

# Observing: Features of Effective Instruction

<b>Intervention Instruction</b>  <b>The interventionist ...</b>	<b>3</b>  <b>Most of the time</b>	<b>2</b>  <b>Some of the time</b>	<b>1</b>  <b>Rarely</b>	<b>0</b>  <b>Not at all</b>
1. Introduces the concepts and skills in <b>small steps</b>				
2. Explains concepts and skills in <b>clear and direct language</b>				
3. <b>Models</b> and demonstrates procedures with the use of <b>lots of examples</b>				
4. Checks initial practice items for correctness and provides immediate <b>feedback</b>				
5. Provides <b>many opportunities for practice</b> after initial presentation of task/skill				
6. Gives <b>individual and/or group opportunities to respond</b>				

	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
7. Monitors students during an activity to be sure that they are performing correctly				
8. Provides <b>scaffolding</b> to assist students in their learning and practice				
9. Uses <b>correction procedures</b> and provides feedback				
10. <b>Paces instruction adequately</b> by transitioning quickly between tasks and allowing extra time when needed				
11. Redirects off-task behavior when it occurs				
12. Is the intervention <b>lesson carefully and purposefully designed</b> by sequencing the task from easy to difficult?	<b>YES</b>		<b>NO</b>	