

Instructional Intervention Strategies

Instructional intervention strategies allow for enhanced performance of academic tasks. A wide range of student abilities exists in a classroom. The following scientific-based strategies help to diversify instruction to meet the unique learning needs of students.

- Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images) for teaching math facts, vocabulary, or steps in a process (1)
- Deliver instruction in short sessions using a brisk pace (2)
- Build frequent opportunities for movement during instruction to address needs of students who learn best kinesthetically (3)
- Circulate among the students and observe and question them while they are working (4)
- Make eye contact with students before giving directions and have students repeat the directions (e.g., turn to a partner, individually) (5)
- Provide clearly written directions and instructions in a step-by-step manner with illustrations and use as few words as possible (6)
- Write instructions on the board as well as say them aloud (7)
- Give students a task card with a list of things to do to help them stay on task and manage their time (8)
- Teach expectations of group behavior thoroughly: explain, model, demonstrate, role play, and practice/practice (9)
- Provide examples and models of what is expected of students (10)
- Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities (11)
- Use reading partners and peer or adult mentors to provide academic support (12)
- Provide varied texts or supplementary materials at different levels of reading difficulty (13)
- Use multiple and flexible grouping opportunities for students (e.g., teams, partners, whole group, independent, by interest, by learning style, teacher-assigned, self-selected) (14)
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment (15)
- Adjust and extend time as needed (16)
- Integrate cooperative experiences into instruction (17)
- Use direct, systematic instruction for students who show areas of concern (18)
- Use technological tools or computer software to allow students to access content in multiple ways (19)
- Use multi-sensory techniques to present information (20)

- Increase the use of visuals, charts, and models for concept reinforcement (21)**
- Use graphic organizers to focus attention on key elements, concepts, or ideas (22)**
- Provide audiotapes of class lectures or literature read (23)**
- Increase the amount of practice opportunities using multiple modalities (24)**
- Increase opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share) (25)**
- Offer materials, tasks, and learning options at varied levels of difficulty (26)**
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner (27)**
- Clearly explain each academic task and the specific criteria needed to successfully complete the task (28)**
- Monitor students' understanding continuously so misunderstandings can be clarified and corrected immediately (29)**
- Model a problem-solving strategy for students and talk through the steps as it is taught to help students internalize the steps (30)**
- Encourage students to think aloud the steps or the process they use to solve a problem so feedback can be given (31)**
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it Out) (32)**
- Work collaboratively on tasks with a student and gradually withdraw the support (33)**
- Anchor new knowledge to previously learned knowledge (34)**
- Give the student a master set of notes to improve the notes he/she took (35)**
- Integrate learning into a game-show format (36)**
- Provide a student a copy of the text with main ideas highlighted (37)**
- Create and provide students with an easy-to-follow visual that specifies problem-solving steps in a clear manner that a student can refer to when needed (38)**
- Display poster-size versions of problem-solving steps in the classroom, refer to it often, and encourage students to follow (39)**
- Design a signal so when a student needs help on independent practice, he/she displays the help signal on the desk (e.g., brightly colored index card folded like a tent) (40)**
- Review and practice previously taught material frequently (41)**