

Components of High-Quality, Intensive Interventions

Grouping (1-3)

- Instruction should be provided to small groups of students (e.g., from one to three students for optimal results)
- Students should have similar instructional needs

Instructional Design (Narrow-Sequence-Explicit)

- Focus on a small group of clearly defined skills and/or concepts (pre-assessments)
- Use an instructional sequence and materials that are customized/individualized
- Provide explicit information with concrete examples, models, and demonstrations

Delivery of Instruction (Pace-Support-Practice)

- Allow appropriate pace / sufficient time for mastery of targeted skills, with redundant instruction as needed
- Provide cognitive support through the use of carefully sequenced lessons, control of task difficulty, and providing models and scaffolding that ensure a high level of student success
- Provide emotional support through encouragement, feedback, and high levels of student success
- Provide students with opportunities to practice responding, then receive feedback (i.e., guided practice)

Independent Practice (Success-Performance Feedback-Automatic)

- Provide practice directly related to the skills being taught
- Students should achieve a high success rate during independent practice
- Independent practice should be actively supervised, feedback given afterwards
- Independent practice should continue until responses are automatic (may need to alternate)

Progress Monitoring (Weekly-Progress Feedback)

- Monitor student progress weekly or biweekly to evaluate the effectiveness of the intervention, and ensure students are making sufficient progress
- Provide students with feedback regarding their individual progress

Sources: [Fletcher and Vaughn \(2009\)](#), [Foorman and Torgesen \(2001\)](#), [Gersten et al. \(2009a, b\)](#), [Rosenshine and Stevens \(1986\)](#), [Swanson \(2008\)](#), [Swanson \(2001\)](#), [Swanson and Hoskyn \(1998\)](#), [Torgesen \(2000, 2002\)](#).

McLeskey, J. and Waldron, N. L. (2011), Educational Programs for Elementary Students with Learning Disabilities: Can They Be Both Effective and Inclusive?. *Learning Disabilities Research and Practice*, 26 (1), 48-57.