Coaching Guide: Introduction to DBI

Overview

This coaching guide accompanies the NCII module *Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior*. It is intended to guide coaching support for implementation planning following the training session. The following are suggested activities, but coaching should always be tailored to the needs of the school or district.

Coaching Objectives

- Check for understanding of presentation content
- Review current assessment and identification policies and practices in your school or district to identify areas of need and plan for next steps
- Review current intervention and instructional resources and policies in your school or district to identify areas of need and plan for next steps

Check for understanding of presentation content

- Was anything in the presentation unclear, or do you have questions about the content?
- Do you understand how intensive intervention is different from secondary or standard protocol intervention? (see PowerPoint slides 29 and 83)
    - In terms of using data to individualize intervention?
    - In terms of intensity?
- Review and discuss the steps of the DBI process (see PowerPoint slides 25-26)
    1. Secondary intervention program, delivered with greater intensity
    2. Progress monitoring
    3. Informal diagnostic assessment
    4. Adaptation
    5. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress
- What information was new or surprising to you?
- What parts seemed most relevant to your work?

Planning for Assessment and Identification

- What data do you currently collect in reading, math, and behavior?
- Do all students in the school participate in screening?

- How are screening data used in combination with progress monitoring data to identify students in need of intensive intervention? What changes in this area may be needed?

- Do data collected provide an accurate picture of students in need of intensive intervention? If not, what changes to processes are needed?

- What other sources of information may be helpful in identifying students in need of intensive intervention?

- Determine your school's or district's needs related to assessment:

  - Screening tools (for more information, see the National Center on Response to Intervention's Screening Tools Chart, available online at http://www.rti4success.org/screeningTools)

  - Progress monitoring tools (for more information, see NCII's Progress Monitoring Tools Charts, available online at http://www.intensiveintervention.org/resources/tools-charts)

  - Use of data (e.g. time for data review meetings, processes for making decisions based on data)

Planning for Intervention and Instruction

- Review Handout 1: Instruction and Intervention Inventory (Activity 1)

  - If not completed during the training session, complete now as a team

- Did you identify any needs in terms of intervention materials and resources?

  - If more resources are needed, assign team member(s) to explore options, considering what else may already be available and what is feasible for the school to acquire and implement (for more information, see NCII's Intervention Tools Charts, available online at http://www.intensiveintervention.org/resources/tools-charts)

- Did you identify any needs in terms of intervention implementation?

  - Are students appropriately placed?

  - Are intervention resources being used efficiently? For example, are some students receiving more intensive supports than they may need?

  - If differentiating between secondary and intensive supports is a concern, next steps may include, as needed:

    o further reviewing current practices

    o considering solutions (e.g., better use of data, changes in scheduling)

    o identifying other staff who should be consulted

  - For any area of need, assign follow-up tasks with timelines to team members