



Intensify and Intervene  
as Needed

HLP Pillars

HLP 20

Provide intensive  
intervention for  
academics and behavior.

Embedded HLPs

HLP 10: Conduct  
functional behavioral  
assessments to  
develop individual student  
behavior support plans.

Embedded HLPs

## HLP 20: Provide Intensive Instruction

Intensive instruction involves working with students with similar needs on a small number of high-priority, clearly defined skills or concepts related to academics and/or behavior. Educators match the intensity of instruction to each student's learning and behavioral needs. They frequently monitor progress using validated measures to assess students' responsiveness and make adjustments as needed. Within intensive instruction, students have frequent and varied opportunities to respond and receive immediate, corrective feedback with educators and peers to practice what they are learning. HLP 20 is a Pillar Practice under the Intensify and Intervene as Needed Domain.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

### Teachers Who Effectively Provide Intensive Instruction

- Use a research-based secondary prevention program in the Data-Based Individualization (DBI) process.
- Use progress monitoring to track student improvements.
- Create student-specific intensive intervention plans based upon examination of diagnostic assessment data.
- Implement intervention plans, track student responses, and reexamine data as needed, using the following steps of the DBI process:
  - Establish the present level of academic performance
  - Set an ambitious long-term goal using established norms
  - Implement high quality instruction or intervention with fidelity
  - Monitor progress towards the goal
  - Use decision rules to evaluate the instructional effectiveness and student progress
  - Generate a hypothesis about student progress to individualize instruction
  - Make an instructional change based on the chosen hypothesis
  - Repeat this process throughout the school year, as indicated by data and on a regular schedule.

### Tips for School Leaders to Support Teachers

- Ensure educators have a strong repertoire of evidence-based practices and are able to engage in data-based decision-making processes.
- Provide educators with instruction, professional development, and/ or coaching in the Data-Based Individualization (DBI) process.
- Provide feedback on the extent to which educators are making accurate and efficient decisions about the impact of intensive instruction occurring across settings.
- Hold teachers and other stakeholders accountable in their roles within the DBI process (e.g., providing intensive instruction, collecting data, monitoring progress, meeting adjusted goals), providing support and/or coaching as deemed necessary.

### Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What data do we use to identify students who require intensive instruction, and how is it shared with teachers?
- How do we monitor the effectiveness of intensive instruction for students with disabilities?
- What systems are in place to adjust instruction based on student progress or lack thereof?

**MORE HLP RESOURCES AT  
CEEDAR AND CEC**