

# Steps of DBI in Reading

Danielson & Rosenquist (2014); Lemons, Kearns, & Davidson (2014)



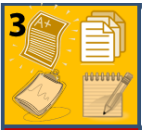
## 1. Secondary prevention with greater intensity

- a) Secondary prevention program
  - Use the explicit instruction (I do, we do, you do) approach (Archer & Hughes, 2011)
  - Research-validated program executed with fidelity of implementation
- b) Greater intensity (*quantitative* changes): More time, smaller groups



## 2. Progress monitoring

- a) Reliable and valid measure
- b) Easy-to-administer measure (can be given weekly)
- c) Collect initial data and create an aimline



## 3. Diagnostic assessment

- a) Collect data from (1) error analysis of PM data, (2) classroom assessments and work samples, and (3) standard assessments (if possible)
- b) Identify a pattern that would suggest a skill to be targeted
  - Come up with a theory about what might be causing the student's academic difficulty
  - Start considering adaptations



## 4. Adaptation of the intervention

- a) Quantitative changes
- b) Qualitative changes
  - Do the changes include use of small steps?
  - Do the strategies involve 3Cs (clear, concise, consistent) language?
  - Do the strategies align with real reading behavior?



## 5. Iterations

- a) Progress monitoring
  - Weekly monitoring is necessary to show small changes
  - DBI meetings as a collaborative effort among staff and service providers
- b) Analysis
- c) Adaptation
  - Diagnose, Adapt, Repeat

# Important Considerations for Making DBI Work

- Make sure you have a reliable and valid progress monitoring system
  - Running records and related products that give you a reading level (e.g., TRC, MCLASS) are not reliable progress monitoring systems
  - “Progress monitoring” tools provided with your program may tell you whether students are improving in the program, but these are not general outcome measures and therefore do not show reliable progress
- Make sure the instructional platform is a program
  - “Approaches” to instruction are not sufficient, as they do not provide the explicit language and sequence of instruction that help assure a high level of rigor
  - Lesson plans from websites are also not sufficient, as these also do not provide enough detail or sufficient materials to start and maintain instruction; they aren’t designed for long term use
- Choose sensible adaptations
  - Do not use cognitive approaches (i.e., those that claim to improve reading by fixing an underlying cognitive problem, like working memory weakness), like those advocated by Lumosity and other such vendors. Despite their claims, most of these lack strong scientific evidence
  - Stick to academic adaptations, changes that adjust the focus or delivery of instruction
- Monitor progress *weekly*
- Make sure all the key players (special educators, general educators, speech pathologists, other service providers) are informed in advance about DBI meetings and are prepared for them

## References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford.
- Danielson, L., & Rosenquist, C. (2014). Introduction to the TEC special issue on data-based individualization. *TEACHING Exceptional Children, 46(4)*, 6-12.
- Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading: intensifying interventions for students with significant reading disabilities. *TEACHING Exceptional Children, 46(4)*, 20-29.