Student-Level Data-Based Individualization Implementation Checklists

Purpose: Intensive intervention teams can use these checklists to monitor implementation of the data-based individualization (DBI) process during initial planning and ongoing review (progress monitoring) meetings.[1]

Instructions: Teams may complete the checklists during or soon after a meeting. Each checklist contains questions to answer with Yes, No, or N/A (not applicable). Items answered with No may indicate aspects of DBI implementation that can be improved. Additional information, including explanations for "No" answers and plans for improvement, can be provided in the Comments section at the end of each section.

Initial DBI Meeting Checklist

The team can use this checklist during or after the first intensive intervention planning meeting.

Date of Review: _____

Referral for Intensive Intervention

- Does the referral describe the student's current academic and behavioral supports?
  ☐ Yes   ☐ No   ☐ N/A

- Does the referral describe the student's previous academic and behavioral supports?
  ☐ Yes   ☐ No   ☐ N/A

- Are progress monitoring graphs or other student data provided?
  ☐ Yes   ☐ No   ☐ N/A

Comments:

Student Needs Determined

- Has the team documented the student's need for intensive intervention based on the information provided in the referral and by meeting attendees?
  ☐ Yes   ☐ No   ☐ N/A

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[1] To support conducting and documenting these meetings, see Tools to Support Intensive Intervention Data Meetings (http://www.intensiveintervention.org/tools-support-intensive-intervention-data-meetings), which include guidance documents, sample agendas, and referral and note-taking templates.

- Has the team developed a hypothesis about the student's underlying academic skill deficit(s) and/or the function of behavior?
  - ☐ Yes   ☐ No   ☐ N/A

- Did the team consider possible interactions between academic and behavioral needs?
  - ☐ Yes   ☐ No   ☐ N/A

- If more information is needed to identify student needs, has the team developed a written plan to collect that information?
  - ☐ Yes   ☐ No   ☐ N/A

Comments:

Intervention Aligned With Student Needs

- Does the current intervention reflect evidence-based practices aligned with the student's identified skill deficit or function of behavior?
  - ☐ Yes   ☐ No   ☐ N/A

- If the current intervention is an appropriate starting point for intensification, has the team identified evidence-based or promising practices as adaptations to better address the student's needs?
  - ☐ Yes   ☐ No   ☐ N/A

- If the current intervention is not a good match, has the team identified an evidence-based intervention and/or evidence-based strategies hypothesized to be better aligned with the student's needs?
  - ☐ Yes   ☐ No   ☐ N/A

Comments:

Student Plan for Intensive Intervention and Progress Monitoring

- Is the plan in writing?
  - ☐ Yes   ☐ No   ☐ N/A

- Does the plan include sufficient information on the intervention and adaptations to implement the plan?
  - ☐ Yes   ☐ No   ☐ N/A

- Does the plan specify the person(s) responsible for delivery of the intervention?
  ☐ Yes ☐ No ☐ N/A

- Does the plan provide details for intervention schedule and dosage?
  ☐ Yes ☐ No ☐ N/A

- Does the plan specify a method for progress monitoring?
  ☐ Yes ☐ No ☐ N/A

- Does the plan identify the person(s) responsible for collecting progress monitoring data?
  ☐ Yes ☐ No ☐ N/A

- Is a valid and reliable progress monitoring tool used (if available)?
  ☐ Yes ☐ No ☐ N/A

- Will progress monitoring data be collected at least weekly?
  ☐ Yes ☐ No ☐ N/A

- Will progress monitoring data be graphed?
  ☐ Yes ☐ No ☐ N/A

- Does the plan indicate a progress monitoring goal with a date to be achieved?
  ☐ Yes ☐ No ☐ N/A

  Please describe how the team selected the goal (e.g., using benchmarks or local norms):
  _____

- Does the plan specify procedures for determining whether progress is sufficient (i.e., decision rules for determining when further adaptations should be considered)?
  ☐ Yes ☐ No ☐ N/A

- Is there a plan for monitoring plan implementation? Consider intervention components, intervention dosage, and data collection.
  ☐ Yes ☐ No ☐ N/A

- Is there a plan for communicating the student's plan to relevant staff, parents, and the student, when appropriate?
  ☐ Yes ☐ No ☐ N/A

- Does the plan set a date for the next meeting to review implementation and student progress?   Date _____ ☐ None set

Comments:

Progress Monitoring Meeting Checklist

The team can use this checklist during or after any meeting held to review the student's plan and progress. Teams may want to consider setting a schedule for completing the checklist for each student receiving DBI based on the passage of time or when significant intervention adaptations are needed or have been made.

Date of Review: _____

- Was information on plan implementation brought to the meeting?
  ☐ Yes ☐ No ☐ N/A

- Were graphed progress monitoring data brought to the meeting?
  ☐ Yes ☐ No ☐ N/A

- Based on available progress monitoring data and the decision rules agreed upon in the last meeting, is the student making sufficient progress?
  ☐ Yes ☐ No ☐ N/A

- If the student is not making sufficient progress, did the team rule out factors other than the appropriateness of the intervention that could be impacting progress? Consider:

  o The quality of intervention implementation ☐ Yes ☐ No ☐ N/A

  o Student attendance and engagement ☐ Yes ☐ No ☐ N/A

  o The sensitivity of the progress monitoring tool ☐ Yes ☐ No ☐ N/A

- If new adaptations need to be made, did the team first revisit its hypothesis on student needs and determine if new diagnostic or functional assessment data are needed?
  ☐ Yes ☐ No ☐ N/A

- If new diagnostic data are needed, are they documented in the plan along with the person(s) responsible for collecting this information?
  ☐ Yes ☐ No ☐ N/A

- If the team decided to further adapt the intervention, did the team identify evidence-based practices aligned with the latest, data-driven hypothesis on student needs?
  ☐ Yes ☐ No ☐ N/A

- Are any changes in intervention or data collection plans documented in an updated student plan?
  ☐ Yes ☐ No ☐ N/A

- Is there a plan for providing updates on student progress and changes to the student's plan (if any) to relevant staff, parents, and the student, when appropriate?
  ☐ Yes ☐ No ☐ N/A

- Does the plan set a date for the next meeting to review implementation and student progress?

    Date _____ ☐ None set

Comments: