

“Providing Intensive Intervention using Data-Based Individualization (DBI) in Academics”

Slide 3 (“Today’s Webinar”): In today’s webinar, we will talk through what the center believes is the case for intensive intervention and why it is important. We will talk about how to use data-based individualization to provide intensive intervention in academics. We will provide a follow-up webinar on how to do this with behavior orientation either in December or January. We will also walk through the DBI process using a case example with a student who we have named Kelsey. We will have time for questions at the end so please feel free to type those into the chat and we will be keeping track of those as we move through today.

Slide 4 (“Intensive Interventions...”): So intensive interventions are intended to address students who have severe and persistent learning and/or behavior difficulties. These interventions should be driven by data and are characterized by increasing the intensity of the instruction provided. They should also be individualized based on data collected and again may target either academic instruction or behavior support.

Slide 5 (“The Need for Intensive Intervention”): There is a wide and varying need for intensive intervention across both the academic and behavior realms, and again today we are focusing on the academic piece, but we will bring in some elements of the behavior component where we feel it is relevant here today. The 2011 National Assessment of Educational Progress or NAEP data suggest that about 2/3’s of students with disabilities perform below that basic proficiency level in reading and math in the 8th grade. The same is true for students at 4th grade and nearly half were below basic in 4th grade math. Unfortunately this actually represents a small decline from the data that we are seeing in 2009. In addition we see that for students that have disabilities about 4 out of 5 are either unemployed or work in low-paying jobs as young adults. Although we have seen a nice decline in the dropout rate for students with disabilities in the last 10 years, they still tend to drop out a rate that is much higher than their non-disabled peers. Finally, we find that when we look at schools that are implementing tiered intervention initiatives across both behavior and academics, many feel that they have just not been able to sufficiently address students who have the most intensive needs. Either they are not certain what to do or in their focus on those core and secondary intervention supports that they’ve devoted a lot of time and energy to, they just haven’t gotten to that tier 3 or most intensive level. So that is part of the reason why we are here today.

Slide 6 (“The Need for Intensive Intervention”): Another important piece of this is that when we look at the data at evidence-based standardized intervention programs, so those common tier 2 instructional programs or remedial curriculum programs that you have in place in your school,



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what we find is that about 3 to 5 percent of students do not respond to those when they’re delivered, even with fidelity and in a well designed and step-by-step format. Despite the fact that these programs have been shown to be generally effective for students demonstrating difficulty, there still seems to be this small percentage of students for whom these interventions simply are not a good match or where they are not enough. While on average we may find that students who receive one of these evidence-based interventions improve by an effect size of, lets say .5 or improve by 10 percentile points or some measure like that, that’s an average and there are still students performing at the low end of the range for whom these interventions just are not enough. Part of the reason for that may be that these are the kids who present with some very significant and individual differences, and part of this may also be due to the fact that when conducting these studies students are typically identified as at-risk and often the cut-point for identifying students as being at risk is at the 30th, 35th, or even 40th percentile range. So what we find is that some of the very responsive students in these studies may actually be some of the higher performing kids in that group of at-risk students and the same in terms of responsiveness may not be true for students performing at the very low end.

Slide 7 (“What does this suggest?”): So what does this tell us? Number 1: Although these standardized, evidence-based interventions may be effective for many students, so again what I am saying here is not that we should throw them out. That is not the case. What we are saying is those tier 2 or evidence-based programs are very important for a large group of students who have some kind of low achievement or who are presented as being at risk in some area, either math, or reading, or behavior, or some combination. However, for the students with the most intensive needs they are likely to be insufficient. So there is this small percentage of kids, that even a well designed tier 2 program delivered with fidelity just won’t be enough. And kind of hand in hand with that, there’s likely not a silver bullet intervention program that’s going to meet the needs of all students who present with these significant and persistent academic or behavior challenges. So there really isn’t necessarily one go-to program and the reason for that is these are students who present with some very unique and individual differences. And for that reason, a program that is designed around their individual needs is going to be necessary to facilitate progress and we believe that student’s data, that is their progress monitoring data, and the data we collect on the nature of the instructional or behavioral problems they are having should be used to guide the kinds of targeted intervention or instruction that we provide. In addition, principles for providing intensive intervention, which we will touch on later, should also be used to inform the instructional process. And I think it is always important to keep in mind, that we know, and I’m sure many of you know, many very talented teachers who already addressed and individualized their instruction for students. Many of them do this because they have very good



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skills in determining how to be responsive in the moment and many of them have been teaching for many years and have seen a wide variety of students, so have a good source of strategies that they can draw from to create more individualized programs for kids. Our suggestion is that a DBI process or a data-based individualization process may help them to be more systematic and data-driven in keeping track of those changes and in determining which of those changes may be the most useful for those particular students.

Slide 8 (“Who needs intensive Intervention?”): So who do we think needs intensive intervention? And the reason we think it is very important to be able to speak to this is that students with these intensive needs require a significant amount of support. This is not something that a school can or should be asked to do for a third or half of their population. This is really designed for a small percentage of students, again typically in that 3 to 5 percent range. And so our belief is that students with disabilities who are not making adequate progress in their current instructional program are candidates for intensive intervention. So this means a student who has an IEP, who is consistently not meeting or making progress towards his or her goal is a candidate for intensive intervention. Second, we believe students with disabilities who present with very low academic achievement, and/or high-intensity or high frequency behavior problems may be candidates to move directly into an intensive intervention approach. So in other words, these are students for whom the behavior or academic difficulty they present with is so significant that it’s unlikely that a standardized, typical tier 2 program is going to be enough to address their needs, or perhaps that there isn’t a tier 2 program that is a good match for their needs. Third, it may be that a student who is in a tiered intervention program, an RTI program, an MTSS program, a part of a school implementing PBIS, a student in one of those tiered systems who has not responded to a secondary or tier 2 program that was delivered with fidelity may be a student who is a candidate for intensive interventions. Again this student may have a disability, but he does not, or she does not necessarily have to have a disability. It could simply be a student who has gone through that tiered system and has been non-responsive to those secondary or tier 2 supports.

Slide 9 (“NCII’s Approach to Intensive Intervention”): So our approach to intensive intervention is what we call data-based individualization, as we’ve noted. DBI is a systematic method for using data to not only determine when an instructional program needs to be changed, but how to go about providing a more intensive intervention. The origins come out of the data-based modification, or experimental teachings, work that was first developed at the University of Minnesota by Deno and Mirkin, and then later expanded upon by others including Lynn and Doug Fuchs and others at universities throughout the countries. It is important to keep in mind that DBI is a process. It is not a single intervention program or single strategy and in keeping



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with that it is also not a one-time fix. It is unlikely that any single thing we do for students with these very individual and very intense needs is going to be sufficient. The point here is that we have an ongoing process that is informed by data that helps teachers and intervention teams to determine how to best target their instruction for a student.

Slide 10 (“Is DBI the same as RTI? Special Education?”): So we frequently have been getting the question about whether or not DBI, or data-based individualization, is the same thing as RTI or is it the same thing as special education. And I think that there are people who may think differently about this, but we would argue that there are many components of a DBI process that are going to be consistent with elements of special education and tiered delivery systems. And although DBI could certainly be a part of these delivery systems, they do not have to be a part of these systems. But these are some of the ways we may think of the DBI process as being perhaps complementary to tiered intervention to special ed programs.

First of all, within the tiered intervention system, it starts with a remediation program or a secondary intervention that is delivered with fidelity, there is progress monitoring used to determine the success of that intervention program for the student, and then teams convene to make decisions for students based on data. At this phase, however, it is much more likely that these team-based decisions will be about individual students and it will be about individualizing instruction rather than looking at group level or school or system level data, as you may see more of a core or screening level of an inner-tiered system, or at that secondary or tier 2 level.

With respect to its consistency within a special education program, first and foremost, is it rooted in the concept of individualized instruction or intervention for kids. So building a plan based on students' individual needs. Second, progress monitoring is used to inform whether students are making adequate progress toward those students' instructional goals or their IEP goals. And then finally, that IEP team or that data-based decision making team would get together and make decisions for the student to help them reach those goals. And within a DBI process, we would advocate that those decisions be made based on the level of progress that they are making.

Slide 11 (“Before starting DBI, consider the secondary intervention platform...”): But before starting a DBI process, we suggest that you always consider the secondary intervention platform that is in place. First, has the student been taught using an evidence-based secondary intervention that is appropriate for his or her needs? And keep in mind, when we talk about a secondary intervention or a secondary platform, we are referring to what you may think of as a



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tier 2 or strategic intervention, or as a remedial curriculum that you may use in your school to address students who have some kind of academic or behavior challenge.

So first, have you used a program that you have reason to believe is a good match for the student's skill deficit and has it an evidence base that yes, this is typically helpful for kids who presented as being at risk in reading, for example. The second question to ask is has the program been implemented with fidelity. That means did you cover the content the way it was designed and did you cover all elements of the content. Was the dosage and schedule consistent with what is recommended?

So, for example, if the program indicates that students should receive 30 minutes three times per week, did that happen? Or was the reality more that the student actually got 20 minutes once a week? And then finally, group size. Was there a group size that was reasonable for the needs of a secondary intervention program. So again, those are typically recommendations that students receive this instruction in a small group, and again, this is an area where some schools run into challenges in that they have a large number of students who may need a secondary intervention, so often times these groups end up getting larger than they are intended to be.

And then finally, has the program been implemented for long enough for a team to make a determination about risk. And this is both important when thinking about behavior and academics. So if a new behavior program has been put in place, have we done it for long enough that the student understands the assist and they have had enough time to determine whether the student is responding to the program that has been put in place. With respect to academics, has there been enough time for the instruction to occur and has enough progress monitoring data been collected for the team to determine that yes, the student is responding to what we are doing and they are making progress toward their goal in a way that we would like or not, has simply not enough time passed yet.

Slide 12 (“Secondary Intervention Platform”): So when we look at this graphic, the secondary intervention platform is the beginning of what we see as a broader data-based individualization process, that idea that we have made sure that we have delivered some instruction we have reason to believe works for most kids who present with academic or behavior difficulties.

Slide 13 (“NCII’s Intervention Tools Chart provides reviews of secondary intervention platforms”): If you’re not sure if your intervention program that you have in place in your school is evidence based, or if you are interested in learning more about other options for evidence-based programs, many schools have a menu of choices available for their staff. Our



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Intervention Tools Chart can be a good resource for helping folks to look at potential programs that may be out there and look at some of the research that has been done around those programs. We currently have a tools chart in academics. Some of you may be familiar with it from the work that the RTI Center did previously. And we are currently working on one for behavior, and that will be coming soon.

Slide 14 (“Secondary Intervention Platform”): So an example of how this may be applied to a student is we are going to walk through with Kelsey, here. So Kelsey is a fourth grade student who has emerged with a serious reading problem. She is reading at the early second grade level, even though she is in the beginning of the fourth grade. So Kelsey's teacher has selected a research validated program that addresses phonological awareness, word study, and fluency skills in an effort to help address some of Kelsey's reading problem.

Slide 15 (“Secondary Intervention Platform”): She has also made sure that the program is implemented with fidelity, she has ensured that Kelsey is in a group of no more than six students, the instruction is occurring with the amount of time and frequency that it is intended to occur and also for a sufficient duration, she is making sure that she is covering all of the components of the intervention program, all of those phonological awareness and word study and fluency components of the program, to make sure that when she makes a decision about whether or not it is working she knows that she has actually covered the material, and then she is using passage reading fluency as the progress-monitoring assessment. And she is collecting those data weekly. Some of you may know passage reading fluency as oral reading fluency. This would be another term for the same measure.

Slide 16 (“Caveat Regarding Secondary Interventions”): One caveat regarding secondary intervention that I think is important to think about as we walk through these examples is that there are a small number of students who may present with very significant academic or behavioral difficulties early on where a team may determine that the standardized secondary intervention delivered alone is not going to be enough to be effective. In those cases, an intervention team may choose to bypass the secondary platform alone in favor of moving to something that is more intensive. However, it is important that the decisions about bypassing that platform be made on an individual and case-by-case basis and that they are [break in audio].



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Slide 17 (“Progress Monitoring”): So as we walk through our process, we have delivered the secondary intervention program, we are using progress monitoring to determine if that secondary intervention is working.

Slide 18 (“Progress Monitoring”): And when we think about asking the question of whether it is working and making sure that we have selected a progress-monitoring tool that is appropriate we should consider, number 1, the frequency of assessment needed. Typically, we need several weeks to make a determination about whether a program is working for a student. So it is ideal, if possible, to collect progress-monitoring data once a week, or even twice a week, if possible. You also want to consider the reliability and validity of the assessment, so is it consistent in its measurement? So if I were to measure a student on a Tuesday and then again on a Thursday, am I likely to get similar results? And then also, is it valid in that does it assess what it is intended to assess? If I am giving a student a math assessment [break in audio] a lot of word problems included in that math assessment, how confident am I that I am measuring his math skills and not his reading skills? If he also has reading difficulties, is there a way for me to make sure that that assessment is also an appropriate measure of math for that child? And then similarly, if I am giving a math assessment and all it is assessing is calculation skills, for example, how confident am I that that actually generalizes to broader math skills? So is the assessment testing what we think it is testing for a given student?

And then it is very important that a progress-monitoring assessment be able to detect improvement in a student over time. So that on average, if we were to collect data every week, would we see small improvement if a student is actually making that improvement over time. So if an assessment is not able to detect small improvements over time, it may not be a good progress-monitoring tool.

And again, the Center also provides a tools chart on progress-monitoring that helps teams walk through these different components, as well. If this is something that you are interested in looking into more in depth, that would be a good resource for you, as well.

Another piece that is important to consider is what should the rate of change for a student be in order for them to meet his or her goals. So if a student is having data collected on passage reading fluency, are we setting appropriate goals given his or her age and skill level? And then also, again, as we have talked about, has there been enough time that has been allowed to pass to determine if the student is actually responding. It is unlikely that after a week or two you will have enough data to make a decision. We are planning future webinars that focus on progress-monitoring, and also, if you are interested in learning more about progress-monitoring for academics, we highly suggest that you visit the RTI Center's web site, RTI4Success.org.



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Slide 19 (“Progress Monitoring”): So as we walk through the progress-monitoring example for Kelsey, as we noted earlier, the teacher implemented a passage reading fluency assessment, and the reason she chose that is that for students functioning at a second grade level passage reading fluency is a very valid and reliable predictor of overall reading competence. So even though it is looking at increases in students' fluency over time, that is a good overall indicator of the overall ability of a student to develop their reading skills, including word study, phonological awareness and vocabulary and comprehension. It is a good single indicator for students at that skill level.

The progress monitoring tool has also been shown to be able to detect improvement for students of this age, and there is a rate of progress that is recommended that goes along with different progress monitoring tools. And for passage reading fluency that will vary somewhat by the vendor and the leveling of the assessment, but there are recommendations about that. And what we know from looking at Kelsey's progress-monitoring graph is that...

Slide 20 (“Progress Monitoring”): ...although she was getting the secondary intervention, she was not making enough progress to actually meet her goal. So if you look at the graph on the slide here, there is a goal line that shows an end-of-year reading goal of about 100 words per minute, and we can see that Kelsey's progress data, the data points that are shown in blue on the graph, they all indicate that Kelsey's performance is falling below that goal line, both if we look at the overall progress, really there is almost no week where she has met, even touched the goal line, and then also if we look at the four most recent data points [audio break] reached that goal line. So that tells us that it is time to make an intervention change. Enough time has passed that we know she needs it.

Slide 21 (“Next Steps”): So then we move to next steps. Despite the secondary intervention that has been delivered with fidelity, Kelsey is not making the progress we would like to see. So as a team, the intervention group decides that something more intensive is needed. And additional data will be collected to help the team determine how to individualize the intervention. So it is important they keep in mind here...

Slide 22 (“Diagnostic Assessment”): ...that the progress data helped us to determine when change was needed, now we are going to bring in what we call diagnostic assessment to help teams determine what changes are necessary for Kelsey. And that is designated here on the graphic by the gray circle that is at the middle of the graphic. And you will notice that that is sort of the bridge between the secondary intervention process where a student has gone from getting that intervention, having progress-monitoring data collected, it has been determined that



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she is non-responsive, and so we are moving to a diagnostic assessment to determine what her specific needs are. That is essentially the initiation of the DBI.

Slide 23 (“Diagnostic Assessment”): So again, the progress monitoring data told us when to make a change, the diagnostic data are going to tell us the nature of the intervention change that is needed, where to focus our instruction.

Slide 24 (“Diagnostic Assessment”): So there are a variety of potential data sources that could be used for conducting diagnostic assessment. We could use classroom based assessments or work samples, we could use error analysis of students' progress-monitoring data. That is not just looking at the overall score on that passage reading fluency, but it is going through and actually analyzing kinds of errors that the student is making. If the area of difficulty is behavior, this may be where our functional behavior assessment comes in. But again, we will talk about that more in a future webinar. And then where it is feasible, standardized measures may be used. However, we are not advocating that schools go out and buy every teacher a set of a very expensive standardized assessment tools. That is not the point here. But what we are saying is there is something that is already in place and it is being used and it is part of what the school is already doing, certainly that can be one data source. But it does not have to be the data source.

Slide 25 (“Diagnostic Assessment”): So for Kelsey, her intervention team decided that the teacher would conduct an error analysis of Kelsey’s most recent progress-monitoring data so they would get a sense of the kinds of errors she is making, and then they would also administer a phonics survey to determine her decoding strengths and weaknesses.

Slide 26 (“Intervention Adaptation”): So based on those results, the outcome of that diagnostic information, they would then determine an intervention adaptation.

Slide 27 (“Intervention Adaptation/Change”): Now, when we think about how to make an adaptation or an intervention change, we want to use the diagnostic data to determine if just addressing the secondary platform will be enough, or if it may be necessary to move to something completely different. So for example, it could be that we discover through doing more assessment that the student has been getting a secondary reading intervention that focuses on word study, when the issue really is more of a vocabulary and comprehension problem, so if that or a motivation problem. So that may be an example of a time when we may actually just continue the intervention being used.



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However, in most cases we believe that you should start by trying to adapt the existing intervention being delivered, and in that adaptation make efforts to make the instructional delivery more intense. And there are two kinds of intervention changes that you may want to consider, quantitative changes and qualitative changes.

Slide 28 (“Quantitative Changes”): So quantitative changes are probably the ones that you are most familiar with. A quantitative change may be where you increase the length or frequency or duration of an intervention program. You may decrease the group size, move from a group of seven to a group of two. You may decrease the heterogeneity of the intervention group. So by that I mean it may be that previously you have had kids with a variety of skill levels in an intervention group and by decreasing those differences you have made the students in that smaller group have more similar skills and instructional needs. Or you may increase the intervention act. So by that I mean you may provide more training for the person delivering the intervention, or you actually may change who the interventionist is. So you may move from having the intervention being delivered by a pair of educators to have it being delivered by a reading specialist.

In many cases, quantitative changes are going to be necessary to help facilitate progress, but they may not be sufficient when they are use alone for this group of students with the most intensive needs. It may be that there actually have to be changes in the way we deliver the use of qualitative changes.

Slide 29 (“Qualitative Changes”): So these may be made to the intervention platform and they are altering the way we deliver content or how the students are asked to respond to the delivery of that content or the amount to adult feedback that students receive or the type and frequently of the error correction that is involved.

Slide 30 (“Qualitative Changes”): So we have developed a list of principles of intensive intervention that are drawn from the research literature that has been done on this population of students with these most intensive needs and what we know about things that tend to work for this population. However, it is important to keep in mind that we are also talking about the group of kids for whom if I hand you a standard prepackaged program, it may or may not be sufficiently effective for that individual child. So it is important to consider your knowledge of the student when making determinations of about which of these principles you may choose to apply when making instructional changes.

Sometimes it can be tempting to try to make all of these changes at once; however, that may be, number one, daunting for staff, it may not be realistic to maintain, and in reality, it may



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be that not all of these principles are necessary for every child. So what we would recommend is that you start with one or a small number of these changes at a time, and then make evaluations of those changes before adding to or making substitutions.

We will have future webinars that walk through these principles in more detail and apply some case examples; however, to give you an introduction to what these principles are, I will walk you through this list briefly. And again, many of these are things that teachers are very good at doing. Many good teachers already apply these principles. DBI is about helping you to make that more systematic and match the kinds of intensifications you apply to the needs of the student.

So the first one is to use precise and simple language to teach key concepts and procedures. So that means keep your language short, keep it concise, and repeat the same kinds of language more than one time. Instead of saying things in different ways, try to keep consistent in that language. Present a lot of examples. And you may want to start with a fully worked example and then to move to partially worked examples as you walk students through the steps of the process and explain to them why it is important. Have them practice what you have done, and then have them tell you why what they have done is important.

Again, when you are introducing that concept it is good to not only walk through those examples verbally, but also show their steps in writing, and perhaps even provide those steps as some kind of a prompt or reminder for the student as they are becoming more comfortable with the process. So this may mean having a prompt card or a poster in the classroom to help them remember how to walk through steps.

For most of the students it may be important to break tasks into much smaller steps than you would for students who are a similar age who are performing at grade level. It may also be important to provide concrete learning opportunities, including role play activities or use of manipulatives. You want to make sure that your instruction is very explicit, so that you are telling students exactly what you want them to know, modeling that process, and providing sufficient repetition of that process so that the students have a chance to not only see it demonstrated but internalize that themselves, and also learn the steps of the process.

It is very important that students, once they have had those processes explicitly taught and modeled for them, that as they are working through examples and steps of the process that they are able to explain their thinking and use their own words to explain what it is that you taught.

Slide 31 (“Qualitative Changes”): Once you are fairly confident that your students are able to complete examples or complete processes accurately, that they are asked to do fluency building activities that may help them make this very automatic and so that they own the process. Once



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they are fluently producing that correct work, that is an indication that it is time to move on to a new concept. And then providing that ongoing process of that previously taught concept as part of later instructional activities will help them maintain the skills that they have developed. So again, it is teaching new concepts while providing some of that distributive practice of previously taught concepts to maintain [audio break] over time-saving steps from the examples you are providing, so that students take more and more responsibility.

And then, finally, providing explicit error correction to students, where students hear what they have done incorrectly immediately after it has happened, that the correct response is modeled for them, they understand why they have done what they did wrong, and then that they have a chance to then show the teacher the correct way to do the process before moving on to another example. So that when students make mistakes, they do not have a chance to practice those mistakes. And we will be doing future webinars to give you a chance to see how some of these principles may be applied in a typical teaching situation.

Slide 32 (“Coming Soon! NCII Adaptation Guides”): And then in addition, what we have coming soon for the public, these will be freely available, is adaptation guides that provide exemplars of this adapted, focused, intensive instruction in reading and math. It will provide explicit examples of how you might apply these principles in reading and math and different skill areas. We have identified the relevant common course standards that will be addressed in these different instructional activities, and these activities will include not only instructions for how to deliver an activity or game or lesson, but it will also include sample teacher talk, down-loadable materials, and worksheets for extra practice.

We will be adding to our website at www.intensiveintervention.org, so we encourage you to check the site periodically as we add to the materials that will be available. Again, these have not been posted yet, but they are coming very soon.

Slide 33 (“Intervention Adaptation”): So with Kelsey, the data suggested that she was inadequately relying on semantics when reading, so her teachers decided to introduce a tape recorder activity to help her monitor her semantic errors. And they also showed that she was having a hard time applying decoding strategies to vowel teams. So her teacher applied the following principles in intensive intervention to help intensify her decoding instruction: She increased the explicit instruction of vowel teams when they were delivered as part of the intervention platform, she incorporated fluency practice in those newly taught teams and specified mastery criteria that Kelsey needed to reach before she moved to a new skill, she was sure to provide explicit error correction when Kelsey made mistakes where she cued her into the



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mistakes she made, explained why it was an error, modeled the correct response and had Kelsey reply with that response before moving on, and she incorporated opportunities for Kelsey to practice her taught skills and she checked for the retention of those skills over time to make sure that Kelsey was not forgetting things when they were no longer were the focus of instruction.

Slide 34 (“Ongoing Progress Monitoring”): So after that adaptation to the platform, the teacher continued to progress-monitor Kelsey using passive reading fluency...

Slide 35 (“Progress Monitoring”): ...and, while she was improving substantially with this revised program, still they saw that her four most recent data points were still not quite at that goal line. She was still falling below the goal line. So given this, her teacher realizes that she is not likely to reach her goal, and so another instructional change is needed. So even though there is some progress, it is just not quite as much as she would like to see.

So the teacher, if she thinks it is needed, she may collect additional diagnostic data to determine what the nature of the instructional changes are that are needed. It may be that in her work with Kelsey she has a pretty good sense of what those changes need to be and may just make note of that and document that in her process. But she will then use that information to figure out what she may do next to intensify Kelsey’s program. She will continue to collect that passage reading fluency progress monitoring data, and then she will meet with the intervention team when the time comes and evaluate Kelsey’s progress and further modify the plan, as needed.

So what is important to remember here is that Kelsey’s lack of progress was evident before it was time for the team to meet again. Kelsey’s teacher is not going to sit there for another month, even though she knows that the program is not quite where she needs it to be – I am sorry, even though she knows Kelsey’s progress is not quite where she needs it to be. So she is going to make a well-informed instructional change and continue to collect data and take those data to the team. If the progress is where it needs to be, the team will say hey, that looks great, we keep moving with the program. If, in spite of those changes, Kelsey’s progress still is not where it needs to be, then the team will work together to come up with a plan for further intensifying Kelsey’s instruction.

Slide 36 (“In Summary”): So in summary, DBI, or data-based individualization, is an ongoing process that comprises assessment, intervention, evaluation, and adjustment of that intervention to maximize outcomes for students. It is not one single approach to instruction. It is not one single assessment. It is a process that comes together that helps teams work together to solve problems and focus an individualized intervention.



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For that reason, intensive interventions will not look the same for all students, and students requiring these interventions are likely to need them for a significant amount of time. Even if that initial intervention had been successful for Kelsey, it is likely that at some point another instructional change would have been needed for Kelsey to continue to make progress.

And that is where that progress-monitoring data comes in and is so important, because it helps cue the team to know hey, when is it time for us to adjust her instruction to make sure the student continues. With that in mind, it is also important to remember that there is no quick fix for this group of students. These students tend to have persistent and intensive needs, which is why this individualization is so important.

Slide 37 (“Caveats & Implementation Tips”): A couple of caveats to keep in mind: This is an intense process. If more than 3 to 5 percent of the students in your school seem to need this, you may want to consider evaluating your core instructional program, your school-wide behavior support, and the secondary intervention programs in place to see if they are meeting students' needs adequately.

Also, in today's example we gave a straight academic example. However, we realize that academic and behavior needs of support do not exist in isolation. There are often times where a student's program will be most successful if we combine both academic and behavior support to the student's individual needs. And we will continue to talk about this in future webinars and future case examples that we provide. When making intervention adaptations, it is important to consider choosing a small number at a time, because A, this helps keep it from becoming overwhelming, and it allows you to be more systematic in your process in determining what things seem to be working for the student and what things may be insufficient.

And finally, every student presents with unique needs when they require intensive intervention. So our example here was intended to provide an illustration of this process, but it not intended to be the step-by-step process you might use for every child with a reading challenge. It will vary based on students' individual needs, and it is important to keep in mind that some DBI processes will be much more involved and intense than others. Some students will require instructional changes much more often than others.

Slide 38 (“References”): So with that, I would like to open it up for any questions that folks may have.

Moderator: So thank you, Dr. Zumeta. We do have time for questions now. I am going to give her just a minute to read the question that has been submitted. If you have questions, please type them into the chat box so Dr. Zumeta can answer those right now.



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Question & Answers:

- *Dr. Zumeta:* Great. So this first question that we had come in is in the graph example. **Was Kelsey monitored using second grade probes or fourth grade probes?** And is this considered a strained DBI process or was it considered in this example? So that is an excellent question, and it is something that I should have touched on and I just went by that a little bit too quickly.

For the purposes of progress monitoring, you want to make sure you are monitoring students on skills that are likely to detect change. So by that, I mean that broadly speaking, when we are conducting screening for an entire school system, for example to determine how many kids are at benchmark and how many kids are not, even if we know a student is unlikely to meet the benchmark, we still would make sure we gave them their screening assessment at their grade level. Because that tells us from a system level how many students are performing at or near grade level, how many are below, how many are above, and so on. So for screening purposes, it is very important that we keep in mind that we want to assess kids at their grade level chronologically and not their skill level.

For the purposes of progress monitoring, which was this example, we would advocate that you monitor students on skills that actually reflect where they are in terms of their instructional level. So if Kelsey is functioning at a second grade level we would then collect progress-monitoring data on her using probes that are of a second grade difficulty level in terms of reading. And the reason for that is not that we do not want to see her get to the fourth grade level. We would love to see her get to the fourth grade level. But fourth grade level texts may not detect change for a student who is reading at a second grade level.

So for the purposes of evaluating her progress, we would actually use the lower level probe. Again, for the purposes of evaluating how well are all fourth graders in her grade doing we would continue to want to make sure we are monitoring at her grade-appropriate level.

- **When can we expect a research-based intervention tool chart?** So the Behavior Intervention Tool Chart I believe is coming in – I know the data are collected but I believe it will be published on the web site in the spring. And then the academic tool chart is updated annually, and the one that is on the chart right now – I am sorry, the one that is on the web site right now was just updated earlier this fall.



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Moderator: We do not currently have any more questions. I am going to give folks just a minute. While you are typing we will give you just a second to get that in.

Just to let folks know, the PowerPoint and the audio and the questions and answers will all be posted on the web site after the webinar.

Here is another question.

- *Dr. Zumeta:* **Okay, so the question is how long do interventions typically occur?** And that is a great question. And some of that will depend a bit on the progress-monitoring data collected. But typically, if you are collecting academic progress-monitoring data like oral reading fluency or nonsense word fluency or word ID fluency or in math some of the measures that you see commonly used by AIMSweb and others who produce those progress-monitoring tools in math, typically we need to see about six to nine data points before we are fairly confident of that rate of improvement or trend line that emerges. So for that reason, we would suggest that you collect data at least weekly so that you are in a position to make those instructional decisions within every six weeks or so.

However, once the instruction has been going on for a while, so it may take you six weeks at the beginning of the school year, once that instruction has been going on for a while you are actually able to look at your four most recent data points and make decisions based on that. Or you can look at the extent to which your trend line and your goal line hang together. So that may allow you to make more quick instructional changes within the course of the year as you collect data and evaluate changes in your instruction.

For students in behavior, again, the same principles do not translate 100 percent, and we will talk about that in a bit more detail in a future webinar, but what we can say is that you do need to get typically a couple of weeks to make sure that the student understands the program and the plan and so that we are sure that teachers are implementing the plan. But again, in the academic area, typically it is about six weeks.

Moderator: Is there another question?

- *Dr. Zumeta:* **Okay, so the next question that we have is at what point should you start looking at testing students for special education instead of continuing to modify the interventions you are providing?** So this is a great question, and this actually gets at, in part, what our center is about.



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As we talked earlier about, students with disabilities may be very good candidates for this intensive intervention process. And actually, this grew out of the experimental teaching research that happened in the Special Education Department at the University of Minnesota. So rather than thinking about this as a kind of a stop along the way to a special education referral or eligibility, you may want to actually think of it as the process your team will use to provide that individual and specially designed instruction for students once they have an IEP in place.

At the same time, the data collected as part of this process may be exactly the kind of data that inform a decision to refer a student for special education services. Because what you are showing here is that despite that high-quality tier 2 evidence-based instruction that most students profit from, this student did not profit. And then, even with another round of even more intensive and individualized instruction, this student continued not to profit. Or it may be that you are able to show that this student did not profit with that less intensive support and they continue to require this more intensive support in order to continue to progress. So as a team, the question may be if this kind of intensive support were to stop would this student make progress. If the answer is no, that may be an argument for a referral and a consideration of a special education placement or identification of a student with a disability.

- **In general terms, how does DBI differ from RTI?** So this is another very good question, and I think philosophically they are the same thing. I think what you want to think about when we think broadly about RTI is that that is a process that includes that school-level screening, those core instructional programs in tier 2 intervention, and here we are really talking about students who fall at the very top of that triangle or the students with the most intensive needs. So we are really talking about how you may think about providing instruction for those students who emerge as being the students who have the most intensive support needs in your tiered system. And what we are doing here is suggesting that rather than deliver an evidence-based program that has been shown to work for some students at risk, this is an approach that actually helps you think about how to target your instruction for students when that approach has not been effective. So philosophically, they really go hand in hand, but you may want to think of RTI as a broader system and DBI as an approach that kind of is built off of that use of data and intensification and individualization of instruction and use of instructional changes, but that is really intended for a very small percentage of students.

Moderator: I think we have time for one last question. Okay?



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- **Dr. Zumeta:** Okay, there is no prescription or concrete progression generally. When do I jump from nonsense words and or phoneme segmentation probes to oral reading fluency probes? Oh, Tyler, you are asking me one of my favorite questions. I am a progress-monitoring nerd, for lack of a better term.

The research says slightly different things, but typically the recommendation is that if you are going to use nonsense words fluency that the earliest you start using that for any kind of screening purposes or progress-monitoring purposes would be late kindergarten, and then that you use it through middle of first grade. If you are going to use nonsense words fluency, typically you want to move – at first grade, you typically want to also start collecting oral reading fluency data in the middle or end of first grade.

Another option at first grade, if you want to use the same measure across the entire year, is to consider word identification fluency. That has been the single measure that seems to do the best job of not only monitoring students' scores at specific time points for screening purposes, but also for evaluating progress across the entire first-grade year. However, that does not mean that if you want to use words, nonsense words and oral reading fluency instead, that you cannot. You certainly can. But there is that challenge of transitioning the assessment tool that you are using over the course of first grade.

Moderator: All right. I think we have got maybe a minute here for one more question if folks have one. If not, we will wrap up.

Dr. Zumeta: And I believe my email address is also on the slides that will be posted, and if folks have any follow-up questions please feel free to email me any time and I am happy to get back to you as soon as I can.

Moderator: Well thank you, Dr. Zumeta, for this wonderful information. This concludes our webinar today. We will email all participants the link to this -- and we would encourage you to take this brief survey to provide feedback on today's webinar. Your feedback is important to us and it will help us form our future webinars.

As a reminder, this webinar will be archived on our web site, the PowerPoint will be posted along with the Q and A document, and if we did not get to your question it will be included in Q and A document.

So please join us next month, in December, for part two of this webinar, Providing Intensive Interventions Using Data-Based Individualization in Behavior.

Thank you, and have a great Thanksgiving.



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Dr. Zumeta: Good bye.

