

# Intervention Skill Hierarchies by Category

Below are interrelated skills to be targeted during interventions. Combinations may be considered.

Category	Skills
<b>Language Skills Hierarchy</b>	
<b>Listening Comprehension</b>	<b>1. Listening Comprehension</b> (e.g., fluent response to questions, understands vocabulary, receptive conversation skills, follows multi-step directions, remembers or repeats information)
<b>Oral Expression</b>	<b>2. Oral Expression</b> (e.g. expressive conversation skills, fluent language, use of appropriate and grade-level vocabulary)
<b>Academic Language</b>	<b>3. Academic Language</b> (i.e., language to acquire, think, and produce work for academic purposes, including vocabulary knowledge)
<b>Reading Skills Hierarchy</b>	
<b>Basic Reading Skills</b>	<b>1. Print Concepts</b> <b>2. Phonemic Awareness</b> (consider phonological umbrella) <b>3. Phonics and Word Recognition</b> <ol style="list-style-type: none"> <li>Word analysis skills (structural and phonological analysis)</li> <li>Orthographic processing (visual/spelling analysis)</li> <li>Morphographic processing (meaning form word parts)</li> <li>Sight-words</li> </ol>
<b>Reading Fluency</b>	<b>4. Fluency</b> (i.e., proficient rate, accuracy, and expression to facilitate comprehension)
<b>Reading Comprehension</b>	<b>5. Comprehension</b> <ol style="list-style-type: none"> <li>Vocabulary (including morphology skills)</li> <li>Comprehension skills</li> <li>Comprehension strategies</li> </ol>
<b>Writing Skills Hierarchy</b>	
<b>Written Expression</b>	<b>1. Handwriting</b> (e.g., pre-writing, tracing, copying, printing [recall]) <b>2. Spelling</b> <b>3. Composition</b> (including generation and organization of ideas)
<b>Mathematics Skills Hierarchy</b>	
<b>Math Calculation</b>	<b>1. Early Numeracy</b> (i.e., number sense and counting strategies) <b>2. Computational Fluency</b> (i.e., mathematical operations [e.g. addition] and basic axioms [e.g., commutative property]) *More advanced skills <b>should not</b> be put off until basic skills are mastered.
<b>Mathematical Problem-Solving</b>	<b>3. Problem-Solving</b> (i.e., decision-making skills and strategies in the application of mathematic concepts to solve problems)
<b>Behavior Skills</b>	
<b>Behavior Areas (Non-Hierarchical)</b>	<b>A. Academic Engagement</b> <b>B. Nondisruptive Behavior</b> <b>C. Emotional Regulation</b> <b>D. Social Skills</b>

Note: Begin with highest targeted skill appropriate and assess backward. Teach forward with understanding of interrelated skills.