

Tool 8: Intervention Intensity Checklist

The goals of the Intervention Intensity Checklist are to:

- Increase the quality of instruction available to the most at-risk students
- Increase reading outcomes for students
- Assist schools with designing Tier 3 intervention programs that are more intensive than Tier 2

The checklist offers alterable instructional variables to consider when a student is not making progress and instruction needs to be “intensified.” The goal is to provide educators with concrete and actionable ideas about how to operationalize more intensive support.

Even if a student is ultimately deemed entitled to specialized instruction that is protected on an IEP, it will still be necessary to find instruction that works to enable the student to learn to read. In other words, this checklist can be used for students who are already on IEPs to improve the effectiveness of their specialized instruction.

Quick Check

- ☐ Was the intervention delivered as planned?
- ☐ Is instruction targeting the right skill?
- ☐ Was an evidence-based program used that contains a clear scope and sequence?
- ☐ Do all students in the group need instruction on the same skill?
- ☐ Was diagnostic assessment data used for grouping?
- ☐ Is progress being monitored at least every other week?
- ☐ Has the interventionist received training in the intervention program?

Effectiveness

Use a published instructional program that includes:

- ☐ Evidence of effectiveness for others in your school or district
- ☐ A clear scope and sequence
- ☐ Training offered by the author or publisher

Match

- ☐ The program focuses on skills the student needs to learn.
- ☐ The program does not focus on skills the student already knows.
- ☐ Decrease the heterogeneity of the group (*all students have similar skill deficits*).
- ☐ Be sure pre-requisite skills have been taught and mastered.

Explicit Instruction

- ☐ Use precise, simple language to teach key concepts or procedures.
- ☐ Break skills into smaller chunks or steps.
- ☐ Provide a clear model of new skills.
- ☐ Make abstract concepts concrete with visuals, movement and manipulatives.
- ☐ Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Offer repeated opportunities to correctly practice the step.
- ☐ Increase the frequency of error correction and corrective feedback across learning environments.

- ☐ Gradually remove steps from examples so students take on responsibility for completing more and more steps.
- ☐ Once accurate, incorporate fluency-building activities to develop automaticity of skills.
- ☐ Provide sufficient opportunities for independent practice with feedback. Consider choral responding, partner practice and practicing with adults.
- ☐ Promote maintenance of skills by providing cumulative review of skills students can fluently produce.

Practice Opportunities

- ☐ Increase the length of each intervention session.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Embed additional practice sessions throughout the day.

Engagement and Motivation

- ☐ Increase the means and expectation of active responding.
- ☐ Change the schedule of reinforcement.
- ☐ Provide more frequent feedback about behavior and engagement.
- ☐ Connect with parents.
- ☐ Use peer support to model and encourage desired behavior.
- ☐ Leverage group contingencies to support appropriate behavior.

Progress Monitoring

- ☐ Monitor more frequently
- ☐ Ensure the monitoring material matches the point of instruction.
- ☐ Monitor in below-grade level material.

Other

- ☐ Change to a more knowledgeable or experienced interventionist.
- ☐ Have a coach observe and provide feedback.
- ☐ Seek additional training and support from the program author or publisher.