


MTSS Snapshot: Taxonomy of Intervention: What is it, and how do I use It?

The National Center on Intensive Intervention (NCII) provides an online website with a wealth of resources for MTSS. One NCII resource frequently used by Georgia’s MTSS team is the Taxonomy of Intervention. This tool is made up of seven dimensions that can help educators make informed, systematic, decisions to support students as interventions are individualized and intensified. Educators may use the Taxonomy of Intervention to evaluate current interventions; select a new intervention; and/or intensify an intervention.

National Center on INTENSIVE INTERVENTION <small>at American Institutes for Research</small>		Taxonomy of Intervention Intensity: Academics	
<small>The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity.</small>			
Dimensions*	Description		
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).		
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.		
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.		
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.		
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).		
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.		
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.		

*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of intervention intensity. *TEACHING Exceptional Children*, 50(2), 35-43.

Seven Dimensions of the Taxonomy of Intervention:

- **STRENGTH** – Does evidence suggest the intervention is expected to lead to improved outcomes?
- **DOSAGE** – Will the group size, duration, structure, and frequency provide sufficient opportunities to respond?
- **ALIGNMENT** – Does the intervention match the student’s identified needs?
- **ATTENTION TO TRANSFER** – Does it assist the student in utilizing the learned skills to general education or other tasks?
- **COMPREHENSIVENESS** – Does the intervention include elements of explicit instruction?
- **BEHAVIORAL SUPPORT** – Does the student have opportunities to develop the behavior skills necessary to be successful?

For more information contact:

Karen Suddeth, Program
Manager ksuddeth@doe.k12.ga.us
Georgia’s Tiered System of Supports for Students

- ACADEMIC SUPPORT – Can the intervention be easily integrated into academic instruction?
- INDIVIDUALIZATION – Can the intervention be individualized with a data-based process to meet student needs?

The Taxonomy of Intervention Intensity* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both academics and behavior and lessons learned from implementation in the field.

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