Using Teaming to Implement Data-Based Individualization: A Note-Taking Guide

Module Overview

Schools typically have several teams to support decision making. This module is intended to help educators and administrators learn how intensive intervention meetings can be structured to support the data-based individualization (DBI) process.

Learning Outcomes

At the end of this course, you will be able to do the following:

- Understand how teaming structures support DBI implementation.
- Determine steps to complete before, during, and after an intensive intervention team meeting.
- Identify resources that school teams can use to facilitate intensive intervention meetings.
- Understand how to improve teaming efficiency.

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. OBJ

Section 1: Review of Intensive Intervention

This section reviews the definition of intensive intervention, its purpose, and the steps in the DBI process. Use this space to define key terms, jot down notes, and reflect in ways that best support your learning.

Notes

Key themes	Notes
Intensive intervention/DBI	

Summary Questions

Question	Response
Who is intensive intervention intended to support?	
What are the steps in the DBI process?	

Section 2: Why Teaming Is an Important Part of the DBI Process

This section introduces the teaming process and explains why it is important for DBI.

Notes

Key themes	Notes
Intensive intervention teaming	
Benefits of teaming to facilitate DBI	
Teaming process	

Summary Question

Question	Response
Is teaming necessary to support DBI implementation?	

Section 3: Before the Meeting

This section walks through the key steps to prepare for an intensive intervention team meeting, including communicating team roles and meeting norms.

Notes

Key themes	Notes
Preparing for the meeting	
Establishing the team—roles, members, and norms	
Scheduling and preparing for team meetings	
Summarizing student information	

Summary Questions

Questions	Responses
What pre-meeting preparations are critical for an effective intensive intervention meeting?	
What are the key roles and responsibilities to support preparation for an intensive intervention meeting? What must the people in these roles do to ensure the meeting is efficient and effective?	
What tools can support meeting preparation?	

Section 4: During the Meeting

This section focuses on what team members should do and expect during an intensive intervention team meeting. It explains how to discuss student data and make plans for next steps.

Notes

Key themes	Notes
Intensive intervention meeting agenda, introduction, and purpose	
Describing the student and sharing data	
Developing the hypothesis	
Brainstorming evidence-based strategies for intensification and developing a plan	
Confirming next steps	

Summary Questions

Questions	Responses
What are the key steps and roles to support an effective intensive intervention team meeting?	
What resources are available to support effective team meetings?	

Section 5: After the Meeting

This section focuses on what to do after an intensive intervention meeting.

Notes

Key themes	Notes
Post-meeting activities	
Implementing the plan	
Teaming process	

Summary Questions

Question	Response
What are the critical next steps after an intensive intervention meeting?	
When does the teaming process end?	

Section 6: Tips for Enhancing Efficiency

This section discusses tips for conducting efficient meetings and the importance of maintaining clear and consistent meeting practices.

Notes

Key themes	Notes
Tips for enhancing efficiency	

Summary Questions

Question	Response
What processes can enhance intensive intervention meeting efficiency?	
How can teams assess and improve the effectiveness of intensive intervention meetings?	

Sample Responses

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

Section	Summary questions	Sample responses
Section 1: Review of Intensive Intervention	Who is intensive intervention targeted to support?	▪ Intensive intervention helps students with severe and persistent learning and/or social, emotional, or behavioral needs, including students with disabilities.
	What are the steps in the DBI process?	▪ The DBI process has five steps: implementing a validated intervention program, progress monitoring, collecting and analyzing diagnostic data, adapting the validated intervention, and continued progress monitoring.
Section 2: Why Teaming Is an Important Part of the DBI Process	Is teaming necessary to support DBI implementation?	▪ Teaming is not necessary to support DBI implementation. However, it is recommended because it brings multiple perspectives to enhance problem solving and because collaboration leads to better ideas than individual efforts alone. ▪ Teaming increases buy-in and expertise for intervention selection and adaptation, supports teacher implementation through collective problem solving, and improves efficiency through consistency and clarity of process.
Section 3: Before the Meeting	What pre-meeting preparations are critical for an effective intensive intervention meeting?	▪ Critical pre-meeting preparations include scheduling regular meeting times, assigning participant roles, gathering and/or developing a student data summary, and preparing meeting materials.
	What are the key roles and responsibilities to support preparation for an intensive intervention meeting? What must people in these roles do to ensure the meeting is efficient and effective?	▪ The facilitator must schedule the meeting, prepare materials, and support the referring teacher. ▪ The referring teacher must summarize student data and prepare materials to share.

Section	Summary questions	Sample responses
	What tools can support meeting preparation?	▪ Sample Meeting Agenda ▪ Sample Student Summary Form ▪ Preparing for the Meeting Guidance Document ▪ Meeting Facilitator's Guide ▪ Meeting Participant Guide

Section	Summary questions	Sample responses
Section 4: During the Meeting	What are the key steps and roles to support an effective intensive intervention team meeting?	▪ The key steps in conducting an effective team meeting include reviewing the meeting purpose and agenda, sharing a concise student data summary, developing or refining a hypothesis about why the student is not responding to the intervention, brainstorming intensification strategies aligned with the hypothesis, prioritizing or planning adaptations, updating the student intervention plan, and confirming next steps.
	What resources are available to support effective team meetings?	▪ Meeting Facilitator's Guide ▪ Meeting Participant Guide ▪ Note-Taking Template ▪ Sample Student Summary Form ▪ Clarifying Questions to Create a Hypothesis to Guide Intervention Changes ▪ Intensification Strategy Checklist ▪ Intervention Planning (Small Groups) Document
Section 5: After the Meeting	What are the critical next steps after an intensive intervention meeting?	▪ It is critical to schedule the next meeting, communicate the updated plan, and implement the adapted intervention.
	When does the teaming process end?	▪ The teaming process is based on student need. It is an iterative process that continues for students who are showing inadequate progress. For students who show adequate progress, the frequency of team meetings and the intensity of support may be adjusted based on student need.
Section 6: Tips for Enhancing Efficiency	What processes can enhance intensive intervention meeting efficiency?	▪ The following processes are beneficial for enhancing the efficiency and effectiveness of team meetings: establishing clear, consistent processes; focusing meeting time on the students most in need; ensuring pre-meeting data preparation; keeping discussions focused on the student; and adhering to suggested timeframes.

Section	Summary questions	Sample responses
	How can teams assess and improve the effectiveness of intensive intervention meetings?	▪ Teams can assess meeting efficiency and effectiveness by self-reflecting using checklists, such as the Intensive Intervention Meeting Checklist, or by engaging an outside observer to review their process.

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.

Clear Form

26386_10/24