

Table 1. The Taxonomy of Intervention Intensity

Intensity dimension	Definition
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes
Dosage	The number of opportunities a student has to respond and receive corrective feedback
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> 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; ensuring students have the necessary background knowledge and skills to succeed with those strategies; gradually fading support for students' correct execution of those strategies; 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 process for individualizing intervention, with which the special educator systematically adjusts an intensive intervention platform over time to address the student's complex learning needs

Note. The focus of this article is intensive *academic* intervention. Because students with intensive academic intervention needs often demonstrate co-occurring behavioral problems, this Taxonomy includes behavioral support as a dimension of intervention intensity. Also note that this Taxonomy has been adapted to also address students with emotional and behavior disorders and those with major co-occurring academic and emotional and behavior disabilities.