

Interventions: Interventions are a planned set of supplemental procedures that are aimed at teaching a specific set of academic or social skills to a student or students. An intervention is more than a single lesson and less than an entire curriculum. Minimally, an intervention would have the following components:

1. *It is planned.* Planning implies a decision-making process. Decisions require information (data) therefore an instructional intervention is a data-based set of teaching procedures.
2. *It is sustained.* This means that an intervention likely is implemented in a series of lessons over time.
3. *It is targeted or focused on a particular student and on a particular set of skills or knowledge.* This means an intervention is intended to meet a specific set of needs for a student(s). However, this does not mean that an intervention must be conducted in one-to-one teaching. An intervention, even a special education and individualized intervention, can be implemented for an entire class.
4. *It is goal oriented.* This means that the intervention is intended to produce a change in knowledge, behavior (academic or social) from some beginning or baseline state towards some more desirable goal state.
5. *It is procedural.* This means a set of procedures rather than a single instructional component or strategy. Intervention is typically addresses a range of ICEL considerations. For example: Instruction (e.g. pace, guided practice); Curriculum (e.g. correct level of difficulty, sequence); Educational Environment (e.g. allocation of instruction time or arrangement of the instruction setting); and Learner (e.g. motivation patterns or prior knowledge of task).