



Leveraging Data-Based Individualization (DBI) to Design and Deliver Specially Designed Instruction (SDI)

Transcript

Sara Evans: Welcome. So happy to have all of you here today. We're going to be talking about leveraging data-based individualization or DBI, as you'll hear it referred to, and SDI. We're excited to join today.

We're going to start with a foundational slide illustrating the key components to an IEP. You can see that this will demonstrate that we start with our present level of performance through the required elements under IDEA, finishing out with our statements of special education services. That red box is the main focus of the webinar, as SDI comes out of the statement of aids and services. We're going to look at the fact that again, our PLAAFP, we're going to call it present levels, is the foundation where we start off with all IEPs and stated needs for students.

We use those to build the support services that we develop through the statement of aids and services. From there, we also have needs that require us to develop a goal. That annual goal is then needed to help support services that are developed through the statement of aids and services and specially designed instruction that we'll discuss today. That statement of aids and services helps us monitor whether or not we have ambitious goals for our students and finally, we report progress to our families to ensure the students are continuing to make that progress over time. This is our foundation for an individualized IEP for each student.

At the PROGRESS Center, we have a foundation around the decision -- we focus on the part of the IEP and less on the compliance, and our whole presentation today is around how do we move away from ensuring that we check all the boxes, to how do we ensure that we write IEPs to be reasonably calculated to promote progress in light of the student's circumstances. Which is what the Supreme Court ruling in 2017 indicated is our new responsibility. It raised the level of expectations in special education, and the DBI process is a process that is research-based that can help us in this endeavor.

We have to start off by asking the right questions. What do we want for our students? What is the current reality of their circumstances? What does a student need to be successful and how do we maximize resources? We often get critical questions in the development of the IEP and studying ambitious goals for our students. So, when we talk about specially designed instruction, what does it



take to design the goals and the specially designed instruction to create ambitious goal for students? We have to have high expectations. Expectations have to come from both the student, the families, the educators.

And today when we get to our panelists at the end, they will discuss how high expectations are an integral part of their specially designed instruction using the DBI process. We want to ensure teachers have clarity, that we understand the learning goals and set up a program that's appropriate for the students that the student knows their circumstances and we understand what the needs of the student are. That's based off of the *Andrew* case that I referenced and also need to know what knowledge, skills, and strategies the student needs to be able to meet those ambitious goals that we set through the IEP. Again, back to the visual around the arrows that go back and forth.

This is an entire program that we develop through the IEP, SDI is one part of that program. The SDI is what we must focus on to ensure the students are meeting those ambitious goals. When we design and deliver specially designed instruction, we have to use evidence-based practices.

And we must progress monitor students to use that data to make decisions and then adapt our instructional delivery content and methodology around the outcomes from our students. I'm going to turn it over to Kyle as he starts to take us through the steps of DBI and how SDI and DBI can go together to ensure that when we make adaptations to our students' specially designed instruction we can enhance the outcomes and ensure students are making ambitious progress.

Kyle Allen: Thank you, Sara, and everyone for taking the time out of your day to be with us today to really learn how DBI can promote specially designed instruction. So I'm going to take a couple minutes over the next couple slides to introduce these different steps on DBI, otherwise known as data-based individualization.

The National Center on Intensive Intervention's approach to intensive intervention is data-based individualization, or DBI. DBI is that evidence-based process for individualizing and intensifying intervention for students with severe and persistent learning or behavioral needs. The process integrates evidence-based intervention as well as assessment and strategies. DBI is really the technical term for what many good teachers already do naturally through problem solving processes. They frequently review student data and make changes to their teachings based on what works for the student. And really that's evidenced through that data.

DBI, however, makes this process systematic, explicit, and really tailors it to meet the needs of the individual students through a multi-step process that gradually intensifies instruction and support. And so we're going to dive into those steps a little bit deeper here.

So throughout the DBI process, as Sara alluded to, we really use progress monitoring data to evaluate

the student's response to the intervention, moving to those next components as we go through the steps.

Step 1 is what we would say is a validated intervention program, that's delivered with greater intensity. And so we usually begin by intensifying the secondary intervention that's already being used. And I want to explicitly make sure that everyone understands that for today's purpose and this application for specifically [specially] designed instruction through the IEP, that validated intervention program is really that agreed-upon specifically [specially]-designed instruction through the individualized education program.

So step two would be, really progress monitoring data are used to evaluate student's response to that initial specifically [specially] designed instruction. If a student is still not showing enough progress, then we would collect and review additional data to determine specific skill deficits. So that would really lead us to step three, which is informal diagnostic assessment data that are used to identify specific skill deficits which tell us how the student's instruction needs to be changed. And step 4 is more about the adaptation, which again is based on the data. And we may choose to adapt the current intervention or perhaps try something completely different. Again, really letting the data drive that decision making.

And then step 5 is really just continued progress monitoring with adaptations occurring whenever needed to ensure adequate progress.

So again, this first step of DBI, it really is critical that educators are providing a standardized instructional program that has evidence to support its use in addressing a student's identified needs. I want to explicitly say that when we apply the DBI process to students who are receiving special education services, we're really talking about the delivery of the agreed upon individualized specially designed instruction as the first step. It's really where we start.

So I'm actually going to toss it back to Sara quickly to look more in depth at what idea says should be included within the IEP. Sara?

Sara Evans: Thanks, Kyle. So we wanted to take a little bit of a deep dive into what IDEA is saying around the statement of aids and services. As you can see here on the screen, you will see four components of the statement of aids and services in bold print. We have special education services, related services, supplemental services, program modification and support for school personnel. Those four components make the complete statement of aids and services.

But specially designed instruction is only one of those components, and it falls under the special education section of the statement of aids and services. So let's break down SDI just a little bit further to make sure everyone has a foundation of what we're talking about when we reference the statement of SDI.



As you can see from the title on the slide, special ed equals SDI, your special education services that you're providing are the SDI for the student. The goals are not the SDI the PLAAFP is not the SDI, but the special ed [education] services are what we consider the SDI. The SDI addresses the unique needs of the student and ensures the student has access to the general education curriculum so the child can meet the educational standards applicable to their disability. It's key to know SDI can be delivered by multiple people within a staff or on the IEP team.

It is not the sole responsibility of the special education teacher, and when we utilize the DBI process, sometimes we bring in other supports to help us with that. As you can see on the screen the graphic of this one our tip sheets the PROGRESS Center offers to break this down further and I encourage you to explore those in the near future. So when we talk about SDI and understand it's a special ed service, and the instruction around what we were giving our students related to the goals that have been developed and the needs, we break down SDI into three components.

We talk about content, methodology, and delivery of instruction. What does it mean? When we talk about content, we want to know what is taught, to allow the student to access the general education program. Methodology is how do we teach that, is that instructional practices and strategies that we use, and then we have the delivery of instruction, which is the who, the where, and the when. So who is teaching is, where is it happening; in the special education classroom, in a small group, in a larger group, in the general education setting, et cetera. And when is how much time are we dedicating to that.

And so in this slide, we start to illustrate what exactly are examples of this based on different categories of disabilities. And how we can think about adapting one of these components. I will say when we talk about this in the SDI and get to this stuff where we're adapting the SDI, it is natural for special education teachers to automatically go to delivery of instruction. We want to change how often we're seeing the students, how much time we service the students, but we need to not forget about methodology and content. We tend to forget to think about changing our teaching strategies, maybe the materials or the way that we're presenting information. Are we attending to delivery of instruction. So we want to encourage that we do all three.

We also know that FAPE depends on fidelity, and the effectiveness of our SDI is about our ability to adapt the content methodology and delivery of instruction with fidelity. And so if we say we're going to do something for a certain amount of time, we need to ensure the students are getting that content the way we designed it so that we can ensure that the student is engaged and has quality services. I'm going to turn it back to Kyle to walk us through the remainder of the steps for DBI, and we will then engage with our panel.

Kyle Allen: Thanks, Sara. So now that we have a better understanding of what makes up specially designed instruction, I think we can really move on to step 2, which is using the IEP to really develop a plan to progress monitor for reporting progress, as well as really continually guiding our instructional



decision making. And so we'll look at a couple examples here of how we can let our data really drive our decision making.

And so again, it's really through analyzing the data that we collect that we drive the decision making. So in this case, we have the initiation of the current IEP which we've really talked about as the first step for DBI. And now we have enough data here to really begin analyzing the effectiveness of our specially designed instruction. And so in this thought bubble this might be something that as instructors we ask ourselves. Does this data indicate that the SDI is working? As you can see, and really as a benefit of graphing data, we can tell, many students with disabilities will respond to that initial delivery of high-quality SDI. So long as it's aligned to the needs resulting from the disability.

And sometimes we have this other case where we analyze the data, we ask ourselves again, do data indicate that the SDI is or is not working? And in some cases, we determine that for some students with disabilities, that initial design of our specifically designed instruction perhaps isn't adequate. And so that really moves us into this next, which would be our third step, of data-based individualization. And this is where we're going to really use some of that informal data to develop a hypothesis about why the student is not responding.

We have progress monitoring data that clearly tells us that they're not making progress. So again, you can see in the case that they're nonresponsive we want to move and really try to find some informal diagnostic data to really help tell us why the student is not responding. So the following can be useful when we consider developing that hypothesis statement about why the student perhaps is not responding to that initial SDI.

Again, as Sara mentioned earlier, perhaps it's the instructional design, the content or the methodology. Perhaps it's the delivery or the fidelity of the specifically [specially] designed instruction that was delivered. And it can also be specific to the learner's needs and circumstances. Either way, NCII has a resource that can help educators formulate this hypothesis and that's through the utilization of the taxonomy of intervention intensity dimensions, refining the hypothesis.

And so on the next few slides we're going to look at some examples of how to actually use informal diagnostic data to form a hypothesis about why a student is not responding and also how to leverage that data to intensify the student's SDI. I'm going to read this, but I'll try to do it very quickly.

A scenario where we're using some informal diagnostic data and then we're going to formulate a hypothesis. So in this situation a teacher reviews classroom assessment data and conducts observations of the student's learning behavior. We know the student was nonresponsive to that initial delivery, we're now collecting this diagnostic data to perhaps determine why, why is it not successful. So behavior observations suggest that the student struggles to master skills as quickly as their same-age peers and needs more practice opportunities than their peers. So this educator, perhaps with a team of other educators, determines this hypothesis, which is if the student is provided

additional opportunities of direct instruction, feedback, and practice on target skills, then the student would move to mastery of these skills more quickly. All right.

Once we've formulated that hypothesis, that's where we're going to then brainstorm possible adaptations that really fit that hypothesis that perhaps meet the need of the hypothesis. So we're now moving into step 4, where we're looking at adapting, again, either intervention or, again, to this case, when we're talking about students receiving special education, really looking at adapting that specifically [specially] designed instruction that they are receiving through the IEP. Okay? So just remember, step 4 is really dependent on forming of the hypothesis.

So, again, same scenario. We have the same hypothesis here. And so now we're really asking ourselves, we have our hypothesis, and we know that we need to adapt our SDI. So, again, building on what Sara told us about all of these components of SDI, we really want to ask ourselves based on this hypothesis, what elements of our specifically designed instruction needs to be adapted? I'll give you guys just a couple seconds to think about that. And then of course I'll give you the answer as well.

In this case, what we really want to do is adapt our methodology. We want to consider how the instruction is delivered or the practices and approach to the teacher is using to teach. Okay? We're going to look at a couple different scenarios here. So again, another student that perhaps is not progressing with our initial design of SDI. So we really need to formulate a hypothesis of why perhaps they're not. So again, we can make a correct adaptation to the SDI. So we do have some diagnostic data, some informal data, that indicates that the student has difficulty applying decoding strategies to words with short and long vowels, especially I and E. Okay.

So our hypothesis here is if the student is provided explicit instruction in decoding short and long vowels, then the student will improve their decoding and oral reading fluency. So again, considering this hypothesis, what specific element of SDI would we want to adapt. For this scenario. In this scenario, we're looking at adapting the content. The what, right, is being taught.

I think I have one more, and I'm going to move quickly because I want to give time for our panel. I think that's really the biggest thing we want to highlight today is our panel. So for this last one, fidelity and observation data indicate that the student is becoming more frustrated and less engaged in the intervention. So our educator here hypothesis if the student was more engaged and able to control their frustration, then the student would benefit more from academic instruction.

So again, step 4, we want to ask yourself based on that hypothesis what kind of adaptation to the specifically [specially] designed instruction do we need to adapt. So in this situation, again, looking at adapting the content, the what. All right. So once we've made that adaptation, it's really now just this continual process of monitoring the student's response to these additional adaptations to the specifically designed instruction. And we say at least six to eight data points and there's really no limit to it. It's just continually looking at that progress monitoring data in relation to their goal and determining is the progress that they are making sufficient or not in terms of how many data points it



really does depend but I think you would have to at least have six to eight data points to even begin to make that determination.

And so this is just kind of a graphical example of that. So the teacher here made a change to the original SDI, they made an adaptation. And she draws another phase line here. This would allow the teacher to assess the impact of the SDI with the new adaptation in comparison to the SDI without the adaptation.

Again, we're back to analyzing, any time we have data on a graph we always wanted to consider this analyzing piece and ask ourselves is this sufficient progress. In this case the student is certainly making progress, which is indicated by that upward trend line. However, the progress really is not sufficient to help that student reach that ultimate goal. So in this case, we would really reconvene as a team to review additional diagnostic data and identify new intensification strategies that can help the student reach their goal. So I think what we all need to understand, that DBI really is an ongoing process that's based on student responsiveness to a specifically designed instruction.

As we adapt, we continually progress monitor and depending on if they are responsive or nonresponsive it's just a continual cycle through this where we would then look at additional diagnostic data, make additional adaptations, and continually monitor a student's progress. Right? So I mean, essentially it can look like something like this, where in this graph we can see this team is utilized several adaptations through the data-based individualization process to adapt the student's specifically designed instruction. Okay. All right.

So I'm excited for you guys to hear from our panel but I'm going to kick it back to Sara to really get us started with the panel. So Sara, go ahead.

Sara Evans: Thank you, Kyle. I really just wanted to hit home this is an ongoing process, and we have three panelists from the state of Wyoming who have taken this initiative and made it a statewide process. They come to us, actually, Jennifer Hiler is currently in Colorado, but led this process at the state department level for the Wyoming Department of Education, Keri Jenkins is a special education teacher currently in the Laramie County School District, as well as Sarah Finch, and have all taken part in the DBI process for specially designed instruction for roughly five-plus years, their insight and background and how it applies is extremely helpful to understand what Kyle and I discussed today.

So I'm going to ask Sarah and Keri to turn on their cameras. Kyle is going to stop sharing the PowerPoint so we can see each panelist a little bit better. And I am going to ask each one of them a couple of questions and they're going to take an opportunity to share their experiences with this process. So Jennifer, let me start with you today. Can you please describe how the state department set up and coached the DBI and SDI process?

Jennifer Hiler: Okay. So this was a few years ago, so I'll try to remember the best I can. But really our intention was, we did some broad statewide awareness, but quickly wanted to hone in on our



teachers. And so starting small was kind of our mantra. We put an application out there, we gave information of course, about this whole process, year-long commitment, had a few teachers in a few districts, and we kept that same idea as far as now you're committed to this process. We're gonna work through this with you. Let's just do this with a couple kids. Maybe one kid, maybe two kids. We're not gonna get this too overwhelming to begin with. And so I think that our idea was to start small, we wanted to show student success. And success is whatever that means for that particular individual student. Right?

And so if we were able to keep it very targeted and intentional for our teachers to begin with, our teachers started to see the success right away with the kids, and the other two panelists can speak beautifully to that, it's so exciting to hear. So it's kind of building that small little cadre community of coaches or trainers, if you will, right? And the idea was that we build the capacity within our special ed teachers and that they go ahead and continue to support that with their students of course and with other professionals within their building or their district.

And I think that as far as the state side collecting data, we really wanted again, to collect that student-level data, to show success, right, we wanted to show that we have something, we implemented this, we're going through this process, we have a result. We see something. And it was -- it was very exciting for me to see because now as a teacher back in the classroom, I continue to use all of these practices, whether I have a problem-solving team with me or not with a particular student.

I just use all of the things that we implemented in Wyoming to think through for my students. I think that is -- is that kind of a nice little summary of how we got started? Start small. Show success.

Sara Evans: And you built a cohort across the state.

Jennifer Hiler: Yes. And I guess to add to that, we also believed strongly and I still to this day, the powerful trainers and voices are the people that are doing it. Right? So you're going to hear from two teachers that are doing it. And that's the power in it. They are doing it. So we wanted the voices in the field to come out.

Sara Evans: Thank you, Jennifer, I appreciate your response. Keri, I have a question for you. What evidence do you have as a practitioner that supports the use of DBI with special education students? Have you seen a reduction in behavior, have you been able to reduce services for students? How have you been able to engage differently with your students?

Keri Jenkins: Okay. Yes, so I just wanted to say I've been teaching special ed for about, gosh, 24 years, so this is my sixth year of using DBI. And I have to say that going through this process and following the framework has really changed my teaching and my thinking along the way. And so just to begin with, I used to do the progress monitoring, thought that I would gather data from my students, look at it once



a quarter, show my students, thinking that I was doing everything right, and I wasn't seeing that growth.

And after being trained in this system, I just saw all these components that were necessary to follow through. And I think the biggest thing for me and my students has been sharing the data with my students and really having those conversations with them. Before, I think I had their data notebooks, I would say, look, you grew this much, and we put the data notebook on shelf and move on and go to the next thing.

But they have buy-in, we would talk about their goals and really look at things. And a conversation that I would have with my students is, if you're not showing growth, it's not because of you, it's what I need to do as a teacher, as well. If you're not growing, I need to change the way I'm teaching you, or look at an evidence-based program that's going to fit your needs. And so really having those conversations.

As far as seeing the growth, I like to tell a couple stories. I had a second-grade student I saw for reading, and he was on a behavior plan, and we just looked at that data every week and he understood what that meant. We talked about what the graph looked like, what the trend line was, he could interpret that to his parents, he could talk about his growth and things like that. And he really showed ownership of that.

And as we saw the increase in his reading skills and his fluency start to build, lo and behold, his behavior really improved as well. And pretty soon we actually graduated him from his behavior plan, and he did a cute little video at the time and was so proud and showing that. It's really neat, because now he's a fifth grader and he was a second grader, and he doesn't even receive reading services anymore. And just to have that ownership and he saw that it made a big difference with him. And it was tangible, and he could see that.

And there were times, my goodness, he was a challenge, and I would sit down with my coach, I had a coach from the state, I'm like oh, my gosh I feel like we're hitting a brick wall. What can we do? And he would take me back to a lot of those steps that we just went over. And just putting in that time and looking at, it's not that I changed my entire thing of what I was doing, it was like I was really honing in on what he needed. So, yeah, when I look at the data, I look at it a lot differently than I did before.

It's just not little pieces on a graph. It was, gosh, this is what they need. And then I've seen myself grow as well as when I developed those IEPs, we're changing things in the state of Wyoming as well, writing our PLAAFPs a little bit differently and talking about needs and impact, the impact statements and those types of things, and so I find a lot of my DBI training coming into that as well. Did that answer your question?

Sara Evans: Wonderful. My takeaway from what you said is that it wasn't in addition to what you were already doing, it sounds like, maybe I'm using a different word, but the process you used in determining what the student needed. I love that, because I feel like special educators are feeling

overwhelmed and this isn't in addition but helping them do the great work they are willing doing but amplifying to a way that really makes a difference. Thank you for sharing that. What a valuable insight you have on that.

Keri Jenkins: Thank you.

Sara Evans: Sarah, can I ask you a question? As a new DBI coach in the state of Wyoming and special education teacher, how has this impacted your instruction in meeting the individualized needs of your students?

Sarah Finch: Yes, so DBI has changed everything about how I teach. When I first started, however, I will back up a little bit and say that it was very, very overwhelming for me. So I've been teaching about almost nine years now. And I've been doing DBI for about five years, implementing for five years and coaching for about three years.

But when we first started DBI, it was really overwhelming for me because I understood the big concepts, but I had to do it and implement it in order to really see what I was doing of. It really was very overwhelming, but because of what Jennifer was talking about, starting out small and growing bigger it, really helped me just focus on one piece and one element of it at the time.

What was so encouraging about amplify coaching is I was already doing a lot of things, and we all are. We're all teaching, all trying to do the best we can to meet the needs of the students. But what we found out was I was able to fine-tune the lens of my teaching and then through the DBI process, I started to just have all these aha moments over the years.

So DBI impacted the special education process to really understand the big picture of those big, high-stakes assessments, so those grade-level outcome measures, understanding where benchmarks lie, all the way down to really fine tuning what type of assessments we were looking for to actually progress monitor our students. And just digging in with more assessments instead of taking one big test and trying to determine from that. It wasn't as efficient. And then all the way down to writing our goals. And then making sure that we had taxonomy and understanding what interventions we were using and if we were doing it with fidelity.

So DBI has been this thread throughout the entire special education process. And so as I'm fine-tuning everything throughout the years of doing this and having coaches and being a coach, I'm really able to understand how to intensify my teaching and the need to have really good teaching just continued to grow. And I continued to see things in my lens of teaching became stronger, all the way down to wanting to be so intentional with students coming into the classroom and not with panic or fear, but with encouragement and intensity. It helped me build how I was engaging with my students, and how my students' behaviors were increasing or decreasing.



I think a huge piece is sometimes the differentiation between how special education is viewed and how regular education is viewed within a school, and sometimes they're pretty separated. And so through DBI, and having data and having that fidelity data of how much time I had with students and the progress monitoring and whether they are engaged, all those really good pieces, we were able to bring that to grade level PLCs and have conversations with our principal, which opened up the eyes of our school.

As time went on, we were able to make healthy changes in our building, such as a big issue for us was the schedule. And making sure that our interventionists and special education teachers had the time that they needed to pull the kids and teachers were able to really respect and honor the resource time and then we were honoring and respecting that tier 1 instruction. And it would bridge the communication of teachers and parents and students, and I loved what Keri said about empowering the students, that has been huge.

I have so many similar stories, too, of sharing data with kids and making an impact with them and kids would look forward to that progress monitoring day because it's just that one quick check. It's not this big long assessment you're just checking the specific skill and monitoring that and growing that. But it's everywhere. It's been awesome.

Sara Evans: Thank you, you get me excited just looking at you. We've had a couple of questions come in on the chat that I just want to provide some clarification or give you an opportunity to provide some clarification around. Jennifer, would you kind of explain when you built the capacity for coaching within state of Wyoming, were you only using were the coaches out of the teaching role? What did that look like?

Jennifer Hiler: When I first started it was outside, so the state was utilizing state coaches to come in to support that initially. Then to then grow it to, like Sarah right now, a teacher becoming a coach through that process. So initially, there were some outside coaches. And I think what also is wonderful with this is that with somebody said earlier, like buy-in, you just need somebody who is ready, willing, and wanting to kind of go down this road. There's no check boxes as far as who it has to be in your building to develop that coach. But I think that it could be an administrator, a teacher lead, I love the idea that our special ed teachers are becoming those coaches. So it was outside, but then it has grown to be more internal within the districts, if that helps.

Sara Evans: Thank you for that clarification. This could be either Keri or Sarah. How have you as coaches or in the school created buy-in to this process? What has helped you get our staff members engaged or if you're working with staff members in our districts, how have you helped them engage, administrators, teachers?

Keri Jenkins: So I can speak and then Sarah, please chime in. I think going back to what Jennifer said, the buy-in for me was easy, because I was looking for something like this all along. As a special ed



teacher, I felt like I was kind of on an island by myself, and I was looking for a systemic structure, and so when I had the opportunity to learn more, I thought, finally an answer, you know, something. As Sarah said, it is very overwhelming when you start to begin, because you think, my goodness, it's something I'm going to have to create a whole new thing. And it's not. You just have to take it slowly, take it small.

And I'm also a coach. And I think sharing my stories with others and showing the success with other teachers and sharing resources. For me, when I went through that process of DBI and I was able to go through and research some of those evidence-based programs, that's where it really clicked for me. Because I think before, I was using a lot of, like, what some of the things that general ed curriculum was using, or some that title one was using? I didn't really have anything. This isn't what my kids need. They need something else.

So I was able to go through and do the research and look at the effect size and see what was working and what wasn't and what might students need. For me, that's where it clicked. I've heard other teachers say too that I've coached, wow, it really is eye opening, because you're going through the process and you're seeing that. So just kind of reassuring them and taking it slowly and saying, okay, you have to put the time in. I always tell the practitioners that I work with, I tell them that time is valuable. It's sacred.

Once I realized that, and filling out those fidelity logs and yes, I have 30 minutes, but by the time I got done, my gosh, all the interruptions, it was 20 minutes. And making sure that that time is secure and how important it is for the growth of our students. So I think just jumping in and being part of that.

Sara Evans: Thank you, Keri. Sarah, just to segue on that, they are asking: how do you create buy-in with students in this process when it comes to assessing, progress monitoring, and being much more direct with how you were instructing them?

Sarah Finch: It absolutely needs buy-in with students. My most difficult learners, my students with the highest behavior, because it shows their success, and for me, a lot of my students, we progress monitor weekly because the goals are so intensive it's that tier 3 instruction. So it has changed the culture of the classroom.

For me, we work on our specific goals. Everyone has their own very individualized plan, even though there are some students who are doing similar things like say, math. But on Thursdays, we progress monitor. And everyone knows that they're gonna progress monitor for their quick learning check. And you don't make it miserable and with practice, it becomes easier. When we first did it, we used to progress monitor monthly, and it was this big half hour sometimes, 40-minute long assessments and hard to determine what they were growing on.

So DBI helped me refine that into a specific skill tied to their IEP goal, and the students do their quick learning check and we graph it together, and then I usually do a little reward system for that so they



always look forward to that. But the students see weekly whether they grow or not, and then that's where the magic happens, because we have the conversation of encouragement, because you love your students. You know, I'm so proud of you, you worked so hard. Look what you did. You did that. And because you've been so intentional with your teaching, you already know the success that they are going to have.

On the other side of it, I have one student who will have really, really bad days, and, depending on which home he's in during the weekend, he will come to school and he will just bomb a data point. And that becomes a good conversation. You say, today was hard day, what should we work on? Let's make a plan for next week. And so you have this rapport building weekly with your students and you see all the this growth and caught the kids are proud and share it at progress reports and parent teacher conferences.

I had a kid take their graph and go to their classroom. You can have all those celebrations whereas before, like Keri said, plot your data point, let's keep going, and we did that. So it's very, very impactful for students. Because they see themselves growing.

Sara Evans: Thank you. We're getting close to time, and I want to thank you our panelists very much for joining us and the hard work you've done over the years mastering this. We do have additional questions in the chat box. We will get answers to you. We will speak with our panelists, or myself or Kyle will respond to your questions. There was a quick question around is this done middle school and high school. Yes, it can be done in all grade levels, so a quick answer there.

Before we end today, I wanted to share a few resources, I know we shared them. Kyle, if you go to the next slide, I appreciate it. If you're interested in hearing a little bit more about the DBI implementation in Wyoming, we do have some resources on the National Center for Intensive Intervention website and the project they did with these ladies, some of the ladies are featured in this. It does create a bigger picture and talks about families and students and some questions will likely be answered if you watch these videos.

We also have some additional supports and resources that have been conducted, another webinar on the comprehensive statement of aids and services. And then the tip sheets the PROGRESS Center offers, so if you want to dive deeper into that, you can look at those resources at promotingprogress.org.

For those of you interested, the PROGRESS Center has a virtual event we host every year. It's our second year. It's August 2nd through the 4th. And you can check out registration at promotingprogress.org, it will be opening up here very soon. And we will be having a day where NCII is presenting information and resources that. We encourage to you register for that and -- wells the secondary level to highlight a few of our targeted points. Please visit us on Facebook, Twitter, or [promoting progress](http://promotingprogress.org), sign you were for our newsletters and I'm going to send it to Kyle to look at resources at NCII.



Kyle Allen: Yeah, I actually saw a message come through the chat where one of our attendees mentioned the wonderful resources that are available through our NCII website. So that is [intensiveintervention.org](https://www.intensiveintervention.org). There are several resources just starting with DBI, getting more information on what exactly is DBI, we have lots of information on getting ready, so lots of resources on readiness, how to begin how to implement DBI. Our panel would speak to these resources as well. I know they leveraged and utilized many of the resources to do the things they spoke about today. So very helpful that everyone on the call today would utilize these free resources through [intervention.org](https://www.intervention.org). And I think that's it.

We just really want to thank you all for taking the time, we really want to thank our panel, we know that we could talk about DBI and SDI all day, but I think what teachers and educators really want to know is how do these initiatives get implemented and how are they effective. So special thanks to our panel, but also again, thanks to everyone who took the time to come learn more about DBI and SDI. If you would, please just complete this brief survey. You can get your phone, smartphone, and scan this QR code that will take you to a survey where we would then utilize that data, much like we talk about with DBI and SDI. Leveraging that data to look at our future events and how to make those more meaningful. I think that's it. I know there's a disclaimer here.

Sara Evans: There was one more quick question about whether we're going to be able to get back to Q&A questions. We will. We'll email you the answers if you didn't get a chance to answer them today, we're making sure we will get answers off to you. Our registration has not opened quite yet. It should be open in the next week or two, so please check back at PROGRESS Center if you would like to attend our events in August. We would love to have all of you back.

Kyle Allen: Yeah. And then we'll leave you with Sara's and my information. Feel free to reach out to us again, these are the websites for PROGRESS Center as well as the national center or intensive intervention and we hope you have a wonderful day. And again, thanks for attending.

Sara Evans: Thank you.

