

What are your intervention practices?

What forms of intervention do you use? (Circle #)

What forms of intervention are most effective? (Nos. 1-7)

Use of advanced organizers, anticipatory or preparation response

1. ___ Asking the student to look over material prior to instruction
2. ___ Directing the student to focus on materials prior to instruction
3. ___ Providing information to prepare student for instruction
4. ___ Stating the learning objective for the lesson prior to instruction
5. ___ Teacher presents benefits of instruction

Strategy modeling and the attribution training

6. ___ Modeling by the teacher
7. ___ Simplified demonstration by the teacher
8. ___ Teacher verbalizing steps or procedures to solve problems
9. ___ Use of think aloud models
10. ___ Reminders from teacher to use certain strategies, steps, and/or procedures
11. ___ Teacher presenting benefits of strategy use or procedures

Drill/repetition and practice/review

12. ___ Mastery criteria
13. ___ Distributed review and practice
14. ___ Repeated practice
15. ___ Sequenced reviews
16. ___ Weekly reviews
17. ___ Daily feedback
18. ___ Redundant text or materials
19. ___ Review of material on each session

Structured verbal teacher-student interaction

- 20. ___ Dialectic or Socratic teaching
- 21. ___ Elaborate or redundant explanations
- 22. ___ Systematic prompting of students to ask questions
- 23. ___ Teacher and student talking back and forth
- 24. ___ Teacher's questions are open-ended or direct
- 25. ___ Small group instruction (2 to 5)
- 26. ___ Instruction in large groups (>5)

Non-teacher instruction

- 27. ___ Homework
- 28. ___ Modeling from peers
- 29. ___ Family members providing instruction and reinforcement
- 30. ___ Peers presenting or modeling instruction
- 31. ___ Peer provides daily feedback on student performance

Individualization

- 32. ___ Instruction that is individually tailored
- 33. ___ Activities related to independent practice
- 34. ___ Tutoring
- 35. ___ Instruction that is individually paced

Controlled difficulty or process demands of task

- 36. ___ Short activities
- 37. ___ Controlled level of difficulty applied to each student
- 38. ___ Teacher providing necessary assistance
- 39. ___ Tasks sequenced from easy to difficult
- 40. ___ Task analysis
- 41. ___ Step by step prompts
- 42. ___ Instruction broken down into steps

Segmentation

- 43. ___ Breaking down task by skill
- 44. ___ Breaking down target skill into smaller units
- 45. ___ Breaking down units into component parts
- 46. ___ Segmenting or synthesizing component parts

Novelty

- 47. ____ Use of diagrams or picture presentations
- 48. ____ Specification that a new curriculum was implemented
- 49. ____ Emphasis on teacher's presenting of new material from the previous lesson
- 50. ____ Teacher (or experimenter) presents new material

Technology

- 51. ____ Utilizing a formal curriculum (about technology)
- 52. ____ Use of experimentally developed pictorial representations, specific materials, or computers
- 53. ____ Use of media to facilitate presentations and feedback
- 54. ____ Use of specialized films, videos, or audio tape
- 55. ____ Instruction via computers for elaboration or repetition

Probing reinforcement

- 56. ____ Intermittent use of probes of learning
- 57. ____ Fading of prompts and cues
- 58. ____ Overt administration of rewards and reinforcers