

Michigan's MTSS Technical Assistance Center (MiMTSS TAC)

formerly Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Readiness for Implementation of Data-Based Individualization (DBI)

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

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April 13, 2020



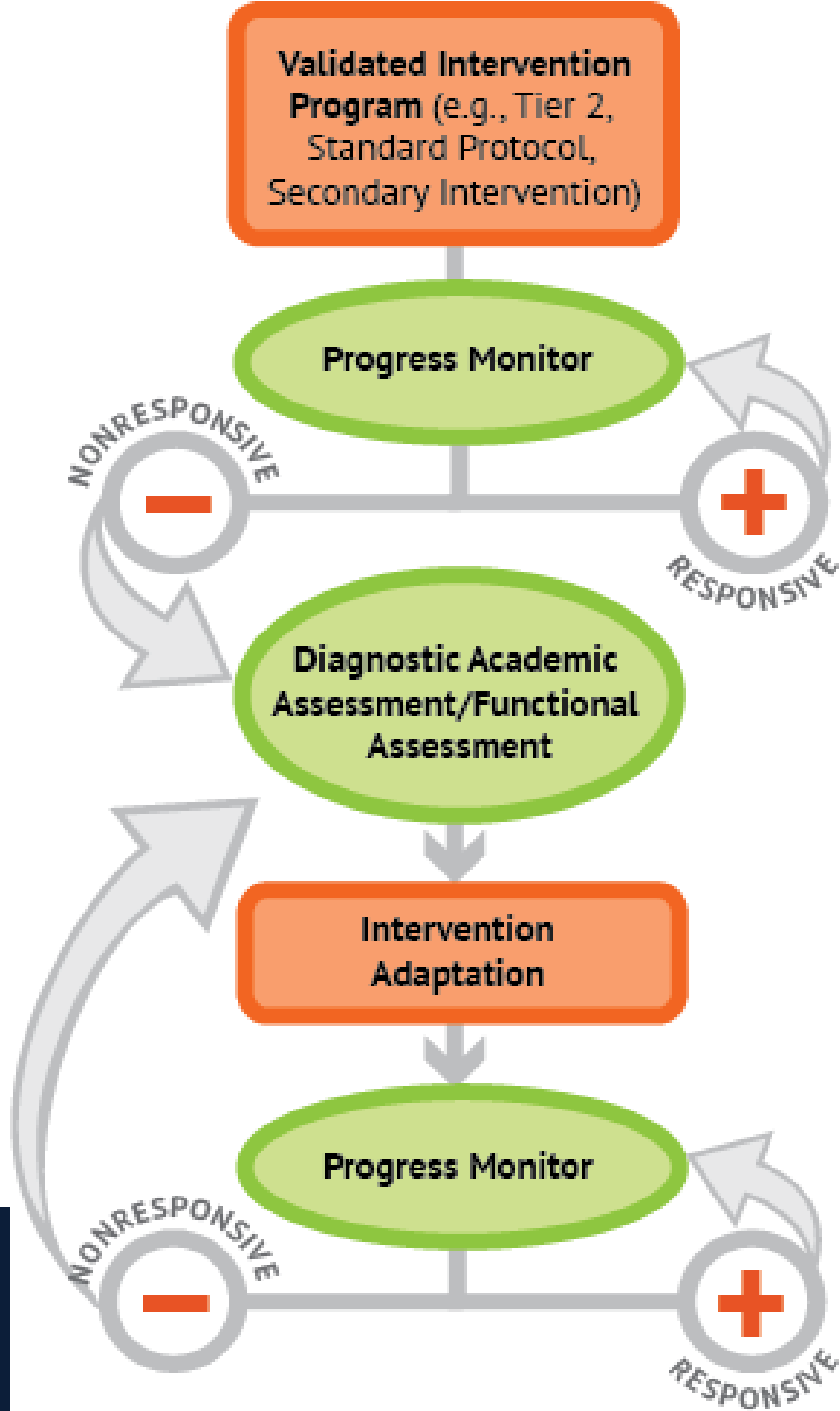
mimtsstac.org

Readiness begins with an
understanding of what is Data-Based
Individualization (DBI)

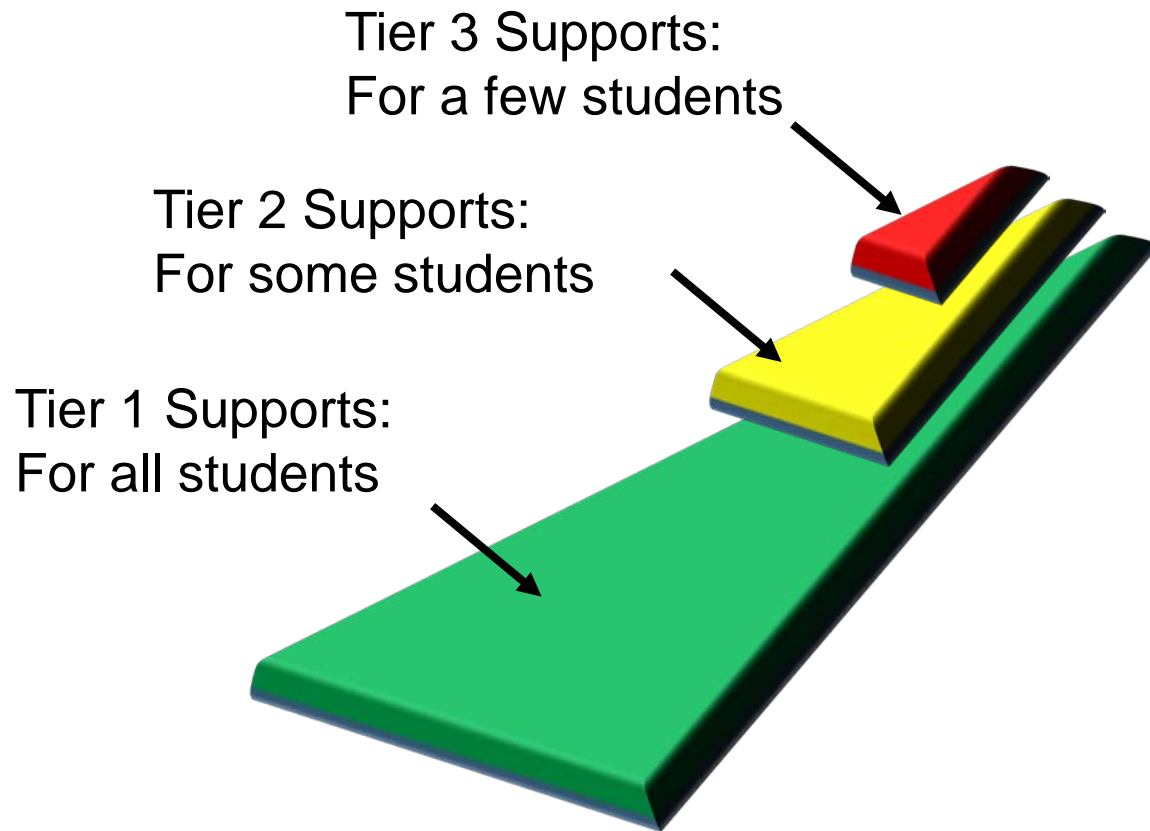
What Is Data-based individualization (DBI)?

A systematic method for using data to determine *when and how* to provide more intensive intervention.

- Originated with data-based program modification (experimental teaching), which was first developed at the University of Minnesota (Deno & Mirkin, 1977).
- It is a process, not a single intervention program or strategy.
- It is not a one-time fix, but an ongoing process comprising intervention and assessment adjusted over time.



Layering Tiers of Supports



Understanding Readiness for DBI

Readiness to Implement

Readiness is the degree to which the organization (i.e., school, district, state) and the people working within it are positioned to undertake the complex process of change (Arden & Pierce, 2019, Fixsen, Blase, Horner, & Sugai, 2009)

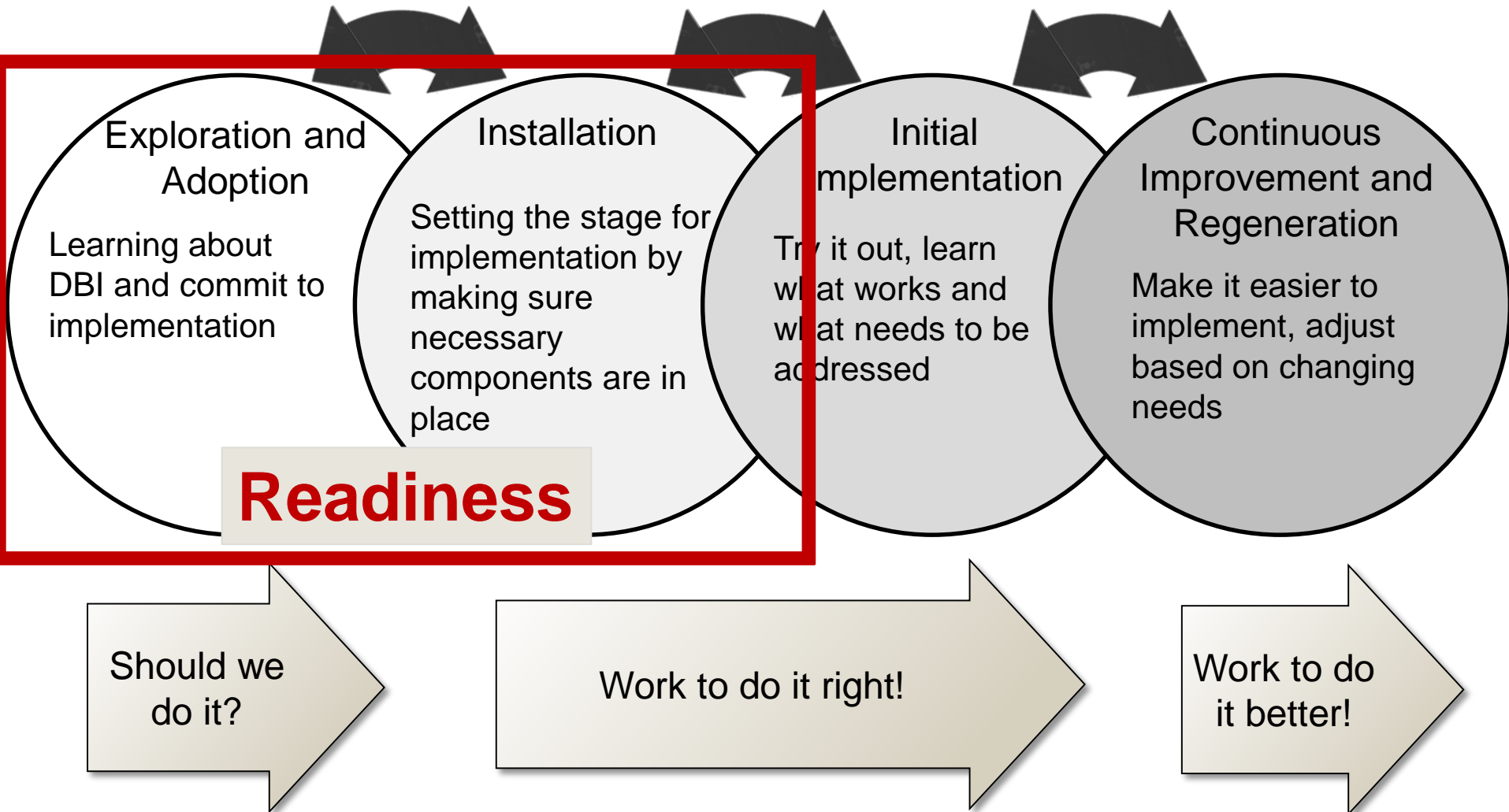
Why Spend Time with Readiness?

We want to:

- Help promote the correct and consistent implementation of DBI (i.e., fidelity) and fidelity leads to meaningful outcomes
- Increase likelihood of sustainability
- Increase likelihood of scalability
- Reduce “false starts”



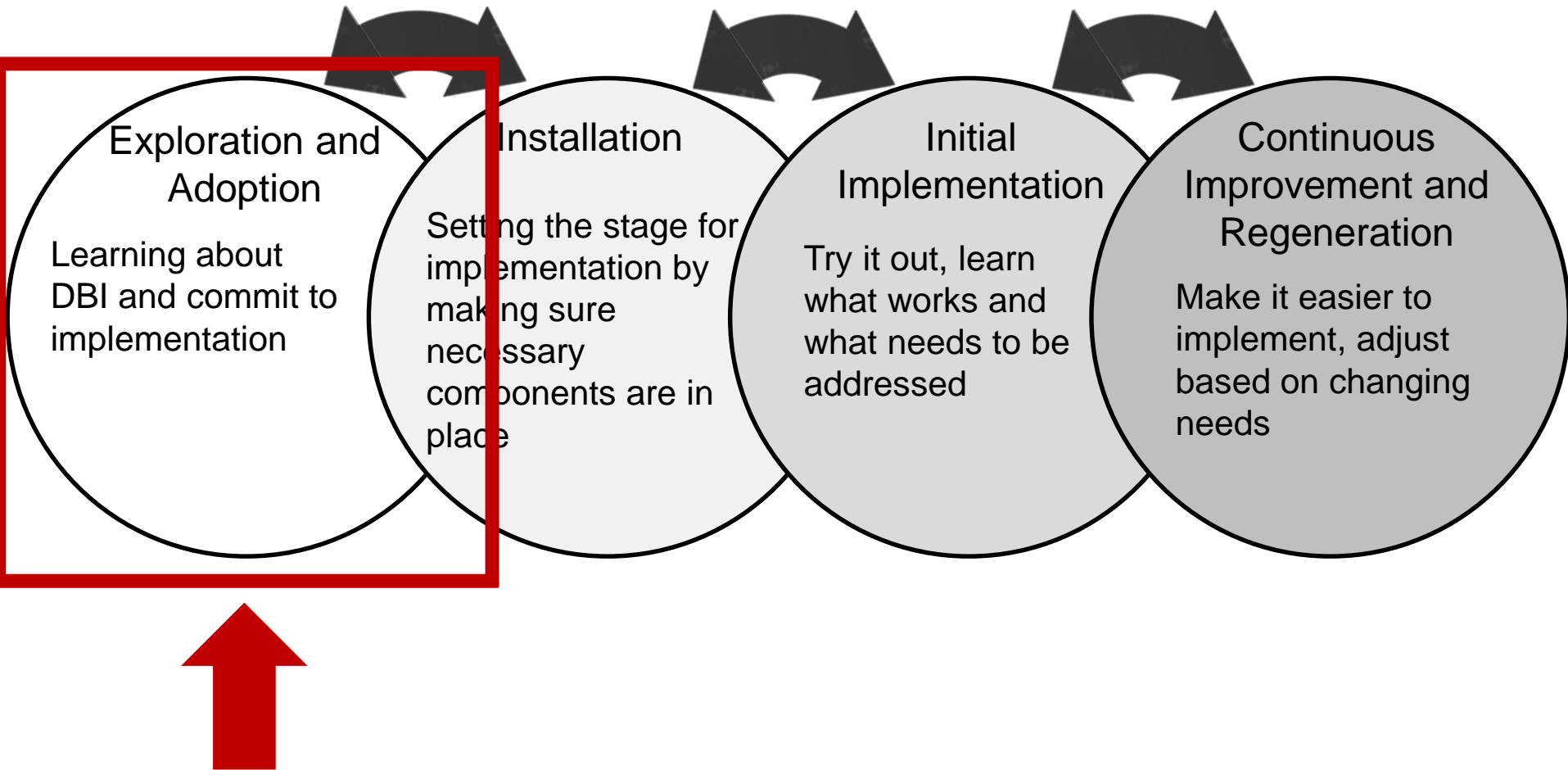
Stages of implementation



Readiness: Exploration and Adoption

Clear understanding of what is to be done, how it will be done, and the resources and timelines for doing it. Commitment to implement is then confirmed.

Readiness for Adoption of DBI



Why invest in exploration?

- Increase confidence that it is the right thing to do and that we can do it right
- Addresses both adaptive and technical concerns

The Hexagon: An Exploration Tool

Metz & Louison (2018)

IMPLEMENTING SITE INDICATORS

CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

PROGRAM INDICATORS

EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

SUPPORTS

Expert Assistance

Staffing

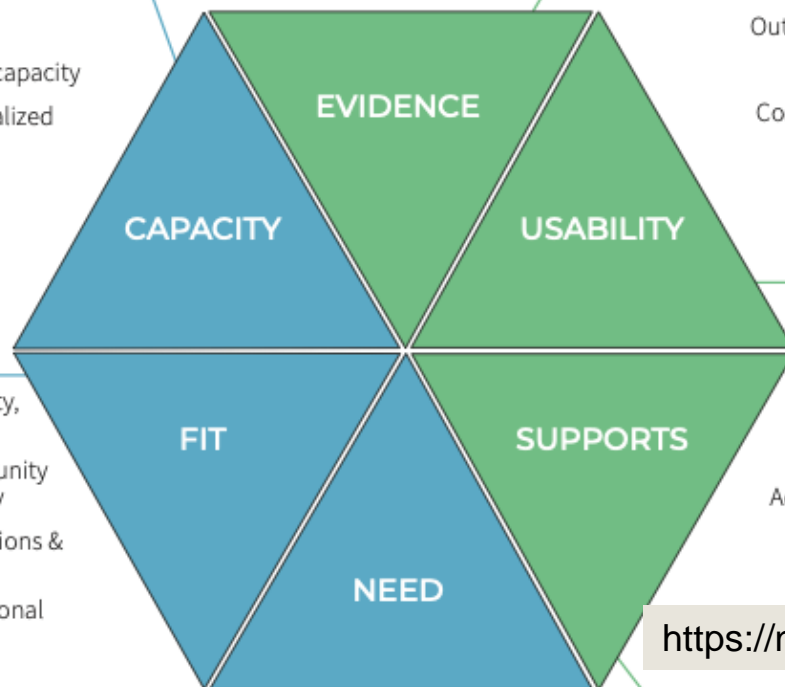
Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System



<https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool>

Exploration/Adoption Considerations

Is it the right thing to do?

- Need for DBI
- Evidence that it will help our students
- Fit within our program
- Usability-can the process be transferred to our program

Can we do it in the right way?

- Capacity to provide necessary resources
- Supports assistance to help us do it well)

How do we help others to better understand and commit to DBI implementation?

Is it (DBI) the right thing to do?

- Need

- Are there data that illustrate an opportunity for improving outcomes for our students with significant and persistent need?
- Is there a perception of need... from educators? from students? from families?
- Is the work of implementing DBI relevant to our addressing our needs?

Why Do We Need Intensive Intervention?

More Help



Validated programs are not universally effective programs; 3 to 5 percent of students need more help (Fuchs et al., 2008; NCII, 2013).

More Practice



Students with intensive needs often require 10–30 times as much practice as their peers to learn new information (Gersten et al., 2008).

Is it (DBI) the right thing to do?

<https://intensiveintervention.org/resource/what-does-literature-say>

Article Citations

2019

Filderman, M. J., Austin, C. R., & Toste, J. R. (2019). [Data-based decision making for struggling readers in the secondary grades](#). *Intervention in School and Clinic*, 5(1), 3–12.

Fuchs, L. S., Fuchs, D., & Gilbert, J. K. (2019). [Does the severity of students' pre-intervention math deficits affect responsiveness to generally effective first-grade intervention?](#) *Exceptional Children*, 85(2), 147–162.

Gilmour, A. F., Fuchs, D., & Wehby, J. H. (2019). [Are students with disabilities accessing the curriculum? A meta-analysis of the reading achievement gap between students with and without disabilities](#). *Exceptional Children*, 85(3), 329–346.

Lemons, C. J., Sinclair, A. C., Gesel, S., Gandhi, A. G., & Danielson, L. (2019). [Integrating intensive intervention into special education services: Guidance for special education administrators](#). *Journal of Special Education Leadership*, 32(1), 29–38.

Lindstrom, E. R., Gesel, S. A., & Lemons, C. J. (2019). [Data-based individualization in reading: Tips for successful implementation](#). *Intervention in School and Clinic*, 55(2), 113–119.

Lloyd, B. P., & Wehby, J. H. (2019). [Teacher implementation and intensification of behavior supports within and across tiers: Introduction to the special section](#). *The Elementary School Journal*, 119(4), 535–541.

Sanetti, L. M. H., & Luh, H.-J. (2019). [Fidelity of implementation in the field of learning disabilities](#). *Learning Disability Quarterly*, 42(4), 204–216.

Williams, K. J., & Vaughn, S. (2019). [Effects of an intensive reading intervention for ninth-grade English learners with learning disabilities](#). *Learning Disability Quarterly*

Zumeta Edmonds, R., Gandhi, A. G., & Danielson, L. (Eds.). (2019). [Essentials of intensive intervention](#). New York, NY: Guilford Press

2018

Al Otaiba, S., Petscher, Y., Wanzek, J., Lan, P., & Rivas, B. (2018). [I'm not throwing away my shot: What Alexander Hamilton can tell us about standard reading intervention](#). *Learning Disabilities Research & Practice*, 33(3), 156–167.

• Evidence
That it will help
our students?

Is it (DBI) the right thing to do?

- Fit

- Does the philosophy of DBI fit within the culture of the school staff?
- Is there alignment with our values?
- Is there room for this work to take place?

- Usability

- Do our staff perceive the DBI practices to be useable and practical?

Can we do it (DBI) in the right way?

- Capacity

- Do we have individuals who have basic skills to implement DBI?
- Are they willing to implement DBI?

- Supports

- Can we have professional learning available for DBI?
- Will there be a team to support implementation?
- Will administration support DBI?

Readiness: Exploration and Adoption...

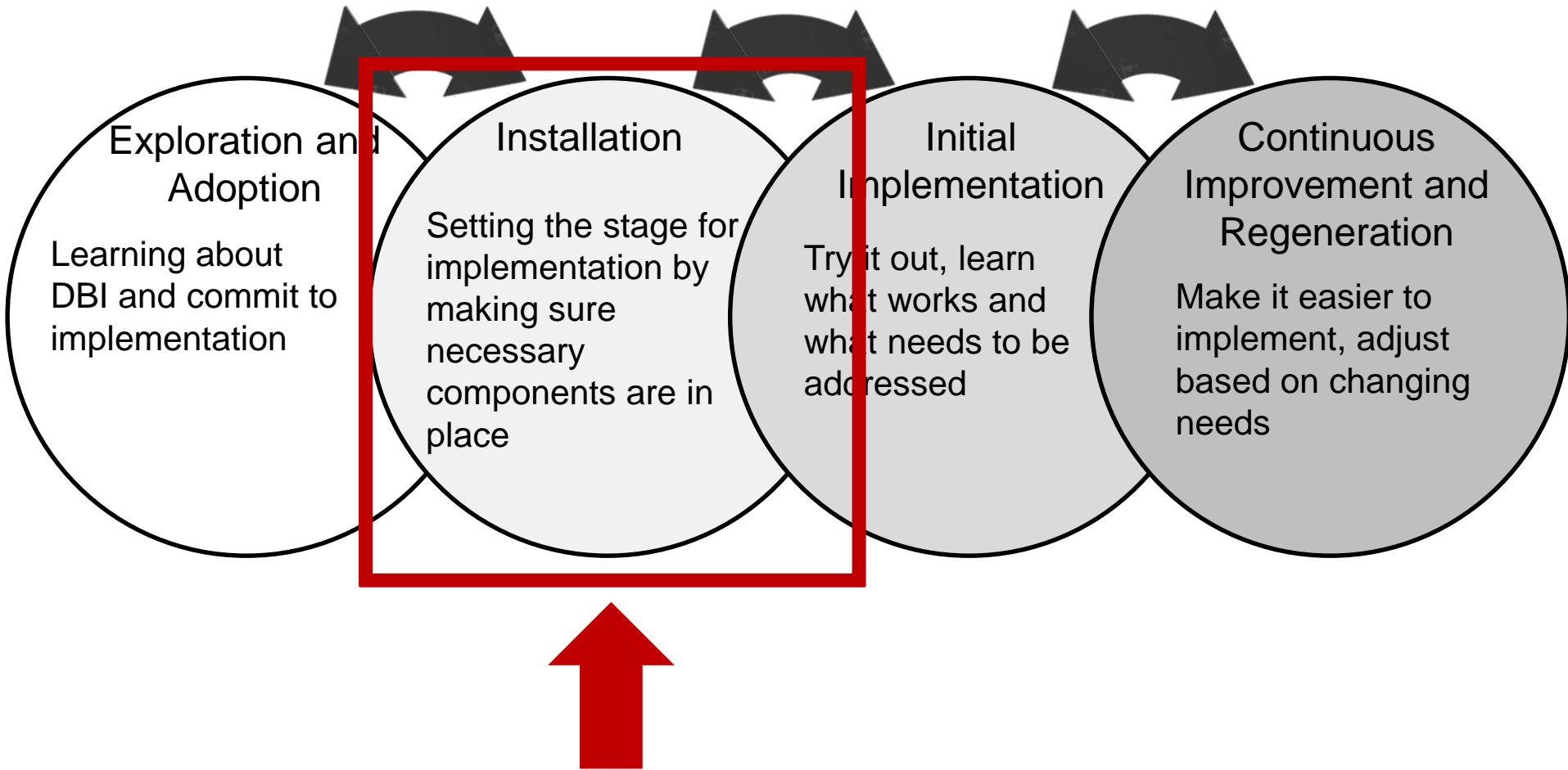
The End Result

- Do we understand what is DBI?
- Do we understand what would be needed to implement?
- Are we committed to implement?

Readiness: Installation

Setting up the infrastructure, developing skills to implement and providing the resources needed for DBI implementation

Readiness to prepare for implementation of DBI



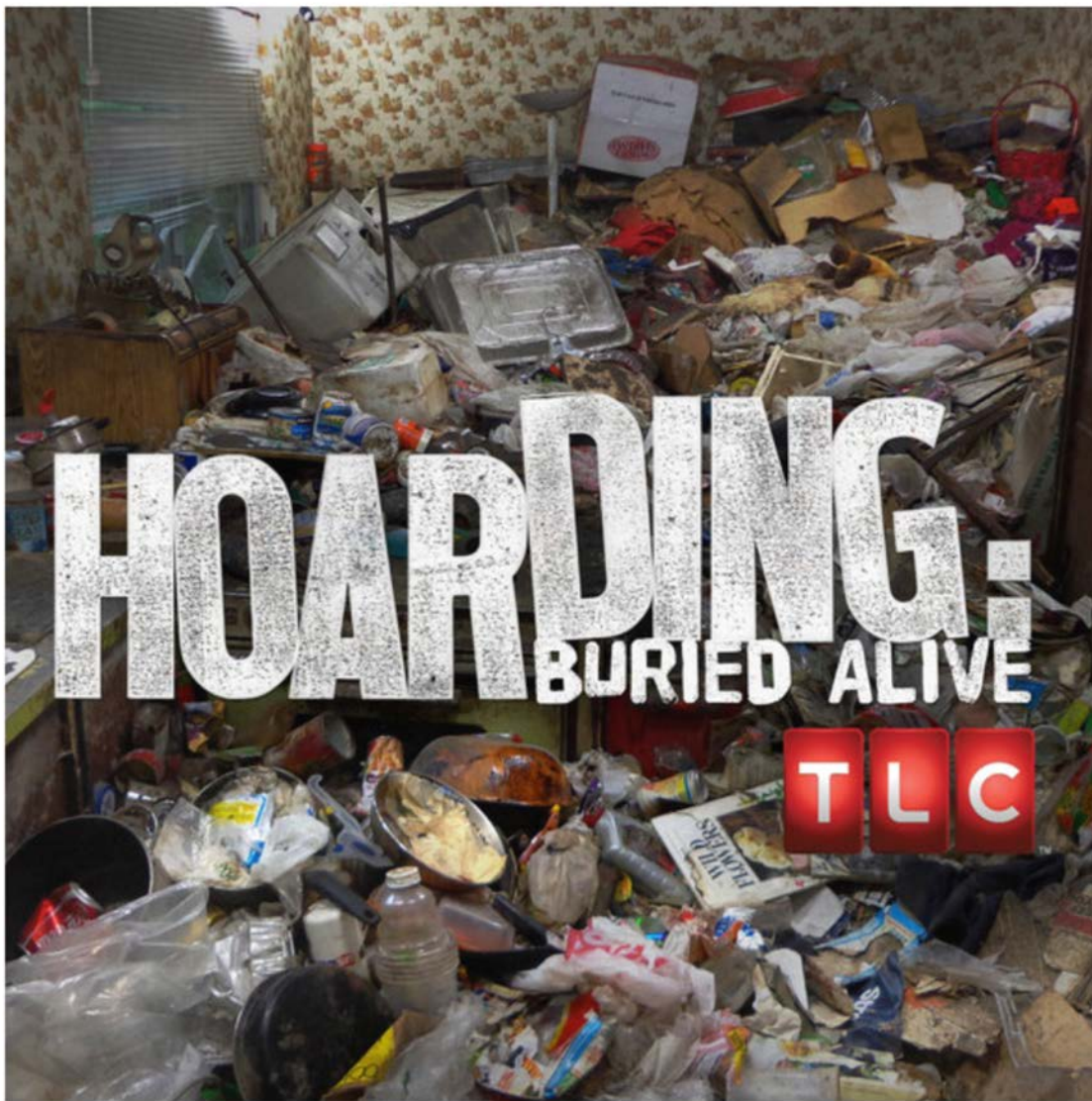
Make Room for the Work:

Aligning with key initiatives

- Aligned systems are more likely to be implemented correctly and sustained over time
- Alignment builds on initiatives by leveraging funding, training, and evaluation in ways to improve MTSS/DBI implementation.
- It also supports efficient, effective, and sustainable practices.

Alignment Identification and Resolution

	Initiative A	Initiative B	Shared common ground	Conflicts or competing variables	Possible alignment opportunities	Resolution decision
Philosophical engagement (theory of action)						
Focus of the defined work (Purpose)						
Support activities						
Measures and evaluation						
Outcomes						



Making Room for the Work

For each initiative
added-take two
others away

Identify implementers (doers and supporters)

- Interventionist
- DBI Team (use existing teams whenever possible)
- Team membership includes
 - Understanding of student
 - Understanding of DBI and intensifying interventions
 - Understanding context where intervention takes place
 - Ability to assign priority and allocate resources

Provide for Professional Learning

- Identify
 - Professional learning content
 - Provider(s) of professional learning
 - Receivers of professional learning (interventionists, intervention team)
- Schedule for access to professional learning
- Plans for coaching for feedback, technical assistance with problem-solving

Essential Professional Development for DBI

Key topics

- DBI process
- Assessment for decision making
 - Progress monitoring
 - Diagnostic assessment
- Intensive intervention practices

Plan for

- Initial training with coaching supports
- Refresher training
- New staff training
- Ongoing implementation and refinement

Allocate time for planning and doing

- Intervention planning meeting
 - Planning, reviewing, modifying intervention plan
- Intervention time for working with student
- Utilize structured meeting agenda that utilizes data for problem-solving

Tools for Intervention Team

<https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings>

Initial Meeting Agenda

(30 minutes)

Note: This is a sample protocol. Teams should modify the agenda as needed to fit their schedule, team structure, and so on.

Roles	
<ul style="list-style-type: none"> • Facilitator: Explains the purpose of the meeting and keeps the participants on task. • Referring Teacher: Completes premeeting process, describes the student, and shares student data during the meeting. • Scribe: Takes informal notes and tracks brainstorming ideas in a visible space. • Timekeeper: Times each section of the meeting and helps the team adhere to the allotted time. • Note-Taker: Takes formal notes for documentation using a template. 	<ul style="list-style-type: none"> • • • • • • •

Step
<i>Complete the Premeeeting Form and bring graphed progress-monitoring data, sample progress-monitoring probes, relevant work samples, and other available diagnostic data.</i>
1. Introduction and purpose
2. Describe the student and share data
3. Ask clarifying questions to create hypothesis
4. Review evidence-based strategies for intensification
5. Prioritize and plan

Progress-Monitoring Meeting Agenda

(15–30 minutes)

Note: This is a sample protocol. Teams should modify the agenda as needed to fit their schedule, team structure, and so on.

Roles	Recommended Team Members
<ul style="list-style-type: none"> • Facilitator: Explains the purpose of the meeting and keeps the participants on task. • Intervention Provider: Discusses implementation and student progress in the intervention. • Scribe: Takes informal notes and tracks brainstorming ideas in a visible space. • Timekeeper: Times each section of the meeting and helps the team adhere to the allotted time. • Note-Taker: Takes formal notes for documentation using a template. 	<ul style="list-style-type: none"> • Referring staff member • Intervention provider • Content specialist • Coach • Administrator • Classroom teacher • School psychologist • Social worker • Special educator • Parent (as available and appropriate)

Step	Who	Time
<i>Compile and bring graphed progress-monitoring data, sample progress-monitoring probes, relevant work samples, and diagnostic data (if needed).</i>	<i>Intervention provider</i>	<i>Before meeting</i>
1. Summarize the student plan and discuss implementation of the plan	Facilitator	2 min.
2. Review progress-monitoring data and additional data	Intervention provider	3–7 min.
3. Group questioning and hypothesis	Team	3–5 min.

Intervention planning

<https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings>

Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

Dosage

Increase opportunities for practice and corrective feedback.

- ☐ Increase the length of intervention sessions.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐

Alignment

- ☐ Increase instructional time for the target skill.*
- ☐ Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- ☐ Focus on discrete skill instruction within the target skill.

Assessments

- Identification of diagnostic and functional assessments
- Identification of progress monitoring
- Process for collection, summarizing, analyzing data

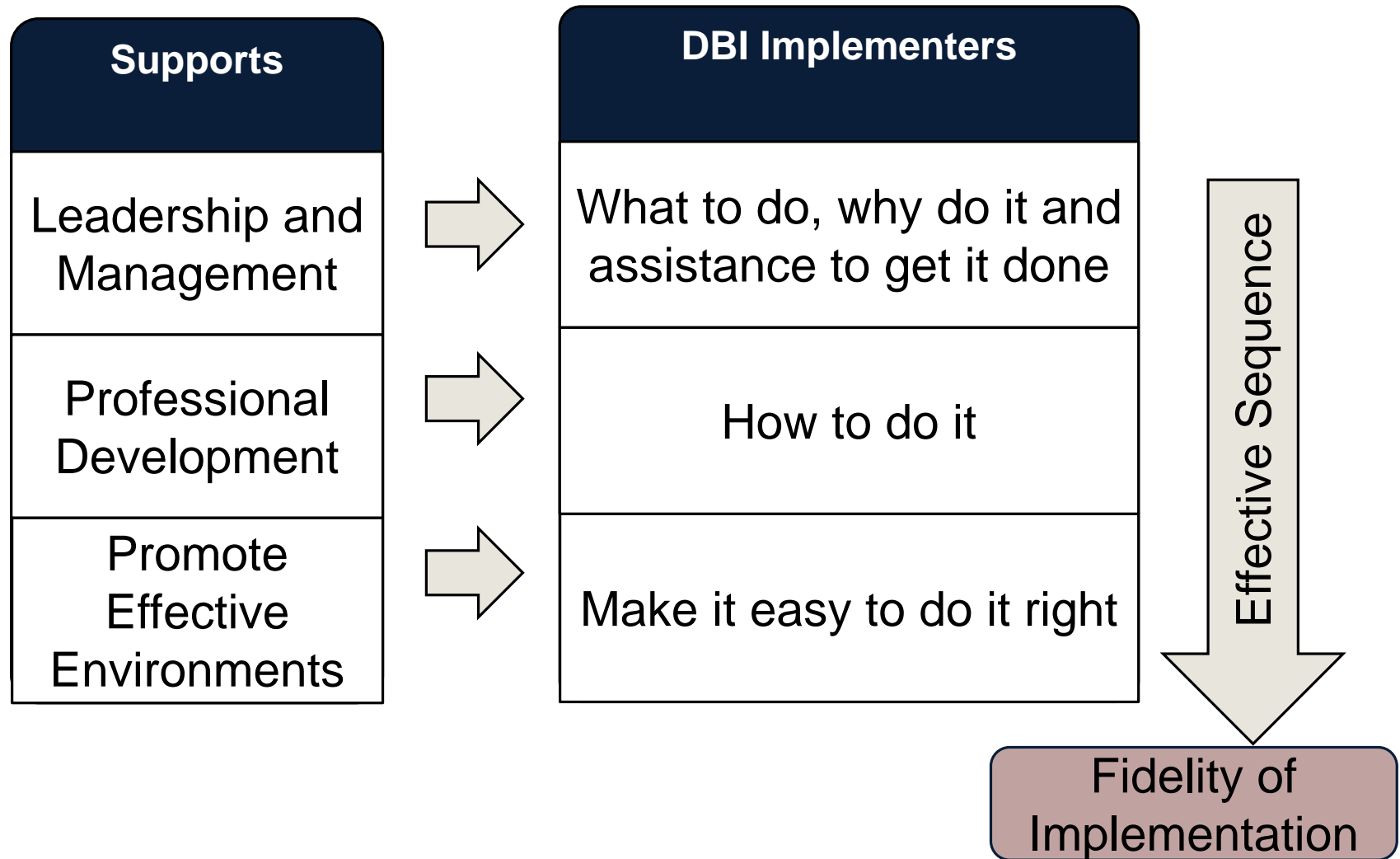
Resources for Identifying Assessment Tools

- NCII staff or other technical assistance providers
- NCII website
 - Academic Progress Monitoring Tools
<http://www.intensiveintervention.org/chart/progress-monitoring>
 - Behavioral Progress Monitoring Tools
<http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>

Communicating DBI Process

- With interventionist/implementation team
- With educators (e.g., grade level, school level, district level)
- With parents/families
- With other stakeholders or supporting agencies

Supports for DBI Implementation



Consider Fidelity of Implementation

- Are we implementing the practices correctly and consistently over time?
- Students cannot benefit from interventions they do not experience!

from Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

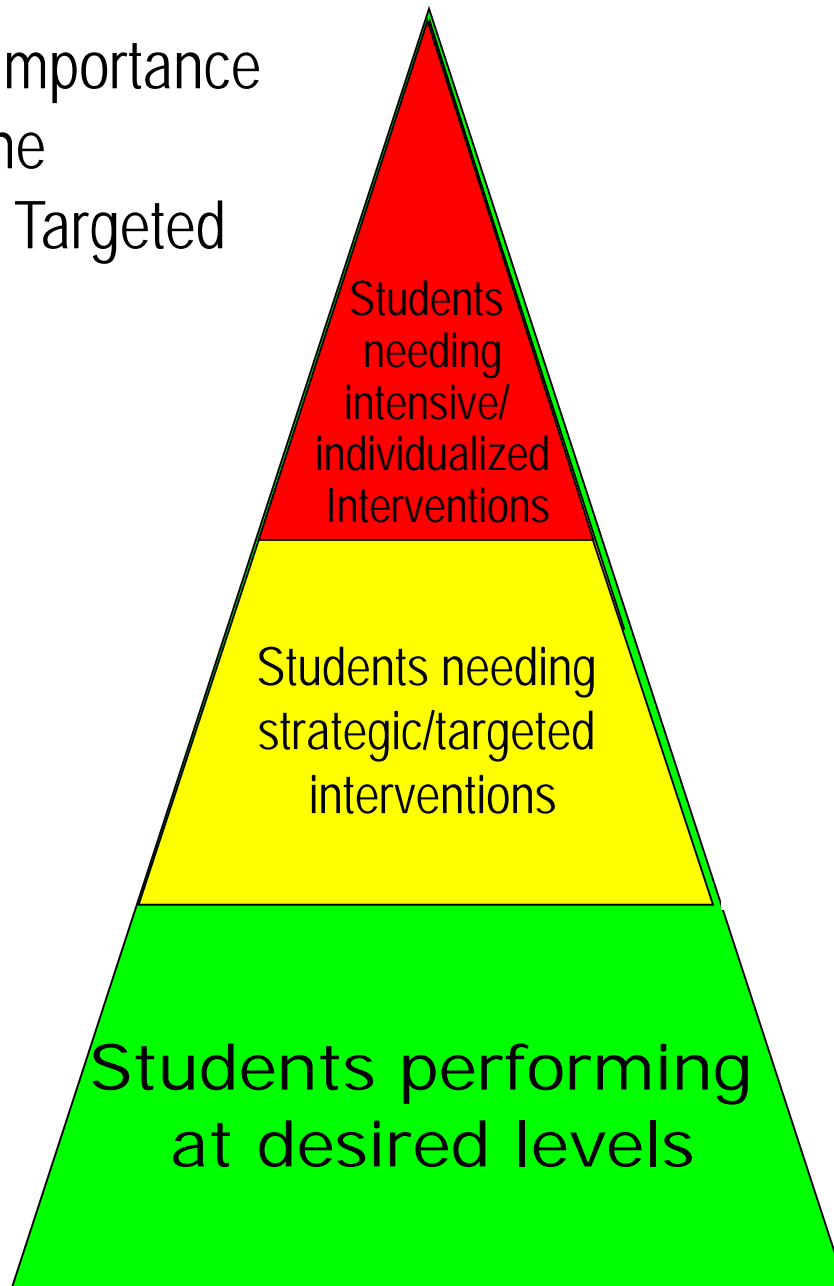
We don't want this to happen...



Common Questions

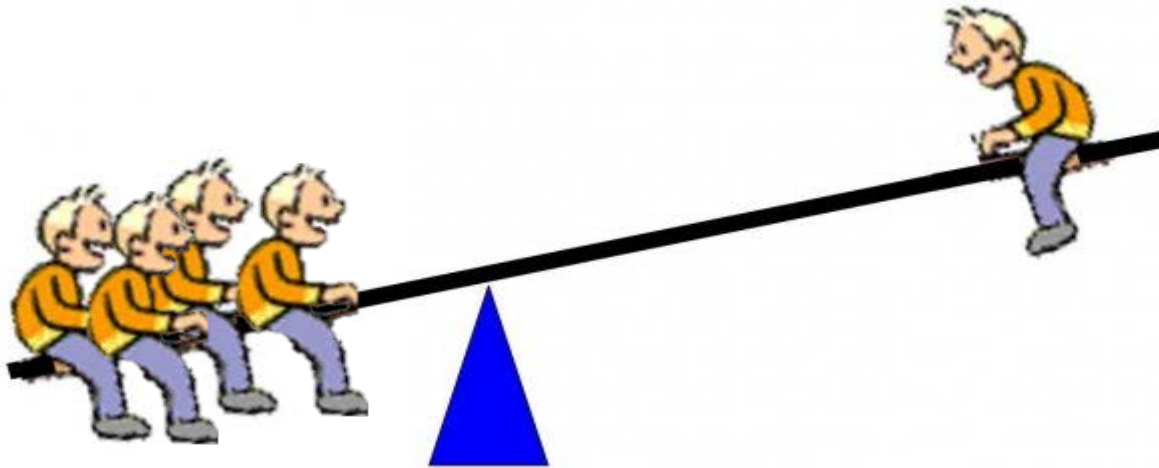
Do I need to wait until Tiers 1 & 2 are in place?

Remember the importance
of “firming-up” the
Schoolwide and Targeted
Support.



Can I implement DBI as a teacher without schoolwide adoption?

Identify Implementers

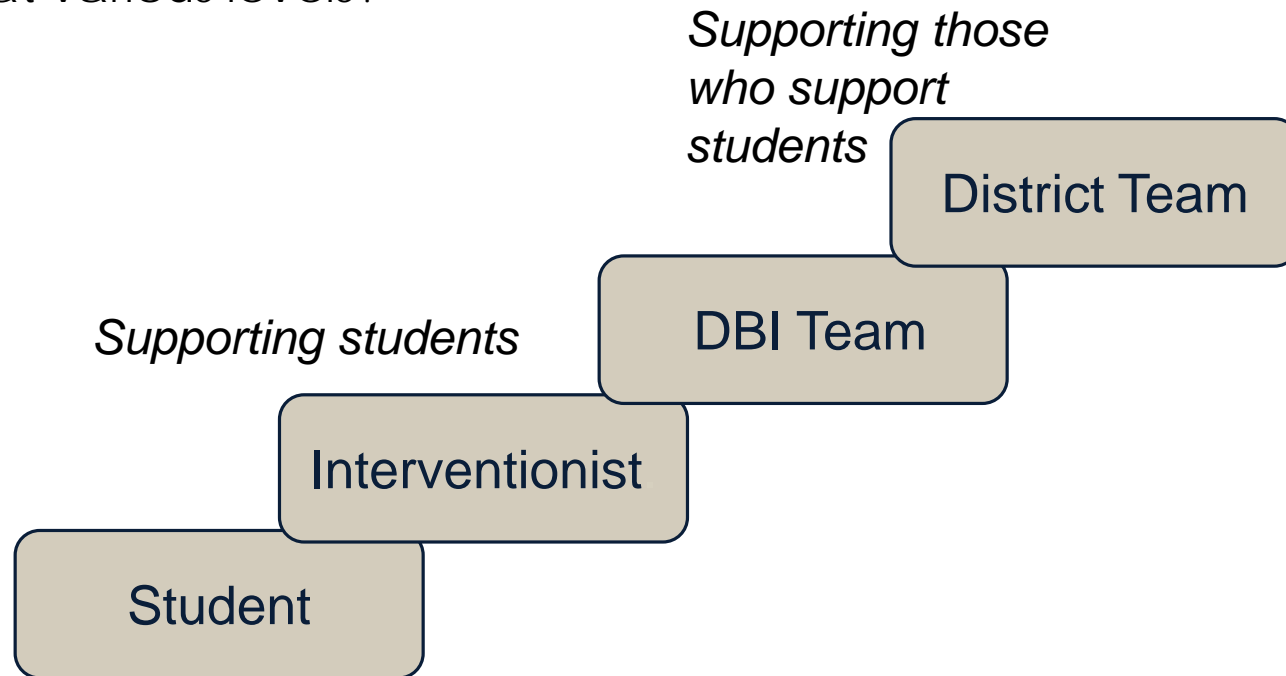


Teaming Structures Across the Tiers

	Schoolwide (Core/Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)	Individualized Education Program (IEP) Team
Key Questions	Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?	Are the targeted supports meeting the academic or behavioral needs of students receiving targeted interventions?	Are the intensive supports meeting the academic or behavioral needs of students with intensive needs?	Are the special education supports and services appropriate and meeting academic or behavioral needs of students with IEPs?
Relevance to Data-Based Individualization	X	X	✓	✓
Team Membership	School/building leadership team, with subcommittees focused on academics and behavior (as needed)	Grade-level or problem-solving teams with representatives from school leadership team subcommittees (as needed)	Student-level team with representatives from problem-solving teams, and personnel with content and data analysis expertise	Similar to intensive support team, with additional members required by IDEA for a multidisciplinary team
Roles and Responsibilities	Develop plan, support implementation, and monitor the effectiveness of Core/Tier 1 programming	Develop plan, support implementation, and monitor the effectiveness of Targeted/Tier 2 programming	Develop plan, support implementation, and monitor the effectiveness of Intensive/Tier 3 programming	Determine special education eligibility, develop an IEP aligned with an intensive support plan, monitor the effectiveness of Intensive programming, and evaluate progress toward IEP goals
Data Sources	Benchmark/universal screening assessments, district assessments, state assessments, discipline referrals	Benchmark/universal screening assessments, progress monitoring measures, behavior “point sheets,” discipline referrals	Academic diagnostic assessments, functional behavior assessment, individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)	Use data from Tiers 1–3 with requirements for special education eligibility and programming (e.g., psychoeducational assessments, speech/language assessments, medical assessments and diagnoses)
Frequency of Data Collection/Data Review	Academics and behavior: Three times per year	Academics: One or more times per month Behavior: One or more times per month	Academics: One or more times per week Behavior: One or more times per week	Progress may use data collected in various tiers of support or may be specific to IEP goals; IEP must be reviewed at least annually

Cascading Levels of System

Can DBI be started/implemented started at various levels?



Next Steps: Are You Ready for DBI?

- Identify infrastructure strengths and needs.
- What areas can you address as a school? What can the district support? What areas require external training or coaching support?
- Are you ready for DBI?
 - What are your next steps?