Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs. The process integrates evidence-based intervention, assessment, and strategies using 5 interactive steps:

**STEP 1 | Validated Intervention Program: The Foundation**

The DBI process builds on an evidence-based and standardized intervention delivered with fidelity. At this step, teachers consider:

- Does the intervention target the student’s academic and behavioral needs?
- Is the intervention based on the best available evidence?
- Does the intervention align with core instruction?
- Has the intervention been shown to work with most students?
- Are procedures in place to ensure the intervention is delivered as planned?

**STEP 2 | Progress Monitor: Did the Intervention Work?**

At this step, staff regularly collect and analyze progress monitoring data to determine if the student is responding to the validated intervention. Teachers consider:

- Does the tool meet technical standards for progress monitoring and match the desired academic or behavioral outcome?
- Were data collected regularly and with a consistent approach?
- Were progress data graphed?
- Was the goal set using a validated approach?
- Was the intervention effective for most students?

**STEP 3 | Diagnostic Data: Why Didn’t the Intervention Work?**

At this step, staff use diagnostic data to develop a hypothesis about why the student is struggling. Teachers consider:

- Do multiple data sources confirm slow progress?
- Have both academic and behavioral explanations been considered?
- What do these data suggest about what needs to changed?

**STEP 4 | Intervention Adaptation: What Change Is Needed?**

The hypothesis, along with educator expertise, is used to develop an individual student plan for modifying or adapting the intervention to better meet the student’s individual needs. Teachers consider:

- Does the adaptation address the hypothesis?
- Does the plan address both academic and behavioral concerns when needed?
- Are procedures in place for implementing and monitoring the adapted intervention?
- Are only a few adaptations made at one time?

**STEP 5 | Progress Monitor: Did the Change Work?**

Continue to collect, graph, and analyze progress monitoring data to determine if the student is responding to the adapted intervention. Teachers consider:

- Are data collected according to the plan?
- Does the graph indicate when adaptations were made?

**ANALYZING DATA**

**Do data indicate that the intervention is working?**

- If no, move to Step 3.
- If yes, move back to Step 1 and continue to provide the validated intervention and monitor progress.