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.

**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 to train 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 “Partnering for Change” approach (Missuna et al., 2015)

**Evidence & Outcome**

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

- Improves self-regulation, math, and literacy skills in 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

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