

“Special Education is “first and foremost, instruction focused on individual need. It is carefully planned. It is *intensive, urgent, relentless and goal directed*. It is empirically supported practice, drawn from research.” (Zigmond, 1997, p.385).

### **What constitutes an Intervention?**

**A.** An instructional intervention is a planned set of procedures that are aimed at teaching a specific set of academic or social skills to a student or students. An intervention is more than a single lesson and less than an entire curriculum. Minimally, an intervention would have the following components:

1. It is *planned*. Planning implies a decision-making process. Decisions require information (data) therefore, an instructional intervention is a data-based set of teaching procedures.
2. It is *sustained*. This means that an intervention likely is implemented in a series of lessons over time.
3. It *targets*, or is *focused* on, a particular student or students and on a particular set of skills or knowledge. This means an intervention is intended to meet a specific set of needs for a student(s). However this does not mean that an intervention must be conducted in one-to-one teaching. An intervention, *even a special education & individualized intervention*, can be implemented for an entire class.
4. It is *goal oriented*. This means that the intervention is intended to produce a change in knowledge/behavior (academic or social) from some beginning or baseline state toward some more desirable goal state.
5. It is typically a *set* of procedures rather than a single instructional component/strategy. Intervention typically address a range of ICEL considerations. For example: Instruction (e.g., pace, guided practice); Curriculum (e.g.,= correct level of difficulty, sequence); Educational Environment (e.g., allocation of instructional time or arrangement of the instructional setting);

and, Learner (e.g., motivation patterns or prior knowledge of task).

There is no minimum number of things that should be included in the description of an intervention, nor is there a maximum number of things to include. The needs of the specific student(s) and application of the *stranger test* dictate the functional level of specificity.

6. Re-administering performance probes for progress monitoring is *NOT* an intervention.

**B.** Have an operational definition including a statement of current successful performance, the Learning Goal, and a series of Objectives. Also, the following:

<p style="text-align: center;"><b>Intervention Target(s) <i>(Be Specific)</i></b></p> <ul style="list-style-type: none"> <li>• <i>What will you teach? State objective</i></li> <li>• <i>What kind of information is it?</i></li> <li>• <i>Are all components of an objective stated?</i></li> <li>• <i>Is an aim date specified ?</i></li> <li>• <i>Is “Fair pair” rule followed?</i></li> </ul>	<p style="text-align: center;"><b>Reason for Intervention</b></p> <ul style="list-style-type: none"> <li>• Have a rationale for <i>each</i> intervention or component. E.g.,</li> <li>• <i>Alignment</i></li> <li>• <i>Previous assessment data</i></li> <li>• <i>Current specific-level assessment data</i></li> <li>• <i>Student history</i></li> <li>• <i>Teacher preference</i></li> </ul>
<p style="text-align: center;"><b>Specific Intervention Activities</b></p> <ul style="list-style-type: none"> <li>• <i>Curricular adaptations</i></li> <li>• <i>Materials</i></li> <li>• <i>Time allocated</i></li> <li>• <i>Instructional method</i></li> <li>• <i>Compatibility with other high-impact variables (e.g., Classroom ecology, Curriculum analysis,</i></li> <li>• <i>Performance monitoring procedures).</i></li> </ul>	<p style="text-align: center;"><b>Evaluation Procedures</b></p> <ul style="list-style-type: none"> <li>• <i>How will you know if your instruction is effective?</i></li> <li>• <i>What data rules will be applied?</i></li> </ul>

Table 1: *Instructional Techniques by Type of Information and Target Proficiency*

<b>Instructional Techniques by Proficiency Level</b>				
<b>Technique</b> <i>Level of Proficiency</i>	<b>Information Delivery:</b>	<b>Teacher Questions:</b>	<b>Teacher Responses:</b>	<b>Related Activities:</b>
<b>Acquisition:</b> 1. <i>Prerequisite - mastery of aligned sub skills</i> 2. <i>Goal - accuracy</i>	1. <i>Extensive explanation and demonstration</i> 2. <i>Provide models and procedural prompts</i> 3. Teach use of memory strategies	1. <i>Ask about strategies and concepts</i> 2. <i>Do not emphasize answers</i> 3. Emphasize <i>how to find</i> answers	1. <i>Praise accurate use of procedures</i> 2. <i>Use elaborate correction procedures</i>	1. <i>Use only guided and controlled practice</i> 2. <i>Student completes partially worked items</i>
<b>Fluency:</b> 1. <i>Prerequisite - accuracy</i> 2. <i>Goal – to work at rate while maintaining accuracy</i>	1. Assure mastery of sub skills 2. Review accuracy 3. Drill & practice 4. Drill & practice across contexts	1. Emphasize answers correct 2. Emphasize fluent answers but not unnecessary speed	1. Praise fluent work 2. Feedback on rate 3. No correction procedure for errors	1. Drill and practice 2. Independent practice
<b>Generalization and Transfer:</b> 1. <i>Prerequisite - Mastery of sub-skills</i> 2. <i>Goal – Use of skills across target settings</i>	1. Teach related concepts & vocabulary 2. Explain how existing skills can be generalized and/or applied	1. Ask how existing skills can be modified 2. Practice in context	1. Use elaborate corrections when generalization or transfer fails to occur 2. Repeat item	1. Use “real world” examples 2. De-emphasize classroom-specific tasks

<i>Instructional Techniques by Type of Content</i>				
<i>Technique</i> <i>Content</i>	<i>Information Delivery:</i>	<i>Teacher Questions:</i>	<i>Teacher Responses:</i>	<i>Aligned Activities:</i>
<b>Factual</b>	<ol style="list-style-type: none"> <li>1. Terminology</li> <li>2. Number statements</li> <li>3. Tool skills</li> <li>4. Items and answers</li> <li>5. Rapid &amp; accurate responding</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask a lot of direct questions</li> <li>2. Ask questions at a fast pace</li> <li>3. Start with questions requiring only identification of the answer</li> <li>4. Move to questions requiring production of the answer</li> </ol>	<p><b>For Correct work:</b></p> <ol style="list-style-type: none"> <li>1. <i>Give frequent feedback on accuracy and rate.</i></li> <li>2. <i>Give minimal praise required to maintain motivation</i></li> </ol> <p><b>For Errors:</b></p> <ol style="list-style-type: none"> <li>1. <i>Give immediate feedback on errors or slow responses.</i></li> <li>2. <i>No elaborate correction procedures.</i></li> <li>3. <i>Repeat items missed.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Learn &amp; practice use of memory strategies</li> <li>2. Short intense lessons including drill and practice</li> <li>3. Several short sessions rather than one long one</li> <li>4. Make practice as realistic</li> <li>5. Vary the conditions and settings of the practice</li> <li>6. Provide practice to mastery</li> </ol>
<b>Conceptual</b>	<ol style="list-style-type: none"> <li>1. Name the concept and use the same name during all initial lessons (Use synonyms later)</li> <li>2. Review relevant prior knowledge</li> <li>3. Show multiple examples of the concept and point out the critical and non-critical attributes in each example</li> <li>4. Use clear examples in early lessons and ambiguous examples in later lessons</li> <li>5. Work with the student to prepare a diagram (map)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask the student to identify which things are, or are not, examples of the concept</li> <li>2. Ask why something is or isn't an example of the concept</li> <li>3. Ask the student to identify things which are "always," "sometimes," or "never" attributes of the concept</li> <li>4. Ask the student to supply examples and attributes</li> <li>5. Intersperse questions throughout the delivery</li> </ol>	<p><b>For Correct work:</b></p> <ol style="list-style-type: none"> <li>1. <i>Give specific feedback by telling the student exactly what discrimination or information was correct</i></li> <li>2. <i>Periodically challenge correct answers</i></li> <li>3. <i>Ask students to support answers.</i></li> </ol> <p><b>For Errors:</b></p> <ol style="list-style-type: none"> <li>1. Use elaborate correction procedures during early lessons.</li> <li>2. Explain exactly why a response is wrong.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities that illustrate the range of concepts</li> <li>2. Have the student sort items into categories</li> <li>3. Have the student convert non-examples into examples by changing the necessary attributes</li> <li>4. Have the student "compare and contrast" examples and non-examples</li> <li>5. Use clear examples and non-examples in early lessons and subtle ones in later lessons</li> </ol>

	<p>of the concept</p> <ol style="list-style-type: none"> <li>Demonstrate how an example can be changed to a non-example (and vice versa)</li> </ol>	<p>of information</p> <ol style="list-style-type: none"> <li>Ask questions but do not “drill” the student</li> </ol>	<ol style="list-style-type: none"> <li>Watch for, and label, examples of overgeneralization</li> <li>Encourage students to judge and to self-correct their own work</li> </ol>	
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<b>Strategic</b>	<ol style="list-style-type: none"> <li>Name the strategy</li> <li>Use explanations <i>and</i> demonstrations</li> <li>Show recognition of problem</li> <li>Work while talking aloud</li> <li>Show recognition of alternative strategies Show self monitoring and decision making</li> <li>Show limits of the strategy and rules for its use</li> <li>Leave a model if possible</li> </ol>	<ol style="list-style-type: none"> <li>Ask students to supply rules, steps, and procedures</li> <li>Ask questions about how things are done—deemphasize finding the answers</li> <li>Ask the student to predict the effect of an omitted or incorrect step</li> <li>Ask, “What is the first thing you will do? What will you do next?”</li> </ol>	<p style="text-align: center;"><b>For Correct work:</b></p> <ol style="list-style-type: none"> <li>Say, “good, <u>you did it correctly,</u>” not “good you got the right answer.”</li> <li>Say, “that’s correct—now tell me how you got it.”</li> </ol> <p style="text-align: center;"><b>For Errors:</b></p> <ol style="list-style-type: none"> <li>Be sure the student has the skills needed to do the task.</li> <li>Ask students to recognize and correct their own errors.</li> <li>Repeat the item</li> </ol>	<ol style="list-style-type: none"> <li>Use guided practice (student thinks aloud, and teacher provides the feedback)             <ol style="list-style-type: none"> <li>Have student act as teacher</li> <li>Ask the student to recognize missing steps</li> <li>Do not emphasize getting answers or finishing pages</li> <li>Have the student practice recognizing when a strategy will or will not work</li> </ol> </li> </ol>
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