

Intervention Skill Hierarchies by Category

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

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

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