

Provide intensive instruction

- Use a research-based secondary prevention program in the Data-Based Individualization (DBI) process.
- Use progress monitoring to track student improvements.
- Create student-specific intensive intervention plans based upon examination of diagnostic assessment data.
- Implement intervention plans, track student responses, and reexamine data as needed, using the following steps of the DBI process:
 - Establish the present level of academic performance;
 - Set an ambitious long-term goal using established norms;
 - Implement high quality instruction or intervention with fidelity;
 - Monitor progress towards the goal;
 - Use decision rules to evaluate the instructional effectiveness and student progress;
 - Generate a hypothesis about student progress to individualize instruction;
 - Make an instructional change based on the chosen hypothesis;
 - Repeat this process throughout the school year, as indicated by data and on a regular schedule.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Provide explicit instruction in the critical components of *Providing Intensive Instruction*, including the DBI process. Ensure candidates understand the rationale and purpose of the practice.

Prepare – Provide candidates with case studies that includes descriptions of individual students, learning goals/objectives, instructional and curricular approaches that have been implemented and assessment data associated with the approaches. Working in groups candidates will develop individualized intensive intervention plans, including present level of performance, adjusted goals, selection of intervention and mode of instruction, progress monitoring tools, decision rules for making changes, and a hypothesis regarding student progress. Discuss as whole group, provide feedback to small groups, and direct revisions as needed.

Enact – Work with mentor teachers to provide candidate's with opportunities to observe and/or deliver intensive instruction sessions to students. Observe or video record and provide feedback.

Analyze – As candidates learn particular interventions, video record or provide opportunities to simulate implementation, paying particular attention to fidelity. Using observation rubrics, provide feedback.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why do you think the assessment HLPs require excellence in implementation of the collaboration HLPs?
- Why is the DBI process such a critical tool for special educators to have in their "toolkits?"
- Why is it so important for special educators and other professionals to use multiple sources of data to make decisions about students?
- What are some of the barriers to successful implementation of the DBI process? What are some potential solutions to those barriers?

References and Additional Resources



CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

CHurlbut, A. R., & Dunlap, K. (2019). Facilitating authentic practices in teacher education through pedagogies of enactment. In Engaging Teacher Candidates and Language Learners With Authentic Practice (pp. 158-185). IGI Global.

Matsumoto-Royo, K., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. *Studies in Educational Evaluation*, 70, 101047.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. *Remedial and Special Education*, 40(6), 380-390.