



Group-Based Direct Intervention

DEFINITION



 Includes group-based services when providing interventions for children

 Group training for teachers, parents and other professionals

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.

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Group for Optimizing Leadership in Delivering Services



project
GOLDs

References:

1

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Mishna, F., & Muskat, B. (2004). School-Based Group Treatment for Students with Learning Disabilities: A Collaborative Approach. *Children & Schools*, 26(3), 135-150. doi:10.1093/cs/26.3.135

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Missiuna, Pollock, N., Campbell, W., Dix, L., Whalen, S., & Stewart, D. (2015). Partnering for Change: Embedding universal design for learning into school-based occupational therapy. *Occupational Therapy Now*, 17.

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O'Connor, R. E., Bocian, K. M., Sanchez, V., & Beach, K. D. (2014). Access to a Responsiveness to Intervention Model: Does Beginning Intervention in Kindergarten Matter? *Journal of Learning Disabilities*, 47(4), 307-328.

Principle 7: Group-Based Direct Intervention

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EXAMPLES

Small group targeted interventions for students with reading difficulties in disadvantaged areas (O'Connor et al., 2014)

Teaching assistants providing supervision to small groups of primary students with social, emotional and behavioural difficulties (Groom et al., 2005)

Providing group-based sessions for training teachers on classroom behaviour management and stress-management within a "School Readiness Project" (Li-Grining et al., 2014)

Training school personnel and parents on how to implement group-based treatments for students with learning disabilities and psychosocial problems (Mishna et al., 2004)

Differential intervention provided to small groups of students within a multi-level tiered "Partnering for Change" approach (Missiuna et al., 2015)



Evidence & OUTCOME

In combination with other principles, group-based direct intervention:

- Improves children's self-regulation, math, and literacy skills for students beginning school in disadvantaged areas (Li-Grining et al., 2014)
- Increases parent and teacher understanding and acceptance of students with learning disabilities (Mishna et al., 2004)
- Promotes inclusive educational practices for primary school students with social, emotional and behavioural difficulties (Groom et al., 2005)

Application IDEAS

- Preparation of materials and resources relevant to the curriculum of the class, prior to providing group services
- Therapists incorporating academic learning in group activities (ex: obstacle course incorporating math concepts)
- Working with students in sub-groups to facilitate learning of new concepts introduced in class