**Challenge**

- Video: After seven weeks of this targeted intervention, Natalia’s progress monitoring data show that she is not responding adequately. According to our guidelines, it is time to begin data-based individualization. Our first step is to decide how to individualize and intensify Natalia’s instruction.

**Initial Thoughts**

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

**Perspectives & Resources**

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - 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

❖ **Page 1: Overview of Intensive Intervention**

- Even when they receive high-quality instruction in general education classrooms...
- Intensive intervention is characterized by... [bullet points]
- Research Shows
- Video: Rebecca Zumeta Edmonds discusses why it is important to use intensive intervention
- Video: Sharon Vaughn discusses why it is important to use intensive intervention
- Link: multi-tiered system of support (MTSS) [definition]
- Link: response to intervention (RTI) [definition]
- Link: positive behavioral intervention and supports (PBIS) [definition]
- Representation of the multi-tiered approach [graphic]
- Intensive intervention
- Targeted instruction
- Primary instruction
- Students whose needs intensive intervention is designed to meet [bullet points]
  - Link: evidence-based practice or program [definition]
Intensive Intervention (Part 1):
An Overview for Educators

- Video: Steve Goodman talks about why it is important to embed intensive intervention within multi-tiered systems of support

❖ Page 2: Data-Based Individualization
- Definition of data-based individualization (DBI)
  - More specifically, DBI... [bullet points]
- For Your Information
  - Audio: Even if a school is not implementing a multi-tiered approach, Rebecca Zumeta Edmonds explains that the DBI approach can still be used to provide intensive intervention
- DBI Steps [graphic]
- DBI Steps
  - Link: progress monitoring [definition]
- Audio: Chris Lemons discusses the process of intensifying interventions
- For Your Information
  - Link: multidisciplinary team [definition]
  - Link: individualized education program [definition]
  - Link: National Center on Intensive Intervention [Website]
  - Note on Part 2 of this Module series

❖ Page 3: Intensifying and Individualizing Interventions
- Steps 1 and 4 of the DBI process [bullet points]
  - Note on Part 2 of this Module series
- Quantitative changes vs. qualitative changes [graphic]
- Link: Intensive Intervention Practice Categories Checklist
- For Your Information

❖ Page 4: Change Intervention Dosage and Time
- 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 or Time
  - How To Increase Dosage or Time
    - Questions teachers should ask [bullet points]
    - Research Shows
  - How To Use the Increased Time Efficiently
During this increased instructional time, those providing the intervention should...

- How To Obtain More Instructional Time
  - There are a number of ways to accommodate increased instructional time for students
  - For Your Information

**Page 5: Change the Learning Environment**

- Teachers can change the learning environment by...
- Research Shows
- Benefits of Changing the Learning Environment
  - By making adaptations, teachers can also...
- Considerations for Changing the Learning Environment
  - Teachers can consider the following questions to help guide their decision
  - For Your Information

**Page 6: Teach Cognitive Processing Strategies**

- Definition of executive functions
- Activities controlled by executive functions include...
- Cognitive processing strategies can address deficits in...
- Memory
  - Students with poor memory...
  - Signs of Poor Memory
  - Strategies to address memory deficits
  - More instructional strategies
- Self Regulation
  - Definition of self-regulation
  - Signs of Poor Self-Regulation Skills
  - Self-regulation strategies
  - Audio: Don Deshler discusses the importance of teaching students self-regulation strategies
- Attribution
  - Teachers can help students learn that they do have control over their performance by...

Intensive Intervention (Part 1):
An Overview for Educators

❖ Page 7: Modify Delivery of Instruction
  • This qualitative adaptation can be accomplished by altering... [bullet points]
  • Methods for modifying the delivery of instruction [drop-down menus]
    ◦ Link: sample task analysis
    ◦ Link: explanation of explicit instruction
    ◦ Link: example of how to provide specific feedback with error correction

❖ Page 8: Implementation Considerations
  • Recall, there are two steps in the process when teachers are expected to adapt the intervention... [bullet points]
  • Who Delivers Intensive Intervention?
  • Align Intervention with the Core Curriculum
    ◦ Video: Russell Gersten explains that intensive intervention should build on foundational skills and the core curriculum as opposed to introducing unrelated curriculum
  • Implement Adaptations Systematically
    ◦ Video: Devin Kearns discusses why it is important to make systematic changes when adapting an intervention
    ◦ Audio: Sarah Arden discusses considerations related to determining how many adaptations to make at once
  • Implement Adaptations with Fidelity
    ◦ Definition of implementation fidelity
    ◦ For Your Information

❖ Page 9: Practice Making Instructional Decisions
  • Natalia received targeted instruction [bullet points]
  • Begin the DBI Process
    ◦ Step 1: Validated Intervention Program
      ▪ The adapted intervention will be delivered... [bullet points]
      ▪ Activity: Compare the instruction that Natalia received in targeted instruction to that she will receive once the DBI process begins
      ▪ Link: feedback
    ◦ Step 2: Progress Monitoring
      ▪ Natalia’s Progress Monitoring Data [graph]
      ▪ Keep in Mind
      ▪ Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization
Outline

Intensive Intervention (Part 1):
An Overview for Educators

- Step 3: Diagnostic Assessment
  - Link: error analysis [definition]
- Step 4: Instructional Adaptation
  - Natalia’s support team believes that she may benefit from... [bullet points]
  - Activity: Review the three adaptations recommended for Natalia in Step 4
    - Link: feedback
- Step 5: Progress Monitoring
  - Natalia’s Progress Monitoring Data [graph]
- Keep in Mind
  - Step 3 [repeated]: Diagnostic Assessment
  - Step 4 [repeated]: Instructional Adaptation
    - Activity: Which self-regulation strategy would you suggest the team choose? Justify your answer
      - Link: feedback
  - Step 5 [repeated]: Progress Monitoring
    - Natalia’s Progress Monitoring Data [graph]
- Summary

❖ Page 10: References & Additional Resources
  - Suggested Module citation
  - References
  - Additional Resources

❖ Page 11: Credits
  - Suggested Module citation
  - Content Experts
  - Module Developers
  - Module Production Team
  - Media Production Team
  - Media
  - Expert Interviews
  - Acknowledgements

Wrap Up
  - Review of the Module
  - Revisiting Initial Thoughts
Assessment

- Complete the numbered questions

You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Hours Shop
- Related Resources [links]