Data-Based Individualization (DBI) Implementation Checklist

Note: All of your responses will be confidential

The purpose of this checklist is to determine the extent to which school personnel are implementing the essential components of school-level implementation of data-based individualization for students who need intensive intervention.

General Information

*1. Date completed:_____

*2. District Name: _____ *3. School Name: _____

*4. Name of person completing the checklist:_____

*5. Email address of person completing the checklist:_____

*6. Role of person completing checklist: *(select all that apply)*

1 General Ed Teacher	2 Special Ed Teacher	3 Paraeducator	4 Administrator
5 Service Provider	6 MTSS/RTI/PBIS Leader	7 External Observer	8 Other (Please specify:_____)

I. Section 1: System Features to Support DBI Readiness and Implementation
Resources and organizational structures necessary to support implementation of the components of DBI in a unified system

A. District Leadership	No	Some-what	Yes	Probing Questions	Evidence
1. Decisions and actions by district leaders proactively support the essential components of the DBI framework at the school.	0	1	2	To what extent are district administrators aware of the DBI framework at your school? To what extent do the actions taken and decisions made by district administrators support the essential components of the DBI framework at your school?	
2. Decisions and actions by district leaders help make the DBI framework more effective.	0	1	2	To what extent do the actions taken and decisions made by district administrators improve the effectiveness of the DBI framework at your school?	
3. Decisions and actions by district leaders show support for DBI implementation as a high priority.	0	1	2	Do district leaders support DBI implementation at your school? In what ways?	

B. School Leadership	No	Some-what	Yes	Probing Questions	Evidence
1. Decisions and actions by school leaders proactively support the essential components of the DBI framework at the school.	0	1	2	To what extent are school administrators aware of the DBI framework at your school? Do school leaders show their support for DBI implementation?	
2. Decisions and actions by school leaders help make the DBI framework more effective.	0	1	2	To what extent do the actions taken and decisions made by school administrators improve the effectiveness of the DBI framework at your school?	
3. Decisions and actions by school leaders show support for DBI implementation as a high priority.	0	1	2	Is there a designated person who coordinates DBI implementation? What percentage of that person's time is devoted to overseeing and managing DBI?	

C. School Schedules	No	Some-what	Yes	Probing Questions	Evidence
1. School schedules are aligned to support multiple levels of intervention and high-quality instruction based on student need.	0	1	2	Are schedules aligned with multiple levels of instruction and intervention based on student need?	
2. School schedules are aligned to have adequate additional time built in for interventions.	0	1	2	Does the schedule reflect additional time beyond the core for interventions?	
3. School schedules are flexible and can support changes to student groupings as needed.	0	1	2	Are schedules flexible to allow for changes in intervention and student groupings?	

D. Resources	No	Some-what	Yes	Probing Questions	Evidence
1. Resources (e.g., funds, programs, time available) are adequately allocated to support DBI implementation.	0	1	2	Are there adequate materials, programs, and other budgetary items available to support intervention and assessment? Do the programs and materials match the needs of the students? Do interventionists have sufficient time and flexibility of schedule to provide intervention? Is there a process for monitoring the use of resources?	

E. Cultural and Linguistic Responsiveness	No	Some-what	Yes	Probing Questions	Evidence
1. Staff can articulate information and factors that they consider when adopting culturally and linguistically appropriate **assessments**.	0	1	2	What efforts have been made to ensure that **assessments** take into account cultural and linguistic factors?	
2. Staff can articulate information and factors that they consider when adopting culturally and linguistically appropriate **intervention programs**.	0	1	2	What efforts have been made to ensure that **interventions** take into account cultural and linguistic factors?	

F. Communications with and Involvement of Parents	No	Some-what	Yes	Probing Questions	Evidence
1. A description of the DBI process is shared with parents of students who need it.	0	1	2	How is the DBI process communicated to parents whose children are receiving intensive intervention?	
2. A coherent process is used to update parents on the progress of their child.	0	1	2	How are parents updated on their child's progress?	
3. Parents are involved during decision-making regarding participation of their child in intensive intervention.	0	1	2	How are parents involved in decisions regarding their child's participation in intensive intervention?	

G. Communication with and Involvement of All Staff	No	Some-what	Yes	Probing Questions	Evidence
1. A description of the school's DBI process is shared with staff who work with students with intensive needs.	0	1	2	Are the teachers who work with students with intensive needs knowledgeable about the DBI framework? How are teachers informed about the framework? How are various staff members involved in DBI planning?	
2. A system is in place to keep staff informed about student progress.	0	1	2	How are staff informed of student progress, including changes in intervention?	
3. Teacher teams frequently collaborate.	0	1	2	Do teacher teams have time allocated for collaboration? How do teacher collaborate?	

H. Participation of Students with Disabilities	No	Some-what	Yes	Probing Questions	Evidence
1. Intensive intervention is part of a continuum of services considered for all students with disabilities in the school.	0	1	2	Are DBI strategies infused into special education planning for students who require it, as part of their IEP? Are students with individualized education programs (IEPs) progress monitored to identify if and when they need more intensive supports?	
2. When students with disabilities need more intensive supports, DBI strategies are consistently infused into their special education planning as part of their IEPs.	0	1	2	When DBI is applied, is it integrated into an IEP rather than treated as a separate plan?	

II. Section 2: Data and Decision Making
Data for the purpose of making decisions within a DBI framework

A. Process to Identify Students in Need of Intensive Intervention	No	Some-what	Yes	Probing Questions	Evidence
1. There is evidence of an articulated process whereby students in need of intensive intervention are consistently identified based on data that support that the student has persistent non-response to Tier 2/evidence-based intervention.	0	1	2	How are students in need of DBI identified? Are students with disabilities included as part of this process? What criteria and guidelines are used to identify students? What data are used to indicate that a student has persistent non-response to Tier 2 intervention? Are there circumstances under which DBI will start before a student has demonstrated non-responsiveness to an evidence-based Tier 2 intervention?	
2. There is evidence of an articulated process whereby students in need of intensive intervention are consistently identified based on data that support that the student has persistent and intensive need in academics and/or behavior.	0	1	2	What data are used to indicate that a student has a persistent and intensive need in academics and/or behavior?	
3. There is evidence of an articulated process whereby students in need of intensive intervention are consistently identified based on whether the student has a relevant diagnosis or disability that warrants intensive intervention.	0	1	2	How are students with disabilities included as part of this process?	

B. Academic Progress Monitoring Tools	No	Some-what	Yes	Probing Questions	Evidence
1. Academic progress-monitoring tools include a sufficient number of alternate forms of equal and controlled difficulty that allows for progress monitoring at recommended intervals based on tier.	0	1	2	How are progress-monitoring tools selected for students receiving intensive academic intervention? Are there enough alternate/parallel forms to allow for progress monitoring at recommended intervals (e.g., weekly for intensive intervention) in reading and mathematics?	
2. Academic progress monitoring tools are sensitive to student improvement.	0	1	2	Are the progress-monitoring tools sensitive enough to detect student improvement? Are the tools valid and reliable for purposes of determining degrees of student improvement?	
3. Academic progress monitoring tools identify acceptable or expected levels of performance.	0	1	2	Do the progress-monitoring tools identify acceptable or expected levels of performance?	
4. Academic progress monitoring tools maintain reliable and valid information for the performance-level score, and staff is able to articulate the supporting evidence.	0	1	2	Do the progress monitoring tools provide performance level scores that are reliable and valid? Are staff members able to articulate supporting evidence for the progress monitoring tools?	

C. Behavior Progress Monitoring Tools	No	Some-what	Yes	Probing Questions	Evidence
1. Behavior progress monitoring tools maintain reliable and valid information for the progress monitoring measure and staff is able to articulate the supporting evidence.	0	1	2	How are progress-monitoring tools selected for students receiving intensive behavioral intervention? Are the tools valid and reliable?	
2. Staff are able to articulate the supporting evidence of behavioral progress monitoring tools.	0	1	2	Are staff members able to articulate supporting evidence for the progress monitoring tools?	
3. Behavior progress monitoring tools can be used repeatedly.	0	1	2	Can the tools be used repeatedly for frequent progress monitoring?	
4. Behavior progress monitoring tools are sensitive to behavioral change.	0	1	2	Are tools sensitive to behavioral change?	
5. Behavior progress monitoring tools can be used to establish benchmarks for acceptable behavior.	0	1	2	Can the tools be used to establish benchmarks for acceptable behavior?	

D. Progress Monitoring Procedures	No	Some-what	Yes	Probing Questions	Evidence
1. Students who require intensive intervention have a progress monitoring plan in place that includes a goal.	0	1	2	Does a student receiving DBI have a progress-monitoring plan? Does this plan specify the progress-monitoring tool, assessment schedule, and goal?	
2. Students who require intensive intervention have a progress monitoring plan that is reasonable for the student (e.g., appropriate frequency, alignment with student skills).	0	1	2	How are the selected tool and goal aligned with student skills? Is the frequency of progress monitoring appropriate for each student?	
3. Progress monitoring data are graphed.	0	1	2	Are progress-monitoring data graphed?	

E. Diagnostic Assessment	No	Some-what	Yes	Probing Questions	Evidence
1. Diagnostic assessment is consistently used to identify specific skill deficits or function of behavior.	0	1	2	When are diagnostic assessments used?* How are diagnostic assessments used?* Are diagnostic assessments used to identify specific skill deficits or function of behavior? *Examples of diagnostic assessment are error analysis of progress monitoring data, work samples, functional behavior assessment, and standardized measures.*	
2. Diagnostic assessment is consistently used in order to guide adaptations to intervention when a student's progress is insufficient.	0	1	2	When are diagnostic assessments used?* How are diagnostic assessments used?* Do the results of diagnostic/functional assessments guide intervention adaptations? *Examples of diagnostic assessment are error analysis of progress monitoring data, work samples, functional behavior assessment, and standardized measures.*	

F. Fidelity of Assessment Implementation	No	Some-what	Yes	Probing Questions	Evidence
1. Correct administration and scoring procedures are used for all students receiving intensive intervention.	0	1	2	How is it ensured that assessments are administered and scored correctly?	
2. A plan is in place to monitor the fidelity of assessment implementation for all students receiving intensive intervention.	0	1	2	How is the fidelity of assessment implementation for each student receiving DBI monitored? Is there a formal plan in place for fidelity assessment implementation? Are administration and scoring procedures, as well as schedule of assessment considered in the formal plan?	

III. Section 3: Intervention

Individualized intervention with a focus on addressing severe and persistent academic and/or behavioral needs of students

A. Intensive Intervention	No	Some-what	Yes	Probing Questions	Evidence
1. Intensive intervention for all students in need is designed from an evidence-based platform (when available).	0	1	2	Is intensive intervention adapted from an evidence-based platform? How are intervention group sizes determined?	
2. Intensive intervention for all students in need is reasonably aligned to student needs.	0	1	2	How is intensive intervention aligned to student needs?	
3. Intensive intervention for all students in need is intensified appropriately (more intensive than Tier 2).	0	1	2	How is intensive intervention more intensive than Tier 2 or secondary interventions?	

B. Adaptation of Intervention	No	Some-what	Yes	Probing Questions	Evidence
1. Interventions are adapted based on student need.	0	1	2	How are interventions adapted based on student need?	
2. Interventions are adapted with both quantitative AND qualitative changes, as appropriate.	0	1	2	Are quantitative (e.g., time) changes used based on student need? Are qualitative (e.g., instructional approach) changes used based on student need?	

C. Fidelity of Implementation of Intervention	No	Some-what	Yes	Probing Questions	Evidence
1. Interventions are implemented as intended (e.g., group size, dosage, intervention components).	0	1	2	Are interventions being implemented as intended in terms of dosage, grouping, and intervention components?	
2. The fidelity of implementation of intensive intervention is monitored adequately.	0	1	2	How is the fidelity of implementation for intensive intervention monitored?	

D. Interventionist Characteristics	No	Some-what	Yes	Probing Questions	Evidence
1. Interventionists have adequate training and experience to implement intensive interventions.	0	1	2	Who delivers intensive intervention? What is their training and experience?	

E. Relationship to Core Instruction	No	Some-what	Yes	Probing Questions	Evidence
1. Intensive intervention is appropriate for student need	0	1	2	How is intensive intervention aligned with student needs and grade-level academic or behavioral expectations?	
2. Intensive intervention is aligned with core standards/schoolwide behavior expectations.	0	1	2	Are interventions relevant to core standards or schoolwide behavioral expectations?	
3. Intensive intervention address primary deficits that serve as prerequisites to learning core standards or performing expected behaviors.	0	1	2	If not directly applicable to such standards, do interventions address prerequisite skills needed to meet those standards?	

IV. Section 4: DBI Process

The process for designing and delivering intensive intervention in academics and/or behavior to students in need

A. Team or Appropriate Support Mechanism	No	Some-what	Yes	Probing Questions	Evidence
1. A team has been formed to make data-based decisions as part of the DBI process.	0	1	2	Is there a team that makes data-based decisions as part of the DBI process?	
2. The team includes individuals with various areas of expertise pertaining to intensive intervention.	0	1	2	Does the team include individuals with various areas of expertise pertaining to intensive intervention (e.g., assessment, intervention in a specific area)?	
3. Additional staff participates on the team as relevant.	0	1	2	Does additional staff participate in the team as appropriate? (e.g., speech language pathologist or occupational therapist)?	
4. Interventionists have an appropriate support mechanism available for problem solving around data-based decision making.	0	1	2	Is intensive intervention delivered by interventionists who have access to another support mechanism for problem solving around data-based decision making?	

B. Regular Meetings	No	Some-what	Yes	Probing Questions	Evidence
1. A regular meeting is scheduled for the DBI team or appropriate support mechanism.	0	1	2	Is there a regular meeting schedule for the DBI team (or other support mechanism)?	

C. Data Review	No	Some-what	Yes	Probing Questions	Evidence
1. Adaptations of interventions are driven by student data.	0	1	2	Is adaptation of interventions driven by student data?	
2. Explicit goals with clear rules for determining when adaptations will be made are delineated for each student.	0	1	2	For each student, are explicit goals set, with clear rules for determining when adaptations will be made?	

D. Documentation	No	Some-what	Yes	Probing Questions	Evidence
1. Students receiving DBI have intervention plans describing intervention components/strategies.	0	1	2	Is there a written intervention plan for each student receiving DBI?	
2. Students receiving DBI will have intervention plans describing how the intervention will be implemented (e.g., frequency, duration, and by whom).	0	1	2	Do student intervention plans describe intervention strategies and how it should be implemented (e.g., frequency, duration, and by whom)?	
3. Students receiving DBI will have intervention plans that include a goal and progress monitoring procedures.	0	1	2	Do student intervention plans include a goal and progress-monitoring procedures?	
4. Teachers keep intervention logs for students receiving DBI.	0	1	2	Do teachers keep intervention logs (or track interventions in another way)?	

E. Decision Rules	No	Some-what	Yes	Probing Questions	Evidence
1. Decision rules for determining the need for additional adaptations are clearly articulated.	0	1	2	Are there clearly articulated decision rules for determining the need for additional adaptations?	
2. Decision rules for determining the need for additional adaptations are based on reliable and valid progress monitoring data.	0	1	2	Are decision rules based on reliable, valid progress-monitoring data?	
3. Decision rules are being implemented accurately.	0	1	2	Are decision rules being implemented accurately?	

F. Overall Implementation of DBI Process	No	Some-what	Yes	Probing Questions	Evidence
1. There is consistent implementation of the DBI process for all students who require it.	0	1	2	Is the DBI process being implemented consistently for all students who require it?	

V. Section 5: DBI Evaluation
System for collecting and analyzing data to measure fidelity and effectiveness of DBI

A. Evaluation	No	Some-what	Yes	Probing Questions	Evidence
1. Specific goals are set for the school's DBI process.	0	1	2	Are there specific goals for the school's DBI process?	
2. There is a plan to review DBI implementation (including allotted time for relevant staff to review and discuss data).	0	1	2	Is there a plan to review DBI implementation? Is time allotted for relevant staff to review the school's DBI implementation and discuss data	
3. Relevant staff reviews the school's DBI implementation and makes changes as needed.	0	1	2	Do relevant staff review the school's DBI implementation and make changes as needed? What data are reviewed? What needs to change? What has changed as a result of the review?	