Module Home

**Outline­**

**Intensive Intervention (Part 2)**:

Collecting and Analyzing Data for Data-Based Individualization

* Module Description: This module, the second in a series on intensive intervention, offers information on making data-based instructional decisions. Specifically, the resource discusses collecting and analyzing progress monitoring and diagnostic assessment data. 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 1): Using Data-Based Individualization to Intensify Instruction [IRIS Module]

Challenge

* Video: In the module Intensive Intervention (Part 1), you learned…

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Initial Thoughts

* What is data-based individualization?
* How can school personnel use data to make instructional decisions?

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Perspectives & Resources

* Module Objectives
* Be familiar with the data-based individualization process
* Understand how to make data-based instructional decisions
* Be familiar with processes for collecting and analyzing progress monitoring data and diagnostic assessment data
* Understand how to use these data to make instructional adaptations

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* Page 1: Overview of Data-Based Individualization
* Like Natalia, the student depicted in this module’s Challenge…
* In contrast to targeted instruction, *intensive intervention* is… [bullet points]
* More specifically, DBI… [bullet points]
* For Your Information
	+ Link: multi-tiered system of supports (MTSS) [definition]
	+ Link: response to intervention (RTI) [definition]
	+ Link: Positive Behavioral Intervention and Supports [definition]
* Link: evidence-based intervention [definition]
* DBI Steps [table]
	+ Link: progress monitoring [definition]
* Link: Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction [IRIS Module]
* For Your Information
	+ Link: National Center on Intensive Intervention [website]

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* Page 2: Collecting and Evaluating Data
* Collecting and evaluating data is extremely important when…
* There are three steps in the DBI process when… [bullet points]
	+ Link: formative assessment [definition]
* Link: Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction [IRIS Module]
* DBI Process [table]
* Audio: Rebecca Zumeta Edmonds discusses the different uses of…
* Audio: Sarah Arden discusses the importance of making data-based…
* Who Implements DBI?

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* Page 3: Progress Monitoring
* Recall that Step 2 and Step 5 of the DBI process involve progress…
* General outcome measures are… [bullet points]
* For Your Information
	+ Link: Academic Progress Monitoring Tools Chart [web page]
	+ Link: Progress Monitoring Handouts [PDF]
* The steps below describe how to do this. [bullet points]
	+ Link: benchmark [definition]
	+ Link: goal line [definition]
	+ Link: median [definition]
	+ Link: Click to view a sample probe that has… [drop-down menu]
* Audio: Listen as Devin Kearns discusses the importance of collecting…

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* Page 4: Analyzing Progress Monitoring Data
* After making adaptations to an intervention, the teacher needs to…
* For Your Information
	+ Click to learn more about this process [PDF]
* Audio: Listen as Sarah Arden discusses how long a teacher should…
* Activity
	+ Improving [drop-down menu]
	+ Not improving [drop-down menu]

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* Page 5: Diagnostic Assessment
* In the DBI process, teachers use a diagnostic assessment…
* When progress monitoring data indicate that a… [bullet points]
* Audio: Listen as Rebecca Zumeta Edmonds discusses several…
* Link: fidelity [definition]
* Error Analysis

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* Page 6: Error Analysis for Reading
* To conduct an error analysis for students reading at first- through…
* Link: Click to view an example of a PRF probe on which… [PDF]
* For Your Information
* One way to do this is to systematically record… [bullet points]
* Actual Word/Student Responses/Error Categories [table]
* For Your Information
	+ Link: Handout: Phonics Inventory [PDF]
* Activity
	+ Link: Natalia’s marked probe [PDF]
	+ Actual Word/Students Responses/Error Categories [table]
	+ Link: Click for feedback [drop-down table]
* Resources for Addressing Reading Skills
	+ Link: The Meadows Center for Preventing Education… [website]
	+ Link: Florida Center for Reading Research: Sample… [website]

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* Page 7: Error Analysis for Mathematics
* Error analysis can also be conducted for mathematics…
* The teacher can… [bullet points]
* Link: Click to view an example of a mathematics worksheet… [PDF]
* For Your Information
	+ Link: Handout: Mathematics Assessment Supplement [PDF]
* Common Types of Computation Errors [table]
* Link: Click to view the worksheet [PDF]
* Problems Analyzed from Cole’s Worksheet [table]
* Link: Click to view *Systematic Analysis of Student Errors*… [web page]
* Activity
	+ Link: Click here to begin [drop-down menu]
		- Link: Click for feedback [drop-down menu]
* Resources for Addressing Mathematics Skills
	+ Link: collection of sample lessons and activities [web page]

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* Page 8: Making Data-Based Instructional Decisions for Reading
* Recall from the Challenge that Natalia is a fourth-grade student…
* Natalia received targeted instruction… [bullet points]
* Keep in Mind
	+ Link: Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction [IRIS Module]
* Begin the DBI Process
	+ Step 1: Validated Intervention Program
		- The adapted intervention will be delivered… [bullet points]
	+ Step 2: Progress Monitoring
		- Activity
			* Link: Natalia is making adequate… [drop-down menu]
			* Link: Natalia is not making… [drop-down menu]
			* Link: There is not enough data to… [drop-down menu]
	+ Step 3: Diagnostic Assessment
		- Informal diagnostic assessments help… [bullet points]
			* Link: Click to review Natalia’s… [drop-down menu]
	+ Step 4: Instructional Adaptation
		- Using the informal diagnostic assessment… [bullet points]
	+ Step 5: Progress Monitoring
		- Keep in Mind
	+ Step 3: Diagnostic Assessment
		- These data indicate that Natalia is… [bullet points]
	+ Step 4: Instructional Adaptation
	+ Step 5: Progress Monitoring
	+ Summary

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* Page 9: Making Data-Based Instructional Decisions for Mathematics
* The module Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction [IRIS Module]
* Therefore, he received targeted instruction… [bullet points]
* Keep in Mind
	+ Link: Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction [IRIS Module]
* Begin the DBI Process
	+ Step 1: Validated Intervention Program
		- The adapted intervention will be delivered… [bullet points]
	+ Step 2: Progress Monitoring
		- Activity
			* Link: Cole is making adequate… [drop-down menu]
			* Link: Cole is not making… [drop-down menu]
			* Link: There is not enough data to… [drop-down menu]
	+ Step 3: Diagnostic Assessment
		- Link: Click to view the worksheet that Cole’s teacher… [PDF]
		- Problems Analyzed from Cole’s Worksheet [table]
		- Activity: Step 3
			* Problems Analyzed from Cole’s Worksheet [table]
			* Link: Click for feedback [drop-down table]
	+ Step 4: Instructional Adaptation
		- Cole’s support team recommends the… [bullet points]
	+ Step 5: Progress Monitoring
		- Keep in Mind
	+ Summary

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* Page 10: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 11: Credits
* Content Experts
* Module Developers
* Content Expert Reviewers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Link: formative assessment [definition]
* DBI Process [table]
* Audio: Listen as Chris Lemons summarizes the types of data collected…
* Revise Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

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