Handout 3: Considerations for DBI Implementation

Essential Elements	Flexibility within Implementation
Staff Commitment	
■ Principal ■ Intervention staff ■ Special educators	■ Specific intervention staff involved (e.g., reading specialists, social workers)
Student Meetings	
■ Data-driven ■ Time to meet ■ Structure	■ Frequency ■ Schedule ■ Team members
Progress Monitoring Data for Intensive Intervention	
■ Valid, reliable tool ■ Graph(s) of data ■ Collection at regular intervals	■ Choice of tool ■ Use of progress monitoring data at other tiers
Student Plans	
■ Accurate student data ■ Measurable goals for the intervention ■ Timeline for executing and revisiting the intervention plan	■ Content Area(s) ■ Number of student plans ■ Grade level(s)
Students with Disabilities (SWDs)	
■ Students with disabilities must have access to intensive intervention	■ Who delivers intervention for Students with Disabilities ■ Inclusion of students with and without disabilities