

HLP 20: PROVIDE INTENSIVE INSTRUCTION VIDEO TRANSCRIPT

Welcome to our video for HLP #20, Provide Intensive Instruction.

There are 22 High-Leverage Practices for students with disabilities spread across four domains. Provide Intensive Instruction falls under the instruction domain.

The source for content in this video is from the HLP Book published by CEC and the CEEDAR Center, a chapter by Devin Kearns and his colleagues in the HLP for Inclusive Classrooms book, and the National Center on Intensive Intervention website.

This video is split into two parts. In Part 1, we provide a definition and rationale for intensifying instruction. In Part 2, we highlight components of the data-based individualization process championed by the National Center on Intensive Intervention.

Part 1: Definition and Rationale.

In a schoolwide, multi-tiered system of support, the highest level of support is intensive intervention. Typically, this level of intervention, often referred to as Tier 3, is delivered by special educators, interventionists, or other learning or behavior specialists.

Intensive intervention is not a specific product or tool, but rather a process educators use to identify and provide evidence-based instruction for students with disabilities who demonstrate severe and persistent learning needs.

In practice, intensifying intervention can mean reducing the size of instructional groups, adding instructional time to target a student's specific area(s) of deficit, integrating academic and behavioral supports, tightening the link between student needs and intervention, and using strategies and tools that are not utilized in Tier 1 or even Tier 2.

More intense intervention means students receive many opportunities to practice skills or other areas of need, and also receive individualized feedback. All decisions about the type and extent of intense instruction students receive is typically made by a team of professionals referencing student performance data, but can also be completed by an individual special educator.

Research indicates that it may take students with intensive needs, including those with disabilities, as much as 10 – 30 times more practice to master a skill, compared to peers without disabilities. This means that the dosage and pace of general education classroom instruction and even some Tier 2 intervention programs may be a mismatch for the individualized needs of many students with disabilities. Even when evidence-based practices and intervention programs are used, some students still do not make adequate progress. They require something more.



High-Leverage Practices in Special Education

The National Center on Intensive Intervention's approach to intensifying instruction for students with significant needs is a process called data-based individualization (DBI).

DBI is a team process, not a specific program. It requires teachers with expertise in intervention and assessment in order to ensure successful implementation.

DBI is a research-based process for individualizing and intensifying instruction through the systematic use of validated intervention programs, progress monitoring, diagnostic data, and research-based adaptation strategies. The DBI process is not for every student – only the small group of students with the most severe and persistent learning or behavioral challenges.

DBI is most likely to be effective when it is layered on top of high-quality, evidence-based instruction at Tiers 1 and 2 and implemented by skilled professionals. We expand upon DBI in part 2 of this video.

In sum for Part 1, there is a need for intensive intervention due to the large number of students who need more than standard remediation to succeed. The need for intensive intervention is determined when teachers, using progress monitoring data, note that a student is not making progress towards IEP goals, or has not responded or improved with additional supports in general education and when also receiving supplemental, Tier 2 instruction. Intensive intervention takes many forms, which we highlight in the next segment of this video.

Part 2: Components of the Data based individualization process.

Data-based individualization, as described by the NCII has four key components, which recur as needed, based on available student performance data. The components are: 1. Using a standard protocol intervention program with fidelity, 2. regularly monitoring student progress, 3. collecting diagnostic data in areas of concern, and 4. making data-driven adaptations to intervention offerings. These steps often occur concurrently and also recur as needed, and are always implemented by a team of professionals.

Once a student is identified for intensive intervention, teachers utilize a validated intervention package, which functions as the platform where high quality supplemental intervention is provided with fidelity. The intervention package can be for academics or behavior.

Experts from NCII recommend that schools acquire a specific and validated program to provide this standard protocol instruction. Teachers may need access to multiple programs based on students' unique needs.

The NCII provides reviews of intervention and assessment tools through a searchable database available on the Center website. In instances where a validated program is not available, teachers should ensure they are providing a steady course of explicit instruction and other evidence-based practices in the domain where they are providing student support.



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An important question for teachers using the DBI process to consider is the extent to which the standard protocol intervention platform is an appropriate match for the student's instructional needs.

In this first clip used courtesy of the Southeast Regional Educational Laboratory at Florida State University, watch as Ms. Jill Ozog guides a small group of students in blending and segmenting words as they learn about syllables. She first models this skill, and then guides her students in practice. The students are using manipulatives and have multiple opportunities to practice and receive feedback while engaging in this evidence-based activity.

(Play Clip)

The second step of the DBI process is the collection and use of valid and reliable progress monitoring data. Because it is possible that students may or may not adequately respond to the standard protocol intervention being provided, progress monitoring data allow professionals to assess the extent to which the intervention is having the intended impact.

Within DBI, the most common type of progress monitoring assessment is curriculum-based measurement, or CBM. CBMs are timed assessments of student performance on items drawn from the whole of the relevant curriculum. Teachers establish a goal for the student, and then graph data to evaluate progress.

When progress towards the goal is being made as indicated by an upwards trajectory, the team would keep the standard protocol program in place. When growth is below the goal, or flat, the team comes together to try and understand what is going wrong. However, in instances where the teacher is tracking errors or problem behavior, you may look for a downward trajectory as evidence of progress.

When students are not making adequate growth as indicated by CBMs, teachers use additional diagnostic information to try and figure out the root cause of the academic or behavioral challenges. These data may come from standardized instruments, teacher observations, error analyses of progress monitoring data, and regular class assessments. The intervention teams uses these data to develop a hypothesis about the student's unique needs and then plans instructional changes accordingly. The team focuses on the area of student struggle most likely to result in performance gains in priority areas.

In this video, Dr. Erica Lembke facilitates a mock data meeting with Michigan's Integrated Behavior and Learning Support Initiative personnel. This clip shows the team describing the current intervention program of Steve, a fictional student. Ms. Courtney Buck, playing the role of Steve's teacher, shares data with the team detailing Steve's current performance while other members of the team offer additional details about his intervention history.

(Play Clip)



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The final component of the DBI process is to make needed adaptations to the intervention approach. Teachers make instructional adjustments based on results of the diagnostic data, and then they continue to monitor student progress on a regular basis. Additional instructional changes can be made as needed. The team meets on a regular basis to evaluate how things are going and consider additional changes. In sum, the DBI process is effective because the various evidence-based components are used in concert, and on an ongoing basis.

Conclusion

Though many students make adequate progress with evidence-based practices, a number of students do not make sufficient progress with these interventions and require a more intense and individualized approach. Intensive intervention is often provided within the evidence-based systematic framework of DBI. Four decades of research indicates that students with disabilities who do not make sufficient progress in general education or with supplemental interventions require instruction that is more intense along a number of dimensions in order to make significant gains. A data-driven approach, such as that described by the NCII, leverages the talents of multiple professionals, all using data and the best available instructional materials to make a difference in the lives of children.

Thanks for watching, and please continue using resources for the high-leverage practices in special education. And for the top content related to this specific HLP, please visit the NCII website.



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