# Overview of the Taxonomy of Intervention Intensity: Note-Taking Guide

## Module Overview

Welcome to the National Center on Intensive Intervention’s (NCII’s) module on using the Taxonomy of Intervention Intensity to select, evaluate, and intensify interventions as a part of the data-based individualization, or DBI, process. Although not required, having a working knowledge of DBI can enhance your learning throughout this module. If you would like to increase your knowledge of DBI, check out the “Introduction to Intensive Intervention” and “The Five Steps of the DBI Process” self-paced modules.

### Learning Outcomes

At the end of this course, you will be able to do the following:

* Define the dimensions of the Taxonomy of Intervention Intensity.
* Explain how the Taxonomy of Intervention Intensity can support the selection, design, or evaluation of a validated intervention program to support DBI.
* Use the Taxonomy of Intervention Intensity to adapt or intensify an intervention for a student who is not responding as expected.
* Access existing resources to support the selection, evaluation, and intensification of interventions.
* Identify questions to guide implementation of each DBI step and identify resources to support DBI implementation.

## Using the Note-Taking Guide

As you engage in the module**, take notes on the key themes and answer the summary questions** at the end of each section. After you complete the module, check your reflections against the provided responses at the end of this document.

## Section 1: Overview of the Taxonomy of Intervention Intensity

There are many components to consider when selecting, evaluating, and intensifying interventions. With so many different factors to consider, it is helpful to have a framework to guide the process of deciding which interventions to use and how to adapt them.

### Notes

|  |  |
| --- | --- |
| Key themes | Notes |
| DBI process review |  |
| Selecting, evaluating, and adapting interventions |  |
| The seven dimensions of the Taxonomy of Intervention Intensity |  |

### Summary Question

|  |  |
| --- | --- |
| Question | Response |
| What is the purpose of the Taxonomy of Intervention Intensity? |  |

## Section 2: Defining the Taxonomy Dimensions

This section reviews each dimension in depth.

### Notes

|  |  |
| --- | --- |
| Key themes | Notes |
| Strength |  |
| Dosage |  |
| Alignment |  |
| Attention to transfer |  |
| Comprehensiveness |  |
| Behavioral/academic support |  |
| Individualization |  |

### Summary Question

|  |  |
| --- | --- |
| Question | Response |
| How might these dimensions look different across academics and behavior? |  |

## Section 3: Using the Taxonomy to Select and Evaluate Interventions

This section describes how to use the Taxonomy of Intervention Intensity to evaluate current interventions and select a new intervention. This process directly supports the foundation of DBI, which begins with a validated intervention platform.

### Notes

|  |  |
| --- | --- |
| Key themes | Notes |
| Rating an intervention |  |
| Documenting rated and validated intervention programs |  |

### Summary Questions

|  |  |
| --- | --- |
| Questions | Responses |
| How can rating interventions help guide the selection process? |  |
| What resources support the evaluation of interventions? |  |

## Section 4: Using the Taxonomy to Intensify Interventions

This section of the module describes how to use the Taxonomy of Intervention Intensity to intensify an intervention for a student who is not responding as expected. Using the Taxonomy of Intervention Intensity in this way directly supports the fourth step in the DBI process, which is adapting the intervention to improve the student’s response to the intervention.

### Notes

|  |  |
| --- | --- |
| Key Themes | Notes |
| Considerations for intensification |  |
| Developing the hypothesis to intensify interventions |  |
| Adapting the intervention |  |
| Documenting intensification efforts |  |

### Summary Questions

|  |  |
| --- | --- |
| Questions | Responses |
| When should hypotheses be developed about student nonresponse? |  |
| How can the Taxonomy of Intervention Intensity guide adaptations to intensify interventions? |  |

## Sample Responses

This section presents sample responses to the questions provided after each section. You may use these responses and compare them with your own responses.

| Section | Summary questions | Sample responses |
| --- | --- | --- |
| Section 1: Overview of the Taxonomy of Intervention Intensity | What is the purpose of the Taxonomy of Intervention Intensity? | * The Taxonomy of Intervention Intensity provides a framework for evaluating and selecting appropriate interventions that fit a student’s needs. |
| Section 2: Defining the Taxonomy Dimensions | How might these dimensions look different across academics and behavior? | * The seven dimensions of the Taxonomy of Intervention Intensity are largely consistent for academics and behavior. The primary difference is that for academics the focus is on incorporating behavioral supports into academic interventions. For behavior, the focus is on integrating the behavioral intervention into academic instruction. There are some differences about how other dimensions are defined across academics and behavior. To view these differences, review the two-sided [Taxonomy of Intervention Intensity Overview Handout](https://intensiveintervention.org/resource/taxonomy-intervention-intensity-handout). |
| Section 3: Using the Taxonomy to Select/Evaluate Interventions | How can rating interventions help guide the selection process? | * Rating each dimension helps quantify the appropriateness of interventions. * The rating identifies strengths and/or limitations and areas that may need adaptation. |
| What resources support the evaluation of interventions? | * [NCII Tools Charts](https://intensiveintervention.org/tools-charts/overview) and the [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/FWW) provide reviews of research on interventions to help evaluate their effectiveness. |
| Section 4: Using the Taxonomy to Intensify Interventions | When should hypotheses be developed about student nonresponse? | * Hypotheses should be developed when an individual student is not responding adequately, but most students receiving the intervention are making progress. |
| How can the Taxonomy of Intervention Intensity guide adaptations to intensify interventions? | * The Taxonomy of Intervention Intensity helps align intensification strategies to the hypothesized reason for limited progress. * Strategies are selected to address specific dimensions. |

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