

# Getting Ready to Implement Intensive Intervention

## Infrastructure for Data-Based Individualization

Presenter's Name

Position

Month 20XX

National Center on  
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National Center on Intensive Intervention. (2014). *Getting ready to implement intensive intervention: Infrastructure for data-based individualization (DBI)*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention.

### Introduction to the module

*The purpose of this module is to introduce a school interested in implementing intensive intervention to the infrastructure needed to implement DBI. Participants should include the school's principal and the core team likely to lead DBI implementation, which may include the behavior support team, interventionists, special educators, school psychologists, counselors, and other administrators, as appropriate. In districts working with the National Center on Intensive Intervention (NCII), the district contact and coach also should attend this meeting, if possible.*

*Note: Because of conversations that have occurred prior to this meeting, the facilitator may choose to adjust the purpose, audience, and content. For example, the content could be divided into (a) what school leadership needs to know to make a decision about participation in intensive TA versus (b) what the team that would oversee DBI implementation would need to know about infrastructure. If school leadership is already aware of expectations and is ready to commit, the meeting may target the team responsible for DBI implementation, focusing on assessing infrastructure strengths and needs.*

### Instructions for using the speaker notes

- Text formatted in standard font is intended to be read aloud or paraphrased by the facilitator.
- Text formatted in **bold** is excerpted directly from the presentation slides.
- Text formatted in italics is intended as directions or notes for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in underline indicates an appropriate time to click to bring up the next stage of animation in an animated slide.

### Materials

*Teams will need pens to complete planning forms. They should also bring school and team meeting schedules to facilitate planning for technical assistance and DBI meetings. Participants should be provided with the following handouts:*

- Handout 1: DBI graphic
- Handout 2: DBI Planning
- Handout 3: Considerations for Implementation
- Handout 4: Sample Progress Monitoring Meeting Agenda
- Handout 5: Sample Progress Monitoring Note-Taking Template
- Handout 6: DBI Infrastructure—Reflection Worksheet

### Speaker Notes for Title Slide

*Welcome participants to the session. Introduce yourself (or selves) as the facilitator(s) and briefly cite your professional experience with intensive intervention and DBI. Introduce the purpose of the meeting.*

# Overview

- Rationale for Intensive Intervention and Introduction to Data-Based Individualization (DBI)
- What Do You Need to Implement DBI? Overview of Essential Elements
- Introduction to National Center on Intensive Intervention (NCII) Intensive Technical Assistance
- Next Steps

Today we will introduce you to data-based individualization (or DBI), NCII's approach to intensive intervention. We will review key infrastructure elements needed for DBI implementation, highlighting the elements we consider key for successful implementation because of other sites' implementation efforts. You will have time to work as a team to consider your school's readiness for implementation.

## NCII's Mission

Our mission is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs.

A common misconception about working with NCII is that we will train teachers on how to implement a specific intervention. Data-based individualization is a framework for designing and delivering intensive intervention, rather than a single program. Our resources and services support school staff in learning how to use data to understand student needs and design individualized intervention aligned to those needs.

# What Is Intensive Intervention?



**Intensive intervention** addresses *severe and persistent* learning or behavior difficulties. Intensive intervention should be:

- Driven by data
- Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction, behavioral supports, or both

*Paraphrase Slide*

# Intensive Intervention

## ***Is***

- Individualized to meet student needs
- More intense than standard instruction, often with substantively different content *and* pedagogy
- Composed of more frequent and precise progress monitoring

## ***Is Not***

- A single approach
- A manual
- A preset program or curriculum
- More of the same Tier 1 instruction
- More of the same Tier 2 instruction

When we talk about intensive intervention, we are talking about a process for intensifying and individualizing intervention. It is not a single, standard-protocol intervention or approach. This process can apply to various grade levels and areas (both academics and behavior). It is more intensive than Primary (Tier 1) or Secondary (Tier 2) in terms of both the supports provided and the assessment data that guide intervention decision making.

# Why Do We Need Intensive Intervention?



**Low academic achievement**



**Graduation rates**



**Arrest rates**

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Students with disabilities also have poorer outcomes in their postsecondary education and employment.

**Low Academic achievement:** Intensive intervention is a highly relevant and timely topic considering the continuing academic underachievement of students with disabilities, as reflected in the National Assessment of Educational Progress. *In 2013, 18% of 4th graders with disabilities performed at or above the “Proficient” level in mathematics, in contrast with 45% of their nondisabled peers (data retrieved from [http://nationsreportcard.gov/reading\\_math\\_2013/#/student-groups](http://nationsreportcard.gov/reading_math_2013/#/student-groups)). Patterns are similar in 4th grade reading (11% of students with disabilities and 38% of students without disabilities), 8th grade math (8% and 39%, respectively), and 8th grade reading (9% and 40%, respectively).*

**Graduation rates:** Compared to the general population, SWDs are less likely to graduate on time. *For the 2011-2012 school year, the U.S. public high school 4-year adjusted cohort graduation rate was only 61% for students with disabilities compared to 80% for all students (Stetser & Stillwell, 2014).*

**Arrest rates:** Twenty-three percent of young adults with disabilities have been arrested at least once, almost twice the rate for youth in the general population (12 percent;  $p < .001$ ). *Rates for arrest and parole are highest among students identified as having Emotional Disturbance (49.4 percent). (Sanford et al., 2011).*

# Why Do We Need Intensive Intervention?

## More Help



Validated programs are not universally effective programs; 3 to 5 percent of students need more help (Fuchs et al., 2008; NCII, 2013).

## More Practice



Students with intensive needs often require 10–30 times as much practice as their peers to learn new information (Gersten et al., 2008).

What we know about many validated programs is that they are not universally effective. Even after implementing them with fidelity, 3 to 5% of students will need more help. Those students with intensive needs often require upwards of 10 to 30 times as much practice as their peers when they are learning new information.

*Note: while the previous slide highlighted poor outcomes for students with disabilities, not all students with intensive needs have an identified disability. For example, the practice guide by Gersten et al. (2008) reflects data that include students without disabilities.*

## Who Needs Intensive Intervention?

- Students with disabilities who are not making adequate progress in their current instructional program
- Students who present with very low academic achievement or high-intensity or high-frequency behavior problems
- Students in a tiered intervention system who have not responded to secondary intervention programs delivered with fidelity



**Students with disabilities who are not making adequate progress in their current instructional program**

**Students who present with very low academic achievement or high-intensity or high-frequency behavior problems** (typically those with disabilities)

**Students in a tiered intervention system who have not responded to secondary intervention programs delivered with fidelity**



# What Is NCII's Approach to Intensive Intervention?



**Data-based individualization (DBI):** A systematic method for using data to determine *when and how* to provide more intensive intervention.

- Originated with data-based program modification (experimental teaching), which was first developed at the University of Minnesota (Deno & Mirkin, 1977).
- It is a process, not a single intervention program or strategy.
- It is not a one-time fix, but an ongoing process comprising intervention and assessment adjusted over time.

The NCII's approach to Intensive Intervention is called data-based individualization or DBI.

DBI is a systematic method that helps determine when and how to provide more intensive intervention. The concept of DBI is not new, it originated with Dr. Stan Deno's work in the 1970s when data-based program modifications were first developed. This process also was called experimental teaching.

DBI is a process. It is not a single intervention, program, or one-time fix. It is a process that involves adjusting intervention and assessment over time.

## DBI Assumptions

- Students with disabilities who require special education need specially designed instruction to progress toward standards.
- A data-driven, systematized approach can help educators develop programs likely to yield success for students with intensive needs (including those with and without disabilities).

Students with disabilities need specially designed instruction to show progress. Now, if you are teaching a student who has an individualized education program and that plan is working for the student, you are not expected to stop doing what is working and begin DBI. The purpose is not to fix what is not broken. Often, however, students with disabilities have plans that are not working and as a result they do not progress. Those are the students for which DBI could be beneficial because systematic, data-driven approaches can help educators develop programs that are likely to yield success for students with intensive needs.

## DBI: A More Intensive Approach

- DBI is distinctively different from and a more intensive approach to intervention than primary prevention's (Tier 1's) core program and secondary prevention's (Tier 2's) validated, supplementary programs (NCII, 2013).
- Research on DBI has demonstrated better reading, mathematics, and spelling outcomes than business-as-usual special education practice (e.g., Fuchs, Fuchs, & Hamlett, 1989).

*Note: if participants ask for more information about the research by Fuchs, Fuchs, and Hamlett, these findings were based on a longstanding program of field-based randomized controlled trials (this may need to be explained to the audience). DBI for behavior is supported by the research literature on functional assessment and single-case behavioral intervention.*

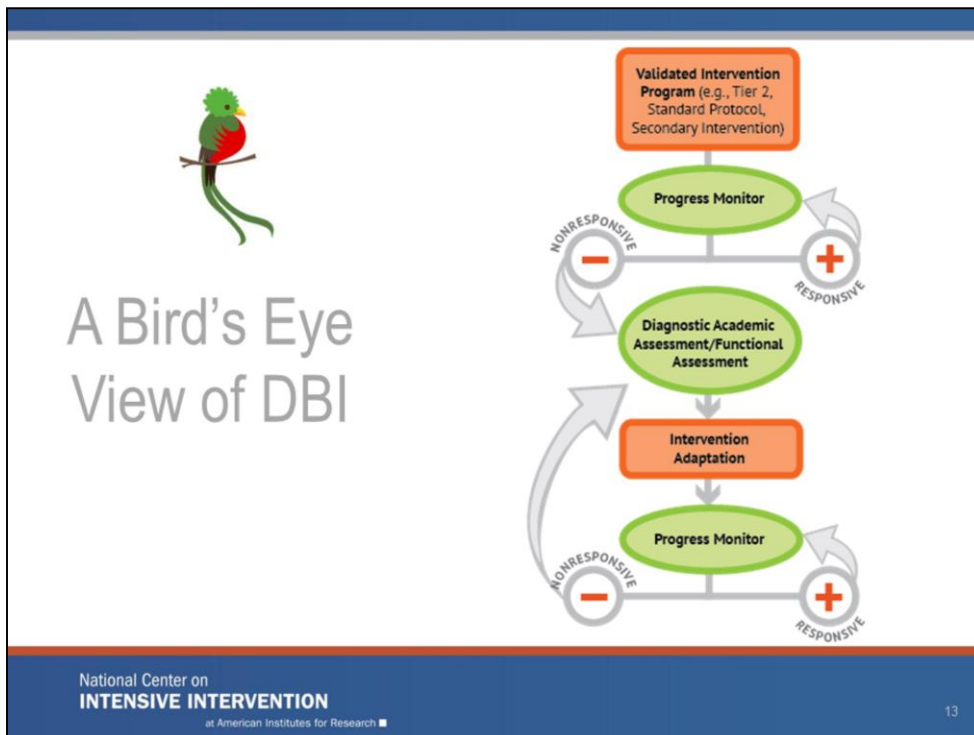
## Five DBI Steps

1. Secondary intervention program, delivered with greater intensity
2. Progress monitoring
3. Diagnostic assessment
4. Adaptation
5. Continued progress monitoring, with adaptations occurring as needed to ensure adequate progress



Here are the steps for implementing DBI. The next slide shows a visual representation of this process and you should have that as a handout as well.

DBI begins at the point where secondary intervention is not working. It entails a process of progress monitoring, diagnostic assessment, and intervention adaptation.



*Animated slide. Click at underlined text.*

*See Handout 1: DBI Graphic for easier viewing.*

NCII uses this graphic to illustrate the progression of DBI. We begin with a secondary intervention program, delivered with greater intensity, and progress monitor to determine the student's response. If the student is responsive, we should continue to monitor progress and maintain the successful intervention. We may consider reducing intensity as goals are met (depending on rate and duration of response and nature of skill deficits). If the student is not sufficiently responsive, we gather additional information through informal diagnostic assessment, which identifies student needs to guide intervention adaptations. We continue progress monitoring to make decisions about whether or not the student is responding to the adapted intervention.

# Is DBI the Same as RTI? Special Education?



Many components of DBI are consistent with elements of special education and tiered service delivery systems.

## Tiered Interventions (RTI, MTSS, PBIS)

- Universal, secondary, and tertiary interventions
- Progress monitoring
- Team-based decisions based on data

## Special Education

- Individualized program
- Progress monitoring
- Team-based decisions based on data

When thinking of students with the most intense needs, it may be natural to think of students who qualify for special education services, or those students who require the most intensive services available in tiered intervention systems such as response to intervention (RTI), multitiered system of support (MTSS), or positive behavioral interventions and supports (PBIS).

**Many components of DBI characterize elements of high-quality special education and tiered service delivery systems.** The individualization aspect of DBI is aligned with the principles of serving students with diverse needs, including students with disabilities.

DBI is often built upon tiered systems, with strong universal and secondary interventions serving as precursors to individualization.

Progress monitoring and team-based decisions based on data are shared, key components of DBI, tiered interventions, and special education. Students who are likely to benefit from DBI may be, but are not necessarily, receiving special education. DBI can be used for any student with intensive needs.

# Handout 2: DBI Planning

## Thinking About Intensive Intervention in Your School

### Initial Thoughts

1. What are your goals for implementing intensive intervention? (List up to 3.) First, consider overarching, long-term goals. We will discuss achievable, short-term goals during action planning.

2. Are you currently implementing a tiered system of support (e.g., MTSS, RTI, PBIS)? If so, how might intensive intervention fit into your district's existing structure?

Look at Handout 2: DBI Planning. We will not be completing this entire handout now, but I would like you to take a few minutes to think about the first two questions. This is intended to serve as a brainstorming session for you, and we understand we have not detailed the entire DBI process at this point. It is important, however, that you start to conceptualize how this process may work in your district.

So, take a few minutes to talk to your partners and jot down a couple of ideas about what your preliminary goals for implementing intensive intervention might be and how might intervention fit into your district's or school's already-established structure. These goals and ideas are intended to be fluid and flexible and may change throughout this process—that is okay.

In the next few slides, we will be discussing key elements necessary for implementing DBI.

# What Do You Need to Do to Implement DBI?

## Overview of Essential Elements

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# Handout 3: Essential Elements for DBI Implementation

Nonnegotiables	Negotiables
<b>Staff Commitment</b>	
<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 Intervention Planning Meetings</b>	
<ul style="list-style-type: none"> <li>Data-driven</li> <li>Time to meet</li> <li>Structure</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 tool</li> <li>Graph(s) of data</li> <li>Collection 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>Student Plans</b>	
<ul style="list-style-type: none"> <li>Accurate student data</li> <li>Measurable goals for the intervention</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>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 without disabilities</li> </ul>

NCII provides intensive technical assistance to several districts to support DBI implementation. Through this work, NCII has identified several key elements for implementation. Within each area, some aspects are critical or “nonnegotiable.” We believe these pieces must be in place for successful implementation. The “negotiables” column lists areas that are more flexible. Some aspects will vary with school context and others reflect quantifiable aspects of implementation that are expected to increase over time (e.g., the number of student plans, the grades and content areas to which DBI is applied).

# Staff Commitment

## Key Components

- Leadership
  - Principal
- Staff Buy-In
  - Interventionists
  - Special educators
  - Others



The first key area is staff commitment. We all know that leadership support is needed for interventions and strategies to work. NCII has found that principal support is particularly important for implementing DBI. Even when you are receiving outside training and coaching supports, it is critical that members of the leadership team are on board and actively involved, ensuring that intervention teams have time, resources, and support to work with students with intensive needs.

Leaders also play a key role in securing staff buy-in. Why does your school want to implement DBI? What changes do you hope to see in intervention practices or student outcomes? Agreeing on a common purpose and focus for DBI can provide the impetus for implementation.

## Staff Commitment: Leadership helps...



- Establish **vision** and **goals** for DBI
- Promote staff **buy-in**
  - Make DBI relevant, shaping **culture** and **expectations**
  - Involve staff in **decision making**
- Provide supporting **structures** and **resources**
  - Including assessments, interventions, professional development, staff time

Shaping effective school culture for DBI often begins with administrators setting clear expectations that DBI is pivotal and necessary for meeting the needs of their students. Develop common language and knowledge about DBI, including assessment and intervention practices, so that staff can contribute to decision making.

Leaders also play an important part in setting up the logistical elements to support DBI implementation. Such elements include establishing measurable outcome goals; providing time in the schedule for meetings, assessments, instruction, and intervention; securing necessary resources; monitoring and evaluating; and asking tough questions.

# Student Intervention Planning Meetings

## Key components

- Data-driven
- Consistent time to meet
- Structure



The next key element in Handout 3 is student intervention planning meetings. The first nonnegotiable is that meetings should be data-driven. Progress monitoring data tell us when the intervention plan needs to be changed; we will talk a bit more about this later. Diagnostic assessment tells us what kind of changes are needed.

The last two nonnegotiables are logistical—team meetings should have a consistent structure and a regular meeting schedule. We will soon share some tools that can help guide student intervention planning meetings, including a sample agenda.

# Teams

- Lead and coordinate schoolwide DBI implementation
- Collect and analyze data
- Make student-level intervention decisions (student intervention planning meetings)



Teams are needed for student intervention planning meetings as well as coordinating schoolwide implementation of DBI.

## DBI Leadership Team

- Oversees implementation efforts
- Has decision-making authority
- Aligns policies and other initiatives with DBI
- Allocates resources
- Supports individual student intervention planning meetings

The DBI leadership team serves multiple functions. For example, the team:

- **Oversees implementation efforts**
- **Has decision-making authority**
  - Includes principal or designee
- **Aligns policies and other initiatives with DBI**
- **Allocates resources**
- **Supports individual student intervention planning meetings**

The leadership team must have knowledge and understanding of DBI. Various members of this team will be involved in meetings for individual students; a student's needs will determine which staff members will work with the student.

The next slide lists potential team members for student intervention planning meetings. Consider how these teams and meetings may overlap with existing teams (RTI or PBIS teams).

# Student Intervention Planning Meetings: Potential Attendees

## Core Team Members

- Intervention provider
- Administrator
- School psychologist
- Special educator
- Behavior specialist/ social worker

## Rotating Team Members

- Referring teacher
- Content specialist
- Coach
- General educator or classroom teacher
- Parent (as available and appropriate)
- Student (when appropriate)
- Related service provider
- School nurse

Although roles may vary from school to school, core team members are likely to be critical for most student intervention planning meetings. Other staff members, as well as students and family, may be invited, as appropriate for the case at hand.

## Team meetings should have...

- Clear purpose, roles, responsibilities, and norms
- Consistent meeting schedule and agenda
- Time to plan and to assess effectiveness of intervention
- Clear decision rules (based on data)
- Communication system

- When scheduling DBI team meetings and planning, it is important to promote consistency and protect designated meeting times.
- When meetings are consistent, it reinforces the notion to team members that DBI is a priority and not a fleeting initiative. When meeting dates and times are predictable and known well in advance, it helps to ensure that team members come prepared with any necessary data.
  - The frequency of team meetings may depend the number of students requiring intensive intervention. Each student's plan and data should be reviewed at least every six weeks. After creating the initial plan, schedule a time to review implementation and progress in 2 to 6 weeks. This interval will vary by the intensity of need and by how long a plan is likely to need to work. For example, behavior may change more quickly than many academic skills.
- In addition, it is crucial that meetings be scheduled during a time when all members are able to attend. As we discussed earlier, team members bring different areas of expertise and knowledge of specific students that are crucial for decision making.
- Some potential solutions to scheduling team meetings when all members can attend include
  - Grade-level/data meetings occur during common planning.
  - Grade-level/data meetings replace traditional faculty meetings.
  - Substitutes are called in, and grade-level meetings are held throughout the day.



# Considerations for Secondary School Settings

- **Team composition**
  - Will you have a single core DBI team, or will you want subteams by content area or grade?
  - Which of a student's many teachers are most needed for planning?
- **Scheduling meetings**
  - Can you repurpose existing meeting times?
  - Can you schedule common planning times?

(National Center on Response to Intervention, 2011b)

The very different schedules found in high schools and middle schools have implications for team composition and meeting schedules.

When possible, repurpose existing meeting times (e.g., staff meeting times, other team meetings, or professional learning communities).

# Examples of Student Intervention Planning Meeting Tools

## Handout 4: Sample Progress Monitoring Meeting Agenda

(15–30 minutes)

Note: This is a sample protocol. Teams should modify the agenda as needed to fit their schedule, team structure, etc.

Roles	Recommended Team Members
<ul style="list-style-type: none"> <li><b>Facilitator:</b> Explains the purpose of the meeting and keeps the participants on task.</li> <li><b>Intervention Provider:</b> Discusses implementation and student progress in interventions.</li> <li><b>Scribe:</b> Takes informal notes and tracks brainstorming ideas in a visible space.</li> <li><b>Time Keeper:</b> Times each section of the meeting and helps team adhere to allotted time.</li> <li><b>Note-Taker:</b> Takes formal notes for documentation using template.</li> </ul>	<ul style="list-style-type: none"> <li>Referring staff member</li> <li>Intervention provider</li> <li>Content specialist</li> <li>Coach</li> <li>Administrator</li> <li>Classroom teacher</li> <li>School psychologist</li> <li>Social worker</li> <li>Special educator</li> <li>Parent (as available and appropriate)</li> </ul>

Step	Who	Time
<i>Compile and bring graphed progress monitoring data, sample progress monitoring probes, relevant work samples, and diagnostic data (if needed).</i>	Intervention provider	Before meeting
1. Summarize student plan and discuss implementation of plan	Facilitator	2 min.
2. Review progress monitoring data and additional data	Intervention provider	3–7 min.
3. Group questioning and hypothesis	Team	3–5 min.
4. Problem-solve, prioritize, and plan	Team	5–10 min.

## Handout 5: Sample Progress Monitoring Meeting Note-Taking Template

(DATE)

Meeting Attendees	
Facilitator	
Intervention Provider	
Time Keeper	
Scribe	
Note-Taker	
Other Attendees	

1. Summarize Student Plan and Discuss Implementation of Plan	
Student:	Intervention Provider:
<b>Summary of Student Plan</b> <i>Note: You may choose to attach or refer to the plan from the previous meeting.</i>	
<b>Discuss Implementation of Plan:</b> Describe any factors that have impacted the implementation of the plan (e.g., scheduling, attendance, resources, behavior, etc.)?	

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Briefly review Handouts 4 (Agenda) and 5 (Note-Taking Template)

We have provided our coaches with a set of tools that schools can use and modify as needed. These forms reflect important components of intervention planning, but these exact forms are not required—if you have already have a system in place that is working well for you, that is great!

# Reflection: Leadership and Teaming

## Handout 6: DBI Infrastructure—Reflection Worksheet

Essential Elements of Infrastructure	Guiding Questions	What is in place now?	What is needed?
Staff Commitment	<ul style="list-style-type: none"><li>• What are your vision and goals for DBI implementation? How do you share the vision and goals with other staff members?</li><li>• Why should the staff be committed to DBI implementation? What are the benefits and expected outcomes of DBI implementation?</li><li>• How will you gain consensus and buy-in among leadership, key stakeholders (e.g., interventionists, special educators), and others (e.g., teachers, families, students)?</li></ul>		

Now that we have reviewed considerations for staff commitment and student intervention planning meetings, let's take time to review how your school's infrastructure can support these areas.

Look at Handout 6, the DBI Infrastructure handout. You will see four columns that cover the essential elements of infrastructure, guiding questions, what is currently in place, and what is needed. Take 5 minutes to think about the first two rows, for staff commitment and team or collaboration, and complete the blank sections.

Your initial thoughts from Handout 2 may help inform your vision statement and think about the teams that are already in place.

## Returning to the Essential Elements for DBI Implementation

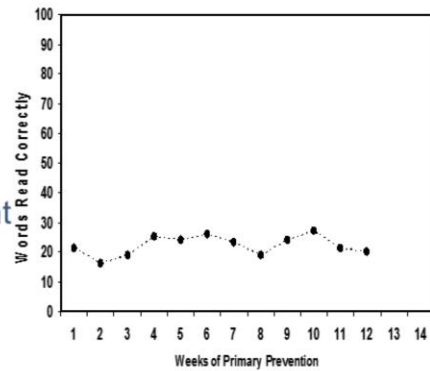
- ✓ Staff Commitment
- ✓ Student Intervention Planning Meetings
- Progress Monitoring Data for Intensive Intervention
- Student Plans
- Students With Disabilities

Look back and Handout 3. We have already talked about the first two essential components. Now let's discuss the rest, starting with progress monitoring data.

# Progress Monitoring Data for Intensive Intervention

## Key Considerations

- Use valid, reliable progress monitoring tool.
- Graph the data.
- Collect data at regular, frequent intervals within intensive intervention.



DBI requires valid, reliable data on student performance to determine when and how an intervention should be changed. For these data to be useful, they need to be regularly collected and readily available to those making decisions. Progress monitoring tools must be sensitive to student growth, and data should be graphed. Clear decision rules should provide guidance on when an intervention needs to be changed.

## Other Data Sources

- Assessment data
  - Universal screening
  - Diagnostic assessment
  - Progress monitoring data at other levels (secondary intervention)
  - Other formative data
  - Prior state assessment data
  - Behavioral history

Additional data sources that may be used to support intensive intervention include universal screening, diagnostic assessment, and progress monitoring data occurring in secondary interventions. As mentioned in the previous slide, it also is important that these data be valid and reliable and that clear decision rules be used for informing instructional decisions.

# Resources for Identifying Assessment Tools

- NCII staff or other technical assistance providers
- NCII website
  - Academic Progress Monitoring Tools  
<http://www.intensiveintervention.org/chart/progress-monitoring>
  - Behavioral Progress Monitoring Tools  
<http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>

The NCII DBI Training Series (<http://www.intensiveintervention.org/content/dbi-training-series>) has modules on both academic and behavioral progress monitoring.

## Considerations for Secondary School Settings

- Potential challenge: fewer tools for adolescents and high school standards
- See the webinar “The High School Tiered Interventions Initiative: Progress Monitoring.”  
<http://www.rti4success.org/video/high-school-tiered-interventions-initiative-progress-monitoring>

Several tools on the academic progress monitoring tools chart extend to middle school students. Some can be used through grade 12.



# Student Plans

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## Key considerations

- Accurate student data
- Measurable goal(s) for the intervention
- Timeline for executing and revisiting the intervention plan

Now let's consider our fourth essential element for implementation, student plans.

Handout 5:  
Description  
of Plan

**Description of adapted student plan:**

Person(s) responsible for delivering intervention, including any adaptations:

Curriculum materials used:

Group size:

Sessions per week:

Minutes per session:

Additional resources or support needed:

How will progress be monitored?

- Person responsible for collecting progress-monitoring data:
- Frequency of data collection:
- Progress-monitoring measure or tool:

How will we know if the intervention is working (is there a clearly defined goal)?

Goal:

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Handout 5 prompts you to record important elements of the student plan, including plans for intervention and progress monitoring.

# Scheduling Intervention Time to Execute Plans

- Intervention should **supplement** core instruction when possible
- Considerations:
  - Length of sessions?
  - Days per week?
  - Who will deliver interventions?
- Structure
  - Within classroom
  - Within grade
  - Across grades



- In general, interventions should supplement core instruction and provide an extra dose of instruction beyond the core. In extreme situations, however, intensive intervention may supplant (replace) part of core instructional time. This is decided case by case.
- When scheduling intervention time, you need to consider how long intervention sessions will be, how many days per week interventions will be provided, and who will be teaching each intervention.
- Making these determinations will require that you look at the specific intervention programs you are using and the developer requirements to ensure fidelity. For example, if an intervention program requires four sessions a week for 30 minutes, students should receive that amount of intervention in order to receive the intervention the way it was intended to be delivered.
- Many schools report that it can be a challenge to have enough time and staff to deliver interventions. Remember that the goal is to provide intervention to the greatest number of students your existing resources can support. DBI is reserved for students with the most intensive needs.
- There are multiple approaches schools can take to structuring intervention times.
- Consider: Given existing resources, which approach will best allow students with intensive needs to receive intensive intervention?

# Considerations for Secondary School Settings

- What should plans target?
  - Grade level or foundational skills
  - Behaviors that support school success, graduation, and college or career
- Who delivers interventions?
  - Content teachers? Specialists or interventionists? Special educators?
- How can we schedule intervention time?
  - Consider elective classes or adding an intervention period.

(National Center on Response to Intervention, 2011a & 2011b)

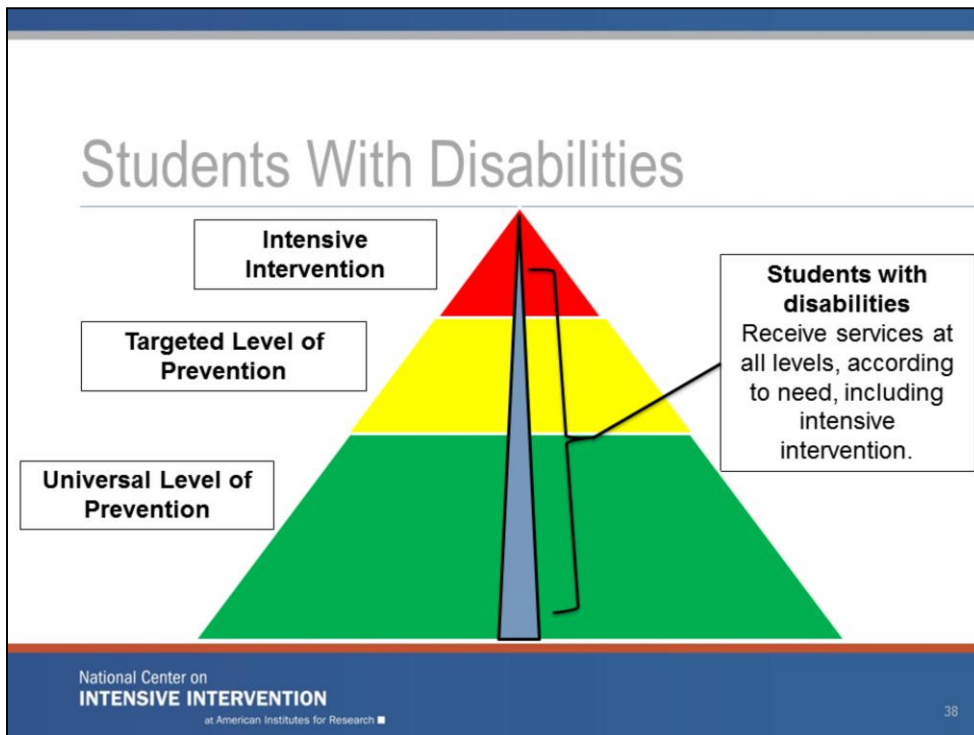
Intensive intervention may represent a culture shift for high schools, where teachers are often used to focusing on a grade-level content area.

# Communicating Student Plans

Provide parents and staff with

- Overview of DBI process
- Involvement in decision making
- Updates on student's progress

Parents of students who need intensive intervention need to know how the DBI process is used in your school. This also applies to staff members who work with students with intensive needs, even if they are not interventionists or members of the problem-solving team. Your school will need a system for sharing information on a student's progress and changes in intervention with both parents and staff. Frequent teacher team collaboration and communication with parents will provide more information for making good intervention decisions.



Policies and practices within schools should ensure that students with disabilities have access to intensive intervention. When students with disabilities do not respond to Tier 1 and Tier 2 supports, they must have access to intensive intervention if they require it.

Students may receive services at different levels of support in different areas. For example, a student with a learning disability in reading may need intensive intervention in reading while needing only core instruction in mathematics.

## Reflection: Complete Handout 6 (Infrastructure Worksheet)

- **Data Use:** What data do you collect? How are they used?
- **Student Plans:** How are plans developed, communicated, implemented, and reviewed?
- **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?

*Support teams in considering these areas and completing worksheet. Note that the worksheet contains additional and more detailed questions for Data Use and Student Plans.*

# Introduction to NCII Intensive Technical Assistance

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NCII Intensive technical assistance is a specific activity conducted in partner districts; this section applies only to these districts. Other schools and districts can email [ncii@air.org](mailto:ncii@air.org) to discuss available supports. They also may consider working with local, regional, or state technical assistance providers.



# Intensive Technical Assistance

Intensive implementation supports include

- Training on key aspects of DBI
  - Implementing or refining team meetings
  - Application of the progress monitoring/assessment/adaptation cycle to reading, mathematics, or behavior
- On-site coaching supports, targeting
  - Application of training content and resources
  - Implementation of the DBI process with students with intensive needs

*As a reminder:*

A common misconception about working with NCII is that we will train teachers on how to implement a specific intervention. DBI is a framework for designing and delivering intensive intervention, rather than a single program. We will support school staff in learning how to use data to understand student needs and design individualized intervention aligned to those needs.

# Professional Development

***All other aspects of DBI infrastructure hinge on professional development.***

## Professional development

- Increases staff knowledge
- Provides continuous implementation support

- Professional development is needed to provide teachers and other staff with the knowledge, skills, and resources they need to implement DBI.
- In this way, all other aspects of DBI infrastructure hinge on professional development.
- Professional development provides two primary functions:
  1. Building staff knowledge
    - This often involves helping staff to understand the purpose, goals, and expected outcomes of DBI (which is pivotal to ensuring the school culture is conducive to DBI).
    - It also involves establishing a common language.
  2. Providing continuous support for implementation
    - Professional development offers a means for leadership to listen to staff concerns and provides a mechanism for those concerns to be communicated.

Professional development should be

- Aligned to the essential components of DBI
- Flexible
- Ongoing
- Job-embedded
- Research-based

# Essential Professional Development for DBI

## Key topics

- DBI process
- Assessment for decision making
  - Progress monitoring
  - Diagnostic assessment
- Intensive intervention practices
- Student intervention planning meeting structures

## Plan for

- Initial training with coaching supports
- Refresher training
- New staff training
- Ongoing implementation and refinement

DBI training includes an introduction to the DBI process as well as training specific to academics and behavior, addressing assessment and intervention. We recommend starting in one area so you can move to implementation more quickly. You also will learn more about meeting structures and processes. You will work with your NCII trainer, coach, and liaison to develop a training schedule that reflects your needs.

Although NCII may support initial training with follow-up coaching, in the long term you will need to consider school and district resources for providing any needed refresher training as well as training new staff. You also will need to provide training and support for specific tools and programs your school chooses to use.

# Scheduling Professional Development

- Get training dates on your calendar as soon as possible!
  - How many trainings are anticipated this year?
- Schedule a regular coaching and planning time
  - Plan for a monthly meeting.
  - With whom does the coach need to meet to support implementation?
  - Does it make sense for the coach to work with an existing team?



*Today or at a later time, trainers and coaches should discuss training needs and priorities with the school team. To allow schools to start student intervention planning meetings and plans as quickly as possible, we encourage schools to select an initial area of implementation (academics or behavior). Guiding questions might include*

- *Does the school want to first receive training in DBI for academics or behavior? If academics, does the school want to focus more strongly on mathematics or reading?*
  - *Once implementation is underway in the first area, you can start training in the other area.*
- *Look back at the key topics on the previous slide. In what areas does the school already feel comfortable?*
  - *Within each area, identify the specific components within the DBI training series modules that are most relevant for the school.*
- *What training should be completed by NCII trainers? What areas can district staff support? For example, can current NCII schools or other district staff who have received training share their knowledge?*
  - *Also consider NCII website resources, such as webinars, for refreshers or introductions to certain topics.*

# Expectations for Working With NCII

- Leadership support
- Participate in regular training and coaching
- Implement DBI with individual students
  - Identify a focus area for initial training and implementation
  - Goal is to start holding student intervention planning meetings and develop intervention plans before the end of the school year
- Help us improve!

After today's session, you will have time to think about whether your school is ready to work with NCII to prepare for DBI implementation. This slide outlines some key expectations for participating in intensive technical assistance.

- Leadership support
  - The principal's support is key! Are you willing to commit the school's time and resources to DBI implementation?
  - You will want to involve key support systems already in the school related to MTSS/RTI, PBIS, and special education.
- Participate in regular training and coaching
  - approximately monthly
  - time for planning today
- Implement DBI with individual students
  - Later we will discuss selecting a focus area, such as behavior, reading, or mathematics, for initial training and implementation.
  - Begin with a few students (school identifies students and preferred grade, content area)—after needed training.
  - Goal is to have 3 to 5 student plans before end of the first year and add more over time.
  - Once DBI implementation is underway in one area, you can expand to others.
- Help us improve!
  - We would like your feedback, e.g., via survey or interview, to help us improve our supports.

# Ensuring Critical Features of DBI Implementation

- Staff commitment
- Student intervention planning meetings and plans
- Progress monitoring data for intensive intervention
- Access to intensive intervention for all students with intensive needs (including students with disabilities)



We expect our partner schools to commit to the critical features in Handout 3. Staff commitment, particularly leadership support, is a key precursor to successful TA and initial implementation. Other features will not be implemented until at least some training has occurred, but we want to know that the school is willing to commit the time and resources for implementation when the time comes.

# Next Steps

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Now that you have done some reflection on the DBI process and what is happening at your site, we want to talk a little more about additional considerations and what we have learned in the process of our work at NCII.

You will need the DBI planning handout we started at the beginning of this training.

## Next Steps: Is Your School Ready for DBI?

- Identify infrastructure strengths and needs.
- What areas can you address as a school? What can the district support? What areas require external training or coaching support?
- Are you ready for DBI this year?
  - If yes, what are your next steps?

- **Identify infrastructure strengths and needs.** (Refer to your completed infrastructure handout.)
- **What areas can you address as a school? What can the district support? What areas require external training or coaching support?**
- **Are you ready for DBI this year?**
  - **If yes, what are your next steps?**



# Handout 2: DBI Planning Thinking About Readiness

## Readiness

3. What do you consider essential elements for successful implementation?

4. Thinking about what you have learned today, rate your district's readiness for intensive intervention (on a scale of 1–5, with 5 indicating strong readiness): \_\_\_\_

Take a look back at the DBI Planning handout we started at the beginning of today's presentation. Take 5 minutes to complete questions 3 and 4. On the basis of what you have learned, what are the essential elements for successful implementation and how would you rate your school's readiness overall?

# Handout 2: DBI Planning Thinking About Goals for Year 1

- Next
- Tomorrow
- Later
- NOW

## Year 1 Action Planning

For this section, Goals should be measurable objectives you expect to be able to achieve by the end of the school year. Strategies and Action Items are concrete steps that help you achieve each goal. When you identify the resources you need, consider what can be provided within your school and district and what might be provided by NCII. Set a timeline for each action item (if not by the end of the year). Under Monitoring and Evaluation, describe how you will know that the goal has been achieved (also consider methods for monitoring each action item).

Goal	Strategy/Action Item(s)	Planning/Supports/Resources Needed	Timeline	Monitoring and Evaluation
1.				

At the end of the DBI Planning handout, we have given you room to think about your goals for year 1 and what you need to do and have in order to achieve them. If you believe you are ready to implement, you can start working on this now. Otherwise, wait until your team has further discussed readiness.

We encourage you to choose a focus area for initial training and implementation (e.g., academics or behavior). Within academics, you may want to focus more on reading or mathematics, taking into account your school's strengths and needs.

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