# Handout 6: DBI Infrastructure—Reflection Worksheet

| Essential Elements of Infrastructure | Guiding Questions | What is in place now? | What is needed? |
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| **Staff Commitment** | * What are your vision and goals for DBI implementation?How do you share the vision and goals with other staff members?
* Why should the staff be committed to DBI implementation?What are the benefits and expected outcomes of DBI implementation?
* How will you gain consensus and buy-in among leadership, key stakeholders (e.g., interventionists, special educators), and others (e.g., teachers, families, students)?
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| **Team/Collaboration** | * Who should participate in National Center on Intensive Intervention DBI training and coaching this year?
* Who will help lead and monitor DBI efforts in your school?
* Who will be involved in decision-making teams for individual students?
* Who will implement DBI with individual students?
* Do you already have existing problem-solving teams that you can build upon?
* Does your schedule currently allocate time for team meetings?
* What will your process be for conducting team meetings?
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| **Data Use** | * What, if any, progress monitoring tools are you using?
* What is the evidence of reliability and validity for these tools?
* What data are currently collected at each tier, how frequently, and how are they used?
* In what areas do you think you have strong decision rules?
* In what areas is there room for improvement?
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| **Student Plans** | * What process is used to develop student plans? Consider data used, goal setting, and frequency of review.
* Does your schedule currently allocate time for intensive intervention?
* How are student plans communicated to other stakeholders (e.g., teachers, families)?
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| **Students With Disabilities** | * How are data used for special education decisions (e.g., eligibility and individualized education program planning)?
* How are students with disabilities included within the intervention process (e.g., tiered framework)?
* Are there policies or practices in place that preclude the inclusion of students with disabilities within intensive intervention?
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