Data-Based Individualization 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 following modules 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. Presentation slides, handouts, and a coaching guide with suggested coaching activities are provided.

### 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/resource/introduction-data-based-individualization**](http://www.intensiveintervention.org/resource/introduction-data-based-individualization)

### Using Academic Progress Monitoring for Individualized Instructional Planning

This module focuses on academic progress monitoring within the context of the DBI process and addresses (a) approaches and tools for academic progress monitoring, and (b) using progress monitoring data to make instructional decisions for individual students. [**http://www.intensiveintervention.org/resource/using-academic-progress-monitoring-individualized-instructional-planning**](http://www.intensiveintervention.org/resource/using-academic-progress-monitoring-individualized-instructional-planning)

### Monitoring Student Progress for Behavioral Interventions

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. [**http://www.intensiveintervention.org/resource/monitoring-student-progress-behavioral-interventions-dbi-training-series-module-3**](http://www.intensiveintervention.org/resource/monitoring-student-progress-behavioral-interventions-dbi-training-series-module-3)

### Secondary Interventions: Setting the Foundation for Intensive Support

This module explains (a) the purpose and rationale for secondary interventions as part of a larger multi-tiered system of support, (b) how secondary interventions fit into the DBI process, (c) key components that should be in place for effective secondary interventions, and (d) guidance for prioritizing next steps related to improving secondary interventions. [**http://www.intensiveintervention.org/resource/secondary-interventions-setting-foundation-intensive-support**](http://www.intensiveintervention.org/resource/secondary-interventions-setting-foundation-intensive-support)

### Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction

This module is intended to help teams understand how to use progress monitoring and other accessible assessment data to guide instructional decision making. Trainers can select among several presentation sections to best address teams’ needs. Sections include (a) administering progress monitoring measures, (b) graphing data and reviewing graphed data, (c) conducting miscue and skills analysis in reading and math, and (d) identifying skills to target in reading and math interventions. [**http://www.intensiveintervention.org/resource/informal-academic-diagnostic-assessment-using-data-guide-intensive-instruction-dbi-training**](http://www.intensiveintervention.org/resource/informal-academic-diagnostic-assessment-using-data-guide-intensive-instruction-dbi-training)

1. **Using Functional Behavior Assessment (FBA) for Diagnostic Assessment in Behavior**This module serves as an introduction to important concepts and processes for implementing FBA. Key topics include (a) defining FBAs in the context of DBI, (b) basic concepts in behavior, including antecedents, behaviors, and consequences, (c) levels of FBAs, and (d) considerations and procedures for conducting FBAs. [**http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6**](http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6)

### Designing and Delivering Intervention for Students with Severe and Persistent Academic Needs

This module discusses approaches to intensifying academic intervention for students with severe and persistent learning needs. The module describes how intensification fits into DBI process and introduces four categories of intensification practices. It uses examples to illustrate concepts and provides activities to support development of teams’ understanding of these practices, and how they might be used to design effective individualized programs for students with intensive academic needs.

**[http://www.intensiveintervention.org/resource/designing-and-delivering-intervention-students-severe-and-persistent-academic-needs-dbi](http://www.intensiveintervention.org/resource/designing-and-delivering-intervention-students-severe-and-persistent-academic-needs-dbi%22%20%5Co%20%22Link%20to%20DBI%20Module%207%20on%20NCII%20Website.)**

### Designing and Delivering Intervention for Students with Severe and Persistent Behavior Needs

This module focuses primarily on selecting evidence-based interventions that align with the functions of behavior for students with severe and persistent learning needs. The emphasis of this training will include four main content areas: (a) relating assessment to function, (b) selecting evidence-based interventions that align with functions of behavior, (c) linking assessment and monitoring, and (d) connecting data with the evidence-based interventions selected.

[**http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8**](http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8)