

Treatment Integrity Measure for Reading Strategies Dialogic Reading:

Steps to follow:	Yes or No
Has the teacher provided the child with a copy of the book being used in classroom reading?	
Has the teacher provided a guide for the parents explaining the purpose of the book, hints for how to introduce and read the book, and different kinds of prompts that may be used throughout the reading?	
HAVE YOU PROVIDED TRAINING TO PARENTS ABOUT DIALOGIC READING THAT PROVIDES THEM WITH INFORMATION ABOUT THE FOLLOWING:	
1. Have you distinguished which reader your child is?	
Pre Readers- Did you ask questions about individual pages in the book? Did you ask the child to describe events, objects, or actions on the page?	
Early Readers- Did questions focus on the story as a whole?	
2. Did you use CROWD?	
C-Completion of a sentence (Did you ask a question where the child had to complete the sentence?)	
R- Recall of the paragraph, page, or story	
O- Open ended (Did you say "Tell me about the story")	
W- What, When, Where, and Why questions	
D- Distancing (Ask about childhood instances)	
3. Are you evaluating the adult child interactions using PEER?	
P- Prompt the child to respond to the book	
E-Evaluate the child's response	
E-Expand the child's response by repeating or adding information	
R- Repeat the expanded utterance (the child's answer)	
4. Are you letting your child know he/she has the correct answer?	
Are you letting your child know that they have the correct answer by repeating the answer they say back and providing feedback?	
5. Are you providing assistance when your child answers incorrectly?	
Are you providing feedback when the answer to your question is inappropriate?	
Are you asking your child to repeat the correct answer back to you?	
6. Are you providing enough praise for your child?	
Are you providing positive reinforcement for effort throughout the reading?	
Are you providing positive reinforcement for correct answers throughout the reading?	
7. Are you paying attention to your child's interests?	
Are you asking questions and letting your child talk about a picture they have expressed interest in?	

Treatment Integrity Measure for Family Literacy Program:

Steps to follow:	Yes or No
1. Set up a classroom literacy center	
Has the classroom teacher set up bookshelves with 5-8 books per student?	
Are there books for several reading levels and from a variety of genres?	
Has a system been set up to allow students to check books out and take them home?	
Has the classroom teacher made the area comfortable by adding pillows, rugs, chairs, etc?	
Have manipulatives such as feltboards with story characters, taped stories, props, etc. been provided?	
2. Designate a literacy center time	
Has the classroom teacher set aside time for the center 3-5 times a week?	
Has 30-40 minutes been allowed for center time?	
3. Activities during literacy center time	
Has the classroom teacher modeled activities to create or increase student interest in reading such as reading aloud to students, tell stories using props, encouraging students to identify interesting words and look them up for meaning?	
Has the classroom teacher allowed students to select their own activities such as reading to a friend, listening to a taped story, tell a story with puppets, etc?	
Has the classroom teacher led group discussions about elements of story structure or author/illustrator styles?	
4. Training and information for parents	
Has the classroom teacher set up a bag of materials for parents?	
Does this bag include a story board, two notebooks for journaling, file box with blank note cards for recording "Very Own Words", books, and a parent literacy program handbook?	
Has daily and weekly record sheets been made for parents to track the effort and success of their child?	
Has a parent meeting been scheduled to explain the procedures (story boards, very own words, and journaling) and benefits for this program?	
Has a signup sheet been made for parents to sign up for a time to visit their children during the literacy center time at school?	
Have parent conferences been scheduled with the teacher periodically to discuss the child's progress?	
Have monthly parent group meetings been scheduled so parents can meet with other parents?	
Has teacher contact information been made available to parents?	

Treatment Integrity Measure for the Parent Tutoring Program:

Steps to follow:	Yes or No
1. Identify students' needs	
Has the classroom teacher identified students in need by examining available student performance data (i.e. Standardized tests, DIBELS, Aimsweb, iSteep, etc.)	
Has the classroom teacher collected baseline performance data using Curriculum Based Measurement (CBM)?	
Has the classroom teacher met with students to establish a student learning plan designed to aggressively target skill development based on the student's performance?	
Has the classroom teacher selected readings appropriate for the student's needs?	
2. Schedule parent training	
Did the school attempt to accommodate parents' schedules?	
Did the school train parents in the Parent Tutoring intervention over several sessions to ensure that the intervention was understood by participating parents?	
Did the school demonstrate procedures and provide materials for parents?	
3. Conduct a parent training for the Parent Tutoring program	
Did the school provide the parents with opportunities to model, practice, and receive feedback during the training sessions?	
Were parents correctly trained about how to calculate Words Correct Per Minute?	
<ul style="list-style-type: none"> Total number of words read in one minute – number of errors = WCPM 	
Were parents correctly trained on what is an error while reading?	
<ul style="list-style-type: none"> Errors are additions, substitutions, or hesitations (3 seconds) 	
Were parents given instructions pertaining to how many sessions to conduct with their child during the school year? (2-3 per week)	
Were parents given instructions pertaining to how many sessions to conduct with child during the summer? (Daily)	
Were the parents provided with reading materials during the school year?	
Were the parents provided with reading materials or how to locate materials for the summer months?	
Were the parents provided a timer to time reading passages?	
Were the parents trained to use the Parent Check Worksheet?	
Were the parents provided the Parent Check Worksheet?	
Were the parents provided the chart to record their student's progress?	
4. Progress monitoring	
Were the parents provided with teacher contact information?	
Did the classroom teacher conduct a conference with the parents informing them of student progress?	
Were the parents provided with additional support when needed?	

Treatment Integrity Measure for Parents Encourage Pupils (PEP):

Steps to follow:	Yes or No
1. Identifying student’s needs	
Has the classroom teacher identified students in need by examining available student performance data (i.e. Standardized tests, DIBELS, Aimsweb, iSteep, etc.)	
Has the classroom teacher collected baseline performance data using Curriculum Based Measurement (CBM)?	
Has the classroom teacher met with students to establish a student learning plan designed to aggressively target skill development based on the student’s performance?	
Has the classroom teacher selected homework activities appropriate for the student’s needs?	
2. Set up a classroom reading lab	
Did the classroom teacher set up a classroom reading lab?	
Did the classroom teacher provide daily activities for the students to choose?	
Does the lab contain information and assignments including daily homework, word lists, reading games, books for tutoring activities at home, and calendars to track completed activities?	
Has the classroom teacher set up an appropriate rewards system for the students when they reach their goal?	
3. Parent Conference and Training	
Has the classroom teacher held an initial parent conference to share student data, intervention plan, and goals for student achievement?	
Has the classroom teacher provided intervention materials (calendar and tracking sheet) to the parent?	
Has the teacher provided step by step instructions for the parent to complete the Parents Encourage Pupils intervention?	
Has the classroom teacher provided example forms to parents?	
Has the classroom teacher provided information to the parent about how the materials and forms will be returned to school?	
Has the teacher provided their contact information to the parent in case questions arise?	
Have arrangements been made with the teacher and parent to have regular communication concerning the student’s progress?	
4. Student Conference	
Has the classroom teacher met with the student to inform him/her about the intervention plan?	
Has the classroom teacher met with the student to inform him/her about their role in the plan?	
Has the classroom teacher met with the student to discuss his/her goals for the program?	
5. Daily Responsibilities	
Has the classroom teacher ensured that homework calendar and materials are sent home?	
Has the classroom teacher kept a record at school of activities that the students complete daily in their reading intervention and how many points are earned for that activity?	
Has the classroom teacher added homework points from each student to their teacher tracking calendar.	
Has the classroom teacher tallied total points the student has earned completing reading tasks?	
6. Progress Monitor	
Has the classroom teacher provided opportunities for the student to “spend” their accumulated points on rewards?	
Has the classroom teacher collected progress monitoring data from each student so that the student’s progress can be compared to the end goal?	
Has the classroom teacher provided the progress monitoring information to parents?	