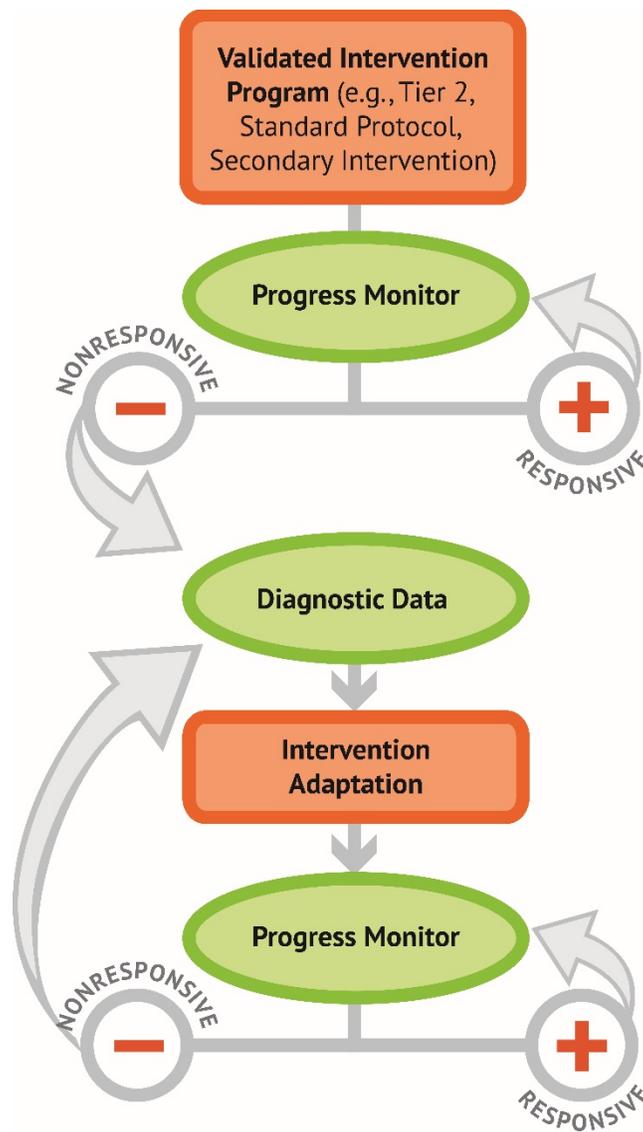


# Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior

## Participant Workbook



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## Notetaking and Reflections

This template can be used as you take notes during the presentation and to document any team reflections and lingering questions for components of the DBI process.

Section	Notes	Reflections	Questions & Support Needed
<b>What is DBI?</b>			
<b>Validated Intervention Program</b>			
<b>Progress Monitoring</b>			
<b>Diagnostic Data</b>			
<b>Intervention Adaptation</b>			
<b>Lessons Learned</b>			
<b>Other</b>			



**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?



#### 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.



### 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 change?



### 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, **return to Step 3.**



If yes, **return to Step 5** and continue to provide the adapted intervention and progress monitor.

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## Data-Based Individualization (DBI) K-W-L

<b>What Does It Help Me <u>KNOW</u>?</b>	<b>What More Do I <u>WANT</u> to Know?</b>	<b>How Will I <u>LEARN</u> More?</b>

# What is the Taxonomy of Intervention Intensity?

The Taxonomy of Intervention Intensity\* was developed based on existing research to support educators in evaluating and building intervention intensity and considering the integrated academic and behavioral supports needed by many students with intensive needs. It includes seven dimensions that help you to answer the following questions:



Does evidence suggest the intervention is expected to lead to improved outcomes (**strength**)?



Will the group size, duration, structure, and frequency provide sufficient opportunities to respond (**dosage**)?



Does the intervention match the student's identified needs (**alignment**)?



Does it assist the student in generalizing the learned skills to general education or other tasks (**attention to transfer**)?



Does the intervention include elements of explicit instruction (**comprehensiveness**)?



Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?

Can the intervention be easily integrated into academic instruction (**academic support**)?



Can the intervention be individualized with a data-based process to meet student needs (**individualization**)?

Learn more about the Taxonomy of Intervention Intensity and find resources to support implementation

<https://intensiveintervention.org/taxonomy-intervention-intensity>

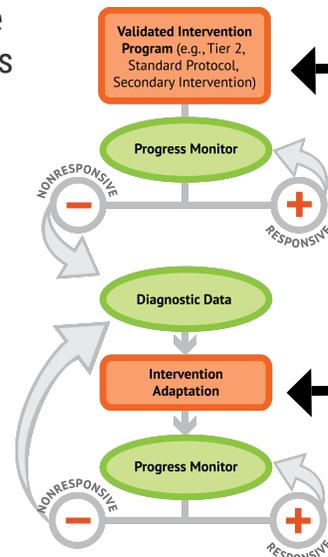
The Taxonomy of Intervention Intensity\* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both academics and behavior and lessons learned from implementation in the field.



# When do I use the Taxonomy of Intervention Intensity?

The seven dimensions of the Taxonomy of Intervention Intensity can help educators make informed, systematic decisions in the context of the data-based individualization (DBI) process. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The Taxonomy can help educators:

## DBI Process



## Taxonomy Dimensions

1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Support
7. Individualization



### Evaluate current interventions

Already **have an intervention**? Use the dimensions of the Taxonomy to evaluate its strengths and limitations for your target population.



### Select a new intervention

Looking for a **new intervention**? Rating the dimensions of potential interventions can help educators compare their strengths and limitations to support selection.

### Intensify the intervention



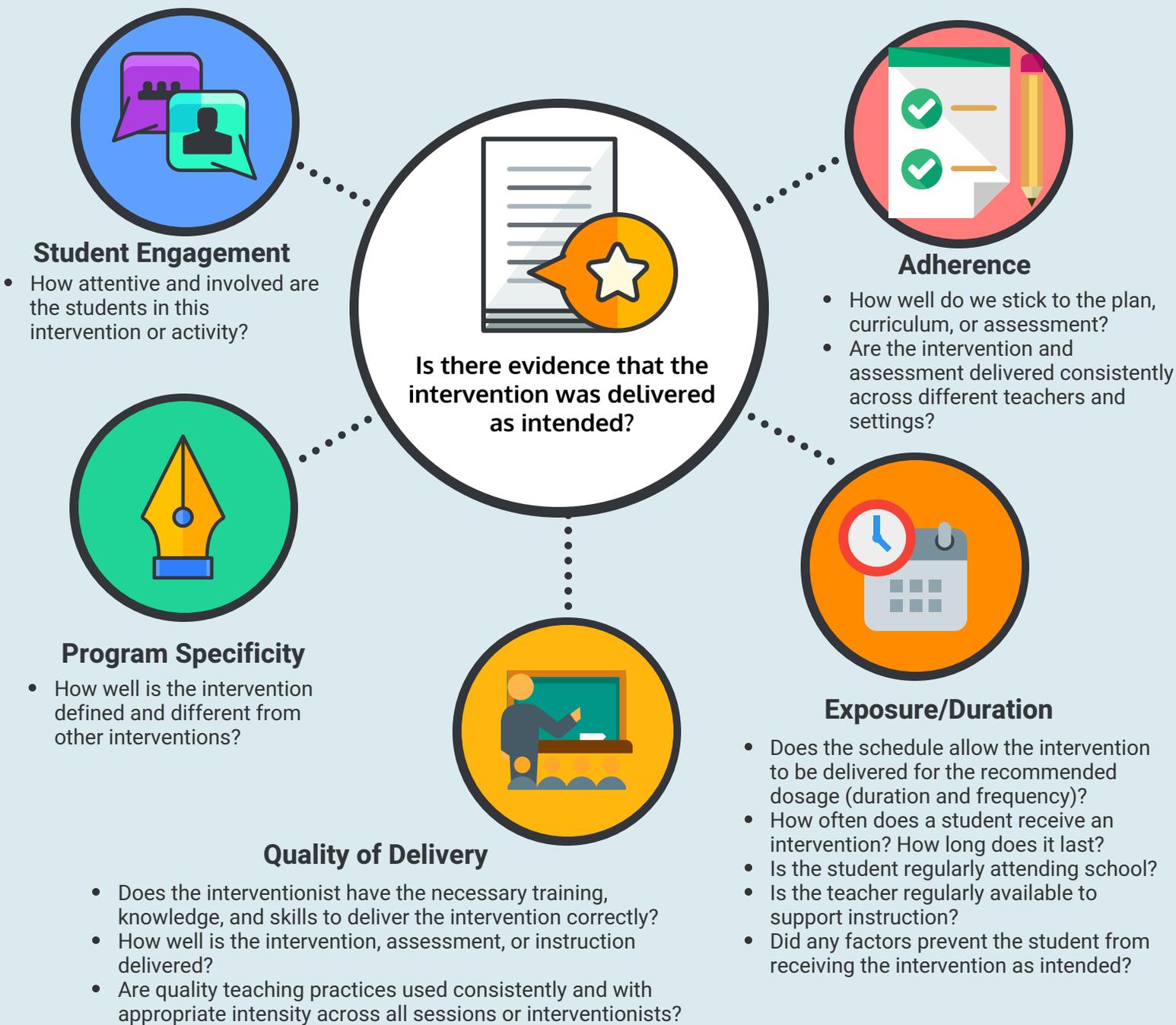
Even the best intervention is not effective for every student. Need to intensify your intervention? The dimensions of the Taxonomy in combination with student data and teacher expertise can help guide the **adaptations or intensification** of the intervention over time.

Interested in learning more about what NCII has to offer? Connect with us!



# Considerations for Effective Implementation

## 5 Elements of Fidelity



**Why fidelity?** If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

**Source:** Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); O'Donnell (2008).

## References

Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review, 18*, 23–45.

Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis, 26*, 257–263.

O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of Educational Research, 78*, 33–84.

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## Student Intervention Implementation Log

**Purpose:** This log can be used as a daily and weekly record of your implementation of an individual student’s intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

**Teacher:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Week of:** \_\_\_\_\_

### Intervention Implementation Log

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark “N” under the column “Intervention Offered?” and leave the rest of the row blank. On days when the student receives intervention (Student Present? = Y), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

Day	Intervention Offered? <input type="checkbox"/> Y <input type="checkbox"/> N	Student Present? <input type="checkbox"/> Y <input type="checkbox"/> N	Intervention Duration or Frequency	Was the Student Engaged?			Was the Intervention Implemented as Planned?		
				No	Partially	Yes	No	Partially	Yes
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Please note any relevant information to explain the above ratings.

## End-of-Week Evaluation

### Implementation

Reflecting on your daily ratings, please rate overall implementation this week.

	No	Partially	Yes
Did you implement the <b>intervention plan</b> as intended this week?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Did you implement the <b>data collection plan</b> as intended this week?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

If you selected a 1 or 2 for either of the above items, then please note what occurred, including any intervention adaptations that were not in the plan. Also, please note any additional relevant information.

### Need for Further Adaptation

Do student data indicate the need for an adaptation to the intervention based on predetermined decision rules?

- Yes
- No

Does the plan need to be changed due to barriers to implementation (e.g., the schedule does not allow sufficient time, staff need more training)?

- Yes
- No

If an adaptation is needed (“Yes” to either question above), then consider the following:

What level of adaptation is needed to improve your plan for next week?

- Minor
- Major

Do you need to meet with the team before moving forward with the adaptation?

- Yes
- No

### Next Week’s Action Plan

Please describe any planned modifications for next week.

# Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank

This resource includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the [Intervention Intensification Strategy Checklist](#). When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the [Data-Based Individualization Implementation Log](#) and informal diagnostic data may help teams answer the sample questions below related to these three areas.

*Tip:* If most students are not responding to the intervention, consider developing a hypothesis to guide selection and implementation of adaptations or intensification strategies for the group. If most students are responding and a few students are not, consider using this resource to develop a hypothesis to guide adaptations and intensification for individual students.

## Intervention Design (*Strength/Evidence base*)

- Does evidence suggest that the intervention is expected to lead to improved outcomes (*strength*)?
  - For the identified skill deficits and/or function of the behavior?
  - For students with similar characteristics (e.g., English learner, disability, socioeconomic status, geographic setting)?
  - For students with similar growth goals?
- Does the group size, duration, and frequency provide sufficient opportunities to respond and receive corrective feedback (*dosage*)?
- Does the intervention match the student's identified needs (*alignment*)?
- Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
- Does the intervention include elements of explicit instruction (*comprehensiveness*)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (*behavioral support*)? Does the behavior intervention complement rather than supplant the academic focus (*academic support*)?

*If teams indicate no or are unsure about any of these questions, click on the link in the parentheses to access additional questions to help clarify or narrow the hypothesis.*

## Intervention Delivery/Fidelity

- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention with fidelity?
- Is there evidence that the intervention was delivered with fidelity? Consider the following:

- **Adherence:** How well do we stick to the plan, curriculum, or assessment? Is the intervention delivered consistently across different teachers and settings?
- **Program specificity:** How well is the intervention defined and different from other interventions?
- **Engagement:** How engaged and involved are the students in this instruction/intervention?
- **Duration:**
  - Is the student regularly attending school?
  - Is the teacher regularly available to support instruction/intervention?
  - How often does a student receive instruction/intervention? How long does instruction/intervention last?
  - Did any factors prevent the student from receiving the intervention as intended?
- **Quality of delivery:**
  - How well is the intervention, assessment, or instruction delivered?
  - Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

## Learner Needs and Background

- What previous interventions or supports has the student received? How has he/she responded to these interventions or supports?
- Have we reviewed available assessment data related to areas of strength, concern, skill deficits, etc.?
- Has the teacher communicated with previous teachers, parents, or the student to get a better sense of his/her performance and considerations of factors that may be impacting the student?
- Are other factors contributing to the learning or behavior concerns that need to be addressed (e.g., home life, health, vision, hearing, attendance/tardies, disability, behavior)?
- Are there environmental variables that may be impacting the student's learning? For instance, does the problem occur in a particular setting, under certain conditions, or at a certain time of day?
- Is the student an English learner? Are appropriate practices to support language development used?
- For students with an identified disability, does the support and instruction align with the individualized education program (IEP) or 504 plan? Are modifications needed to the student's program or plan?
- For students without an identified disability, do data warrant a referral to special education, given the district's policies?

## Taxonomy of Intervention Intensity Dimensions—Refining the Hypothesis

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Teams may use these additional questions, organized using the [Taxonomy of Intervention Intensity](#), to refine the hypothesis to make more effective and efficient decisions about intensification.

### **Dosage** (*Opportunities to practice and receive corrective feedback*)

- Does the intervention, when delivered with fidelity, provide enough opportunities to learn or practice the target skill(s)? Is the frequency of corrective feedback sufficient?
  - How does the group size impact the student's opportunities to respond and receive feedback?

- Is there sufficient time during the intervention session for modeling, guided practice, and corrective feedback?
- Does the frequency in which the intervention components are delivered match the learner's needs?
- Does the student participate or remain engaged during the entire session?
- Does the student need additional practice opportunities or feedback to benefit from the intervention?
- Does the student need additional practice opportunities distributed across the instructional day or week?

## Alignment

- Does the intervention target the student's academic or behavior learning needs?
- Have we identified all potential skill deficits or functions of the behavior?
- Are progress monitoring data collected at the appropriate level and frequency?
- Does the intervention incorporate a meaningful focus on skills necessary to access grade-appropriate curricular standards or meet schoolwide expectations?
- Are the academic tasks at the right level for the student? Are the target behavior skills relevant for the student?
- Does the student need additional instruction in a specific skill area?
  - What specific skill deficits may be contributing to the problem?
  - Are the academic tasks on the right level for the student?
- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
  - To avoid or escape something (e.g., difficult task or social interaction).
  - To gain or obtain something (e.g., attention or stimuli).
- Have you considered the Antecedents-Behavior-Consequences (ABCs)? Also, are strategies in place to address the [ABCs](#)?
  - Antecedent (i.e., anything that happens immediately before the behavior occurs)
  - Behavior (i.e., the action a student demonstrates that can be clearly defined and measured)
  - Consequence (i.e., any positive or negative event that occurs after a student demonstrates a behavior)
- Other: \_\_\_\_\_

## Attention to Transfer (*Generalization of skills*)

- To what extent are other classroom teachers reinforcing the knowledge and skills being taught in the intervention?
- To what extent does the intervention help the student(s) realize connections between mastered and related skills?
- Do data suggest the student is making progress in the intervention, but not transferring the skills to other settings (e.g., core instruction, other content areas, other settings)?
- Are there inconsistencies in expectations or routines from transferring the intervention to other settings?
- Other: \_\_\_\_\_

### **Comprehensiveness** (*Elements of explicit instruction*)

- To what extent does the academic intervention include elements of explicit instruction? Consider the following:
  - Provides explanations in simple, direct language.
  - Models efficient strategies (e.g., decoding unknown words) instead of expecting students to discover strategies on their own.
  - Ensures that students have the necessary background knowledge and skills to succeed with those strategies.
  - Gradually fades support for students' correct execution of those strategies.
  - Provides practice so that students use the strategies to generate many correct responses.
  - Incorporates systematic cumulative review.
- To what extent does the behavior intervention:
  - Teach appropriate behavior?
  - Adjust antecedent conditions to prevent problem behavior?
  - Reinforce appropriate behavior?
  - Minimize reinforcement for problem behavior?
  - Fade supports?
  - Monitor fidelity?
  - Work in conjunction with related services?
- Is the student's academic/behavioral/social-emotional skill deficit a "can't do" (i.e., the student requires instruction) or a "won't do" (i.e., the student has performed the skill previously but is no longer demonstrating the skill)?
- Other: \_\_\_\_\_

### **Behavior and Academic Supports and Considerations**

- Does the student demonstrate appropriate behavioral/social-emotional skills? If so, how are those reinforced during academic intervention? If not, how are those skills being taught to the student?
- How engaged and involved is the student in this intervention or activity?
  - What strategies support the student's engagement?
- Other: \_\_\_\_\_

#### **For Intensive Intervention in Academics**

- Are methods to promote self-regulation and executive function incorporated?
- Are behavioral principles to minimize nonproductive behavior incorporated?

#### **For Intensive Intervention in Behavior**

- Is the intervention easily integrated within the context of academic instruction?
- Does it complement rather than supplant the academic focus?
- Does it include procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)?

## Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website: [www.intensiveintervention.org](http://www.intensiveintervention.org). *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

### Strength

- Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

### Dosage

- Increase opportunities for practice and corrective feedback.
- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.
- \_\_\_\_\_

### Alignment

- Increase instructional time for the target skill.\*
- Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- Focus on discrete skill instruction within the target skill.
- \_\_\_\_\_

### Attention to Transfer

- Align instructional routines and language with core instruction and the environment.
- Preteach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.
- \_\_\_\_\_

### Comprehensiveness or Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- When introducing a concept, provide worked examples and show the steps in writing.
- Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.
- Model new concepts with examples, and “think aloud” as you work through steps.
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.

- Fade steps from examples so that students gradually assume responsibility for completing more and more steps.
- Once students can complete entire examples and explain their work, incorporate fluency-building activities to develop automaticity of skills.\*
- Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.\*
- Increase opportunities for student response and practice through unison choral responding, peer activities, and opportunities for the student to perform with adult feedback.\*
- Break academic or behavior tasks into smaller chunks or steps.
- Provide concrete learning opportunities (including role play and use of manipulatives).
- Have students explain new concepts, in their own words, incorporating the important terms you have taught.
- Provide sufficient opportunities for independent practice with feedback.
- Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Offer repeated opportunities to correctly practice the step.\*
- Increase the frequency of error correction and corrective feedback across learning environments.\*
- \_\_\_\_\_

**Behavior, Engagement, and Motivation Support**

- Use a timer for intermittent reinforcement of on-task, appropriate behavior.
- Provide differential reinforcement or change the schedule of reinforcement.
- Create a motivation plan based on what you know about the student that provides frequent behavior feedback.
- Use a report card for home communication.
- Add a social skills group.
- Combine or align academic and behavioral supports.
- Convene a functional behavior assessment team to determine the function of the behavior.
- Use group contingencies to promote on-task, appropriate behavior.
- Use peer support to model and encourage desired behavior.
- \_\_\_\_\_

**Other**

- Change to an interventionist with more expertise, such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student's needs.
- Change the intervention to better meet the individual's needs.
- \_\_\_\_\_

\*These areas also are important to consider for dosage.

## **Intervention Plan (For Small Groups or Individual Students)**

This template is intended to assist with the planning and documentation of dimensions of an intervention for small groups or an individual student within the data-based individualization (DBI) process.

### **Description of Student/Students**

Brief summary of the name, strengths, needs, and current data for an individual student or group of students:

### **Description of the Intervention**

Brief summary of the validated intervention program or platform used as a starting place for DBI:

Description of the validated program/platform and intervention adaptations across the dimensions of the *Taxonomy of Intervention Intensity*. Additional columns may need to be added for adaptations based on student responsiveness.

<b>Dimensions<sup>1</sup></b>	<b>Rating</b>	<b>Description of Validated Intervention Program</b>	<b>Description of Adaptation 1</b>	<b>Description of Adaptation 2</b>	<b>Description of Adaptation 3</b>
<b>Strength</b>		<i>Evidence of effectiveness:</i>			
<b>Dosage</b>		<ul style="list-style-type: none"> <li>▪ <i>Group size:</i></li> <li>▪ <i>Sessions per week:</i></li> <li>▪ <i>Length of session:</i></li> <li>▪ <i>Opportunities to respond:</i></li> </ul>			
<b>Alignment</b>		<i>Skills addressed:</i>			
<b>Attention to Transfer</b>		<i>Supports for generalization:</i>			
<b>Comprehensiveness</b>		<i>Explicit instruction principles included:</i>			
<b>Behavioral Support (for academic interventions)</b>		<i>Behavioral supports included:</i>			
<b>Academic Support (for behavioral interventions)</b>		<i>Connection to academic instruction:</i>			

<sup>1</sup> For a complete description of each dimension, access the [Taxonomy of Intervention Intensity: Academics and Behavior handout](#).

## Intervention Implementation Logistics

Person(s) responsible for delivering the intervention, including any adaptations	
Additional resources or support needed	
Plan for communication with the parent	
Plan for communication with other relevant staff supporting the student	

## Data Collection Plan

Person responsible for collecting progress monitoring data:	
Progress monitoring measure or tool:	
Frequency of progress monitoring data collection:	
How will we know if the intervention is working (is there a clearly defined goal)?	<i>Goal:</i>
How will we know if the intervention was implemented as intended?	<i>Fidelity plan:</i>

## Next Steps

The team will meet in \_\_\_\_\_ weeks on (DATE) at (TIME) to evaluate student progress

## Considerations for DBI Implementation

Key Elements	Flexibility Within Implementation
<b>Staff Commitment</b>	
Commitment of: <ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Intervention staff</li> <li>▪ Special educators</li> </ul>	Specific intervention staff involved (e.g., reading specialists, social workers)
<b>Student Plans</b>	
Student plans are developed and reflect: <ul style="list-style-type: none"> <li>▪ Accurate and timely student data</li> <li>▪ Goal(s) for the intervention based on valid, reliable assessment tools</li> <li>▪ Timeline for executing and revisiting the intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content area(s)</li> <li>▪ Number of student plans</li> <li>▪ Grade level(s)</li> </ul>
<b>Student Intervention Planning Meetings</b>	
<ul style="list-style-type: none"> <li>▪ Student meetings are data driven.</li> <li>▪ There is a regularly scheduled time to meet.</li> <li>▪ Meetings are structured to maximize efficiency and focused problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency</li> <li>▪ Schedule</li> <li>▪ Team members</li> </ul>
<b>Progress Monitoring Data for Intensive Intervention</b>	
<ul style="list-style-type: none"> <li>▪ Valid, reliable progress monitoring tools are used.</li> <li>▪ Data are graphed.</li> <li>▪ Data are collected at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choice of tool</li> <li>▪ Use of progress monitoring data at other tiers</li> </ul>
<b>Students With Disabilities</b>	
Students with disabilities must have access to intensive intervention	<ul style="list-style-type: none"> <li>▪ Who delivers intervention for students with disabilities</li> <li>▪ Inclusion of students with and without individualized education programs</li> </ul>

# 5 Lessons Learned From Implementing Intensive Intervention

From 2011 to 2016, the National Center on Intensive Intervention (NCII) was funded by the Office of Special Education programs to build the capacity of local educational agencies (LEAs) to support schools, practitioners, and other stakeholders in the implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs. During that time, NCII worked with 26 schools in 12 LEAs and 4 states to support implementation.

NCII's approach to intensive intervention is **data-based individualization (DBI)**. DBI is a systematic method for **intensifying** interventions by using **data** to determine when and how to make **adaptations** that will enhance the likelihood of positive student outcomes.

1



## Support from leadership is essential for successful implementation.

Leadership positions and roles might vary but strong leadership support resulted in **increased staff buy-in** and **ensured better alignment** with other school-level efforts.

As this district leader said: "You need a level of commitment that even when it gets difficult, you will not sacrifice the time you've set aside or the direction that you've given in terms of implementation of intervention. This has to be a priority.... The administrator has to be able and willing to commit resources...in order to be able to maintain fidelity to the plan."

2



## Solid Tier 1 and 2 foundations allows school staff to focus efforts on DBI.

Starting with a **solid foundation** helps to ensure the right students are identified for additional support and that teachers can focus on those students.

One school noted: "We were able to kind of tackle some things that should have been tackled in Tier 1 rather than try to put a bunch of interventions in place...when it was really not a student issue, it was a systems issue.... We could not jump into Tier 3 [DBI] when we didn't have a process for Tier 1 or Tier 2."

3



## Starting small and moving forward one step at a time facilitates success.

In a majority of the intensive technical assistance sites, school staff initially implemented DBI with only 4-6 students.

**Staff shared:** Small-scale implementation allowed them to concentrate on understanding the DBI process and learning how to integrate the process into their instruction.

**Leaders shared:** Not over committing in the early stages of DBI implementation was critical to ensuring that teachers were not overwhelmed or frustrated, and it allowed them to experience initial successes.

4



## Formalizing procedures through standardized protocols helps ensure ongoing implementation.

Schools face the challenge of changing staff and responsibilities. Ensuring processes are clearly documented—including developing scripted meeting agendas and clear guidelines—and regularly repeating professional development can help ensure that the knowledge is not placed with a few key individuals and ensure sustainability when staffing changes.

5



## Committing to trust the process led to successful implementation.

It is important to commit to implementing the DBI process for an extended period of time and to know that it will likely be bumpy along the way. As one educator shared, "Data-based decision making is not for wimps...You really got to go in knowing that it's hard work.... Once you've made that commitment, you can't just give up.... The only answer we've found so far is sometimes just going ahead and doing what we need to do and having the people look at the success."



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View the full lessons learned report:

[https://intensiveintervention.org/sites/default/files/NCII\\_LessonsLearned2.0v2-508.pdf](https://intensiveintervention.org/sites/default/files/NCII_LessonsLearned2.0v2-508.pdf)

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## Reflection

1. Which lesson(s) do you think are most critical for your school to focus on for DBI implementation to be successful in your school?

2. What are potential challenges or barriers to DBI implementation?

Barriers	Potential Solutions

<b>What am I most excited about?</b>	<b>What am I unsure of or want to learn more about?</b>	<b>What changes will I make as a result of what I learned today?</b>

## DBI Implementation Reflection

Use this tool to reflect of what you currently have in place to support the implementation of DBI process and what additional supports and information you might need. Consider revisiting and updating the reflection tool as you learn more about and begin initial implementation of DBI.

### Validated Intervention Program

Question	What is in place now that we can build from?	What additional information and supports do we need?
<p><b>Validated Intervention Programs</b> What validated intervention programs are currently available in your school?</p> <ul style="list-style-type: none"> <li>• Reading (R)</li> <li>• Mathematics (M)</li> <li>• Behavior (B)</li> </ul>		
<p><b>Fidelity</b> How do you know if interventions are implemented with fidelity?</p>		

## Progress Monitoring

Question	What is in place now that we can build from?	What additional information and supports do we need?
<p><b>Progress Monitoring Measures</b>            What, if any, progress monitoring tools are you using and what is the evidence of reliability and validity for the tools?</p> <ul style="list-style-type: none"> <li>• Reading (R)</li> <li>• Mathematics (M)</li> <li>• Behavior (B)</li> </ul>		
<p><b>Progress Monitoring Process</b></p> <ul style="list-style-type: none"> <li>• How frequently are progress monitoring data collected for students with intensive needs? Is a consistent approach used?</li> <li>• Are progress monitoring data graphed (including baseline, goal, goal line, data points, intervention phase line)?</li> <li>• Is a goal set using a validated goal setting approach?</li> </ul>		
<p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Do teams meet to analyze and review data?</li> <li>• Are validated decision rules used to make decisions about responsiveness?</li> </ul>		

## Diagnostic Data

Question	What is in place now that we can build from?	What additional information and supports do we need?
<b>Diagnostic Data</b> <ul style="list-style-type: none"><li>• What diagnostic data are available to educators in your school to help determine why students are not responding?</li><li>• Are both academic and behavioral data considered?</li></ul>		
<b>Hypothesis Development</b> <p>How do you determine why a student is not responding?</p>		

## Intervention Adaptation

Question	What is in place now that we can build from?	What additional information and supports do we need?
<p><b>Intervention Adaptation &amp; Student Plan Development</b></p> <ul style="list-style-type: none"> <li>• What strategies are you currently using to intensify interventions?</li> <li>• How are student plans designed to ensure they address the hypothesis?</li> <li>• How are student plans communicated to other stakeholders (e.g., teachers, families)?</li> </ul>		
<p><b>Fidelity</b> How do you know if student plan is implemented with fidelity?</p>		

## Related NCII Resources

### **DBI Professional Learning Series**

(<https://intensiveintervention.org/implementation-support/dbi-training-series>)

The purpose of these modules is to introduce schools interested in implementing intensive intervention to the infrastructure needed to implement DBI.

### **Supporting Implementation of Data-based Individualization: Lessons Learned from NCII's First Five Years**

(<https://intensiveintervention.org/resource/supporting-implementation-data-based-individualization-lessons-learned-nciis-first-five>)

The purpose of this document is to provide an overview of the Center's accomplishments and to highlight a set of lessons learned from the 26 schools that implemented intensive intervention while receiving technical support from the Center.

### **Making it Happen: What Does it Take to Implement Intensive Intervention?**

(<https://intensiveintervention.org/resource/making-it-happen-what-does-it-take-implement-intensive-intervention>)

Dr. Lou Danielson, Michele Walden-Doppke, and Nicole Hitchener describe contextual factors that can support or impede the implementation of intensive intervention. Presenters discuss lessons learned about critical infrastructure elements and practices that were identified through NCII's work with school sites and provide an example from a Rhode Island district.

### **Taxonomy of Intervention Intensity**

(<https://intensiveintervention.org/taxonomy-intervention-intensity>)

This webpage includes archived webinars and tools to help educators learn more about the dimensions of the Taxonomy of Intervention Intensity and support the evaluation of validated intervention programs and the intensification of interventions as needed.

On this page you can find the following tools:

- [Taxonomy Overview Handout](#)
- [Intensification Strategy Checklist Handout](#)
- [Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank](#)

### **Academic Screening Tools Chart**

(<https://charts.intensiveintervention.org/ascreening>)

The tools on the academic screening tools chart can be used to identify students at risk for poor academic outcomes, including students who require intensive intervention.

### **Academic Progress Monitoring Tools Chart**

(<https://charts.intensiveintervention.org/aprogressmonitoring>)

This tools chart presents information about academic progress monitoring tools. The chart includes ratings on the technical rigor of the tools: performance level standards, growth standards, and usability.

### **Academic Intervention Tools Chart**

(<https://charts.intensiveintervention.org/aintervention>)

The NCII Academic Intervention Tools Chart is designed to help educators become informed consumers of available academic interventions. This chart can help educators understand the strength of their intervention by reviewing the study quality and effects.

### **Behavior Screening Tools Chart**

(<https://charts.intensiveintervention.org/bscreening>)

The NCII Behavior Screening Tools Chart provides ratings of a screener's ability to identify students who may need more intensive support.

### **Behavior Progress Monitoring Tools Chart**

(<https://charts.intensiveintervention.org/bprogressmonitoring>)

This tools chart presents information about behavior progress monitoring tools. The chart includes ratings on the technical rigor of the tools: performance level standards, growth standards, and usability of the progress monitoring resource.

### **Behavioral Intervention Tools Chart**

(<https://charts.intensiveintervention.org/bintervention>)

The NCII Behavioral Intervention Tools Chart is designed to help educators become informed consumers of available behavioral interventions. This chart can help educators understand the strength of their intervention by reviewing the study quality and effects.

### **Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention**

(<https://intensiveintervention.org/resource/strategies-scheduling-how-find-time-intensify-and-individualize-intervention> )

This resource includes some strategies to support educators in considering how to intensify an intervention within the constraints of busy school schedules where it may be difficult to simply add more time.

### **Fidelity and Implementation Resources**

(<https://intensiveintervention.org/implementation-support/fidelity-resources>)

This webpage includes a series of resources focused on fidelity at the school, interventionist, and student levels. On this page you can find the student-level Student Intervention Implementation Log ([https://intensiveintervention.org/sites/default/files/DBI\\_Weekly\\_Log\\_508.pdf](https://intensiveintervention.org/sites/default/files/DBI_Weekly_Log_508.pdf)), which can be used to record daily and weekly documentation of the implementation of the intervention.