E<N+S=S>A
Early Number Sense Screener Australia

INTENSIFICATION GUIDE

what "intensify if needed" actually means, cycle by cycle

Companion to the Track A Classwide Response cycle

Why this is a separate document

The Classwide Response flowchart deliberately stays simple: run a cycle, collect a teacher judgement, continue - intensifying if needed. This document is the "if needed" part. Use it each time a cycle's judgement suggests the current approach isn't gaining traction, before assuming the whole intervention has failed.

Try one thing at a time, in this order

Draws on Fuchs, Fuchs & Malone's (2017) Taxonomy of Intervention Intensity[1]. Of its seven dimensions, four are suited to classwide adjustment without moving to individual diagnosis. A fifth, individualization, is essentially what referring to the diagnostic pathway (Track B) already means - not a fifth thing to try here.

1. Dosage

Increase opportunities to respond and feedback frequency - the cheapest, fastest change to make first.

- Choral (unison) responding - everyone answers together, not just the student called on[1]
- Response cards or mini-whiteboards - write-and-show simultaneously instead of hand-raising[2]
- Model–Lead–Test cycles - guided practice built into every step, correction happens immediately, not saved for the end[1]
- Partner response routines - students take turns responding and giving each other immediate feedback[3]
- A brisk, signalled pace - minimal dead time, a clear "everyone respond now" cue

2. Comprehensiveness

Add or strengthen the explicit-instruction opener (full reteach if necessary), and adjust task difficulty, rather than just running more of the same practice.

- Model most steps through brisk, clear think-aloud narration - the core "tell/show" of modelling[1]
- Add or switch to a representation/real or virtual manipulative that more closely matches the intention of instruction (check Vocabulary, representations and stem sentences)
- Insert a quick check at one or two key points per example (a choral repeat, or a fast yes/no), not after every single step - keeps pace up while still confirming understanding[1]. If not already present, use the stem sentences provided (Vocabulary, representations and stem sentences)
- Save fuller "what do I do next?" style questioning for guided practice ("We do it"), not the modelling phase itself[1]
- Temporarily narrow the number range or complexity (e.g. single-digit before two-digit) so extra teaching time isn't spent fighting a hard example alongside the new explanation[4]
- Sequence examples deliberately easy-to-hard, rather than mixed difficulty (check Introduction and Teaching Guidance)

3. Behavioural / academic support

Add an incentive - simple, low-cost, whole-of-class approaches with a real evidence base behind them.

- An interdependent group contingency - the whole class earns the reward only when a shared, pre-set class goal is met, not individual rewards for individual performance[5]
- A team-based format (e.g. Good Behavior Game-style) - divide the class into teams, track progress toward the goal, reward whichever team(s) meet the criterion[6]
- An unpredictable, randomly-timed reward tied to meeting the goal - sometimes described as a "Mystery Motivator" in behavioural classroom-management literature; unpredictable rewards appear to sustain engagement better than fixed, expected ones
- Simple, public progress tracking (a visual chart building toward the whole-class goal), alongside whichever reward structure is used
- Incentives tied to effort and participation, not just correct answers

4. Alignment

A quick check that the daily boost content is actually well-matched to the need - not a full diagnostic.

- Compare the number range in today's materials against the range named in the flagged skill's own resource card (e.g. confirm two-digit numbers are actually being used if the flag was "within 100")
- Confirm the skill matches what was flagged - check practice hasn't drifted into a related-but-different skill (e.g. addition facts practised when the flag was on part-whole decomposition)
- If in doubt, return to that skill's own page and confirm the materials in use are the ones actually named there, and review the suggested resources for a closer alignment

Individualisation - the taxonomy's seventh dimension - means using ongoing progress-monitoring and diagnostic data to individualize the intervention. If a student or group of students show ongoing difficulties following a period of classwide intervention – consider diagnostic assessment and more individualised acquisition intervention.

If the pattern looks like an acquisition problem, not a fluency one

The four dimensions above assume the skill has already been taught and the issue is building fluency. If a cycle's judgement shows most students are still inaccurate or dependent on support - not just slow - that's a different signal, and no amount of extra practice reps will fix it.

Reteach the lesson(s) - see that skill's own page for the specific resource.

Then - don't stop at the reteach. Run the daily boost again straight afterwards, to build the fluency the reteach alone won't. This follows the Instructional Hierarchy (Haring & Eaton, 1978) and Archer & Hughes' (2011) explicit-instruction sequence[1]: accurate performance needs a following practice phase to consolidate, not a return to independent work alone.

References

1. Archer, A. L., & Hughes, C. A. (2011). Explicit Instruction: Effective and Efficient Teaching. Guilford Press.
2. Narayan, J. S., Heward, W. L., Gardner, R., Courson, F. H., & Omness, C. (1990). Using response cards to increase student participation in an elementary classroom. Journal of Applied Behavior Analysis, 23(4), 483–490.
3. Hall, R. V., Delquadri, J., Greenwood, C. R., & Thurston, L. (1982). The importance of opportunity to respond in children's academic success (Classwide Peer Tutoring, Juniper Gardens Children's Project).
4. Engelmann, S., & Carnine, D. (1991). Theory of Instruction: Principles and Applications.
5. Litow, L., & Pumroy, D. K. (1975). A brief review of classroom group-oriented contingencies. Journal of Applied Behavior Analysis, 8(3), 341–347.
6. Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. Journal of Applied Behavior Analysis, 2(2), 119–124.