

A Brand New
MTSS Feature...
Intervention
Library



Evidence-Based Intervention Strategies For All Learners

An Integrated MTSS Intervention Solution

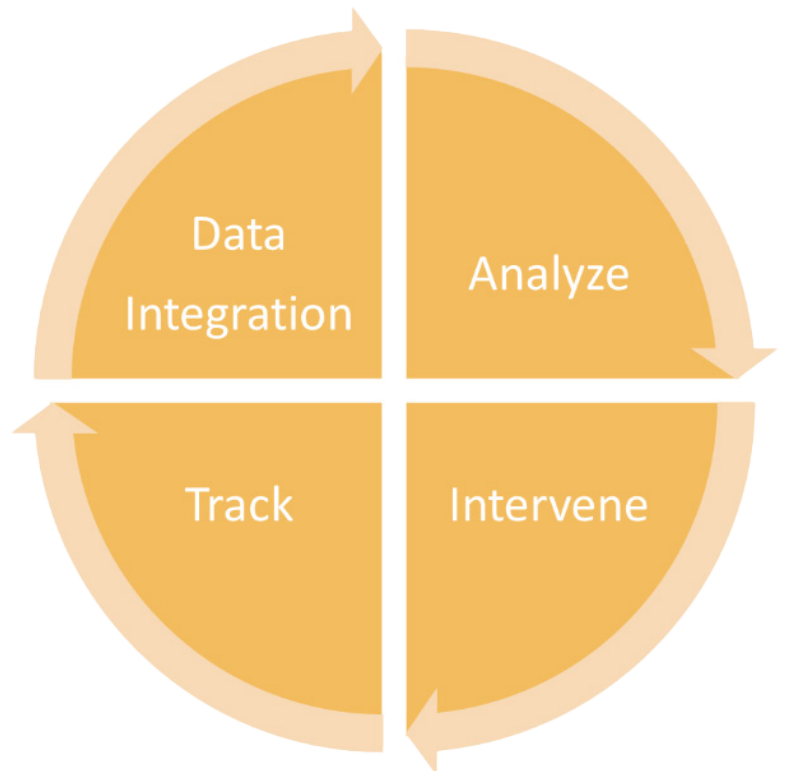


Why MTSS Intervention Strategies?

As part of RethinkEd’s MTSS Suite, having easy accessibility to an MTSS intervention strategies library in your school district is a game-changer for student success. With a wealth of resources tailored to address diverse academic, behavioral, and social-emotional needs, this library provides a systematic framework to support all learners effectively.

By centralizing evidence-based practices across all tiers of intervention, educators can streamline decision-making processes, optimize resource allocation, and ensure consistent support district-wide.

- ✓ **Effectiveness Tracking**
- ✓ **Whole Child Supports for Every Student**
- ✓ **Secure Cross-Functional Collaboration**





How Does it Work?

Comprehensive Intervention Planning Tool

- ✔ MTSS Intervention Strategies are designed to address students' diverse academic, behavioral, and social-emotional needs using an evidence-based, tiered approach.
- ✔ Easy step-by-step guidance for Behavior, SEL, ELA, and Math intervention plans.
- ✔ Suggested goals based on district assessment data.
- ✔ Direct connection and instruction to evidence-based interventions.



MTSS employs data-driven interventions for tailored student support strategies.



Set goals, assign interventions, and monitor student progress to ensure student success.



Progress-monitor student growth and intervention fidelity.



BEHAVIOR



Intervention Strategies

MTSS (Multi-Tiered System of Supports) Behavioral Intervention Strategies encompass a range of evidence-based approaches to address students' behavioral needs across three tiers.

At Tier 1, universal strategies like teaching behavioral expectations and implementing classroom management techniques promote positive behavior for all students.

At Tier 2, interventions provide targeted support through small-group interventions, behavior contracts, and social skills training for students requiring additional assistance.

At Tier 3, individualized, intensive interventions, including functional behavior assessments and personalized behavior plans, are implemented to address the specific needs of students with significant behavioral challenges, ensuring a comprehensive approach to support student success.



BEHAVIOR

Targeted, Guided Intervention Planning

- ✓ Guided plan creation for supporting positive student behaviors.
- ✓ Provides suggested goals.
- ✓ Directly connected to evidence-based interventions to meet goals.

Add Behavior Goal [Close]

Search for goals

Goal

- Increase communication skills
- Decrease Tardies
- Increase staying on task
- Increase attendance
- Choose replacement behavior
- Increase work completion
- Decrease skipping class
- Decrease Bullying Behaviors
- Increase Self-regulation skills
- Increase Self-monitoring skills

+ Create Custom Goal [Cancel]

Add Intervention Strategy [Close]

Goal | Increase work completion

Search for strategies

Grade: 7th Grade [Clear All] Intervention:

Self-Monitoring [Recommended]

Self-Monitoring [Details] [Added] ✓
Self-monitoring is an appropriate intervention for students who demonstrate difficulty with attention, focus, impulse control, preparation with materials, and self-regulation overall.

Check-in/Check-out (CICO)

Check-in/Check-out (CICO) [Details] [Add To Goal]
Check-in/Check-out (CICO) is an evidence-based intervention that is simple to use, reinforces targeted behaviors and builds student-adult relationships and student connectedness.

+ Create Custom Intervention [Cancel] [Save]



BEHAVIOR

Intervention Strategy Card & Resources

- Goal:** Increase work completion or staying on task.
- Intervention:** Self-Monitoring
- Resources:** A series of resources are available to support self-monitoring for all three tiers across all grade-levels. Self-Monitoring Guide for educators and observation tool for students.

Intervention Strategy
Behavior

Self-Monitoring

What is it?
Self-monitoring is the ability of a person to identify a behavior that they want to improve or change, create a goal for that behavior, monitor that behavior, and track their progress. Self-monitoring is an appropriate intervention for students who demonstrate difficulty with attention, focus, motivation, organization, organization with materials, and self-regulation skills.

Self-monitoring does not include:

- Checklists
- Stickers
- Stamps
- Sticker notes
- Parent-teacher-student communication sheet/feedback
- Signaling self-monitoring applications

How Does it Work?
Self-monitoring systems provide self-reinforcement, self-regulation, and accountability. Self-monitoring should be used to improve positive behavior and reduce student anxiety and stressors. Once you know the student can identify the positive behavior when it happens, the student is ready to be taught how to self-monitor their behavior.

Components of self-monitoring:

- Select a behavior with the student to self-monitor
- Select the reinforcer
- Track the self-monitoring process
- Monitor progress

Application

1. Identify a behavior with the student that needs to be monitored and clearly define the behavior.
2. Set a goal with the student.
3. Create a system the student can use to keep track of their behavior and progress toward the goal. Systems include or print. Self-monitoring systems may also include visual cues, such as pictures or graphics.
4. Define and discuss with the student how they can clearly identify when behaviors are occurring.
5. Help students identify triggers that may increase their target behaviors. (Think about it: What from triggers or what may increase them?)
6. Teach students to self-monitor as the intervention begins to increase self-monitoring and success.
7. Parents meet with student to discuss progress.

Intervention Resources

- Self-Assessment and Observation Tool
- Self-Monitoring Guide for Educators
- Self-Monitoring Exit Card
- Weekly Reflection Form

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Self-Monitoring

Data collection is an essential part of monitoring behavior progress. It can also become overwhelming without the right tools. One method that can be particularly helpful, for the right students, is self-monitoring.

Self-monitoring systems hold the student accountable for monitoring and recording their own target behaviors. They then often check in and report to an adult on their progress. For many students, this is not a skill that comes without practice.

How can we teach this skill?

- 1. Define the target behavior.**
Just as you would with any other intervention, you want to start with a clear and concise operational definition. Make sure that the student knows what the behavior looks like and give clear examples. It is also helpful to provide nonexamples so that there is no confusion.
- 2. Decide how often the student should check in on their own behavior.**
For behaviors that occur more frequently, have the student check in more often. For example, a student that curses several times in a 30-minute period might be scheduled to check in every 10 minutes.
- 3. Identify a powerful reinforcer that can be linked to the self-monitoring system.**
The student needs to be highly motivated to not engage the target behaviors and to record their own behavior accurately. Choose something that is highly preferred and restricted so that the student only accesses it if they meet their goal.
- 4. Select an appropriate goal.**
Set a goal for the student to meet in order to access the chosen reinforcer. For example, for John to access his reinforcer, he needs to have stayed in his seat for 10 out of 15 check-ins during the school day.
- 5. Teach the learner to identify their own behavior.**
The next step is to teach the learner to identify the target behavior that you want to reduce. This can be done in person, or by using video of the student. It can also be helpful to role play.
- 6. Teach the learner to use the recording system that you choose.**
Next, introduce the system that the student will use to record occurrences of the behavior.
- 7. Practice recording the behavior as it happens with support.**
Once the learner understands the recording system, begin having them record their own behavior with your support.
- 8. Allow the student to practice independently.**
Systematically fade your support until the student is using the self-monitoring system independently.
- 9. Begin to incorporate self-monitoring into the student's school day.**
Once the student demonstrates mastery of the self-monitoring system, begin to incorporate it across the student's school day.

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Self-Assessment or Observation Tool

Use this tool to assess implementation of self-monitoring strategies or to observe a colleague's implementation of self-monitoring strategies.

Directions: Observe, or self-monitor, during a 30-minute time period.

Assessment Type: Self-Assess Direct Observation Date: _____

Teacher: _____ **Observer:** _____ **Start Time:** _____

Schedule: Baseline Follow-up **End Time:** _____

School: _____ **Grade:** _____

Subject: _____ **# Students in Class:** _____

OBSERVED/MONITORED	YES	NO
<ul style="list-style-type: none"> The behavior has been clearly defined, and the student understands what the behavior looks like. Examples include: <ul style="list-style-type: none"> - Focusing on the task or assignment - Working to the completion of a task or assignment - Following teacher directions 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> A goal has been set that is: <ul style="list-style-type: none"> - Measurable - Specific - Positively phrased 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> A self-monitoring tool has been selected. Examples include: <ul style="list-style-type: none"> - Checklist - Rating Scale - Frequency Count 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The student and teacher have determined a monitoring cue. Examples include: <ul style="list-style-type: none"> - Timer - Teacher-delivered visual or cue 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The student and teacher have developed a schedule for how often progress will be monitored. 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The self-monitoring tool has been taught, modeled and reinforced as evidenced by the students successfully self-monitoring their target behavior. 	<input type="radio"/>	<input type="radio"/>

NOTES:

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SEL

Intervention Strategies

MTSS Social Emotional Learning Intervention Strategies encompass evidence-based approaches to promote students' social-emotional development across three tiers.

At Tier 1, universal strategies like integrating SEL curriculum and creating a positive school climate foster social-emotional skills for all students.

At Tier 2, interventions provide targeted support through small-group SEL interventions, peer mediation programs, and counseling services for students requiring additional assistance.

At Tier 3, individualized, intensive interventions, such as personalized counseling or behavior plans, address the specific social-emotional needs of students with significant challenges, ensuring a holistic approach to support their well-being and academic success.



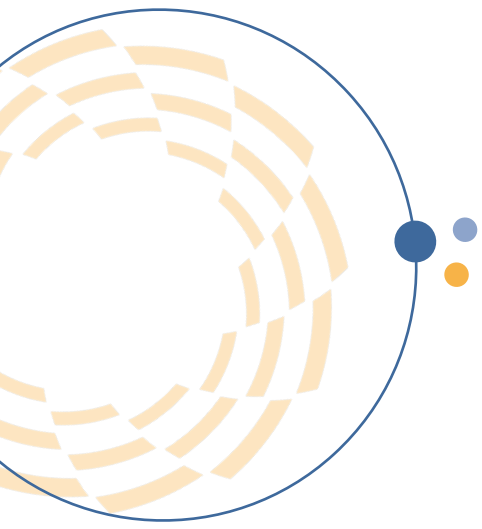


SEL



Intervention Strategy Card

- ✓ **Goal:** Recognize and analyze how positive and negative messages from media, peers, and authority figures influence personal opinions, choices and behaviors on self and other
- ✓ **Intervention:** Small group instruction
- ✓ **Resources:** Small Group Guide and Student Organizer



Intervention Strategy
SEL

Small Group Instruction/Counseling Groups

12th Grade

What is It?

Instructional or counseling groups, as a Tier 2 intervention, target skill development for a small group of students who are not responding to universal behavioral or social and emotional instruction or need additional instruction to understand and apply skills.

Common skills to teach include:

- Prosocial skills like empathy and cooperation.
- Coping skills to help manage difficult situations, such as how to manage stress and develop resilience.
- Executive functioning skills such as time-management and organization; and
- Self-management skills like self-regulation and self-monitoring.

Students with social and emotional skill deficits, those seeking peer attention and those demonstrating escape behaviors are all good candidates for social and emotional skills groups, as long as the skills taught in the group align with the student's needs.

How Does It Work?

Small groups allow for targeted instruction, structured opportunities for skill application, guided social interactions and development of problem-solving skills. Students can work on their specific needs and receive support from the group leader in a safe environment. In addition, students reflect on their experiences applying learned skills with subsequent groups to increase success.

Application

Group Facilitator: Behavioral and Social and emotional skills groups are typically led by a school mental health professional such as the school counselor, school psychologist or school social worker who have had training in leading targeted student development groups.

Schedule: Groups should be scheduled to occur at least 1 time per week for at least 30 minutes, for a duration of 6-8 weeks depending on the group's goals. Consistency is essential.

1. Develop a lesson plan based on the targeted skills students were identified for:
 - a. Provide check-in/warm-up activity.
 - b. Introduce and teach targeted skill. Incorporate real-life scenarios and engage students in sharing their experiences.
 - c. Model using examples and nonexamples; have students identify when they can use the skill.
 - d. Practice: give students opportunities to role-play and practice skills in an environment where they can make mistakes and receive immediate feedback.
 - e. Provide immediate behavior-specific feedback.
 - f. Provide a closing activity and practice assignment to review during the next group.
2. Track student progress.

Intervention Resources

- SEL Fidelity of Implementation Worksheet
Details about the worksheet
- Facilitator Guide for Managing Small Groups
Details about the worksheet
- Small Group Steps Organizer Guided Problem Solving
Details about the worksheet
- SEL Small Group Planning Guided Problem Solving
Details about the worksheet
- SEL Implementation Checklist
Details about the worksheet

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SEL

Intervention Strategy Resources

Teacher instructions and student supports.

Facilitator Guide for Managing Small Groups

ACTIVITY EXPECTATIONS:
 Communicate the activity they should be working on to the group.
 Activities will include goals, instructional time, role play practice, so be sure to plan and teach the students the before beginning the activity.

SMALL GROUP STRUCTURE
 Incorporate routines to ensure the group runs smoothly. The recommended routine for every group:

- 1 Start with a small check-in.
A check-in is a small community builder or icebreaker to prepare the students.
- 2 Review any previous skills learned.
- 3 Present the weekly skill and discuss why that skill is important.
- 4 Model the use of the skill via role-playing or video clips.
Present examples and non-examples of the skill you are teaching.
- 5 The group practices using new skills together while guided and supported by the facilitator.
- 6 Students participate in group or partner activities where they practice and give each other feedback. Participation is reinforced by the facilitator.
- 7 The facilitator guides students to set a personal goal based on the activity.
- 8 A group check-out, or reflection activity, to close out the group.
A check-out is a way for students to share how they are feeling or what they learned.

Facilitator Guide for Managing Small Groups
 Use this document to guide your small groups for teaching prosocial behaviors. Ensure the group has the structure of a well-managed classroom, including:

ATTENTION SIGNAL
 Use an attention signal (to get the student's attention within 15 seconds).
Be sure to teach this signal to students during the first meeting.

ESTABLISH ROUTINES AND EXPECTATIONS:
 Teach students your norms, expectations, and consequences. Communicate your non-negotiables (behaviors that are not tolerated within the group).

CREATE A SAFE AND CARING ENVIRONMENT
 Teach students that the group is a safe space for all to learn and practice skills without judgment.

NOISE LEVEL EXPECTATIONS
 Teach students noise level expectations for each activity. Teach students when they can openly speak and when you provide instruction.

MOVEMENT EXPECTATIONS
 Teach students which activities allow for movement and require them to remain seated.

TRANSITION EXPECTATIONS
 Teach students how to exit class when they leave to join a small group and how to quietly transition back to class.

SEL SMALL GROUP INSTRUCTIONAL STRATEGIES: GUIDED PROBLEM SOLVING STEPS Organizer

S	SAY THE PROBLEM	State and describe the problem in detail:
T	THINK OF SOLUTIONS	Brainstorm solutions: 1. 2. 3. 4.
E	EXPLORE/EVALUATE SOLUTIONS	Evaluate each solution. Note why it may or may not work to solve the problem: 1. 2. 3. 4.
P	PICK A SOLUTION	Pick a solution from those remaining on your list to try out.
S	STEP UP AND TRY THE SOLUTION	Create a plan to implement the solution and try it out. What do you need to try the solution? Reflect How did it work? What is next?

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ACADEMIC

Intervention Strategies

MTSS (Multi-Tiered System of Supports)
Academic Intervention Strategies are structured approaches designed to address students' diverse academic needs across three tiers.

At Tier 1, universal strategies such as differentiated instruction and varied formative assessment techniques are implemented to support all students in mastering core academic content.

At Tier 2, interventions provide targeted support through small-group instruction, supplemental materials, and progress monitoring for students requiring additional assistance.

At Tier 3, individualized, intensive interventions, including personalized learning plans and specialized interventions, address the specific academic challenges of students with significant needs, ensuring a systematic and personalized approach to support their academic growth and success.





ACADEMIC

Transform ELA Select Intervention

- ✓ **Choose Goal:** Know and apply grade-level phonics and word analysis skills in decoding words.
- ✓ **Select Intervention:** Elkonin boxes.
- ✓ **Reasoning:** Tier status based on ELA screener; struggles with decoding words in fluency checks and difficulty with spelling.

← **Add Intervention Strategy** ×

Goal | **Know and apply grade-level phonics**

🔍 Search for strategies

Intervention ▾

Cumulative Phonics Instruction

Elkonin Boxes Details ✓ Added

Using Elkonin boxes in phonics instruction promotes phonological awareness by breaking words into individual sounds or phonemes. Phonics helps increase student ability to read fluently.

+ [Create Custom Intervention](#) Cancel Save

ACADEMIC

Intervention Strategy Card & Resources

- ✓ Phonics Instruction - Elkonin Boxes.
- ✓ How does it work?
- ✓ Customizable materials and resources for getting students started.



Intervention Strategy
ELA
Cumulative Phonics Instruction
 K-5

What is It?
 Phonics instruction promotes the understanding that letters represent spoken sounds through a focus on individual sounds or phonemes, syllable structure, and spelling patterns. It uses clear reading materials with manageable parts, improving letter sound recognition, word blending, and the ability to sound out unfamiliar words.

How Does It Work?
 Learning the alphabetic principle, the understanding that letters represent spoken sounds, allows students to recognize the predictable relationships between written letters and their sounds. This gives the confidence to apply those relationships to decoding unfamiliar words and become more fluent readers, leading to greater comprehension.

Phonics instruction can aid students in developing their thinking skills and ability to decode and spell, improve their speech and language, and read words independently.

Application
 Reading materials can be broken into smaller sections to help students increase phonological awareness, reading fluency, and aid in the grasp of vocabulary. A few methods for phonics instruction include:

- Decodable texts - reading materials with familiar syllables and words.
- Word mapping - a graphic organizer that promotes phonemic awareness and vocabulary development by connecting a word to its sounds and definition.
- Elkonin boxes - a graphic organizer that promotes phonemic awareness by breaking apart words into individual sounds or phonemes.

See Strategy Cards for additional information about these interventions.

Strategy Cards

- Decodable Texts
- Elkonin Boxes
- Word Mapping

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ELKONIN BOXES K-5 NAME: _____

TEACHER DIRECTIONS: Write the keyword for students to hear in the boxes below. Make sure to specify each syllable or phoneme. The first set was done for you as an example.

DIRECTIONS: Listen to the word. Repeat the word out loud. Use a circle or another marker to mark each sound the word makes.

c	a	t
○	○	○
○	○	○
○	○	○
○	○	○

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Transform Math Select Intervention

- ✓ **Goal:** Understand two fractions as equivalent (equal)
- ✓ **Interventions:** Concrete-Representational-Abstract (CRA) and/or Explicit Math Vocabulary Instruction
- ✓ **Reason for Choice:** Tier status based on Math screener; struggles with comparing fractions and understanding math vocabulary such as “equivalent.”

← **Add Intervention Strategy** ×

Goal | Identifying equivalent fractions

Search for strategies

Grade ▾ Intervention ▾

7th Grade × Clear All

Concrete-Representational-Abstract (CRA) Recommended

The CRA model is an approach to teaching math that consists of three phases. The first phase is concrete, which uses hands-on manipulatives. The second phase is representational, which uses visual supports. The final phase is abstract thinking, which relies solely on using digits and symbols in equations.

Concrete ⓘ

Counting Manipulatives Details ✓ Added

Concrete counting manipulatives are a part of the first step in the CRA (Concrete, Representational, Abstract) model, which is an approach to teaching math that focuses on using concrete, hands-on manipulatives to learn mathematical concepts related to counting.



ACADEMIC

CRA Evidence-Based Strategy - Counting Manipulatives



- ✓ CRA evidence-based strategy, with Counting Representation Objects/ Manipulatives.
- ✓ How does it work, and how is it applied?
- ✓ Resources to provide hands-on intervention with students, for example, fraction strips.

Concrete Representational Abstract

What is it?
The CRA model is an approach to teaching math that consists of three phases. The first phase is concrete, which uses hands-on manipulatives. The second phase is representational, which uses visual models. The third phase is abstract, which involves using symbols and numbers.

How Does It Work?
Using the CRA model provides multiple means of representation for students, which can be used in many ways. It can be used to introduce a new concept, to reinforce a concept, or to help students understand a concept. It can also be used to help students with learning disabilities or other special needs.

Application
To understand how students using the CRA approach, focus on using the process and applying the mathematical concepts. Think about how the CRA approach can be used to help students understand mathematical concepts.

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Counting Manipulatives

What is it?
Counting manipulatives are a part of the first step in the CRA model. They are used to help students understand the concept of counting and to help them learn to count objects.

How Does It Work?
Manipulatives can help students make the math concepts more concrete and hands-on. They can be used to help students understand the concept of counting and to help them learn to count objects.

Materials
Materials can be used in teaching several different concepts. They can be used to help students understand the concept of counting and to help them learn to count objects.

Application
To understand how students using the CRA approach, focus on using the process and applying the mathematical concepts. Think about how the CRA approach can be used to help students understand mathematical concepts.

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FRACTION STRIPS

DIRECTIONS: Cut out along the lines of the fractions. Use the fraction strips to add, subtract, order, or compare fraction sizes.

1											
1/2					1/2						
1/3			1/3			1/3			1/3		
1/4		1/4		1/4		1/4		1/4		1/4	
1/6		1/6		1/6		1/6		1/6		1/6	
1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8	

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ACADEMIC

Math - Intervention Strategy Cards and Resources

- ✓ Explicit Instruction – Vocabulary – Word of the Day
- ✓ How does it work, and how is it applied?
- ✓ Resource to provide hands-on intervention with students, editable PDF for any math vocabulary deep dive.

Math Vocabulary Explicit Instruction
5th-12th Grade

What is it?
Math vocabulary practice is a part of explicit instruction critical in students' understanding of math concepts and developing math skills. Students must have foundational skills and an understanding of math vocabulary to advance to more complex concepts. Explicit instruction is teaching in a direct and structured way.

How Does It Work?
Introducing math vocabulary provides a stronger foundation for solving mathematical concepts. Understanding math vocabulary aids students in their problem-solving abilities, reasoning skills, and ability to communicate mathematically. It is important to differentiate between the many homographs/homophones that appear in the vocabulary, such as mean, even, foot, foot, or a four or for, ate or eight, won or one, and too or two.

One method of teaching math vocabulary is to let students do the defining. How students group their own understanding of math vocabulary in a notebook or the lesson and create their own definitions of words based on their learning.

Application
There are several methods of teaching math vocabulary.

1. Focus on keywords for math operations, such as altogether, join, sum, combine, both, in all, total, increase, difference, left over, take away, less than, decrease, remove, times, product, multiply, divided by, quotient, and percent.
2. Use place value blocks to teach greater than and less than.
3. Connect to using concrete manipulatives such as number lines.
4. Utilize a math vocabulary notebook or graphic organizer, such as a Frayer model.
5. Have students create a video demonstrating their understanding of a vocabulary term.
6. Use arrays to teach multiplication.
7. Break down the patterns between vocabulary terms.
8. Utilize a word wall, personal word banks, or math journals.
9. When teaching decimal numbers, color-code the decimals or use flashcards with common vocabulary terms for decimals to organize and unorganize.
10. Add it out or draw it out.
11. Address math vocabulary in word problems.
12. Use sentence frames or sentence starters.
13. Pick a word (or a few words) of the day. Review terms at the start of class and have students use them in word problems, class discussions, and small groups.
14. Use sentence frames or sentence starters.
15. Utilize a math vocabulary game in a whole-group or small-group setting.

See additional supplemental and strategy cards for how to teach math vocabulary more effectively.

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Word of the Day
5th-12th Grade

What is it?
Utilizing the word of the day method is a math vocabulary practice and part of explicit instruction that enhances students' comprehension of math concepts and developing foundational math vocabulary skills.

How Does It Work?
Math vocabulary practice provides a stronger foundation for solving more complicated mathematical concepts. Focusing on a few words per day or per week allows for several opportunities to review the math terms and solidify student understanding.

Students can be included in the process by developing a list of words to focus on during the week, depending on the grade level and class length. Students can seek out the terms in the word problems they solve, in lessons, small group activities, and in their reading.

Another approach is to decide on three "goal words" for students to focus on during a lesson. Post the words and their definition in front of the class and review them at the start of class.

Materials
- Word of the Day supplemental worksheet
- Math journals

Application
Pick a word or a few words to focus on during the lesson. Review terms and their definitions at the start of class, and have students use them in word problems, class discussions, and small groups.

Provide students with a math journal or worksheet to keep track of daily vocabulary terms. This can serve as a reference source for students as they continue practicing the vocabulary terms.

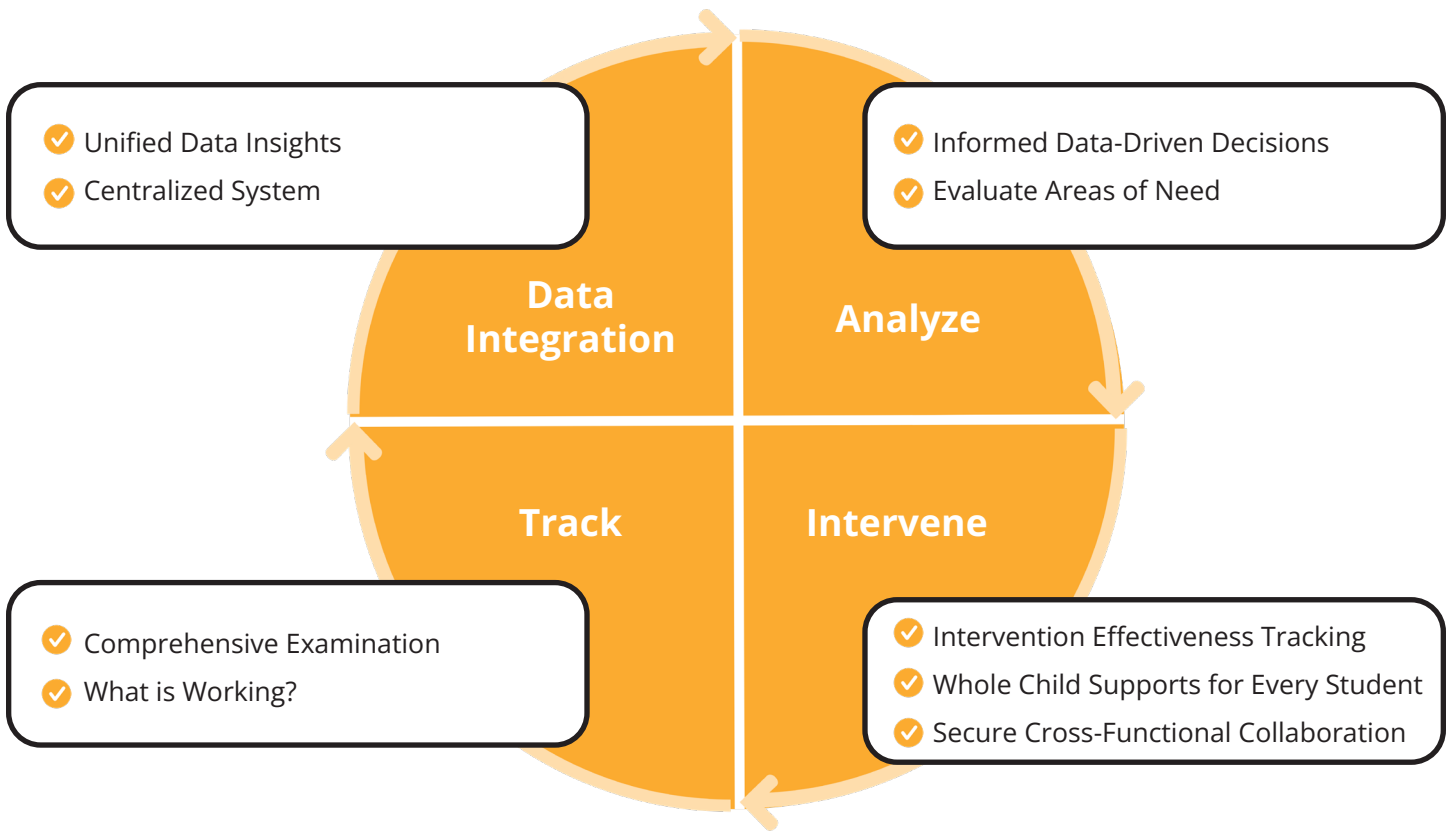
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WORD OF THE DAY PRACTICE NAME: _____

DIRECTIONS: Write the definition of "equivalent" and then draw a picture and write a sentence to apply the vocabulary term. Make sure to show examples of equivalent fractions.

WORD	DEFINITION
equivalent	
WRITE A SENTENCE	DRAW A PICTURE
_____	_____
_____	_____
_____	_____

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Partnering with RethinkEd to utilize the MTSS Intervention Strategies Library offers districts a comprehensive solution to support student success.

With a wealth of evidence-based resources spanning academic, behavioral, and social-emotional domains, districts can streamline intervention implementation and ensure consistency across all tiers of support.

By leveraging RethinkEd's expertise and customizable tools, districts can empower educators to effectively meet the diverse needs of every student, fostering a culture of inclusivity, equity, and academic achievement district-wide.

Unlock student success with RethinkEd's MTSS
Intervention Library.



LEARN MORE

About Us

RethinkEd combines the power of technology and research to deliver innovative, scalable, and evidence-based instructional materials and supports for all learners and educators, including those with disabilities. The comprehensive suite of tools ensures that every student develops the academic, behavioral, and social/emotional skills they need to succeed in school, at work, and in life. RethinkEd positions educators, students, and families for success.

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