

Introduction to Intensive Intervention: A Note-Taking Guide

Module Overview

This module is the first in a series of online interactive modules from the National Center on Intensive Intervention (NCII). The series will help educators learn about intensive intervention and how to intensify interventions using the data-based individualization, or DBI, process. Participants will learn how DBI can be implemented within a tiered framework and can provide a systematic process to deliver specialized instruction for students with disabilities.

Learning Outcomes

During this course, you will learn the following:

- What intensive intervention is and why it is important.
- How intensive intervention fits within multitiered systems of support (MTSS) and special education.
- The steps of the DBI process and how that process can be implemented to support students with severe and persistent learning and/or behavioral needs.

Using the Note-Taking Guide

As you engage in the module, **take notes on the key themes** and **answer the summary questions** at the end of each section. After you complete the module, check your reflections against the provided responses at the end of this document.



Section 1: Intensive Intervention

The purpose of intensive intervention is to address severe and persistent learning and/or behavior difficulties.

Notes

Key themes	Notes
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The need for intensive intervention

Intensive intervention and tiered frameworks

Defining intensive intervention

Who needs intensive intervention

Summary Question

Question	Response
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Why is intensive intervention needed and who can benefit from it?



Section 2: The Data-Based Individualization Process

NCII's approach to intensive intervention is DBI, a process for individualizing and intensifying interventions by systematically using assessment data, validated interventions, and research-based adaptation strategies.

Notes

Key themes	Notes
Overview of the DBI process: The five steps	
The relationship between DBI and MTSS	
Using DBI in special education	
DBI in practice	

Summary Questions

Questions	Responses
What are the key steps in the DBI process?	
How does DBI inform specialized instruction?	



Section 3: Case Examples

You will explore two example scenarios: The Canton Elementary School Intervention team is reviewing two students: Jackson, who is demonstrating behavior challenges, and Michelle, who is struggling in reading.

Notes

Key themes	Notes
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Behavior example: Jackson

Academic example: Michelle

Summary Questions

Questions	Responses
How does the team use DBI to support Jackson's needs?	
How does the team use DBI to support Michelle's needs?	
What first steps should the team take if a student is not responding to an intervention?	



Sample Responses

This section presents sample responses to the questions provided after each section. You may use these responses and compare them with your own responses.

Section	Summary questions	Suggested responses
Section 1: Intensive Intervention	Why is intensive intervention needed and who can benefit from it?	- Data show that the current system does not adequately support students with the most intensive needs. - Students with disabilities, students with low achievement or high-intensity behavior problems, and students not responding to Tier 1 and Tier 2 interventions or not meeting individualized education program goals need intensive intervention.
Section 2: The Data-Based Individualization Process	What are the key steps in the DBI process?	Validated intervention, progress monitoring, diagnostic data, intervention adaptation, continued progress monitoring
	How does DBI inform specialized instruction?	Provides a data-based process for individualizing instruction to meet the needs of students with disabilities.
Section 3: Case Examples	How does the team use DBI to support Jackson's needs?	The team used the DBI process to individualize interventions for Jackson. They reviewed data to understand his needs, adapted his Check-In/Check-Out intervention by adding social skills instruction, monitored his progress, conducted a functional behavioral assessment (FBA) when he continued to struggle, and further adapted the intervention based on the FBA results.
	How does the team use DBI to support Michelle's needs?	The team used the DBI process to individualize interventions for Michelle. They identified a reading intervention, monitored her progress, reviewed diagnostic data when she struggled, adapted the intervention by reducing the group size, monitored her progress again, conducted informal assessments when she still struggled, and further adapted the intervention to target her specific phonics deficits.



Section	Summary questions	Suggested responses
	What first steps should the team take if a student is not responding to an intervention?	▪ The team should review diagnostic data, including fidelity data, to determine if the intervention was delivered as designed, and, if not, what the specific problems were with the intervention; make a preliminary hypothesis; adapt the intervention to better meet the student's needs; and monitor progress.

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