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Using the Taxonomy of Intervention Intensity to Select, Design, and Intensify Intervention

Participant Workbook

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Table of Contents

Taxonomy of Intervention Intensity K-W-L

What Does It Help Me KNOW?	What More Do I WANT to Know?	How Will I LEARN More?

Taxonomy of Intervention Intensity: Academics

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

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The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

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Current Intervention Brainstorm

1. Brainstorm Interventions

Reading	Mathematics	Behavior

2. Describe your process for selecting an intervention for a specific student.

3. Describe your process for adapting an intervention for a particular student.

What is the Taxonomy of Intervention Intensity?

The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity and considering the integrated academic and behavioral supports needed by many students with intensive needs. It includes seven dimensions that help you to answer the following questions:

Does evidence suggest the intervention is expected to lead to improved outcomes (**strength**)?

Will the group size, duration, structure, and frequency provide sufficient opportunities to respond (**dosage**)?

Does the intervention match the student's identified needs (**alignment**)?

Does it assist the student in generalizing the learned skills to general education or other tasks (**attention to transfer**)?

Does the intervention include elements of explicit instruction (**comprehensiveness**)?

Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?
Can the intervention be easily integrated into academic instruction (**academic support**)?

Can the intervention be individualized with a data-based process to meet student needs (**individualization**)?

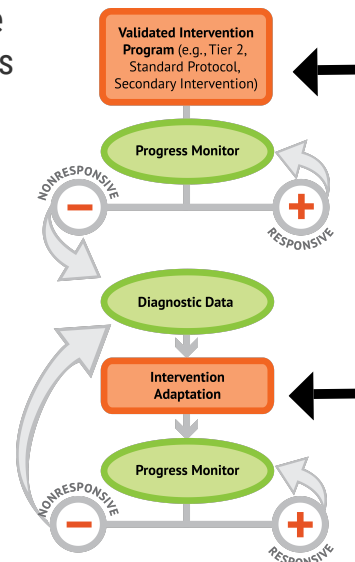Learn more about the Taxonomy of Intervention Intensity and find resources to support implementation
https://intensiveintervention.org/taxonomy-intervention-intensity

When do I use the Taxonomy of Intervention Intensity?

The seven dimensions of the Taxonomy of Intervention Intensity can help educators make informed, systematic decisions in the context of the data-based individualization (DBI) process. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The Taxonomy can help educators:

DBI Process

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

NONRESPONSIVE − RESPONSIVE +

Diagnostic Data

Intervention Adaptation

Progress Monitor

NONRESPONSIVE − RESPONSIVE +

Taxonomy Dimensions

1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Support
7. Individualization

Evaluate current interventions

Already **have an intervention**? Use the dimensions of the Taxonomy to evaluate its strengths and limitations for your target population.

Select a new intervention

Looking for a **new intervention**? Rating the dimensions of potential interventions can help educators compare their strengths and limitations to support selection.

Intensify the intervention

Even the best intervention is not effective for every student. Need to intensify your intervention? The dimensions of the Taxonomy in combination with student data and teacher expertise can help guide the **adaptations or intensification** of the intervention over time.

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Tools for Identifying Evidence-Based Interventions

Several online tools are available to assist educators in identifying evidence-based strategies and published interventions. This handout describes three of these resources.

What Works Clearinghouse (WWC)

- **Topics:** Literacy, Mathematics, Science, Student Behavior, Youth with Disabilities, College and Career, Dropout, Early Childhood, Education Technology, English Language Learners

- **Resources**: Intervention Research Reports, Practice Guides, Videos of Effective Mathematics Practices, Reviewed Research Studies

- **Search Features:** Search by topic and subcomponents, grade (PK–16), effectiveness, delivery method (whole class, small group, 1:1), program type (curriculum, intervention, practice), race, gender

- **Results:** Improvement Index (expected change in percentile rank), effectiveness rating (e.g., positive, potentially positive, mixed), effect size (overall and by subcomponents found at end of Intervention Report)

- **Funding Source:** Institute of Education Sciences, U.S. Department of Education

- **Website:** http://ies.ed.gov/ncee/wwc/

National Center on Intensive Intervention (NCII) Tools Charts

- **Topics:** Academic (Mathematics, Reading, Writing) and Behavior

- **Resources:** Behavior and Academic Interventions Tools Charts, Glossary of Terms, User Guide, Audio Tour, Progress Monitoring Tools Charts, Webinars, Sample Lessons and Activities, Newsletter

- **Search Features:** Search by elementary or middle school, subject/behavior, effect size, study, intervention title, study quality

- **Results:** Quality of research study (e.g., fidelity of implementation, participants, design), effect size (targeted and broad measures), intervention implementation information (group size, duration, delivery method)

- **Funding Source:** Office of Special Education Programs, U.S. Department of Education

- **Website:** www.intensiveintervention.org

Best Evidence Encyclopedia

- **Topics:** Mathematics, Reading, Science, School Reform, Early Childhood, Technology, English Language Learners

- **Resources:** Magazine, Articles, Program Reviews, Newsletter, Full Reports, Educator Summaries

- **Search Features:** Search by topic, elementary or middle/high school, top-rated programs

- **Results:** Rating of Evidence of Effectiveness (strong, moderate, limited or insufficient evidence), type of program, description

- **Funding Source:** Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

- **Website:** www.bestevidence.org

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Model of Explicit Instruction

Clear Objective

- Important focus
- Specific learning outcome

I Do

Modeling	Practice
Clear Explanation	Guided Practice
Planned Examples	Independent Practice

We Do

You Do

Supporting Practices

- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

Features of Explicit Instruction:
Master Checklist

Explicit Instruction

The methods used to **create objectives** should:
- ❑ Select a goal from IEP or standards
- ❑ Choose an objective that is the next step toward the goal
- ❑ Limit the objective to one singular next step toward the goal
- ❑ Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:
- ❑ Give clear explanations
- ❑ Model multiple planned examples
- ❑ Use supporting practices

The methods used to **provide practice** should:
- ❑ Provide guided practice
- ❑ Provide independent practice

Supporting Practices

The methods used to **elicit a response** should:
- ❑ Maintain or check accuracy of processing
- ❑ Match the learning outcome
- ❑ Match the students' abilities
- ❑ Match the desired response format
- ❑ Maximize student involvement

The methods used to **provide feedback** should be:
- ❑ Immediate: delivered as soon as possible
- ❑ Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:
- ❑ Move on when students are ready
- ❑ Use the supporting practices

Video Review Comprehensiveness

Component	Examples
Provides explanations in simple, direct language	
Models efficient strategies (e.g., decoding unknown words) instead of expecting students to discover strategies on their own	
Ensures that students have the necessary background knowledge and skills to succeed with these strategies	
Gradually fades support for students' correct execution of these strategies	
Provides practice so students use the strategies to generate many correct responses	
Incorporates systematic cumulative review	

Assessing the Quality of Validated Intervention Platforms for Academics

The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity. Review the definitions of six dimensions and rate the extent to which the current validated intervention platform addresses each. Use the following to record your responses: 0—fails to address the dimension, or you are unsure; 1—minimally addresses; 2—moderately addresses; and 3—strongly addresses.
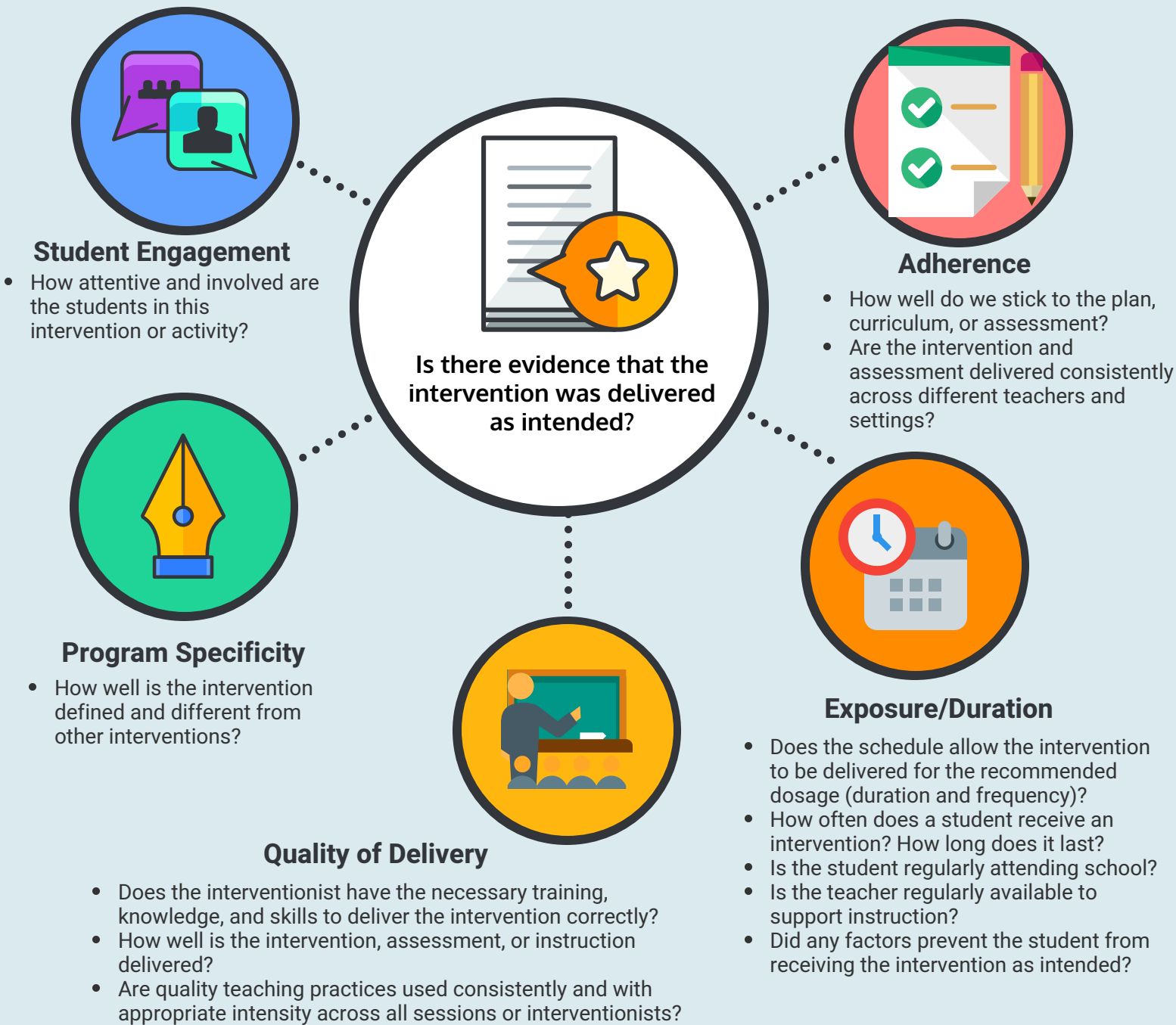
Dimension	Definition	Rating (0–3)	How could you intensify?
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above 0.25 indicate that an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).		
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.		
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.		
Attention to Transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.		
Comprehensiveness	The number of explicit instruction principles that the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; ensuring that students have the necessary		

Dimension	Definition	Rating (0–3)	How could you intensify?
	background knowledge and skills to succeed with these strategies; gradually fading support for students' correct execution of these strategies; providing practice so that students use the strategies to generate many correct responses; and incorporating systematic cumulative review).		
Behavioral Support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.		

*Fuchs, L. S, Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50*(1), 35–43.

Considerations for Effective Implementation
5 Elements of Fidelity

Is there evidence that the intervention was delivered as intended?

Student Engagement
- How attentive and involved are the students in this intervention or activity?

Program Specificity
- How well is the intervention defined and different from other interventions?

Adherence
- How well do we stick to the plan, curriculum, or assessment?
- Are the intervention and assessment delivered consistently across different teachers and settings?

Quality of Delivery
- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
- How well is the intervention, assessment, or instruction delivered?
- Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

Exposure/Duration
- Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- How often does a student receive an intervention? How long does it last?
- Is the student regularly attending school?
- Is the teacher regularly available to support instruction?
- Did any factors prevent the student from receiving the intervention as intended?

Why fidelity? If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

Source: Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); O'Donnell (2008).

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Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis, 26*, 257–263.

O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of Educational Research, 78*, 33–84.

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Five Elements of Fidelity: Data Collection

Element	Considerations	What Would This Look Like? (examples in action)	How Will I Know It Is Happening? (possible data sources)
Student Engagement	How engaged and involved are the students in this intervention or activity?		
Program Specificity	How well is the intervention defined and different from other interventions?		
Adherence	How well do we stick to the plan, curriculum, or assessment?		
Exposure/Duration	How often does a student receive an intervention? How long does an intervention last?		
Quality of Delivery	How well is the intervention, assessment, or instruction delivered? Do you deliver instruction using high-leverage practices?		

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Student Intervention Implementation Log

Purpose: This log can be used as a daily and weekly record of your implementation of an individual student's intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

Teacher: _____

Student: _____

Week of: _____

Intervention Implementation Log

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark "N" under the column "Intervention Offered?" and leave the rest of the row blank. On days when the student receives intervention (Student Present? = Y), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

Day	Intervention Offered?	Student Present?	Intervention Duration or Frequency	Was the Student Engaged? *No Partially Yes*	Was the Intervention Implemented as Planned? *No Partially Yes*
Monday	☐Y ☐N	☐Y ☐N		☐1 ☐2 ☐3	☐1 ☐2 ☐3
Tuesday	☐Y ☐N	☐Y ☐N		☐1 ☐2 ☐3	☐1 ☐2 ☐3
Wednesday	☐Y ☐N	☐Y ☐N		☐1 ☐2 ☐3	☐1 ☐2 ☐3
Thursday	☐Y ☐N	☐Y ☐N		☐1 ☐2 ☐3	☐1 ☐2 ☐3
Friday	☐Y ☐N	☐Y ☐N		☐1 ☐2 ☐3	☐1 ☐2 ☐3

Please note any relevant information to explain the above ratings.

End-of-Week Evaluation

Implementation

Reflecting on your daily ratings, please rate overall implementation this week.

	No	Partially	Yes
Did you implement the **intervention plan** as intended this week?	☐1	☐2	☐3
Did you implement the **data collection plan** as intended this week?	☐1	☐2	☐3

If you selected a 1 or 2 for either of the above items, then please note what occurred, including any intervention adaptations that were not in the plan. Also, please note any additional relevant information.

Need for Further Adaptation

Do student data indicate the need for an adaptation to the intervention based on predetermined decision rules?
☐ Yes
☐ No

Does the plan need to be changed due to barriers to implementation (e.g., the schedule does not allow sufficient time, staff need more training)?
☐ Yes
☐ No

If an adaptation is needed ("Yes" to either question above), then consider the following:
What level of adaptation is needed to improve your plan for next week?
☐ Minor
☐ Major
Do you need to meet with the team before moving forward with the adaptation?
☐ Yes
☐ No

Next Week's Action Plan

Please describe any planned modifications for next week.

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 student's individual needs.
- [ ] _____

*These areas also are important to consider for dosage.

Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank

This resource includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the [Intervention Intensification Strategy Checklist](#). When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the [Data-Based Individualization Implementation Log](#) and informal diagnostic data may help teams answer the sample questions below related to these three areas.

Tip: If most students are not responding to the intervention, consider developing a hypothesis to guide selection and implementation of adaptations or intensification strategies for the group. If most students are responding and a few students are not, consider using this resource to develop a hypothesis to guide adaptations and intensification for individual students.

Intervention Design (*Strength/Evidence base*)

- Does evidence suggest that the intervention is expected to lead to improved outcomes (*strength*)?
  - o For the identified skill deficits and/or function of the behavior?
  - o For students with similar characteristics (e.g., English learner, disability, socioeconomic status, geographic setting)?
  - o For students with similar growth goals?
- Does the group size, duration, and frequency provide sufficient opportunities to respond and receive corrective feedback (*dosage*)?
- Does the intervention match the student's identified needs (*alignment*)?
- Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
- Does the intervention include elements of explicit instruction (*comprehensiveness*)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (*behavioral support*)? Does the behavior intervention complement rather than supplant the academic focus (*academic support*)?

If teams indicate no or are unsure about any of these questions, click on the link in the parentheses to access additional questions to help clarify or narrow the hypothesis.

Intervention Delivery/Fidelity

- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention with fidelity?

- Is there evidence that the intervention was delivered with fidelity? Consider the following:
  - *Adherence*: How well do we stick to the plan, curriculum, or assessment? Is the intervention delivered consistently across different teachers and settings?
  - *Program specificity:* How well is the intervention defined and different from other interventions?
  - *Engagement:* How engaged and involved are the students in this instruction/intervention?
  - *Duration:*
    - Is the student regularly attending school?
    - Is the teacher regularly available to support instruction/intervention?
    - How often does a student receive instruction/intervention? How long does instruction/intervention last?
    - Did any factors prevent the student from receiving the intervention as intended?
  - *Quality of delivery:*
    - How well is the intervention, assessment, or instruction delivered?
    - Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

Learner Needs and Background

- What previous interventions or supports has the student received? How has he/she responded to these interventions or supports?
- Have we reviewed available assessment data related to areas of strength, concern, skill deficits, etc.?
- Has the teacher communicated with previous teachers, parents, or the student to get a better sense of his/her performance and considerations of factors that may be impacting the student?
- Are other factors contributing to the learning or behavior concerns that need to be addressed (e.g., home life, health, vision, hearing, attendance/tardies, disability, behavior)?
- Are there environmental variables that may impacting the student's learning? For instance, does the problem occur in a particular setting, under certain conditions, or at a certain time of day?
- Is the student an English learner? Are appropriate practices to support language development used?

- For students with an identified disability, does the support and instruction align with the individualized education program (IEP) or 504 plan? Are modifications needed to the student's program or plan?
- For students without an identified disability, do data warrant a referral to special education, given the district's policies?

Taxonomy of Intervention Intensity Dimensions—Refining the Hypothesis

Teams may use these additional questions, organized using the Taxonomy of Intervention Intensity, to refine the hypothesis to make more effective and efficient decisions about intensification.

Dosage *(Opportunities to practice and receive corrective feedback)*

- Does the intervention, when delivered with fidelity, provide enough opportunities to learn or practice the target skill(s)? Is the frequency of corrective feedback sufficient?
  - How does the group size impact the student's opportunities to respond and receive feedback?
  - Is there sufficient time during the intervention session for modeling, guided practice, and corrective feedback?
  - Does the frequency in which the intervention components are delivered match the learner's needs?
- Does the student participate or remain engaged during the entire session?
- Does the student need additional practice opportunities or feedback to benefit from the intervention?
- Does the student need additional practice opportunities distributed across the instructional day or week?

Alignment

- Does the intervention target the student's academic or behavior learning needs?
- Have we identified all potential skill deficits or functions of the behavior?
- Are progress monitoring data collected at the appropriate level and frequency?
- Does the intervention incorporate a meaningful focus on skills necessary to access grade-appropriate curricular standards or meet schoolwide expectations?
- Are the academic tasks at the right level for the student? Are the target behavior skills relevant for the student?
- Does the student need additional instruction in a specific skill area?
  - What specific skill deficits may be contributing to the problem?
  - Are the academic tasks on the right level for the student?

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- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
  - To avoid or escape something (e.g., difficult task or social interaction).
  - To gain or obtain something (e.g., attention or stimuli).
- Have you considered the Antecedents-Behavior-Consequences (ABCs)? Also, are strategies in place to address the ABCs?
  - Antecedent (i.e., anything that happens immediately before the behavior occurs)
  - Behavior (i.e., the action a student demonstrates that can be clearly defined and measured)
  - Consequence (i.e., any positive or negative event that occurs after a student demonstrates a behavior)
- Other:_____

Attention to Transfer *(Generalization of skills)*

- To what extent are other classroom teachers reinforcing the knowledge and skills being taught in the intervention?
- To what extent does the intervention help the student(s) realize connections between mastered and related skills?
- Do data suggest the student is making progress in the intervention, but not transferring the skills to other settings (e.g., core instruction, other content areas, other settings)?
- Are there inconsistencies in expectations or routines from transferring the intervention to other settings?
- Other:_____

Comprehensiveness *(Elements of explicit instruction)*

- To what extent does the academic intervention include elements of explicit instruction? Consider the following:
  - Provides explanations in simple, direct language.
  - Models efficient strategies (e.g., decoding unknown words) instead of expecting students to discover strategies on their own.
  - Ensures that students have the necessary background knowledge and skills to succeed with those strategies.
  - Gradually fades support for students' correct execution of those strategies.
  - Provides practice so that students use the strategies to generate many correct responses.
  - Incorporates systematic cumulative review.
- To what extent does the behavior intervention:
  - Teach appropriate behavior?
  - Adjust antecedent conditions to prevent problem behavior?

- o Reinforce appropriate behavior?
- o Minimize reinforcement for problem behavior?
- o Fade supports?
- o Monitor fidelity?
- o Work in conjunction with related services?
- Is the student's academic/behavioral/social-emotional skill deficit a "can't do" (i.e., the student requires instruction) or a "won't do" (i.e., the student has performed the skill previously but is no longer demonstrating the skill)?
- Other:_____

Behavior and Academic Supports and Considerations

- Does the student demonstrate appropriate behavioral/social-emotional skills? If so, how are those reinforced during academic intervention? If not, how are those skills being taught to the student?
- How engaged and involved is the student in this intervention or activity?
    - o What strategies support the student's engagement?
- Other:_____

For Intensive Intervention in Academics

- Are methods to promote self-regulation and executive function incorporated?
- Are behavioral principles to minimize nonproductive behavior incorporated?

For Intensive Intervention in Behavior

- Is the intervention easily integrated within the context of academic instruction?
- Does it complement rather than supplant the academic focus?
- Does it include procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)?

Taxonomy of Intervention Intensity Documentation Form

Dimension	Rating	Evidence	Adaptation 1	Adaptation 2	Adaptation 3
Strength					
Dosage					
Alignment					
Attention to Transfer					
Comprehensiveness					
Behavioral Support					
Individualization					

National Center on
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Related NCII Resources

Taxonomy of Intervention Intensity
(https://intensiveintervention.org/taxonomy-intervention-intensity)
This webpage includes archived webinars and tools to help educators learn more about the dimensions of the Taxonomy of Intervention Intensity and support the evaluation of validated intervention programs and the intensification of interventions as needed.

On this page you can find the following tools:
- [Taxonomy Overview Handout](#)
- [Intensification Strategy Checklist Handout](#)
- [Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank](#)

Academic Intervention Tools Chart
(https://charts.intensiveintervention.org/chart/instructional-intervention-tools)
The NCII Academic Intervention Tools Chart is designed to help educators become informed consumers of available academic interventions. This chart can help educators understand the strength of their intervention by reviewing the study quality and effects.

Behavioral Intervention Tools Chart
(https://charts.intensiveintervention.org/chart/behavioral-intervention-chart)
The NCII Behavior Intervention Tools Chart is designed to help educators become informed consumers of available behavioral interventions. This chart can help educators understand the strength of their intervention by reviewing the study quality and effects.

Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention
(https://intensiveintervention.org/resource/strategies-scheduling-how-find-time-intensify-and-individualize-intervention)
This resource includes some strategies to support educators in considering how to intensify an intervention within the constraints of busy school schedules where it may be difficult to simply add more time.

Intensive Intervention Course Content: Features of Explicit Instruction
(https://intensiveintervention.org/intensive-intervention-features-explicit-instruction)
This four-part module series focuses on explicit instruction, the key component of the comprehensiveness dimension. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and non-examples, coaching materials, and more.

Behavior Strategies to Support Intensifying Interventions
(https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions)
This series of strategies is intended to support teachers working with students with primary academic deficits and challenging behaviors. Each strategy incorporates key terminology, an overview of the purpose, and all associated materials. The strategies also integrate approaches for intensification for students with more challenging behaviors.

Behavior Support for Intensive Intervention

(https://intensiveintervention.org/intensive-intervention-behavior-course)
This eight-part module series focuses on behavioral support for intensive intervention. Content from this course can help educators learn more about dimensions of behavior to consider and how to incorporate behavioral supports within academic intervention. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and non-examples, coaching materials, and more

Mathematics Strategies to Support Intensifying Interventions

(https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions)
This series of mathematics lessons and guidance documents is intended to support special education instructors, mathematics specialists, and others working with students who struggle with mathematics. These lessons and activities are organized around six mathematics skill areas that are aligned to college- and career-ready standards and incorporate several instructional principles that may help intensify and individualize mathematics instruction to assist teachers and interventionists working with students who have difficulty with mathematics.

Intensive Intervention in Mathematics Course Content

(https://intensiveintervention.org/intensive-intervention-math-course)
This eight-part module series focuses on designing and delivering intensive mathematics instruction. The course covers developing a scope and sequence for intensive intervention, assessment, evidence-based practices, instructional strategies, instructional delivery, whole-number content, rational-number content, and intensification. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and non-examples, coaching materials, and more.

Literacy Strategies to Support Intensifying Interventions

(https://intensiveintervention.org/intervention-resources/literacy-strategies)
This series of reading lessons is intended to support special education instructors, reading interventionists, and others working with students who struggle with reading. The reading lessons are examples of brief instructional routines that may be used to supplement reading interventions, programs, or curricula that are currently in place.

Intensive Intervention in Reading Course Content

(https://intensiveintervention.org/intensive-intervention-reading-course)
This module series focuses on designing and delivering intensive reading instruction. The course covers an introduction to intensive intervention in reading, intervention programs, progress monitoring and instructional decision making, diagnostic and mastery assessment, and adaptations for word reading and comprehension. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and non-examples, coaching materials, and more.

Fidelity and Implementation Resources

(https://intensiveintervention.org/implementation-support/fidelity-resources)
This webpage includes a series of resources focused on fidelity at the school, interventionist, and student levels. On this page you find the Student Intervention Implementation Log (https://intensiveintervention.org/sites/default/files/DBI_Weekly_Log_508.pdf), which can be used to record daily and weekly documentation of the implementation of the intervention.