

Intensification Strategy Checklist

Use these ideas, as well as your own, to guide planning for intensive intervention. For more information about intensifying intervention, see the following modules:

- Designing and Delivering Intervention for Students with Severe and Persistent Academic Needs
<http://www.intensiveintervention.org/resource/designing-and-delivering-intervention-students-severe-and-persistent-academic-needs-dbi>
- Designing and Delivering Intervention for Students with Severe and Persistent Behavior Needs
<http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8>

Note: *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity, and for a sufficient amount of time.*

Possible Quantitative Strategies (Try First)

- € Increase the length of intervention sessions
- € Increase the number of intervention sessions per week
- € Decrease the group size
- € Increase the total number of sessions
- € Decrease the heterogeneity of group (group student with others of a closer performance level)
- € Consider an intervention setting with fewer distractions
- € _____
- € _____
- € _____

1. Possible Qualitative Strategies (Try Next)

Elements of Explicit Instruction

- € Use precise, simple language to teach key concepts or procedures.
- € Model new concepts with examples and “think aloud” as you work through steps
- € Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
- € Break tasks into smaller steps, compared to less intensive levels of instruction/intervention.
- € Break behavior goals into small chunks or steps
- € Provide concrete learning opportunities (including role play and use of manipulatives).
- € Have students explain new concepts, in their own words, incorporating the important terms you have taught.
- € Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.

- € When introducing a concept, provide worked examples and show the steps in writing.
- € Present a completed work example. Explain why the step is important, have the student complete that step, and explain its importance.
- € _____
- € _____

Behavior and Motivation Support

- € Use a timer for intermittent reinforcement of on-task, appropriate behavior.
- € Provide differential reinforcement or change the schedules of reinforcement.
- € Create a motivation plan based on what you know about the student.
- € Use a report card for home communication.
- € Add a social skills group.
- € Combine academic and behavioral supports.
- € Convene an FBA team to determine function of behavior.
- € Use group contingencies to promote on-task, appropriate behavior.
- € Use peer support to model and encourage desired behavior.
- € _____
- € _____

Building Fluency through Practice

- € Once students can complete entire examples and explain their work, incorporate fluency building activities to develop automaticity of skills.
- € Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.
- € Increase opportunities for student response and practice through unison choral responding, peer activities, and opportunities for the student to perform with adult feedback.
- € _____
- € _____

Error Correction

- € Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Provide repeated opportunities to correctly practice the step.
- € Increase the frequency of error correction and corrective feedback.
- € _____
- € _____

Other

- € Change to an interventionist with more expertise such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student's needs.
- € _____
- € _____