

The Daly Five (Plus One) Hypotheses Cheat Sheet

| Hypotheses | Intervention Need (Domain of Learning) | Common Intervention Components** |
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| 1. They do not want to do it. | Motivation to perform (Learner: Motivation) | <ul style="list-style-type: none"> • Offer incentives for performance • Offer students a choice of activities • Offer authentic activities related to the curriculum |
| 2. They have not spent enough time doing it. | Additional practice (Instruction: Fluency/Proficiency) | <ul style="list-style-type: none"> • Active responding (increased) • Practice (including timed practice, drills, repetition) • Delayed feedback (doesn't interrupt response, brief or consequence-based) • Reinforcement (incentives for increased performance and fading of reinforcement) • More engaged time <p>Techniques: highly structured and sequential tasks, allocating sufficient time for responding, providing continuous and active instruction, maintaining high success rates (appropriate level), decrease intrusions on instructional time, repeated practice</p> |
| 3. They have not had enough help to do it. | Additional instruction/guidance (Instruction: Acquisition) | <ul style="list-style-type: none"> • Feedback to active responding (positive feedback for corrects) • Error correction (quick, immediate and active [i.e., interrupting incorrect response], repeated practice in context of errors, rdg. correction [i.e., word supply, word drill, phrase drill^]) • Modeling • Guided practice • More help (or instruction) • Explicit Instruction <p>Techniques: active feedback, choral responding, response cards, listening preview, modeling the skill and observing the learner</p> |
| 4. They have not had to do it that way before. | Additional opportunities for generalization (Instruction: Generalization) | <ul style="list-style-type: none"> • Promote mastery of curriculum objectives • Delayed and elaborate feedback to expand thinking, including self-correction • Connection to new or more complex skills and understanding • Task variations • Generalization opportunities <p>Techniques: provide examples and non-examples, problem-solving strategies to identify correct answer, complete activities authentic to curriculum, change instructional material (content overlap, controlled difficulty), positive reinforcement for generalized responding</p> |
| 5. It is too hard. | Pre-requisite instruction (Curriculum: Pre-requisites) | <ul style="list-style-type: none"> • Align curriculum placement to prerequisite needs • Adjust curriculum material level to instructional level |
| 6. The Environment is not supporting learning.* | Supportive environmental changes (Environment) | <ul style="list-style-type: none"> • Establish a learning community (supportive culture and climate, relationships, and high expectations) • Establish a rich and supportive setting in an appropriate location and at an appropriate time with universally designed attributes • Establish flexible groups • Establish effective classroom management |

Note1: Hypotheses 2-4 have been adapted to align with the instructional hierarchy. Daly et al. (1997) included the instructional hierarchy within hypothesis number 3.

Note2: Ordering of hypotheses 1-5 are in the same order as described in Daly et al. (1997) for intervention planning intensity increases from 1-low to 5-high.

Additional:*This is not a hypothesis from Daly et al. (1997). **This is not an exhaustive list. ^Most effective error correction.

Source: Daly, E. J. III, Witt, J. C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26, 554-574.