Module Home



**Outline­**

**Intensive Intervention (Part 1)**:

Using Data-Based Individualization to Intensify Instruction

* Module Description: This module, first in a series of two, overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists) (est. completion time: 3 hours).
* Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]

Challenge

* Video: Century Elementary School has adopted the response-to…

|  |  |
| --- | --- |
| NOTES |  |

Initial Thoughts

* What is data-based individualization?
* How can school personnel intensify and individualize instruction?

|  |  |
| --- | --- |
| NOTES |  |

Perspectives & Resources

* Module Objectives
* Understand the purpose of providing intensive intervention
* Be familiar with the data-based individualization process
* Understand how to intensify and individualize academic interventions
* Understand the difference between quantitative and qualitative adaptations

|  |  |
| --- | --- |
| NOTES |  |

* Page 1: Overview of Intensive Intervention
* Even when they receive high-quality instruction in general education…
* In contrast to targeted instruction, intensive intervention… [bullet points]
* Research Shows
  + All Students/Students with Disabilities [table]
* Video: Long Story Short: Why is intensive intervention critical for…
* Video: Why is it important for schools to focus on intensive…
* Link: multi-tiered system of support (MTSS) [definition]
* Link: response to intervention (RTI) [definition]
* Link: Positive Behavioral Interventions and Supports (PBIS) [definition]
* Below is a representation of a multi-tiered approach… [bullet points]
* These students include… [bullet points]
  + Link: individual education program (IEP)
* Video: Steve Goodman, Director of Michigan’s Integrated Behavior…

|  |  |
| --- | --- |
| NOTES |  |

* Page 2: Data-Based Individualization
* Educators often struggle with how to provide intensive intervention…
* More specifically, DBI… [bullet points]
* For Your Information
  + Audio: Rebecca Zumeta Edmonds explains that the DBI…
* Link: evidence-based practice [definition]
* Link: evidence-based program [definition]
* DBI Steps [table]
  + Link: progress monitoring [definition]
* Video: Listen as Chris Lemons, Senior Advisor to the National Center…
* For Your Information
  + Link: multidisciplinary team [definition]
  + Link: National Center on Intensive Intervention [website]
* Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]

|  |  |
| --- | --- |
| NOTES |  |

* Page 3: Intensifying and Individualizing Interventions
* There are two steps in the DBI process at which point teachers can…
* Read more about them below. [bullet points]
* Link: Intensive Intervention Practice Categories Checklist [PDF]
* For Your Information

|  |  |
| --- | --- |
| NOTES |  |

* Page 4: Change Intervention Dosage and Time
* As discussed on the previous pages, there are four ways to intensify…
* Link: dosage [definition]
* Link: time [definition]
* More specifically, this means changing the… [bullet points]
* Benefits of Increased Dosage or Time
  + By increasing the dosage or time, teachers can… [bullet points]
  + Research Shows
* Considerations for Increasing Dosage and Time
  + How to Increase the Dosage and Time
    - Assuming the amount of intervention time is… [bullet points]
    - Research Shows
  + How to Use the Increased Time Efficiently
    - During this increased instructional time… [bullet points]
  + How to Obtain More Instructional Time
    - A few of these are described below. [bullet points]
    - For Your Information

|  |  |
| --- | --- |
| NOTES |  |

* Page 5: Change the Learning Environment
* Another quantitative method for adapting instruction is to change the…
* Teachers can change the learning environment by… [bullet points]
* Research Shows
* Benefits of Changing the Learning Environment
  + By making these types of adaptions, teachers can… [bullet points]
* Considerations for Changing the Learning Environment
  + If the student is not responding adequately to… [bullet points]
  + For Your Information

|  |  |
| --- | --- |
| NOTES |  |

* Page 6: Teach Cognitive Processing Strategies
* Although using the least-intensive methods to adapt instruction…
* These activities include… [bullet points]
* These cognitive processing strategies can address… [bullet points]
* Memory
  + Signs of Poor Memory
  + Note-taking [drop-down menu]
  + Graphic organizers [drop-down menu]
  + Mnemonics [drop-down menu]
  + Verbal rehearsal [drop-down menu]
  + In addition to teaching students memory strategies… [bullet points]
* Self-Regulation
  + Signs of Poor Self-Regulation Skills
  + Self-monitoring [drop-down menu]
  + Self-instruction [drop-down menu]
  + Goal-setting [drop-down menu]
  + Self-reinforcement [drop-down menu]
  + Audio: Don Deshler discusses the importance of teaching…
* Attribution
  + Teachers can help students learn that they do have… [bullet points]

|  |  |
| --- | --- |
| NOTES |  |

* Page 7: Modify Delivery of Instruction
* Some students might require the most intensive approach to adapting…
* This is a qualitative adaptation and can be accomplished… [bullet points]
* Consider instructional match and prioritize skills [drop-down menu]
* Systematic instruction
  + Link: View sample task analysis [drop-down menu]
* Explicit Instruction
  + Link: View step-by-step explanation of explicit… [drop-down menu]
* Precise, simple, and replicable language [drop-down menu]
* Frequent opportunities to respond [drop-down menu]
* Specific feedback and error correction [drop-down menu]
  + Link: View an example of how to provide… [drop-down menu]
* Opportunities to practice, build fluency, and review [drop-down menu]

|  |  |
| --- | --- |
| NOTES |  |

* Page 8: Implementation Considerations
* Now that we have reviewed the four types of instructional adaptations…
* Recall, there are two steps in the process when teachers… [bullet points]
* Who Delivers Intensive Intervention?
* Align Intervention with the Core Curriculum
  + Video: Russell Gersten, the Executive Director of the…
* Implement Adaptations Systematically
  + Video: Devin Kearns, a research scientist at the Center for…
  + Audio: Listen as Sarah Arden discusses consideration related to…
* Implement Adaptations with Fidelity
  + Link: Student-Level Data-Based Individualization… [PDF]
  + Link: Data-Based Individualization Implementation Log… [PDF]
  + For Your Information

|  |  |
| --- | --- |
| NOTES |  |

* Page 9: Making Instructional Decisions for Reading
* Recall from the Challenge that Natalia is a fourth-grade student who…
* Natalia received targeted instruction… [bullet points]
* Keep in Mind
  + Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]
* Begin the DBI Process
  + Step 1: Validated Intervention Program
    - The adapted intervention will be delivered… [bullet points]
    - Activity
      * Link: Click for feedback [drop-down menu]
  + Step 2: Progress Monitoring
    - Keep in Mind
      * Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]
  + Step 3: Diagnostic Assessment
    - Link: error analysis [definition]
  + Step 4: Instructional Adaptation
    - Based on the informal diagnostic… [bullet points]
    - Activity
      * Link: Click for feedback [drop-down menu]
  + Step 5: Progress Monitoring
    - Keep in Mind
  + Step 3: Diagnostic Assessment
  + Step 4: Instructional Adaptation
    - Activity
      * Link: Click for feedback [drop-down menu]
  + Step 5: Progress Monitoring
  + Summary

|  |  |
| --- | --- |
| NOTES |  |

* Page 10: Making Instructional Decisions for Mathematics
* Cole is a second-grade student who has persistent difficulties in…
* Therefore, he received targeted instruction… [bullet points]
* Keep in Mind
  + Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]
* Begin the DBI Process
  + Step 1: Validated Intervention Program
    - The adapted intervention will be delivered… [bullet points]
    - Activity
      * Link: Click for feedback [drop-down menu]
  + Step 2: Progress Monitoring
    - Keep in Mind
      * Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]
  + Step 3: Diagnostic Assessment
    - Link: error analysis [definition]
  + Step 4: Instructional Adaptation
    - Cole’s support team recommends the… [bullet points]
    - Activity
      * Link: Click for feedback [drop-down menu]
  + Step 5: Progress Monitoring
    - Keep in Mind
* Summary

|  |  |
| --- | --- |
| NOTES |  |

* Page 11: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 12: Credits
* Content Experts
* Module Developers
* Content Expert Reviewers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Audio: Listen as Chris Lemons discusses making quantitative and…

|  |  |
| --- | --- |
| NOTES |  |

Assessment

* Take some time now to answer the following questions.

|  |  |
| --- | --- |
| NOTES |  |

You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]