

Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *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.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

Dosage

Increase opportunities for practice and corrective feedback.

- € 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 the groups (group students with similar performance levels).
- € Consider an intervention setting with fewer distractions.
- € Embed additional practice and feedback sessions throughout the day.
- € _____

Alignment

- € Increase instructional time for the target skill.*
- € Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- € Focus on discrete skill instruction within the target skill.
- € _____

Attention to Transfer

- € Align instructional routines and language with core instruction and the environment.

- € Preteach content.
- € Embed guided practice on target skills within core instruction and other environments.
- € Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- € Explicitly teach connections.
- € _____

Comprehensiveness or Elements of Explicit Instruction

- € Use precise, simple language to teach key concepts or procedures.
- € When introducing a concept, provide worked examples and show the steps in writing.
- € Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.
- € Model new concepts with examples and “think aloud” as you work through steps.
- € Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.
- € Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
- € 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.*
- € Break academic or behavior tasks into smaller 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.
- € Provide sufficient opportunities for independent practice with feedback.

- € 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.*
- € _____

Behavior, Engagement, and Motivation Support

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

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.
- € Change the intervention to better meet the individual needs.
- € _____

*These areas also are important to consider for dosage.