

Options for Change in Intervention

Options for Students

- Increase motivation
 - Add incentives
 - Change incentives
 - Adjust behavior plan
 - Increase success level
 - Vary schedule of easy/hard tasks/skills
- Increase engagement
 - Number of responses per session
 - Teach, review and post standards of behavior
- Increase regular attendance
- Ensure student skill level matches instruction
 - Skill grouping
 - Differentiated instruction
- Increase types of cueing approaches
 - Visual
 - Auditory
 - Tactile

Options for Curriculum/Program

- Preteach components of the core program
- Check fidelity of implementation of program
 - Provide additional training
 - Add a coaching component
- Use extensions of the core program
- Move to a more structured intervention program
- Change the core program



Options for Instruction (Practices)

- Skill grouping – Differentiated instruction
- Increase pace of instruction
- Increase opportunities to respond
- Employ standard cueing correction procedures
- Pre-teach con concepts outside the group
- Build/activate prior knowledge

Options for Instruction (Logistics)

- Reduce size of instructional group
- Add additional instructional time
 - Double dosing
 - Different materials
- Change instructor
- Change seating within group
- Provide instruction in small units throughout the day
- Change physical environment

Note:

Under district decision rules, a substantial change is identified as one of the following:

- Time (increased by at least 15 minutes/day)
- Group size (reduced by at least 3)
- Program change (should match deficit skill(s))
- Increased Intensity
- Frequency: number of times a day

For a student who is at high risk, one and/or all three of these options should be done in the movement toward SPED referral.