

Appendix C
Intervention Documentation Worksheets

Intervention documentation worksheets were developed as an efficient means of collecting information regarding the actual minutes of supplemental or intensive instruction/intervention delivered in a self-report format. Each day of the week has a column to designate the Time, Focus, and Program for the intervention session that day.

- Time (T) is entered as the length of time the intervention was actually delivered, measured in minutes.
- The Program (P) column is used to indicate the particular program or materials used for the intervention. The legend at the bottom of the page gives the user the opportunity to create a key for the specific program or materials used.
- The Focus (F) of the intervention is entered using the legend at the bottom of the page or a key the user develops. For the purposes of this worksheet, the Focus is defined as the particular skill targeted by the instruction/intervention.
- The Total Number of Minutes is summed for the individual weeks, then those totals are summed and compared to the number of minutes originally prescribed in the intervention plan. This allows the important assessment of fidelity of the amount of planned instructional/intervention support.

For example, if the intervention is planned to occur on Monday, Wednesday, and Friday of each week for 20 minutes each day for four weeks, that would be a planned total of 240 extra minutes of instruction. If, after examining the Intervention Documentation Worksheet, it is evident that, as a result of absences, field trips, and assemblies, only an average of 30 minutes of intervention per week was provided over the four weeks, then a total of 120 minutes of extra support would have actually been provided. When evaluating the student's response to instruction/intervention, it is essential to understand the actual amount of support received by the student(s). Accurate data are necessary before accurate instructional decisions can be made. In the scenario above, without documentation of implementation fidelity, we may think that we are evaluating the effects of 240 minutes of additional support when, in fact, only 120 minutes of additional support had been provided. Supports to improve implementation fidelity are put in place when the actual amount of instruction is less than the planned amount of instruction. As well, continued focus on the identified instructional target (F) and on use of identified materials (P) is documented to ensure consistency throughout the intervention.

Worksheet A is formatted for recording individual student interventions. Worksheet B has been modified to record groups of students (as when providing small group supports) by replacing the row headers of Week 1, Week 2, etc., with the names of the students in the intervention group. A worksheet records one week of data in this case; thus, a new sheet is created each week.



Intervention Documentation Worksheet for Individual Students

Intervention Goal: _____ Teacher: _____

Student Name:	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																

Legend

<p>T = Time (# of minutes)</p> <p>P = Program/Strategy</p> <p>F = Focus</p>	<p>Focus</p> <p>L = Language</p> <p>PA = Phonemic Awareness</p> <p>P = Phonics</p> <p>F = Fluency</p> <p>V = Vocabulary</p> <p>C = Comprehension</p>	<p>Program</p> <p>(Create your own key. For example, W = Wilson Foundations)</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p>
---	---	--



Intervention Documentation Worksheet for a Group of Students

Intervention Goal: _____ Teacher: _____

Student Name:	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Student 1:																
Student 2:																
Student 3:																
Student 4:																
Student 5:																
Student 6:																
Student 7:																
Student 8:																
Student 9:																
Student 10:																

Legend

T = Time (# of minutes)	Focus	Program
P = Program/Strategy	L = Language	(Create your own key. For example, W = Wilson Foundations)
F = Focus	PA = Phonemic Awareness	_____ = _____
	P = Phonics	_____ = _____
	F = Fluency	_____ = _____
	V = Vocabulary	
	C = Comprehension	