



# Individual Direct Intervention

## DEFINITION



 Involves direct specialized interventions for students with complex conditions that may occur outside of, or within, their academic environment

 Can include individual sessions of specific services, such as occupational therapy, speech language therapy, special education psycho-education, etc.

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

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## Principle 6: Individual Direct Intervention

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# EXAMPLES

One-on-one tutoring and direct instruction in reading for urban middle school students with disabilities (Shippen et al., 2006)

Individualized direct mental health consultations for low-income students beginning school in disadvantaged areas (Li-Grinning et al., 2014)

Individual therapy for cognitive, behavioural and skill development, provided to primary students with serious emotional disturbance (Puddy et al., 2012)

On-going direct, one-on-one support provided by a range of professional staff (psychoeducators, special education teachers) in the school setting, for students with complex conditions (MELS, 2007)



## Evidence & OUTCOME

In combination with other principles, individual direct intervention:

- Decreases disruptive behaviors when it is combined with coordinated services for primary school students with severe emotional issues (Puddy et al., 2012)
- Increases levels of self-regulation skills and academic skills such as math and literacy for students beginning school in disadvantaged areas (Li-Grinning et al., 2014)
- Helps high-school students with emotional and behavioural disorders engage in and maintain employment through direct on-site vocational training (Nochajski et al., 2014)

## Application IDEAS

- Preparation of material/equipment and resources prior to providing individualized services in the classroom
- Teacher advising therapist on the curriculum so individual therapy supports classroom goals
- Planning individual intervention in terms of frequency of intervention, adapting activities, location, access to room/classroom