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Handout 1. Intensive Intervention Practice Categories Checklist

The following checklist is intended to help teachers and intervention teams think about practices for intensifying interventions across various dimensions. This list is not exhaustive, and teams may add to it over time.

Intensification Practice Category 1: Change Intervention Dosage or Time

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

Intensification Practice Category 2: Change the Learning Environment to Promote Attention and Engagement

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

Intensification Practice Category 3: Combine Cognitive Processing Strategies with Academic Learning

Possible Approaches
Memory
Teach note-taking skills.
Review prior learning before presenting new information.
Speak and write/draw/project information as you present it.
Repeat important instructions, key words, and so on.
Model procedures to provide students with a visual image of the steps.
Teach students to visualize information in a text, including stories, word problems, and so on.
Teach routines for important procedures.
Use visual or verbal cues as reminders.
Model out-loud verbal rehearsal.
Develop a mnemonic device to help students remember information or routines.
Check for understanding frequently.
Teach students to self-check for understanding and ask for clarification when needed.
Other:
Other:
Self-Regulation and Self-Monitoring
Model thinking aloud when you introduce new concepts.
Include students in goal setting and monitoring their progress.
Explicitly teach and model use of strategies and routines.
Offer specific feedback that highlights behaviors leading to improved achievement.
Ask students to read the text aloud and think about what the author is saying.
When solving word problems, teach students to ask themselves whether they understand the question.
Teach students to ask, "Does my answer make sense?"

Possible Approaches	Notes
Teach students to be metacognitive and to identify "breakdowns" in their understanding.	
Keep track of how long it takes a student to achieve mastery of a new skill.	
Teach students to ask for help when they need it.	
Teach students to set goals.	
Teach students to graph and monitor their progress toward their goals.	
Other:	
Other:	
Attribution	
— Help students to develop strategies or scripts when they engage in negative self-talk, and reinforce them for using those strategies or scripts.	
Include students in goal setting and monitoring to help them connect their hard work with increased academic success.	
Celebrate progress, and provide explicit feedback that connects it with their use of new/appropriate learning strategies, skills, or behaviors.	
Other:	
Other:	

Intensification Practice Category 4: Modify Delivery of Instruction

Possible Approaches	Notes
Content	
Prioritize and engage students in what you want them to know.	
Ensure instructional content aligns with students' demonstrated needs.	
Use precise, frequent progress monitoring to determine if learning is occurring.	
Other:	
Other:	
Systematic and Explicit Instruction	
Sequence learning chunks from easier to more difficult.	
Break steps into small, simple chunks.	
Provide temporary supports to control the level of difficulty.	
Tell students what you want them to know.	
Provide an advance organizer.	
Assess background knowledge.	
Model ("I do").	
Provide extensive guided practice ("We do").	
Provide independent practice ("You do").	
Check for maintenance of skills.	
Provide concrete learning opportunities with manipulatives or visual aids.	
Scaffold instruction, and fade levels of support as students demonstrate independence.	
Other:	
Other:	
Precise, Simple, Replicable Language	
Plan precise, specific language for parts of your lessons that involve the explanation of an important idea.	
Use correct vocabulary for the discipline that is appropriate for students.	

Possible Approaches	Notes
Use the same language every time Other: Other:	
Feedback and Error Correction	
Tie your feedback directly to the student's actions and the learning goals.	
If a student makes an error, explain why it is incorrect, model the correct response, and have the student provide a correct response before moving on.	
Independent Practice	
Incorporate independent practice after students begin to demonstrate mastery of the new skills or content.	
All reading material should be at the student's independent reading level to avoid frustration and practice of errors.	
Incorporate daily practice routines at the beginning and end of the intervention period.	
Give homework to facilitate practice.	
Reinforce on-task behavior.	
Other:	
Other:	
Other:	