****Intervention Checklist DRAFT****

10/2014

Intervention Name: _____ Skill(s) addressed: _____

Date of Observation: _____

Minutes per session: _____

Number of recommended weeks: _____

This checklist is designed as an observational tool when student performance is not as positive as predicted when using structured and research based interventions. The tool is designed to serve as a recording tool to facilitate an objective conversation how to increase or improve elements to accelerate student response based on reliable and valid progress monitoring (CBM's).

Group Size:	• Decrease size of group (**6 or less**) • Use to provide more individualized instruction • Use to provide more practice, response opportunities, and interaction with feedback	Comments:
Required Elements	**Descriptors/Evidence**	**Observation/Comments**
1. Correctly Targeted Instruction	• Intervention matches the student's stage of learning: 1. **Acquisition**- developing a skill- slow inaccurate- supervise and ensure 90-93% accurate before independent practice 2. **Fluency**- increasing rate and accuracy when performing a skill, 93-97% accuracy 3. **Generalization/Adaptation**- practice of skill under slightly different context; practice and adapt	Evidence intervention matches stage of learning: CBM data (rate/accuracy), other data: Comments:
2. Explicit Instruction (use during initial learning and generalization) • Aligned with root cause and <u>specific</u> skill (reading decoding, fluency, comprehension, math reasoning, math computation, written expression, engagement, other _____)	• Overtly teaching each step through teacher modeling and examples • Step by step instruction • Instruction based on previously learned skills and content	Observed: Yes or No Comments:
3. Systematic Instruction (occurs with explicit instruction) • Aligned with root cause/skill	• Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills	Observed: Yes or No Comments:

4. Ample Practice • Opportunities to Respond (OTR)	• Providing many **opportunities to respond** (OTR) for students to demonstrate what they are learning • Ensure students complete tasks with 95% accuracy before moving to other skills • Types of **OTR**: Teacher directed individual responding, Teacher directed unison responding, student to student responding (Goal is a combination of 30% individual and 70% unison response)	Observed: Yes or No Comments:
5. Immediate Feedback Feedback is one of the most powerful tools for improving student outcomes (Hattie, 2007) • Answers Three Questions 1. Where am I going? (goals) 2. How am I going? (feedback) 3. Where to next? (feed forward)	• Incorporating feedback (from teacher or peers) during initial instruction and practice • Feedback needs to help students <u>complete tasks more effectively</u>; • Only using praise, rewards, or punishment has lower effects (Hattie & Timperley, 2007; Kluger & DeNisi, 1996) • Examples: Corrective feedback, task completion accuracy, progress to goal attainment (cbm review)	Observed: Yes or No Comments:
6. Data Collection/Progress Monitoring	• Baseline measures conducted • Curriculum based measures are administered on a regular basis (weekly, bi-monthly) • Measures align with student need and skills addressed by intervention • Goal is determined	Observed: Yes or No Comments:
Adapted from: **Wanzek, J. (2013). <u>Intensifying instruction to meet student needs.</u> MILC Leadership Summit.** **Burns, M.K & Parker, D.C. (2014) <u>Curriculum based assessment for instructional design. Using data to inform individualized instruction.</u> New York: Guilford, 2014.**	Comments:	Summary: