OUTLINE

- What is the purpose of the Intervention section?
- What kind of evidence-based intervention do I use?
- Who needs to agree on the intervention?
- What components are needed in an intervention?
- What type of skills or performance goals are needed?
- How do I show progress?
- How do I ensure the efficacy of the intervention?
WHAT IS THE PURPOSE OF THE INTERVENTION SECTION?

The purpose of the Intervention section is to document the selection, acceptability, and implementation integrity of interventions having a high probability of success based on data generated in the Problem Analysis stage of problem-solving. Interventions must include observable, measurable goals and be supported by research, functional analysis, single case design and/or experimental study.

Interventions are typically designed (1) to increase positive behavior or decrease inappropriate behaviors and/or (2) to teach new skills; addressing identified instructional gaps.
### Section 4: Intervention

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
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</table>
| 4.1 | □ A single evidence-based intervention is implemented and linked to preceding sections. | □ Intervention is not evidence-based.  
□ Is not linked to preceding sections  
□ Multiple interventions are implemented simultaneously. |
WHAT KIND OF INTERVENTION DO I USE?

- Intervention should have reasonable evidence of being successful in closing the gap between current performance and desired level of performance.
- Relevant literature should be cited.
- Evidence-base can also be established by utilizing single case methods, functional analysis, etc.
WHAT KIND OF INTERVENTION DO I USE?

○ **A single intervention is implemented**
  - This demonstrates that key aspects of the problem are identified and targeted
  - Multiple aspects of an intervention should target same problem

○ **Intervention is linked to the preceding section and to measurable goal statements**
  - Intervention is based on data from the problem analysis/identification sections
  - Intervention and goals must be consistent with regard to the problem analysis
| 4.2 | □ Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified. | □ Acceptability of the intervention by one or more stakeholders is not verified. |
WHO NEEDS TO AGREE ON THE INTERVENTION?

- The intervention needs to be accepted by multiple stakeholders (e.g., parents, caregivers, teachers, etc.)

- Factors that can influence treatment acceptability include:
  a) Whether the implementer sees it as something that can be done in a way that can be streamlined into already existing routines
     - Individual differences
     - Classroom practices
  b) Whether the implementer considers whatever support is provided sufficient to implement the intervention successfully
     - Resources
     - System issues

I. Formal measures of acceptability… or

II. Problem-solving teams can use collaborative and honest consensus-building conversations to ensure that those who are implementing the intervention see the plan as doable
**WHAT COMPONENTS ARE NEEDED IN AN INTERVENTION?**

<table>
<thead>
<tr>
<th>4.3</th>
<th>The intervention is replicable:</th>
<th>The intervention is not replicable:</th>
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<tbody>
<tr>
<td></td>
<td>Intervention components are</td>
<td>Intervention components are</td>
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<tr>
<td></td>
<td>clearly described (i.e.,</td>
<td>not described (i.e., independent</td>
</tr>
<tr>
<td></td>
<td>independent variable) AND</td>
<td>variable) OR</td>
</tr>
<tr>
<td></td>
<td>Logistics are reported (e.g.,</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>who will implement, setting,</td>
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<td></td>
<td>duration and frequency of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sessions, etc.)</td>
<td></td>
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</tbody>
</table>
WHAT COMPONENTS ARE NEEDED IN AN INTERVENTION?

- Variables (independent, dependent, etc.)
- Ensure adequate intervention supports and resources
  - Describe logistics (e.g., setting, time, resources, and personnel)
- Components of the intervention must be explained in sufficient detail that the reader would be able to implement a similar intervention
  - Describe: interventionist, frequency of intervention, duration of intervention, etc.
- Determine a plan for data collection
  - Data that are easy to collect and record increase the likelihood that the data will be collected as planned
### WHAT TYPE OF SKILLS OR PERFORMANCE GOALS ARE NEEDED?

<table>
<thead>
<tr>
<th>4.4</th>
<th>Skill or performance goals are:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Described using the same metric as the dependent variables AND</td>
</tr>
<tr>
<td></td>
<td>- Achievable based on research or other data.</td>
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</tr>
<tr>
<td></td>
<td>- Not achievable or not linked to research or other data.</td>
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</table>
WHAT TYPE OF SKILLS OR PERFORMANCE GOALS ARE NEEDED?

o Develop a decision rule/goal to serve as the operational definition of what desired performance would be if the problem was solved

i. Intervention linked to goal statements previously discussed in problem identification/analysis sections

ii. Linked to hypothesis (why is the problem occurring?)

iii. Goals should be stated in explicit, measurable terms
    ▪ Identifiable markers to know whether or not the desired outcome has been accomplished
    ▪ Serves as a metric by which to begin examining progress towards the desired outcome

iv. Use same monitoring tools/measures and criteria in all stages of the case study

v. Goals should be achievable based on research or other data
# How Do I Show Progress?

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.5</td>
<td>progress is monitored and graphed for data based decision making (formative evaluation).</td>
<td>progress is not monitored. or progress data are not graphed.</td>
</tr>
</tbody>
</table>
HOW DO I SHOW PROGRESS?

- Progress monitoring is necessary for formative evaluation of the intervention
- Graphing of progress data is necessary for visual and/or statistical analysis
  - Progress is monitored
    - Use the same monitoring methods/tools and criteria in all stages of the case study
  - Progress data is graphed
    - Use the same monitoring methods/tools and criteria in all stages of the case study
**HOW DO I ENSURE THE EFFICACY OF THE INTERVENTION?**

<table>
<thead>
<tr>
<th>4.6</th>
<th>Treatment integrity/fidelity data are:</th>
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<tbody>
<tr>
<td></td>
<td>☐ Collected and reported AND</td>
</tr>
<tr>
<td></td>
<td>☐ Used in the interpretation of intervention efficacy.</td>
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</table>

| Treatment integrity/fidelity data are not: |
| ☐ Collected or reported OR
| ☐ Used to describe intervention efficacy. |

<table>
<thead>
<tr>
<th>RATING</th>
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<th>NEEDS DEVELOPMENT</th>
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HOW DO I ENSURE THE EFFICACY OF THE INTERVENTION?

- Without evidence that interventions are implemented with integrity, lack of progress may be incorrectly interpreted as unresponsiveness, leading to more intensive and intrusive intervention supports and possible placement in special education.

- Specify Methods and Present Quantitative Data
  - a) Treatment integrity checklists
  - b) Multiple observations

  *Intervention efficacy should be interpreted in light of treatment integrity data.*
4.1 Has a single-evidence based intervention identified and stated? References included?

Include your responses -
4.2 HAVE YOU SECURED ACCEPTANCE OF THE INTERVENTION BY RELEVANT STAKEHOLDERS? HOW HAVE YOU STATED THE ACCEPTABILITY?

Include your responses -
4.3 IS THE INTERVENTION REPLICABLE? HAVE YOU DESCRIBED THE INTERVENTION COMPONENTS (I.E., INDEPENDENT VARIABLE)? HAVE YOU REPORTED THE LOGISTICS (E.G., WHO WILL IMPLEMENT, SETTING, DURATION AND FREQUENCY OF SESSIONS, ETC.?

Include your responses -
4.4 WHAT ARE THE STATED SKILL OR PERFORMANCE GOALS? ARE THEY DESCRIBED USING THE SAME METRIC AS THE DEPENDENT VARIABLES? ARE THEY ACHIEVABLE BASED ON RESEARCH OR OTHER DATA?

Include your responses -
4.5 HOW HAVE YOU MONITORED AND GRAPHED THE DATA BASED DECISION MAKING STUDENT PROGRESS?

Include your response -
4.6 HOW DID YOU REPORT THE TREATMENT INTEGRITY/FIDELITY DATA COLLECTED AND HOW WAS IT USED IN INTERPRETING THE INTERVENTION EFFICACY?

Include your response -