The Tip of the Tier: Data-Based Individualization to Support Students with the Most Intensive Needs in School Settings

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National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Agenda

- Introduction to Data-based Individualization (DBI)
- Intensive Intervention, Behavior, and Mental Health
- Intensification Strategies
- Resources
- Questions and Discussion

Learning Objectives

1. Describe the data-based individualization process and how it aligns to tiered systems of supports in the school setting.
2. Explain intensification strategies used in data-based individualization for both behavior and academic student plans.
3. Explain how the data-based individualization process can be used to support students with mental health needs in the school setting.

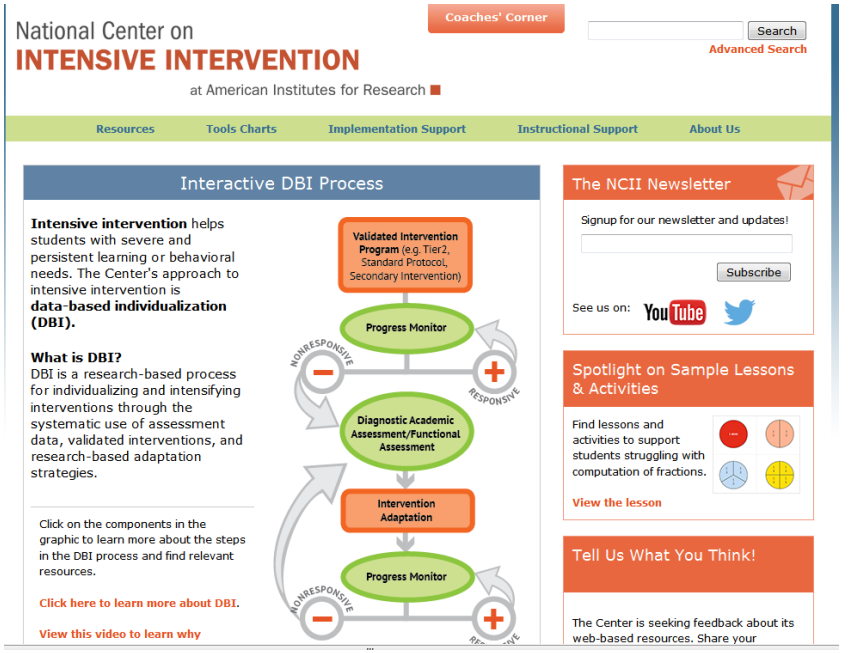
The Intensive Intervention Framework

What Comes to Mind…

…when you hear intensive intervention?

National Center on Intensive Intervention (NCII)

NCII's mission is to build district and school capacity to support implementation of **data-based individualization** in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs.



What is Intensive Intervention?

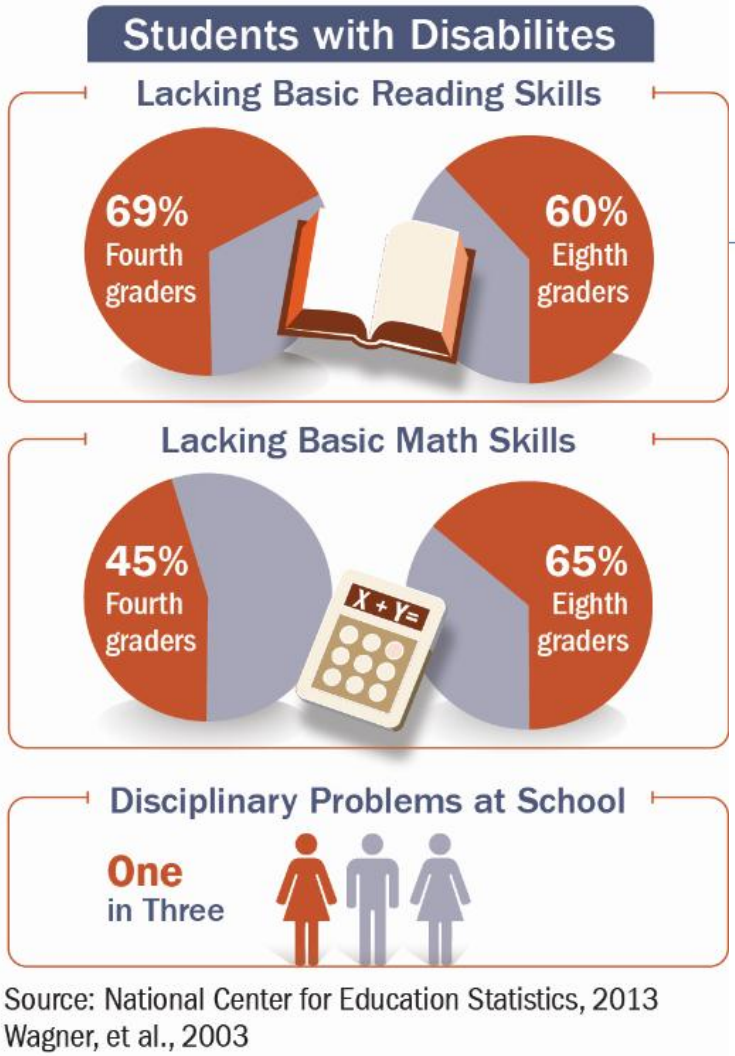
Intensive intervention is designed to address *severe and persistent* learning or behavior difficulties. Intensive interventions should be—

(a) Driven by data

(b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports

Why Intensive Intervention?

Too many students, especially those with disabilities, lack basic skills for reading and mathematics or have serious discipline problems in school



Source: National Center for Education Statistics, 2013
Wagner, et al., 2003

Mental Health Needs in Schools

Context for Intensive Intervention

How common is mental health illness among children and youth?

- According to Child Mind Institute, an estimated 17.1 million have or have had a diagnosable psychiatric disorder (Child Mind Institute, 2015).
  - Within this population, the most common diagnosed psychiatric disorders reported were anxiety disorder, ADHD and disruptive behavior, and depression and bipolar disorders (Merikangas et. al., 2010).

(American Institutes for Research, 2015)

At what age do children generally become diagnosed with a psychiatric disorder?

- About half of all psychiatric illness occurs before the age of 14.
  - The median onset of anxiety disorders is 6 years old.
  - The median onset of ADHD and behavior disorders (e.g., oppositional defiant disorder and conduct disorder) is 11 years old.
  - The median age of onset of mood disorders (e.g., major depressive disorder, dysthymia, and bipolar disorder I and II) is 13 (Child Mind Institute, 2015).

(American Institutes for Research, 2015)

What challenges do children and youth with psychiatric illnesses face?

- Children and adolescents with psychiatric illness are at greater risk of experiencing academic failure, substance abuse, and involvement with the juvenile justice system (Child Mind Institute, 2015).

- The lack of awareness and stigma associated with mental illness, keeps many children and youth from seeking or receiving help, leaving many of their needs left unaddressed (Merikangas et. al., 2011a).

(American Institutes for Research, 2015)

Challenges for meeting the needs of children and youth with psychiatric illnesses

- Many children and youth who have diagnosable illnesses do not receive treatment:
  - 40% with ADHD (Merikangas, 2011a)
  - 60% with depression (SAMHSA, 2014)
  - 80% with an anxiety disorder (Merikangas, 2011b)

(American Institutes for Research, 2015)

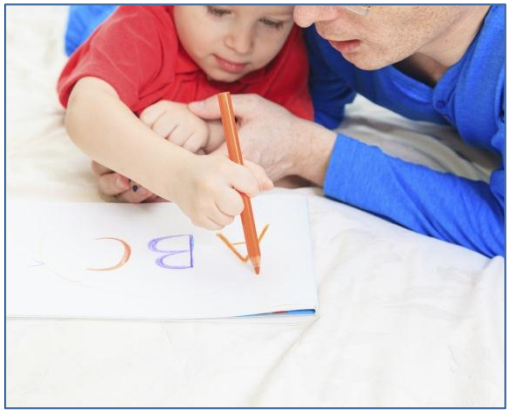
Rationale for Intensive Intervention

Why Do We Need Intensive Intervention?

More Help

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

More Practice



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

Students with Disabilities

- **Low academic achievement**

- **Dropout rates**

- **Arrest rates**

Students with Disabilities

- The school completion rate for youth with emotional disturbances (56%) is lower than the rate for all other categories, with the exception of youth with multiple disabilities or intellectual disabilities.

- More than one-third of students with disabilities who dropout have spent a night in jail. Dropouts are 10 percent more likely to have been arrested than youth with disabilities who finished high school.

Who needs Intensive Intervention?

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

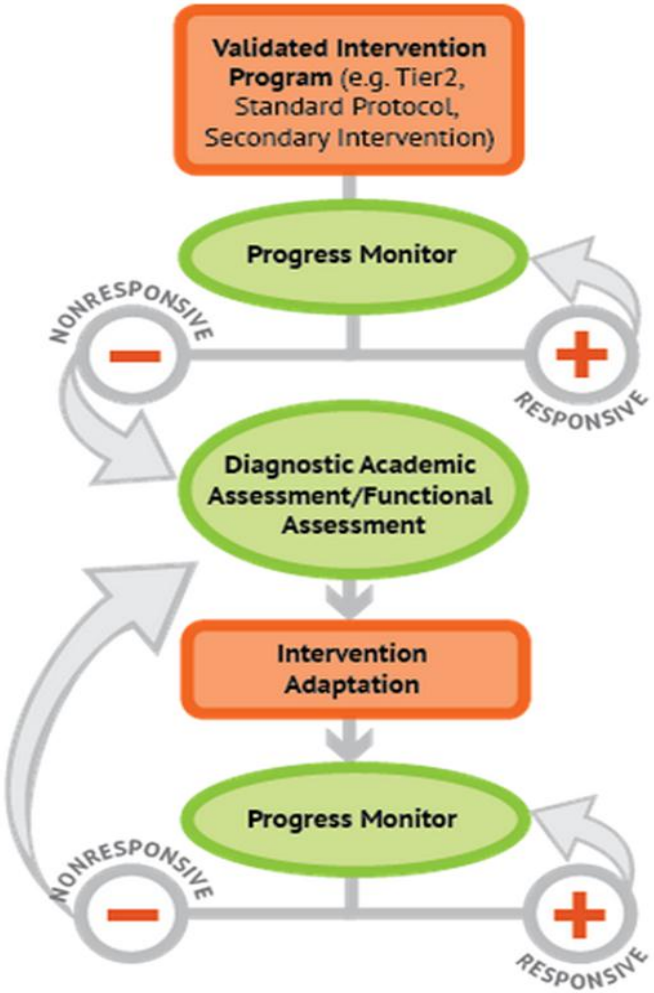
NCII's Approach

Data-Based Individualization (DBI): 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 a process, not a single intervention program or strategy.
- It is not a one-time fix, but an ongoing process comprising intervention and assessment adjusted over time.

NCII's Approach

DBI: Integrating data-based decision making across academics and social behavior



DBI Assumptions

- Students with disabilities who require special education need specially designed instruction to progress toward standards.
- A data-driven, systematized approach can help educators develop programs likely to yield success for students with intensive needs (including those with and without disabilities).

DBI: A More Intensive Approach

- DBI is a distinctively different and more intensive approach to intervention, compared to primary prevention's (Tier 1's) core program and secondary prevention's (Tier 2's) validated, supplementary programs (NCII, 2013).
- Research on DBI has demonstrated improved reading, math, and spelling outcomes, compared with business-as-usual special education practice (e.g., Fuchs, Fuchs, & Hamlett, 1989).

Is DBI the Same as RTI? Special Education?

Many components of DBI are consistent with elements of special education and tiered service delivery systems.

Tiered Interventions (RTI, MTSS, PBIS)

- Universal, secondary, and tertiary interventions
- Progress monitoring
- Team-based decisions based on data

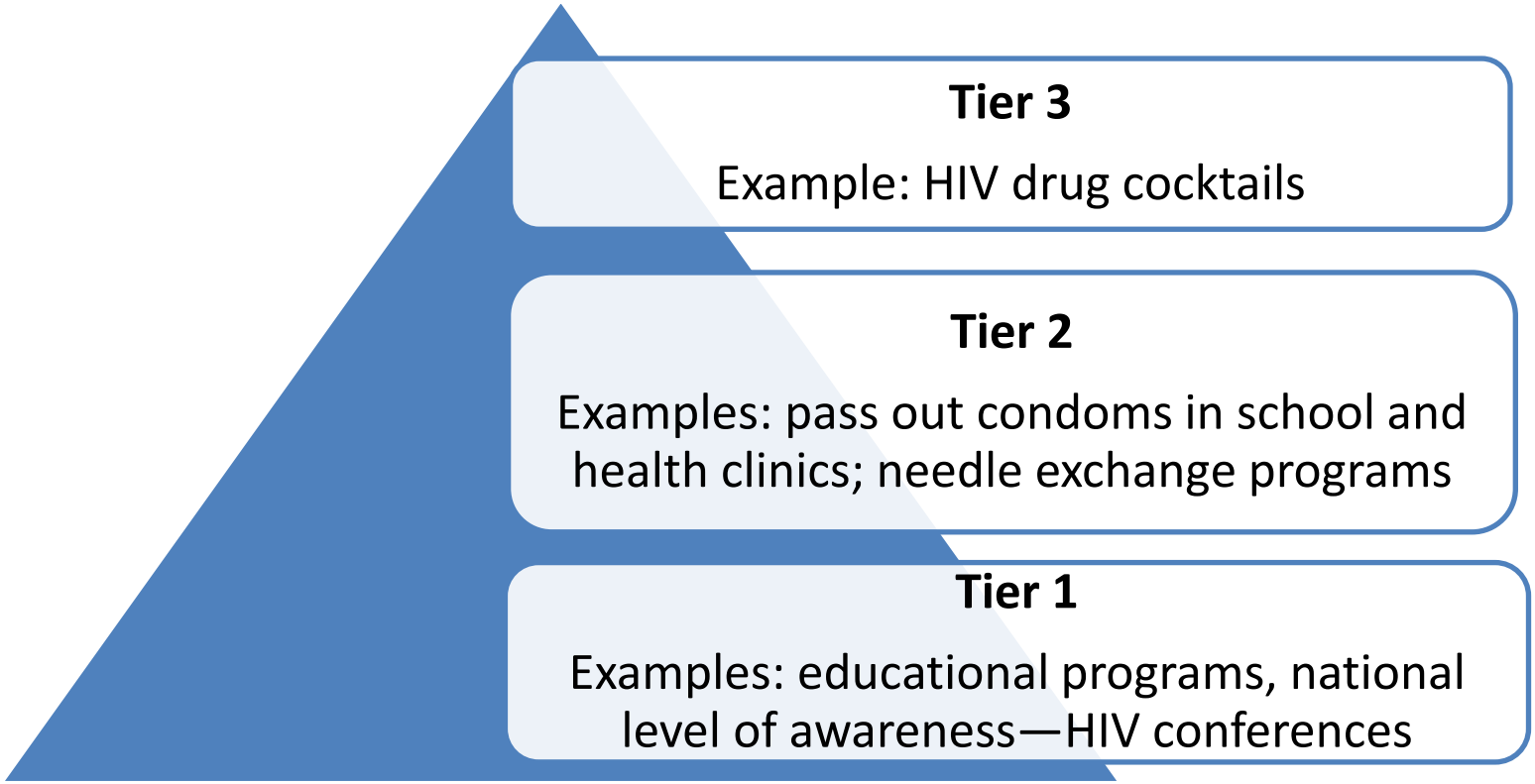
Special Education

- Individualized program
- Progress monitoring
- Team-based decisions based on data

Multi-tiered Systems of Support Frameworks

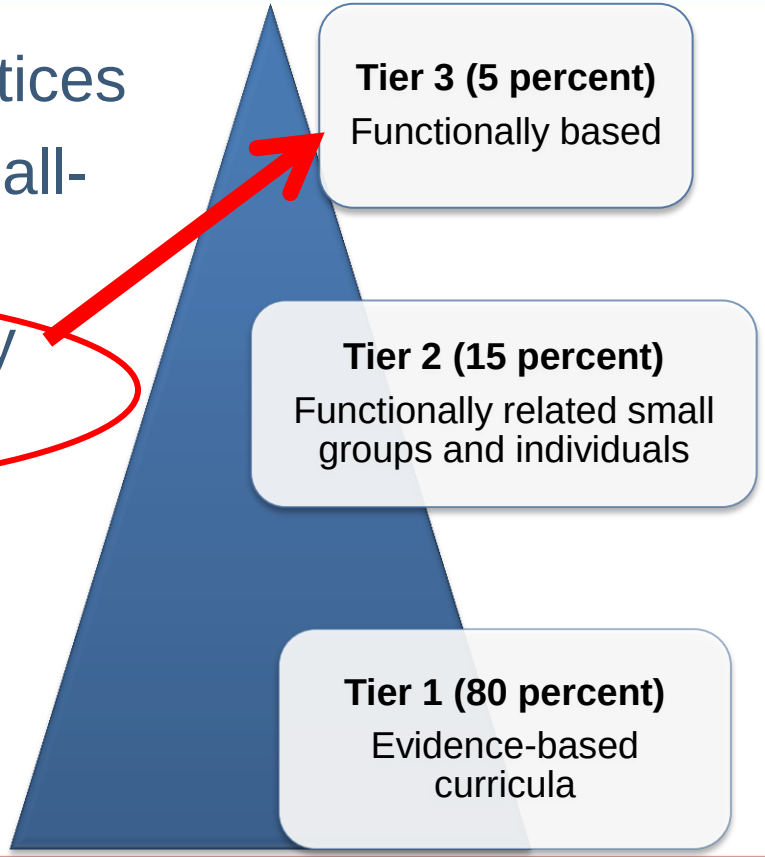
Foundations for Intensive Intervention

The History of Evidence-Based Interventions (Handout 1)



What Are Evidence-Based Interventions in Schools?

- Tier I: Whole-school best practices
- Tier II: Functionally related small-group practices
- Tier III: Individually functionally based practices



Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Primary Tier
(aka Tier 1, Core Instruction)

	DESCRIPTION
FOCUS	All students
INSTRUCTION	District curriculum and instructional practices that are research based, are aligned with state or district standards and incorporate differentiated instruction
SETTING	General education
ASSESSMENTS	Screening, progress monitoring benchmarks, and outcome measures or summative assessments (used sparingly)

School-Wide Positive Behavioral Interventions and Supports

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation

Sample Tier 1 Interventions

Prevention/Intervention	Goal
Second Step	Classroom curriculum that teaches socioemotional skills to decrease impulsive and aggressive behavior and increase social competence
Project ALERT	Group or classroom intervention to prevent alcohol, tobacco, and marijuana use and violence
Project ACHIEVE	Group or classroom intervention to improve resilience, protective factors, and effective self-management skills
Life Skills Training	Group or classroom intervention to promote general social skills, self-management, drug resistance, and violence prevention
Good Behavior Game)	Classroom intervention with a set of evidence-based strategies and a classroom game to increase self-regulation and cooperation and decrease unwanted behaviors.

Secondary Tier (aka Tier 2 or Secondary Intervention)

	DESCRIPTION
FOCUS	Students identified through screening as at risk for poor learning outcomes *Typically 15–20% of student population
INSTRUCTION	Targeted, evidence-based supplemental instruction delivered to small groups
SETTING	General education classroom or other regular education location within the school
ASSESSMENTS	Progress monitoring, diagnostic, screening

Sample Tier 2 Interventions

Safe Supportive Learning
Engagement | Safety | Environment

Prevention/Intervention	Goal
The Strengthening Families Program (SFP)	Family skills training program designed to increase resilience and reduce risk factors (specifically, to improve social competencies & school performance, and reduce problem behaviors, delinquency, and alcohol and drug abuse in high-risk children).
Coping Power	Group intervention targeted towards children at-risk for aggressive behaviors, drug-use, and delinquency. Uses cognitive-behavioral techniques to teach children how to identify and cope with anger and anxiety, decrease impulsivity, and develop and improve social, academic, and problem-solving skills.
Positive Action	Comprehensive curriculum-based program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent–child bonding, family cohesion, and family conflict.
Guiding Good Choices	A drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years old) with the knowledge and skills needed to guide their children through early adolescence; strengthens and clarifies family expectations for behavior; promotes bonding within the family; teaches skills that allow children to resist drug use successfully.

Intensive Tier
(aka Tier 3 or Tertiary Intervention)

	DESCRIPTION
FOCUS	Students who have not responded to primary or secondary level prevention, or with very low performance levels *Typically 3–5% of student population
INSTRUCTION	Individualized instruction delivered to small groups or individually and intensified by making adaptations based on student data
SETTING	General education or special education setting
ASSESSMENTS	Progress monitoring, diagnostic, screening

Sample Tier 3 Interventions

Safe Supportive Learning
Engagement | Safety | Environment

Prevention / Intervention	Goal
Aggression Replacement Training	CBT-based intervention to help children and adolescents improve social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior.
New Beginnings (Intervention for Children of Divorce)	Parent groups designed for divorced parents who have children between the ages of 3 and 17. Promoted resilience of children following parental divorce; 10 weekly group sessions, 2 individual sessions; skills to improve parent-child relationship quality and effectiveness of discipline, reduce exposure to inter-parental conflict, and decrease barriers to nonresidential parent-child contact. Groups are co-led by two master's-level clinicians.
Adolescents Coping with Depression	A cognitive behavioral group intervention that targets specific problems typically experienced by depressed adolescents, e.g., discomfort and anxiety, irrational negative thoughts, poor social skills, and limited experiences of pleasant activities. Consists of 16 2-hour sessions conducted over an 8-week period for mixed-gender groups of up to 10 adolescents. Each participant receives a workbook that provides structured learning tasks, short quizzes, and homework forms. To encourage generalization of skills to everyday situations, adolescents are given homework assignments that are reviewed at the beginning of the subsequent session.
Cognitive Behavioral Intervention for Trauma in Schools	A school-based group and individual intervention designed to reduce symptoms of posttraumatic stress disorder (PTSD), depression, behavioral problems; improve peer and parent support; enhance coping skills among students exposed to traumatic life events, e.g., community/school violence, physical abuse, domestic violence, accidents, and natural disasters.

Distinction Between Secondary and Intensive Intervention

	Secondary (Tier 2)	Intensive (Tier 3)
INSTRUCTION	Follow standardized evidence-based programs as designed	Use standardized evidence-based program as a platform, but adapt instruction based on student data
Duration and timeframe	Use duration and timeframe defined by developer	Increase frequency and/or duration to meet student needs
Group size	3–7 students (as defined by developer)	Decrease group size to meet student needs (no more than 3 (elementary level)
Progress Monitoring	At least once per month	Weekly
Population served	At-risk (typically 15–20% of student population)	Significant and persistent learning and/or behavior needs (typically 3–5% of student population)

Considerations for Planning Tiered Behavior Support

http://www.intensiveintervention.org/resource/considerations-planning-tiered-behavior-support

Guiding Questions Across Intervention Tiers

Tier 1

Universal, research-based instruction for all students

1. How well does your core curriculum and instruction meet the needs of students in your school?
2. Do you have screening procedures in place?
3. Is there a state Positive Behavior Intervention and Supports (PBIS) contact?
4. Do you have questions about "response to intervention" (RTI) or "multi-tiered system of supports" (MTSS)?

Tier 2

Targeted A: Whole class
Targeted B: Specialized groups or at-risk students

1. Are there sufficient resources to support small group instruction?
2. Do students also receive Tier 1 supports?
3. Do you have a list of available evidenced-based Tier 2 intervention procedures?
4. Are you progress monitoring and reviewing the resulting data on a consistent basis?

Tier 3

Intensive individualized instruction
Note: Tier 3 supports may also include community, family, and health services in addition to school-based supports.

1. Have Tier 1 and Tier 2 intervention procedures been implemented with fidelity?
2. Are you progress monitoring student intervention plans at least once per week?
3. Are there sufficient resources and expertise available to implement individualized or small group instruction?
4. Are you aware of and familiar with local and state health, community, and family resources?

Tier 1

All students participate in Tier 1 programs. Tier 1 instruction should be research based or supported and will probably be successful for 80%–90% of students.

If your school does not have a Tier 1 system in place, you might consider PBIS or another school-wide behavior support program.

To learn more, please consult http://www.pbis.org/

Tier 2

Tier 2, representing 10 %– 15% of the student population, is the level at which targeted intervention begins. Tier 2 interventions may fall into one of two categories:

- **Whole class**—May include teacher training on general classroom management and behavior support strategies or class-wide intervention.
- **Targeted small group**—Comprises functionally related student groups (e.g., skill deficit or academic escape motivated). Appropriate intervention (e.g., social skills training, instructional modification) is selected based on an area of concern.

To learn more, please consult http://www.intensiveintervention.org/resources/tools-charts; http://www.pbis.org/

Tier 3

Intensive intervention, or Tier 3, should be prioritized to the student's highest need and should be individualized, function based, and data driven.

Tier 3 should represent only 1%–5% of the population, and interventions should typically be provided by classroom teachers and specialists in the specific area of skill deficit.

(See right column for additional information)

Intensive Intervention

NCII's approach to providing intensive intervention is known as **data-based individualization (DBI)**. DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention.

Intensive intervention involves multiple layers of individualized, evidence-based or evidence-supported, gradually increased intervention. Intensive intervention may include students with disabilities *and* students without disabilities.

Function-based assessment data drive the selected intervention, which becomes increasingly **student focused** as it progresses from Tier 1 to Tier 3.

To learn more, please consult http://www.intensiveintervention.org/content/dbi-training-series; http://ebi.missouri.edu/

Key Terminology

Evidence-based interventions: Evidence-based interventions (EBI) are treatments that have been proven effective (to some degree) through rigorous outcome evaluation. As such, EBI is likely to be effective in changing targeted behavior if implemented with integrity.

Progress monitoring: progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention.

Data-based individualization (DBI) versus evidence-based intervention (EBI): DBI is the process of individualizing validated interventions. EBI is commonly used in schools to refer to an initial list of intervention procedures. Building interventions that are truly data based or evidence based are critical to DBI and EBI, respectively.

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Instruction and Intervention Inventory

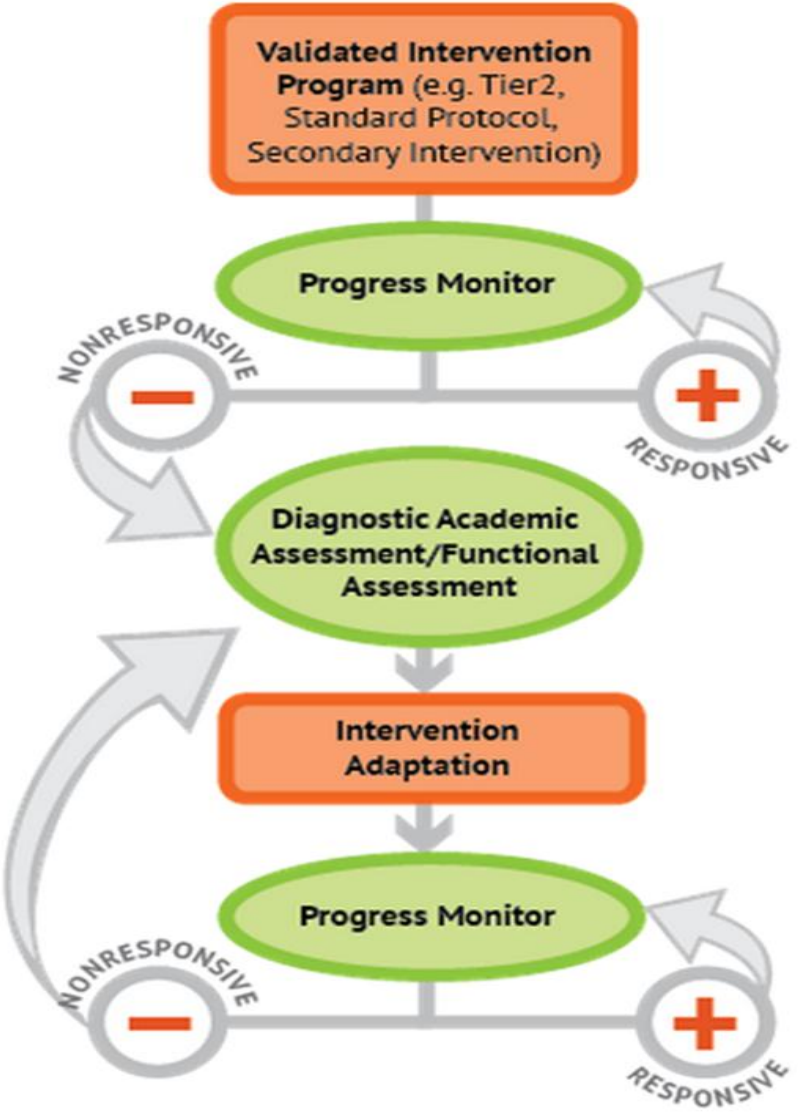
- See “Instruction and Intervention Inventory” handout.
- As a team, take 15 minutes to discuss:
  - Core program offerings (do this quickly and then focus on interventions at Tiers 2 and 3).
  - Available *standardized intervention programs* in your school (for Tier 2).
  - Supports provided at the intensive (Tier 3) level.
  - Areas in need of additional resources at either the Tier 2 or Tier 3 intervention levels.

What do I do when standardized interventions aren't enough?

Intensify!

DBI Process

Support students with academic/behavioral needs



Five DBI Steps

1. Secondary intervention program, delivered with greater intensity
2. Progress monitoring
3. Diagnostic assessment
4. Adaptation
5. Continued progress monitoring, with adaptations occurring as needed to ensure adequate progress

DBI for Students with Mental Health Needs?

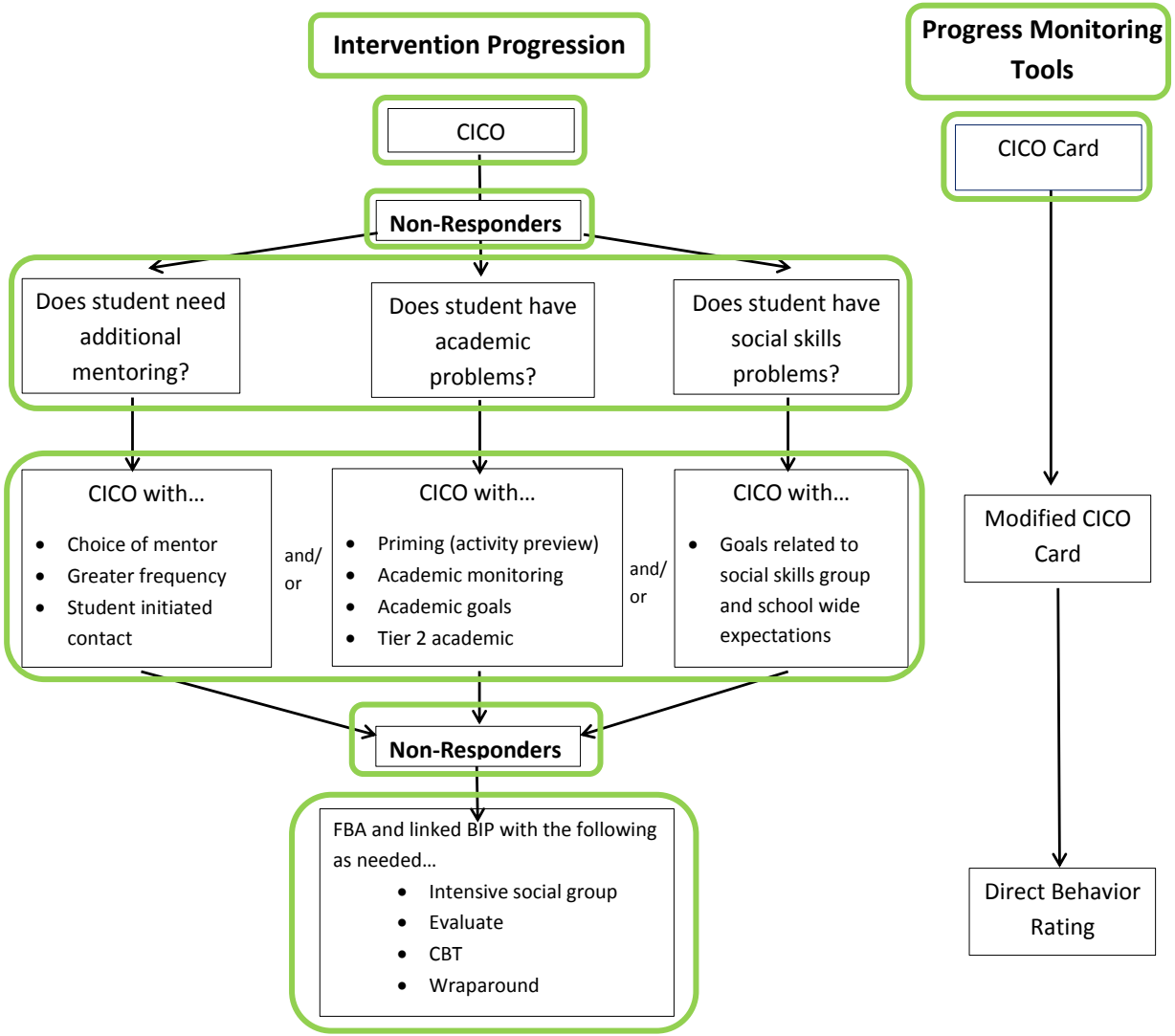
- **In school settings, it's difficult to "fix" or "treat" mental health issues.**
  - What are you currently doing to support students?
  - What strategies do you need to intensify or individualize supports for students who are non-responsive?

So, what can we do?

- Support students with academic and/or behavioral needs (and the intersection of the two!)
- Support building positive relationships with peers and adults
- Connect students and families to community supports
- Parent Workshops

Sample Behavioral Progression

- Support building positive relationships
- Connect students



*NCII does not endorse products. We use Check-in/Check-out (CICO) for illustrative purposes only.

Let's Walk through an Example

DBI Case Study

Background

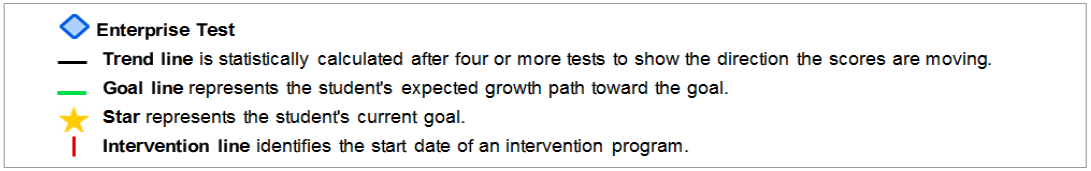
Where: Middle School Level

What: Data Based Individualization (DBI) in mathematics within a Tier 3 Intervention

When: 2nd block of math instruction (Tier 3 Intervention) and ‘data meetings’ for DBI

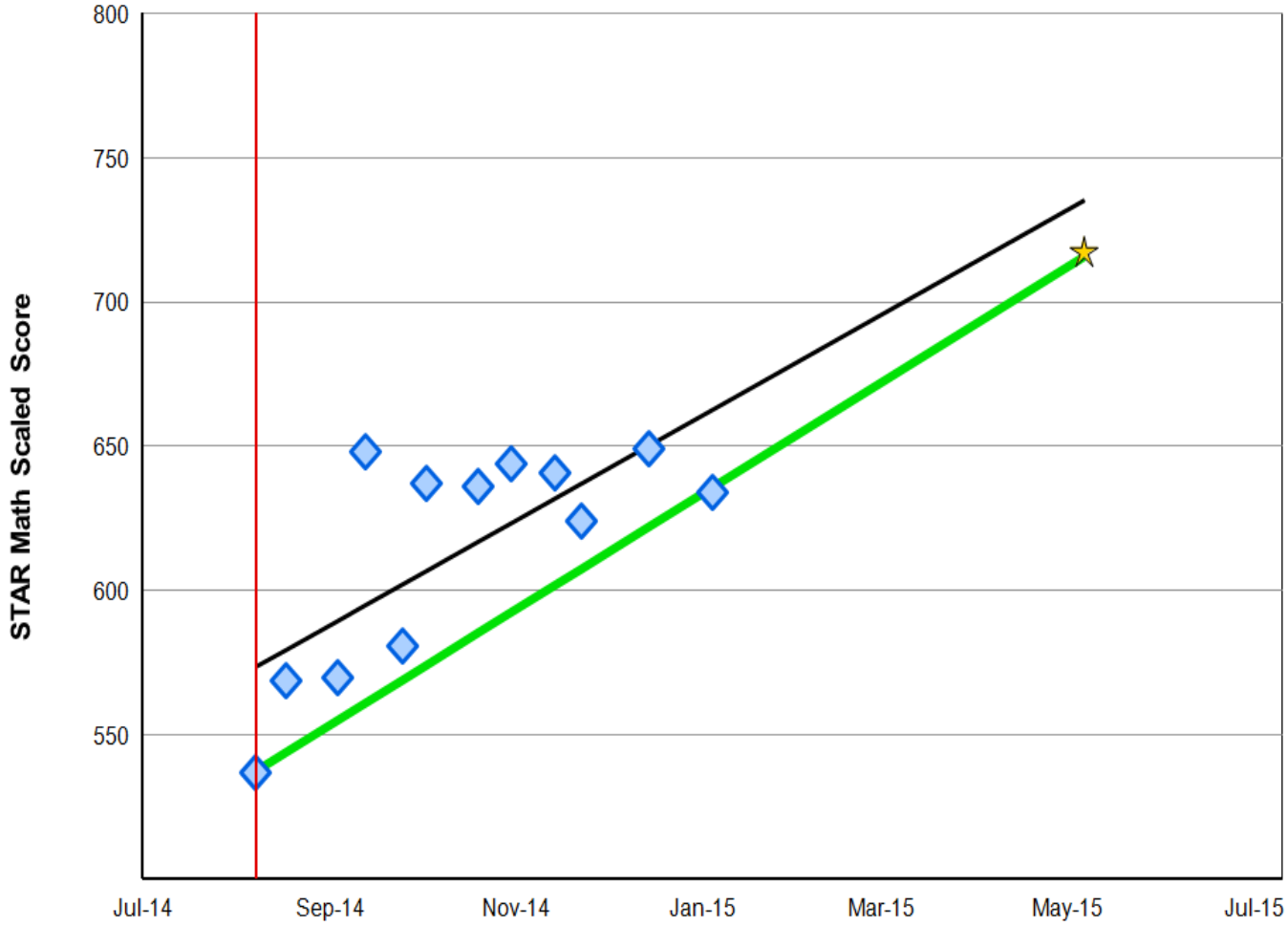
Step 1: Secondary intervention program, delivered with greater intensity

1. Summarize Current Instruction and Intervention			
Intervention: SRA Corrective Math		Provider: XXXXX	
Minutes per session: 1 period of intervention (in addition to grade level math class)	Sessions per week: 5 (full period)	Group Size: X students	Setting: Tier 3 Math Intervention Class
Progress Monitoring Tool: STAR Math		Frequency of PM: Weekly	Goal Set: Yes



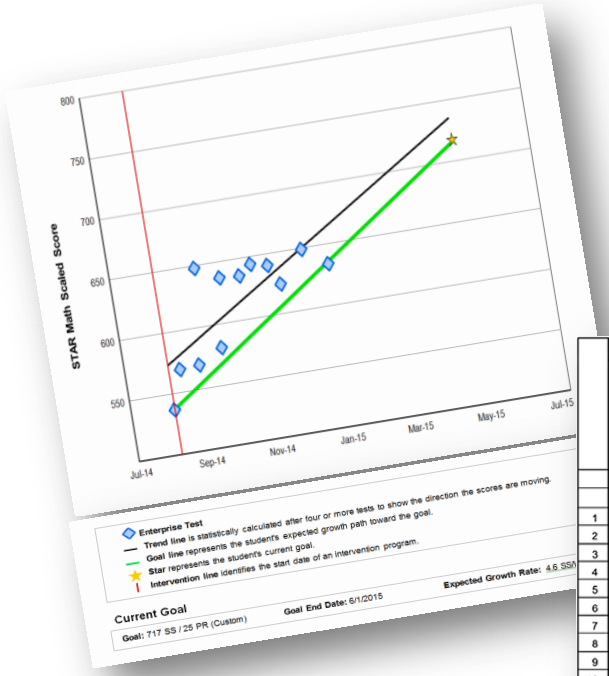
Current Goal

Goal: 717 SS / 25 PR (Custom) **Goal End Date:** 6/1/2015 **Expected Growth Rate:** 4.6 SS/Week



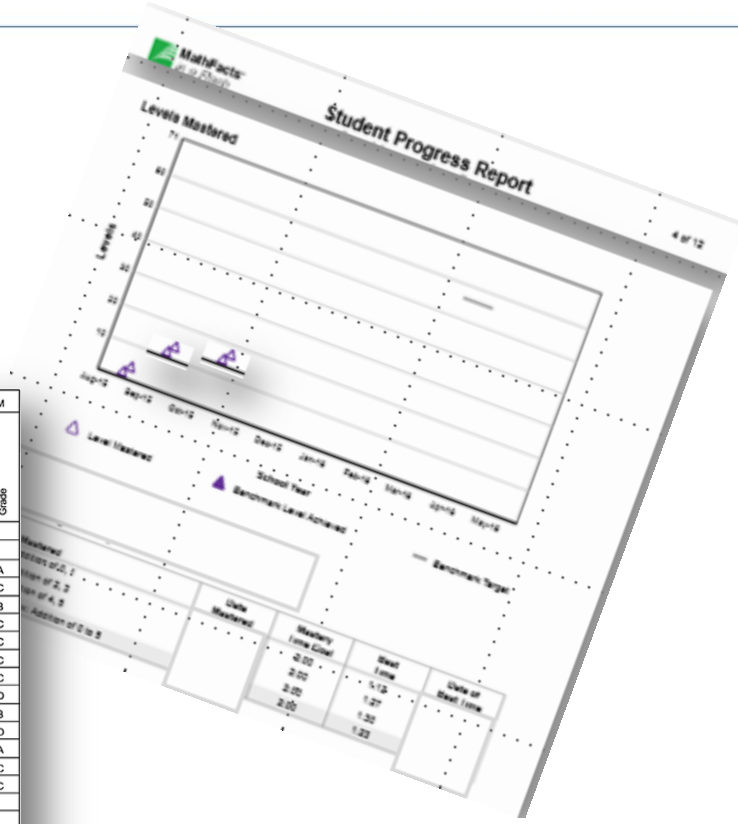
Step 2: Progress Monitoring

Step 3: Diagnostic Assessment



	A	B	C	D	E	F	G	H	I	J	K	L	M
		Use of Lab Equipment	Metric Unit Conversion	Density Calculation	Density Application	Density as a Characteristic Property	Phases of Matter	Gas Laws	Communication (Graphing)	Communication (Lab Reports)	Inquiry Skills	Score	Grade
	Period	1	1	1	1	1	1	1	1	1	1		
	Standard	1	2	3	4	5	6	7	8	9	10		
1	Georgie	2	2	2	2	2	2	1	2	2	2	95	A
2	Kirsty	1	1	1	1	2	2	1	2	1	2	70	C
3	Victoria	2	1	2	2	2	1	2	2	1	2	85	B
4	Jennifer	2	1	2	1	2	1	1	1	2	2	75	C
5	Andrew	2	1	1	1	2	1	1	2	1	2	70	C
6	Jonathan	0	2	2	2	1	1	2	1	1	2	70	C
7	Charlotte	1	1	2	1	1	1	2	1	2	2	70	C
8	Scott	0	0	2	2	1	1	1	1	2	2	60	D
9	Amy	2	1	2	2	2	1	2	1	1	2	80	B
10	Grace	1	0	2	2	1	1	1	1	2	2	65	D
11	Lee	2	2	2	1	2	1	2	2	2	2	90	A
12	Peter	2	1	2	2	0	2	1	2	1	2	75	C
13	Thomas	1	1	2	1	0	1	2	2	2	2	70	C
	Average %	69	54	92	77	69	62	73	77	77	100		

Read horizontally to determine a student's mastery of each of 10 standards. Green (2) shows mastery, yellow (1) shows developing skills, and red (0) shows beginning or below basic skills. Read vertically to determine a group of students' mastery of a given standard. The percentages at the bottom indicate the group's mastery of each of 10 standards.



Informal Diagnostic Assessment Findings

Fidelity	▪ Attendance is consistent ▪ Intervention components are happening with fidelity
Analyze Skill Gaps/Instructional Fit	▪ While data is inconsistent, work samples and class observation support that student gets concepts
Consider Behavior & Social Emotional	▪ Conflicts before class, struggle with emotional regulation and “letting it go,” distractible

Step 4: Adaptation

- Team brainstormed potential intensification strategies.
  - Modify antecedents (change homeroom or move fluency work to later in period) to prevent "triggering" student.
  - Teach emotional awareness and self-regulation explicitly using the Incredible Five-Point Scale.

Incredible Five Point Scale

Rating	How I Feel	What I Need
5		
4		
3		
2		
1		

Step 5: Continued progress monitoring, with adaptations occurring as needed to ensure adequate progress

- After implementation, the student continued to make progress.

- The student started out in the “Urgent” intervention level on the STAR assessment and was able to move out of that level by the end of the year.

Growth on STAR Math Assessment

Student	Beginning of School Year (percentile score)	End of School Year (percentile score)
Student 1	4	21
Student 2	1	37
Student 3	18	38
Student 4	6	27

DBI Step 1

Secondary Intervention with Greater Intensity

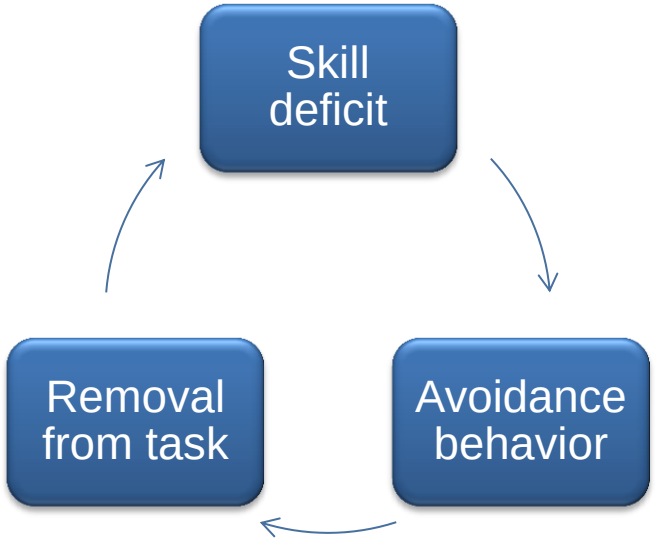
Academic & Behavior Intervention

- **Not *all* students respond to standardized, evidence-based interventions…**

- Analysis of student response data from controlled studies suggests that approximately **3-5 percent** of students or **20 percent** of at-risk students do not respond to standard, evidence-based intervention programs (Fuchs et al., 2012; Wanzek & Vaughn, 2009; Conduct Prevention Problems Research Group, 2002).
  - Despite interventions being *generally* effective for students demonstrating difficulty
  - These students may demonstrate BOTH related academic and behavioral needs

Consider Integration

- Integrating intensive behavioral intervention into tiered systems is complicated work.
- For students with both academic and behavioral needs the relationship is most likely connected.
- Students who lack proficiency in academic skills may demonstrate avoidance behaviors as a mechanism to avoid assigned tasks.



Intervention con't…

- Although standardized, evidence-based (i.e., secondary or Tier 2) interventions are effective for many students, they may be insufficient for those with the most intensive integrated academic and behavioral needs.

- There is likely no single intervention program(s) that will meet the needs of all students.

- For some students, individualized, intensive intervention will be necessary to facilitate progress.

Intensifying Secondary Interventions

Examples of intensification strategies:

- Decrease group size.
- Increase frequency or duration of sessions.
- Change interventionist to someone with greater expertise.
- Break tasks into smaller steps, compared to less intensive levels of instruction or intervention.
- Provide concrete learning opportunities (including role play and use of manipulatives).
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate steps in a process.

DBI Step 2

Progress Monitor

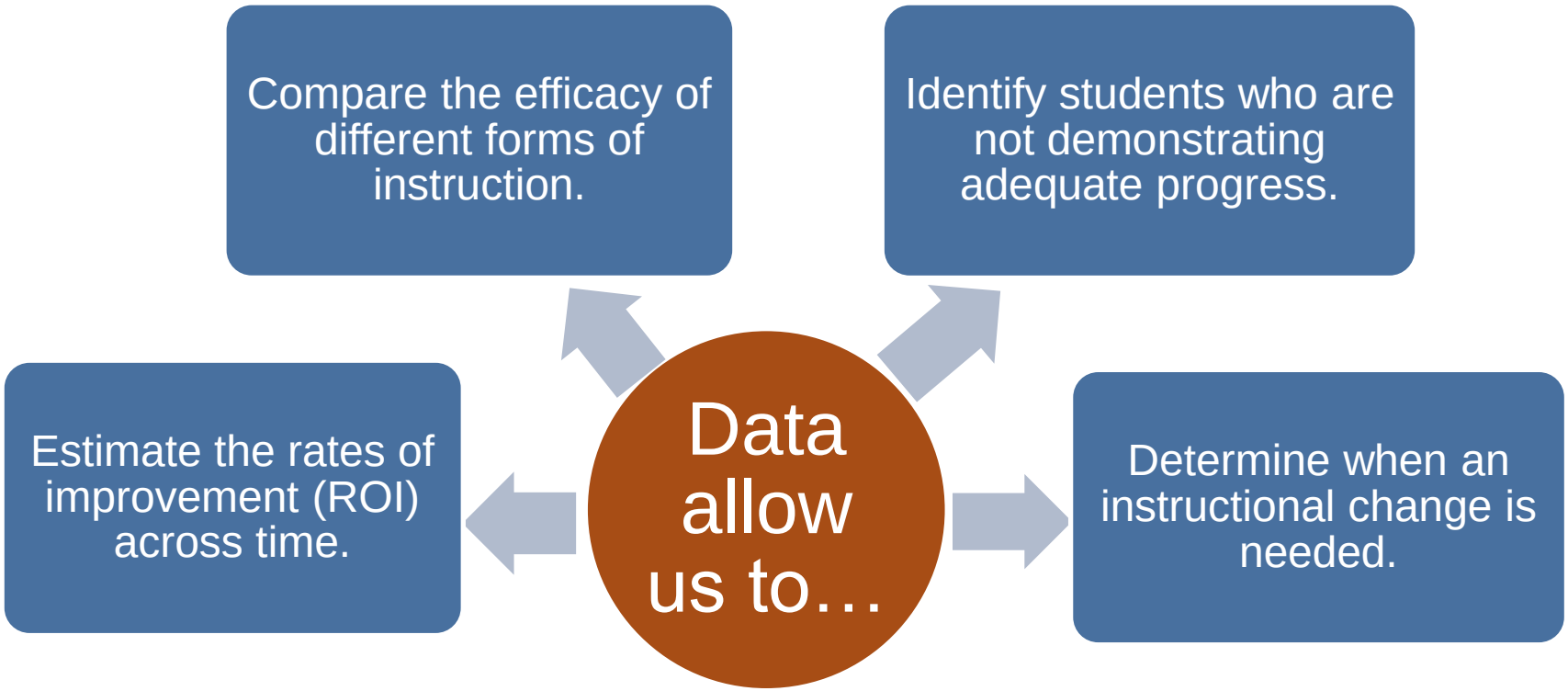
Assessments in Your School

- What is an example of a **summative** assessment used in your school?
- What is an example of a **diagnostic** assessment used in your school?
- What is an example of a **formative** assessment used in your school?

Where Does Progress Monitoring Fit In?

- A standardized method of **formative assessment** tells us **how well students are responding to instruction.**
- Progress monitoring tools have the following characteristics:
  - Brief assessments
  - Repeated measures that capture student learning
  - Measures of age-appropriate outcomes
  - Reliable, valid, and evidence based

Why Implement Progress Monitoring?



Discussion

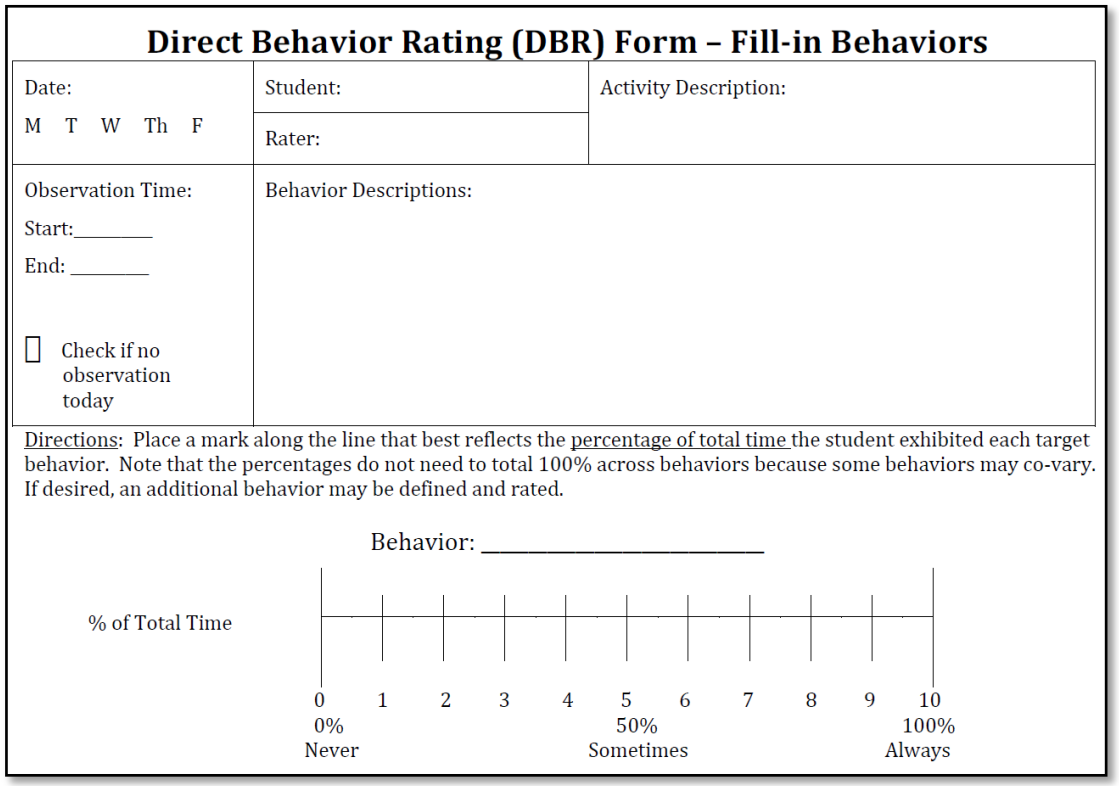
- How well do the progress monitoring tools used for behavior in your school reflect the features shared?

Behavioral Progress Monitoring Tool: Direct Behavior Rating

http://www.intensiveintervention.org/video-resource/what-does-research-tell-us-about-use-direct-behavior-rating-dbr-measure-behavioral-0

https://www.youtube.com/watch?v=OB_BUxKC2tk&feature=youtu.be

DBR Single-Item Scales (DBR-SIS)



Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date: M T W Th F	Student:	Activity Description:
	Rater:	
Observation Time: Start:_____ End: _____ ☐ Check if no observation today	Behavior Descriptions:	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

Behavior: _____

% of Total Time

0 1 2 3 4 5 6 7 8 9 10

0% Never — 50% Sometimes — 100% Always

(Chafouleas, Riley-Tillman, & Christ, 2010)

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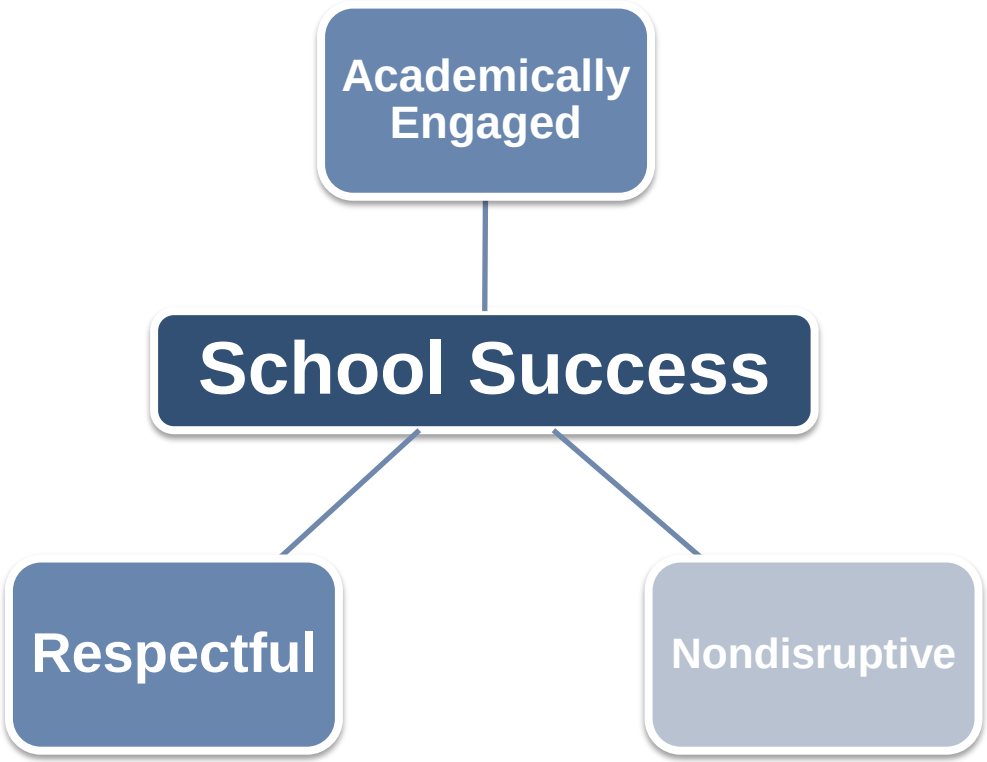
www.directbehaviorratings.org

DBR Standard Behaviors



(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

Permission for using DBR form as part of this module granted by authors for educational purposes only.

www.directbehaviorratings.org

DBR-Disruptive

Disruptive behavior

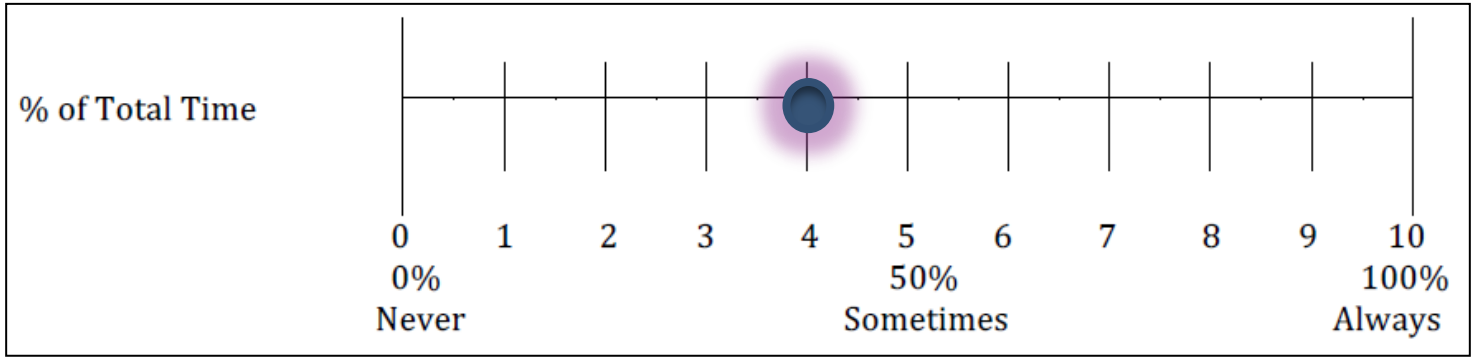
- This behavior is a student action that interrupts regular school or classroom activity.
- Examples include getting out of seat, fidgeting, playing with objects, acting aggressively, and talking or yelling about things that are unrelated to classroom instruction.

(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

Disruptive Example

Disruptive

Place a mark along the line that best reflects the percentage of total time the student was disruptive during small-group science instruction today.



Interpretation: The teacher estimated that the student displayed disruptive behavior during 30 percent of small-group science instruction today.

Slide adapted from Chafouleas (2011) with permission.

DBR-Respectful

Respectful

Respectful behavior is defined as compliant and polite behavior in response to adult directions and/or peer interactions.

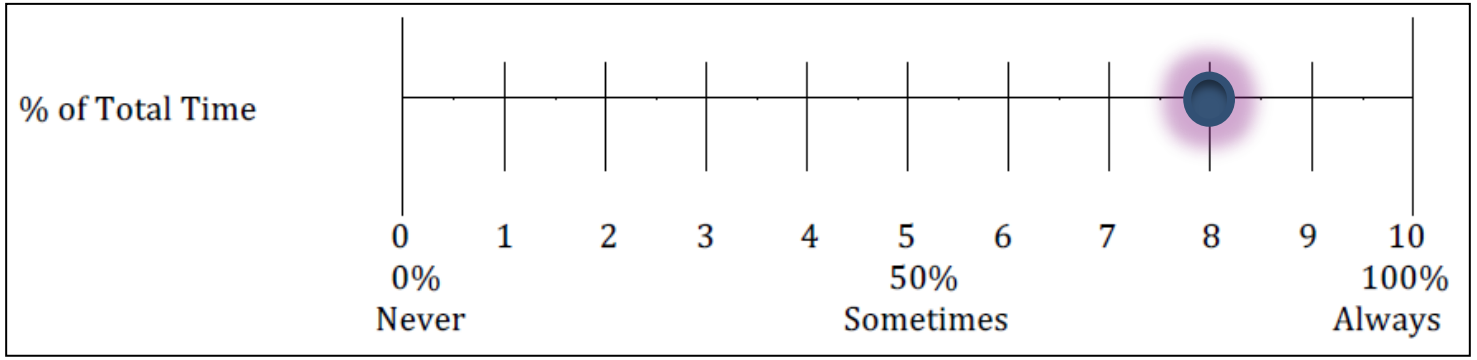
- Examples include following teacher directions, initiating prosocial interactions with peers, responding positively to adult requests, and exhibiting verbal or physical disruption without a negative tone or connotation.
- Nonexamples include refusing to follow teacher directions, talking back, rolling one's eyes, exhibiting inappropriate gestures, demonstrating inappropriate language and/or social interactions with adults or peers, and disrupting class time with a negative tone/connotation.

(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

Respectful Example

Respectful

Place a mark along the line that best reflects the percentage of total time the student was respectful during whole-class language arts instruction today.



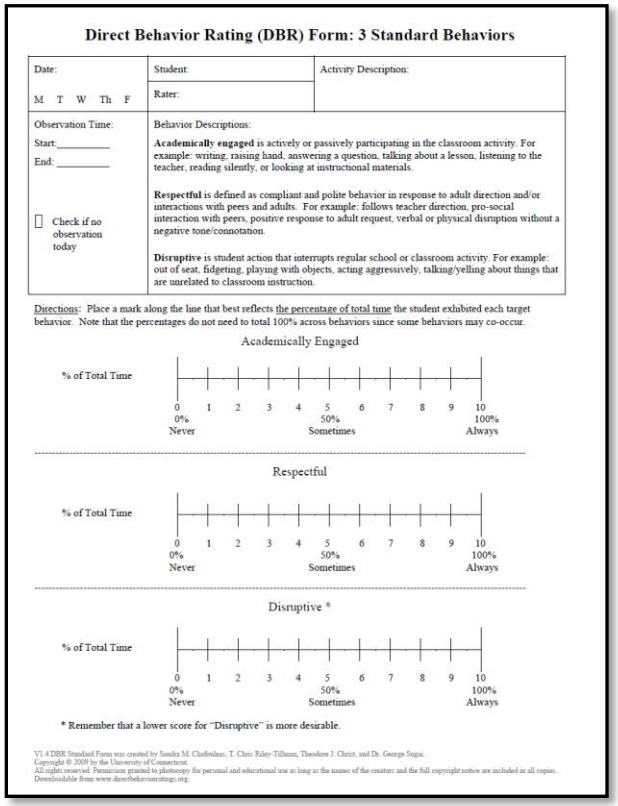
Interpretation: The teacher estimated that the student displayed respectful behavior for 80 percent of whole-class language arts instruction today.

Slide adapted from Chafouleas (2011) with permission.

DBR-SIS Standard Item Takeaways

- All standard item behaviors are clearly defined.
- Examples are provided for what constitutes the behavior.
- All behaviors can be readily measured, and interpretations for responses are clearly stated.

Direct Behavior Rating



Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date: M T W Th F	Student: / Rater:	Activity Description:
Observation Time: Start:_____ End:_____ ☐ Check if no observation today	Behavior Descriptions: **Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials. **Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation. **Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

Academically Engaged

% of Total Time

0 1 2 3 4 5 6 7 8 9 10

0% Never — 50% Sometimes — 100% Always

Respectful

% of Total Time

0 1 2 3 4 5 6 7 8 9 10

0% Never — 50% Sometimes — 100% Always

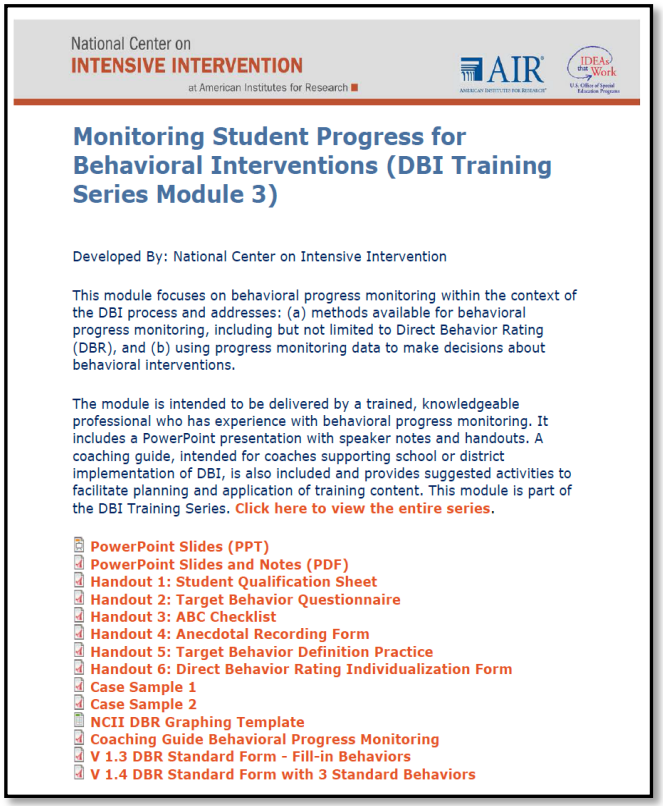
Disruptive *

% of Total Time

0 1 2 3 4 5 6 7 8 9 10

0% Never — 50% Sometimes — 100% Always

* Remember that a lower score for "Disruptive" is more desirable.



National Center on INTENSIVE INTERVENTION at American Institutes for Research

AIR

IDEAs that Work — U.S. Office of Special Education Programs

Monitoring Student Progress for Behavioral Interventions (DBI Training Series Module 3)

Developed By: National Center on Intensive Intervention

This module focuses on behavioral progress monitoring within the context of the DBI process and addresses: (a) methods available for behavioral progress monitoring, including but not limited to Direct Behavior Rating (DBR), and (b) using progress monitoring data to make decisions about behavioral interventions.

The module is intended to be delivered by a trained, knowledgeable professional who has experience with behavioral progress monitoring. It includes a PowerPoint presentation with speaker notes and handouts. A coaching guide, intended for coaches supporting school or district implementation of DBI, is also included and provides suggested activities to facilitate planning and application of training content. This module is part of the DBI Training Series. **Click here to view the entire series.**

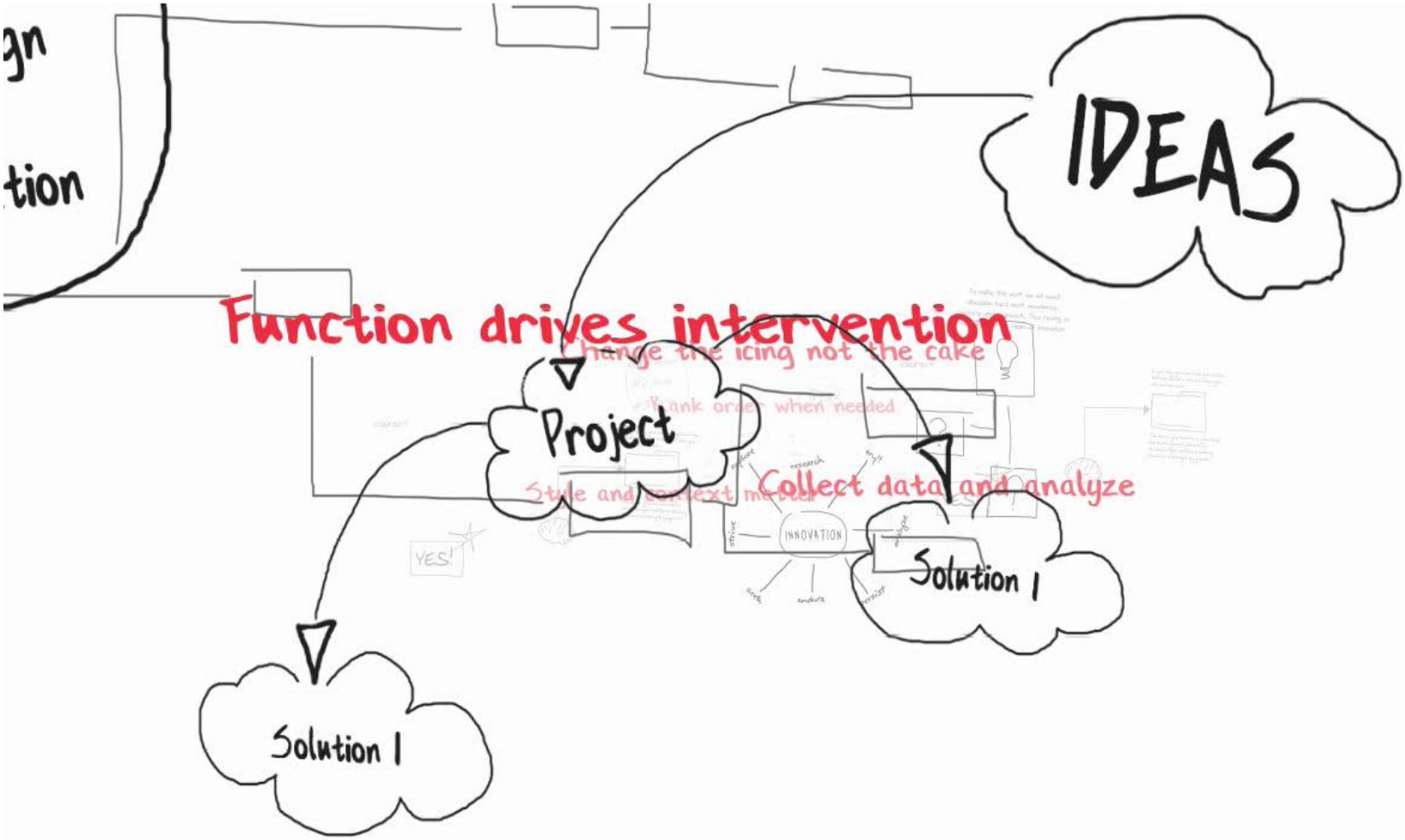
- PowerPoint Slides (PPT)
- PowerPoint Slides and Notes (PDF)
- Handout 1: Student Qualification Sheet
- Handout 2: Target Behavior Questionnaire
- Handout 3: ABC Checklist
- Handout 4: Anecdotal Recording Form
- Handout 5: Target Behavior Definition Practice
- Handout 6: Direct Behavior Rating Individualization Form
- Case Sample 1
- Case Sample 2
- NCII DBR Graphing Template
- Coaching Guide Behavioral Progress Monitoring
- V 1.3 DBR Standard Form - Fill-in Behaviors
- V 1.4 DBR Standard Form with 3 Standard Behaviors

http://www.intensiveintervention.org/resource/monitoring-student-progress-behavioral-interventions-dbi-training-series-module-3

DBR Tools Chart: http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools

DBI Step 3

Diagnostic Assessment



Source: Evidence Based Intervention Network (http://ebi.missouri.edu)/

Part I: Core Concepts in Behavior

Behavior 101

- ***Behavior is learned*.**
  - Do not assume children know the rules, expectations, or social skills.
  - Every social interaction you have with a child teaches him/her something.
- ***Behavior communicates need*.**
  - Children engage in behavior to "**get**" something or to "**avoid**" something.
  - Need is determined by observing what happens prior to and immediately after the behavior.

Core Concepts in Behavior

Basic assumption:

- Behavior always serves a purpose.
- It is performed to obtain a desired outcome or goal.

Photo Credit: woodleywonderworks via Compfight cc

Functions of Behavior

To Obtain/Get:

- Peer attention
- Adult attention
- Desired activity
- Desired object/ items
- Sensory stimulation (e.g., auditory, tactile)

Avoid/Escape:

- Difficult task
- Boring task
- Easy task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

Dimensions of Behavior

Dimension	Definition
Frequency	How often the behavior occurs
Duration	How long the behavior lasts
Latency	How long before student begins the behavior
Topography	Shape of the behavior; what it looks like
Locus	Where the behavior occurs
Force	Strength or intensity of the behavior

Part II: Why Should I Care About Function?

Reminder About Core Terminology

- Functional problem solving
- Functional behavior assessment
- Function-based interventions
- Functional analysis of behavior
- Functional assessment

Why Determine a Behavior's Function?

Because we know:

- Challenging behaviors ***always*** serve a function
- Challenging behaviors are ***contextual*** and vary by individual

Why Function Is Important

"A hammer is an effective tool but not with a screw."

- Design and implement interventions **carefully, but quickly**.

- **Time is a precious commodity.** Educators need to be efficient when problem solving.

Relating Assessment to Function

Assessment (in FBA): Need to quickly select the likely reason for the behavior.

- Time is a precious commodity. Educators need to be efficient when problem solving.
- Under many circumstances, the most efficient thing to do is to test the easiest hypothesis first, implement an intervention, monitor, and then evaluate the outcomes.

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

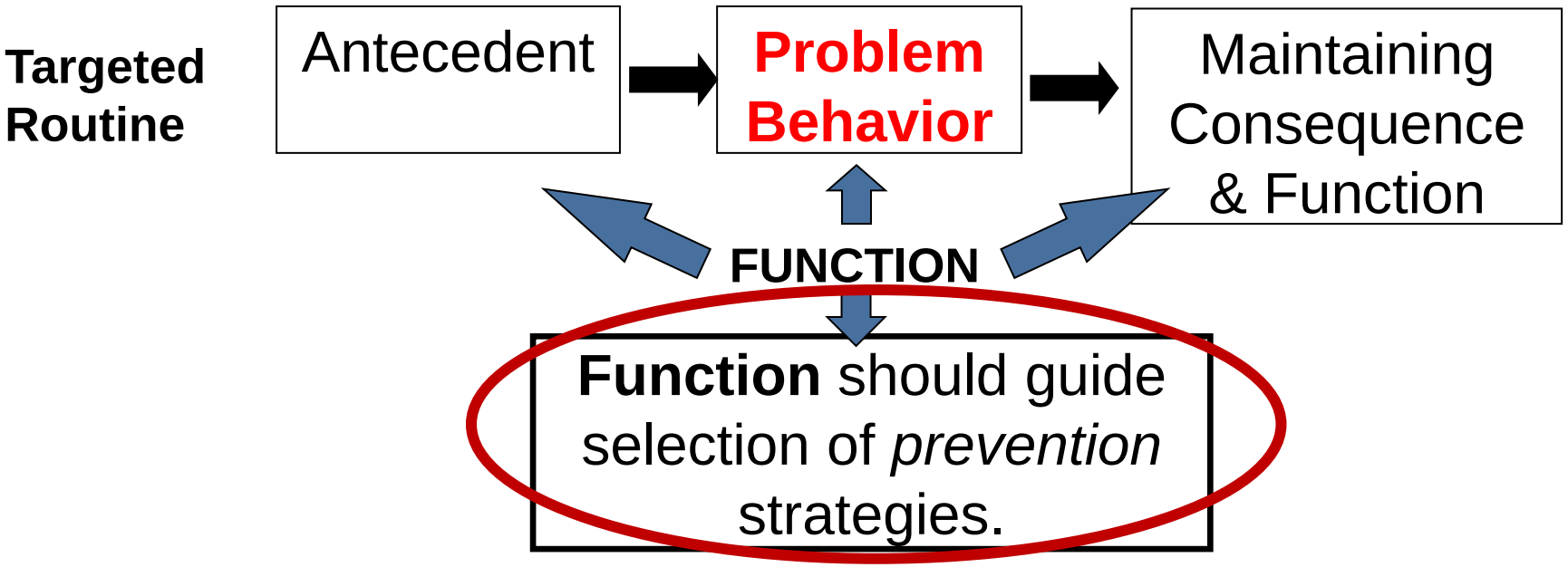
Four Common Functions of Behavior

Common reasons why students misbehave:

1. Students have not learned the behavior.
2. Inappropriate behavior removes students from what they do not want to do (escape).
3. Inappropriate behavior gets students something (typically attention).
4. They have not had to do the behavior in that way before.

Function-Based Interventions

- When generating interventions we use ***function*** to develop ideas to change A, B, and C.



Example

- Jason is nine and cries when asked to do difficult tasks. The crying is maintained by avoiding or escaping difficult tasks.

Start with the function

- Possible behavioral interventions:
  - ~~Planned ignoring Jason when he cries~~
  - Breaking down objectives into smaller parts; asking for help
  - ~~Stopping the activity~~
  - ~~Time out from reinforcement~~
  - ~~Increasing his schedule of reinforcement (e.g. giving him access to preferred activities more often)~~

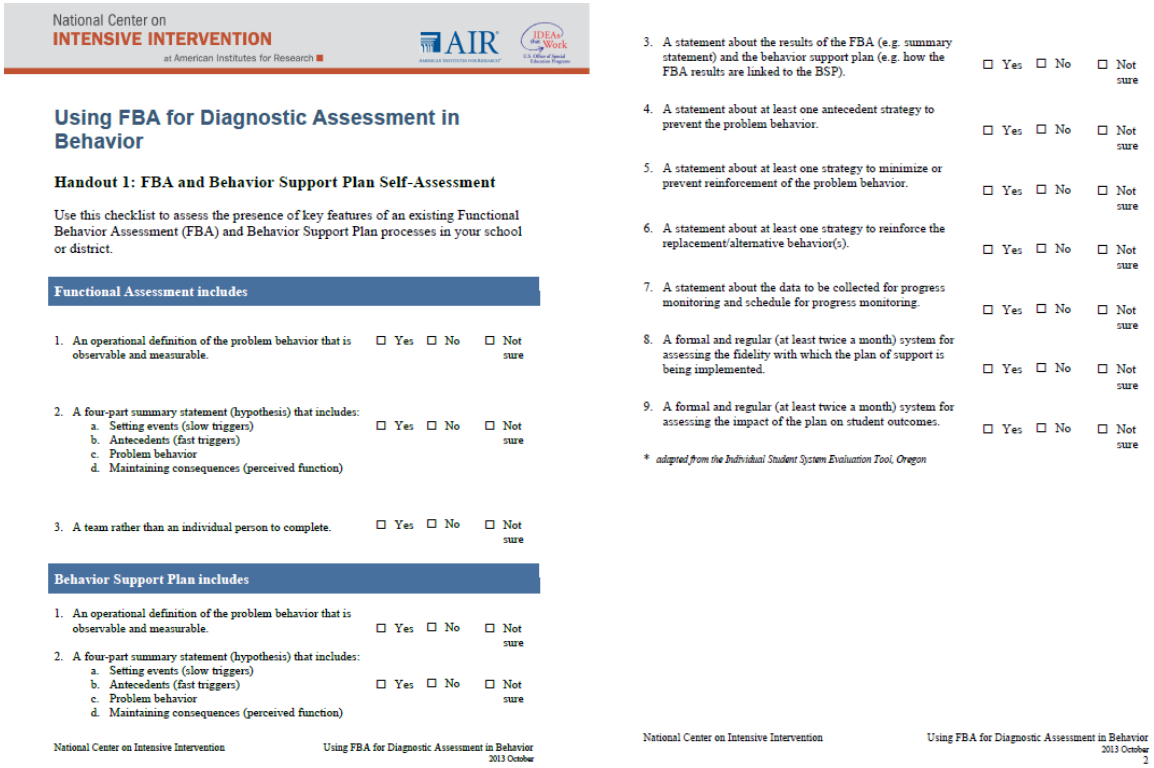
Which one will address the ***function*** of the problem?

Function-Based Interventions

Reminder…

- *With function-based interventions, it is important to identify the events that reliably **predict** and **maintain** problem behavior.*

Guiding Questions About Your Current FBA Process



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Using FBA for Diagnostic Assessment in Behavior

Handout 1: FBA and Behavior Support Plan Self-Assessment

Use this checklist to assess the presence of key features of an existing Functional Behavior Assessment (FBA) and Behavior Support Plan processes in your school or district.

Functional Assessment includes

1. An operational definition of the problem behavior that is observable and measurable. ☐ Yes ☐ No ☐ Not sure
2. A four-part summary statement (hypothesis) that includes: ☐ Yes ☐ No ☐ Not sure
   a. Setting events (slow triggers)
   b. Antecedents (fast triggers)
   c. Problem behavior
   d. Maintaining consequences (perceived function)
3. A team rather than an individual person to complete. ☐ Yes ☐ No ☐ Not sure

Behavior Support Plan includes

1. An operational definition of the problem behavior that is observable and measurable. ☐ Yes ☐ No ☐ Not sure
2. A four-part summary statement (hypothesis) that includes: ☐ Yes ☐ No ☐ Not sure
   a. Setting events (slow triggers)
   b. Antecedents (fast triggers)
   c. Problem behavior
   d. Maintaining consequences (perceived function)

3. A statement about the results of the FBA (e.g. summary statement) and the behavior support plan (e.g. how the FBA results are linked to the BSP). ☐ Yes ☐ No ☐ Not sure
4. A statement about at least one antecedent strategy to prevent the problem behavior. ☐ Yes ☐ No ☐ Not sure
5. A statement about at least one strategy to minimize or prevent reinforcement of the problem behavior. ☐ Yes ☐ No ☐ Not sure
6. A statement about at least one strategy to reinforce the replacement/alternative behavior(s). ☐ Yes ☐ No ☐ Not sure
7. A statement about the data to be collected for progress monitoring and schedule for progress monitoring. ☐ Yes ☐ No ☐ Not sure
8. A formal and regular (at least twice a month) system for assessing the fidelity with which the plan of support is being implemented. ☐ Yes ☐ No ☐ Not sure
9. A formal and regular (at least twice a month) system for assessing the impact of the plan on student outcomes. ☐ Yes ☐ No ☐ Not sure

* *adapted from the Individual Student System Evaluation Tool, Oregon*

- Refer to pp. 2–4 for examples of guiding questions

Source: Newcomer, 2012

Tools to Guide Function-Based Interventions

1. Gather indirect and direct data
2. Analyze the data
3. Formulate a hypothesis about the function of the behavior
4. Develop a Positive Behavioral Support Plan (PBSP)
5. Monitor and adjust the plan as needed

Other Diagnostic Assessments

- For academics:
  - Error analysis of progress monitoring data

- For mental health needs:
  - Screening tools
    - In mental health, screening tools are often used for diagnostic purposes, which differs from how screening tools are used in academics.

Mental Health Screening

- Purposes of Screening
  - Identify students at risk for poor outcomes
  - Identify students who may need monitoring or intervention (i.e., secondary or tertiary)
  - Inform decisions about needed services based on identified needs
- Screening tools or processes in schools may include:
  - Office discipline referrals (ODRs)
  - Teacher/Peer nominations
  - Informal/"Homegrown" screening measures
  - Formalized, validated screening measures

Safe Supportive Learning
Engagement | Safety | Environment

Screening Tools

- Center for School Mental Health Summary of Free Assessment Measures. (2015). http://csmh.umaryland.edu/uploadedFiles/Z-CSMH/Center_for_School_Mental_Health/docs/Summmary%20of%20Free%20Assessment%20Measures%205.12.15%20Draft.pdf
- Center on Response to Intervention at American Institutes for Research Screening Briefs. http://www.rti4success.org/resource/screening-briefs
- Desrochers, J., & Houck, G. (2013). Depression in Children and Adolescents: Guidelines for School Practice. Handout H: Mental Health Screening in Schools. http://www.nasponline.org/publications/booksproducts/N1306.aspx
- Screening for concurrent substance use and mental health problems in youth. http://knowledgex.camh.net/amhspecialists/Screening_assessment/screening/screen_CD_youth/Documents/youth_screening_tools.pdf
- UCLA Center for Mental Health in Schools. *Screening Mental Health Problems in schools.* http://smhp.psych.ucla.edu/pdfdocs/policyissues/mhscreeningissues.pdf

DBI Step 4

Adapt

Adapting Interventions

Adaptations can include ***quantitative*** and ***qualitative*** changes during the DBI process.

Let's focus a little more closely on what intensification strategies may look like for both a quantitative and qualitative change:

- Changing dosage or time
- Changing the learning environment to promote engagement

Note: Students With Disabilities

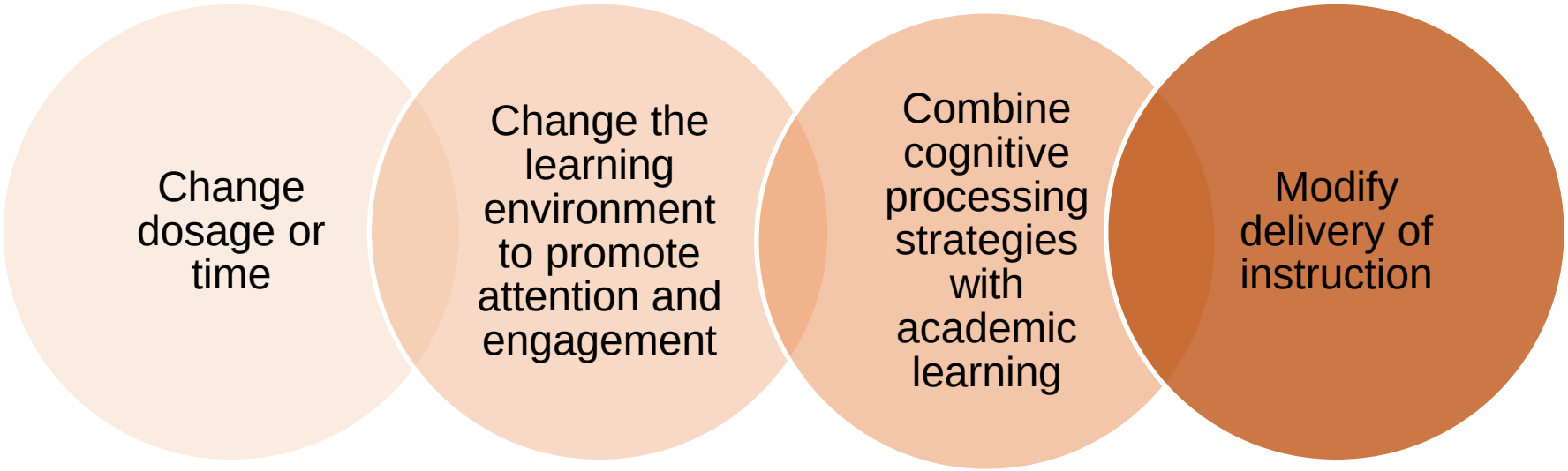
- For students with individualized education programs (IEPs):
  - Changes to intervention time or setting may require a revision to the IEP if the intervention is delivered as part of a student's special education services.
  - Special education minutes must be specified in the student's IEP.
  - Changes should be discussed with the IEP team, including parents.

“It all works out in the end. … If it hasn’t worked out, it is not the end yet.”

Intensification Strategies

Adaptations for Academic Interventions

Categories of Practice for Organizing and Planning Intensive Intervention



(Vaughn, Wanzek, Murray, & Roberts, 2013)

Practice 1: Change Dosage or Time

Practice 1: Change Dosage or Time

Methods for increasing quantity of instruction:

- Minutes per day
- Minutes per session
- Sessions per week
- Total number of sessions

Why should I change intervention time?

When well designed, increased time accelerates learning by:

- Allowing for more instruction.
- Providing more practice with feedback.
- Increasing students' engaged learning time.

Students with intensive needs often require 10–30 times the number of practice opportunities as their peers to learn new information. This takes time!

How should I use the additional time in intervention?

Use the additional time to accelerate learning by:

- Maximizing engaged learning time
- Minimizing waiting and transitions
- Teaching additional skills and strategies
- Providing additional practice opportunities with feedback
- Delivering more explicit, systematic (step-by-step) instruction
- Monitoring student progress to ensure that the additional learning time increases student mastery of skills.

Strategies for Adding Intervention Time

- Double dip
- Use entry or exit routines
- Reinforce independent use of routines

Practice 2: Change the Learning Environment to Promote Attention and Engagement

Practice 2: Change the Learning Environment to Promote Attention and Engagement

- Reduce group size.
- Group students with similar needs.
- Change the instructional setting to reduce noise and other distractions and promote academic engagement.

Practice 3: Combine Cognitive Processing Strategies With Academic Learning

What are cognitive processes?

- Cognitive processes comprise various mental activities that direct thinking and learning.
- Students with intensive needs often have challenges with processes related to executive function and self-regulation:
  - Memory
  - Attribution
  - Attention
  - Strategies to set and monitor learning goals

Treating underlying neurological or processing disorders **separate** from academic instruction is **not** supported by research.

Cognitive Processing: Research Advances

- Cognitive processes are important and relevant for learning.
- Problems with executive function and self-regulation negatively affect student learning.
- Interventions should combine practices that reduce the impact of processing deficits **with** academic content, not treat them in isolation.

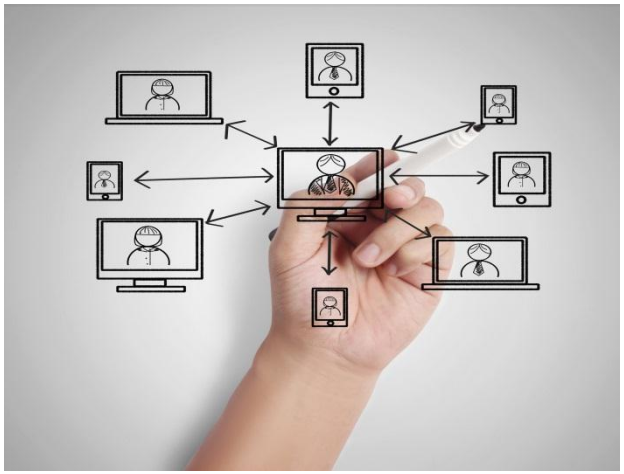
Memory

- Students with mental health needs may have memory issues as a “symptom” of post-traumatic stress disorder or other disorders.

What practices help students reduce the impact of poor memory while engaged in academic learning?

Teach Strategies for Taking Notes and Organizing Information

Teach students to write down assignments, and include in daily routines.



Use graphic organizers and key words and phrases for notes.

Teach students to ask for help if they need information repeated.

Present Information Using More Than One Modality

- Speak and write/draw/project information as you present it.
- Repeat important instructions, key words, etc.
- Model procedures to provide students with a visual image of the steps.
- Teach students to visualize information in text, including stories, word problems, etc.

Teach Routines for Important Procedures

1. Get your coat and backpack	
2. Pick up your sack lunch in the hall bin.	
3. Check your mailbox	
4. Put papers in your accordion folder.	

- Use consistent routines.
- Provide a cue sheet/poster for multi-step processes.
- Review steps regularly reteach as needed.

Review Prior Learning Before Presenting New Information

Have students:

- Retell information from the previous lesson.
- Summarize key points using just a few words or phrases.
- Predict/explain how the new information may relate to prior learning.

Other Strategies

- Teacher models out-loud verbal rehearsal of what students need to remember.
- Develop a mnemonic device.
- Use visual or verbal cues as reminders.
- Check for understanding frequently.

Self- Regulation

What is self-regulation?

Self-regulation comprises:

- Planning and setting goals for learning
- Monitoring learning and progress toward goals
- Regulation of language and memory to support learning (e.g., self-talk, use of strategies)
- Attention

How can I teach students to use self-regulation strategies in their academic work?

- Many of the memory practices we have already discussed will help students with poor self-regulation.
- In particular, also:
  - Model thinking-aloud when introducing new concepts.
  - Provide specific feedback.
  - Include students in goal setting and monitoring.
  - Explicitly teach and model use of strategies and routines.

Modeling Think-Aloud Strategies

Model how you approach tasks and solve problems by talking out loud as you:

- Reflect on text
- Implement strategies for answering text-based questions
- Solve word problems
- Give yourself feedback
- Check work

What are some examples of strategies that help students monitor their own learning?

- Ask students to read the text aloud and think about what the author is saying.
- When checking work, teach students to ask, “Does my answer make sense?”

What are some examples of strategies that help students monitor their own learning?

- Involve students in setting goals and monitoring their own academic gains with progress monitoring data.
- Keep track (with the student) of how many trials it takes for a student to achieve mastery of a new skill.
- Teach students to ask themselves questions to determine if they are working well and making progress.

Attribution

How does maladaptive attribution impede academic success?

Attribution: A person's beliefs about the causes of his or her academic failures and successes

- Students with maladaptive attribution may think that failure is due to stable, internal causes that cannot be changed, and that success is due to unstable causes such as luck.
  - **Internal: "**I did poorly on the spelling test because I'm stupid."
  - **External:** "I was really lucky to get an 'A' on my spelling test because the teacher gave easy words."

How can I support students to develop more functional attribution?

Consider integrating attribution and motivation training and supports:

- Scripts/strategies to counteract negative self-talk
- Include students in setting goals
- Reinforce progress, and connect it to their effort

Examples of Self-Talk

- I did well on the spelling test because I studied hard and learned the words.
- If I work hard, I can learn to do new things even if they're hard.
- Sometimes things don't go my way even when I work hard, but it's not necessarily my fault. This happens to everybody sometimes. I should keep trying my best.

Practice 4: Modify Delivery of Instruction

Modifying Delivery of Instruction

1. Consider the instructional match and prioritize skills to teach
2. Systematic Instruction
3. Explicit Instruction
4. Precise, simple, and replicable language
5. Frequent opportunities for student response
6. Specific feedback and error correction procedures
7. Opportunities for practice, development of fluency, and review

1. Instructional Match and Prioritizing Skills

- Prioritize what you want them to know.
- Maximize learning time by ensuring that instructional content aligns with students' demonstrated needs.
- Use precise, frequent progress monitoring to determine if learning is occurring.

2. Systematic Instruction

Break down complex skills into smaller, manageable "chunks" of learning and carefully consider how to best teach these discrete pieces to achieve the overall learning goal.

- Prioritize and sequence learning chunks from easier to more difficult.
- Use scaffolding.
- Provide temporary supports to control the level of difficulty throughout the learning process.

3. Explicit Instruction

- Overtly teach the steps or processes needed to understand a construct, apply a strategy, and/or complete a task.
- It's often used for:
  - Teacher-led instruction of new skills
  - Teaching students to apply generalized knowledge or skills to novel settings
  - Addressing learning needs, including strategies to support cognitive processing

Components of Explicit Instruction

1. Tell students what you want them to know
2. Provide an advance organizer
3. Assess background knowledge
4. Model (“I do”)
5. Provide guided practice (“We do”)
6. Provide independent practice (“You do”)
7. Check for maintenance

Note: *Although there are no specific guidelines for this, the bulk of the instruction should fall within the guided practice phase.*

How can I make instruction more explicit and systematic?

- Organize instruction to allow for high levels of student success—start with easy tasks.
- Break tasks into smaller, simpler steps.
- Provide:
  - More modeling with clearer explanations
  - More concrete learning opportunities
  - Temporary support and gradually it reduce over time
  - More opportunities for response, practice, and feedback

4. Using Precise, Simple, and Replicable Language

- Develop specific language for the parts of lessons that involve explaining a very important idea.
- Use correct vocabulary for the discipline, as appropriate, such as:
  - Math: divisor, addend
  - Science: waxing gibbous moon, chrysalis
  - English: protagonist, conflict

Make sure you say it the same way every time.

5/6. Why provide frequent opportunities for student practice with feedback?

- Frequent student response can assist the teacher in monitoring student understanding.
- Teacher feedback during student practice can be a powerful tool for refining and mastering new skills.
- Feedback prompts students to continue successful practice.
- Quick corrections prevent students from practicing errors.

6. What is the most effective type of feedback?

- Feedback should be:
  - Clear and precise
  - Specific
  - Tied directly to the student's actions

6. What is the most effective type of feedback?

When a student makes errors, always:

- Explain why the answer was incorrect
- Model the correct response
- Have the student provide a correct response before moving on
- Recheck later in the lesson/activity

What is the best time to offer feedback?

- Immediately for discrete tasks (e.g., solving a math fact, spelling a word)
- After a short delay for more complex tasks (e.g., writing a paragraph) to allow students to think through the process

- Timely feedback can:
  - Prevent inaccurate practice
  - Increase the rate of student mastery
  - Ensure successful, efficient learning

7. How should practice take place in an intervention?

- **Guided practice:** after you have modeled a new skill or strategy
- **Independent practice:**
  - Incorporated after students begin to demonstrate mastery of the new skills or content
  - Does not substitute for explicit and systematic instruction and guided practice

7. How should practice take place in an intervention?

- Incorporate daily practice routines at the beginning and/or end of an intervention period.
- Give homework that facilitates practice, not learning new information.
- Reinforce on-task behavior during independent practice.

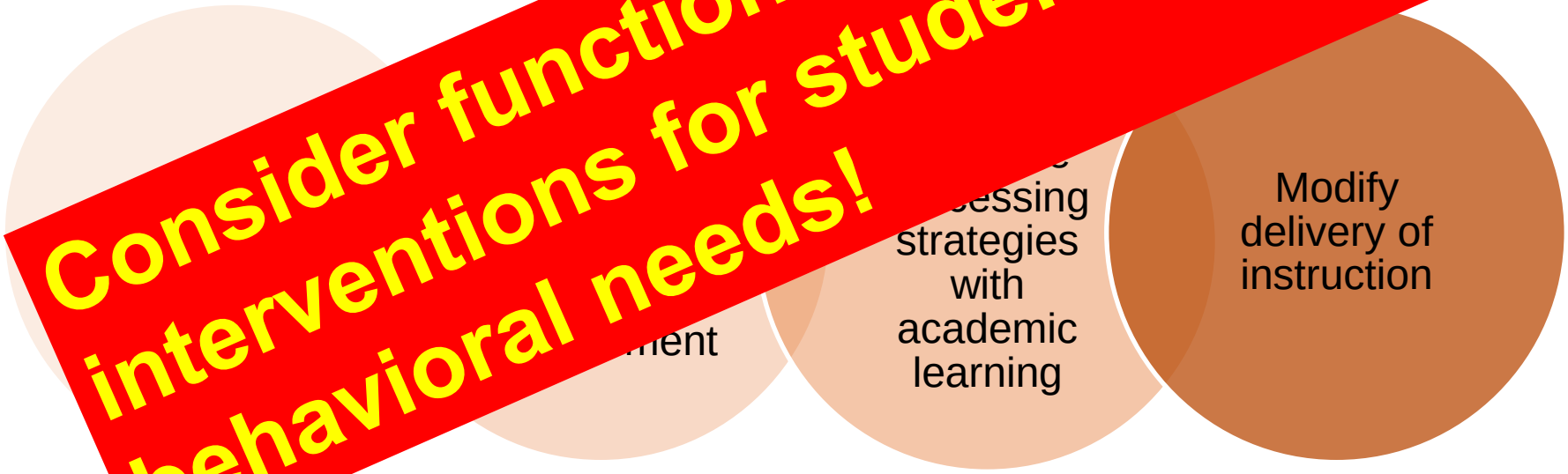
Handouts 1 and 2: Planning Intensive Intervention

- Consider:
  1. What have we already tried?
  2. What other strategies might work (either on the Handout 1 list or otherwise)?
  3. What data indicate that these might be effective for the student?
  4. Prioritize what intervention practices you will use, and discuss how your team will monitor progress.

Intensification Strategies

Adaptations for Behavioral Interventions

Adapt



Consider function when adapting interventions for students with behavioral needs!

(Vaughn, Wanzek, Murray, & Roberts, 2013)

Function-Based Interventions

Reminder…

- *With function-based interventions, it is important to identify the events that reliably **predict** and **maintain** problem behavior.*

Considerations for Tier 3 Interventions: The "How"

- When considering an intensive intervention, teams are asked to consider what they think are the most likely reasons for the problem behavior.
- Once selected, these hypothesized reasons are then used to select interventions.
- If there is more than one likely reason selected, try rank ordering from most to least likely.

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Considerations for Tier 3 Interventions: The "How"

- Selected interventions should be customized to the student with care so as to not alter the function.
  - Change the icing, not the core ingredients. For example, although praise is often suggested in reinforcement-based interventions, other reinforcements can be used if praise does not act in a reinforcing manner for the target student. That being said, you cannot remove the reinforcement fully from such an intervention.
- Implement.
- Collect outcome data.
- Analyze.

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Considerations for Tier 3 Interventions: The "How"

The true documentation that an intervention is **evidence based** for a specific case occurs only when there are outcome data indicating a change in the target behavior.

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Examples of Evidence-Based Interventions

- Check In Check Out (CICO)
- Non-contingent reinforcement (NCR): attention seeking
- Antecedent modification: escape
- Instructional match: prerequisite skill or ability

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Check In Check Out

- An empirically supported strategy for reducing problem behavior
- Relatively quick and easy; provides structure
- Increases positive adult contact
  - Excellent intervention when the **function of behavior is attention seeking**
  - Also useful for students **who escape because they do not want to do a task if teach praise is more reinforcing than the task is punishing.**

Source: Michigan's Integrated Behavior and Learning Support Initiative (http://miblsi.cenmi.org)

What Is Non-contingent Reinforcement?

NCR is a powerful method to reduce attention-seeking problem behavior. NCR involves giving a student access to a reinforcer frequently enough so that he or she is no longer motivated to exhibit disruptive behavior to obtain that same reinforcer (e.g., saturate the environment with the reinforcer **before** the behavior occurs).

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

What Is Antecedent Modification?

- The student does not have to do something when he or she exhibits the problem behavior.
- The problem behavior is "working" for the student by allowing him or her to **escape** something that he or she does not want to do.
- Depending on the type and the intensity of the escape behavior, there are a few strategies or changes that are likely to help (e.g., changing the antecedents to increase engagement in the activity or success with the activity).
- Other examples would be preteaching the necessary skills, offering choices, modeling the desired behavior, or breaking down tasks.

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Additional Strategies for Students with Mental Health Needs

- Monitoring pulse rate
- Anger management
- Anxiety management
- Deep breathing exercises

Case Example: Instructional Match

Photo credit: http://www.flickr.com/photos/charlottel/154443920/; http://www.flickr.com/photos/dno1967b/8703319368/; http://creativecommons.org/licenses/by/2.0/

Instructional Mismatch?

- **Problem:** The assessment of a student's current instructional level/ability is **inaccurate** in some way (e.g., knowledge, difficulty, pace, and/or level).
  - In other words, there is a mismatch between the student's skill/ability and the level or difficulty of the task.

- **Result:** Students who are ***failing academically*** are frustrated and often ***act out***!

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Example: Johnny

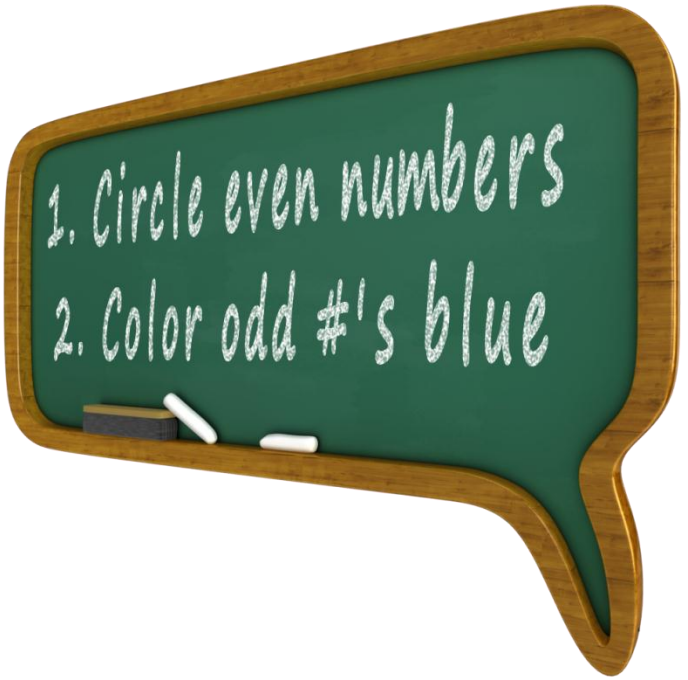
- **Task/Activity**: math worksheet with multi-step directions
- **Behavior**: pretends to sleep; non-responsive
- **Other Notes**: generally sociable; likes peers

Considerations for Johnny

- **<u>Function:</u> Escape/avoidance** of the math task
  - More specifically, *Johnny cannot remember multi-step directions*
  - **Identified a mismatch** between the current ability and task demand

Considerations for Johnny

- **Intervention**: Select an intervention that **aligns with the identified function** of behavior
  - Use visual prompts
  - Write instructions on the whiteboard
  - Provide desk-size copies of instructions



Considerations for Johnny

- **Monitor outcomes and analyze data:**
  - After implementing the visual prompts for three math lessons, the teacher will assess if Johnny is more engaged and submitting his math worksheets.

- **Style and context**:
  - The teacher has identified that she really likes peer tutoring strategies as well.
    - Add peer tutor or mentor

Critical Components for Success With Instructional Match

- Must be able to accurately assess a student's **current** level of ability **and** implement a curriculum and teaching materials that are appropriate to the student's instructional level.
- Must **match** task demands with current skill levels to ensure success.
- Must differentiate instruction whenever possible and appropriate.

Source: Evidence Based Intervention Network (http://ebi.missouri.edu)

Practice

Instructional Issue:

- Journal writing without being able to form two- or three-word sentences

Possible Solution:

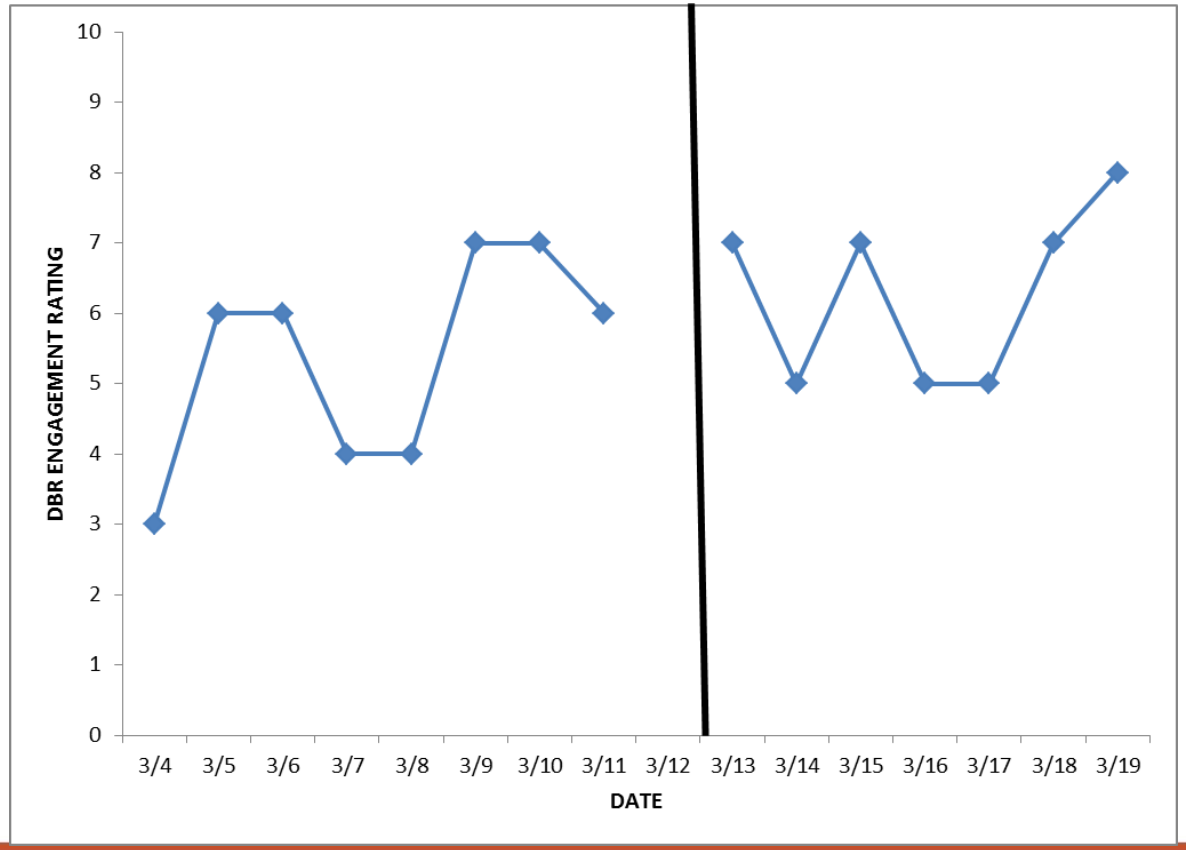
- Reduce the difficulty of the task—as opposed to writing sentences independently, you could have the student draw a picture and fill in the blank/guided writing.

DBI Step 5

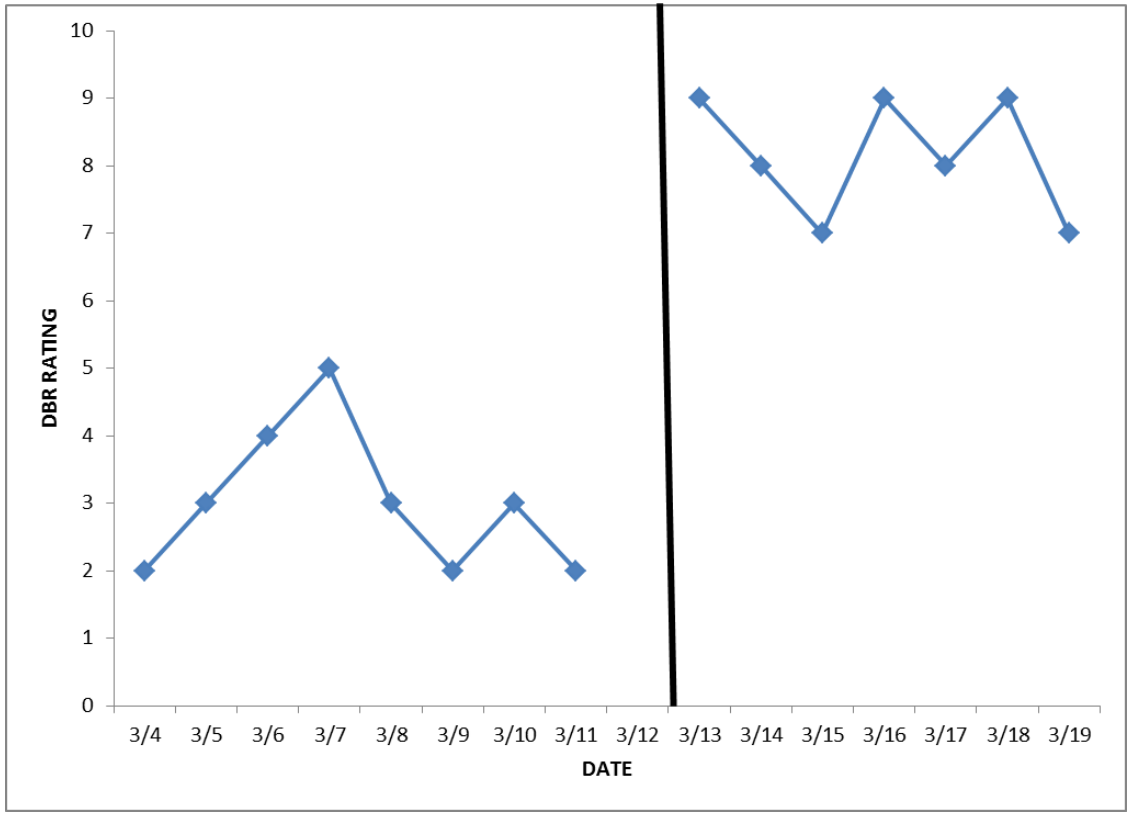
Continue progress monitoring

Connecting Data With the Selected Evidence-Based Intervention

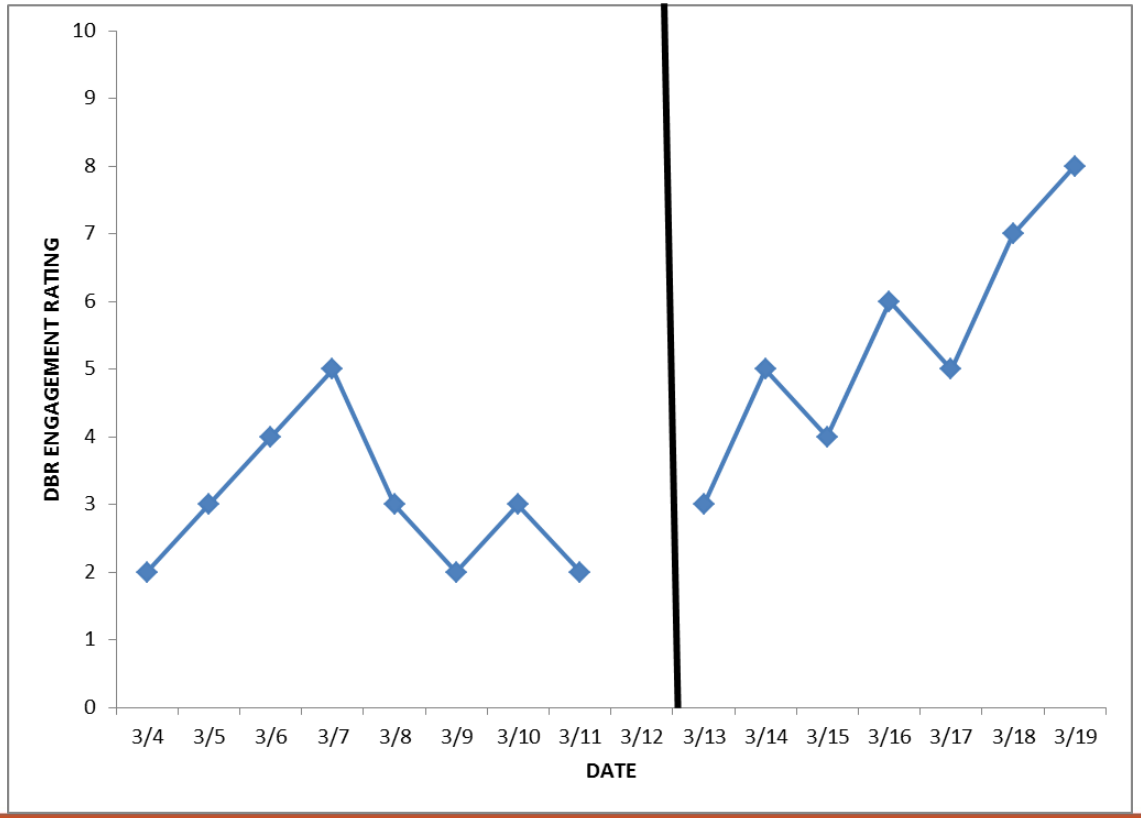
Comparing Non-intervention and Intervention Patterns: Example 1



Comparing Non-intervention and Intervention Patterns: Example 2



Comparing Non-intervention and Intervention Patterns: Example 3



Behavioral Data Collection Example

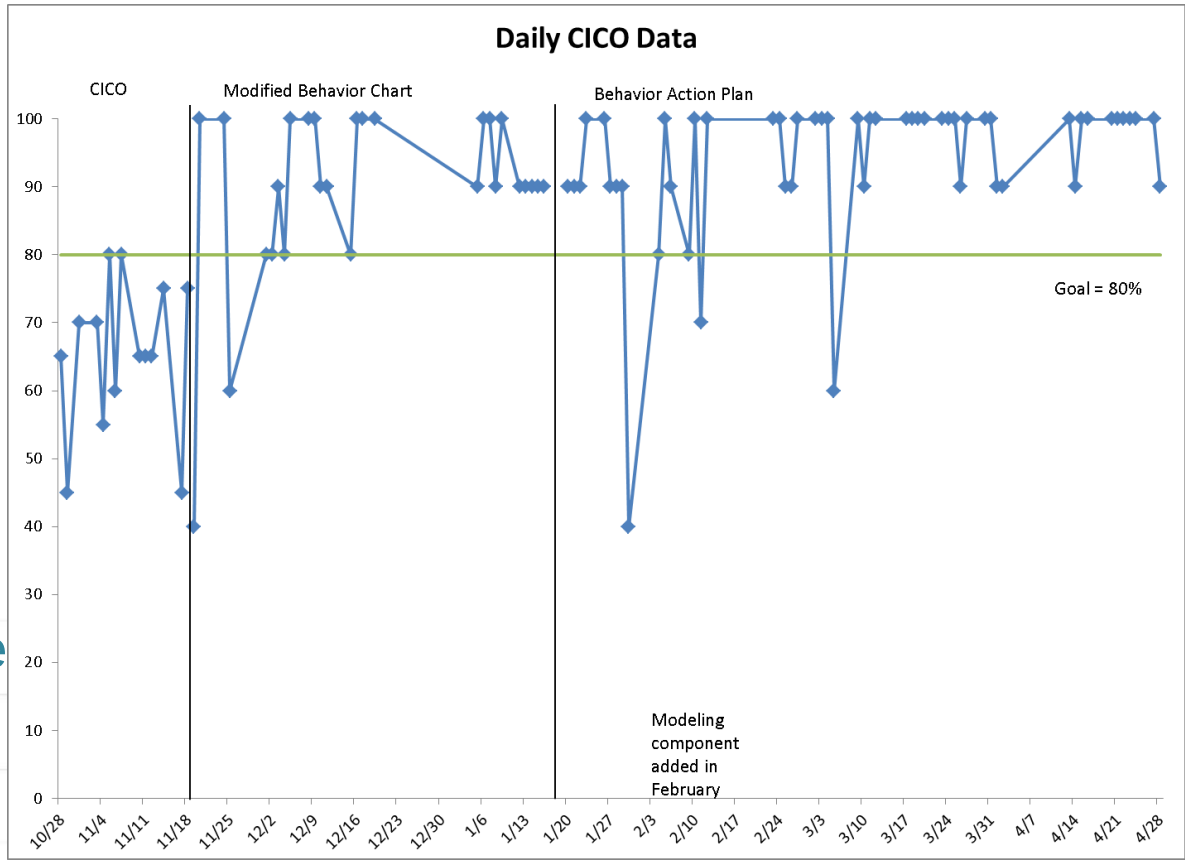
Background and initial intervention

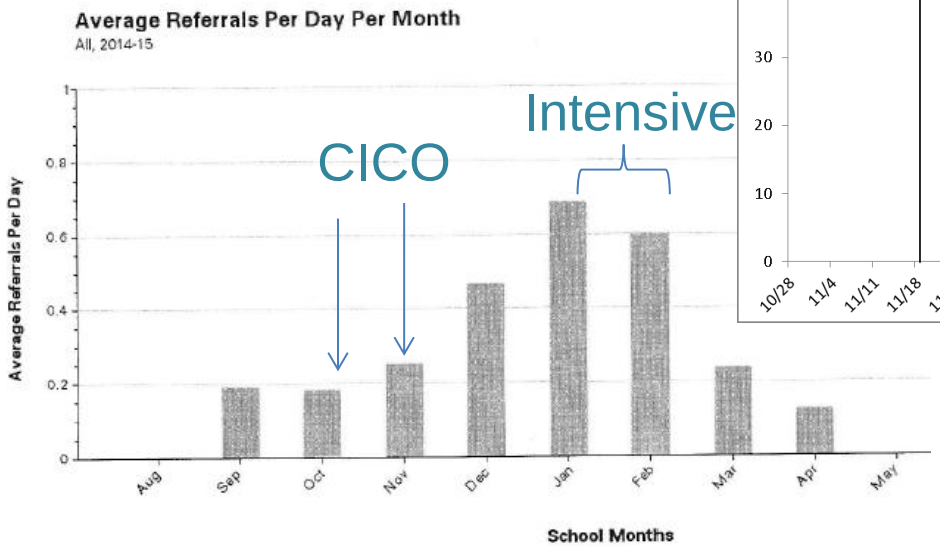
- Kindergarten male with aggressive behavior
- Teacher started CICO Oct. 28
- Modified behavior chart and reward Nov. 19

Functional assessment and intensive intervention

- Jan. 20 meeting following indecent exposure
  - Modified behavior chart
  - Prevention strategies
  - Teach and model behaviors
  - Staff responses for misbehavior
- Added formal modeling component in Feb.

Behavior Case A



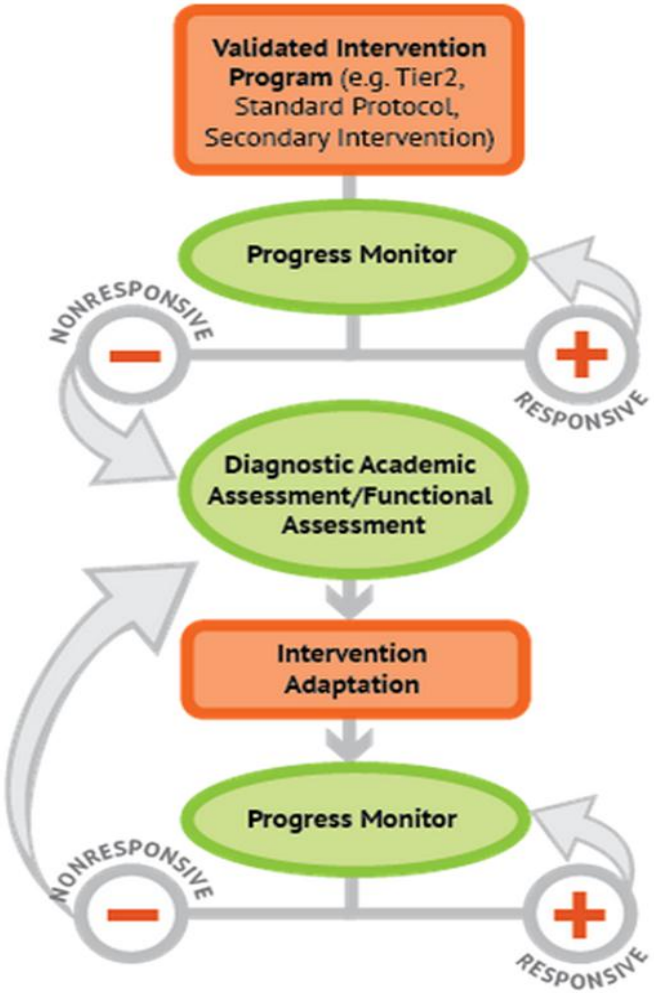


Wrap-Up

Summary and Discussion

Your Turn

Practice walking through the DBI process with your neighbor. Identify key features of each step!



In Summary

- DBI is an ongoing process that comprises ongoing assessment, intervention, evaluation, and adjustment to maximize student outcomes.
- Intensive interventions will not look the same for all students. They are individualized based on unique needs.
- Students requiring intensive intervention are likely to need it for a significant time.

Things to Remember

- DBI is intense—relatively few students should need it (3 percent to 5 percent of the school population).
- Academic and behavior supports do not exist in isolation.
- Don’t make too many intervention adaptations at the same time.

Keep in mind…

- Every student presents unique needs. While our examples provide an illustration of the DBI process, it will vary based on individual needs. Some DBI processes will be much more involved than others.
- Areas of need may vary by domain. For example, a student may require intensive intervention in reading but not in mathematics. Data should drive these determinations.

Quick Quiz

1. Name the five components of the DBI process.
2. What are two features that distinguish secondary (Tier 2) and intensive (Tier 3) interventions?
3. What is the difference between a quantitative and qualitative change to instruction/intervention? Give an example of each type of change.

Resources

www.intensiveintervention.org

Find Out What NCII Has to Offer

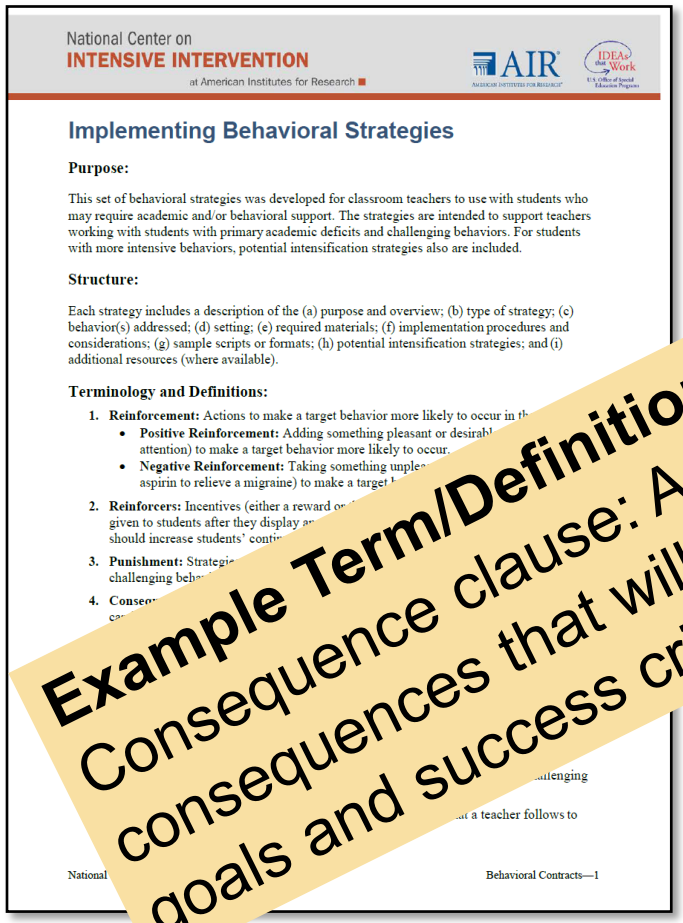
www.intensiveintervention.org

Implementing Behavioral Strategies: Considerations and Sample Resources

Behavioral Strategy	Strategy Considerations & Sample Resources	Sample Resources
Combined Strategies	Download Combined Document [1]	Download All Sample Scripts & Resources
Behavior Contracts	Download Document	Download Sample Contracts
Point Sheets/Behavior Report Card	Download Document	Download Sample Script & Point Sheets
Classroom Conversations and Participation	Download Document	Download Sample Scripts
Intermittent Reinforcement Using a Timer	Download Document	Download Sample Script
The "You-Me" Game	Download Document	Download Sample Chart & Script
Yes/No Learning Skills Chart	Download Document	Download Sample Chart & Script

http://www.intensiveintervention.org/implementing-behavioral-strategies-considerations-and-sample-resources

Standard Information



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AIR

Implementing Behavioral Strategies

Purpose:

This set of behavioral strategies was developed for classroom teachers to use with students who may require academic and/or behavioral support. The strategies are intended to support teachers working with students with primary academic deficits and challenging behaviors. For students with more intensive behaviors, potential intensification strategies also are included.

Structure:

Each strategy includes a description of the (a) purpose and overview; (b) type of strategy; (c) behavior(s) addressed; (d) setting; (e) required materials; (f) implementation procedures and considerations; (g) sample scripts or formats; (h) potential intensification strategies; and (i) additional resources (where available).

Terminology and Definitions:

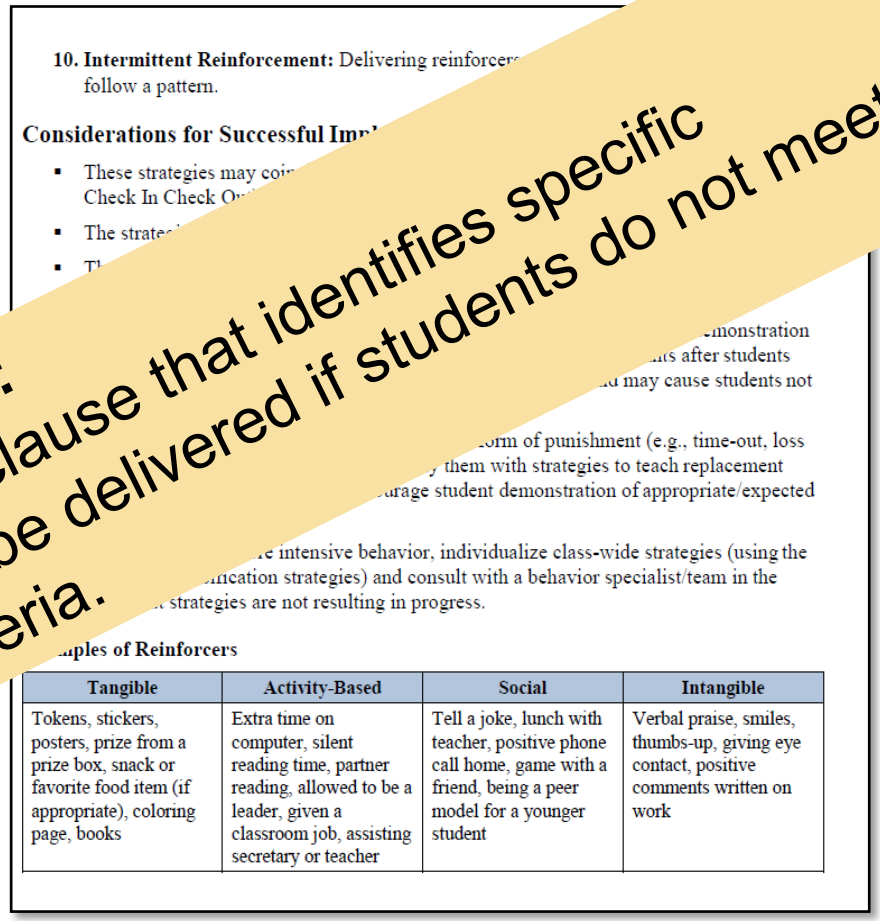
1. **Reinforcement:** Actions to make a target behavior more likely to occur in th
   - **Positive Reinforcement:** Adding something pleasant or desirabl attention) to make a target behavior more likely to occur.
   - **Negative Reinforcement:** Taking something unples aspirin to relieve a migraine) to make a target
2. **Reinforcers:** Incentives (either a reward or given to students after they display a should increase students' conti
3. **Punishment:** Strategi challenging beha
4. **Conseq**

allenging

at a teacher follows to

National

Behavioral Contracts—1



10. **Intermittent Reinforcement:** Delivering reinforcer follow a pattern.

Considerations for Successful Imp

- These strategies may coi Check In Check O
- The strate
- Th

monstration
ts after students
may cause students not

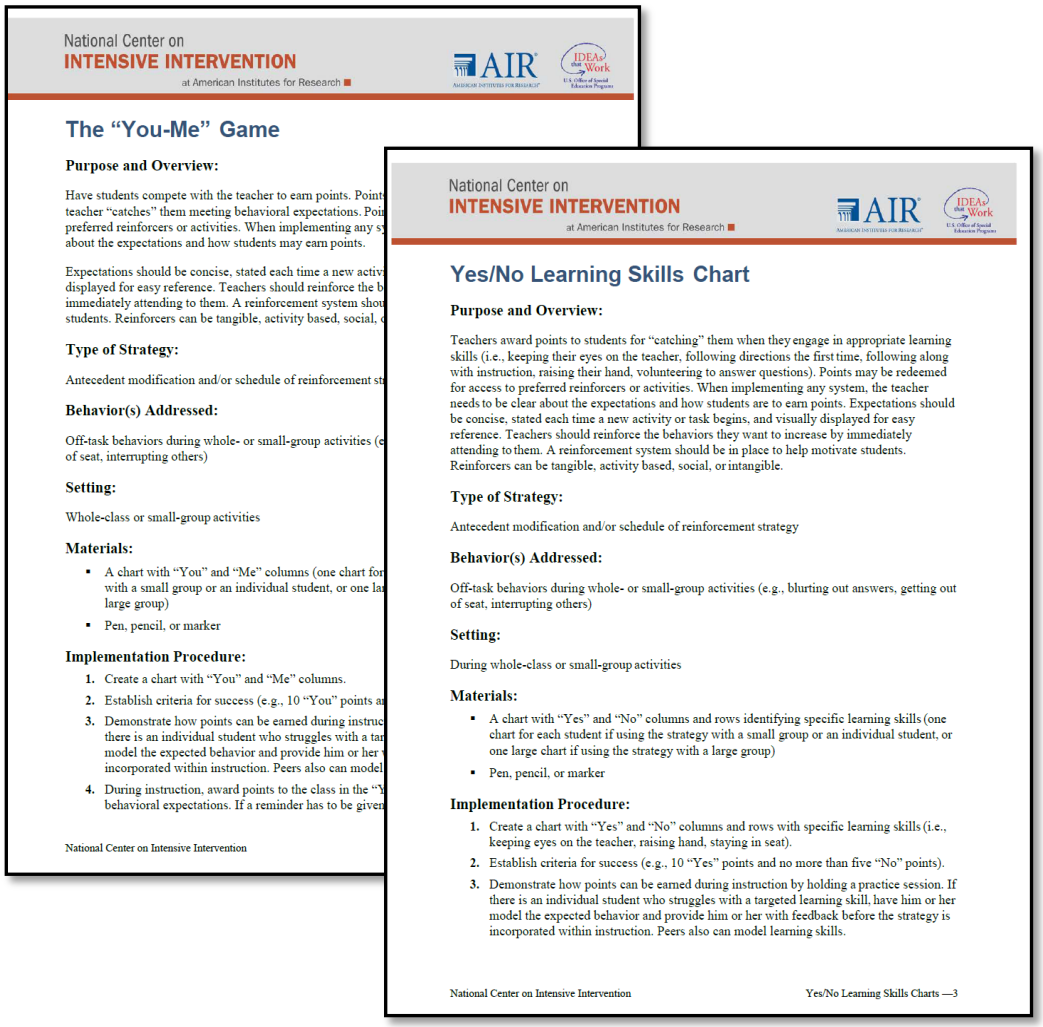
orm of punishment (e.g., time-out, loss
them with strategies to teach replacement
rage student demonstration of appropriate/expected

e intensive behavior, individualize class-wide strategies (using the
nication strategies) and consult with a behavior specialist/team in the
strategies are not resulting in progress.

mples of Reinforcers

Tangible	Activity-Based	Social	Intangible
Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books	Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher	Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student	Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work

Example Term/Definition:
Consequence clause: A clause that identifies specific consequences that will be delivered if students do not meet goals and success criteria.



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The "You-Me" Game

Purpose and Overview:

Have students compete with the teacher to earn points. Point
teacher "catches" them meeting behavioral expectations. Poi
preferred reinforcers or activities. When implementing any s
about the expectations and how students may earn points.

Expectations should be concise, stated each time a new activ
displayed for easy reference. Teachers should reinforce the b
immediately attending to them. A reinforcement system shou
students. Reinforcers can be tangible, activity based, social,

Type of Strategy:

Antecedent modification and/or schedule of reinforcement st

Behavior(s) Addressed:

Off-task behaviors during whole- or small-group activities (e
of seat, interrupting others)

Setting:

Whole-class or small-group activities

Materials:

- A chart with "You" and "Me" columns (one chart for
with a small group or an individual student, or one la
large group)
- Pen, pencil, or marker

Implementation Procedure:

1. Create a chart with "You" and "Me" columns.
2. Establish criteria for success (e.g., 10 "You" points a
3. Demonstrate how points can be earned during instruc
there is an individual student who struggles with a tar
model the expected behavior and provide him or her
incorporated within instruction. Peers also can model
4. During instruction, award points to the class in the "
behavioral expectations. If a reminder has to be given

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Yes/No Learning Skills Chart

Purpose and Overview:

Teachers award points to students for "catching" them when they engage in appropriate learning skills (i.e., keeping their eyes on the teacher, following directions the first time, following along with instruction, raising their hand, volunteering to answer questions). Points may be redeemed for access to preferred reinforcers or activities. When implementing any system, the teacher needs to be clear about the expectations and how students are to earn points. Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers can be tangible, activity based, social, or intangible.

Type of Strategy:

Antecedent modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Off-task behaviors during whole- or small-group activities (e.g., blurting out answers, getting out of seat, interrupting others)

Setting:

During whole-class or small-group activities

Materials:

- A chart with "Yes" and "No" columns and rows identifying specific learning skills (one chart for each student if using the strategy with a small group or an individual student, or one large chart if using the strategy with a large group)
- Pen, pencil, or marker

Implementation Procedure:

1. Create a chart with "Yes" and "No" columns and rows with specific learning skills (i.e., keeping eyes on the teacher, raising hand, staying in seat).
2. Establish criteria for success (e.g., 10 "Yes" points and no more than five "No" points).
3. Demonstrate how points can be earned during instruction by holding a practice session. If there is an individual student who struggles with a targeted learning skill, have him or her model the expected behavior and provide him or her with feedback before the strategy is incorporated within instruction. Peers also can model learning skills.

National Center on Intensive Intervention Yes/No Learning Skills Charts —3

Sections

- Purpose and overview
- Type of strategy
- Behavior addressed
- Setting
- Materials
- Implementation procedure

Sections

- Implementation considerations
- Samples

Implementation Considerations:

- For class-wide implementation, the reinforcer may be connected to another behavior management/token economy system (i.e., meeting the criteria equals one handful of beads toward a classroom party).
- If used for individuals, it may be helpful to use the specific "You/Me" points in conjunction with a daily behavior report card.
- For older students and/or students with self-monitoring skills, they can be responsible for awarding themselves a point in the appropriate column.
- More frequent reinforcement should be provided initially and then gradually

Sample "You/Me" Chart and Scripts

Sample Script

When giving a point to the class:

"I see that everyone is following alo

When giving the teacher

"Not everyone
needs to

the "You" column AND
of beads for our classroom party
, and so on).

Example Consideration for Successful Implementation:
Consequence clauses that include a form of punishment (e.g., time out or loss of privilege) should be accompanied by teaching replacement behaviors and/or strategies that encourage student demonstration of appropriate or expected behaviors.

Implementation Considerations:

- For class-wide implementation, the reinforcer may be connected to another b management/token economy system (i.e., meeting the criteria equals o toward a classroom party).
- If used for individuals, it may be helpful to use this speci system in conjunction with a behavior report card.
- For older students and/or students with self awarding themselves a point in the a
- More frequent reinforcement

Sample Yes/No Lea

Sample Scrip

column."

a point in the 'no' column.
now so that I can give a 'yes' point

Learning Skills

	Yes	No
on teacher		
ing along with finger		
Raising hand		
Volunteering to answer question		

Class goal: More than 10 "yes" points (in an
five "no" points equals one handf

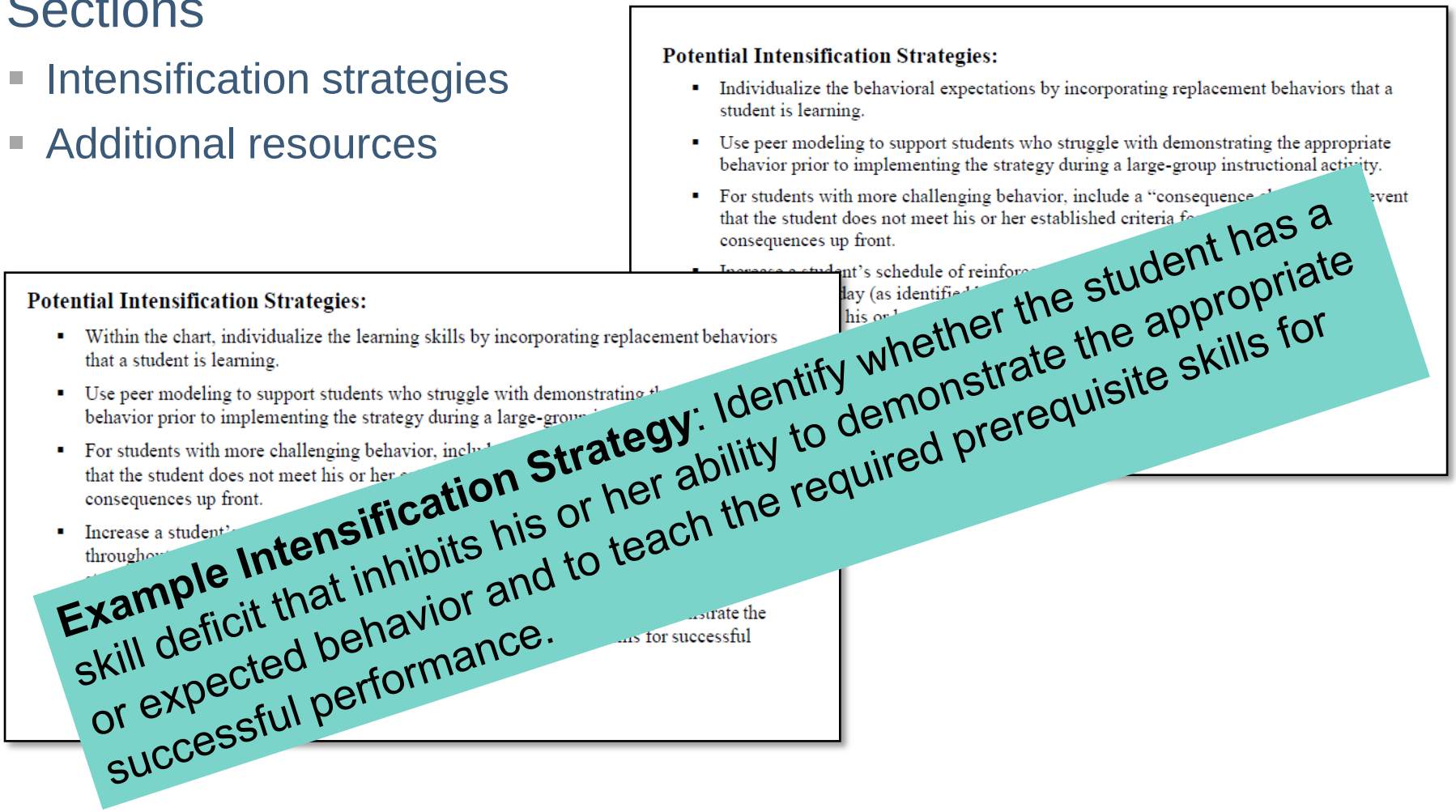
Individual Student Chart: Suzie's Reading Learning Skills

	Yes	No
Keeping eyes on teacher		
Following along with finger		
Raising hand		
Volunteering to answer question		

Individual goal: Three "yes" points with no more than two "no" points equals my reading responsibility goal for today.

Sections

- Intensification strategies
- Additional resources



Webinars

View archived webinars and look for announcements about the next live webinar:

http://www.intensiveintervention.org/resources/webinars

- What is an Evidence-Based Behavior Intervention? Choosing and Implementing Behavior Interventions that Work — June 2014 (1:16:20)
- Monitoring Student Progress for Behavioral Interventions — April 2013 (1:10:53)
- Support Systems for Intense Behaviors: Conducting a School-wide Needs Assessment — February 2013 (52:28)
- Providing Intensive Intervention using Data-Based Individualization in Behavior — January 2013 (54:49)

Webinars

A webinar (Web + Seminar) is a short presentation that you can view from our site and watch at a time that works best for you. Our webinars are presented by experts in the field of special education and data-based individualization in academics and behavior. To search through all of our resources by keyword, use the **Advanced Search**.

Data Rich, Information Poor? Making Sense of Progress Monitoring Data to Guide Intervention Decisions — February 2014 (1:11:34)
Developed By: National Center on Intensive Intervention
This webinar, led by Drs. Lynn Fuchs and Lee Kern of Lehigh University addresses a challenge faced by many teachers: feeling inundated by data while struggling to find useful information to guide intervention decision-making

Bringing Families to the Table: Family Engagement for Struggling Students — October 2013 (59:26)
Developed By: National Center on Intensive Intervention
This webinar, presented by Kate Augustyn, Debra Jennings, and Kelly Orginski, discusses the importance of family engagement and provides examples of ways to engage families to support students.

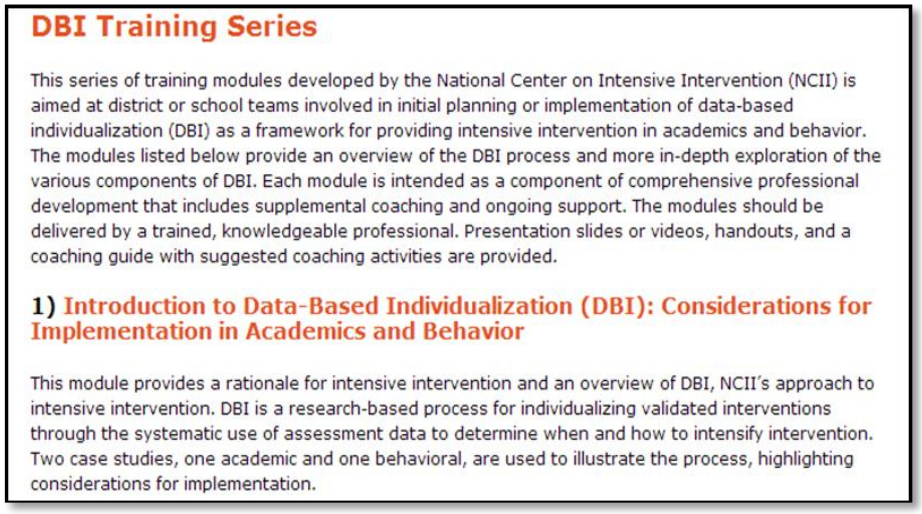
Using Secondary Interventions to Set the Foundation for Effective Intensive Intervention — June 2013 (30:38)
Developed By: National Center on Intensive Intervention
This webinar, presented by **Laura Magnuson**, a technical assistance provider for NCII, provides an overview of the rationale and purpose for secondary or Tier II interventions.

Selecting Evidence-Based Tools for Implementing Intensive Intervention — May 2013 (37:11)
Developed By: National Center on Intensive Intervention
This webinar presented by **Dr. Allison Gruner Gandhi**, reviews the NCII tools chart on academic interventions, and how practitioners can use these charts to gather information about, and ultimately select, interventions that meet their needs.

Monitoring Student Progress for Behavioral Interventions — April 2013 (1:10:53)
Developed By: National Center on Intensive Intervention
This webinar presented by Dr. Daniel Maggin, shares methods for collecting behavioral data, procedures for examining behavioral data, and discusses using behavioral progress monitoring to make programming decisions.

DBI Training Series

- Eight training modules focused on components of DBI for academics and behavior
- One module focused on readiness and action planning
- Include the following:
  - Slides and speaker notes
  - Activities
  - Coaching guides



DBI Training Series

This series of training modules developed by the National Center on Intensive Intervention (NCII) is aimed at district or school teams involved in initial planning or implementation of data-based individualization (DBI) as a framework for providing intensive intervention in academics and behavior. The modules listed below provide an overview of the DBI process and more in-depth exploration of the various components of DBI. Each module is intended as a component of comprehensive professional development that includes supplemental coaching and ongoing support. The modules should be delivered by a trained, knowledgeable professional. Presentation slides or videos, handouts, and a coaching guide with suggested coaching activities are provided.

1) Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior

This module provides a rationale for intensive intervention and an overview of DBI, NCII's approach to intensive intervention. DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention. Two case studies, one academic and one behavioral, are used to illustrate the process, highlighting considerations for implementation.

http://www.intensiveintervention.org/content/dbi-training-series

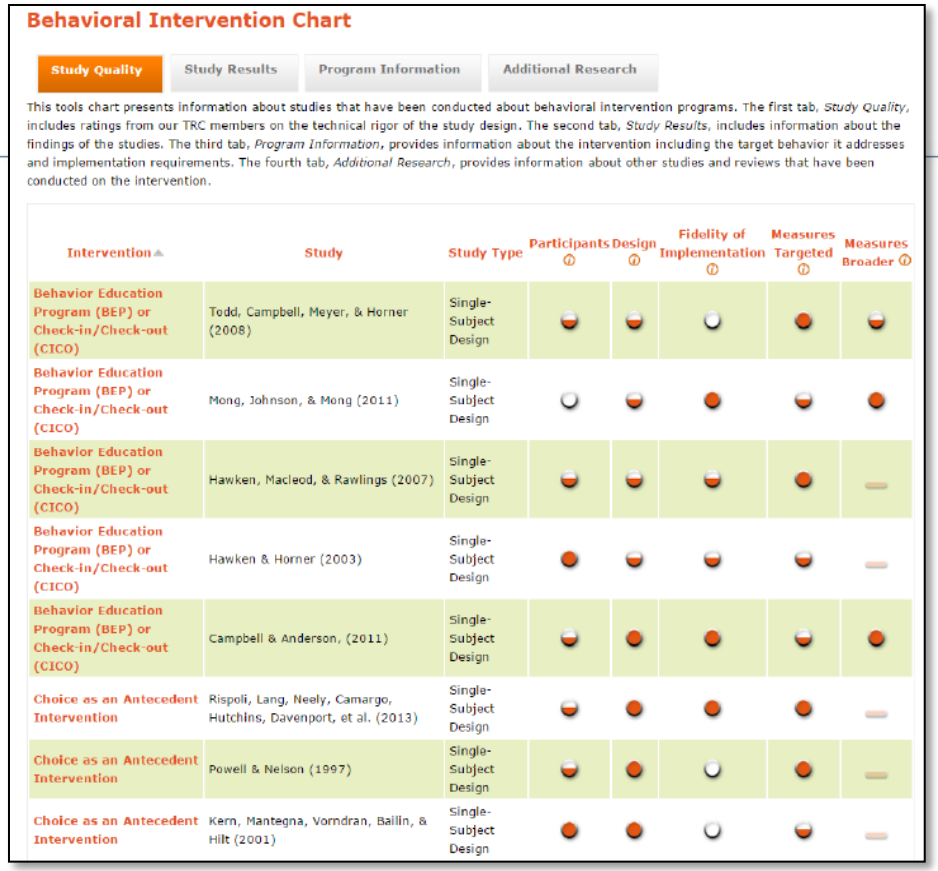
Tools Charts

Academic Progress Monitoring
http://www.intensiveintervention.org/chart/progress-monitoring

Academic Intervention
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Behavioral Progress Monitoring
http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools

Behavioral Intervention
http://www.intensiveintervention.org/chart/behavioral-intervention-chart



Behavioral Intervention Chart

Study Quality | Study Results | Program Information | Additional Research

This tools chart presents information about studies that have been conducted about behavioral intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Study Results*, includes information about the findings of the studies. The third tab, *Program Information*, provides information about the intervention including the target behavior it addresses and implementation requirements. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention.

Intervention	Study	Study Type	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Todd, Campbell, Meyer, & Horner (2008)	Single-Subject Design					
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Mong, Johnson, & Mong (2011)	Single-Subject Design					
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Hawken, Macleod, & Rawlings (2007)	Single-Subject Design					
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Hawken & Horner (2003)	Single-Subject Design					
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Campbell & Anderson, (2011)	Single-Subject Design					
Choice as an Antecedent Intervention	Rispoli, Lang, Neely, Camargo, Hutchins, Davenport, et al. (2013)	Single-Subject Design					
Choice as an Antecedent Intervention	Powell & Nelson (1997)	Single-Subject Design					
Choice as an Antecedent Intervention	Kern, Mantegna, Vorndran, Bailin, & Hilt (2001)	Single-Subject Design					

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- Sign up on our website intensiveintervention.org to receive our newsletter and announcements
- Follow us on YouTube and Twitter
  - YouTube Channel: **National Center on Intensive Intervention**
  - Twitter handle: **@TheNCII**

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