# Determining frequency and duration of interventions

This tool is designed to help you plan the frequency and duration of the interventions you have identified during the close case analysis. You will need to take account of a number of factors:

* previous experience of the impact of the intervention or similar approaches in your school;
* the availability of appropriately skilled staff to implement the intervention;
* the availability of opportunities the timetable provides for the intervention to be implemented; and
* the frequency and duration you think you need taking account of your pupils’ individual needs in the context of the level of intensity used.

### Previous experience of the impact of the intervention

* Have you or colleagues implemented this intervention or one like it in the past? If so, complete this table to make the most of what you have learned about the intervention so far. You may have already collected some of this information using the *Evaluating in-school interventions tool.*

|  |  |
| --- | --- |
| Name of intervention |  |
| Who were the target pupils?  (Yr, SEN, EAL etc) |  |
| Who implemented the intervention? |  |
| How long was implementation? |  |
| What was the frequency of implementation? |  |
| What were the outcomes for the target pupils? |  |
| Was the duration too long, too short or about right? |  |
| Was the frequency too intense, not intense enough or about right? |  |
| Based on your experience, what would be appropriate frequency/duration |  |

### Availability of skilled staff to implement the intervention

* Which members of staff are able to implement the intervention? This may be members of staff who have successfully delivered the intervention previously for other age groups. If implementing the intervention for the first time, teachers may require CPD in order to develop the necessary skills.
* Refer to the availability of opportunities on the timetable section below to see if other members of staff can contribute to implementation, for example as part of the science or music curriculum.

|  |  |  |
| --- | --- | --- |
| Member of staff | Existing experience/skills to implement intervention | CPD required to develop skills to implement intervention |
|  |  |  |
|  |  |  |
|  |  |  |

### Timetable opportunities to implement the intervention

* Look at the timetable and schemes of work relating to the target pupil(s) to see where the opportunities are for implementing the intervention.
* Many interventions will take place during the literacy sessions, but there will be opportunities in other areas of the curriculum which may be appropriate: report writing in science, or reading/writing lyrics for music, for example. Try to spot all of these.
* Are there parts of the existing scheme of work which already cover elements of the intervention? Can elements of the scheme of work be adapted to accommodate features of the intervention? For example, there might be an opportunity in history lessons for children to practise sentence combining.

|  |  |  |
| --- | --- | --- |
| Element of intervention | Subject & focus | Date(s)/time(s) of opportunity |
|  |  |  |
|  |  |  |
|  |  |  |

### Frequency and duration of the intervention

Using the information you have gathered so far, complete the following table to clarify the duration and frequency of the intervention you are planning for a specific target group.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intervention | | Lesson | Day | Time |
|  | |  |  |  |
| Pupil(s) | |  |  |  |
|  | |  |  |  |
| Start date | Finish date |  |  |  |
|  |  |  |  |  |

### Research findings on appropriate frequency and duration of the intervention

As a way of gauging the amount of impact the intervention will have in the time you have allocated, you may like to refer to the allocation of time in the studies where the interventions were demonstrated to be successful. If you have allocated considerably more or less time than in the studies, use your monitoring data to help you decide if you can finish the intervention earlier or if you need to extend it.

|  |  |  |
| --- | --- | --- |
| Intervention | Duration during research | Frequency during research |
| Sentence combining | 10 weeks | 3 x 25 min sessions per week |
| Learning strategies | 1 school year | 50–60 mins per day. |
| Embedded phonics | 8 weeks | 2 x 50 min sessions each day |
| Audio discrimination | 8 weeks | 2 x 50 min sessions each day |
| Self talk |  | 8 sessions |
| PALS | 15 weeks | 3 x 35 min sessions per week |
| Paired cued spelling | 6 weeks | 3 x 15 min sessions per week |
| Teaching morphemes (word structure) |  | 7-10 x 50 min sessions |
| Intensive vocabulary | 6 days |  |
| Repeated reading | 7 weeks | Daily sessions |
| Collaborative reasoning | 5 weeks | 2x 15-20 min sessions per week |