

TAXONOMY OF INTERVENTION INTENSITY FORM

Student Name: _____

Intensive Intervention Platform: _____

RATING THE INTENSIVE INTERVENTION PLATFORM (IIP)

Dimension	Set-Up Stage			Implementation Stage	
	Assessing Intervention (Week 0)	Notes	Rating	Adjustment A, Week <u>5</u>	Adjustment B, Week <u>10</u>
Strength	IIP is identified as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC)	Y/N			
Dosage	# of opportunities to respond (i.e., practice/demonstrate skill)				
	# of opportunities for positive feedback (e.g., praise, tokens, points)				
	# of opportunities to exchange for backup reinforcers				
	# of opportunities for corrective feedback				
Alignment	IIP addresses school-wide expectations				
	IIP addresses classroom/teacher expectations				
	IIP addresses target student's skill deficits				
	Rewards are matched to target student's preferences and/or function(s) of problem behavior				
	IIP can easily be adapted to address various functions of behavior				
	IIP does <i>not</i> address extraneous skills				
Attention to Transfer	IIP emphasizes how and when student uses skills across contexts/situations; includes opportunities to practice using skills across context/situations				
	IIP programs reinforcement for use of skills across contexts/situations				
Comprehensiveness	IIP includes a plan for teaching appropriate behaviors with adequate opportunities for practice				
	IIP includes plan for adjusting antecedent conditions to prevent problem behavior				
	IIP includes plan for reinforcing appropriate behavior				
	IIP includes plan for minimizing reinforcement for problem behavior				
	IIP includes a plan for punishment of problem behavior if positive reinforcement-based supports are determined insufficient				
	IIP includes a plan for fading supports/supports can easily be faded				
	Fidelity of implementation can be checked/monitored easily				
	IIP works in conjunction with related services				
	IIP includes procedures for communicating with parents				
Academic Support	IIP can be easily integrated within context of academic instruction				
	IIP complements rather than supplants academic focus				
	IIP includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)				
Individualization	IIP may be individualized with results of diagnostic behavioral assessment (i.e., FBA)	Y/N			
	If yes, progress monitoring tool is aligned with student's needs	Y/N			

