Data-Based Individualization (DBI)
Professional Development

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Special Education Policies and Procedures

July 22, 2024
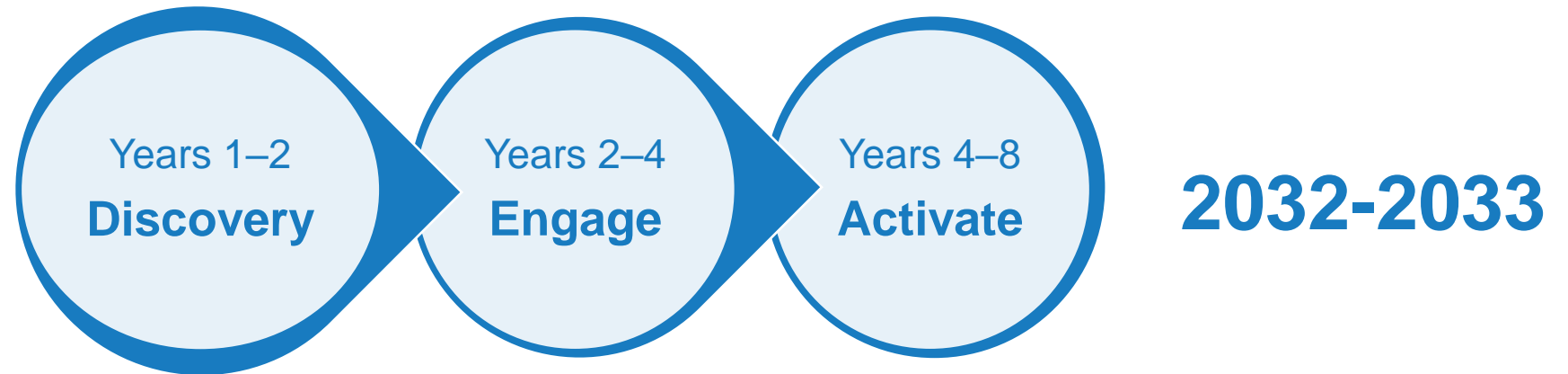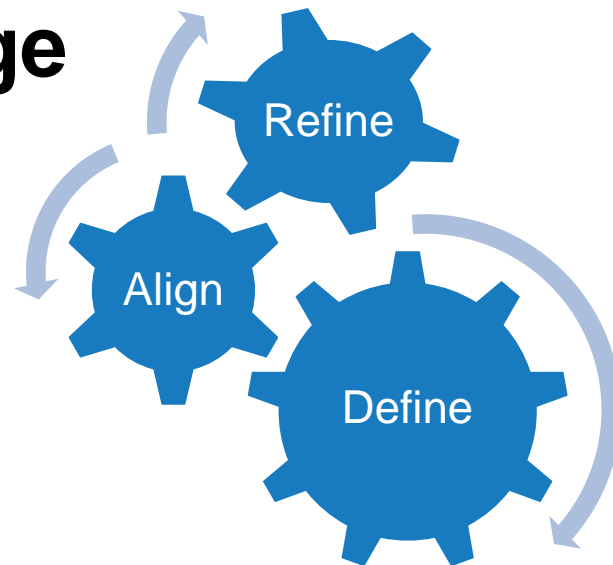
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OSDE Stages – Multi-Tiered System of Supports

- **8-Year Plan**

| Years 1–2 Discovery | Years 2–4 Engage | Years 4–8 Activate |

2032-2033

- **Key Message**

Refine

Align

Define

Kyle Allen, Technical Assistance Consultant – American Institutes for Research (AIR)
National Center on Intensive Intervention (NCII)

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Define and Align Stage

Center on MTSS

June 2024:
MTSS Fidelity of Implementation Self-Assessment

AIR / NCII DBI

2024-2025:
OSDE partnered with AIR/ NCII to provide training and technical assistance

Data-Based Individualization (DBI)

OSPA & Admin

Dec. 2024 June 2025

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Data-Based Decision Making

Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-tiered prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state key eligibility indicators).

**From individual level to group level to systemic level**

Problem Identification

Problem Analysis

Plan Identification & Implementation

Plan Evaluation
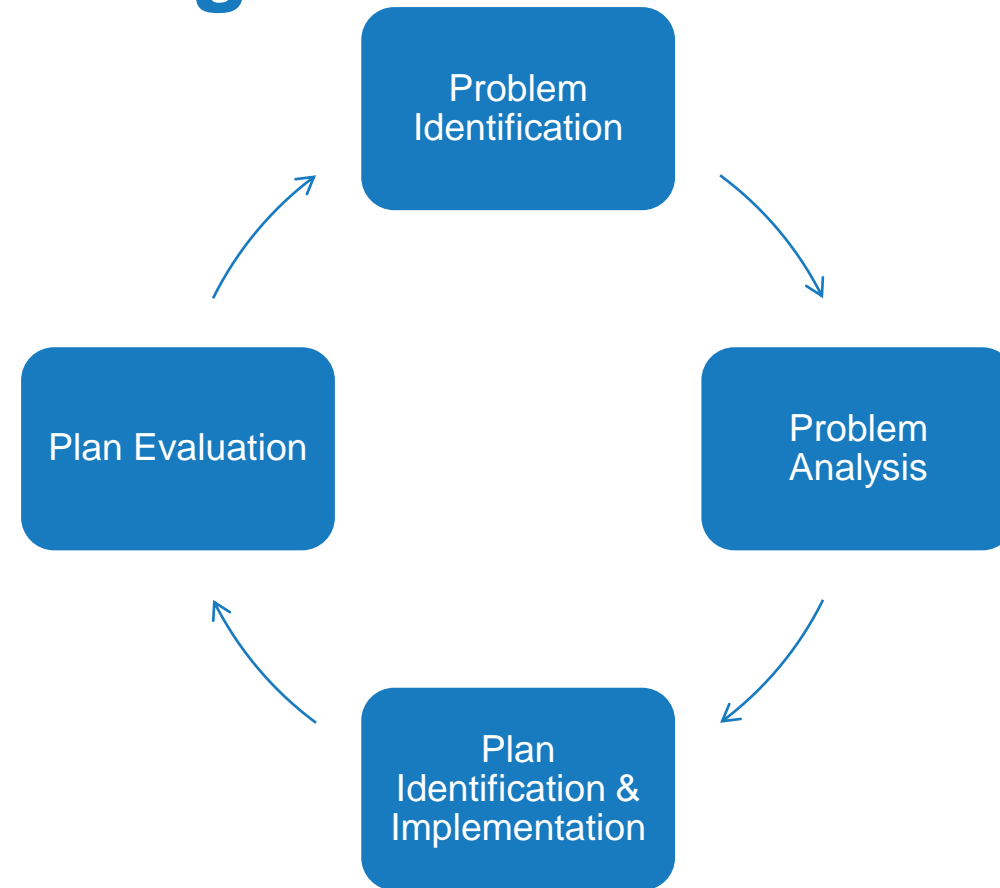
Decision-Making Process

Data System

Responsiveness to Secondary and Intensive Levels of Intervention

AIR®
Advancing Evidence.
Improving Lives.

Center on Multi-Tiered System of Supports

Key Things to Consider

- **Decision-making progress:** Do you have clear decision rules?

- **Data system:** Are data gathered, entered, and graphed?

- **Responsiveness to targeted and intensive Levels of Intervention:** Are decisions based on reliable and valid progress monitoring data that reflect the slope of improvement or progress toward the attainment of a goal at the end of the intervention; and are these decision-making criteria implemented accurately?
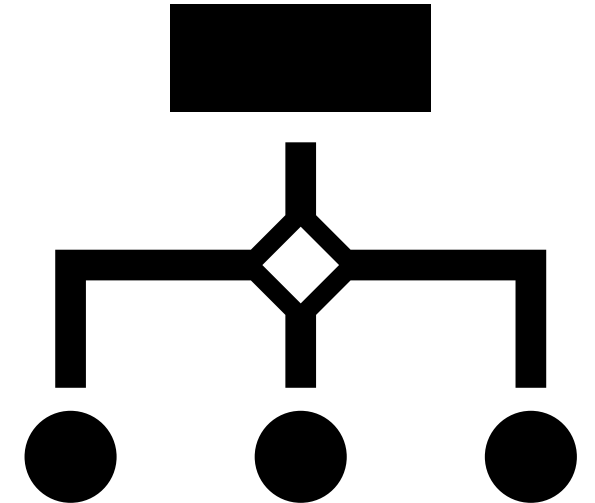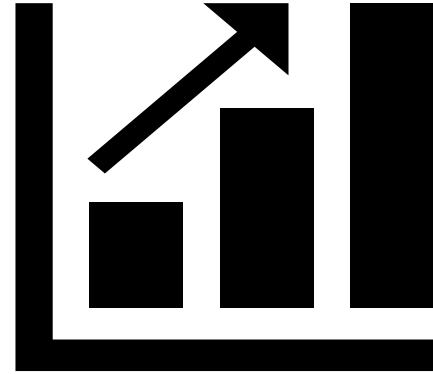
MTSS Fidelity of Implementation Section 3:Data-Based Decision Making;
Data-Based Individualization

What is Data-Based Individualization (DBI) process?

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Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs. The process integrates evidence-based intervention, assessment, and strategies using 5 interactive steps:

STEP 1 | Validated Intervention Program: The Foundation

The DBI process builds on an evidence-based and standardized intervention delivered with fidelity. At this step, teachers consider:

- Does the intervention target the student's academic and behavioral needs?
- Is the intervention based on the best available evidence?
- Does the intervention align with core instruction?
- Has the intervention been shown to work with most students?
- Are procedures in place to ensure the intervention is delivered as planned?

STEP 2 | Progress Monitor: Did the Intervention Work?

At this step, staff regularly collect and analyze progress monitoring data to determine *if* the student is responding to the validated intervention. Teachers consider:

- Does the tool meet technical standards for progress monitoring and match the desired academic or behavioral outcome?
- Were data collected regularly and with a consistent approach?
- Were progress data graphed?
- Was the goal set using a validated approach?
- Was the intervention effective for most students?

ANALYZING DATA

Do data indicate that the intervention is working?

− If no, **move to Step 3.**

+ If yes, **move back to Step 1** and continue to provide the validated intervention and monitor progress.

STEP 3 | Diagnostic Data: Why Didn't the Intervention Work?

At this step, staff use diagnostic data to develop a hypothesis about *why* the student is struggling. Teachers consider:

- Do multiple data sources confirm slow progress?
- Have both academic and behavioral explanations been considered?
- What do these data suggest about what needs to changed?

STEP 4 | Intervention Adaptation: What Change Is Needed?

The hypothesis, along with educator expertise, is used to develop an individual student plan for modifying or adapting the intervention to better meet the student's individual needs. Teachers consider:

- Does the adaptation address the hypothesis?
- Does the plan address both academic and behavioral concerns when needed?
- Are procedures in place for implementing and monitoring the adapted intervention?
- Are only a few adaptations made at one time?

STEP 5 | Progress Monitor: Did the Change Work?

Continue to collect, graph, and analyze progress monitoring data to determine if the student is responding to the adapted intervention. Teachers consider:

- Are data collected according to the plan?
- Does the graph indicate when adaptations were made?

ANALYZING DATA

Do data indicate that the intervention is working?

− If no, **return to Step 3.**

+ If yes, **return to Step 5** and continue to provide the adapted intervention and progress monitor.

Overview of Academic Goal-Setting Strategies

This handout describes three validated goal-setting strategies educators can use to set intervention goals using general outcome measures. For students with disabilities, these goal setting strategies may also be used by individualized education program (IEP) teams to set data-based IEP goals.

1 Benchmarks for Middle- or End-of-Year Performance

How to Set the Goal: Identify the grade-level winter or end-of-year benchmark (typically provided by the publisher) and use for goal.

Advantages

- Easy to use when progress monitoring tool provides benchmarks.
- Tracks progress toward grade-level expectations.
- Efficient for setting goals for large numbers of students.

Considerations

- May not be appropriate for students significantly below benchmark. To determine appropriateness, calculate the weekly growth rate required to meet the goal and compare it to typical rates of improvement from national norms.
- For some students whose present levels or current performance indicate grade level expectations may not be appropriate, an off-grade level benchmark may be appropriately ambitious. IEP teams should consider students' individual circumstances when making these decisions.

2 National Norms for Rate of Improvement (ROI)

How to Set the Goal: Identify the national norm for ROI for the student's grade level and the number of weeks left in the instructional period or school year. Use the formula below to calculate the goal.

$$ROI \times \text{\# Weeks} + \text{Baseline Score} = \text{GOAL}$$

Advantages

- Provides a mechanism for writing an ambitious but realistic goal based on the student's initial performance.
- Useful when the benchmark is unrealistic during the IEP or intervention time frame, but the student is expected to make growth comparable to peers.

Considerations

- If a student is performing below grade-level peers, matching the normative ROI may maintain an achievement gap in some cases.
- Some progress monitoring tools provide recommendations for "ambitious" ROIs.
- When national norms are unavailable, local norms for ROI can be estimated through statistical modeling. This requires an adequate sample and staff with technical expertise available.

3

Intra-Individual Framework

How to Set the Goal: Calculate the student's individual growth rate based on past performance and use the formula to the right to determine the goal.

Goal = Slope x 1.5 x # Weeks + Baseline Score

Slope Calculation:
3rd median – 1st median / # data points – 1

Advantages

- Provides a valid strategy for setting a goal in situations where students are performing far below grade level and typical growth rates are not appropriate.

Considerations

- May be difficult to understand and calculate and, therefore, requires more training and support.
- Requires collection of six to nine data points before setting the goal.
- May not be necessary for students performing at or near grade level.

National Center on Intensive Intervention

Resources

- National Center on Intensive Intervention:

https://intensiveintervention.org/data-based-individualization

- Center on Multi-Tiered System of Supports (MTSS)

https://mtss4success.org/resource/essential-components-mtss-rubric

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OSPA & Administrators: DBI 2-Day Training

Presented by AIR/NCII

Dates: December 5th and 6th of 2024

Time: 8:30 a.m. to 4:30 p.m.

Location: Canadian Valley Technology Center – **El Reno Campus**

Summer of 2025

Dates: **TBD** around the **week of June 9th, 2025**

Location: **TBD** - Tulsa Regional Area

OSDE-SES Contact Information

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