

Using the Taxonomy of Intervention Intensity Within the Data-Based Individualization Process: A Behavior Example Participant Workbook



Table of Contents

Behavior Terminology	1
Taxonomy of Intervention Intensity K-W-L	2
Taxonomy of Intervention Intensity: Academics and Behavior	3
Current Intervention Brainstorm	5
What/When Taxonomy of Intervention Intensity	6
Taxonomy of Intervention Intensity Rating Form	8
Rating Attention to Transfer	9
Rating Academic Support	10
Assessing Quality of the Validated Behavior Intervention Platform	11
Reflection	12
Related NCII Resources	13

Behavior Terminology

Three Term Contingency (ABCs of Behavior)



The ABC's of behavior refer to the antecedent-behavior-consequence sequence. This three-term contingency allows us to understand the relationship between behavior and its consequences, given various environmental conditions.

- Antecedent = the activities or events that occur directly before a behavior. Example: Savannah was told to get her materials ready for math class.
- Behavior = anything that is seen, heard, and done. Behavior is something observable and measurable. Example: Savannah yelled at the teacher.
- Consequence and refers to any event that happens directly after a behavior. Consequences can increase or decrease a behavior. Example: Savannah was removed from class.

Antecedent events and consequences can be incorporated into interventions to help reduce problem behavior and increase prosocial behavior.

Reinforcement

- Following a behavior, something is added or removed from the environment, and that behavior increases.

Function of Behavior

Every behavior serves a function. When we successfully identify the function of a problem behavior, we can reinforce an alternate, more acceptable behavior that will replace it.

Functions of behavior include access to or escape from:

- Attention
- Tangibles, activities
- Demands, tasks
- Sensory stimulation

Function plays a role in selecting and adapting behavioral interventions for students with a history of challenging behavior. A functional behavioral assessment, or FBA, is used to determine the function of the behavior and the factors that maintain the behavior. An FBA can exist along a continuum (e.g., interviews, direct observation of behavior, and functional analyses) and can be selected based on your needs and resources available.

Taxonomy of Intervention Intensity K-W-L

What Does It Help Me <u>KNOW</u>?	What More Do I <u>WANT</u> to Know?	How Will I <u>LEARN</u> More?



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.



Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.



*Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE?

Visit us at www.intensiveintervention.org.



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.



Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.



*Adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

WANT TO LEARN MORE?

Visit us at www.intensiveintervention.org.

Current Intervention Brainstorm

1. Brainstorm interventions.

Behavior

2. Describe your process for selecting an intervention for a specific student.

--

3. Describe your process for adapting an intervention for a specific student.

--

What is the Taxonomy of Intervention Intensity?

The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity and considering the integrated academic and behavioral supports needed by many students with intensive needs. It includes seven dimensions that help you to answer the following questions:



Does evidence suggest the intervention is expected to lead to improved outcomes (**strength**)?



Will the group size, duration, structure, and frequency provide sufficient opportunities to respond (**dosage**)?



Does the intervention match the student's identified needs (**alignment**)?



Does it assist the student in generalizing the learned skills to general education or other tasks (**attention to transfer**)?



Does the intervention include elements of explicit instruction (**comprehensiveness**)?



Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?

Can the intervention be easily integrated into academic instruction (**academic support**)?



Can the intervention be individualized with a data-based process to meet student needs (**individualization**)?

Learn more about the Taxonomy of Intervention Intensity and find resources to support implementation

<https://intensiveintervention.org/taxonomy-intervention-intensity>

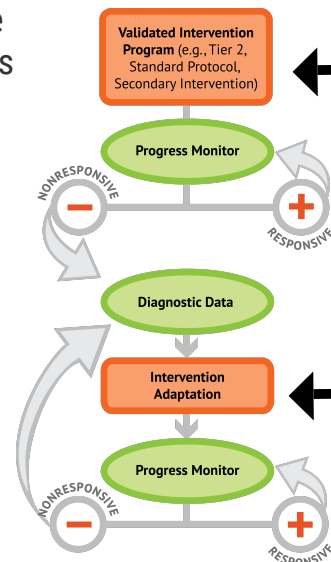
The Taxonomy of Intervention Intensity* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both academics and behavior and lessons learned from implementation in the field.



When do I use the Taxonomy of Intervention Intensity?

The seven dimensions of the Taxonomy of Intervention Intensity can help educators make informed, systematic decisions in the context of the data-based individualization (DBI) process. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The Taxonomy can help educators:

DBI Process



Taxonomy Dimensions

1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Support
7. Individualization



Evaluate current interventions

Already **have an intervention**? Use the dimensions of the Taxonomy to evaluate its strengths and limitations for your target population.



Select a new intervention

Looking for a **new intervention**? Rating the dimensions of potential interventions can help educators compare their strengths and limitations to support selection.

Intensify the intervention



Even the best intervention is not effective for every student. Need to intensify your intervention? The dimensions of the Taxonomy in combination with student data and teacher expertise can help guide the **adaptations or intensification** of the intervention over time.

Interested in learning more about what NCII has to offer? Connect with us!



TAXONOMY OF INTERVENTION INTENSITY FORM: BEHAVIOR

Student Name: _____

Intervention: _____

RATING THE INTENSIVE INTERVENTION

Dimension	Considerations	Rating	Adjustment A, Week ____	Adjustment B, Week ____
Strength	Identified as a promising or effective program by a reliable source (e.g., NCI Tools Charts, WWC)	Y/N		
Dosage	# of opportunities to respond (i.e., practice/demonstrate skill) # of opportunities for positive feedback (e.g., praise, tokens, points) # of opportunities to exchange for backup reinforcers # of opportunities for corrective feedback			
Alignment	Addresses school-wide expectations Addresses classroom/teacher expectations Addresses target student's skill deficits Rewards are matched to target student's preferences and/or function(s) of problem behavior Can easily be adapted to address various functions of behavior Does <i>not</i> address extraneous skills			
Attention to Transfer	Emphasizes how and when student uses skills across contexts/situations; includes opportunities to practice using skills across context/situations Programs reinforcement for use of skills across contexts/situations			
Comprehensiveness	Includes a plan for teaching appropriate behaviors with adequate opportunities for practice Includes plan for adjusting antecedent conditions to prevent problem behavior Includes plan for reinforcing appropriate behavior Includes plan for minimizing reinforcement for problem behavior Includes a plan for fading supports/supports can easily be faded Fidelity of implementation can be checked/monitored easily Works in conjunction with related services Includes procedures for communicating with parents			
Academic Support	Can be easily integrated within context of academic instruction Complements rather than supplants academic focus Includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)			
Individualization	May be individualized with results of diagnostic behavioral assessment (i.e., FBA) If yes, progress monitoring tool is aligned with student's needs	Y/N		

Rating Attention to Transfer

Directions: The behavior goal card is part of an intervention for a student struggling with following directions. Review the goal card and the process for use in the school.

Behavior: Goal Card

Student carries goal card for “follow directions first time asked” to each setting (e.g., academic class, PE, cafeteria).

- *At the start of class, teacher and student review the types of directions likely being asked*
- *Getting out materials, moving to a designated location, initiating and completing work*
- *Each time student follows directions immediately, they mark a tally on the self-monitoring card. At the end of each class period, student and teachers compare their data and discuss*

<i>Class Period</i>	<i>Tally Marks</i>
<i>Reading</i>	
<i>Lunch</i>	
<i>Math</i>	
<i>Music</i>	

How you would rate the behavior goal card for the attention to transfer dimension and why?

Consider the following components of the attention to transfer dimension to guide your rating:

- *Opportunities for the student to practice the skill across different contexts or with new people that will promote generalization*
- *Procedures for reinforcing the skill when it is displayed under a variety of circumstances, including new or unanticipated circumstances*

Rating Academic Support

Directions: The behavior goal card is part of an intervention for a student struggling with following directions. Review the goal card and the process for use in the school.

Behavior: Goal Card

Student carries goal card for “follow directions first time asked” to each setting (e.g., academic class, PE, cafeteria).

- *At the start of class, teacher and student review the types of directions likely being asked*
- *Getting out materials, moving to a designated location, initiating and completing work*
- *Each time student follows directions immediately, they mark a tally on the self-monitoring card. At the end of each class period, student and teachers compare their data and discuss*

Class Period	Tally Marks
Reading	
Lunch	
Math	
Music	

How would you rate the behavior goal card for the academic support dimension and why? Consider the following components of the academic support dimension to guide your rating:

- *Intervention can be easily integrated within context of academic instruction*
- *Intervention complements, rather than supplants, academic focus*
- *Intervention includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)*

Assessing Quality of the Validated Behavior Intervention Platform

*The Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity. Review the definitions of six dimensions and rate the extent to which the current validated intervention platform or Check-in/Check-Out addresses each. Use the following to record your responses: 0—fails to address the dimension, or you are unsure; 1—minimally addresses; 2—moderately addresses; and 3—strongly addresses.

Dimension	Definition	Rating (0–3)	How could you intensify?
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).		
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.		
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student’s skill deficits, (d) matches rewards to student’s preferences and/or function of problem behavior, and (e) does not address extraneous skills.		
Attention to Transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.		
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.		
Academic Support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).		

*Fuchs, L. S, Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

Reflection

What am I most excited about?	
What am I unsure of or want to learn more about?	
What changes will I make as a result of what I learned today?	

Related NCII Resources

Taxonomy of Intervention Intensity

(<https://intensiveintervention.org/taxonomy-intervention-intensity>)

This webpage includes archived webinars and tools to help educators learn more about the dimensions of the Taxonomy of Intervention Intensity and support the evaluation of validated intervention programs and the intensification of interventions as needed.

On this page you can find the following tools:

- [Taxonomy Overview Handout](#)
- [Intensification Strategy Checklist Handout](#)
- [Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank](#)

Academic Intervention Tools Chart

(<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>)

The NCII Academic Intervention Tools Chart is designed to help educators become informed consumers of available academic interventions. This chart can help educators understand the strength of their intervention by reviewing the study quality and effects.

Behavioral Intervention Tools Chart (<https://charts.intensiveintervention.org/chart/behavioral-intervention-chart>)

The NCII Behavioral Intervention Tools Chart is designed to help educators become informed consumers of available behavioral interventions. This chart can help educators understand the strength of their intervention by reviewing the study quality and effects.

Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention (<https://intensiveintervention.org/resource/strategies-scheduling-how-find-time-intensify-and-individualize-intervention>)

This resource includes some strategies to support educators in considering how to intensify an intervention within the constraints of busy school schedules where it may be difficult to simply add more time.

Intensive Intervention Course Content: Features of Explicit Instruction

(<https://intensiveintervention.org/intensive-intervention-features-explicit-instruction>)

This four-part module series focuses on explicit instruction, the key component of the comprehensiveness dimension. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and nonexamples, coaching materials, and more.

Behavior Strategies to Support Intensifying Interventions

(<https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions>)

This series of strategies is intended to support teachers working with students who have primary academic deficits and challenging behaviors. Each strategy incorporates key terminology, an overview of the purpose, and all associated materials. The strategies also integrate approaches for intensification for students with more challenging behaviors.

Behavior Support for Intensive Intervention

(<https://intensiveintervention.org/intensive-intervention-behavior-course>)

This eight-part module series focuses on behavioral support for intensive intervention. Content from this course can help educators learn more about dimensions of behavior to consider and how to incorporate behavioral supports within an academic intervention. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and nonexamples, coaching materials, and more.

Mathematics Strategies to Support Intensifying Interventions

(<https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions>)

This series of mathematics lessons and guidance documents is intended to support special education instructors, mathematics specialists, and others working with students who struggle with mathematics. These lessons and activities are organized around six mathematics skill areas that are aligned to college- and career-ready standards and incorporate several instructional principles that may help intensify and individualize mathematics instruction to assist teachers and interventionists working with students who have difficulty with mathematics.

Intensive Intervention in Mathematics Course Content

(<https://intensiveintervention.org/intensive-intervention-math-course>)

This eight-part module series focuses on designing and delivering intensive mathematics instruction. The course covers developing a scope and sequence for intensive intervention, assessment, evidence-based practices, instructional strategies, instructional delivery, whole-number content, rational-number content, and intensification. The course content includes video lectures, presentation slides, activities and practice-based applications, video examples and nonexamples, coaching materials, and more.

Fidelity and Implementation Resources

(<https://intensiveintervention.org/implementation-support/fidelity-resources>)

This webpage includes a series of resources focused on fidelity at the school, interventionist, and student levels. On this page you can find the student level Student Intervention Implementation Log (https://intensiveintervention.org/sites/default/files/DBI_Weekly_Log_508.pdf), which can be used to record daily and weekly documentation of the implementation of the intervention.