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	Notes
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:_____ ___ Other:_____	