

Extension PD # 3

Intensifying Intervention



Agenda



Application

Decision-Making

6 Ways to Intensify Intervention

Planning for Intervention Intensification

Intensification Defined

Turn & Talk



What do you *currently* do to:

- Make daily instruction more intense for struggling learners?
- Make intervention more intense for struggling learners?

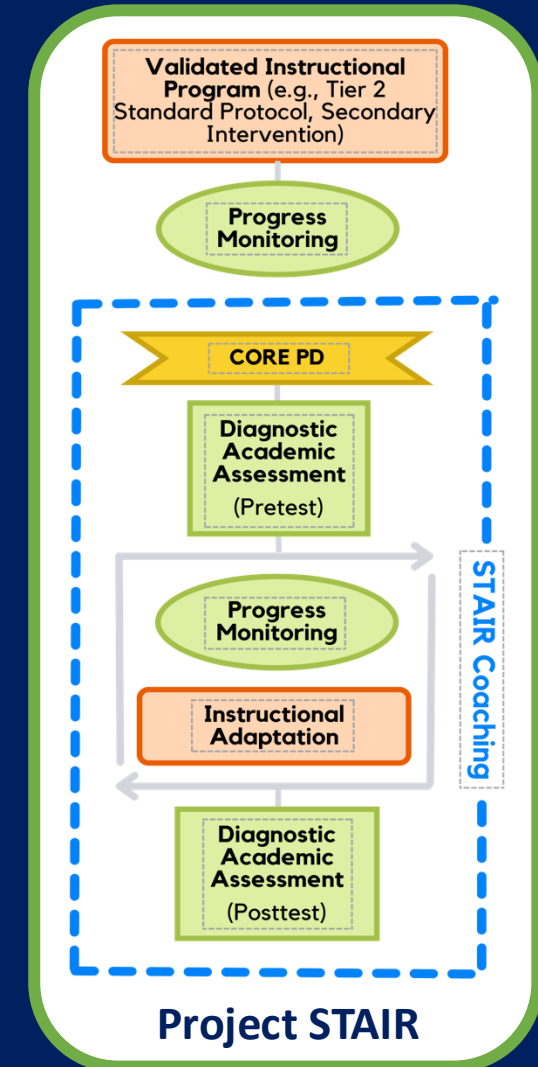
Intensification Defined

What does it mean to intensify?

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What does it mean to intensify?

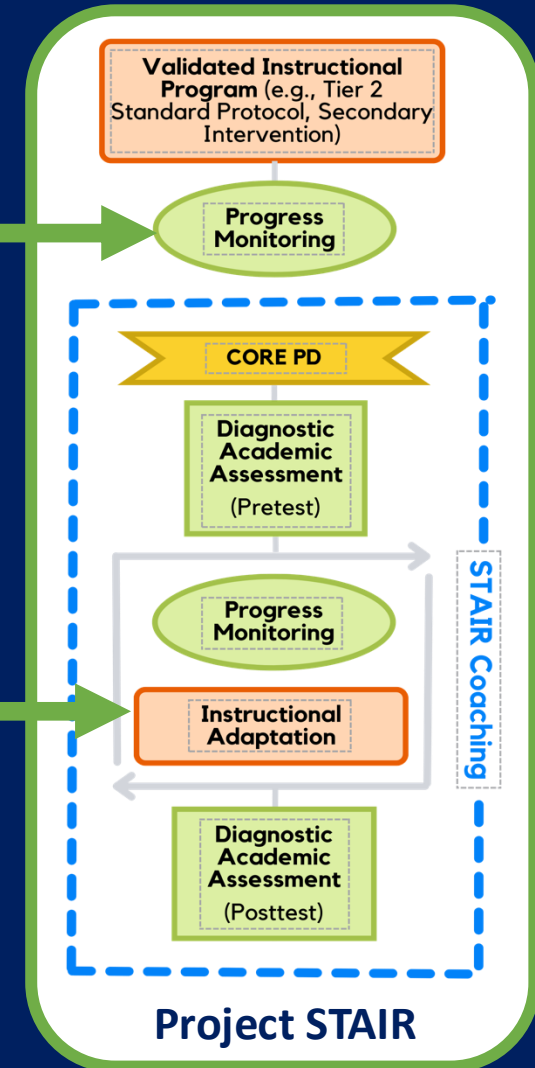
- **Intervention Intensification:**
 - Instruction that differs in terms of content and/or mode of delivery, often combined with increased learning time or changes to the instructional setting
 - At the core of data-based individualization implementation



Intensification Defined:

What does it mean to intensify?

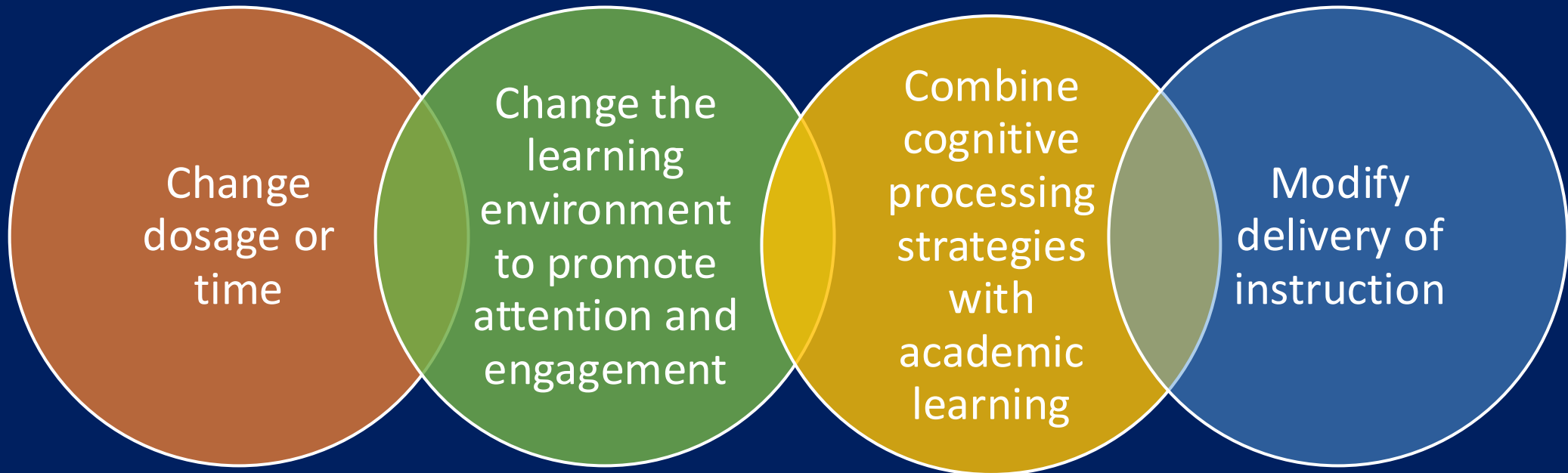
- There are two areas in the DBI process at which teachers can intensify & individualize instructional interventions:
 - Validated intervention Program
 - Instructional Adaptation



Planning for Intervention Intensification

How do I create an intensification plan?

Four Dimensions of Intervention Intensification



Change Dosage or Time

Possible Approaches	Notes
<p>___ Increase daily intervention time.</p>	
<p>___ Increase duration/number of sessions.</p>	
<p>___ Increase frequency of sessions (e.g., twice per day).</p>	
<p>___ Provide extended instruction (e.g., after school).</p>	
<p>___ Other: _____</p>	
<p>___ Other: _____</p>	

Change the learning environment to promote attention and engagement

Possible Approaches	Notes
___ Reduce group size.	
___ Create homogeneous groups.	
___ Change the instructional setting.	
___ Other: _____	
___ Other: _____	

Combine cognitive processing strategies with academic learning

Possible Approaches	Notes
<p>Attribution</p> <p>___ Help students to develop strategies or scripts when they engage in negative self-talk, and reinforce them for using those strategies or scripts.</p> <p>___ Include students in goal setting and monitoring to help them connect their hard work with increased academic success.</p> <p>___ Celebrate progress, and provide explicit feedback that connects it with their use of new/appropriate learning strategies, skills, or behaviors.</p> <p>___ Other: _____</p> <p>___ Other: _____</p>	

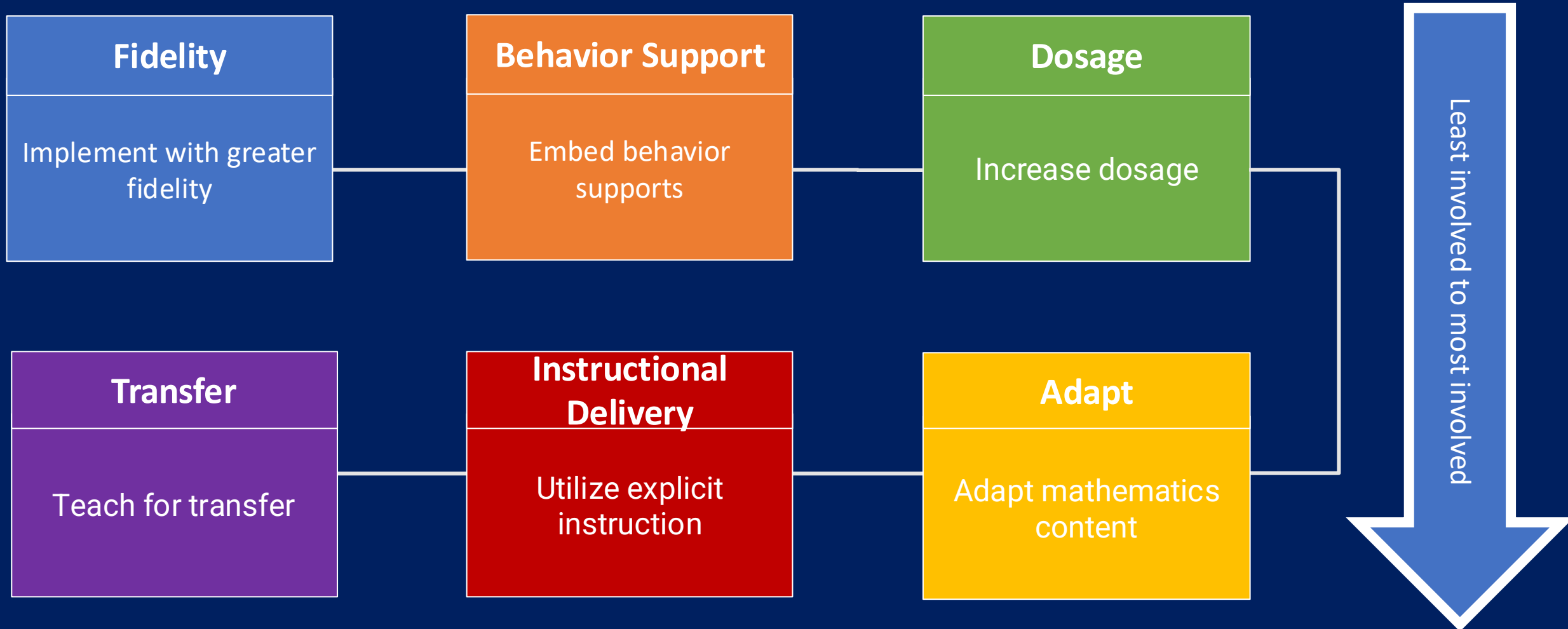
Modify delivery of instruction

Possible Approaches	Notes
<p>Content</p> <p>___ Prioritize and engage students in what you want them to know.</p> <p>___ Ensure instructional content aligns with students' demonstrated needs.</p> <p>___ Use precise, frequent progress monitoring to determine if learning is occurring.</p> <p>___ Other: _____</p> <p>___ Other: _____</p>	

6 Ways to Intensify Intervention

What are effective approaches to intensification?

6 Ways to Intensify Instruction



6 Ways to Intensify Instruction

Fidelity

Implement with greater fidelity

Make sure that the intervention is being implemented as instructed.

Implementing with GREATER fidelity includes:

- Making a checklist
- Inviting a teacher or instructional coach to observe and give feedback
- Record yourself delivering the intervention and watch it for adjustments

6 Ways to Intensify Instruction

Behavior Support

Embed behavior supports

Behavioral supports decrease unwanted behavior and help students stay on task.

Embedding behavior supports include:

- Defining the desired behavior
- Finding a reward that the student is willing to work toward
- Reward can be tangible or intangible

6 Ways to Intensify Instruction

Dosage

Increase dosage

Implementing the intervention for a longer period of time or more often.

What do I do?	What might it look like?
Increase intervention session length	15 min twice per week → 30 min twice per week
Increase the number of sessions per day	15 min in the a.m. → 15 min in the a.m. and p.m.
Increase the number of sessions per week	2 times per week → 4 times per week
Increase the number of weeks overall	6-week intervention → 10-week intervention

6 Ways to Intensify Instruction

Transfer

Teach for transfer

The goal is for students to apply their knowledge of the content to different problems.

Teaching for transfer includes:

- Explicitly name the similarities between problems or concepts

6 Ways to Intensify Instruction

Instructional Delivery

Utilize explicit instruction

Explicit instruction includes proper modeling, practice, and support of math learning.

Utilizing explicit instruction includes:

- Being purposeful in explanations and interventions to ensure student participation and reflection.

6 Ways to Intensify Instruction

Instructional Delivery

Utilize explicit instruction

MODELING

Clear Explanation

Planned Examples

PRACTICE

Guided Practice

Independent Practice

SUPPORTS

- Asking the right questions
- Eliciting frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

6 Ways to Intensify Instruction

Adapt

Adapt mathematics content

Adapting the content consists of differentiating instruction to make the content accessible to all students.

Adapting math content includes:

- Inject additional lessons to fill in gaps in math knowledge
- Rearrange scope and sequence or break it down to smaller steps

6 Ways to Intensify Instruction

Adapt

Adapt mathematics content

ENGAGE STUDENTS IN DISCOURSE

"Tell me how you solved this problem."
 "What were you thinking about when you regrouped?"
 "How would you teach this problem to another student?"
 "Describe the word problem in 10 words or less."

PROVIDE WORKED EXAMPLES

"Talk through this problem with me."
 "Which is correct and why?"

405	405
+ 16	+ 16
411	421

TEACH PROBLEM-SOLVING STRATEGIES

1

Don't tie key words to operations

2

Have an attack strategy

3

Teach word-problem schemas

Decision-Making

What considerations should be made?

Decision-Making: Choosing How to Intensify Instruction

Consider everything that you are already doing.

- There is a chance that you have already applied some of the intensification strategies in your classroom.
- Apply one strategy at a time.
- When choosing an intensification strategy, you must ensure that you are applying the strategy regularly to assess if the strategy is working or not.

Decision-Making: Choosing How to Intensify Instruction



National Center on **INTENSIVE INTERVENTION**
at American Institutes for Research

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 <i>not</i> 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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WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

National Center on **INTENSIVE INTERVENTION**
at American Institutes for Research

Taxonomy of Intervention Intensity: Behavior

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, WWCC).
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.

*Adapted from 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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Resources to Support Decision-Making NCII Intensification Strategy Checklist



National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

AIR
AMERICAN INSTITUTES FOR RESEARCH

IDEAS
that Work
U.S. Office of Special
Education Programs

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.

National Center on Intensive Intervention
Intensification Strategy Checklist—1
September 2019

- 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.
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*These areas also are important to consider for dosage.

National Center on Intensive Intervention
Intensification Strategy Checklist —2

Resources to Support Decision-Making

NCII Intensification Strategy Checklist

INCREASE DOSAGE	
ADAPT MATH CONTENT	
TEACH TRANSFER	

IMPLEMENT WITH FIDELITY	
EMBED BEHAVIORAL SUPPORTS	
USE EXPLICIT INSTRUCTION	

Application

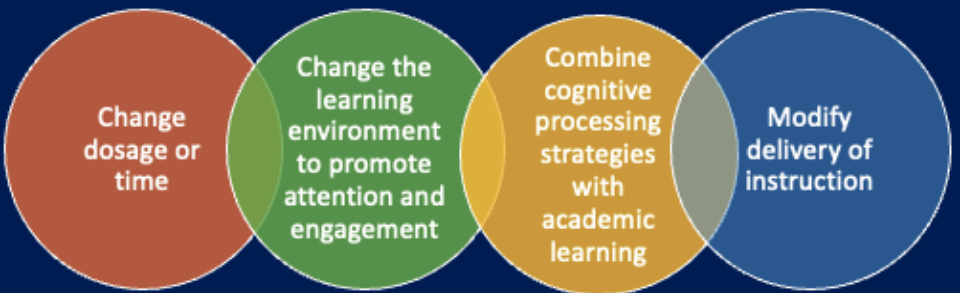
How can we apply these strategies in practice?

Applying Intensification

Work together!



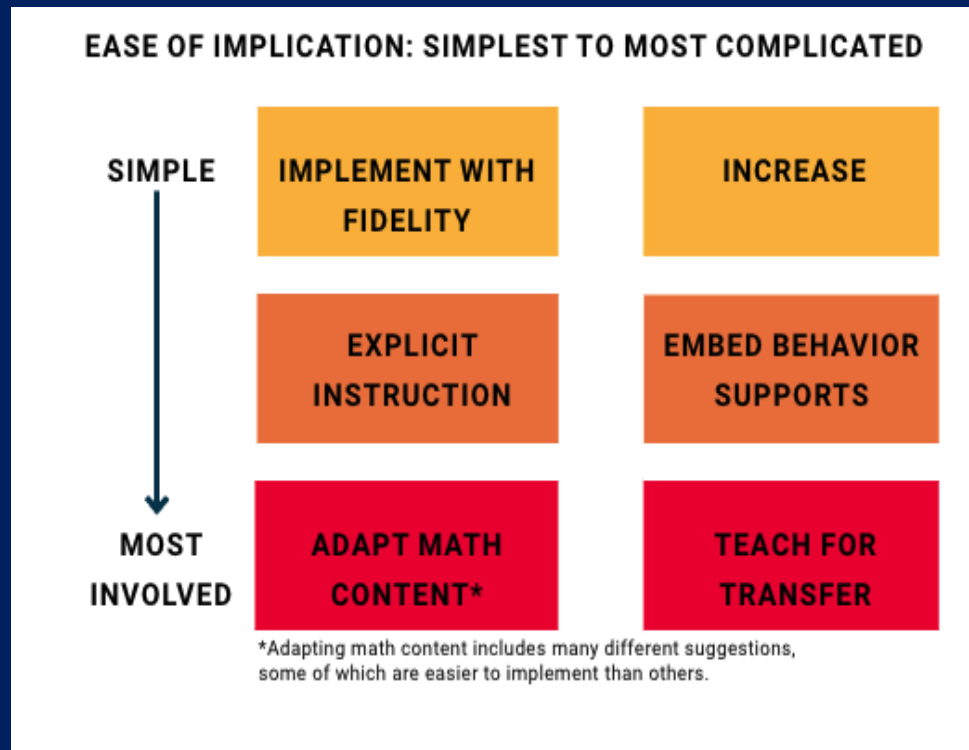
Morgan, a third grader, struggles with adding numbers that have two or more digits. Morgan has ADHD and has difficulty staying focused for more than 10 minutes at any time. He has not responded adequately to targeted instruction. He has been receiving small-group heterogeneous instruction for 30 minutes three times per week.



Suggest one adaptation, within the four dimensions, that Morgan's teacher can make. Explain why you chose this adaptation.

Applying Intensification

Try it on your own!



Think about the intervention already in place in your classroom:

Make an intensification plan for two of them

Questions?

Thank you!



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