Using Data-based Individualization to Plan for and Optimize Student Learning for Back to School

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Today’s Presentation

- Introduction to Intensive Intervention
- Using the data-based individualization (DBI) framework to optimize student learning
- Overview of resources that can support educators in prioritizing data use to inform instruction and intervention
Prioritizing Instruction and Intervention during an Uncertain Time

The Problem

• Widespread need exists to address the effects of the past school year on the academic and social-emotional-behavioral learning of students with and without disabilities. This includes many students – across the achievement continuum – whose educational progress has slowed or even regressed.

The Question

• As students go back to school, how can academic and behavioral instruction and intervention be structured to address near-universal loss of learning opportunities AND reduce the widening learning gaps of students with disabilities?
NCII’s Mission:

“Our mission is to build capacity of state and local educational agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.”

www.intensiveintervention.org
What Is Intensive Intervention?

**Intensive intervention** addresses severe and persistent learning and behavioral difficulties.

- Driven by *data*
- Characterized by *increased intensity* and *individualization*
Validated programs are not universally effective programs; 3 to 5 percent of students need more help (Fuchs et al., 2008; NCII, 2013).

Students with intensive needs often require 10–30 times as much practice as their peers to learn new information (Gersten et al., 2008).
Introduction to Data-Based Individualization
What is Data-Based Individualization (DBI)?

- **Is a process** for delivering intensive intervention
- Origins in experimental teaching
- **Is not** a one-time fix
- **Integrates** data-based decision making across academics and social behavior
Why is DBI important for optimizing learning?

- In fall 2020 over 700 school district leaders were surveyed regarding their pandemic response.
- Over 70 percent indicated it was **substantially more difficult** to provide instruction and accommodations to students with disabilities during remote instruction (American Institutes for Research, 2020).
- One way to attend to the learning needs of the most vulnerable students as they return to school is to provide validated interventions to optimize learning.
- The DBI process offers a mechanism for doing just this
DBI and Learning Optimization

- DBI is a powerful, validated framework designed to provide the **amount** and **type** of instruction and assessment needed to accelerate the learning of students for whom intervention has not previously been successful.
- DBI can be used across grade levels and content areas and to address students with **academic** and **behavior** needs.
Five DBI Steps

1. Validated intervention program, delivered with greater intensity to the group
2. Progress monitoring
3. Informal diagnostic assessment
4. Adaptation to validated intervention
5. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress
Before DBI...

• Start with a standardized, validated intervention program
What are validated interventions?

- Standardized, evidence-based interventions designed for at-risk students.

- Also known as...
  - Tier 2 or supplemental interventions
  - Remedial curriculum
  - Small group interventions
How do we know which students need more intensive, individualized intervention?

- Progress monitor to evaluate the student response to the validated intervention.
- Develop a progress monitoring plan, which includes an ambitious goal. This plan should be customized for the student or students and focused on *optimizing their growth and learning* as they return to school.
Intensifying and Individualizing Instruction

- Use informal diagnostic data to hypothesize WHY the student is not responding and deliver an adapted intervention accordingly.

- Remember, as students come back to school (and always!) we should consider using multiple data points to verify risk. This is especially important at the start of the school year as we interpret data using cut scores or set-points that may have been developed pre-pandemic or without virtual instruction in mind.

- By adapting an intervention to the students’ individual needs based on the diagnostic data, we are optimizing their instruction and targeting their specific skills and areas of growth. This should occur in both academics and behavior and across domains.
Monitoring Response to Adaptation

- Monitor the student’s response to the adaptation through continued progress monitoring and careful assessment
Resources to Learn More!

NCII’s website [www.intensiveintervention.org](http://www.intensiveintervention.org) has a wealth of resources to support this process!
Introduction to DBI/Intensive Intervention
Self-Management

Terminology and Definitions

Self-Management: Students are taught self-management strategies as a way to help them take responsibility for their behavior. Self-management should be used in conjunction with reinforcement strategies, and it is important to have a student focus on appropriate behaviors when using self-management strategies.

Self-Monitoring: Students record their demonstration of a specified, observable behavior.

Self-Evaluation: Students evaluate their performance demonstrating a specified, observable behavior to be compared against preidentified performance expectations or a teacher’s rating.

Purpose and Overview

Teaching students to use techniques to monitor and manage their own behaviors can support them with independent regulation of emotions or behaviors. Self-management systems include self-monitoring (e.g., recording), self-evaluating (e.g., rating) behaviors, or both in conjunction with reinforcement strategies. Students need to be taught how to use self-management systems, as well as the purpose of monitoring or evaluating one’s own behavior.

Prior to implementing a self-management system, it is important to use data to determine

1. Patterns about when the problem behavior occurs (e.g., time of day, specific activities, with a specific person)
2. Frequency, duration, and intensity of behavior
3. The hypothesized function the behavior serves (e.g., attention seeking, escape/avoidance)

Career-Ready Standard Addressed:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 2.3 Know and apply grade-level word analysis skills in decoding words.

Students will learn to read and write words with consonant blends.

cards with consonant blends (e.g., state, stove, steel)
word cards for practice with other blends (optional)
and paper

schedules and Group Size

- y, no more than 5 to 10 minutes per session
- 1 group size: Individual or small group (up to five students)
- Ongoing script is intended as a model
Tiers 1 & 2 Resources: Academic and Behavior Assessment and Intervention Tools Charts

Screening Tools Chart

Intervention Tools Charts

Progress Monitoring Tools Chart
Content Specific Intensification Resources

**Literacy**

**Math**

**Behavior**

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**Mathematics Strategies to Support Intensifying Interventions**

- **Sample Counting Concepts Activity 1:** Count the Number of Objects.
- **Worksheet:** Visual Models and Number Sentences.
- **Antecedent Modification:**
  - **Behavior:** Reducing errors through consistent feedback and prompting.
  - **Context:** Interactions with peers and teachers.
  - **Implementation:** Systematic instruction and reinforcement.
Facilitating Meetings to Review Data

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

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