Response to Intervention (RtI)
Resource Team

Terminology of the Month

Situational Interest: a brief state that involves focused attention, increased cognition, enjoyment, and curiosity (Schiefele, 2009). An example of situational interest is when a student pays attention to a teacher's statistics on risks of heart disease because it appears to defy what their previous assumptions were.

Situational interest captures a student's attention. The temporary state of situational interest captures a student's curiosity in the moment and could lead to enduring individual interest. Certain teaching techniques, such as effective questioning, can help trigger situational interest (Marzano, 2010).
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Research-based Strategy of the Month:
Questioning Techniques to Increase Student Response Rates

Effective teacher questioning strategies create situational interest in class topics. Since questions present missing information, they can sometimes create a feeling of playing a game. Additionally, answering a question occupies a student's active memory and facilitates attention. However, if only one individual student answers a question, others in class might lose interest. Certainly, increasing the rate at which all students respond to every question generates attention, opportunity for formative assessment, and differentiating by readiness (Marzano, 2010).

Turn this strategy into an intervention for students with anxiety if you notice that the questioning strategies discussed below lead to anxiety instead of the intended attention and interest.

Interventions for students with anxiety can help with learning outcomes related to:
- Participation during partner activities
- Showing initiative in partner discussions
- Volunteering to speak in front of the class

Scroll down for explanation of Questioning Techniques…

Strategy Explanation ➡ Turn into an intervention

Strategy Explanation	Turn into an intervention
# A/B Paired Response: After lecturing or completing a class reading, student-pairs determine who is "A" and who is "B." Teacher asks partner A to discuss a topic with partner B. Partner B has to listen and then add any info they think that "A" missed. Teacher can then call on pairs to share their information with the class. (Marzano, 2010)	***Lack of participation, trouble taking initiative, anxiety when speaking in front of class*** Students with anxiety might see B as a "safer" role and those who have trouble taking initiative might choose the "B" role and then not say much after partner A completes their assigned role. Encourage students to switch roles from one topic to the next. If you notice a student with anxiety about the A/B role options, you can offer an option for Partner A to ask questions about the content instead of explaining the content (differentiating by readiness). If a student's anxiety is triggered by being called on in class after partner work, suggest that student verbalize the answer, and then the other partner will verbalize how the pair arrived at the answer. The rationale of this intervention is that when the student hears the topic discussed enough, he or she has already verbally expressed the correct answer in front of their peers, and will be desensitized after being correct in front of their peers.
# Response Chaining: John answers to the entire class, Bill is then asked to summarize what John's answer was and say where he agrees/disagrees or adds information. (Marzano, 2010)	***Anxiety, speaking in front of class*** Conference with student who you have already determined has anxiety triggered by class discussions. Ask where they would like to be in the chain…start? Or summarize what someone else said? Then, take away the intervention when progress is monitored and a response to the intervention has occurred (they feel comfortable being both roles without prompting).
# Calling on Students Randomly: Only a small number of students typically volunteer to answer questions. Students who know that a teacher will call on any random student will more likely pay attention. (Marzano, 2010)	***Anxiety, speaking in front of class*** If a particular student is anxious or will need a boost of confidence in front of the class, approach them before class and discuss the question that you will ask them. If they do not feel confident in the answer, approach them the day before with a topic and also discuss the answer with them. Monitor the student's confidence and if there is a response to the intervention (i.e. the student starts to raise their hand unprompted). Instead of "I Don't Know" Poster in classroom (next page)

Goals for student progress monitoring are encouraged to be made with student input as they take ownership of their learning.

The poster below can be hung to give options to students beyond stating "I Don't Know" to a posed question.

Growth is believing that ability can change through effort, learning, and mistakes

Instead of "I Don't Know"...

May I have some more information?

May I have more time to think?

Will you please repeat the question?

May I consult an expert? (notes/book)

May I phone a friend?

May I poll the class?

May I have a 50/50?

Marzano, R.J., Pickering, D.J., & Heflebower, T. (2010). *The Highly Engaged Classroom*. Bloomington, IN: Marzano Research Laboratory.
Schiefele, U. (2009). Situational and individual interest. In K.R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp.35-54). New York: Routledge.

"Don't tell me you believe 'all students can learn.' Tell me what you're doing about the kids who aren't learning."
-Richard DuFour, author of **Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn**