

# 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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### References:

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- 4 Puddy, R. W., Roberts, M. C., Vernberg, E. M., & Hambrick, E. P. (2012). Service Coordination and Children's Functioning in a School-Based Intensive Mental Health Program. *Journal of Child And Family Studies, 21*(6), 948-962.
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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