

## 16 Guidelines for High Quality Intervention

1. Intervention is supplemental; in addition to core instruction.
2. Intervention is facilitated by a qualified and trained implementer.
3. Intervention is adequate in amount, frequency, and duration.
  - Amount: 20 to 40 minutes per session
  - Frequency: 3 to 5 sessions per week
  - Duration: 6 to 8 weekly data points for analysis
4. Intervention occurs in small heterogeneous groups (ideally four to six students with same/similar skill needs)
5. Intervention is an instructional match; the teaching precisely targets the identified and agreed upon skill deficit(s)
6. Intervention and Assessment match: we are assessing what is being taught and teaching what is being assessed; includes frequent informal checks for understanding
7. Intervention sessions are punctual; each session begins on time and continues with rigor until adjournment
8. Intervention materials are age appropriate and at the students' instructional levels
9. Instruction during intervention is explicit and not vague or implied; there is overt teaching of the skill sequence using *controlled language*
10. Instruction is direct using each of the known "effective teaching" components as appropriate
  - Task analysis done in advance; diagnostics
  - Demonstrate/describe/explain the task/skill
  - Model (with labeling)
  - Increase response and practice opportunities
  - Provide feedback; shaping responses
  - Scaffold support & teach to fluency (accurate & rapid)
  - Promote generalization
11. Intervention sessions have a high level of interaction and student engagement; positive reinforcement and corrective feedback are frequent and specific
12. Intervention examples are directly aligned to the appropriate skill and level
13. Intervention sub-skills are cumulatively and regularly reviewed
14. Intervention skill practice is distributed throughout the day and week; students do not regularly go 23 ½ hours before seeing the new skill again
15. Intervention generalization or application is planned; interventionists and classroom teachers expect and plan for student generalization of new skills in multiple contexts and environments through:
  - Authentic classroom applications
  - Speed/accuracy drills
  - Centers/Games
  - Distributive Practice Cards
  - Small group differentiation
16. Intervention occurs in an environment free of distractions and conducive to learning.