**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.

---

**References:**


---

**Principle 6: Individual Direct Intervention**

Dana Anaby, Chantal Camden and the GOLDS/OR Group

dana.anaby@mcgill.ca
chantal.camden@usherbrooke.ca
**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)