

# Questions to consider when planning intervention

*Clear intervention processes need to be enacted which provide increasingly intensive intervention to support and challenge all learners.*

Element	Questions to consider
<b>Assess</b>	<p>What are the specific learning needs of the child? What are the pre-requisite skills and knowledge the child with which the child is needing additional time or support?</p> <p>What is the intended learning and why is it important? Does this intervention allow for intellectual stretch?</p> <p>What skills, knowledge and abilities am I targeting though the intervention? What resources do I need? How will I meet the needs of each child? What achievement and engagement data do I have that informs my decision?</p> <p>Do I need to seek advice and support from relevant Service Providers?</p> <p>What assessments will I use to monitor and track learner progress? How often will I asses? How will I know it is making a difference?</p> <p>Where will the intervention occur? When will the intervention occur so that children do not miss out on 'core instruction'?</p> <p>How will the class teacher maintain ownership over the intervention and the learners' progress?</p> <p>What information might parents receive about this intervention? How can they support their child?</p>
<b>Plan</b> <b>Analysing effectiveness</b>	<p>Does this intervention have a balance of skill development and application<sup>1</sup>?</p> <p>What evidence do I have that this is the best way of providing additional time, support and/or challenge?</p> <p>Is the intervention targeted, timely, purposeful and time-limited?</p> <p>How does the intervention reflect essential learning objectives of the core classroom curriculum?</p>
<b>Plan</b> <b>Analysing resources &amp; costs</b>	<p>Is the intervention being delivered by a trained professional?</p> <p>What training is required?</p> <p>How many children will be involved?</p>
<b>Track</b> <b>Describing results</b>	<p>What evidence will enable me to assess the intended learning?</p> <p>How will I monitor the progress of every learner?</p> <p>What multiple measures will be collected as baseline prior to, and at the end program?</p> <p>How will you monitor effectiveness and progress throughout the intervention? What will you use? How often will you monitor progress? How will it be recorded? How will you adjust if the intervention is not meeting the child's needs?</p> <p>What other data can I use to correlate this learner's achievement?</p>
<b>Adapt</b> <b>Future planning</b>	<p>Analyse progress and outcome data to refine teaching practice. What worked well? What would you change? What did you learn? What was the impact of the learning? Keep what works best; improve or stop what doesn't.</p> <p>How long have we been using this intervention approach?</p> <p>Have the needs of our children changed since we started? Is what we are doing still meeting the needs of the children?</p> <p>Have we updated our system of interventions in the past 3 years<sup>2</sup>?</p>

<sup>1</sup> Anne Bayetto – meeting August 25 2016

<sup>2</sup> ACER Literacy & Numeracy Interventions in the Early years of Schooling: A Literature review pxiiv  
 Buffam et al 2012 Simplifying Response to Intervention USA Solution Tress

DECD Results Plus Expectation D  
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