# 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](http://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](https://intensiveintervention.org/taxonomy-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.
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**Alignment**

* Increase instructional time for the target skill.\*
* Supplement intervention with National Center on Intensive Intervention materials in [reading](https://intensiveintervention.org/intervention-resources/literacy-strategies), [math](https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions), or [behavior](https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions).
* Focus on discrete skill instruction within the target skill.
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**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.
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**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.
* 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.\*
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**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.
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**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.