



Bringing Data-Based Individualization to Texas

December 4, 2019

- Introducing Data-Based Individualization (DBI)
- Showing how it works in multi-tiered systems of support and special education
- The importance of using DBI and intensive intervention
- Bringing DBI to Texas project

What is Data-Based Individualization (DBI)?

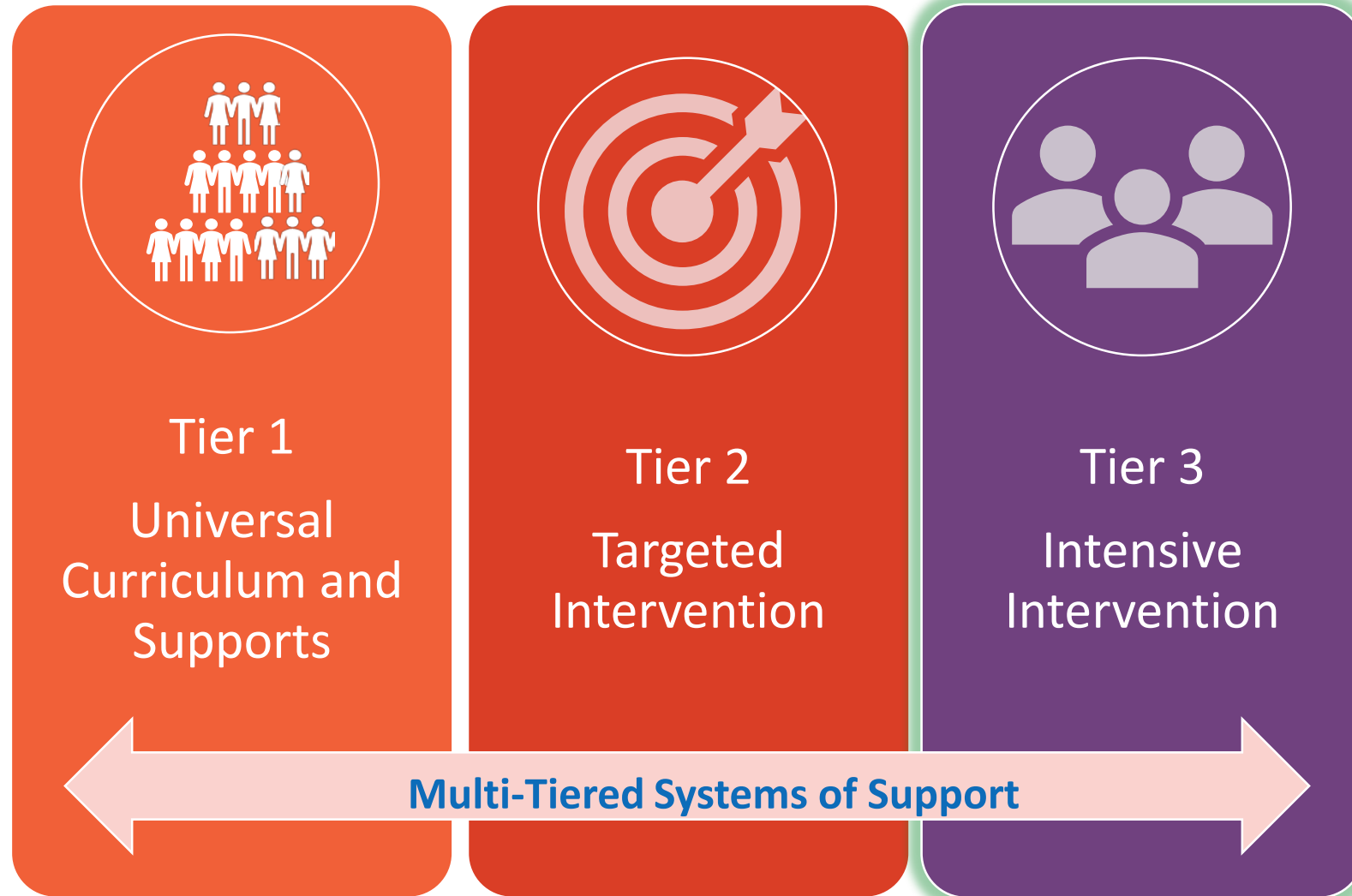
Data-Based Individualization (DBI) is a systematic method for using data to determine *when and how* to provide more intensive intervention.

- Origins in data-based program modification/experimental teaching were first developed at the University of Minnesota (Deno & Mirkin, 1977).

It is...

- Individualized based on student needs
- More intense, often with substantively different content AND pedagogy
- Involves more frequent and precise progress monitoring
- It is an ongoing process of intervention adjusted over time

How does this fit in Multi-Tiered Systems of Support?



Who Needs Intensive Intervention?

- Students in a tiered intervention system who have not responded to secondary intervention programs
- Students who present with very low academic achievement and/or high-intensity or high-frequency behavior problems (typically those with disabilities)
- Students with disabilities who are not making adequate progress in their current instructional program

What is Intensive Intervention?

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

Driven by *data*

Characterized by
*increased
intensity and
individualization*

Why Do We Need Intensive Intervention?

More Help



More Practice

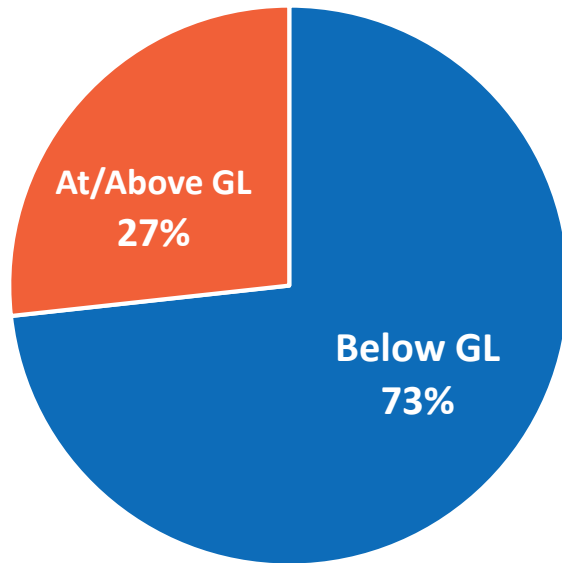


Validated programs are not universally effective programs, 3 to 5 percent of students need more help (Fuchs et al., 2008; NCII, 2013).

Students with intensive needs often require 10-30 times more practice than peers to learn new information (Gersten et al., 2008).

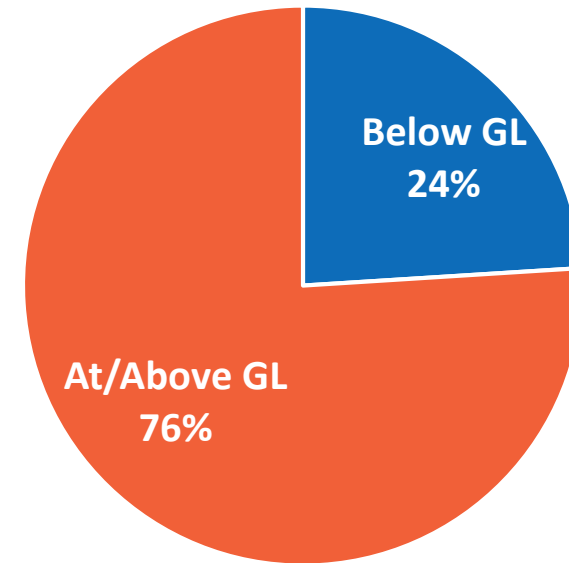
Why Intensive Intervention?

**3RD GRADE STUDENTS IN SPECIAL
EDUCATION- READING**
2018-2019 STAAR



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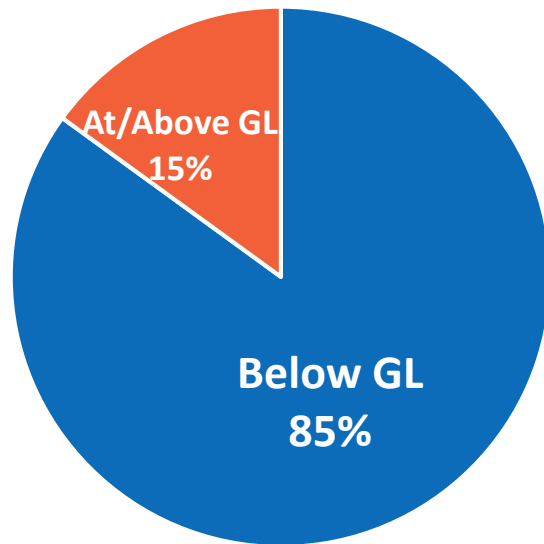
**3RD GRADE STUDENTS NOT IN SPECIAL
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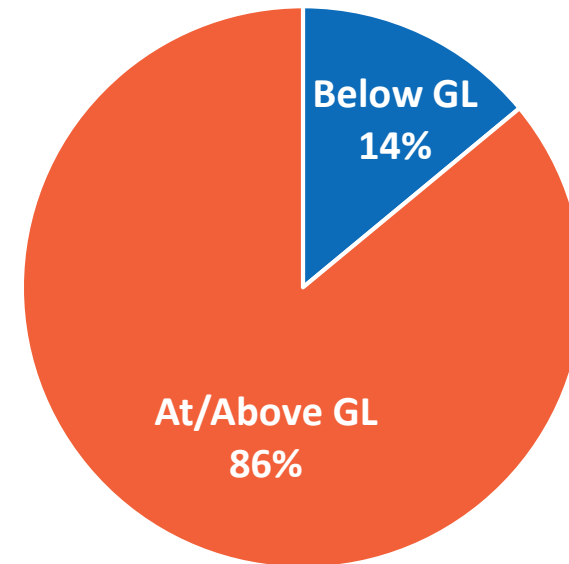
Why Intensive Intervention?

**8TH GRADE STUDENTS IN SPECIAL
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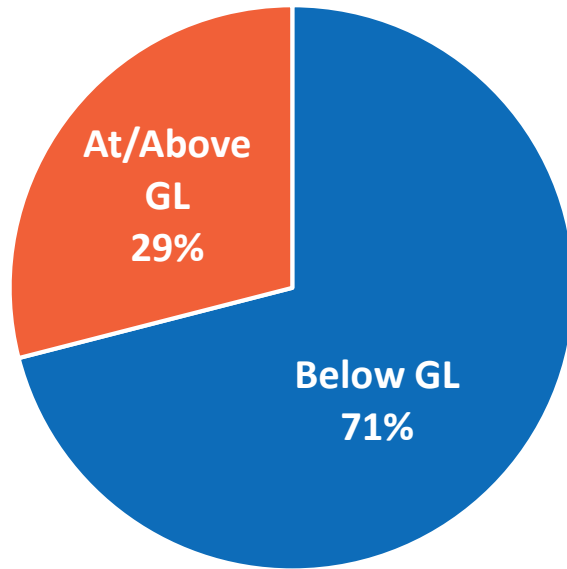
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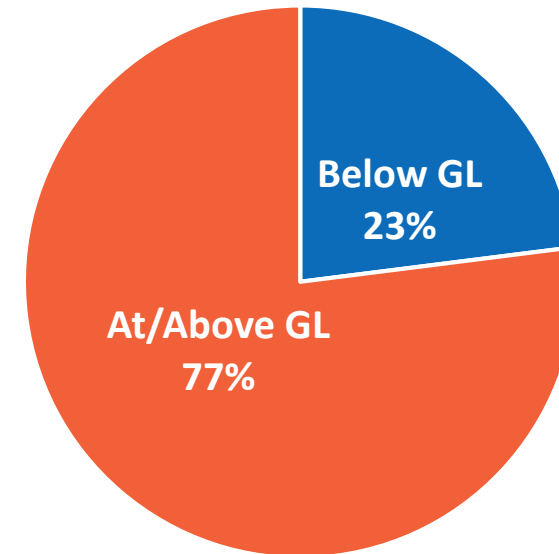
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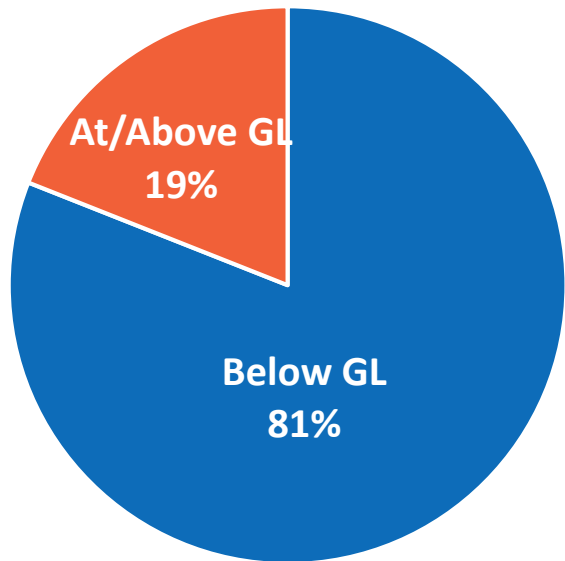
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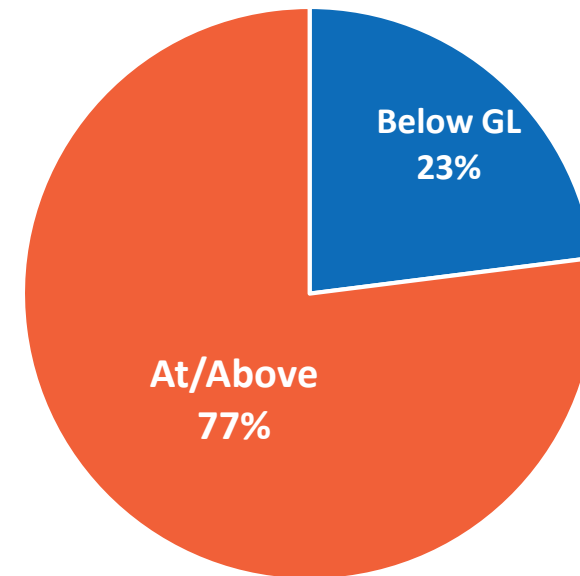
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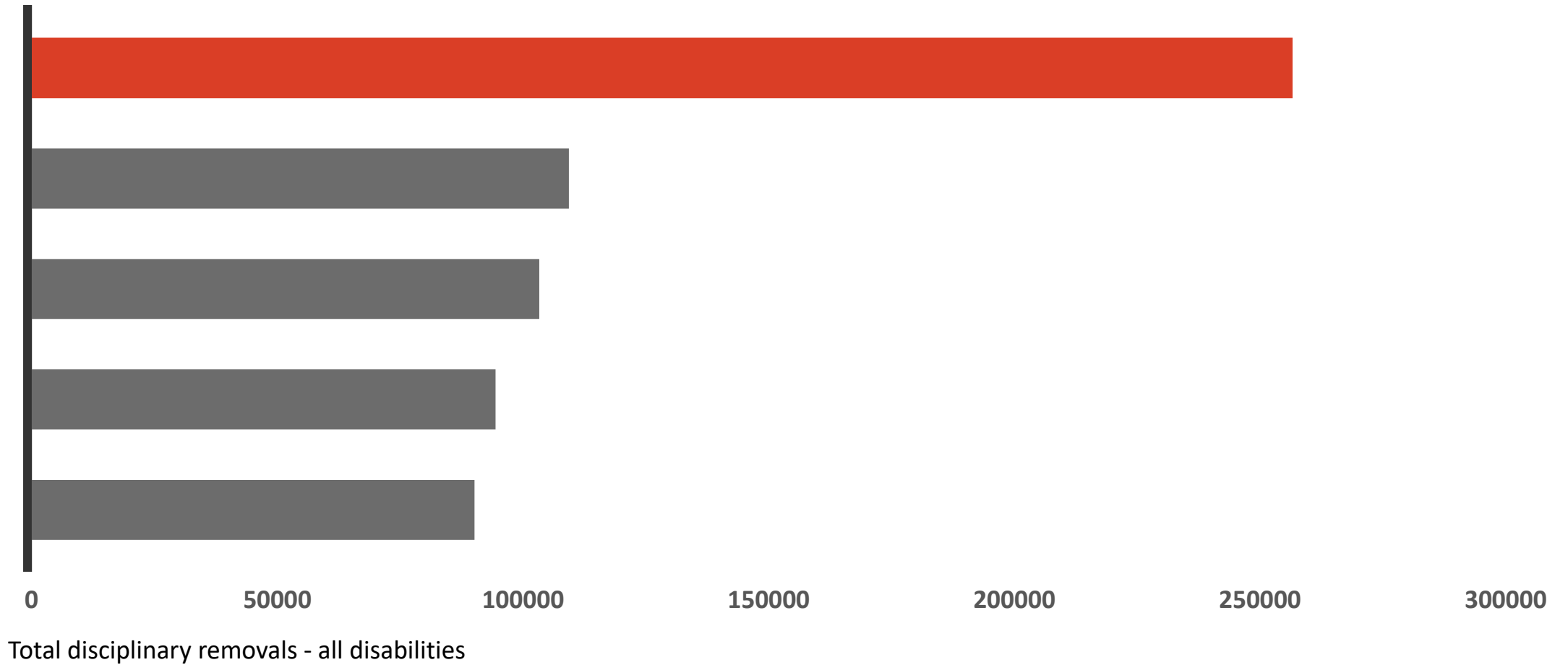
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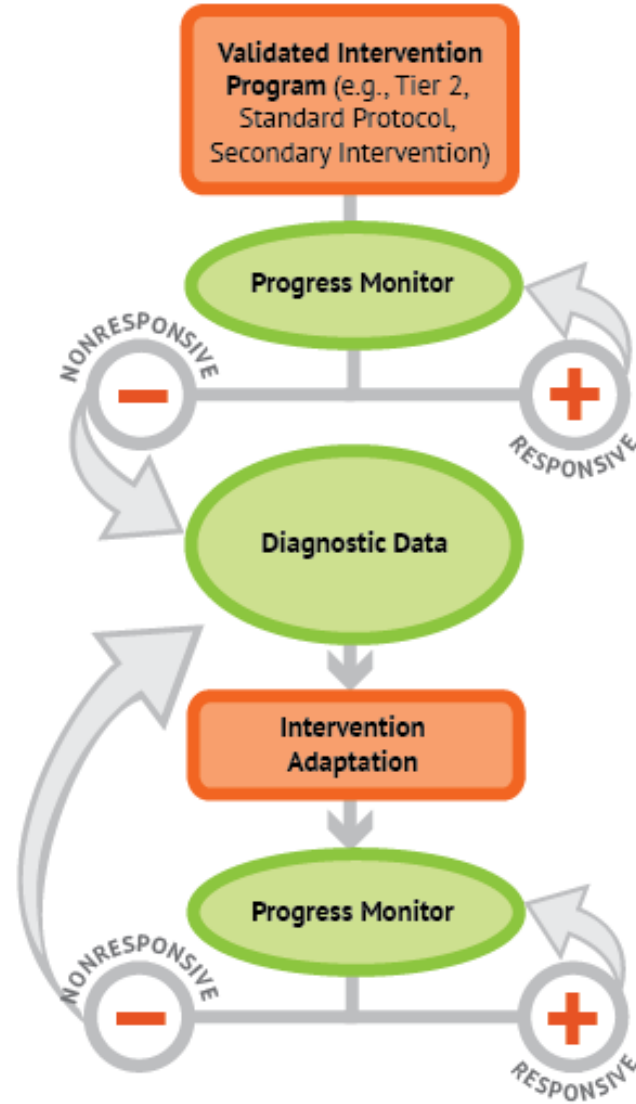
Disciplinary Removals – Students with Disabilities



Source: U.S. Department of Education, Office of Civil Rights, Civil Rights Data Collection, 2016-17 (Top 5 states)

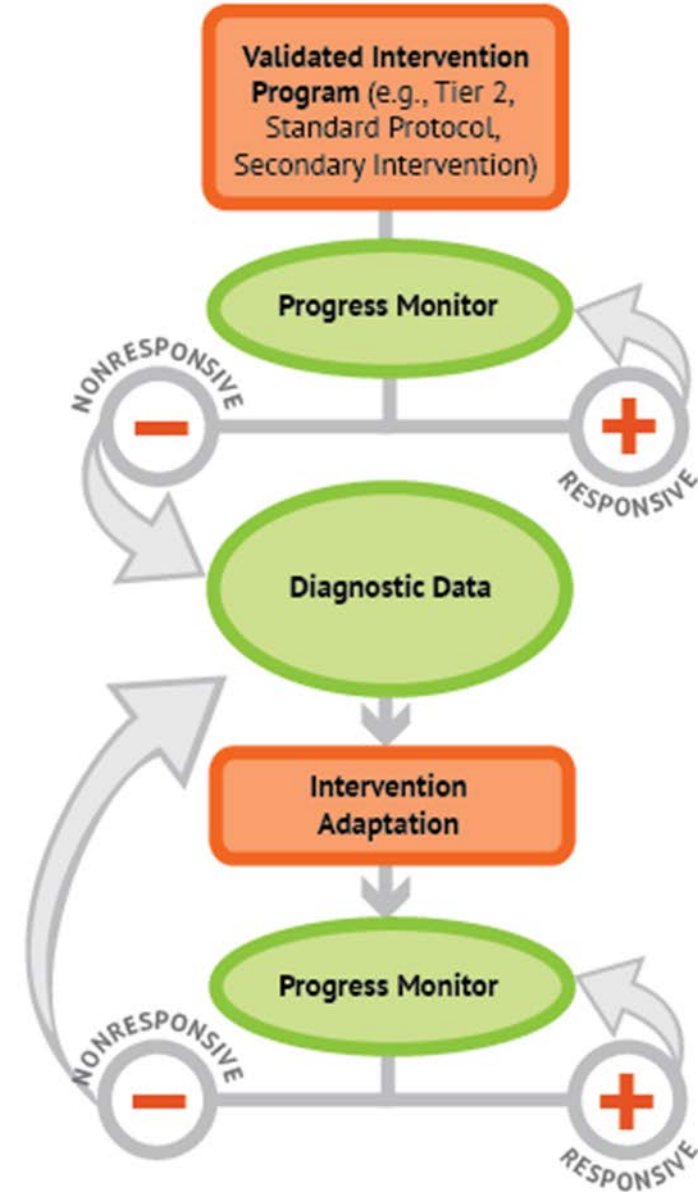
- 1. Secondary intervention program, delivered with greater intensity**
- 2. Progress monitoring**
- 3. Informal diagnostic assessment**
- 4. Adaptation**
- 5. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate**

Overview of DBI



Before the DBI Process...

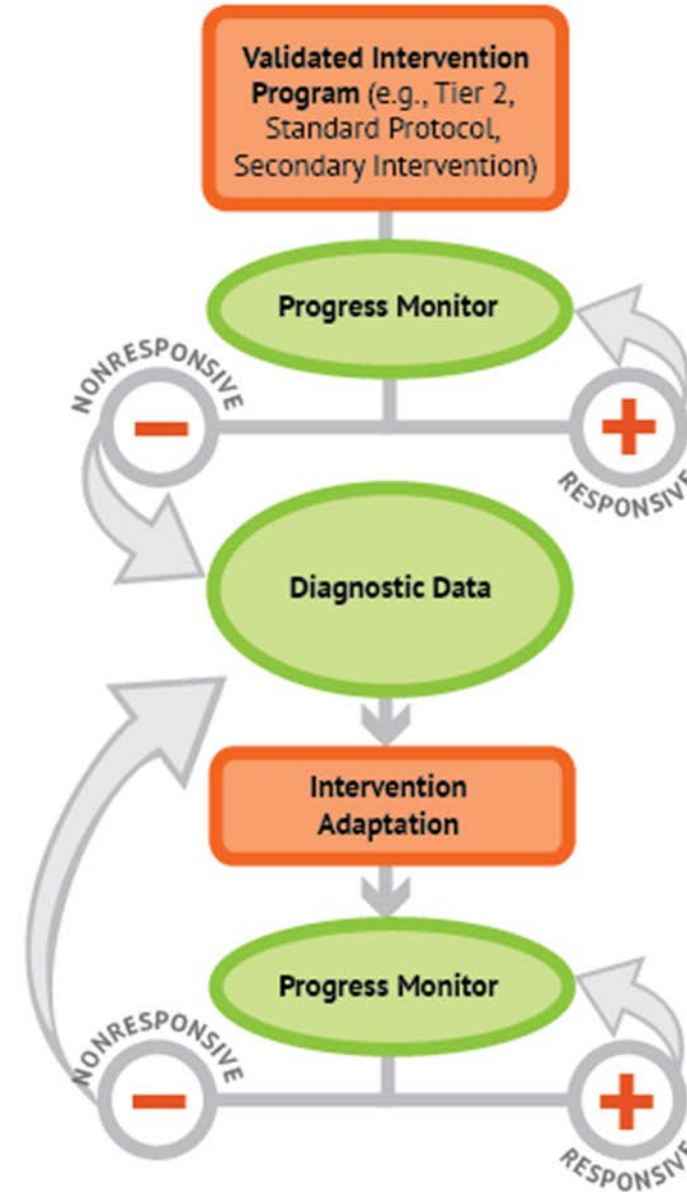
- Start with a standardized, validated intervention program
- Progress monitor to evaluate the student response to the validated intervention.



- Diagnostic Data

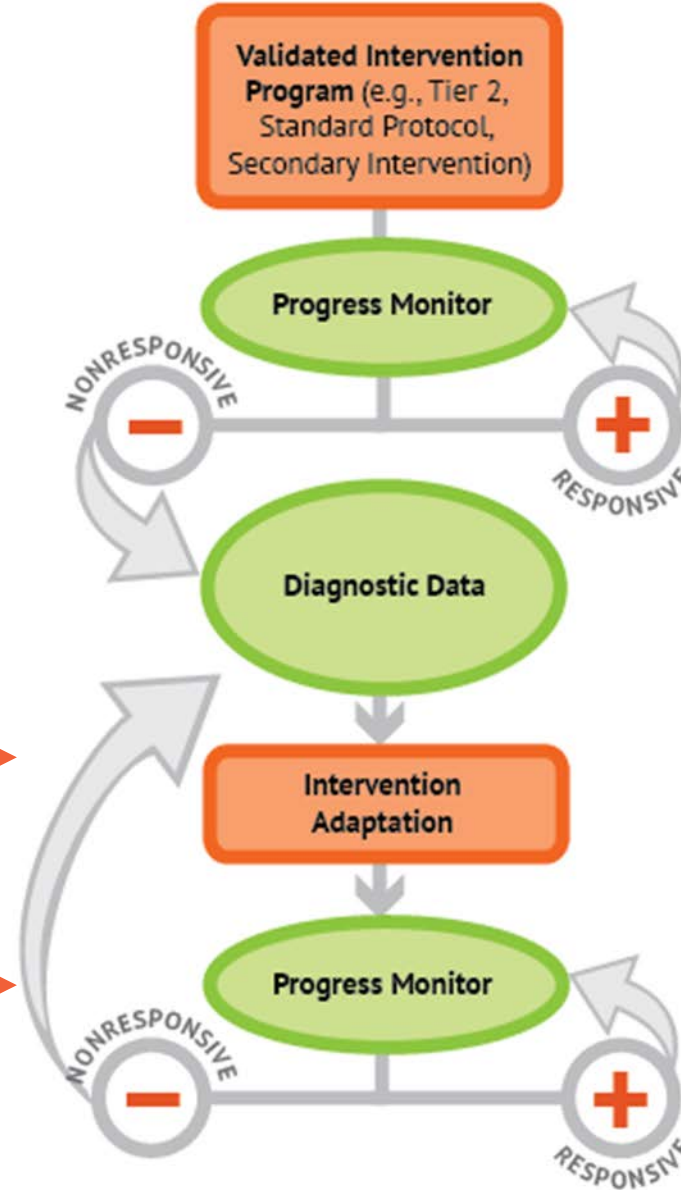
Gives more insight about why the student is not responding to a validated intervention

- Error analysis
- Observation
- Running Records



Non-Responsive...

- Adapt the Intervention
- Continue to Progress Monitor



Try quantitative change(s) first...

- Increase dosage (i.e., intervention frequency, length of sessions, or duration).
- Decrease group size.
- Decrease heterogeneity of the intervention group.

Consider qualitative changes second...

Qualitative adaptations may be made to the intervention program that alter—

- Instruction based on learner characteristics (e.g., addressing working memory or attention problems)
- Skill level of interventionist
- Content delivery
- How students respond
- The amount of adult feedback and error correction students receive
- Frequency/specificity of checks for retention
- The materials, curriculum, or whole intervention (could be a complete change in program)

No intervention process may be used to delay or deny a Full Individual Evaluation of a child suspected of having a disability and needing special education and related services.

DBI in Texas

Partnership with National Center on Intensive Intervention (NCII)



NCII is housed at the American Institutes for Research and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and is part of OSEP's Technical Assistance and Dissemination Network (TA&D).



The Mission of the NCII is to build capacity of state and local education 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.

[Intensiveintervention.org](https://intensiveintervention.org)

Cohort 1:

- Colorado
- Michigan
- Oregon
- Washington



Cohort 2:

- Rhode Island
- North Carolina
- South Carolina
- Texas

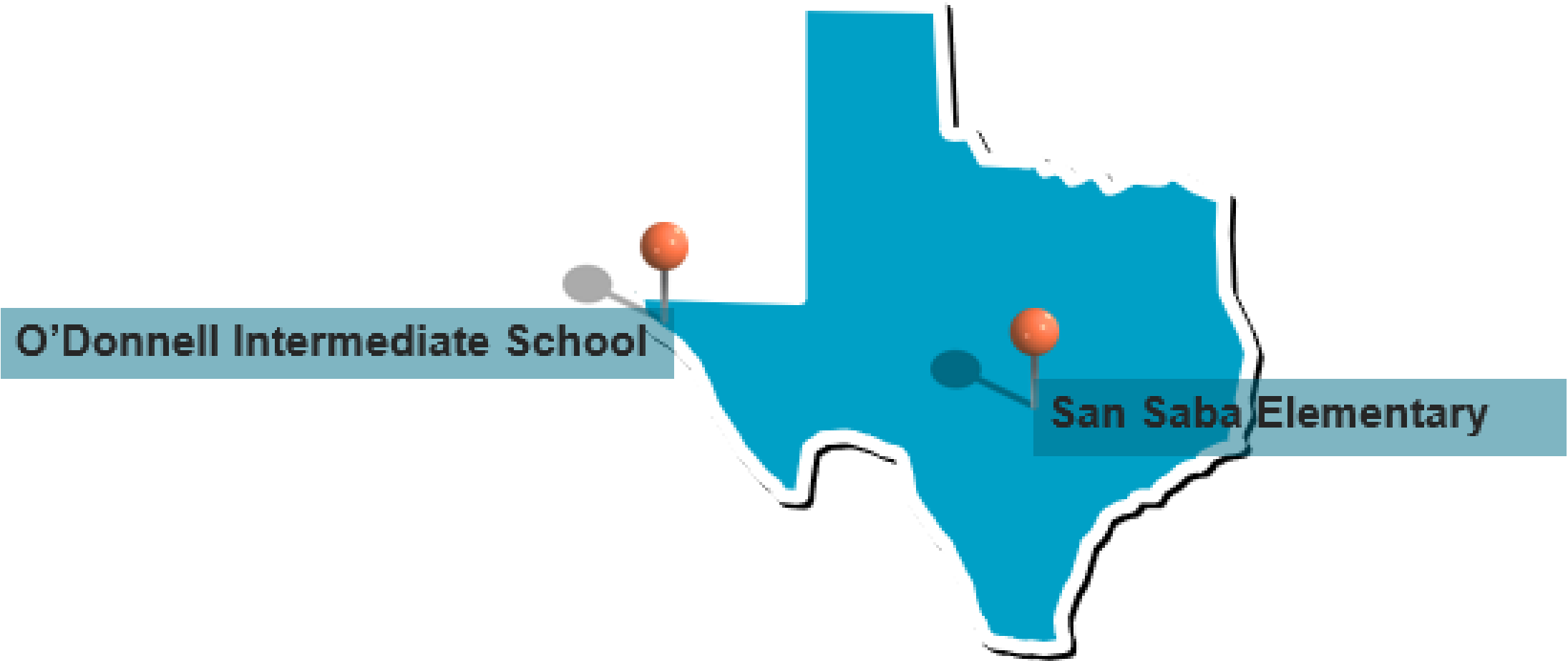
Finding Pilot Schools



Finding Pilot Schools

- We were looking for campuses that had:
 - excellent structures for instruction and intervention in place
 - strong leadership at the campus and district level
 - ESC staff that were excited and committed to taking on this project

Pilot Schools



O'Donnell Intermediate School

San Saba Elementary

**September to
November 2019**

3 days of training
with pilot schools

**November 2019 to
May 2020**

Weekly coaching
sessions with teachers
at schools using DBI
process

**June 2020 to
September 2020**

Refining processes and
materials to incorporate
into the Tiered
Interventions Using
Evidenced-based Research
(TIER) Statewide
Leadership Network

TEA Special Education Department

- Webpage: tea.Texas.gov/texassped
- Email: sped@tea.Texas.gov
- Phone: 512-463-9414

National Center on Intensive Intervention

- intensiveintervention.org



Thank you!