

## 2024 Intensive Intervention Institute: Building Knowledge and Capacity for State and Local Leaders to Support DBI Implementation

Hosted by the National Center on Intensive Intervention (NCII)

### *Event Logistics*

- **When:** June 25-26, 2024
  - June 25, 2024, from 9:00 a.m. – 4:30 p.m. Central
  - June 26, 2024, from 9:00 a.m. – 1:00 p.m. Central
- **Who:** Local and state level leaders interested in supporting DBI implementation. If possible, we highly encourage you to participate in the Institute in teams or with a partner from your state or district.
- **Cost:** Participation in the event is free, but participants are responsible for all travel expenses.
- **Event Location:** American Institutes for Research Office, 10801- N. MoPac Expressway, Suite 360, Austin, TX
- **Getting to the Event: The AIR Office is in North Austin.**
  - [Austin-Bergstrom International Airport](#): Approximately 20-25 minutes to event location
  - Downtown Austin (Texas Capitol): Approximately 20 minutes to event location. Note, this may vary significantly based on traffic.
  - Parking is free and available onsite.
- **Where to stay?** There are several hotels near the AIR office. [View a list of area hotel options.](#)
- **Where to eat?** Coffee/tea and light snacks will be provided each day. Other meals, including lunches and dinners, will be the responsibility of participants. There are several dining options within walking distance of the event. A list of suggested restaurants will be provided to event participants.
- **Questions?** If you have any questions about the event or registration, please contact [cmerkle@air.org](mailto:cmerkle@air.org) or [ncii@air.org](mailto:ncii@air.org).



## ***Event Objectives***

The *Intensive Intervention Institute* aims to build knowledge and capacity of state and local leaders to support implementation of intensive intervention for students with severe and persistent learning and/or social, emotional, or behavioral needs using data-based individualization (DBI). During the event, participants will—

- Learn about the DBI process.
- Discuss DBI research and implementation lessons with NCII staff, state and local implementers, and national experts.
- Access professional learning and action planning opportunities.
- Network with colleagues interested in supporting intensive intervention implementation.
- Access freely available resources and tools to support intensive intervention implementation.

## ***Strand Session Options***

Participants will choose to participate in one of three strand sessions.

- **DBI Implementation 101.** This strand is designed for participants at the state or local level who are either new to or relatively new to DBI. The strand will introduce the DBI process, illustrate examples of how DBI can support students with intensive academic and/or behavioral needs, and share considerations for creating readiness to implement DBI successfully. Attendees of this strand will use the information about readiness to develop an initial DBI implementation action plan.
- **Building Capacity at the Local Level.** This strand is ideal for participants working at the local level who are already familiar with the five steps of the DBI process and are currently implementing DBI. The strand will build capacity of local district and school-level leaders to support, sustain, and refine DBI implementation and share examples and lessons learned from other districts and schools that have implemented DBI. Attendees of this strand will network with others in similar roles and develop or revise a plan to increase district capacity to implement DBI and support educators and schools.
- **Building Capacity at the State Level.** This strand is suitable for participants working at the state level and already familiar with the five steps of the DBI process. The strand will focus on the state infrastructure needed to support and sustain DBI implementation. Presenters will share examples and lessons learned from other states that have implemented DBI. Attendees of this strand will network with others in similar roles and develop or revise a plan to build and sustain DBI implementation at the state level and support school and district implementation within their state.



## NCII Institute Day 1: 9:00 a.m.–4:30 p.m.<sup>1</sup>

Time	Session
8:00–9:00 a.m.	Registration
9:00–9:30 a.m.	Welcome and Introductions
9:30–10:30 a.m.	<p><b>Keynote: <i>Five Lessons Learned from Data-Based Individualization (DBI) Implementation</i></b></p> <p>Dr. Sarah Powell, Professor in the Department of Special Education at The University of Texas at Austin</p> <p>Over the last several years, Dr. Powell and colleagues have worked with elementary and middle school teachers on their implementation of data-based individualization in mathematics. Based on that work, Dr. Powell will discuss five lessons learned from these school-based efforts: (1) importance of teacher training on the instructional platform and common adaptations, (2) complexities of continual progress monitoring, (3) necessity of coaching about decision making, (4) timing of diagnostic data collection, and (5) structural elements that need to be in place at the school and district level</p>
10:30–10:45 a.m.	<b>Break</b>
10:45–11:45 p.m.	<b>Strand Session (DBI 101, Local Level, State Level)</b>
11:45 p.m.–1:15 p.m.	<b>Lunch (on your own)</b>
1:15–3:15 p.m.	<b>Strand Session Cont. (DBI 101, Local Level, State Level)</b>
3:15-3:30 p.m.	<b>Break</b>
3:30-4:30 p.m.	<b>Cross-strand Networking</b>

<sup>1</sup> While some details of this agenda are subject to change, the timeframe of the event will stay consistent.



**NCII Institute Day 2: 9:00 a.m.–1:00 p.m.**

Time	Session
9:00–11:00 a.m.	Strand Session Cont. (DBI 101, Local Level, State Level)
11:00–11:15 p.m.	<i>Break</i>
11:15–12:15p.m.	Implementer Panel
12:15–1:00 p.m.	Closing Remarks

This resource was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H326Q210001. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this document is intended or should be inferred.

