# The Five Steps of the DBI Process: Note-Taking Guide

## Module Overview

The content of this module is for individuals with a basic knowledge of intensive intervention. It builds on the Introduction to Intensive Intervention course and provides a deeper look at the five steps of the data-based individualization (DBI) process.

### Learning Outcomes

At the end of this course, you will be able to do the following:

* Explain how DBI supports individualizing and intensifying interventions.
* Define the five steps of the DBI process.
* Identify questions to guide implementation of the five DBI steps and identify resources to support implementation.

## Using the Note-Taking Guide

As you engage in the module, **take notes on the key themes** and **answer the summary questions** at the end of each section. After you complete the module, check your reflections against the provided responses at the end of this document.

## Section 1: DBI Step 1: Validated Intervention Program

The DBI process builds on a validated intervention program delivered with fidelity. The validated intervention program is typically an evidence-based standard-protocol intervention. Use this space to define key terms, jot down notes, and reflect on ways that would best support your learning.

### Notes

|  |  |
| --- | --- |
| Key themes  | Notes  |
| The five steps of DBI |  |
| Selecting a validated intervention program |  |
| Using evidence-based practices |  |
| Key considerations when selecting or evaluating validated interventions for DBI |  |
| Critical elements of a validated intervention program |  |
| The five elements of fidelity |  |

### Summary Questions

|  |  |
| --- | --- |
| Questions | Responses |
| What is the purpose of having a validated intervention program in place before beginning the DBI process? |  |
| How can you ensure fidelity when implementing a validated intervention program? |  |

## Section 2: DBI Step 2: Progress Monitoring

The second step of the DBI process focuses on progress monitoring. This step involves collecting, graphing, and analyzing student data to monitor their progress and determine how well they are responding to the intervention.

### Notes

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| --- | --- |
| Key themes  | Notes  |
| Considerations for progress monitoring |  |
| Identifying a measure: key characteristics |  |
| Setting a goal |  |
| Analyzing progress monitoring data: behavior |  |
| Tools to support graphing data  |  |
| Determining responsiveness |  |

### Summary Questions

|  |  |
| --- | --- |
| Questions | Responses  |
| What are the key steps of progress monitoring in DBI? |   |
| How do you analyze progress monitoring data to determine if a student is responding to an intervention? |   |

## Section 3: DBI Step 3: Diagnostic Data

For students who are not responsive to the validated intervention program, the team uses diagnostic data to develop a hypothesis about why the student is not responding. Diagnostic data also may be used to understand a student’s specific skill deficits and strengths or to identify the environmental events that predict and maintain the student’s problem behavior.

### Notes

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| --- | --- |
| Key themes  | Notes  |
| Considerations for diagnostic data |  |
| Examples of diagnostic data sources |  |
| Integration of academics and behavior |  |
| Clarifying questions to use when developing a hypothesis |  |

### Summary Questions

|  |  |
| --- | --- |
| Questions | Responses  |
| Why collect additional diagnostic data for students not responding to interventions? |  |
| What are some potential sources of diagnostic data? |   |

## Section 4: DBI Step 4: Intervention Adaptation

After developing the hypothesis, the teacher or team brainstorms possible adaptations that address the hypothesis. These adaptations are then used to intensify and individualize the intervention for the student.

### Notes

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| --- | --- |
| Key themes  | Notes  |
| Considerations for intervention adaptation  |   |
| Individual versus group adaptations |  |
| Strategies for adapting interventions |  |
| Documenting and monitoring fidelity  |  |

### Summary Question

|  |  |
| --- | --- |
| Question | Response  |
| What strategies can you use to intensify interventions? |   |

## Section 5: DBI Step 5: Progress Monitoring

While implementing the intervention adaptations, the teacher continues to collect progress monitoring data at regular intervals to determine responsiveness. Students whose data indicate responsiveness continue with the adapted intervention. The team returns to reviewing diagnostic data for students whose data indicate nonresponse. The teacher will analyze additional data and consider additional adaptations.

### Notes

|  |  |
| --- | --- |
| Key themes  | Notes  |
| Considerations for progress monitoring |  |
| Example: Student response to an adapted intervention |  |
| DBI as an ongoing process |  |

### Summary Questions

|  |  |
| --- | --- |
| Questions | Responses  |
| Why continue progress monitoring after adapting an intervention? |  |
| What do you do if the student is still not responding after an intervention adaptation? |   |

## Sample Responses

This section presents sample responses to the questions provided after each section. You may use these responses and compare them with your own responses.

|  Section |  Summary questions |  Sample responses |
| --- | --- | --- |
| Section 1: DBI Step 1 | What is the purpose of having a validated intervention program in place before beginning the DBI process? | * To provide an evidence-based starting point for the intervention.
* To ensure the intervention targets student’s needs.
* To establish a baseline of a typical response expected.
 |
|  | How can you ensure fidelity when implementing a validated intervention program? | * Use implementation logs to track adherence, exposure, quality of delivery, and so on.
* Provide training and feedback to interventionists.
* Assess student engagement and program differentiation
 |
| Section 2: DBI Step 2 | What are the key steps of progress monitoring in DBI? | * Use validated measures aligned to student goals.
* Collect data at regular intervals (e.g., weekly).
* Graph data to visualize progress.
* Analyze data to determine if student is responding.
 |
|  | How do you analyze progress monitoring data to determine if a student is responding to an intervention? | * Compare student data to baseline, goal line, and expected trajectory.
* Look at trends in data: Are the results improving across time as expected?
* Examine the data’s stability: Is there a consistent pattern?
* Review fidelity data.
 |
| Section 3: DBI Step 3 | Why collect additional diagnostic data for students not responding to interventions? | * To understand why the student is not progressing as expected.
* To identify specific skill deficits or problem behaviors.
* To develop a hypothesis about the student’s inadequate response to the current program.
 |
|  | What are some potential sources of diagnostic data? | * Classroom observations, work samples, error analysis
* Standardized assessments, curriculum-based measures
* Feedback from teachers, parents, and the student
* Functional behavioral assessments
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| Section 4: DBI Step 4 | What strategies can you use to intensify interventions? | * Change skill level of the interventionist or the group size.
* Adapt instruction, materials, and curriculum.
* Increase practice, feedback, and opportunities to respond.
 |
| Section 5: DBI Step 5 | Why continue progress monitoring after adapting an intervention? | * To assess if the adapted intervention is working.
* To determine if further adaptations are needed.
* To monitor student response across time.
 |
|  | What do you do if the student is still not responding after an intervention adaptation? | * Gather more diagnostic data to reexamine the hypothesis; Refer for comprehensive evaluation, if warranted.
* Consider additional adaptations to better meet the student’s needs.
* Modify the intervention again and continue progress monitoring.
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