

Lessons from the Field: Practical Implementation of Data-Based Individualization

Devin Kearns, Leslie Anderson,
Natasha Axelson, Jason Borges,
and Meghan Duffy

National Center on
INTENSIVE INTERVENTION
an American Institutes for Research

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What is an intensive intervention system?

is an approach to

- identifying academic and social behavior challenges
- increasing support to address those needs

has the key features of

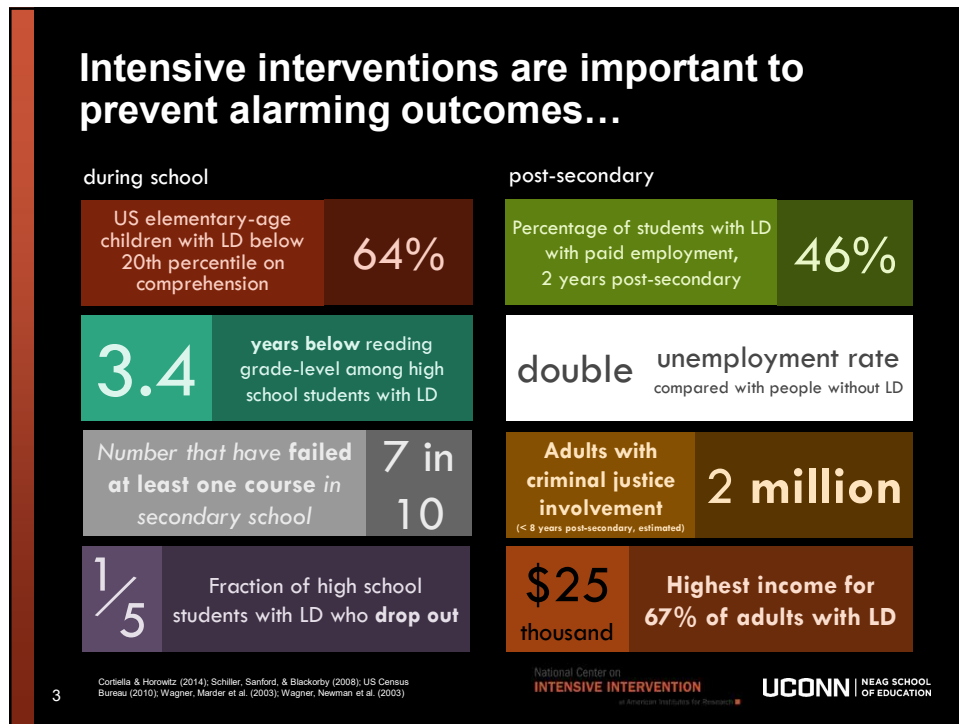
- being driven by data
- increased intensity
- increased individualization

based on student response

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Does intensive intervention improve behavior and academic outcomes?

- Data have shown that intensive interventions can ...
 - improve achievement in reading and mathematics
 - reduce the incidence and severity of behavior problems
- Reading intervention research provides one example...

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Intensive intervention has good effects

Student Outcome	Early Elementary K–3		Upper Grades 4–9	
	Mean ES	Number of Effects	Mean ES	Number of Effects
Comprehension	0.46	25	0.09	37
Reading Fluency	0.34	11	0.12	8
Word Reading	0.56	53	0.20	22
Spelling	0.40	24	0.20	5

Note: ES = effect size; data from Wanzek et al. (2013)

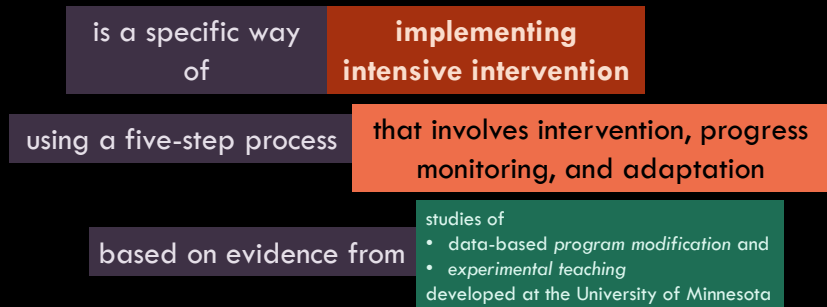
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What is Data-Based Individualization?



Examples:
Capizzi & Fuchs, 2005
Deno & Mirkin, 1977
Fuchs, Deno, & Mirkin, 1984
Fuchs, Fuchs, & Hamlett, 1989

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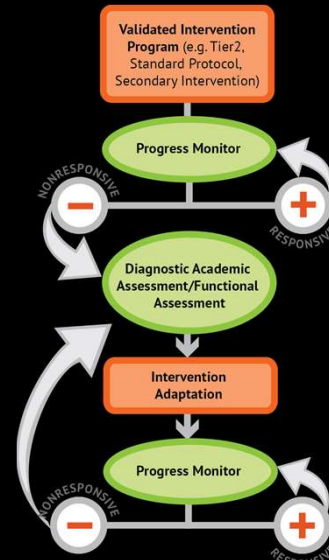
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Data-Based Individualization (DBI)

- DBI is a specific intensive intervention system
- It is characterized by
 - The use of a validated secondary-prevention program (sometimes with group-level adaptations)
 - Frequent progress monitoring
 - Diagnostic assessment when students do not respond
 - Adaptations based on identification of needs using the taxonomy of adaptations
 - Iterations of this process



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What is this session about

- Two very different school districts have engaged in long-term projects to implement DBI
- Their stories provide guidance about how to do DBI to researchers and practitioners

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NYC Department of Education

Lessons From the Field: *Practical Implementation of Data-Based Individualization*

Jason Borges
Senior Director of Literacy and Access

Meghan Duffy
Director of Primary Literacy Interventions

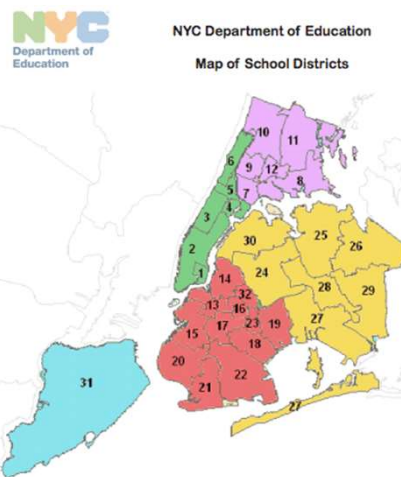
January 2019

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Introductions and Context

•New York City as a School District

- Largest district in the United States
- Serving 1.1 million students in over 1,800 schools
- 32 Districts in five boroughs



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Data

SEO data on number of students who are in special education in relation to the citywide population

Disproportionality of multi lingual learners being referred to special education

Referral rate into special education?

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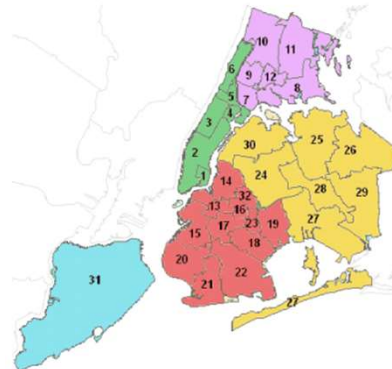
Initiative Organization

• The SEO Literacy Supports Instructional Team

- Jason Borges
- Meghan Duffy
- Wynta Nivens
- Crystal Stewart
- Sarah Benstraum

• External PD Providers

- Devin Kearns, Ph.D.
(University of Connecticut)
- Melodee Walker, Ph.D.
(Boston University)

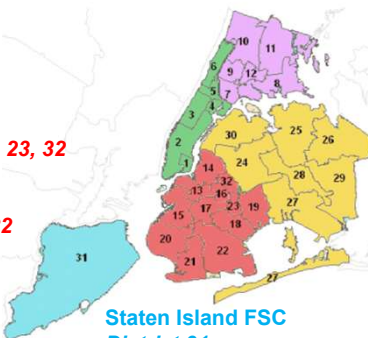


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Introductions and Context

DBI School Selection Process

- Within each borough are Field Support Centers (FSC). In collaboration with FSC's, the team selected schools to partner with on the DBI initiative.



NYC Department of Education
Map of School Districts

Manhattan FSC
Districts 1,2,3,4,5,6

Brooklyn North FSC
Districts 13,14,15,16,19, 23, 32


Brooklyn South FSC
Districts 17,18, 20, 21, 22

Staten Island FSC
District 31

Bronx FSC
Districts 7,8, 9,10,11,12

Queens North FSC
Districts 24, 25, 26, 30

Queens South FSC
Districts 27, 28, 29



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Introductions and Context

Composite of schools selected

- Twelve schools across the five boroughs are currently implementing DBI.

Year Two of Implementation
P.S. 221 Queens North
P.S. 6 Brooklyn South
P.S. 492 Brooklyn North
P.S. 343 Manhattan
P.S. 21 Staten Island
P.S. 140 Queens South
M.S. 356 Queens South
M.S. 351 Brooklyn North
P.S. 105 Queens South

Year One of Implementation
P.S. 221 Brooklyn South
P.S. 94 Queens North
P.S. 307 Bronx



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Data-Based Individualization Implementation Logistics

- **Meeting with school based administrator prior to start of school year**
 - Team selection
 - Scheduling/Time: monthly meetings
 - Meeting space
 - Programming of interventions and progress monitoring
- **Technical Support**
 - Organization of student data: Google Drive
 - SEO Central Support
 - Intervention Training



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Data-Based Individualization Implementation Logistics



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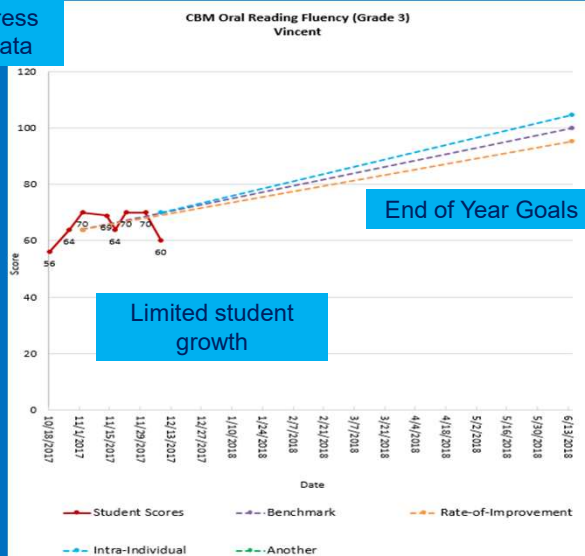
Case Study: Vincent



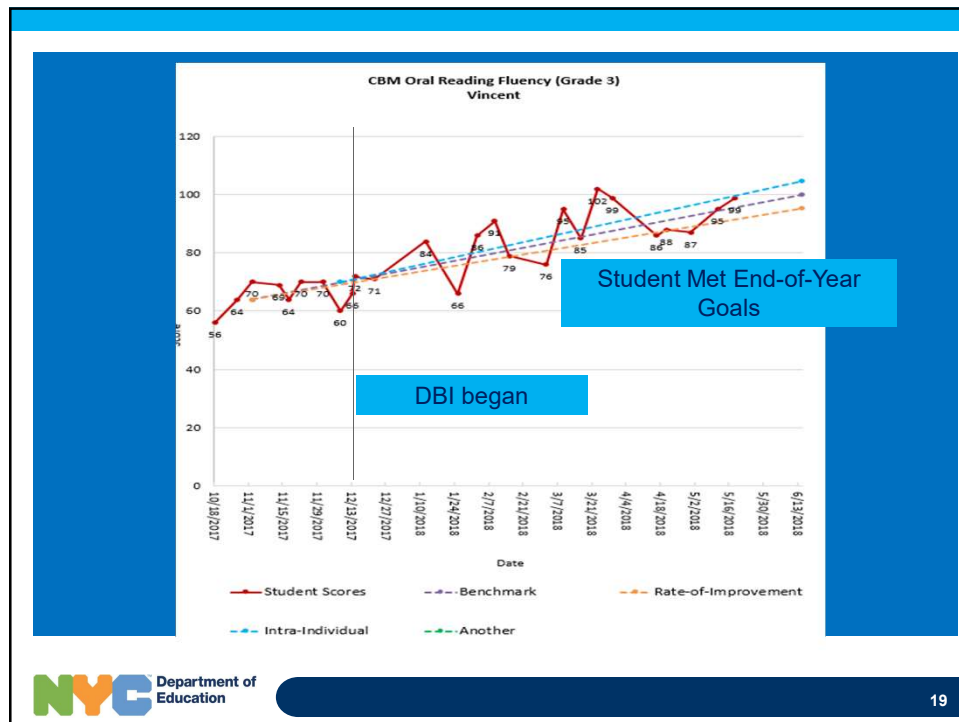
- **Student:** Vincent (5th Grade Student)
- **Instructional Level:** Third Grade
- Explicit, Systematic Instruction using an Orton Gillingham based Intervention Program 4x per week with Ms. H (IEP teacher)
- Orton Gillingham based reinforcement with fluency practice/repeated readings 5x per week with Ms. M (Special Education Teacher in ICT classroom)
- **Progress Monitoring:** Third Grade Oral Reading Fluency

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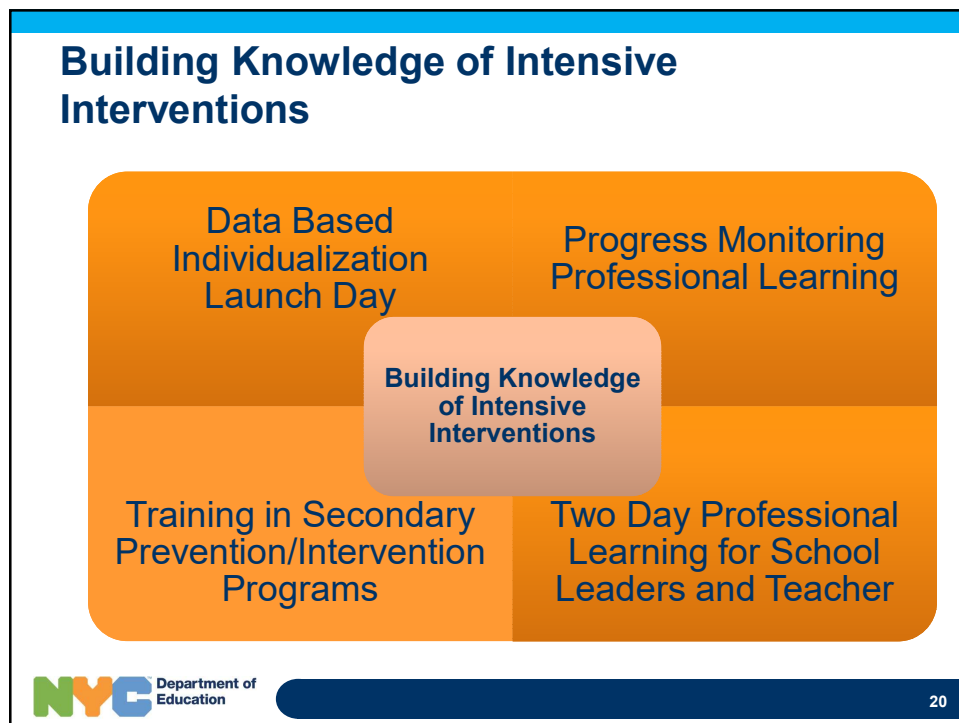
Weekly Progress Monitoring Data



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Professional Development Model

DBI Launch Day: Overview of Data-Based Individualization
<p>Progress Monitoring Days: Two day training on Acadience Reading</p> <ul style="list-style-type: none"> • Overview of Progress Monitoring Measures • Practice with administering each measure
<p>Secondary Prevention Programs</p> <ul style="list-style-type: none"> • Training in research validated secondary prevention programs on a needs basis
<p>Two Instructional Day (DBI Interventionists)</p> <ul style="list-style-type: none"> • <u>Day One:</u> Diagnostic Assessments • <u>Day Two:</u> Explicit Instruction
<p>Leadership Support Days (District and School Level Administrators)</p> <ul style="list-style-type: none"> • <u>Day One:</u> Increasing Knowledge of DBI • <u>Day Two:</u> Progress Monitoring




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Data-Based Individualization Technical Support

Data-Based Individualization Master Series	Data-Based Individualization Coaches
<ul style="list-style-type: none"> • District Level School Implementation Support Specialists • Overview of DBI • Developing fluency with DBI Template 	<ul style="list-style-type: none"> • Supports teams with implementing the DBI process • Assists in providing additional resources as needed



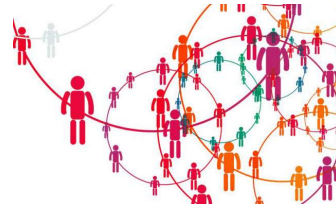
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Domains Supporting Successful Implementation

Site selection

- Working with superintendents and Borough Support Centers (BSC)
- Interviewing school leaders to understand schools current intervention model
- Ensure that administration is committed to DBI



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Supporting Future Successful Implementation

Building Knowledge and Awareness of DBI

- Workshops for Executive Superintendents, Superintendents, and School Leadership

Building Instructional Expertise for DBI

- Training in secondary prevention programs
- Progress monitoring
- Explicit Instruction
- Advanced course on intensive intervention

Professional Learning Networks of DBI Sites

- Continue to grow DBI sites across boroughs
- Train Borough Support Staff to become DBI coaches
- Additional secondary schools

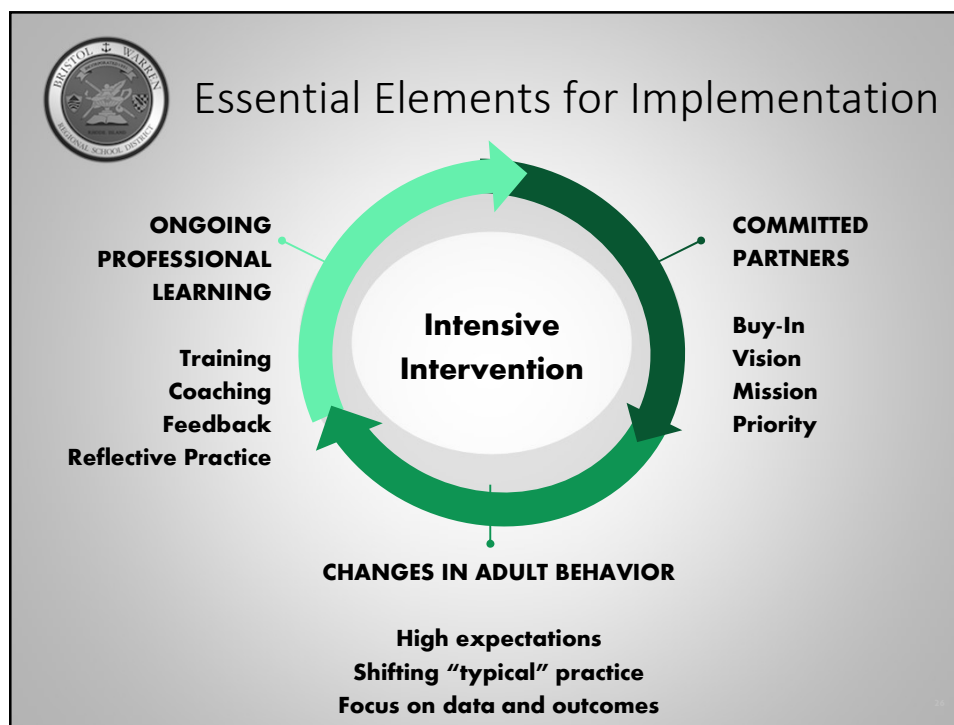
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Implementation of Data-Based Individualization in Bristol-Warren Regional School District


Leslie Anderson, Director of Pupil Personnel Services
Natasha Axelson, District Instructional Coach

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Benefits of Intensive Intervention



- Student Progress (Tier 3, IEP and intensive)
 - Define specialized instruction
 - Clear plan for instruction
 - Improved IEP goals
- All students with intensive needs have access to core curriculum as well as intensive interventions
- Inform and improve RTI, MTSS district wide
- Inform and improve core curriculum decisions district wide
- Common language and understanding across the district regarding intervention at all tiers

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DBI Implementation "Grassroots" Phase 1 Title I Schools



Grassroots Movement

- The most basic level of an activity
- Collective action from the local level to effect change at the local, regional, national, or international level
- Associated with bottom-up

- 2012-2013 Year 1 Learn the Process
- 2013-2014 Year 2 Practice the Process (1 student)
- 2014-2015 Year 3 Implement the Process (5 students)
- 2015-2016 Year 4 Full Implementation School Wide with Technical Assistance from NCII
- 2016-2017 Year 5 Independent School Wide Practice



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DBI Implementation Phase 2

- 2016-2017 DBI Basic and DBI Reading
 - 2 Elementary Schools
 - 1 Middle School
- 2017-2018 Year 2 DBI
 - Mathematics and Behavior
 - Onsite and remote coaching throughout



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District Level Considerations to Support Implementation


- Professional Development:
 - Multi-Level Professional Development/Collaboration
 - ☐ Administrators (Train-the-Trainer)
 - ☐ Teachers and Service providers
 - ☐ Even with procedures and protocols , this is labor intensive and requires expertise!
- Identifying Funding Sources for:
 - Professional Development
 - Meeting schedule
- Build District-University Partnerships



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Administrative Considerations



- Self Assessment
 - [RTI Fidelity of Implementation Rubric](#)
 - [RTI Essential Components Worksheet](#)
- Develop a plan and STICK TO IT!
 - 5 year plan
 - Annual goals (building and district)
 - <https://intensiveintervention.org/resource/dbi-implementation-rubric-and-interview>

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- Professional Development Plan
 - Understand the protocol and options for intervention and PM
 - Utilize tools available
 - Develop menu of interventions
 - Provide teachers with training in in use of interventions
 - Train teachers in utilization of progress monitoring
- Build infrastructure
 - Schedule for meeting
 - School schedule to accommodate intervention times


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Identify District Vision for RTI/MTSS	Year 1 (2014-2015) PD, shared vision, expansion and define RTI, consensus	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)	Year 5 and beyond Full implementation of district protocols and procedures all schools
	Exploration	Installation	Initial Implementation	Full Implementation	Innovation
Assessment					
Select assessment	Select diagnostic assessment	Determine alignment of intervention resources with information gained through assessment data	Implement different intervention programs focused to meet the needs of diverse groups of students	Implement different intervention programs focused to meet the needs of diverse groups of students	Implement different intervention programs focused to meet the needs of diverse groups of students
Assessment calendar	Assessment calendar	Schedule grade level data meetings aligned with assessment calendar to discuss student progress on benchmarks given focused intervention support	Schedule grade level data meetings aligned with assessment calendar to discuss student progress on benchmarks given focused intervention support	Schedule grade level data meetings aligned with assessment calendar to discuss student progress on benchmarks given focused intervention support	Schedule grade level data meetings aligned with assessment calendar to discuss student progress on benchmarks given focused intervention support
Benchmark screening	Complete baseline screening	Benchmark 3x's per year	Benchmark 3x's per year	Benchmark 3x's per year	Benchmark 3x's per year
Progress monitoring		Scheduled for monitored students	Scheduled for monitored students	Scheduled for monitored students	Scheduled for monitored students

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DK

Schools that Learn: A Focus on Continuous Improvement

The Essential Components of RTI

- Assessments:** Screening, progress monitoring, and other supporting assessments used to inform data-based decisions
- Progress Monitoring:** ongoing and frequent monitoring of progress of student progress
- Data-based Decision Making:** data based decision making processes to inform the RTI process
- Multi-level Instruction:** The RTI model includes a school-wide, multilevel system of instruction and interventions
- Infrastructure and Support Mechanisms:** Knowledge, resources, organizational structures, and strong school culture
- Fidelity and Evaluation:** System for collecting and analyzing data to measure effectiveness of the RTI Model

Based on the results of your *RTI Essential Components Worksheet* self assessment, prioritize three areas for improvement. Indicate your baseline rating, strengths, improvement needs, action steps for improvement, and a timeline. Review progress quarterly and indicate changes in the rating or other areas. Use the rating scale from the self-assessment: 1=insufficient evidence or few conditions met; 3=many conditions met; 5=all conditions met.

School Plan 2018-2019

Improvement Area #1

Essential Component Area	Strengths	Improvement Needed	Action Steps and Timeline
Baseline Rating			
1st Quarter Review Rating			
2nd Quarter Review Rating			
3rd Quarter Review Rating			
4th Quarter Review Rating			

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Slide 34

DK1 Can you maybe add an overlay to explain what this is?
Devin Kearns, 1/27/2019



Critical Features of DBI /Procedure and Protocol with Efficient and Effective Meetings

- Consistent, clear expectations for staff from administration
- Adhere to meeting protocols and roles
- Use technology to:
 - Easy access student information and data entry
 - Make the plan-creation process transparent and clear
 - Talk through changes to process, etc.
- Build capacity
- Integrate DBI meeting process into formal IEP meetings

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How We Support Teachers

- Formal Training- Teachers need more training in specific, DI in reading and mathematics
 - Graduate classes
 - Project Read, Foundations, DBI for Writing
- Instructional Coaching
 - Training in individual interventions
 - Support in classroom implementation and fidelity to intervention
- Materials and Tools to make the job easier



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Practical Tips Start Small!



- Annual goals
- Identify 1-3 students and implement process
- Ensure fidelity to the process through regularly schedule meetings
- Coaching for team
- Coaching for teacher/interventionist
- Monthly check-in with administration
- Evaluate progress

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Full Implementation




- Special Educators initiates DBI case load
- Monthly meetings with building administrator in attendance
- Ongoing coaching for teachers (as needed) and team




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Scale Up



- Additional schools added, including middle school
- Follow protocol
- Support administration
- Stick to the plan
- Monthly review of goals


IT'S NOT ABOUT YOU, IT'S ABOUT THE PLAN!

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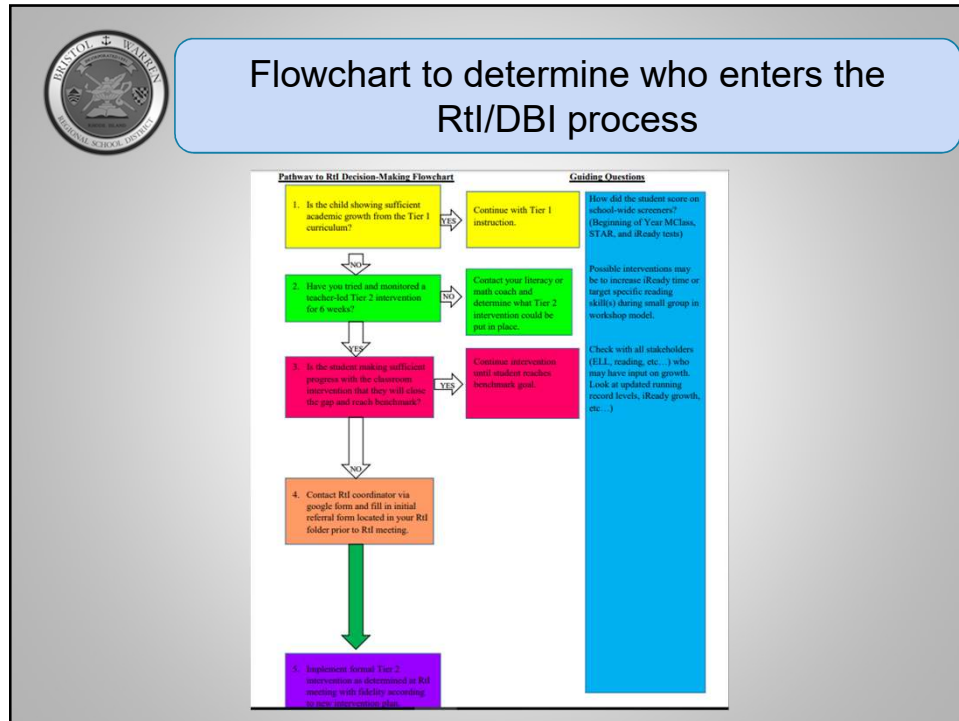


Practical Steps to Decision Making

- 3 data meetings per year
- What does this data mean for each classroom?



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Creation, maintenance, management of DBI/RtI tools

RtI Form 2018-2019

File Edit View Insert Format Data Tools Add-ons Help Charts Last edit was on September 6, 2018

Student Introductory Planning for Progress Monitoring (PM) and Program

Student Introductory Planning for Progress Monitoring (PM) and Program	
1	Date:
2	Meeting Attendees:
3	
4	1. Student Information
5	Name
6	Age
7	Grade
8	English Learner status
9	Other information
10	Teachers and Service Providers:
11	General educators
12	
13	
14	
15	
16	
17	assistance plan? If so, what is the focus of the plan?
18	What data do we have on this student? (i.e.

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Creation, maintenance, management of DBI/RtI tools

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Creation, maintenance, management of DBI/RtI tools

After Student Intro, Planning

Plan Elements	Person
PM Measure: LSP (Grade K)	Devin
Program: PAWS reading, daily, one on one, 10-15 minutes	Devin

PM column will automatically fill in on any day progress monitoring is completed.
 Prop. column should be marked "Y" any day the student participates in the program and "N" otherwise.
 Notes column can be used to add information about student absence or performance

Day	Date	Notes	PM	Prop.	Time
T	09/26/18				
W	09/27/18		Y		
F	09/28/18		Y		
F	09/28/18	teacher absent	N	Y	
T	10/01/18		Y	Y	
T	10/02/18		Y	Y	
W	10/03/18				
F	10/05/18				
F	10/05/18				
T	10/08/18				
W	10/09/18		Y	Y	
W	10/10/18		Y	Y	
F	10/12/18		Y	Y	
F	10/12/18		Y	Y	
T	10/15/18		Y	Y	
W	10/16/18		Y	Y	
W	10/17/18		Y	Y	
F	10/19/18		Y	Y	
F	10/19/18		Y	Y	
T	10/22/18		Y	Y	
W	10/23/18		Y	Y	
W	10/24/18		Y	Y	
W	10/25/18		Y	Y	
F	10/26/18		Y	Y	
F	10/26/18		Y	Y	
T	10/29/18		Y	Y	
T	10/30/18		Y	Y	
W	10/31/18		Y	Y	
F	11/01/18		Y	Y	
F	11/01/18		Y	Y	
T	11/06/18		Y	Y	
W	11/07/18		Y	Y	
W	11/08/18		Y	Y	
F	11/09/18		Y	Y	

After Initial Meeting

Plan Elements	Person
PM Measure: LSP (Grade K)	Devin
Program:	Devin

Adaptation 1
Adaptation 2
Adaptation 3
Adaptation 4
Adaptation 5
Adaptation 6

Day	Date	Notes	PM	Prop.	Time	1	2	3	4	5	6
T	11/13/18		N	N							
T	11/13/18	Veteran's Day	N	N							
W	11/14/18	at math	Y	Y							
R	11/15/18		Y	Y							
F	11/16/18		Y	Y							
T	11/19/18		Y	Y							
T	11/20/18	no sub correct	Y	N							
W	11/21/18	no school	N	N							
W	11/22/18	no school	N	N							
F	11/23/18	no school	N	N							
F	11/23/18		Y	Y							
T	11/27/18		Y	Y							
W	11/28/18		Y	Y							
W	11/29/18		Y	Y							
R	11/29/18		Y	Y							
F	12/03/18		Y	Y							
T	12/04/18		Y	Y							
W	12/05/18		Y	Y							
F	12/06/18		Y	Y							
F	12/07/18	no sub	Y	Y							
T	12/11/18		Y	Y							
W	12/12/18		Y	Y							
W	12/13/18		Y	Y							
W	12/14/18		Y	Y							
R	12/18/18		Y	Y							
T	12/19/18		Y	Y							
W	12/20/18		Y	Y							
F	12/21/18	if dept mtg	Y	N							
F	12/21/18	assembly	N	N							
T	12/24/18	vacation	N	N							
W	12/26/18	vacation	N	N							
R	12/27/18	Christmas vacation	N	N							
F	12/28/18	vacation	N	N							

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Devin Kearns and Melodee Walker (2018)

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Creation, maintenance, management of DBI/Rtl tools

Literacy Interventions and Progress Monitoring Options				
Skill	Diagnostic Assessments	Intervention/ Time		Progress Monitoring Tools
		Teacher- Tier 2	Specialist- Tier 3	
Phonemic Awareness	DIBELS (FSF) DIBELS (PSF) TRC error analysis Phonemic Awareness Inventory	PALS K & I/ 10-15 min individually, 30 min class FCRR activities/ 15-30 minutes Phoneme Grapheme Mapping/ 15 min Elkonin Boxes/ 5-10 minutes	PALS K & I/ 10-15 min individually, 30 min class Foundations	DIBELS (FSF & PSF) Vanderbilt Letter-Sound Progress Monitoring
Phonics	DIBELS (Letter ID) DIBELS (NWF) DIBELS (DORF error analysis) Quick Phonics Screener TRC error analysis DRA CORE Phonics Survey	PALS K & I (10-15 min individually, 30 min class) FCRR activities/ 15-30 minutes Phoneme Grapheme Mapping/ 15 min Bonnie Kline decodable text/ 15 min Blast Foundations/15 min. (gr. 1-3) HD Word/ 15-20 minutes (gr. 2-12)	PALS K & I (10-15 min individually, 30 min class) Rewards/45-60 min. (gr. 4-6) Foundations Fountas and Pinnell Phonics SRA/ 30-40 minutes (K-12) Project Read (K-2) Linguistics (3 and up)	DIBELS (NWF, DORF) Progress Monitoring Vanderbilt Word ID Vanderbilt Letter-Sound
Fluency	DIBELS: fall, winter, spring Gr. 1- DORF no. 20, 47 Gr. 2- DORF 52, 72, 87 Gr. 3- DORF 70, 86, 100 Gr. 4- DORF 90, 103, 115 Gr. 5- DORF 111, 120, 130 Gr. 6- DORF 107, 109, 120 TRC DRA	Quick Reads w/ 10-day template grade 2-5 (15-20 minutes) Fry/Dolch words and phrases/ 10 minutes A-Z leveled text K-5/ 20 minutes Neuhous Fluency list/passages/10 minutes	Leveled Literacy Intervention (LLI) Foundations Fluency Work	DIBELS DORF PM Vanderbilt Word ID lists
Vocabulary	DAZE: fall, winter, spring Gr. 3- DAZE 8, 11, 19 Gr. 4- DAZE 15, 17, 24 Gr. 5- DAZE 18, 20, 24 Gr. 6- DAZE 18, 19, 21	A to Z Concept Books and leveled text K-5 FCRR activities K-5/ 15-30 min. Anita Archer's Vocabulary Model	Level Literacy Intervention (LLI) SRA/30-40 minutes Achieve3000 (gr. 6-8)	DIBELS DAZE PM STAR PM Vanderbilt Maze PM
Comprehension	STAR DIBELS: Read-Right Gr. 3- Read 20, 26, 30 Gr. 4- Read 27, 32, 33 Gr. 5- Read 34, 36, 38 DAZE: fall, winter, spring Gr. 3- DAZE 8, 11, 19 Gr. 4- DAZE 15, 17, 24 Gr. 5- DAZE 18, 20, 24 Gr. 6- DAZE 18, 19, 21	A to Z Concept Books and leveled text K-5 FCRR activities K-5/ 15-30 min. Quick Reads Comp Activities/ 15-30 minutes (gr. 1-7) PALS 2-6/ 30-40 minutes Get the Best Strategy (summarizing gr. 1-12)	PALS 2-6/ 30-40 minutes Leveled Literacy Intervention (LLI) SRA/ 30-40 minutes (K-12) Achieve3000 (gr. 6-8)	DIBELS DAZE PM STAR PM Vanderbilt Maze PM


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Creation, maintenance, management of DBI/Rtl tools


Math Interventions and Progress Monitoring Options				
Skill	Diagnostic Options	Intervention/ Time		Progress Monitoring
		Teacher- Tier 2	Specialist- Tier 3	
Number Sense *Number word/NID http://bit.ly/nwm-gsbox (printable materials)	CBMA AddVantage iReady Diagnostic Numeracy Screening Vanderbilt?	• AddVantage Math Activities (binder/purple book) NW & NID • PALS K & I/ 10-15 min individually • RCC small group lessons www.teacher-toolbox.com • iReady Online Instruction-with teacher interaction • Newmark Intervention Books	• AddVantage Math Activities (binder/purple book) NW & NID • PALS K & I/ 10-15 min individually • Bridges Intervention Volume 1 15-30 min • RCC small gr lessons www.teacher-toolbox.com • Newmark Intervention Books • Origo Math (Alternative program avail in Math Curriculum Office) 20-30 min	CBMA AddVantage: Number Words and Numerals Numeracy Screening?
Number Sense *Structure http://bit.ly/nwm-gsbox (printable materials)	CBMA AddVantage	• AddVantage Math Activities (binder/purple book) Structure • RCC small group lessons www.teacher-toolbox.com	• AddVantage Math Activities (binder/purple book) Structure • Bridges Intervention Volume 1 15-30 min • RCC small gr lessons www.teacher-toolbox.com	CBMA AddVantage: Structure
Basic Fact Fluency http://bit.ly/basicfactsbox	CBMA AddVantage iReady Diagnostic MBSP Compu Basic Fluency Checks Xtramath.org	• AddVantage Math Activities (binder/purple book) Addition & Subtraction & Place Value • iReady Online Instruction-with teacher interaction • RCC small group lessons www.teacher-toolbox.com • Door 24 (ready app)- only practice, not sole intervention • Xtramath.org • Rocket Math: (Alternative program available in Math Curriculum Office)	• AddVantage Math Activities (binder/purple book) Addition & Subtraction & Place Value • Bridges Intervention 20-30 min • PALS K & I/ 10-15 min individually • PALS 2-6/ 30-40 min indiv, small group (gr 3-5) • Newmark Intervention Books • Origo Math (Alternative program avail in Math Curriculum Office) 20-30 min • RCC small gr lessons www.teacher-toolbox.com • Number Rockets (gr. 1: 40 min/3x week) • Math Wise (calcula/comp. Gr. 2, 40 min 2x/week) • Rocket Math: (Alternative program avail. in Math Curriculum Office) 10-15 min	MBSP Basic Fluency Checks AddVantage: Addition & Subtraction & Multiplication & Division & Place Value CBMA including Computation section
Computational Fluency *Place Value http://bit.ly/nwm-gsbox (printable materials)				
Fractions	iReady BW Unit assessments	• RCC small group lessons www.teacher-toolbox.com	• Bridges Intervention • RCC small group lessons www.teacher-toolbox.com • PALS 3-4 Applications/ 30-40 min individually, small group • Fraction Face-Off (grade 5 intervention, 30 min, 3x/week)	CBMA MBSP-Concept/A pplications
Problem Solving	CBMA grades 2-5 iReady Diagnostic MBSP Concepts & Applications	• RCC small group lessons www.teacher-toolbox.com • PALS 2-6/30-40 min concepts/app • ThinkingBlocks (online, small group teacher led)	• Bridges Intervention • RCC small group lessons www.teacher-toolbox.com • PALS 2-6 Applications/ 30-40 min indiv, small group • Pirene Math (word problems use gr 2-5; 45 min, 2x/week)	CBMA MBSP-Concept/A pplication


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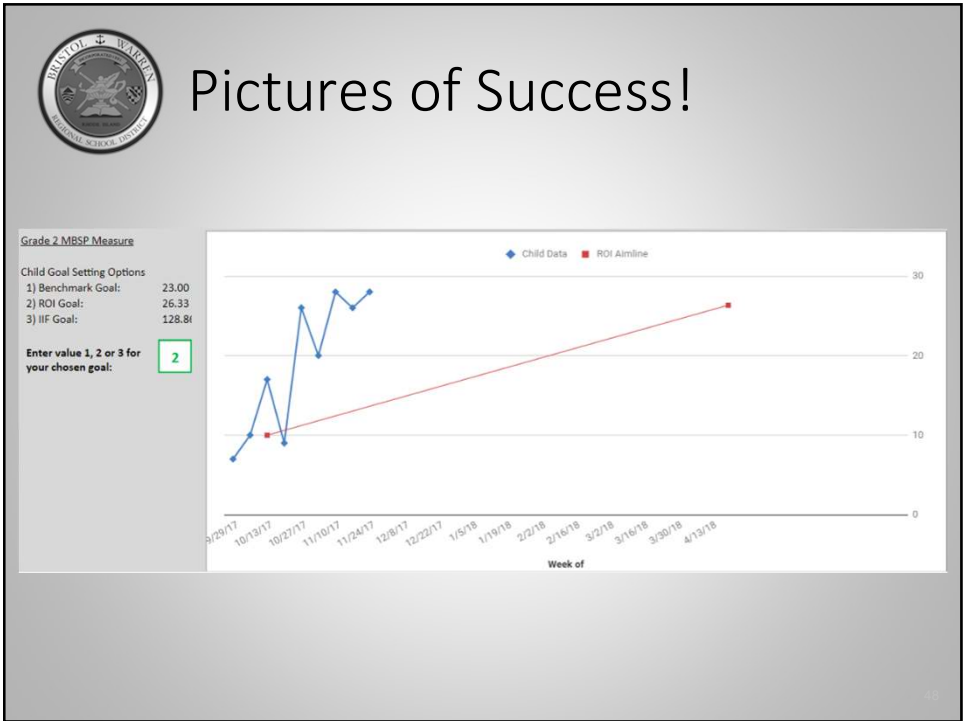
Intervention with our
Intensive Population







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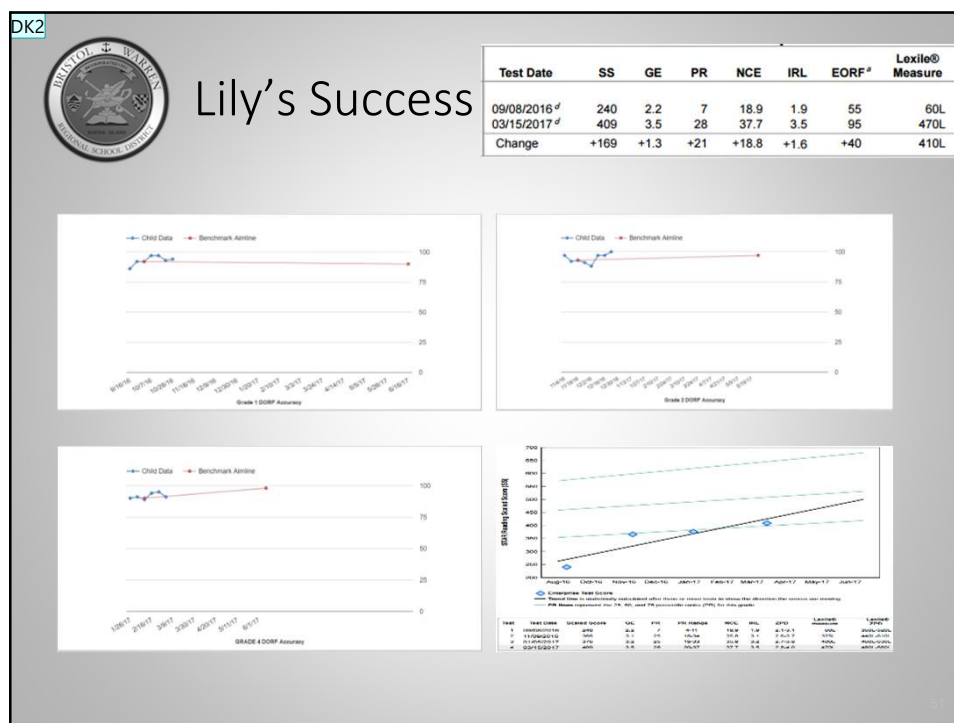
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Thank you.... Questions?

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Slide 51

DK2

Can you maybe add some overlay that explains what we are looking at

Devin Kearns, 1/27/2019