monitoring Benefits	Fuchs et al., 2008 as cited by the National Center on Intensive Intervention, 2013	Fuchs, D., Fuchs, L.S., & Vaughn, S. (Eds.). (2008). *Response to Intervention*. Newark, DE: International Reading Association. National Center on Intensive Intervention. (2013). *Monitoring student progress for behavioral interventions.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/video-resource/monitoring-student-progress-behavioral-interventions
28 Activity	None	None
29 Importance…	None	None
30	National Center on	National Center on Intensive Intervention. (2013). *Using secondary*

Elements of Supplemental Interventions	Intensive Intervention, 2013	*interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
31 Evidence-Based Interventions	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *What is an evidence-based behavior intervention? Choosing and implementing behavior interventions that work*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/video-resource/what-evidence-based-behavior-intervention-choosing-and-implementing-behavior
32 What to Look For	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June.
33 NCII Academic Tools Chart	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Academic intervention tools chart.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/chart/instructional-intervention-tools
34	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
35	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
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36	Intensive Intervention, 2013	*tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
37	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
38	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
39	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Academic intervention tools chart.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/chart/instructional-intervention-tools
40	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Academic intervention tools chart.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/chart/instructional-intervention-tools
41 Activity	None	None
42 Resources to Locate	None	None
43	National Center on Intensive Intervention,	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC:

Elements of Supplemental Interventions	2013	U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
44 What does Fidelity Mean in RtI?	Pierangelo and Giuliani, 2009; Center on Response to Intervention at American Institutes for Research, n.d.	Pierangelo, R., & Giuliani, G. (2009). *Frequently asked questions about response to intervention: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press. Center on Response to Intervention at American Institutes for Research. (n.d.). *Ask the expert: We hear a lot about fidelity of implementation when talking about RTI. What does this really mean?* Washington, DC: U.S. Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/video/we-hear-lot-about-fidelity implementation-when-talking-about-rti-what-does-really-mean
45 Five Elements of Fidelity	Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008 as cited by the National Center on Intensive Intervention, 2013	Dane, A.V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review*, *18*, 23–45. doi: 10.1016/S0272-7358(97)00043 3 Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, *26*, 257–263. doi: 10.1901/jaba.1993.26-257 O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K-12 curriculum intervention research. *Review of Educational Research*, 78, 33-84. doi: 10.3102/0034654307313793 National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June

46 Why is Fidelity Important?	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
47 Why is Fidelity Important?	Barr et al., 2002 & Ringwalt et al., 2003 as cited by the Iris Center, 2010; Center on Response to Intervention at American Institutes for Research, n.d.	Barr, J. E., Tubman, J.G., Montgomery, M. J., & Soza-Vento, R. M. (2002). Amenability and implementation in secondary school antitobacco programs. *American Journal of Health Behavior, 26*(1), 3–15. doi: 10.5993/AJHB.26.1.1 Ringwalt, C. L., Ennett, S., Johnson, R., Rohrbach, L. A., Simmons-Rudolph, A., Vincus, A., Thorne, J. (2003). Factors associated with fidelity to substance use prevention curriculum guides in the nation's middle. *Health Education and Behavior, 30*(3), 375–391. doi: 10.1177/1090198103030003010 The IRIS Center for Training Enhancements. (2010). *Fidelity of implementation: Selecting and implementing evidence-based practices and programs*. Retrieved from http://iriscenter.wpengine.com/module/fid/#content Center on Response to Intervention at American Institutes for Research. (n.d.). *Ask the expert: How can I get teachers and staff to buy in to the RTI process?* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/video/how-can-i-get-teachers-and-staff buyrtiprocess
48 Strategies for Reinforcing Fidelity	The Iris Center for Training Enhancements, 2010	The IRIS Center for Training Enhancements. (2010). *RTI: Mathematics*. Retrieved from http://iris.peabody.vanderbilt.edu/module/rti-math/#content
	Center on Response to	Center on Response to Intervention at American Institutes for Research.

49 District RtI Essential Components	Intervention at American Institutes for Research, 2011; Center on Response to Intervention at American Institutes for Research, 2012	(2011). *RTI integrity framework: A tool for monitoring and evaluating RTI implementation.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/video/essential-components-rti-integrity-framework-tool-monitoring-and-evaluating-rti-implementation Center on Response to Intervention at American Institutes for Research. (2012). *Using fidelity to enhance program implementation within an RTI framework: Handouts & references*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-fidelity-enhance-program-implementation-within-rti-framework
50 Research-Based Activity	None	None
51	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Academic intervention tools chart.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/chart/instructional-intervention-tools
52	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
53	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May

54	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
55	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
56 Examining the Evidence Base	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
57 Criteria for Selecting an Intervention	Bryant et. al., 2009 as cited by The IRIS Center for Training Enhancements, 2010	Bryant, B. R., Bryant, D.P., Kethley, C., Kim, S. A., Pool, C., Seo, Y.J. (2009). Preventing mathematics difficulties in the primary grades: The critical features of instruction in textbooks as part of the equation. *Learning Disability Quarterly, 31*, 21–35. The IRIS Center for Training Enhancements. (2010). *High-quality mathematics instruction: What teachers should know*. Retrieved from http://iriscenter.wpengine.com/module/math/#content
58 Activity	None	None
59 Measuring Student Progress	None	None
60	National Center on Intensive Intervention,	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC:

How do Supplemental Interventions Fit…	2013	U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
61 Steps in the Data-Based Decision Making Process	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
62 What is Progress Monitoring?	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
63 Progress Monitoring: Supplemental Interventions	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
64 Progress Monitoring Tools	National Center on Intensive Intervention, 2013; Center on Response to Intervention at American Institutes for Research, 2012	National Center on Intensive Intervention. (2013). *Ask the Expert: What are some of the distinguishing characteristics of progress monitoring and CBM? How do they differ from other types of formative assessments?* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/ask-the-expert/2013january Center on Response to Intervention at American Institutes for Research.

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65 Progress Monitoring Tools	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
66 Monitoring ELL's	Gersten et al., 2007; Center on Response to Intervention at American Institutes for Research, n.d.	Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007 4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee Center on Response to Intervention at American Institutes for Research. (n.d.) *RtI for English language learners: Appropriate screening, progress monitoring, and instructional planning.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/video/rti-english-language-learners-appropriate-screening-progress-monitoring-and-instructional
67 Monitoring ELL's	Center on Response to Intervention at American Institutes for Research, n.d.	Center on Response to Intervention at American Institutes for Research. (n.d.) *RtI for English language learners: Appropriate screening, progress monitoring, and instructional planning.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/video/rti-english-language-learners

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68 Examples of Formative Assessments	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
69 NCII Progress Monitoring Tools Chart	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Academic progress monitoring tools chart.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/chart/progress-monitoring
70	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Selecting evidence-based tools for implementing intensive intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013May
71-73	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Academic progress monitoring tools chart.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/chart/progress-monitoring
74 Common Challenges: Academic Data	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
75	Center on Response to Intervention at American	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington,

What Can a Graph Tell You…	Institutes for Research, 2012	DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
76 CBM Data and Assessment	Center on Response to Intervention at American Institutes for Research, 2009	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention
77-82 Graphing CBM Scores	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
83	Center on Response to Intervention at American Institutes for Research, 2009	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention
84	Center on Response to Intervention at American Institutes for Research, 2009; Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention

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85	Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
86	Center on Response to Intervention at American Institutes for Research, 2009; Center on Response to Intervention at American Institutes for Research, 2012	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention Center on Response to Intervention at American Institutes for Research. (2012). *RTI implementer series module 2: Progress monitoring.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring
87-96 Analyzing	National Center on Intensive Intervention, 2014	National Center on Intensive Intervention. (2014). *Data rich, information poor? Making sense of progress monitoring data to guide intervention decisions.* Washington, DC: U.S. Department of Education, Office of Special

Trend Line Scores		Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2014february
97 Key Questions to Ask	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June
98 DBM	The IRIS Center for Training Enhancements, 2010	The IRIS Center for Training Enhancements. (2010). *RTI: Mathematics*. Retrieved from http://iris.peabody.vanderbilt.edu/module/rti-math/#content
99 Case Study: Following Ethan	None	None
100 The Implementation Process	Berry Kuchle et al., 2014	Berry Kuchle, L., Littman J., Elledge, A., & McInerney, M. (2014). *Course Enhancement Module*: *Evidence-Based Behavioral Interventions.* Gainesville, FL: The CEEDAR Center. Retrieved from http://www.ceedar.org
101-103 Identify Students at Risk	Center on Response to Intervention at American Institutes for Research, 2009	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention
104 Criteria for Selecting an Intervention	Bryant et al., 2009 as cited by the IRIS Center for Training Enhancements, 2010	Bryant, B. R., Bryant, D. P., Kethley, C., Kim, S.A., Pool, C., Seo, Y. J. (2009). Preventing mathematics difficulties in the primary grades: The critical features of instruction in textbooks as part of the equation. *Learning Disability Quarterly, 31*, 21–35.

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105-107 Match Intervention to Student Need	Center on Response to Intervention at American Institutes for Research, 2009	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention
108-109 Progress Monitor	Center on Response to Intervention at American Institutes for Research, 2009; National Center on Student Progress Monitoring, 2008	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention National Center on Student Progress Monitoring (2008). *Using curriculum based measurements in response to intervention framework: Using CBM to determine response to intervention manual.* Washington, DC: Office of Special Education Programs, National Center on Student Progress Monitoring. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention
110-111 DBM MC	None	None
112 In Summary	National Center on Intensive Intervention, 2013	National Center on Intensive Intervention. (2013). *Using secondary interventions to lay the foundation for intensive support.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from http://www.intensiveintervention.org/webinar/2013June

113 Activity	None	None

Handouts:

Handout # and Name	Citation for Slide Notes (full APA)
Handout 10 The Implementation Process	None
Handout 11 Selecting Evidence Based Supplemental Math Intervention Programs	Websites indicated on back of handout
Handout 12 Worksheet for Identifying Intervention Program Effectiveness	Bryant, B. R., Bryant, D. P., Kethley, C., Kim, S. A., & Pool, C. (2009). Preventing mathematics difficulties in the primary grades: The critical features of instruction in textbooks as part of the equation. *Learning Disability Quarterly, 31*, 21–35. The IRIS Center for Training Enhancements. (2010). *High-quality mathematics instruction: What teachers should know.* Retrieved from http://iriscenter.wpengine.com/module/math/#content
Handout 13 Calculating Slope and Determining Responsiveness to Intervention	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research. Retrieved from http://www.rti4success.org/resource/using-cbm-determine-response-intervention
Handout 14 Supplemental Math Intervention Case Study at Bear Lake	Center on Response to Intervention at American Institutes for Research. (2009). *Using CBM to determine response to intervention.* Washington, DC: US Department of Education, Office of Special Education Programs, Center on Response to Intervention at American Institutes for Research.

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