



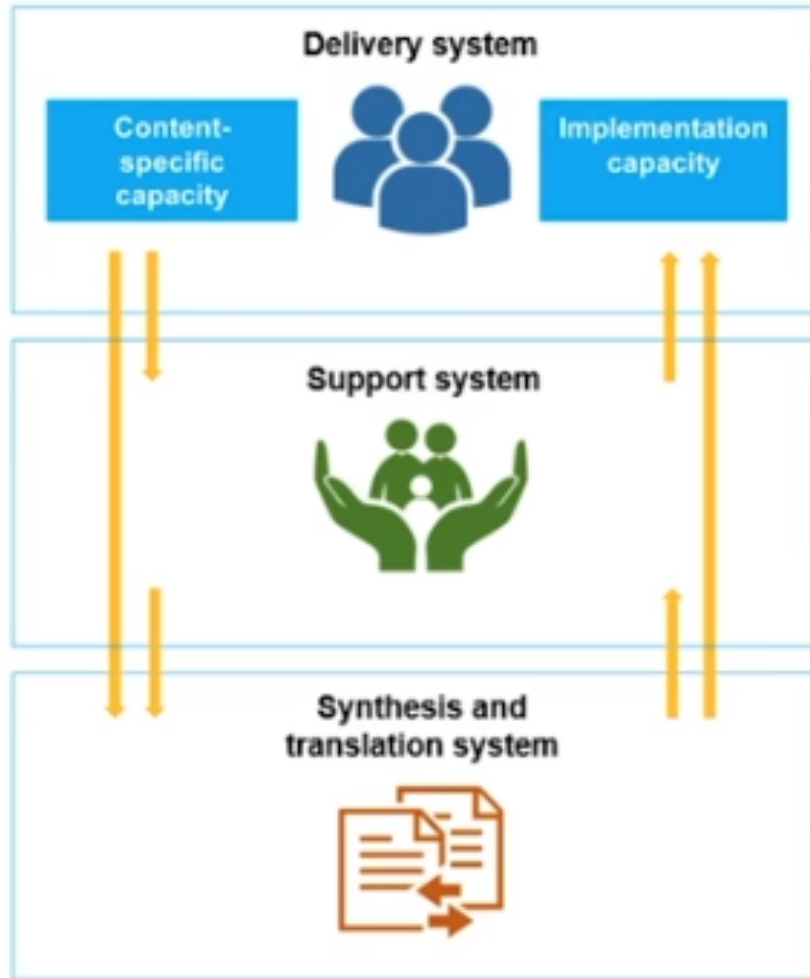
# Improving Implementation

## Adapting Data-Based Individualization

Teri Marx, Ph.D., American Institutes for Research



# The Implementation System



## Synthesis and Translation System:

- Research-to-Practice tools and resources

## Support System:

- Implementation coaches, TA providers

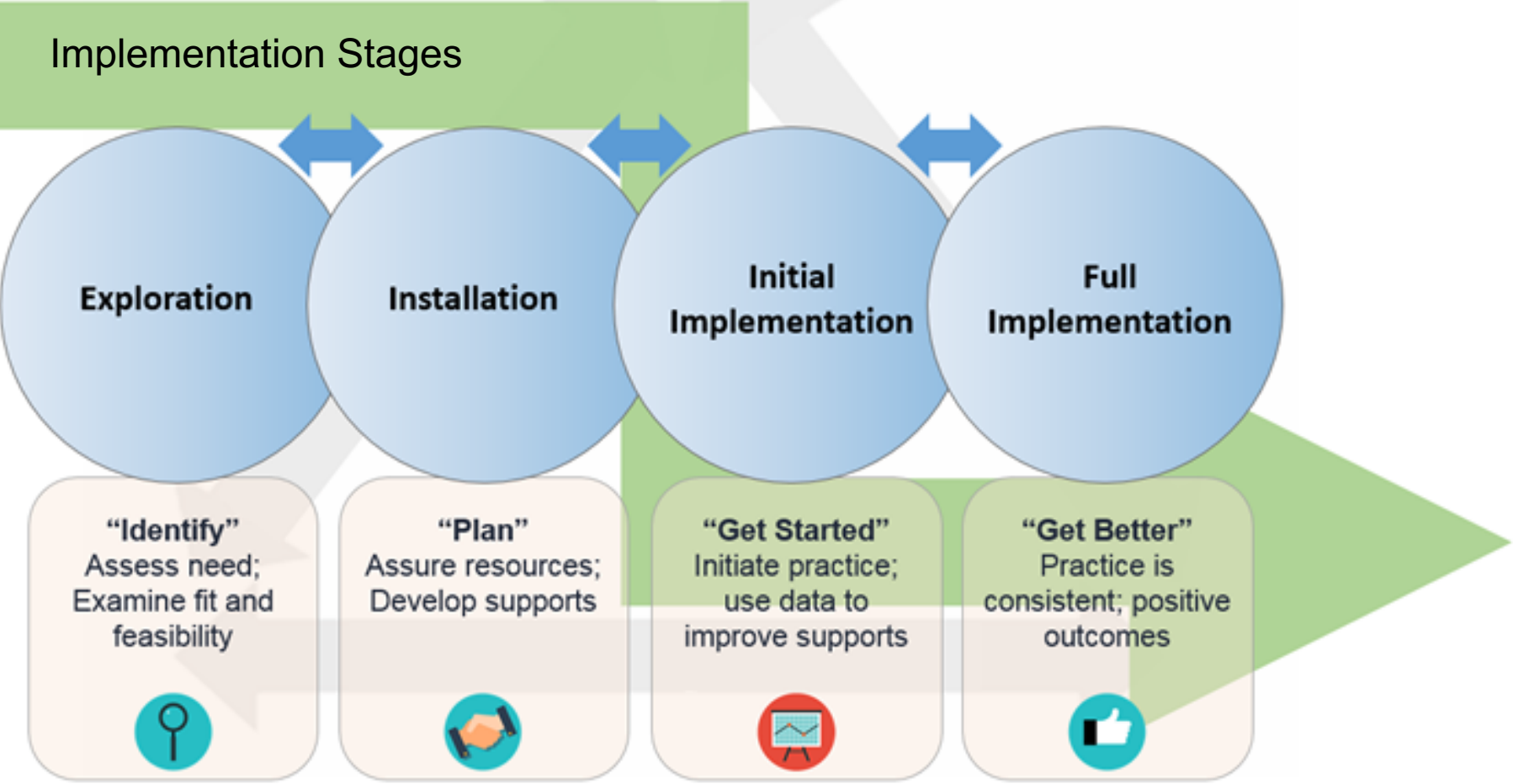
## Delivery System:

- The implementation team
  - Content-specific capacity
  - Implementation capacity

[WWW.THECENTERFORIMPLEMENTATION.COM](http://WWW.THECENTERFORIMPLEMENTATION.COM)



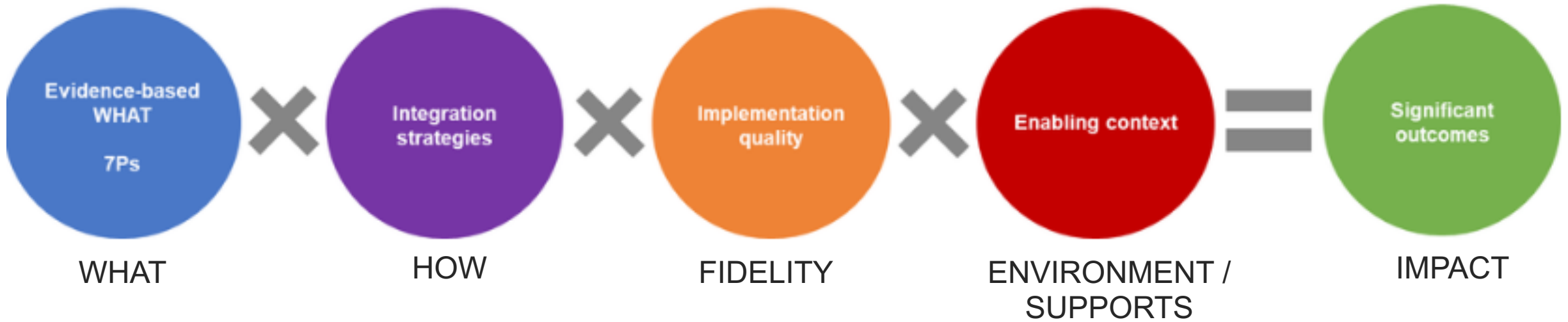
# Complexity of Implementation



<https://siseq.fpg.unc.edu/news/siseq-enotes-september-2016>



# Implementation “Formula”



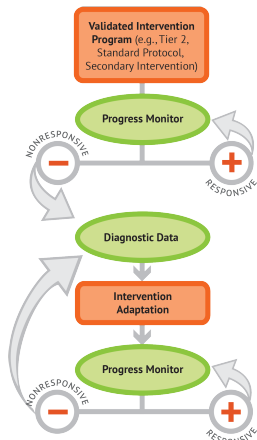
Adapted from NIRN

National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research ■



# NCCI's Implementation Formula Outlined

What	Data-Based Individualization (DBI) Process
How	Training and ongoing coaching in evidence-based intervention and assessment
Fidelity	Monitoring implementation of student-level DBI plans
Environment/Supports	Effective teaming processes in place
Impact	Teacher knowledge/skills and student growth toward goals



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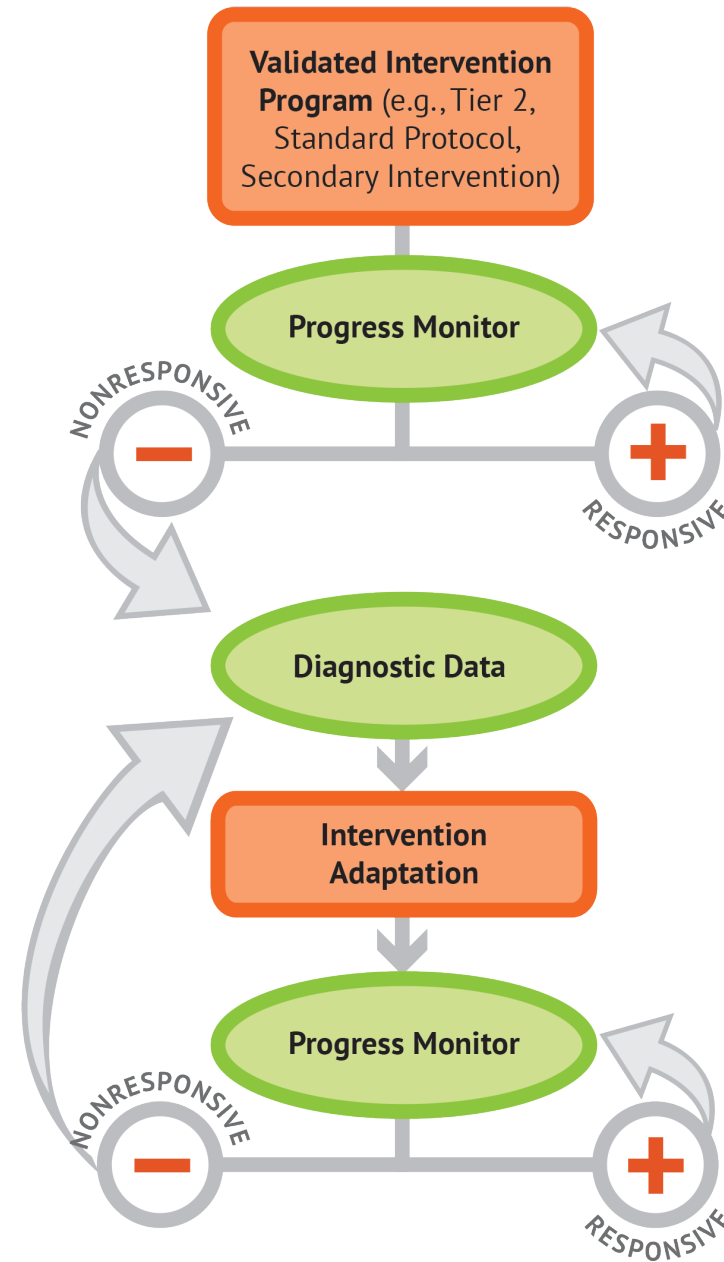
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# The What: DBI

Two primary components

- **Assessment**
- **Instruction**



# Adapting—What Does it Require?

“Adapting evidence-based practices requires attending to key contingencies...including: the need for adaptations; fidelity to core EBP elements; the timeframe in which to make adaptations; the potential to collect data; key clinical and implementation outcomes; and stakeholder viewpoints” (Miller, Wiltsey-Stirman, & Baumann, 2020).

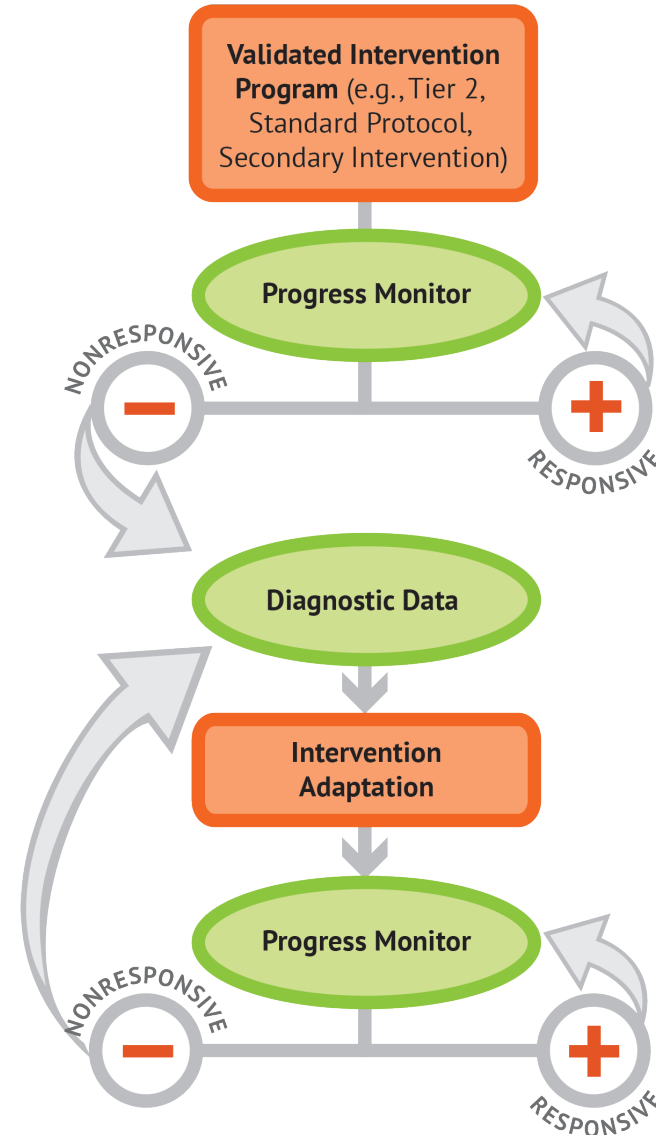
<https://pubmed.ncbi.nlm.nih.gov/31970812/>



# NCII's Belief: The What Stays the Same

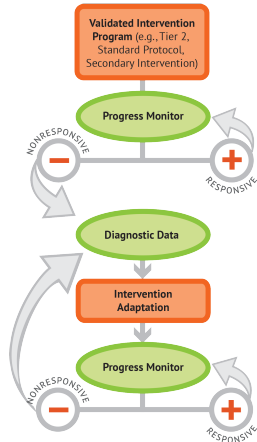
DBI *always* integrates:

- **Assessment**
- **Instruction**





# Adapting



What can we adapt?

**Frequently Asked Questions on Collecting Progress Monitoring Data Virtually**

What questions should I consider when deciding whether to conduct virtual progress monitoring?

- Will the data be used for anything other than progress monitoring?
- Will it be used for anything other than progress monitoring?
- Will it be used for anything other than progress monitoring?

How do I know if my students are ready for virtual progress monitoring?

What are the benefits of virtual progress monitoring?

What are the limitations of virtual progress monitoring?

Can I still use the data for progress monitoring if I use virtual progress monitoring?

What should I consider when deciding whether to conduct virtual progress monitoring?

What if there are students who are not ready for virtual progress monitoring?

What are the considerations for virtual progress monitoring?

What should I do if I have questions about virtual progress monitoring?

**Supporting Students with Intensive Needs during COVID-19**

During Spring 2020, educators quickly adapted to providing interventions and collecting data virtually despite the challenges of the COVID-19 pandemic. Parents were critical partners in supporting opportunities for students with intensive needs to practice and receive feedback and sharing what was working and when changes are needed. During Fall 2020, educators are providing virtual, in-person, and hybrid intervention with an ongoing need to engage with and support parents and families. While the context and environment may have changed, the focus on providing high-quality interventions with validated practices, monitoring student progress, and adapting and intensifying supports based on student data continues to be applicable across virtual, in-person, or hybrid models.

Click on the headers below, to find resources organized by topic area. Many of these resources were developed by educators participating in a community of practice in spring 2020. They include example lessons, implementation videos, tip sheets, and data collection strategies.

**Mathematics Intervention Examples**

Literacy Intervention Examples

Behavior Strategies

Data Collection & Timing

Implementation Support

Collaborative with

**Mathematics Lessons & Intervention Examples**

**Virtual Lesson Example: Show Me the Number Using Base Ten Blocks**

This lesson illustrates how to use virtual manipulatives within a math lesson. It can be provided asynchronously or synchronously.

**Related Resources**

WEBINAR: Providing Virtual Intervention and Progress Monitoring

VOICES FROM THE FIELD: Charlotte-Mecklenburg Schools, Exceptional Children Teachers, Supporting Students, Families and Each Other During COVID-19 Restrictions



**Considerations for Effective Implementation**

**5 Elements of Fidelity**

- Student Engagement**
  - How attentive and involved are the students in this intervention or activity?
- Adherence**
  - How well do we stick to the plan, curriculum, or assessment?
  - Are the intervention and assessment delivered consistently across different teachers and settings?
- Program Specificity**
  - How well is the intervention defined and delivered from other interventions?
- Exposure/Duration**
  - Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
  - How often does a student receive an intervention? How long does it last?
  - Is the student regularly attending school?
  - Is the teacher regularly available to support instruction?
  - Did any factors prevent the student from receiving the intervention as intended?
- Quality of Delivery**
  - Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
  - How well is the intervention, assessment, or instruction delivered?
  - Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

**Why fidelity?** If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

Source: Dale and Schweder (2002), Gresham, Gontak, and Howell (1991), O'Donnell (2005).

National Center on INTENSIVE INTERVENTION  
 AIR  
 Institute for Learning and Brain Sciences



# Discussion

## Adapting Data-Based Individualization for Remote Settings

DBI Step	Guiding Principles	Considerations for Adaptation
<p><b>Step 1: Validated Intervention Platform: The Foundation</b></p> <p><i>Resources to Support this Step:</i>  <a href="#">Tools Charts</a>  <a href="#">Academic Interventions</a>  <a href="#">Behavioral Interventions</a></p> <p><b>Fidelity Monitoring</b>  <a href="#">Student intervention implementation log</a></p> <p><b>Taxonomy of Intervention Intensity</b>  <a href="#">Overview</a>  <a href="#">Academic Rating Rubric</a></p>	<p><b>The DBI process builds on an evidence-based and standardized intervention delivered with fidelity.</b> At this step, teachers consider:</p> <ul style="list-style-type: none"> <li>Does the intervention target the student's academic and behavioral needs?</li> <li>Is the intervention based on the best available evidence?</li> <li>Does the intervention align with core instruction?</li> <li>Has the intervention been shown to work with most students?</li> <li>Are procedures in place to ensure the intervention is delivered as planned?</li> </ul> <p><b>To select/evaluate an intervention platform, teachers also consider the <i>Taxonomy of Intervention Intensity</i> (Fuchs, Fuchs, &amp; Malone, 2017) dimensions:</b></p> <ul style="list-style-type: none"> <li>Strength</li> <li>Dosage</li> <li>Alignment</li> <li>Attention to Transfer</li> <li>Comprehensiveness</li> <li>Behavioral or academic support</li> <li>Individualization</li> </ul>	<p><b>To ensure feasibility of intervention delivery:</b></p> <ul style="list-style-type: none"> <li>Identify and implement only the <i>core components</i> of an evidence-based, standardized intervention (and then monitor implementation fidelity of the core components)             <ul style="list-style-type: none"> <li>Consider core components to be those that build fluency, are delivered explicitly, and allow students to practice skills and receive feedback.</li> </ul> </li> </ul> <p><b>When delivering a standardized intervention in virtual or hybrid settings:</b></p> <ul style="list-style-type: none"> <li>Spread out practice opportunities throughout the day or week (e.g., 10 minutes/day vs. 30-minutes in one day)</li> <li>Decrease group sizes, as appropriate</li> <li>Use multiple strategies to engage students (e.g., video, chat box, polling, annotate features)             <ul style="list-style-type: none"> <li>Before a session, teach students how to use these tools successfully</li> </ul> </li> <li>Involve other professionals to help you <b>monitor and reinforce student</b></li> </ul>

- What are your project's core elements that need to be maintained?
- How can you support LEAs to ensure they don't lose focus on assessment and instruction as they deliver intervention?
- What resources are needed to support successful implementation?



# Introducing the **PROGRESS** Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).



## HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?



Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.



Partner with selected local educators to develop and implement high-quality educational programs.



Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!

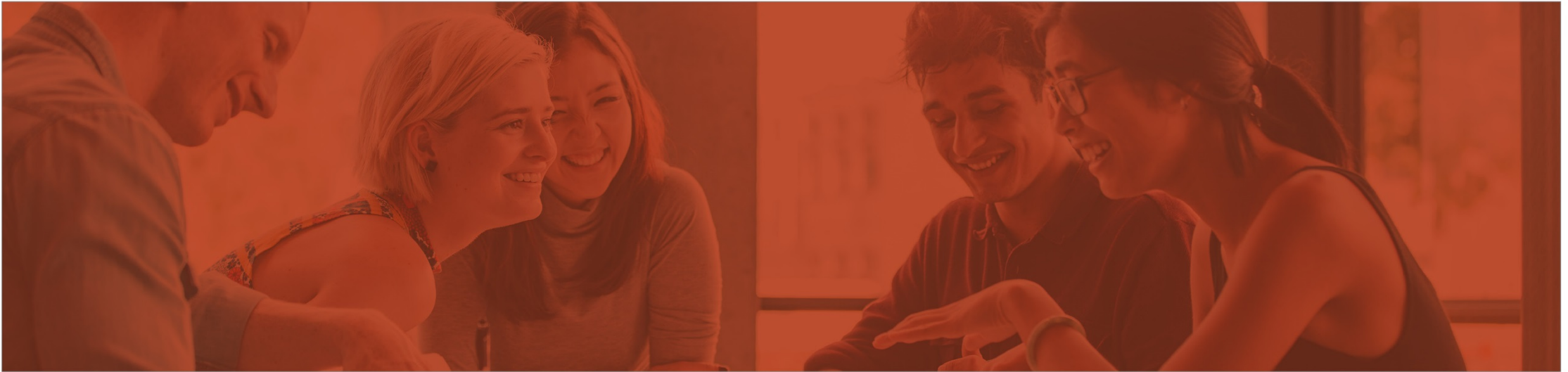
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**INTENSIVE INTERVENTION**

at American Institutes for Research ■



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