



## Introduction to Intensive Intervention

**Amy Peterson:** So welcome to Introduction to Intensive Intervention. I am Amy Peterson, today I'm actually joining you with my NCII hat on. For the past couple of days, I've been leading you through my work through the PROGRESS Center. I also lead out our Universal Technical Assistance through NCII, so excited to have our NCII team here to share with you about data-based individualization and intensive intervention.

So a little bit more about NCII, I know we've seen this DBI graphic a couple times already and we'll go into that a little bit more in the session today. The mission of NCII is really focused on building the knowledge and capacity of state and local leaders, faculty and professional development providers, educators, and other stakeholders who are supporting the implementation of intensive intervention. We really think about intensive intervention, and Jon's going to talk about this more, being targeted in students with severe and persistent learning and/or social, emotional, and behavioral needs. And we use this data-based individualization process, which we'll hear a lot more about, to really think about how do we intensify and individualize interventions to best meet the needs of students.

The Center's work really is grounded in a number of different things and touches on some key areas, so one of the first things that we want to think about is the connection to students with disabilities. So on the next slide I think it will talk a little bit about how we connect to those different pieces, right, we've talked a lot about specially designed instruction over the past couple days. How do we really design and individualized instruction for students with disabilities? Well the DBI process, as Tessie mentioned during one of the sessions yesterday, is a great way to start. So it can help us really think about how do we intensify and individualize that instruction to meet the needs of students. Next, we can think about outlining the -- oh sorry, you can stay on that slide, sorry Jon -- this information in our present level statement, right, we need to know about the needs, the strengths, and the baseline data for those students. And so this information from the DBI process and intensive intervention could help us in that work, as well as setting those IEP goals and evaluating progress to those goals over time. We also know that sometimes we might need to make adjustments to the instructional programming that we're providing to the students, and so it really helps us to think about that. And one of the other things I'll note just in a minute, but in thinking about the DBI process, we can really think about bringing together information for the whole child.

Another piece of this work that we want to hold with us as we think about intensive intervention is the connection with equity and how it can support us in ensuring equitable access and outcomes for students. So, regardless of race, gender, ethnicity, economic status, language status, disability status, and so on, it's really focused on using data to individualize and intensify instruction based on the unique needs of the student, not focused on things like unconscious bias or other challenges that we might see. We need to recognize that we have some of those and that we might need to think about our assessment data and our instructional programs and what that might look like in our systems, but we want to really focus on the individual and unique needs of students as we think about intensive intervention.

And lastly, we want to make the connection across academic and behavioral supports, so we know that when we're looking at the DBI process we're really looking at an integrative process that looks at both academics and behavior. We know that students come to us with many needs, right, and oftentimes they might have needs,

academic needs and behavioral needs, that coexist and we need to really look strategically at what their needs are and really embed those supports so that we can meet those students' needs.

So with that I want to turn it over briefly to Rebecca Zumeta Edmonds, the Center director, for the center and she's just going to do a brief welcome and then we'll get into some of the logistics before I turn it over to Jon.

**Rebecca Zumeta Edmonds:** Thank you Amy, and good morning, everyone. Like Amy, I wear a couple of hats, I serve as the Principal Investigator of the PROGRESS Center and also as the Project Director for the National Center on Intensive Intervention where I have been involved with the project since day one when it started nearly 12 years ago. So I'm just so thrilled to be here with you today and to have the team getting to present on this important issue because this is a center that's funded by the Office of Special Education Programs and it's very important that people see and understand the connection between intensive intervention and how it can be used to provide high quality specially designed instruction for students with disabilities.

Intensive intervention should be a service that any student in the school who needs this level of support can access and that should absolutely include students with disabilities, so I'm just really, very pleased that we're able to have this session today to help sort of show that connection between the two centers and these areas really important areas of work, MTSS and special education. I also want to thank our team who has been working so tirelessly across the last two days and also today to present these excellent sessions. I appreciate all of you who are taking time out of your summer and other activities to be with us as well. I think this is really valuable information and we're just thrilled to get a chance to share it with all of you. I don't want to take more of the team's time today, because I know they've got a lot in store, but I did just want to take this moment to welcome you all and say thank you for your time and attendance. We welcome any feedback and look forward to a great day. Thanks.

**Amy Peterson:** All right, thank you Rebecca, and as you can see up on the screen, here's our overview for the schedule for today, looks pretty similar to yesterday if you were joining us yesterday as well. We are in that general session between 11 and 12:00 eastern right now. We'll take a little bit of a break after this session and then we'll have opportunities for two rounds of concurrent sessions. Just like yesterday, those same three sessions that I'll talk about on the next slide will be repeated twice, so you can choose two of the three sessions to attend. And then we'll come back together at the end of the day for a wrap-up session that will really go into depth around what does it take to implement DBI and to learn from some folks that actually did that in the field.

So our three sessions today, our concurrent sessions, focus on three different areas: the taxonomy of intervention intensity, that really is looking at us helping us to select and design and intensify intervention, we'll talk about academic progress monitoring or behavior progress monitoring, depending on where you would like to focus, or if you want to choose both of those you can focus in on progress monitoring. So you can either think about some intervention related topics, or maybe you're really interested in some data related topics today. So again, those two sessions will be repeated, so you'll have an opportunity to attend two of those three sessions live. The third session, if you're interested in, you can listen to as a recording. And just one last reminder about the system, I know again some folks have been having challenges getting in, don't hesitate to reach out to us. We will get those links to you as quickly as we possibly can so that you can join all of the sessions that you would like. In the event site., if you're able to get here, you will see the opportunity to look at your schedule.

Many of the sessions that we've had over the past couple days will be showing up on the past screen, but anything that's still upcoming or that you have put on your schedule will show up here to allow you to see those different sessions and to join them there. As we look at the next screen you can see what it looks like if you can get into the session and join this way, once the session is live, you'll click on that Join Zoom link and you'll get



right into the session. So that's just a quick reminder for you as you navigate and join the sessions. If you run into any challenges with the system as a whole, again, please reach out to us at [PROGRESSCenter@air.org](mailto:PROGRESSCenter@air.org) and we will get you those links so that you can join those sessions that you're most interested in. And again, a reminder that after the event, and currently, the materials, the slides and stuff and all of the related resources, are available for you on the PROGRESS Center's website under the event archive. For the sessions today you can expand those different sessions and see the slides as well as related resources for any of the presentations for the rest of the day.

So I'm going to turn it over to Jon Potter and he's going to take us through this introduction to intensive intervention session.

**Jon Potter:** All right, thank you Amy, good morning to everyone, good to be with everyone in the room today. So, my name is Jon Potter and I am a technical assistance provider with NCII and this morning I'm going to talk about intensive intervention and the DBI process. Something that I've experienced both as a provider through NCII but also, as Rebecca said this is the 13th year of the center, I was also a TA recipient through a statewide organization in Oregon and a partner with NCII. So I've implemented it both in the classroom, I've seen it on the district coaching level, and now working with NCII to support districts and states to implement it so something I'm very familiar with and something I believe in. I've seen it work on a variety of contexts and schools and students and locations, and so, happy to be with you all today to talk with you more about that. So as we get started though, if you could, just so I kind of have a sense for who's in the room, if you just want to share in the chat real quick just your name, your location, so where you're located at, and your role. And then, what's your familiarity, your comfort level with implementing DBI, data-based individualization. So, from a zero to, you know, I don't even know what DBI stands for, all the way to a four being, you know, I could probably do this webinar, do this session if you asked me to. So let's see where people are at there, kind of a range. So some zeros, some fours, some twos, people from all over I see Rhode Island, St Louis, Ohio, Philadelphia.

Yeah, so some zeros there, so some people new to this, so great, welcome to you. I hope you get something useful out of today. I know there's a number of good sessions related to DBI and intensification that I think will be very valuable. Some Utah's, Washington, got some west coast folks, so I'm here in Oregon, again, so nice to see some west coast folks joining us here. Illinois, Louisiana, a range of people. So, facilitators, school psychologists, some special education folks, language arts teachers. Great, glad to see a range of special ed and general ed folks in here. As we mentioned at the beginning, DBI and intensive intervention is something that should be available to all students that need it, whether they have an identified disability or not, so I'm glad that everyone could join us today. So, principal, director of special ed services, yeah, great, awesome. Well great, a great range of folks in here today, and you can continue to put your info in there, love to see who's here.

But we'll go ahead and get started, so welcome, so today, this morning, you know for the next 45 minutes or so, we're going to just provide an overall introduction to intensive intervention and what that is. And so what we're really trying to accomplish today are these kind of big buckets here. We have a very short amount of time this morning, and DBI and intensive intervention is a very broad topic, so there's a lot a lot of pieces to it. Certainly not something we're going to cover exhaustively in these next 45 minutes, but I think we can give you a good overview of what it is, explain the rationale, why we're talking about intensive intervention, describe the steps in the process, and specifically how the steps of the process can be used to provide specially designed instruction to our students with disabilities.

So again, it's not exclusively for students with disabilities, but it should be used with our students with disabilities because it's a way to intensify for students with the most persistent learning needs. And then we're going to provide you with just a number of resources, so NCII has just a number of wonderful resources that you can access and use to help guide you through the process, both from identifying interventions, to data, how we

use that, and a bunch of other really great tools. So I'm excited that you're joining us today and we're just going to try to hit these big pieces. I will say, again it was said in the beginning, but if you do have questions, you know if you want to add those in the Q and A, we'll try and save some time at the end. Hopefully I'll have a little bit of time to answer those questions at the very end. But if something pops up that I see, I'll also try and get to that as well.

All right, so we're going to start off just overview, big picture, so what are we talking about here, what is intensive intervention. So it really, it's a process and a system and a level of supports that we're going to use to address the most severe, persistent learning needs and behavioral difficulties that we see in some of our students. It's a data driven process, so it's not just going on gut or feeling, but it uses a wide variety of data, from screening data to progress monitoring data to diagnostic data, but it is really driven by data and information that's going to be highly reliable, valid, useful. And it's also characterized by increasing intensity of interventions and individualization.

So for some of our students with disabilities, we know that they will need something categorically different than what the majority of their peers are going to receive, right, they may need a completely different level of services. But for many students with disabilities, it's not necessarily the case that we need something categorically different, but that we need something that's more intense and individualized for those students. So it's the same types of supports, maybe, that all the other students are going to receive and benefit from, but we need to intensify that. So I'll use the example of students with reading disabilities including dyslexia. We know what works for those students is the same as what works for students that don't have an identified reading disability but what they need is more intensity within that. So they need more opportunity to respond, they need more explicit instruction, they need more systematic presentation of content.

So it's the same type of services, just with a level of intensity that is increased for some of our students. And that's what DBI will talk about, is how do we individualize and intensify our supports to make sure that we're meeting the needs of all of our students, especially our students with identified disabilities. So in terms of the benefits of providing intensive intervention, we know this works, we've seen it through research, we've seen it through case studies, we've seen it in districts and states. On the left there you can see, you know, results from, you know, research where, when DBI is implemented effectively with fidelity, growth exceeds that of you know what the typical instruction is. So we know that it has benefit for students. And on the right a great anecdote from a particular school district. Now this is just one district's results but in one year they saw 78 percent, or about four out of five kids who were receiving interventions, reached ambitious growth using national norms. Which means, you know for those of us that know what that means, is you know they're making more growth than the typical students, so they're catching up, right, and that's the goal of intervention.

So we want to make sure that students are catching up, so to say that four out of five students receiving intervention are catching up you, know that's phenomenal, that's fantastic growth using this process. And even more fantastic is three out of, or one out of every three students, about 30 percent, were exited from any kind of intervention. So students no longer required intervention services. Which we know, like, that's the purpose of interventions, right, we don't want to have kids sit in interventions for their entire academic career. Interventions are supposed to catch students up and get them on track so that they can benefit and, fully benefit and access general education, core instruction, tier one. So the results that you see there are, you know, well they are excellent results, they are, from what my experience, what I would say is they're typical of schools that do this very well. They do really do get fantastic results, so I'd like you just to think about like with your system, what kind of growth are you seeing? Are you seeing four out of every five students in intervention making ambitious growth and catching up to peers, or do we need to accelerate that a little bit? And so, if you're looking to accelerate that a little bit, you know, hopefully these resources and what we're going to talk about today can provide you with some tools that will help you help you do that for your students. So intensive



intervention is what we're trying to provide for our students, and DBI or data-based individualization is the way that we do that.

And so DBI, first and foremost, is a process, right, it's a, I like to think of it as it's a series of questions that you ask and steps that you go through in order to figure out how we're going to best support our kids. What it's not is, it's not a program, it's not a specific one-size-fits-all set of answers, it's not going to be the same for every student. So it's not something where you're just going to plug kids in and it's going to give you an automatic answer of what you do for each and every kid, but rather it's going to give you the right set of questions and steps to walk through and data sources to look at in order to make a well-informed decision as a team to best match the instruction and supports to the needs of your students. We know that there's no program, nothing works with every student, but this is a way to help provide for a system that's going to help you match what's most likely to work for each and every student. And so the process integrates evidence-based interventions, and you know, instructional strategies, it integrates assessments of different kinds, but it's a way to, again, ask the right questions and walk through a process that's going to lead you to something that will most likely, has a high likelihood of being effective for even your students with the most intensive learning needs.

So where does this fit within a multi-tiered system of support? So I would imagine many of you in this room, if not all of you, are implementing some level of MTSS or multi-tiered system of supports, whether that be, you may call it RTI, you may call it PBIS, you may be integrating behavior and academics through a multi-tiered system, but most schools, many schools are implementing some level of multi-tiered instruction and supports. And so where does DBI fit within that multi-level instruction? So within MTSS, we know that we have typically three tiers of instruction supports. Tier one is going to be that core instruction, that comprehensive research-based curriculum that all students have access to and receive. So we provide core instruction to all students. Even our students with disabilities should have full access to core instruction and grade level standards in the general education setting. That is presented to all students, it's class wide. We do differentiate that, you know, that doesn't mean that we're having all students sit in a classroom of 30 kids and listen to the teacher deliver the same content for 30 to 45 minutes. We still want some small group differentiation built within that tier one, but it is provided to all students. We're going to monitor progress for those kids about once a term or once a quarter, so typically what that entails is you're screening, so for example if you're screening in reading or math or another subject area, you're screening probably three times a year, fall, winter, and spring. And that's going to be enough to progress monitor the progress of the majority of your students because we only need to check in three times a year.

So you know, think about it as, you know, when we go to the doctor, we all go to the doctor or should go to the doctor I should say, you know once a year for an annual screening and checkup. That's what those screeners are, it's a way to check in like you check in with your doctor and see, you know, am I on track, am I healthy, or do I need a little bit additional intervention or support or maybe some other diagnostic testing. And so tier one, that should be sufficient for most of your kids. If tier one isn't sufficient for most of your kids, obviously we want to continue to work on providing a better, more matched tier one instruction, because you know, we can't provide interventions to all the kids in our school. We just don't have the resources to do that. So tier one's where we want to spend a lot of time supporting kids. But we do know, even in the most effective systems that have really solid tier one instruction, you will have kids that need more, right? You know, we always have kids that need a little bit more. So we want to have tier two interventions where we have some standardized, targeted, small group instructional interventions, where we're putting kids together in groups of, you know, three to seven kids, maybe a little bit more depending on the program that you're using. But we're providing additional time to those kids.

Now, tier two doesn't replace tier one, you know, we're not pulling kids from tier one instruction to deliver interventions, but we're layering that on top because those kids need more. And then we're monitoring their

progress a little bit more frequently, right, so we may check in once a month it may be for the more intensive interventions, maybe it's every other week or twice a month, but we know that we can provide that level of supports for about 15 to 20 percent of our kids. So kids that need a little bit more, so one out of every four or five kids, you'll maybe need a little bit more of a tier two intervention. And then at tier three is where we talk about this idea of intensive intervention and the DBI process. So this is where we want to ramp up and really individualize for students, because for many of these students at this level, we've tried some things already, right, you know they've received tier one instruction, many of them have received tier two interventions, sometimes multiple tier two interventions. We've tried the standardized thing that, you know, has worked for a lot of other kids, but it's not matched to the needs of some students. So what we want to do is we want to individualize it, we want to intensify for these students. And so the way that I think about it is, tier two is really these standardized interventions, tier three is these customized interventions.

So we're still taking evidence-based, you know, programs but we're going to customize them and individualize them a little bit more because doing it the standardized, typical way is not going to work for these kids. We know we need something a little bit more matched to their specific needs. So group sizes are smaller, so no more than three kids, three to five maybe, and we're going to progress monitor frequently. We're going to progress monitor weekly for these students because we don't have time to lose. We don't want to wait a month or two months to find out that what we're doing is not working. We want to know on a weekly basis, are we making progress towards those students being on track? And so the population of students that we're talking about for tier three, these are our kids with the most persistent learning needs. Now this includes, you know, students with disabilities, but this is not exclusively students with disabilities. You know, kids should not have to have an identified disability to get the most intensive level of supports necessarily. We want to make sure that we're providing that available to all students that need it, but students with disabilities would definitely, you know, most likely need a tier three level of supports. I will also point out that students with disabilities do not live exclusively in tier three, you know, we'll talk about specially designed instruction and how that's, you know, primarily provided in tier three, but for students with disabilities we need to be thinking about how we support them in the other tiers as well.

Again, we're not replacing tier one instruction with tier two and tier three. We need to provide accommodations, modifications, and specially design supports for those students across the tiers, across their day, because we're not going to adequately support kids with the most intensive needs by just, you know, changing you know a 45-minute block of time in the special education room or a 45 to hour block of time with the special education teacher. We need to be thinking broadly across their day and DBI is a process that that can help you think that way. All right, so DBI, so what is the process, what are the steps? We're going to just provide an overview of each of these steps and as you come back to the other sessions today, you're going to dive into more, a couple of these steps with a little bit more depth. But I will also share some resources that, if you want to investigate some of these things more, you will have some other resources that you will be able to do that with.

So, the first step is really, you know, a validated Intervention program delivered with fidelity. So all of this starts with, we have to have good evidence-based programs that we can deliver to our students across the range of possible needs. So that's reading programs, that's math programs, that's behavior support programs, that's programs that, instructional strategies that will support a student's social emotional health and well-being, that's writing. But we want to have evidence-based supports that are going to be used as the foundation for intensifying and individualizing. So, we're not just creating things from scratch. We have some good programs to draw from and we want to utilize those. We're going to progress monitor students that receive those, so that's all students that are receiving an intervention should have some level of progress monitoring included in that, because we want to know whether the intervention is working, right. You know, we can't just give an intervention and then assume that it's going to work or check in at the end. We want to know is it working along



the way so we can modify it, right, so we can intensify it, so we can make sure that it's effective for our students. And for some students you know, that'll work, for some students it won't.

For some students it's not going to be enough, and so that's where we really ramp up and kind of intensify where we're going to collect some diagnostic data that's going to help us develop a hypothesis around, well why is this program not working? You know we may have this tier 2 intervention that's working for a lot of kids, but it's not working for a few. And so we want to ask, well why is that? You know, what about our instruction, our curriculum, the environment we're delivering this instruction in, is not matched to the needs of these particular students? So we want to collect some diagnostic data around that, and we'll talk a little bit more about what that looks like. And then we're going to adapt our intervention, we're going to adapt that validated intervention to make sure it fits a little bit better for the student.

So the way I like to think about this is that, you know, that step one that validated intervention program versus that adaptation at step four is, I like to think about it as, like, going to a restaurant and ordering off of a menu. And so that tier two, you know, validated intervention program is like if I go to McDonald's and I order off the menu, I'm just going to order something that's on the menu. I'm going to say "I'm going to have a Big Mac, you know, with fries." And that's it. I'm going to order the standardized thing that just is very clear like this is what I want. And that works for a lot of people, right, like if we go out to eat, like a lot of people will just order off the menu and that's fine. But for some people, like in some restaurants I go to, I don't want to order just off the menu. I want to customize that. Like I want this salad, but I want the dressing on the side, I don't want onions on it, I want to add chicken to it, and that's what some people want and that's what some people need. Some people have dietary restrictions, right, they can't just order off the menu at certain places. So that's what adapting really means to me is that we're still, like, ordering, we're still taking an intervention that's evidence-based, right. If I go to McDonald's I can't just order something that's completely not on the menu. I can't say "well, I want a pizza" or "I want Chinese food" at McDonald's. That's not how it works. I still have to take something that's there, but I can customize it to meet my needs and that's what this process really is.

It's still taking evidence-based programs that we have, good, standardized reading programs, math programs, all those pieces, but we want to customize that to the needs of the student because what we've tried with our students, with some of these students, hasn't worked already. So yeah, so good question here I'll just address, so does adapting the validated intervention program change the fidelity? So not necessarily. And so, fidelity is a tricky kind of thing to address. Fidelity does not mean that I just do a program lockstep without any attention to how students are responding, right? And so, when we're customizing the intervention we've hopefully, you know I say hopefully, we've already delivered that intervention with fidelity to the students. You know, one way to look at that is, if it's working for the majority of students and it's not working for a few, you know, hopefully we've been delivering that with fidelity. And so we need to modify and update that, but we need to redefine what fidelity means, then. So, if we're going to customize it and say we're going to build in additional opportunities respond, or we're going to, you know, double dose it, or we're going to add in a behavior component to it, we need to have ways to measure that fidelity.

So, and I know I don't have link to it right now, but I know if you go on NCI's website, maybe someone else can put the link in here, I know they have some great resources about fidelity and the different dimensions of fidelity that help kind of measure what fidelity actually is and how you can kind of measure it and look at that. So yeah, all right, so another question: if a district isn't using a reading program that's evidence-based, will this work? I mean it can, but I would say you've really got to start with an evidence-based program because it's about likelihood of success. If you don't have a program that starts with a high likelihood of success that has some evidence base, it's really hard to customize that. Not to say it can't be done, but I would recommend that you start with interventions that are evidence-based. Yeah, it looks like Rebecca put that link in there around fidelity.



I think that's a really, really nice resource for folks. So the last step then, is thinking about continued progress monitoring with adaptations occurring whenever we need to ensure progress.

So, after we've adapted and we put together that intervention package, we're still going to progress monitor. And we're going to make adaptations and continue to change this until we know that it's successful for our students. So I've been asked from practitioners sometimes, like, well what do we do when DBI fails? When we go through the DBI process and it doesn't work? And really I don't think that's the greatest question to ask, because really when we're thinking about DBI, it's a process. Like if it doesn't work, we're going to go back up, and we're going to collect more diagnostic data to make sure that it's going to be effective for our students. So another question there around evidence-based behavior curriculum, I know there's NCII has a tools chart that has some of that, there's some other places to get that, math, they also have a math tools chart, so there are places to look to get some of those information so yeah.

Looks like we don't see the link there, oh Rebecca put the link in the chat there but she just put it to the hosts and panelists, so if someone could post that link to the main group that would be great. All right we'll get, there it is, perfect, thank you Rebecca. All right, so just a little bit more on each step, so just going through the pieces here. So step one: lay the foundation for DBI with a standardized validated intervention program. And so, I want to bring it back to center this discussion around students with disabilities because that's why we're here today and that's kind of who we're talking about. And so it really comes back to this idea of specially design instruction, SDI, and so what that means, we know, is that we're going to adapt the content, the methodology, and the delivery of instruction. So we want to make sure that we're getting content that is right, the curriculum that is the right fit for students, we're delivering it with the appropriate instructional strategies that have a high utility and likelihood of success, and we're delivering it in an environment that is conducive by someone that is highly trained, right.

So, we want to make sure that we've got all those pieces lined up for our students. And so SDI should address all those pieces to address the unique needs of students and make sure, again, that they can access the general curriculum. And so when we're thinking about, you know, a validated intervention package, we want to think through this lens of, is it the right content, methodology, and delivery of instruction as the starting point. And so, as we think about these things, you know, where do we start? How do we select evidence-based practices for teaching students with disabilities? And so the NCII tools chart is a nice place to start, to start to evaluate, you know, some programs and some research around programs to see what might be a good fit and has a high utility of, a high likelihood of success. But we think about these elements of SDI, so the content is really, I like to think of as it's the curriculum, it's the what is taught. So what are we teaching? And we know across disability categories, you know, these are some of the things that we should be teaching our students with disabilities because these are the things that we're teaching our students, all of our students, right? These are the grade level things that we want our students to know and be able to do. So we want them to have good social behavior, be able to communicate clearly, good language skills, we want to teach kids the five big ideas of reading, both in knowledge and strategies.

We want them to have rich content knowledge so they can access and engage with the text that they're reading. We want them to have math skills, number sense, all the way up to fractions, you know, word problems, be able to do problem solving, functional life skills, handwriting. All these things are the content of what we should be teaching. So when we talk about DBI process for students with disabilities, we should be layering on supports that are teaching this content, right. And so the next piece is methodology. I like to think of that as the instruction, so how we're going to deliver that content in a way that's going to be effective for our students. And so, we know that students with disabilities are going to need systematic explicit instruction delivered in small groups. All students, really, need some level of explicit, systematic instruction, but our students with disabilities need that even more. And so we need that systematic explicit instruction, we need some level of fluency





building for our students. This sometimes can be a big barrier to higher level thinking skills for many of our students, including students with disabilities. Many of them can be accurate with the skill, but they lack the automaticity to, you know, make that almost unconscious.

So we talk about like reading as an example, I don't want kids to have to struggle through each word and decode each word. I want them to be fluent and automatic with that so they can open up their cognitive load to be able to understand what they're reading, right? I want them to engage with the text in wonderful, beautiful ways and they can't do that if they struggle with fluency. But so we want to think about all these strategies, are we building these into our evidence-based programs or are we adopting evidence-based programs that have these instructional strategies under methodology within them? And then we want to think about the delivery of instruction. Like I like to think about that, think about this as, who delivers it, where do they deliver it, when is it delivered, all those things, those contextual factors that make sure it's got a high likelihood of success. So where are we delivering that, is that in the special education classroom, is it in the general education classroom, is it a community-based classroom. You know, who's delivering it, hopefully we have highly trained, our most highly trained people supporting and delivering that instruction. And then when are we providing that, you know, how much time are we doing, what are we doing with the time that we have.

But our tier two interventions and the basic interventions that we have for our students with disabilities should have a number of these features built in them. So as we start to build off that platform, be thinking about how we do specially design instruction with all of these. All right, so after we do that then, we want to look at this idea of progress monitoring, right, you should never deliver an intervention without actually looking at progress monitoring and is it working. So we want to develop a progress monitoring plan that includes what measures we're going to use and sets a goal for this. And so thinking about this, you know, NCII has some resources. We have an academic tools chart, we have a behavior progress monitoring chart, so there are some tools available. You can go there to kind of look at what might be a nice tool. There's also resources to help guide, like, how do we set high quality goals for academics and behavior. I would also say if this is a topic that you're interested in, as Amy mentioned at the beginning of the session, we will be doing some breakouts on these.

So if you're interested in how do we set goals and how do we progress monitor around academics or behavior, this is a piece that I would make sure to attend at least one of those. So, yeah is there a link to the IEP tip sheet? So it might be on the slides, but we'll make sure to get that to you. All right, so in terms of progress monitoring, again not going to go into too much depth because there's a couple sessions on that, but the idea is that we want our students with disabilities, ideally we want them to respond to the initial level of supports we provide. So we're going to develop an IEP, we're going to develop that specially designed instruction, and ideally that's going to work, right, they're going to respond and they're going to be making progress towards an important, ambitious, and realistic goal. So for some students the data may look like this, that they're right around that goal line and they're on track and so the data indicates that the specially designed instruction is working.

For some students with disabilities, though, we know that that doesn't always work. You know, our first go around at putting together specially designed instruction may not be effective. And so again we want progress monitoring data that helps inform this because if we're seeing a pattern like this where a student's flatlining, not making progress, I don't want to set the kid in this for all year and then wait till the end of the year to see where they end up because I have a pretty good idea, if we continue with this, where they're going to end up and it's not where we want them to be. And so we want to be able to collect data on an ongoing basis to make sure that kids are on track to meet their goals, and if not, we modify. And again, we'll talk more about progress monitoring in a couple other sessions. But just to say we do need progress monitoring data and we do need to evaluate where kids are as compared to their goal. So again, for some students that works, for some students that won't work. You know, for some students we're going to need to intensify.



And so if our specially designed instruction isn't working, we want to use some informal diagnostic data to start to develop a hypothesis around why that student is not responding. And I would say, just my personal experience, you know, implementing DBI and working with schools and districts around DBI this is oftentimes one of the most important if not the most important step in the process is that we need to clearly understand why a student is not making progress. That's the million dollar question, right, if we know why a student is not making progress, we're much more likely to be able to design and deliver an intervention that's going to match their specific need. You know, we can't just be throwing out solutions that may or may not work if we don't know that they're going to match a specific need. For example, a student who has escape maintained behavior difficulties is not going to respond well to something like check in check out, or a behavior intervention that's all about getting them more adult attention, because they don't want adult attention, they're trying to get away from that. And so we want to make sure that we're matching an intervention to specifically what they need. All right I see my colleagues are responding to questions in the chat, thank you for that. So what do we consider when we're collecting diagnostic data?

So the term diagnostic data, I feel, in education is often misunderstood and misinterpreted a little bit. And when we say diagnostic data the first thing that always jumps to our mind is, well we need to give a student a test, right, we need to see what the learner issues are we, need to see if they've got specific deficits, if they've got cognitive issues, we want to diagnose the learner, we want to diagnose, give them a test to do that. And I think that's a piece of it, right, like we do have to understand those learner variables and issues much better, but the reason for that is we want to match what we provide to our students in a much more specific and direct way. And so we think about all the other things that we want to look at through this problem analysis, through diagnosing what's going on. And it really comes back those elements of SDI, so we think about the instruction or how it's delivered that methodology. So I want to know, what does our instruction look like? Is it matched to the specific needs of the kid? Do we really have explicit, systematic instruction? Are we using instructional strategies that are going to be the most effective? Have I gone into the classroom and seen, like, how many opportunities to respond and practice is the student getting? If I'm not observing instruction, it's hard to say, you know, why a student's not making progress if I don't actually know what their instruction looks like.

You know sometimes we get into this learner blaming where we're saying, well they're not making progress, and they have something going on, and they need to just try harder, without actually looking at the instruction they're getting. Now I don't mean that we're not trying to give them solid instruction, but sometimes, you know, you all know like we've got a lot of kids and a lot of things going on and it's hard to deliver really good, solid quality instruction with fidelity when you've got a lot of things going on. So we want to get in there, we want to diagnose the instruction, say what do we know about it and how can we provide increased effectiveness of instruction? We also want to know is the curriculum appropriate for a student? Is the content matched to what the specific learner needs? So again if we know a student has basic phonics deficits and we're delivering a fluency intervention, that's probably not a good fit for the student. If, you know, students have basic number sense issues and we're trying to teach them high level, you know, word problems, that's going to be problematic. So we want to make sure that we're matching the content to what students need while also accelerating them forward.

I'm not suggesting we just teach down and oversimplify things. We want to accelerate, but we want to find that good fit where we can push students towards grade level content but also not just deliver something that's going to cause them to check out because it's much too difficult for them. So it's finding that right fit of instruction and curriculum. And then the last piece is the environment, so that delivery, so where are we delivering it, who are we delivering it with, the context of that, so do we have an environment that's conducive to learning? You know, is there a lot of distractions, is the student seated in a way where it's hard for them to hear the teacher, is it not a good fit between the teacher and the student? All of these things impact the learner. And I like to think about, learning occurs for each and every student because of balance, balance of these things.



When we find the right balance of the instruction, the curriculum, and the environment for each and every learner, every learner, even students with disabilities, will be successful. And so DBI is really about finding that right balance, figuring out, what are all the things that I can look at, including the specific learner variables, for example what is, maybe the student is an English learner, maybe the student, you know, has some very real cognitive issues, maybe the student has some behavioral challenges that we're looking to address. But that doesn't mean that they can't succeed, that just means that we need to find the right instruction, curriculum, and environment to enable them to succeed. And so that's really what we're looking at through this process.

And so we have some tools, again, to analyze this information. So this is a really nice resource, I think, from NCII around creating some questions around how do we hypothesize, why might a student be experiencing difficulty and what can we do to support them? One of my colleagues is going to deliver a session on this tool and this framework, the taxonomy of interventions, but it's another way to look at what are all those features of instruction, curriculum, and environment that we can examine to make sure that we're providing, you know, an intervention that has the right dosage, so do we give enough time and opportunities for kids? Is it aligned to their specific needs? Are we attending to transfer, so are we, like, attending that we're teaching this skill in maybe an isolated intervention block, but we're also, you know, teaching them to transfer that to the general education curriculum? You know, the example I use is if we're teaching kids a certain strategy for decoding multi-syllabic words, do we actually teach them how to use that when they get to a text that they've never seen before, and is that supported in the general education setting? So, thinking through this, again I'm not going to go into too much detail because there will be a really great session on how to look at this diagnostic piece right after this. But so we take that data, and then we're going to intensify and individualize to address the needs of individual students. And so I said step three is the most important, because really as we think about this step, this step is easy to figure out what to do if we've done a good job with figuring out why a student's struggling, right? If we've gone and looked at instruction and we know they're not getting a high number of opportunities to respond, for whatever reason, your intervention, part of it's going to be, well we need to build in more opportunities to respond.

Or you know, we've seen that they've got some behavioral challenges that are getting in the way, getting in the way of them participating fully in an intervention, then we know we need to deliver some behavior supports to make sure that we can do that. So we want to think about how we match that diagnostic information to what we're going to do. And it comes back to this intervention and intervention taxonomy idea. And so NCII has another great resource, it's intervention intensification strategy checklists, that has really clear ideas for, here's some things that we can change. So thinking about like dosage, can we increase opportunities respond, can we decrease the group size so a student gets more individual attention, can we make sure that we're providing more time for it?

I particularly like opportunities to respond as an intervention. I think most kids that need intensification could benefit from more opportunities to respond, partially because it's one of the best predictors of how well we learn something is how many times we get to do and practice that with feedback, like it's not just practicing it incorrectly, we need feedback, we need to do it correctly. But opportunities respond is also, think about it, it's free. Right, like we don't have to buy a program to give kids more opportunities to practice something and get feedback. And so it's a way to kind of give more practice within a certain amount of time that we may not be able to buy more time in our schedule but maybe we can give them more opportunities to practice within that time. But this provides a good list of ideas of specific things we can do, relative to what we find out through the diagnostic data that we collected. And again, the session on intervention taxonomy should provide some more ideas, so I highly recommend either going to that or viewing the recording.

And then fidelity is important. This question was asked earlier around fidelity, you know, does it change the fidelity to intensify. A little bit, it does, but we want to know that if we put together this intervention, I want to



make sure that its adaptation is being delivered with fidelity. So if we say we're going to deliver this tier 2 intervention program, but we're going to add more opportunities to respond, we're going to add a behavior component, we're going to have the teacher in the core curriculum supplement and also practice these strategies with these kids, we want a way that we're actually evaluating that and measuring are we actually doing the things that we're going to do. Because kids don't benefit from interventions that they don't receive, right, like we sit together sit around the table and we design these interventions, these great interventions, kids aren't going to benefit from them if we don't actually deliver it. So I think designing the intervention is often the easy part, delivering it with fidelity can be the more challenging part. So we want to make sure that we're actually following up and doing what we said that we're going to do. And not in an evaluative way of teachers, right, like it should be a supportive way of, we know this is what the student needs, so we want to make sure we're doing it. And if we we're not doing it, how can we support the teachers and our interventionists to do it better because we want to do what's best for our kids.

So step five, the last step, that's where we come back and we look at progress monitoring data again. You know, at least four to six data points, we want to give it a little bit of a runway to work, we don't want to change it right away. But we want to know, is the student responding to the adaptation? Because we put all this work into designing something that's individualized and intensified and we want to make sure it's working. And so, we want to see something like this, you know, maybe from September through mid-October there, the student was flatlining, we adapt, we make an individualized change, and we've seen some growth. Now that growth may not be enough, it doesn't look like it's enough to get them on track to the goal. Maybe we want to intensify again. But we want to see that we're doing something that's having an impact on kids and when we collect progress monitoring data on an ongoing basis, we can see the results of our instructional changes. We can see it in ways that is very tangible. And so this adaptation is something that we want to look at with our interventions. And so, again it's important to recognize, I said this before I'll say it again, it's an ongoing process. You know, you don't get to the end and say, well it didn't work, you know, throw your hands up and I don't know what we do next. If it didn't work, we go back to that diagnostic data piece and we start to say, you know, did we miss something?

You know, maybe we need to take a look at the instruction a little bit more, maybe we need to look at the environmental components, the content, methodology, and delivery, all those pieces are fair game to look at. But we continue to try and change things until we find something that's going to work and really get students caught up to grade level expectations. You know, our students with disabilities, having a disability does not mean that you can't be successful, right, I think that's a misnomer that many people have had is that, you know if you have a reading disability or something, it's almost an excuse that, oh well they won't meet the grade level benchmark. But that's not what a disability means. A disability means that they can, they just need a higher level of support and services to do that. And so I know in the last session we're going to talk with some educators around some lessons learned and there's some big Ideas around DBI and big things you need to have in place to make it successful. I would say through my experience, one of the things that is most important to have to make it successful is you have to have a belief in your team that every student has a set of supports and a solution that we can implement that will make them successful, right. You have to believe there's an answer to every question.

And so it's not necessarily this idea of, you know, we can't find something that works. It's harder, necessarily, to find something that works for our students with disabilities sometimes, but we have to believe that there is something out there that we can provide for them that will fully support them and get them to those grade level expectations. So that's a big piece that we're going to have to have, and you can call that growth mindset, you can call it whatever you want, but we as adults need to believe that there is a solution and there is a set of supports for each and every child to make them successful. And it goes back to that balance, right, balance that instruction, curriculum, and environment, centered around the learner. When we find that for each student, each student can be successful. All right, so this is what DBI often looks like, right, you know we try something,



doesn't work, we adapt, works a little bit better but we want to accelerate it, try something else, maybe not working as good, but it's really just continually coming back to changing things, tweaking. And maybe it's big tweaks, maybe it's small tweaks, but continually searching for the set of supports that are going to be successful for students. Now I don't want to do that necessarily on a weekly basis, you know, we're not changing things that rapidly, but on a cycle of maybe it's six to eight weeks, maybe it's eight to twelve weeks, we're looking at really highly modifying and adapting our interventions and supports to make sure kids are successful.

All right, so a lot of content kind of wrapped up in a brief amount of time but I did want to share some other resources in case you want to go learn more about DBI and intensive intervention. So NCII has a great web toolkit that can get you just kind of a basic overview and some great resources to share with your colleagues. Maybe you heard something today that you really wanted to share with other folks, so some resources I would start with, this one page overview breaking down the DBI process I think is a fantastic just infographic around one pager, here's what it looks like, here are the steps. I think it's a nice place to go to start off with as you dive deeper. And then there's a self-paced module it's about 20 minutes or so on intensive intervention, they actually have a series of them, there's another one on the steps of DBI, I think these are really great ways just to get some overall information to you or your staff. It's going to be very similar to what you heard today, but I think it's a nice way just to, you know, spread that information a little bit more and get some self-guided information for your folks. All right, so again, a lot of information, but I did want to save a couple minutes here, looks like I was able to save at least a couple, to see if there's any last questions that I might be able to answer.

Again, we're going to have progress monitoring sessions, we're going to have a session on taxonomy, we're going to have a session with some educators, but if there's any other questions, I'd be happy to address those. Yeah, just a comment there, time and schedule is huge and can be done, but managing the time constraints can be daunting. Yes, scheduling is tough. And I will say, just from my experience, the DBI process is often, when we're talking about problem solving, problem solving around the student to figure out what a student needs, can oftentimes be the easier battle. The harder battle sometimes could be problem solving your system to figure out how you're actually going to be able to provide the supports that you need for a student. Like the example, if I find out that a student needs, you know, two to three hours of explicit direct instruction in reading in small groups, that's very challenging to provide. So, sometimes it's really difficult, but we need to continue to try and problem solve in teams around how we provide this support for our students in a more comprehensive way.

So yeah, level of instruction within core is critical, yes absolutely. And that's the other piece I'd say, we're talking about, you know, tier three DBI intensive intervention process, you should also be continually working on core instruction. And core instruction, tier one, is never going to be done and you're always going to have kids that need more, but as we'll talk at the panel at the end of the day, having a solid tier one and tier two is going to, you know, go miles in terms of supporting your tier three individualized support. It's going to make it a whole lot easier to do that if you have solid tier one and tier two instruction.

