Intensive Intervention (Part 1):
An Overview for Educators

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module, first in a series of two, overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (est. completion time: 3 hours).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

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

Notes

Initial Thoughts

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

Notes

Intensive Intervention (Part 1):
An Overview for Educators

Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - Understand the purpose of providing intensive intervention
  - Be familiar with the data-based individualization process
  - Understand how to intensify and individualize academic interventions
  - Understand the difference between quantitative and qualitative adaptations
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

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

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

Notes

Intensive Intervention (Part 1):
An Overview for Educators

❖ Page 2: Data-Based Individualization

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

Notes

❖ Page 3: Intensifying and Individualizing Interventions

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

Notes

❖ Page 4: Change Intervention Dosage and Time

- Link: dosage [definition]
- Link: time [definition]
- More specifically, this means changing the… [bullet points]
- Benefits of Increased Dosage or Time
  ◦ By increasing the dosage or time, teachers can… [bullet points]
  ◦ Research Shows
- Considerations for Increasing Dosage or Time
  ◦ How To Increase Dosage or Time
    ▪ Questions teachers should ask [bullet points]
    ▪ Research Shows
  ◦ How To Use the Increased Time Efficiently
    ▪ During this increased instructional time, those providing the intervention should… [bullet points]
  ◦ How To Obtain More Instructional Time
    ▪ There are a number of ways to accommodate increased instructional time for students [bullet points]
    ▪ For Your Information

Notes

❖ Page 5: Change the Learning Environment

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

Notes

❖ Page 6: Teach Cognitive Processing Strategies

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

Notes

❖ Page 8: Implementation Considerations

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

Intensive Intervention (Part 1):
An Overview for Educators

Notes

❖ Page 9: Practice Making Instructional Decisions

- Natalia received targeted instruction [bullet points]
- Begin the DBI Process
  - Step 1: Validated Intervention Program
    - The adapted intervention will be delivered… [bullet points]
    - Activity: Compare the instruction that Natalia received in targeted instruction to that she will receive once the DBI process begins
      - Link: feedback
  - Step 2: Progress Monitoring
    - Natalia's Progress Monitoring Data [graph]
    - Keep in Mind
      - Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization
  - Step 3: Diagnostic Assessment
    - Link: error analysis [definition]
  - Step 4: Instructional Adaptation
    - Natalia's support team believes that she may benefit from… [bullet points]
    - Activity: Review the three adaptations recommended for Natalia in Step 4
      - Link: feedback
  - Step 5: Progress Monitoring
    - Natalia's Progress Monitoring Data [graph]
  - Keep in Mind
- Step 3 [repeated]: Diagnostic Assessment
- Step 4 [repeated]: Instructional Adaptation
  - Activity: Which self-regulation strategy would you suggest the team choose? Justify your answer.
    - Link: feedback
- Step 5 [repeated]: Progress Monitoring
  - Natalia's Progress Monitoring Data [graph]
- Summary

Intensive Intervention (Part 1):
An Overview for Educators

Notes

❖ **Page 10: References & Additional Resources**

- Suggested module citation
- References
- Additional Resources

❖ **Page 11: Credits**

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews
- Acknowledgments

Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Intensive Intervention (Part 1):
An Overview for Educators

Notes

You Have Completed This Module

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