

DOMAIN FOUR:

Intensify and Intervene as Needed, Pillar HLP

HLP 20: Provide Intensive Instruction for Academics and Behavior



Provide intensive instruction for academics and behavior: Categories of Work

Prepare for intensive instruction

- Implement a research-based secondary prevention program as part of the Data-based Individualization (DBI) process.
- Establish the present level of academic and/or behavior performance
- Set ambitious and attainable long-term goals and short-term objectives using established norms.
- Generate a hypothesis about student progress and response to individualized instruction.
- Create student-specific intensive intervention plans based on results of assessment data.
- Develop or select progress monitoring tools to track student progress and instructional effectiveness.

Implement Intensive Instruction

- Implement intensive intervention plans.
- Implement high quality instruction or intervention with fidelity
- Administer progress monitoring tools; chart and analyze results
- Use decision rules to evaluate the effectiveness of instruction or intervention and student progress.
- Make instructional or intervention changes based on hypothesis and data.
- Repeat this process throughout the school year, as indicated by data and on a regular schedule.

Tips for Faculty to Support Candidates' 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 candidates opportunities to observe and/or deliver intensive instruction sessions to students. Observe or video record and provide feedback.

Analyze – As candidates learn 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 is the DBI process such a critical tool for special educators to have in their “toolkits?”
- Why is using multiple sources of data to make decisions about students so important special educators and other professionals?
- What are some of the barriers to successful implementation of the DBI process? What are some potential solutions to those barriers?