# Intensification Strategy Checklist

Use these ideas, as well as your own, to guide planning for intensive intervention. For more information about intensifying intervention, see the following resources:

* Introduction to Intensive Intervention, <https://intensiveintervention.org/resource/self-paced-introduction-intensive-intervention>
* Intensifying Interventions for Struggling Students through Data-Based Individualization in Academics, <https://intensiveintervention.org/resource/intensifying-interventions-struggling-students-through-data-based-individualization>
* Taxonomy of Intervention Intensity, <https://intensiveintervention.org/sites/default/files/Taxonomy-Overview-Handout508.pdf>

**Note:** *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.*

**Possible Quantitative Strategies (Try First)**

* 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 group (group student with others of a closer performance level)
* Consider an intervention setting with fewer distractions
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Possible Qualitative Strategies (Try Next)**

**Elements of Explicit Instruction**

* Use precise, simple language to teach key concepts or procedures.
* Model new concepts with examples and “think aloud” as you work through steps
* Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
* Break tasks into smaller steps, compared to less intensive levels of instruction/intervention.
* Break behavior goals into small 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.
* Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.
* When introducing a concept, provide worked examples and show the steps in writing.
* Present a completed work example. Explain why the step is important, have the student complete that step, and explain its importance.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Behavior and Motivation Support**

* Use a timer for intermittent reinforcement of on-task, appropriate behavior.
* Provide differential reinforcement or change the schedules of reinforcement.
* Create a motivation plan based on what you know about the student.
* Use a report card for home communication.
* Add a social skills group.
* Combine academic and behavioral supports.
* Convene an FBA team to determine function of behavior.
* Use group contingencies to promote on-task, appropriate behavior.
* Use peer support to model and encourage desired behavior.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Building Fluency through Practice**

* 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.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Error Correction**

* Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Provide repeated opportunities to correctly practice the step.
* Increase the frequency of error correction and corrective feedback.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_