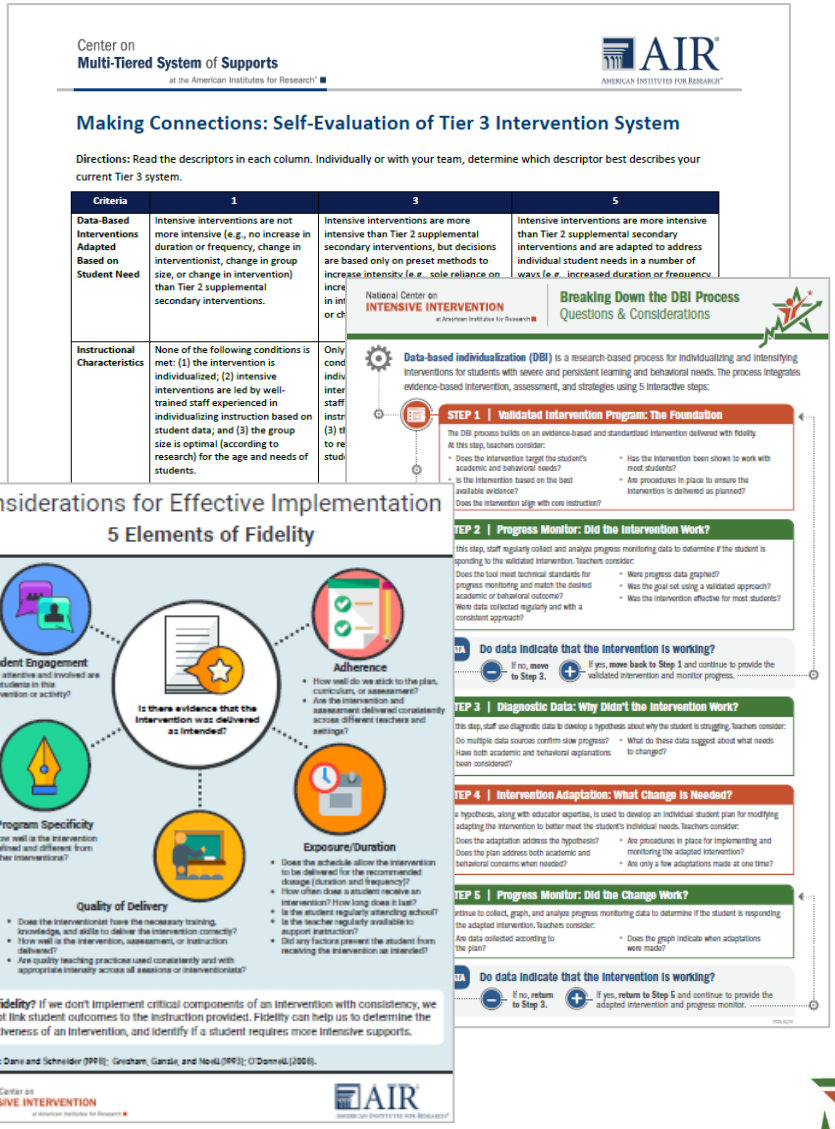
National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Avoiding Major Tier 3 Pitfalls: Keep it Simple!

Tessie Bailey, PhD, American Institutes for Research

Session Objectives

- Identify and share solutions for three common pitfalls of implementation of multi-tiered system of supports (MTSS).
- Explain how the five steps of data-based individualization (DBI) provide a systematic, validated process for implementing Tier 3 intensive intervention.
- Share resources to support local implementation of Tier 3 intensive intervention.



Center on Multi-Tiered System of Supports at the American Institutes for Research

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Making Connections: Self-Evaluation of Tier 3 Intervention System

Directions: Read the descriptors in each column. Individually or with your team, determine which descriptor best describes your current Tier 3 system.

Criteria	1	3	5
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 supplemental secondary interventions.	Intensive interventions are more intensive than Tier 2 supplemental secondary interventions, but decisions are based only on preset methods to increase intensity (e.g., sole reliance on	Intensive interventions are more intensive than Tier 2 supplemental secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency,
Instructional Characteristics	None of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only	

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Breaking Down the DBI Process
Questions & Considerations

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?

In 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?

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?

In 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 change?

STEP 4 | Intervention Adaptation: What Change is Needed?

A hypothesis, along with educator expertise, is used to develop an individual student plan for modifying 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?

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.

Considerations for Effective Implementation
5 Elements of Fidelity

Why fidelity? If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

Source: Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); O'Donnell (2008).

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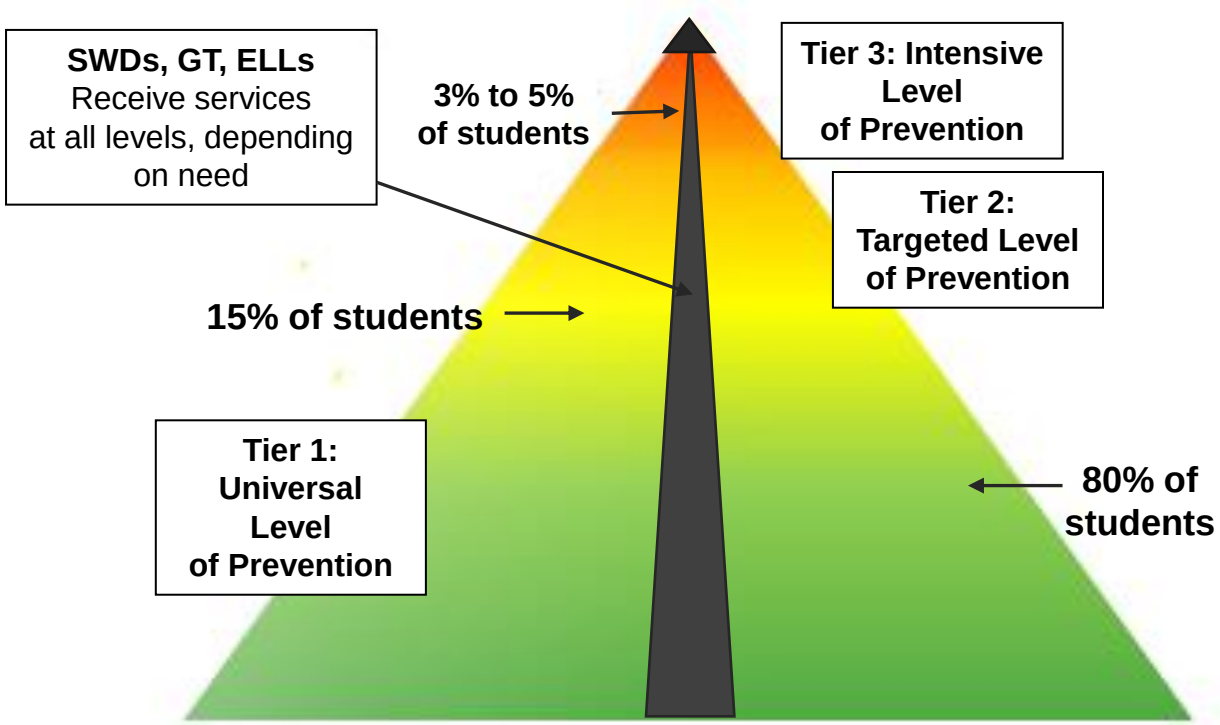
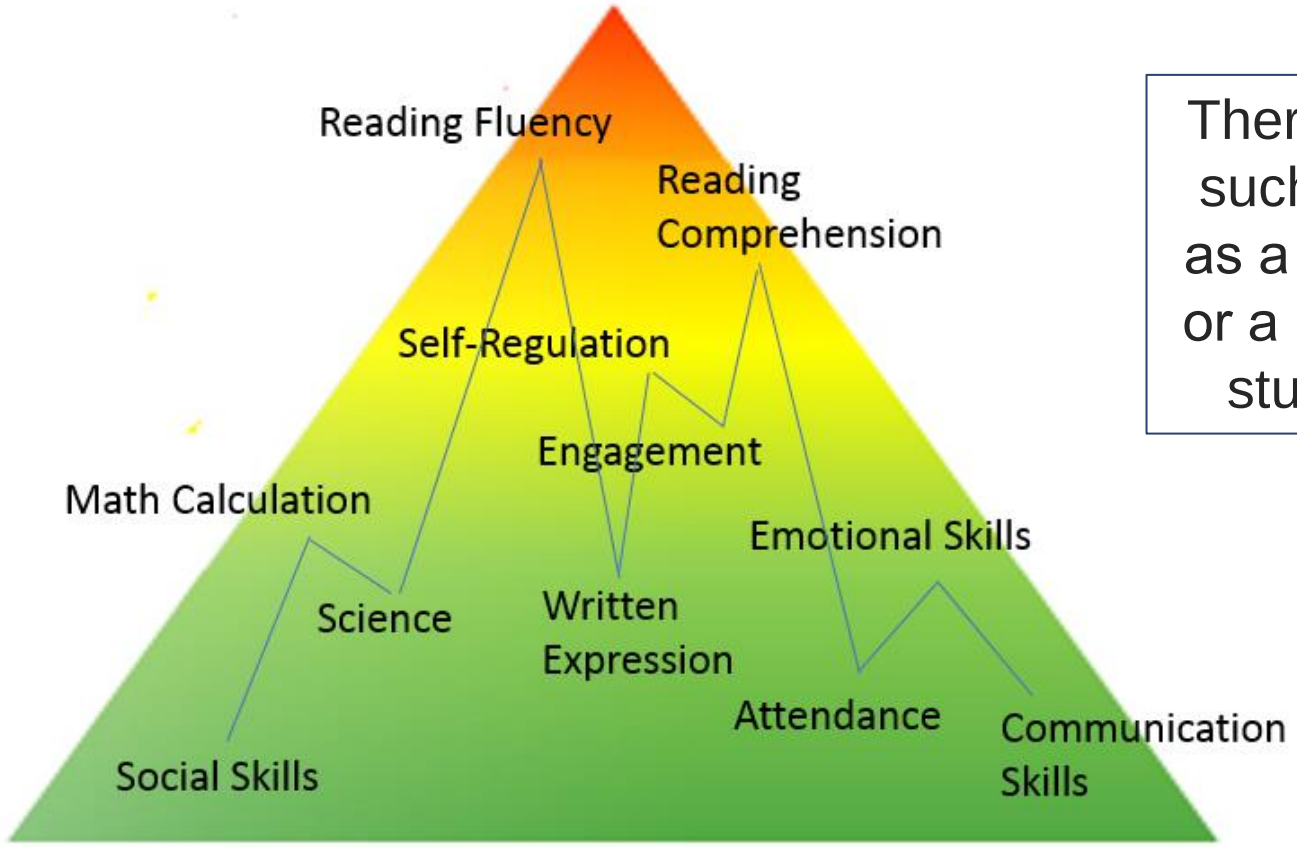
MTSS provides a continuum of supports.



MTSS addresses the needs of the whole child by aligning systems and supports.



There is no such thing as a 'Tier 3' or a 'SPED' student!

Three Major Pitfalls to MTSS Design and Implementation

- Poor quality Tier 1 programming
- Flooding Tier 2 with false positives
- Failing to meaningfully distinguish the intensity of Tier 2 from Tier 3 intensive intervention

These pitfalls create inefficiencies and decrease quality of services.

Pitfall 1: Poor Quality Tier 1

- Costly error because poor quality Tier 1 increases the number of students who will require expensive Tier 2 intervention.
- When schools need to provide a high percentage of students with Tier 2, the quality of what can be provided in Tier 2 decreases (larger group size, shorter duration sessions, less qualified tutors, less support for tutors).

Indicator: Less than 75-80% of students are identified as at or above grade level expectation

Solution: Robust Tier 1

- Peer Assisted Learning Strategies, https://frg.vkcsites.org/what-is-pals/
- High Leverage Practices
- Differentiation and Universal Design for Learning (UDL)
- Vertical and horizontal alignment of curriculum
- IES Practice Guides to Identify EBPs

See WAVE session: *Overcoming a poor-quality Tier 1 through effective implementation of HPL/EBPs.*

Pitfall 2: Flooding Tier 2 with False Positives

- Results from poor screening system or failure to use risk verification procedures.
  - ALL ‘yellow’ kids get Tier 2
  - Too much deference to screening results
  - Poor predictiveness of cut points or inappropriate for population
- Universal screening cut scores are designed to identify *false positives* (FPs) to avoid missing any truly at-risk children.

Indicator: More than 20% of population receiving Tier 2 interventions

Solution: Robust Risk Verification

- Use at least **two other data sources to verify decisions** about whether a student is or is not at risk.
  - Assess only students who fail or almost fail initial screen
  - Consider data on classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring
- Limit Tier 2 interventions to no more than 15-20% of population (based on available resources)

See WAVE session: *Let's get the right kids in Tier 2: Preventing over identification*

Pitfall 3: Failing to meaningfully distinguish between Tier 2 and 3

- Tier 3 students fail to receive required the validated approach afforded by specialized teachers engaged in data-based individualization.
- Costly error because these students fall farther and farther behind if permitted to languish in Tier 2+, when they have already demonstrated inadequate response to validated (standard, non-individualized) programs.

Indicator: More than 7% of population receiving Tier 3 interventions, paras/volunteers delivering Tier 3, or a 'Tier 3 intervention list'

Pitfall 3 Solutions

- Reserve Tier 3 for students who prove unresponsive to Tier 2 delivered with fidelity (with quality Tier 1 and Tier 2, the expected rate in intensive intervention is 5-7% of the school population).

- Rely on specialists, interventions, or special educators to fuel the intensive intervention system.

- Rely on the validated individualization process known as **data-based individualization** to structure Tier 3 intervention and supports.

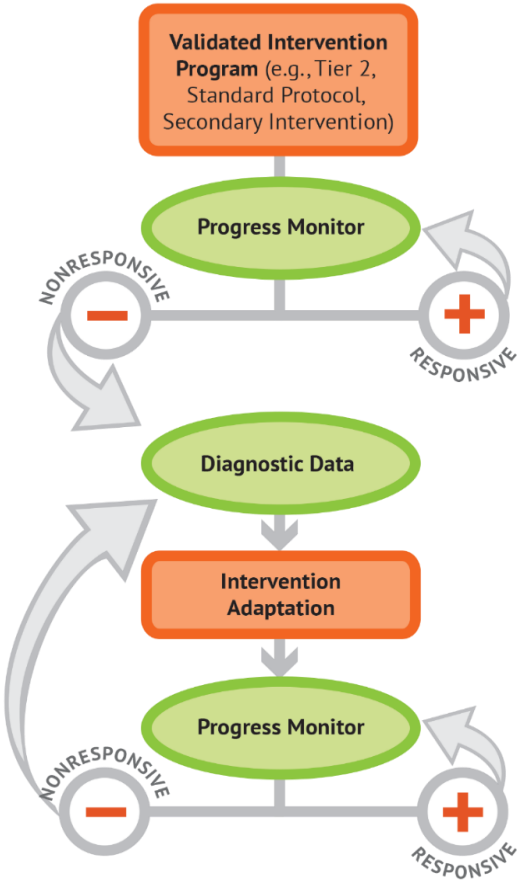
Intensive Intervention at Tier 3

Characteristics	Tier 2	Tier 3
Instruction/ Intervention Approach	Follow **standardized evidence-based intervention programs** as designed	Use **standardized evidence-based program as a platform, but adapt instruction** based on student data
Duration and timeframe	Use duration and timeframe defined by developer	Increase frequency and/or duration to meet student needs
Group size	3–7 students (as defined by developer)	Decrease group size to meet student needs (no more than 3
Progress Monitoring	At least monthly	Weekly
Population served	At-risk (typically 15–20% of student population)	Significant and persistent learning and/or behavior needs (typically 3–5% of student population)

Handout

Validated Approach to Tier 3 Intensive Intervention

DBI Process

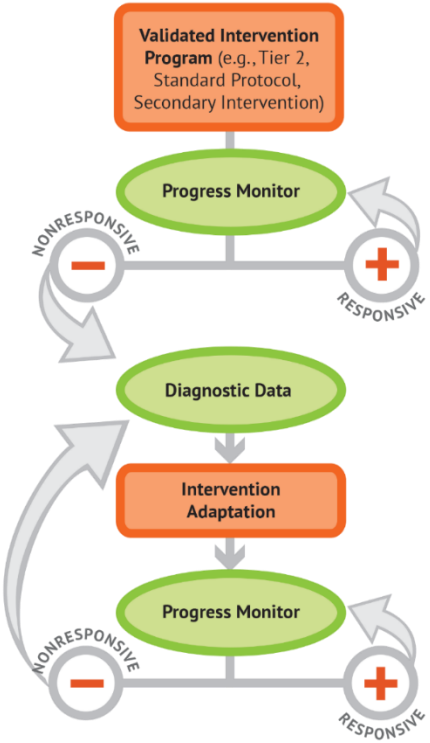


- Is a *process* for delivering intensive intervention
- Origins in experimental teaching
- Is *not* a one-time fix
- *Integrates* data-based decision making across academics and social behavior

National Center on Intensive Intervention (2013)

The Five Steps in the DBI Process

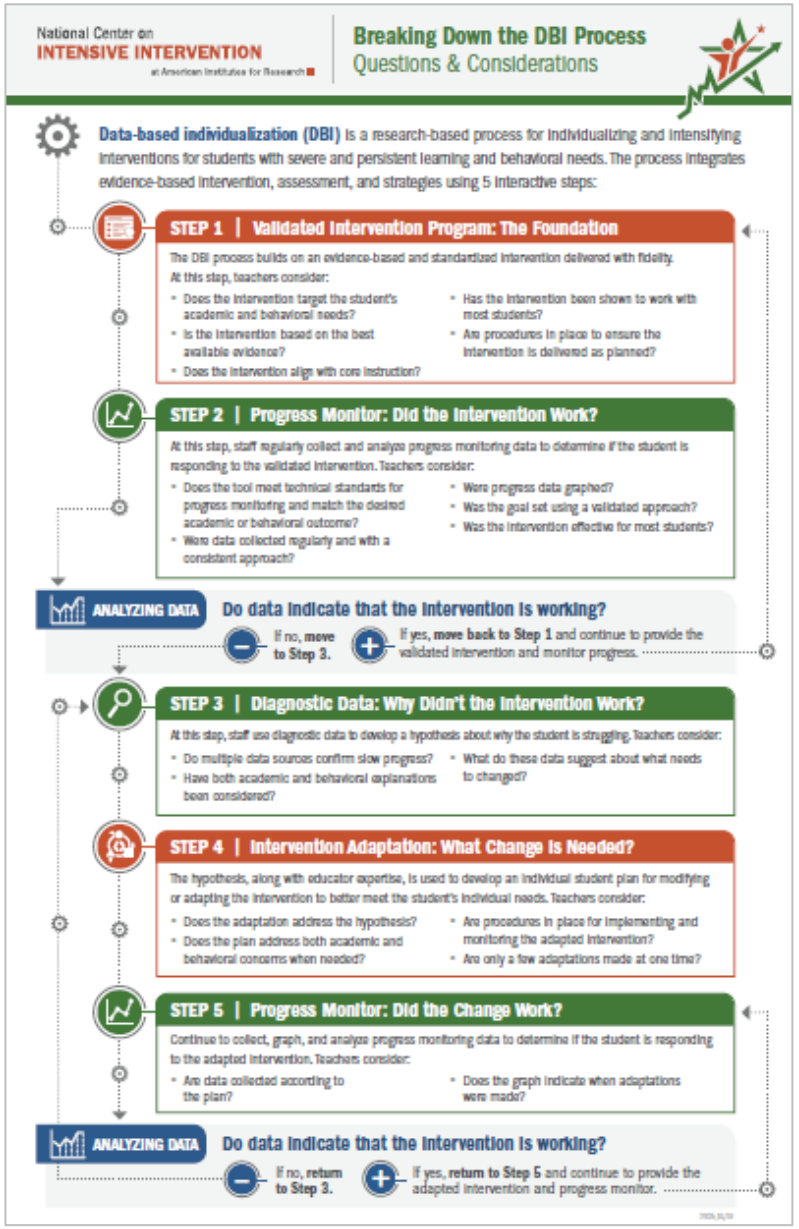
1. Validated Intervention Program
2. Progress Monitoring
3. Diagnostic Data
4. Adaptation to Validated Intervention
5. Continued Progress Monitoring



The Five Steps of the Data-Based Individualization (DBI) Process

Take 3 minutes to review the document.

- What steps are familiar?
- Which step(s) might be most challenging in your site?



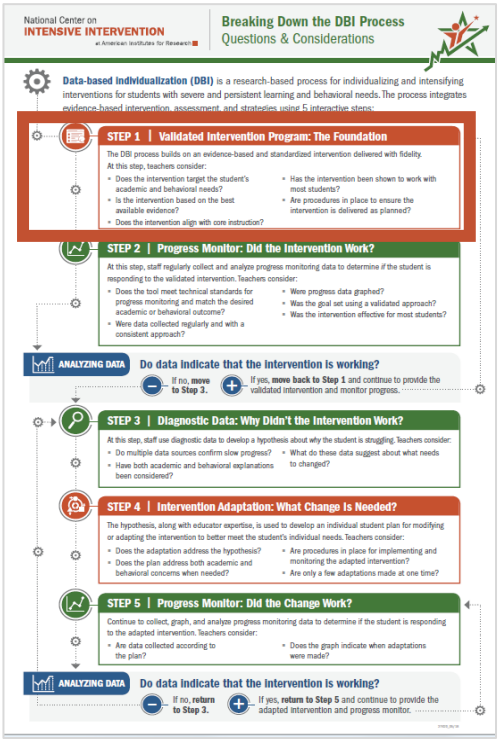
DBI Step 2: Validated Intervention Platform

DBI Step 1: Validated Intervention Program

Lay the foundation for DBI with a **validated intervention program**, implemented with fidelity.

Considerations for Selecting a Validated Intervention Program

- Does the intervention target students' 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 for most students?
- Are procedures in place to ensure the intervention is delivered as planned?



Why Use a Validated Intervention Program?

- When properly aligned to students' needs, these programs tend to work—teachers do not need to "reinvent the wheel."
- They are efficient—teachers can plan instruction for groups rather than individual students.
- Many of the interventions require only a modest amount of training—often, paraeducators can help with delivery.

Critical Elements of a Validated Intervention Program

What

Designed Based on *Taxonomy of Intervention Intensity*

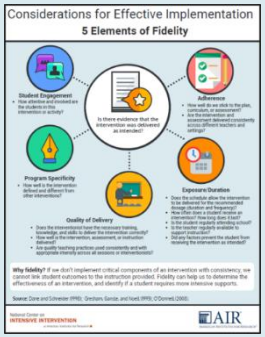
How

Implemented With Fidelity

Key Considerations When Selecting or Evaluating Validated Interventions for DBI

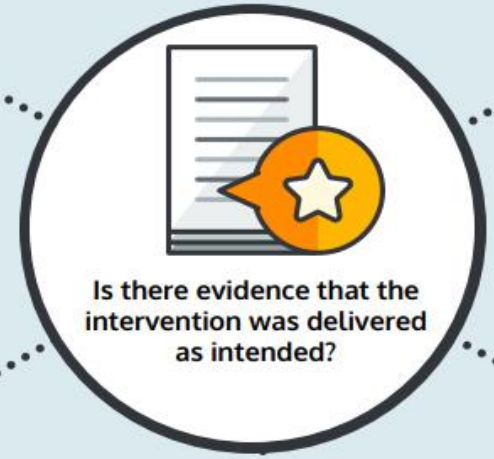
- ✓ **Strength:** Does evidence suggest that the intervention is expected to lead to improved outcomes?
- ✓ **Dosage:** Will the group size, duration, and frequency provide sufficient opportunities to respond?
- ✓ **Alignment:** Does the intervention match to the student's identified needs?
- ✓ **Attention to Transfer:** Does the intervention assist the student in generalizing the learned skills to general education or other tasks?
- ✓ **Comprehensiveness:** Does the intervention include elements of explicit instruction?
- ✓ **Academic Support:** Can the intervention be easily integrated into academic instruction?
- ✓ **Behavioral Support:** Does the student have opportunities to develop the behavior skills needed to be successful?
- ✓ **Individualization:** Can the intervention be individualized with a data-based process to meet student needs?

The Five Elements of Fidelity



Student Engagement

- How attentive and involved are the students in this intervention or activity?



Adherence

- How well do we stick to the plan, curriculum, or assessment?
- Are the intervention and assessment delivered consistently across different teachers and settings?

Program Specificity

- How well is the intervention defined and different from other interventions?

Quality of Delivery

- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
- How well is the intervention, assessment, or instruction delivered?
- Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

Exposure/Duration

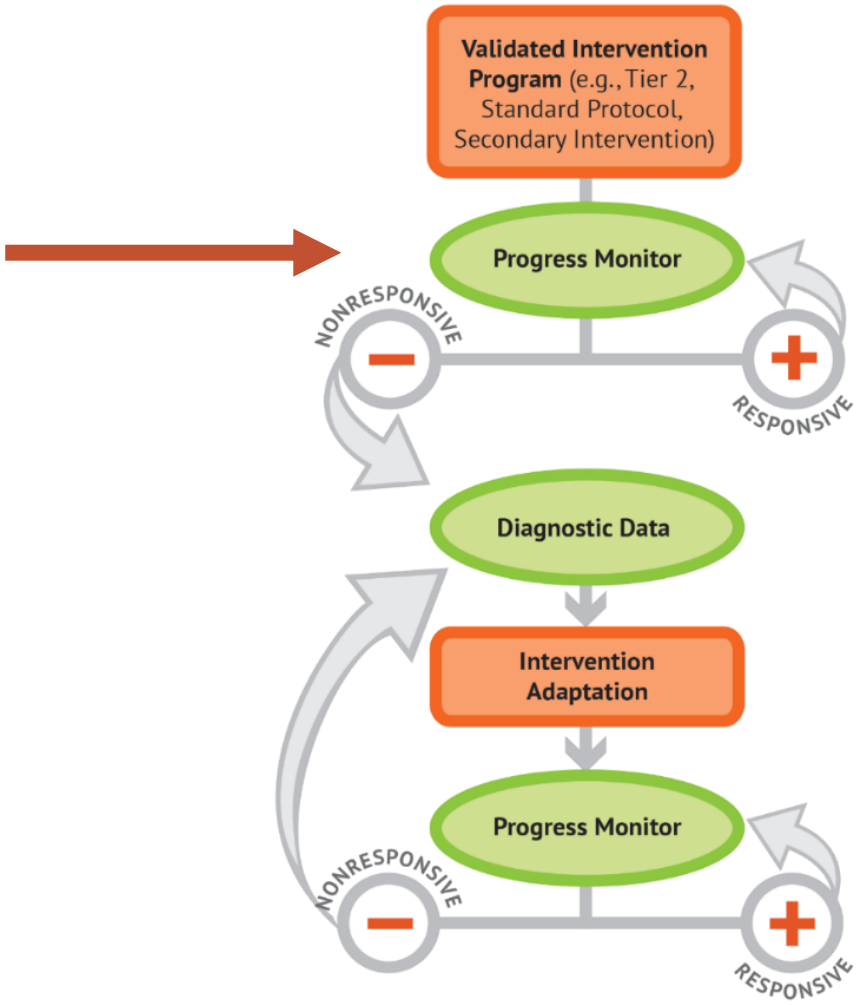
- Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- How often does a student receive an intervention? How long does it last?
- Is the student regularly attending school?
- Is the teacher regularly available to support instruction?
- Did any factors prevent the student from receiving the intervention as intended?

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)

DBI Step 2: Progress Monitoring

DBI Step 2: Progress Monitoring

Collecting, graphing, and **analyzing** student data to monitor progress.



Considerations for Progress Monitoring

- Does the tool meet technical standards for progress monitoring and match the desired academic or behavioral outcome?
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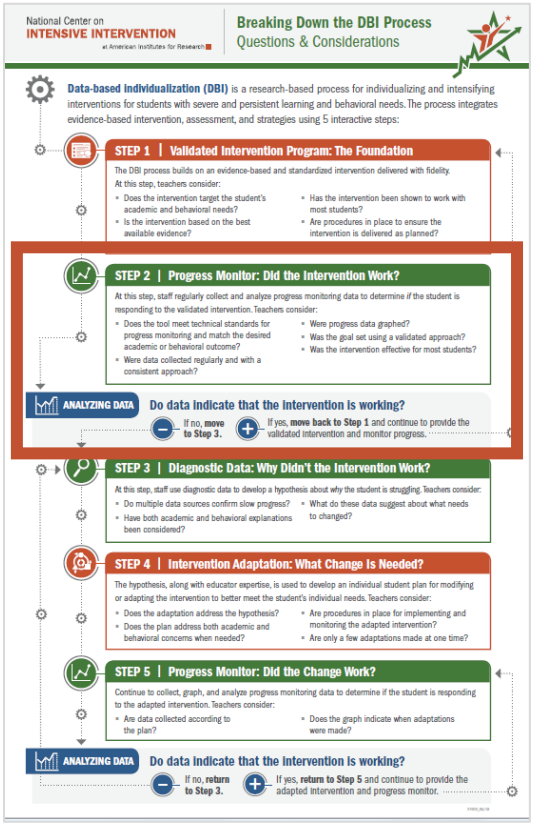
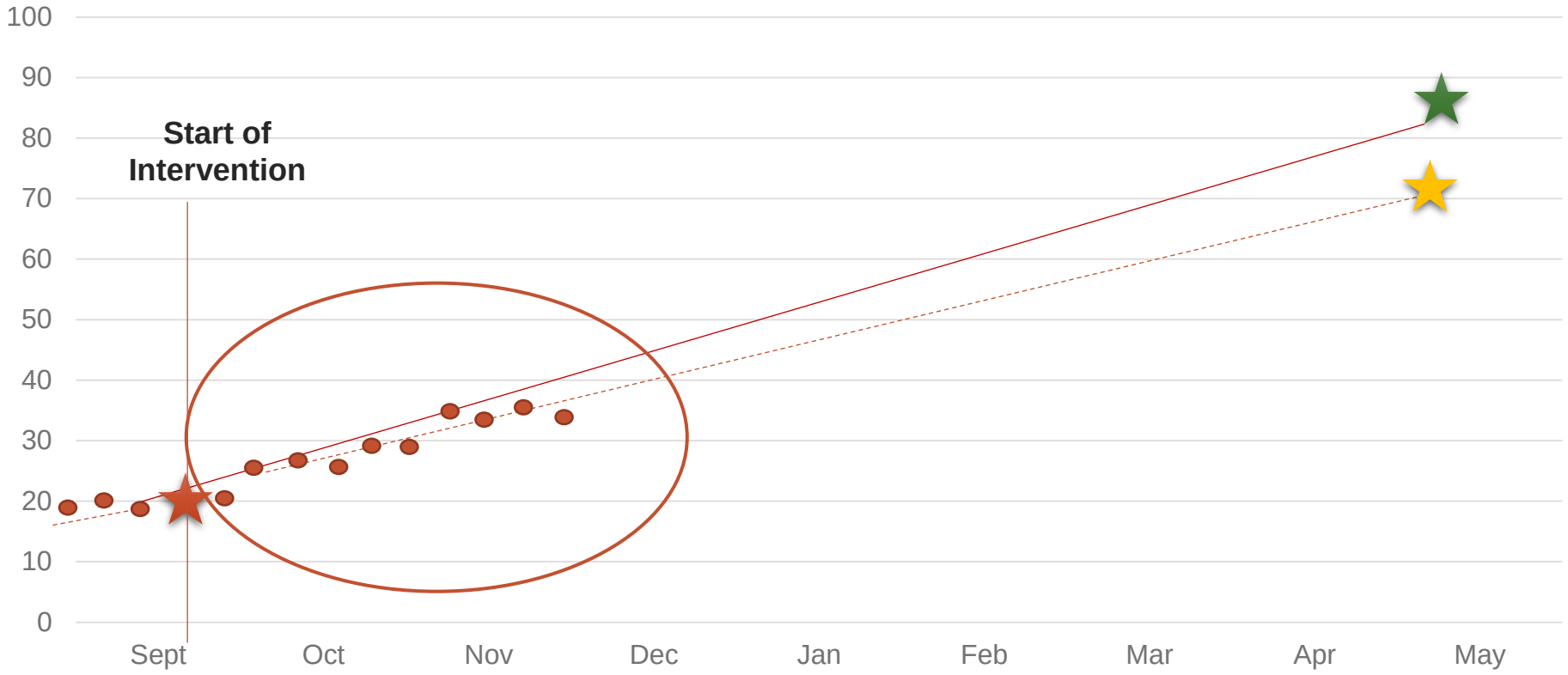
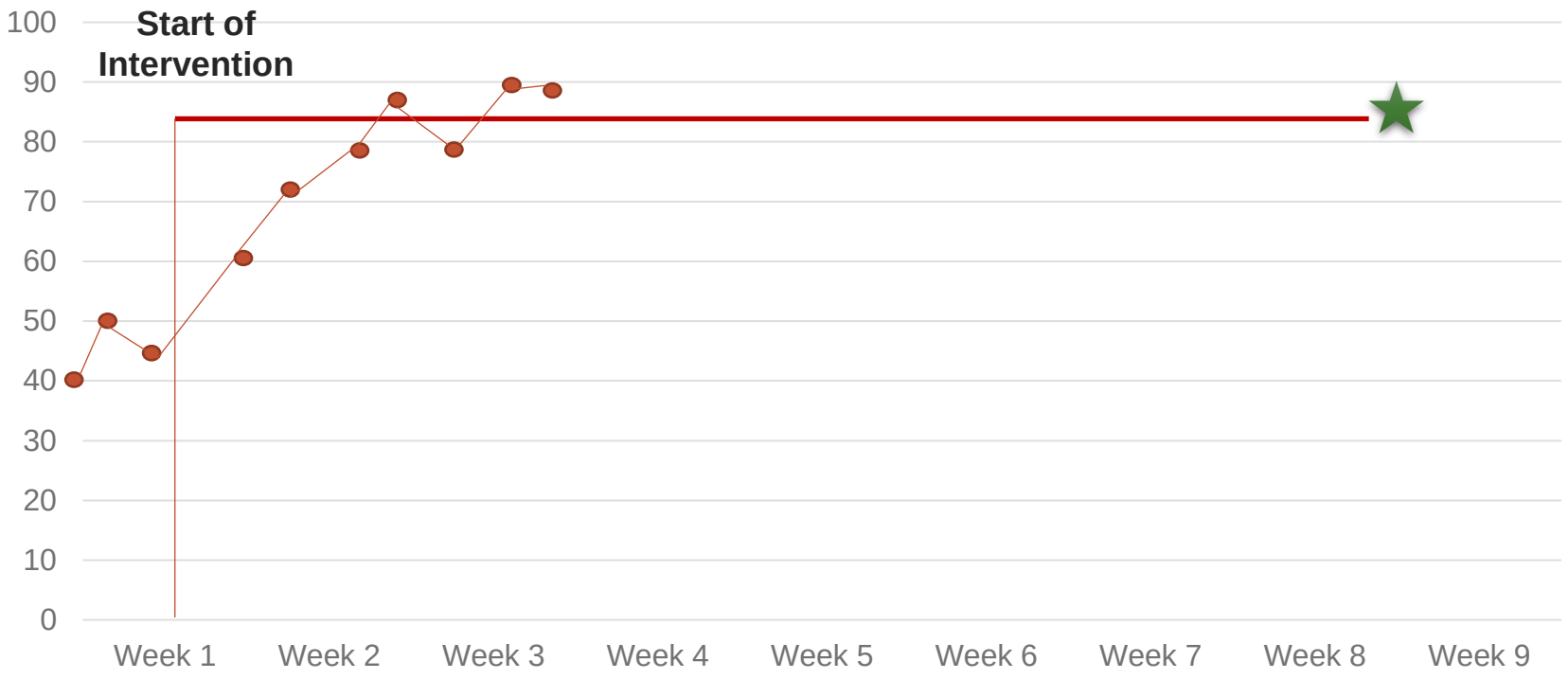


Analyzing Progress Monitoring Data: Initial Response

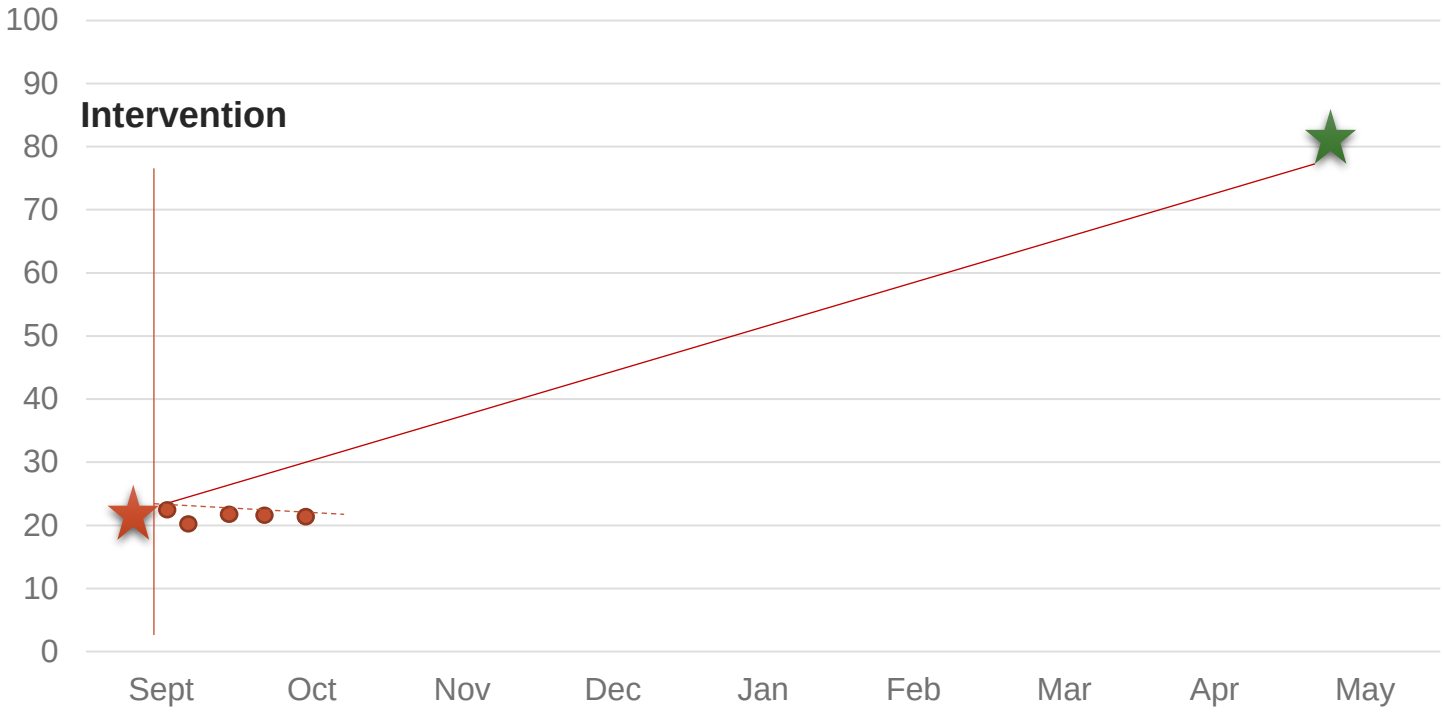


Analyzing Progress Monitoring Data: Behavior



Example graph showing weekly Check-In Check-Out (CICO) scores over 8 weeks.

Example: Student Response to an Initial Intervention



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.

What's next?

Progress Monitoring Data

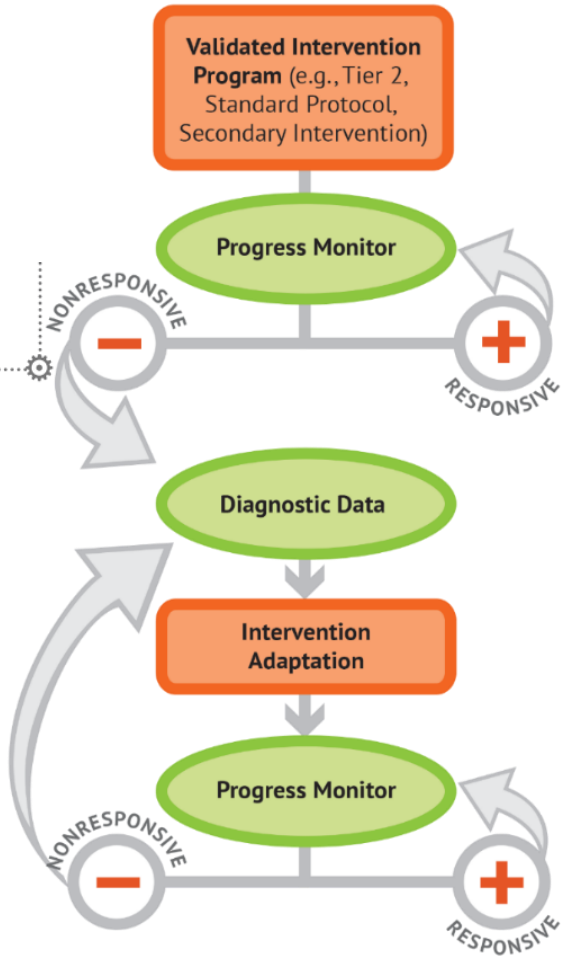
Fidelity of Implementation Data

ANALYZING DATA

Do data indicate that the intervention is working?

If no, **move to Step 3.**

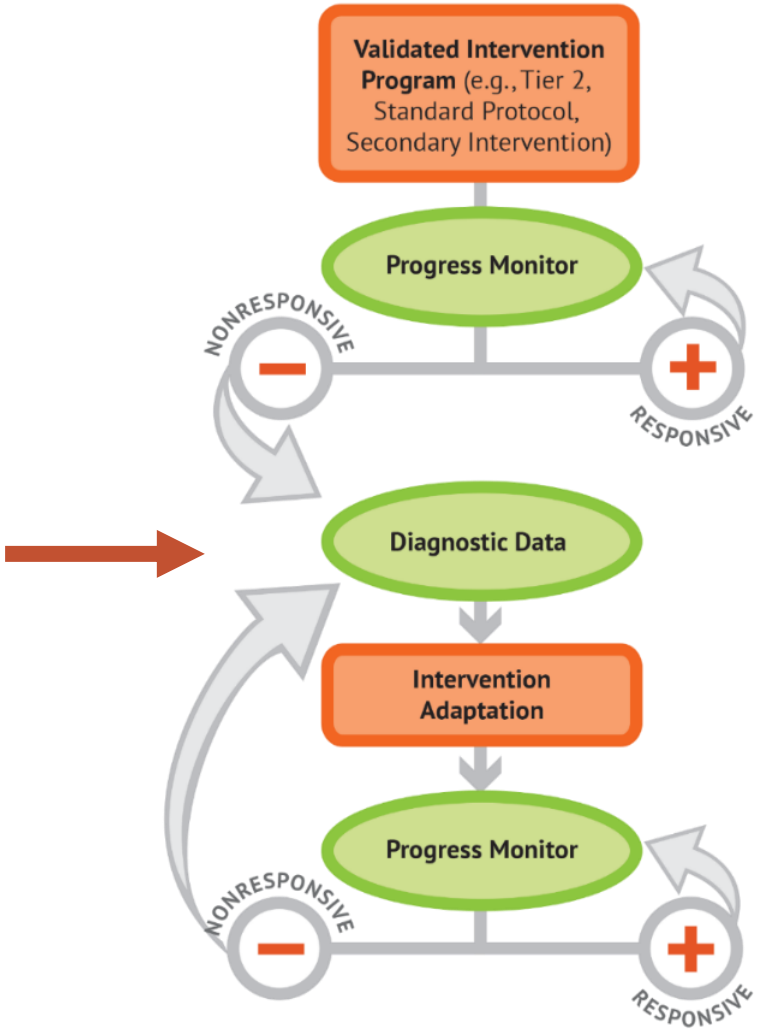
If yes, **move back to Step 1** and continue to provide the validated intervention and monitor progress.



DBI Step 3: Diagnostic Data

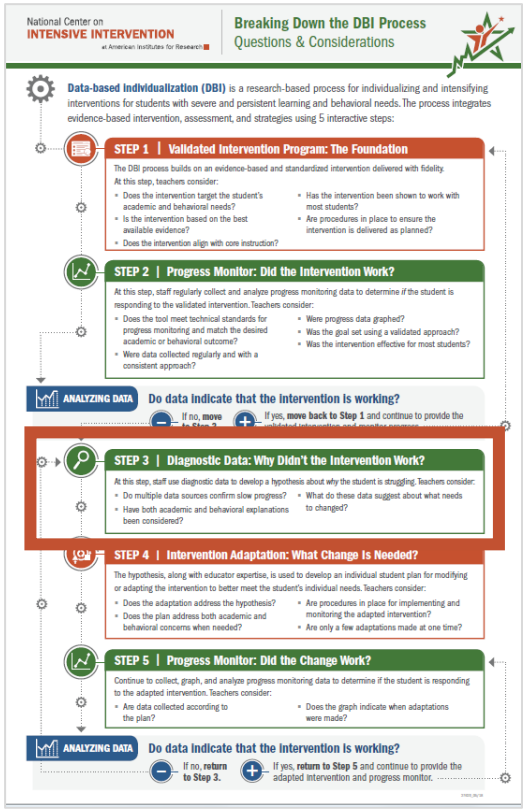
DBI Step 3: Diagnostic Data

Use informal diagnostic data to develop a **hypothesis** about why the student is not responding to the intervention.



Considerations for Diagnostic Data

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

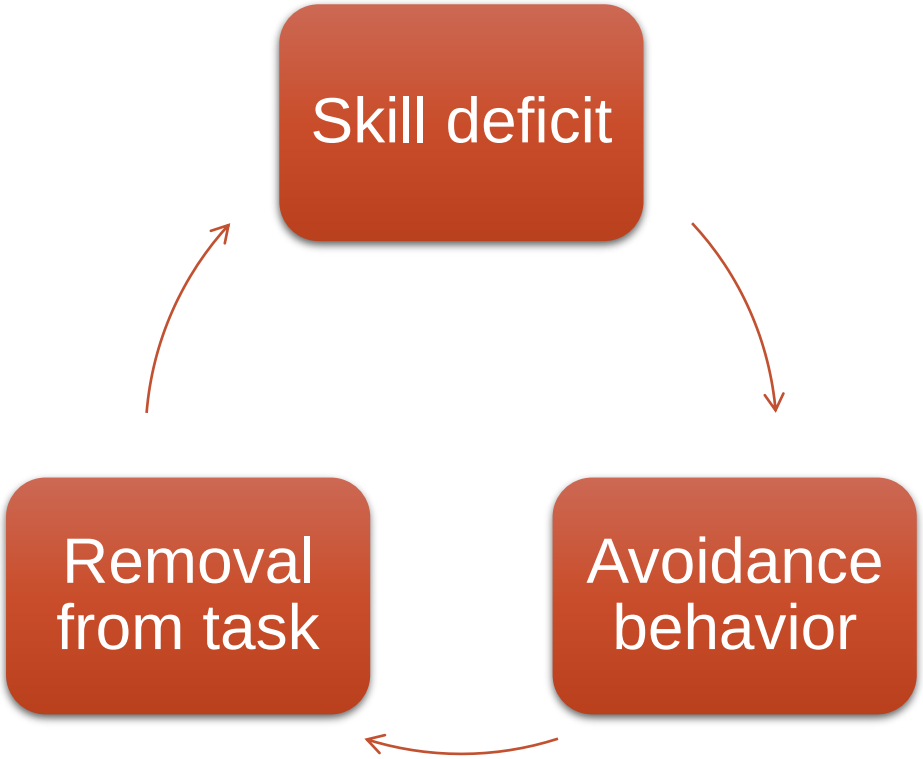


Examples of Diagnostic Data Sources

- Standardized assessments
- Class assessments
- Observations
- Work samples
- Functional behavioral assessment (FBA)
- Feedback from parents, teachers, and other staff

Literacy	Mathematics	Behavior
Examples of Common Diagnostic Data Sources • Error analysis of literacy progress monitoring data • Phonics Inventory • Running records • Intervention- or curricula-specific diagnostic tools • Word list reading (e.g., Dolch, Fry, curriculum sight word lists) • Analysis of student work (e.g., classroom assignments, work samples, tests) • Observation and anecdotal notes • Student or family interviews or checklists about reading behaviors *Examples of Published Tools for Diagnostic Assessment* • Informal Reading Inventory (Qualitative Reading Inventory) • Elementary Spelling Inventory (ESI) • Primary Spelling Inventory (PSI)	*Examples of Common Diagnostic Data Sources* • Error analysis of math progress monitoring data • Computation Error Analysis Practice • Mathematics Assessment Supplement • Analysis of student work (e.g., classroom assignments, work samples, tests) • Intervention- or curricula-specific diagnostic tools • Observation and anecdotal notes • Student or family interviews or checklists math behaviors	*Examples of Common Diagnostic Data Sources* *Identifying Function* 1.Interview Protocols, Checklists, and Planning Tools • Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequence • Functional Behavior Assessment Process • Functional Assessment Interview • Functional Assessment Checklist for Teachers and Staff (FACTS) • Function-Based Intervention and Positive Behavior Support Plan Worksheet 2.Observational Tools and Collecting Anecdotal Evidence • Behavior Assessment: Duration and Latency Recording • Behavior Assessment: Frequency and Interval Recording • ABC Checklist • ABC Report Form • Point Sheets/Behavior Report Cards *Identifying Appropriate Reinforcers* • Jackpot! Reward Finder • Forced-Choice Reinforcer Assessment: Guidelines *Examples of Published Tools for Diagnostic Assessment* • Direct Behavior Rating (DBR) • Strengths and Difficulties Questionnaire (SDQ)

Integration of Academics and Behavior

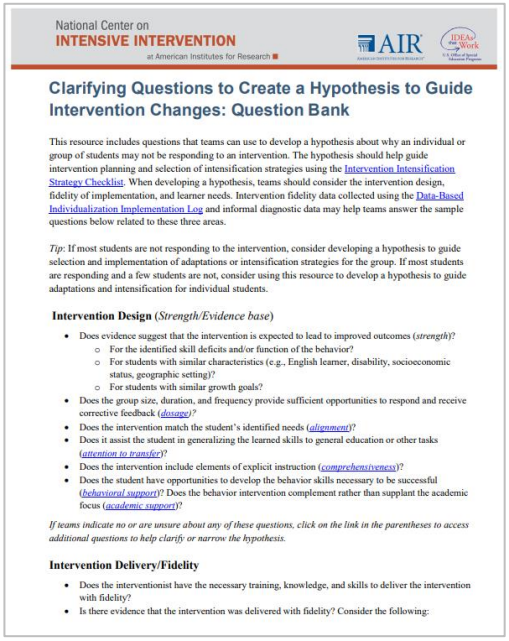


Clarifying Questions to Use When Developing a Hypothesis

- Are there elements of the **intervention design** that are impacting the student's response (i.e., dosage, alignment, behavioral supports)?

- Does data suggest there are concerns about the **delivery or fidelity** of intervention implementation (i.e., exposure, student engagement, quality of delivery, adherence)?

- Are there unique **learner needs or characteristics** that need to be addressed?



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Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank

This resource includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the Intervention Intensification Strategy Checklist. When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the Data-Based Individualization Implementation Log and informal diagnostic data may help teams answer the sample questions below related to these three areas.

Tip: If most students are not responding to the intervention, consider developing a hypothesis to guide selection and implementation of adaptations or intensification strategies for the group. If most students are responding and a few students are not, consider using this resource to develop a hypothesis to guide adaptations and intensification for individual students.

Intervention Design (*Strength/Evidence base*)

- Does evidence suggest that the intervention is expected to lead to improved outcomes (*strength*)?
  - For the identified skill deficits and/or function of the behavior?
  - For students with similar characteristics (e.g., English learner, disability, socioeconomic status, geographic setting)?
  - For students with similar growth goals?
- Does the group size, duration, and frequency provide sufficient opportunities to respond and receive corrective feedback (*dosage*)?
- Does the intervention match the student's identified needs (*alignment*)?
- Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
- Does the intervention include elements of explicit instruction (*comprehensiveness*)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (*behavioral support*)? Does the behavior intervention complement rather than supplant the academic focus (*academic support*)?

If teams indicate no or are unsure about any of these questions, click on the link in the parentheses to access additional questions to help clarify or narrow the hypothesis.

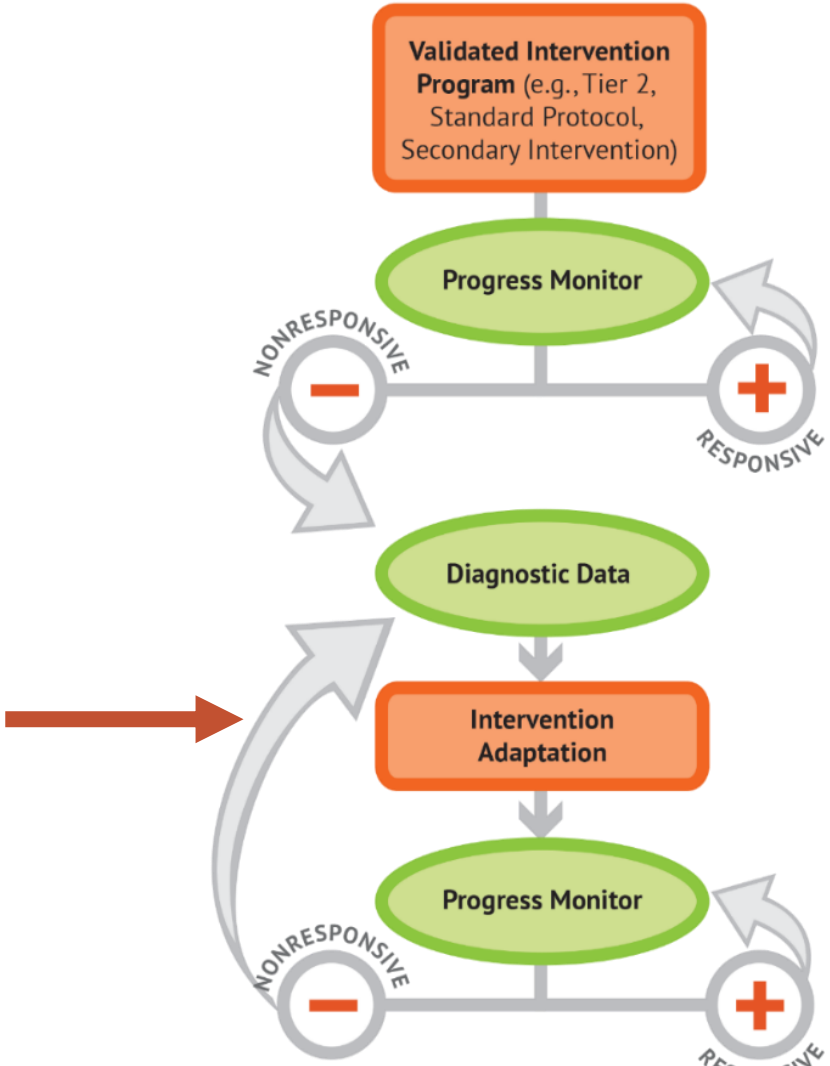
Intervention Delivery/Fidelity

- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention with fidelity?
- Is there evidence that the intervention was delivered with fidelity? Consider the following:

DBI Step 4: Intervention Adaptation

DBI Step 4: Intervention Adaptation

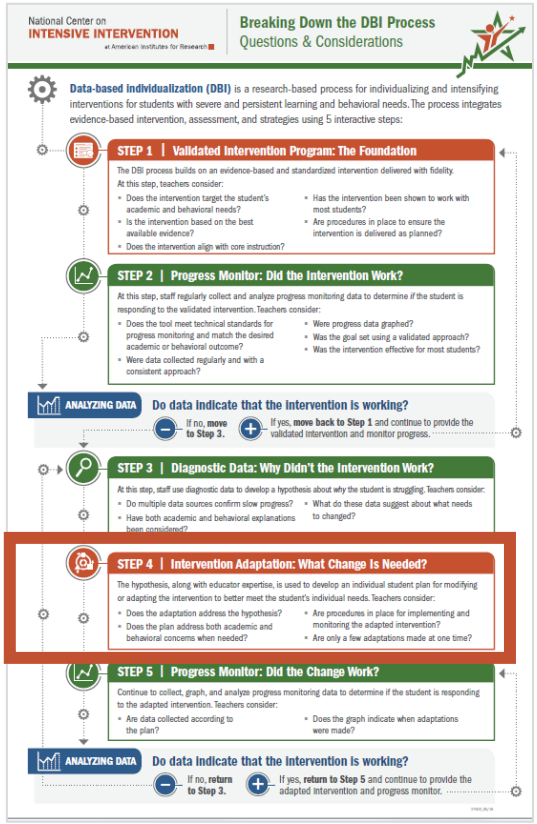
Intensify and individualize the intervention to address the hypothesis and the change needed.



Considerations for Intervention Adaptation

Considerations for Planning Intervention Adaptation:

- 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?



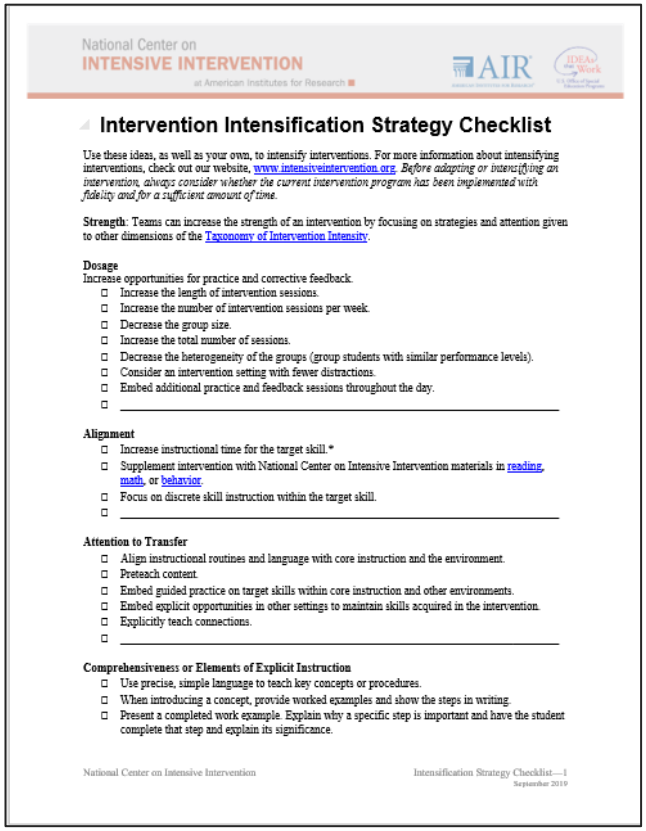
Individual Versus Group Adaptations

Are all students not responding? → Consider group-based adaptations.

Are most students responding, but a few students are not responding? → Consider individualized adaptations.

Strategies for Adapting Interventions

- Select strategies that address the hypothesis.
- Select a few important strategies.
- Consider easier change(s) first:
  - ✓ **Increase** dosage (i.e., intervention frequency, length of sessions, or duration).
  - ✓ **Decrease** group size.
  - ✓ **Decrease** heterogeneity of the intervention group.



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Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the Taxonomy of Intervention Intensity.

Dosage
Increase opportunities for practice and corrective feedback.
- ☐ Increase the length of intervention sessions.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐ _____

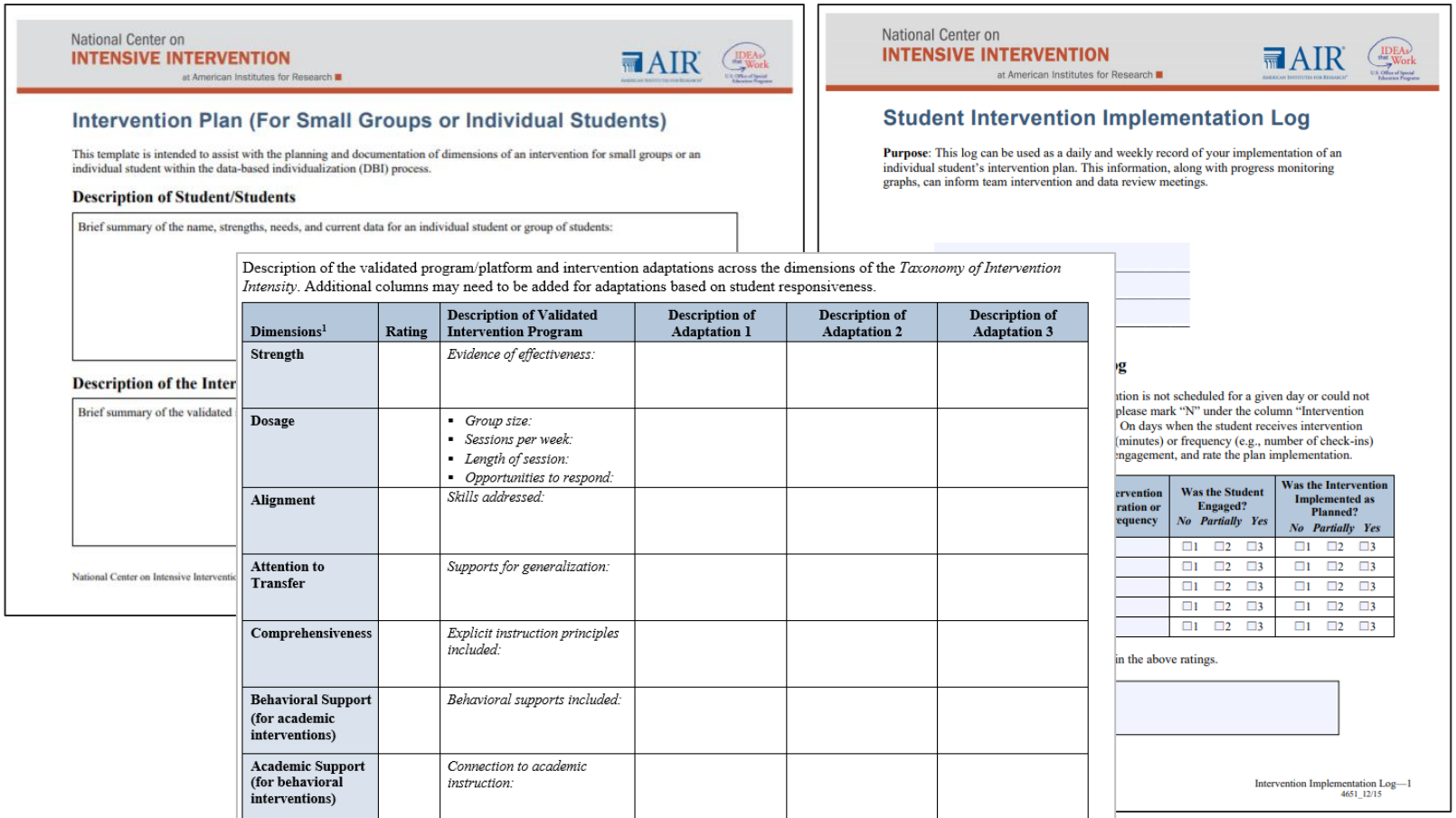
Alignment
- ☐ Increase instructional time for the target skill.*
- ☐ Supplement intervention with National Center on Intensive Intervention materials in reading, math, or behavior.
- ☐ Focus on discrete skill instruction within the target skill.
- ☐ _____

Attention to Transfer
- ☐ Align instructional routines and language with core instruction and the environment.
- ☐ Preteach content.
- ☐ Embed guided practice on target skills within core instruction and other environments.
- ☐ Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- ☐ Explicitly teach connections.
- ☐ _____

Comprehensiveness or Elements of Explicit Instruction
- ☐ Use precise, simple language to teach key concepts or procedures.
- ☐ When introducing a concept, provide worked examples and show the steps in writing.
- ☐ Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.

National Center on Intensive Intervention — Intensification Strategy Checklist—1
September 2019

Documenting and Monitoring Fidelity of Adapted Interventions



National Center on INTENSIVE INTERVENTION at American Institutes for Research

Intervention Plan (For Small Groups or Individual Students)

This template is intended to assist with the planning and documentation of dimensions of an intervention for small groups or an individual student within the data-based individualization (DBI) process.

Description of Student/Students

Brief summary of the name, strengths, needs, and current data for an individual student or group of students:

Description of the Inter

Brief summary of the validated

National Center on Intensive Interventi

Description of the validated program/platform and intervention adaptations across the dimensions of the *Taxonomy of Intervention Intensity*. Additional columns may need to be added for adaptations based on student responsiveness.

Dimensions[1]	Rating	Description of Validated Intervention Program	Description of Adaptation 1	Description of Adaptation 2	Description of Adaptation 3
Strength		*Evidence of effectiveness:*			
Dosage		▪ *Group size:* ▪ *Sessions per week:* ▪ *Length of session:* ▪ *Opportunities to respond:*			
Alignment		*Skills addressed:*			
Attention to Transfer		*Supports for generalization:*			
Comprehensiveness		*Explicit instruction principles included:*			
Behavioral Support (for academic interventions)		*Behavioral supports included:*			
Academic Support (for behavioral interventions)		*Connection to academic instruction:*			

[1] For a complete description of each dimension, access the Taxonomy of Intervention Intensity: Academics and Behavior handout.

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Student Intervention Implementation Log

Purpose: This log can be used as a daily and weekly record of your implementation of an individual student's intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

tion is not scheduled for a given day or could not please mark "N" under the column "Intervention On days when the student receives intervention (minutes) or frequency (e.g., number of check-ins) ngagement, and rate the plan implementation.

ervention ration or equency	Was the Student Engaged? *No Partially Yes*	Was the Intervention Implemented as Planned? *No Partially Yes*
	☐1 ☐2 ☐3	☐1 ☐2 ☐3
	☐1 ☐2 ☐3	☐1 ☐2 ☐3
	☐1 ☐2 ☐3	☐1 ☐2 ☐3
	☐1 ☐2 ☐3	☐1 ☐2 ☐3
	☐1 ☐2 ☐3	☐1 ☐2 ☐3

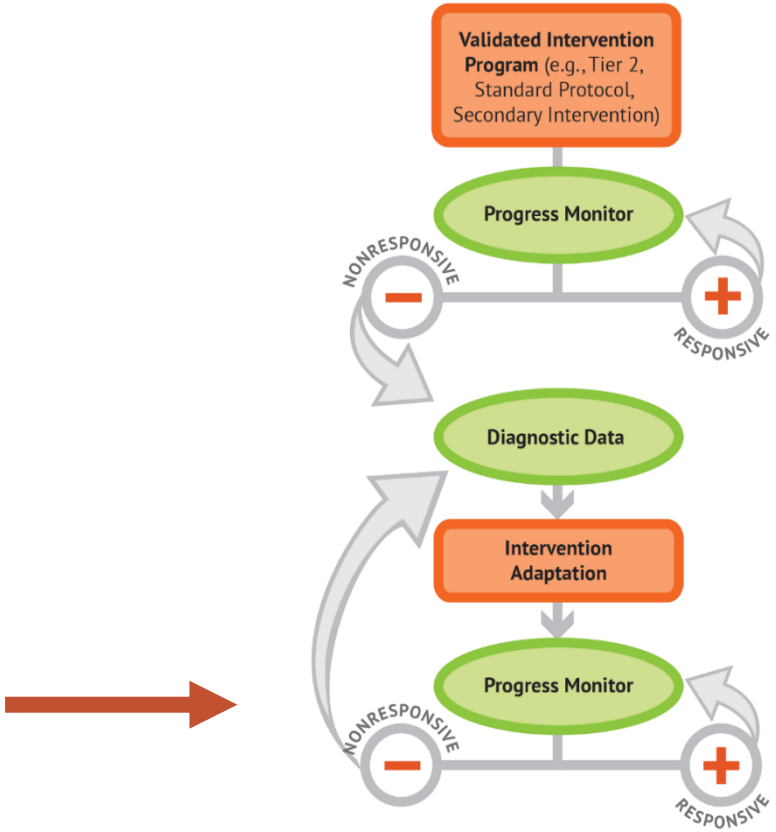
in the above ratings.

Intervention Implementation Log—1
4651_12/15

DBI Step 5: Progress Monitoring

DBI Step 5: Progress Monitoring

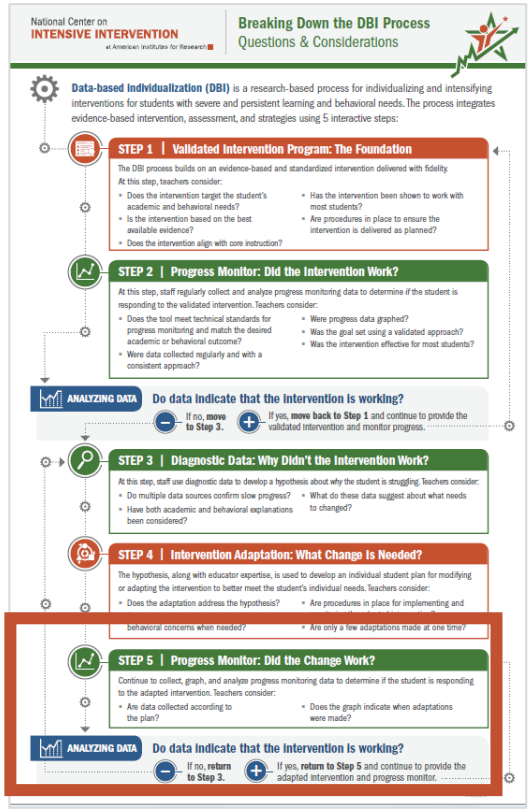
Monitor the student's response to the adaptation to assess whether the change worked as planned.



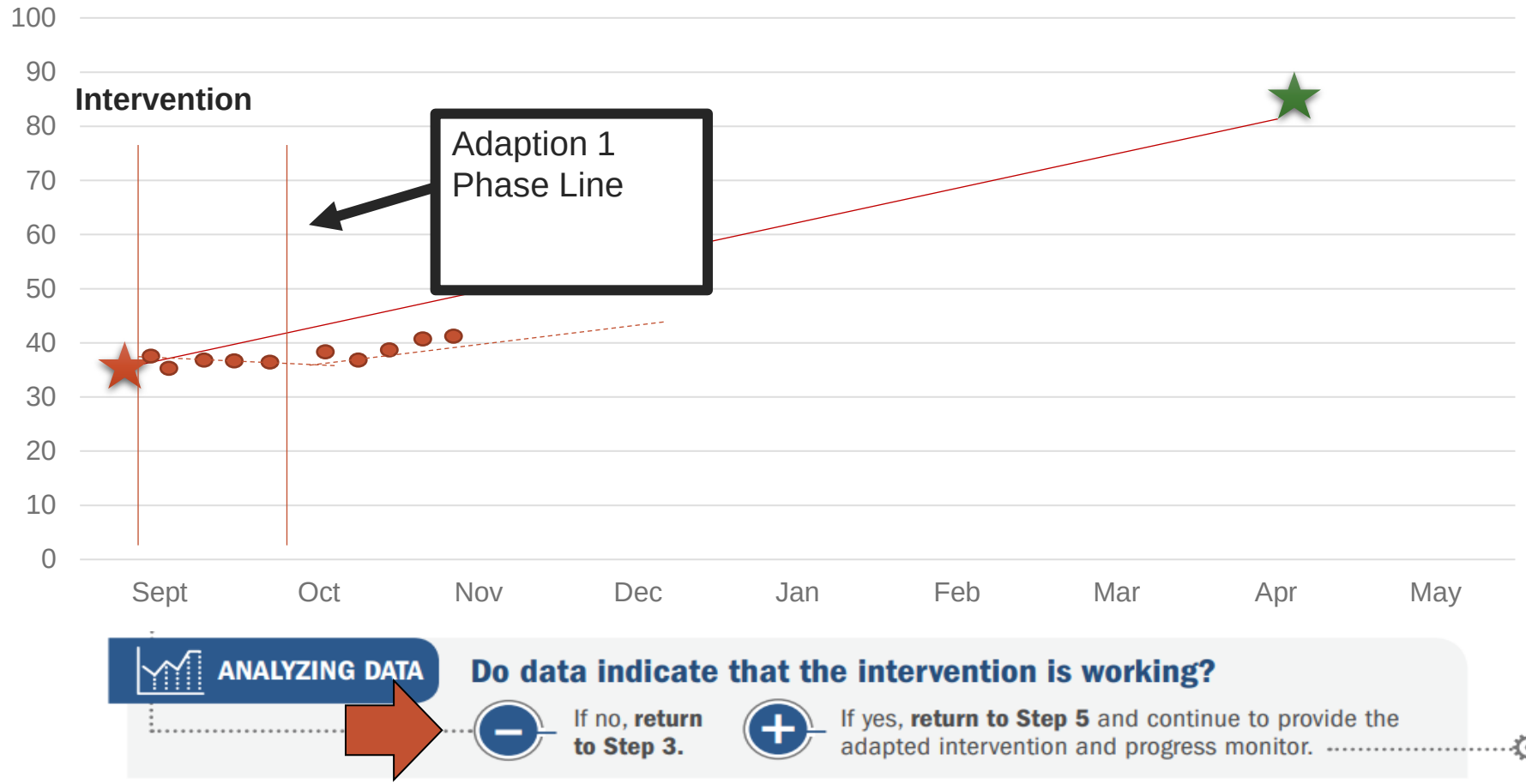
Considerations for Progress Monitoring

Considerations for Progress Monitoring (adapted intervention):

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

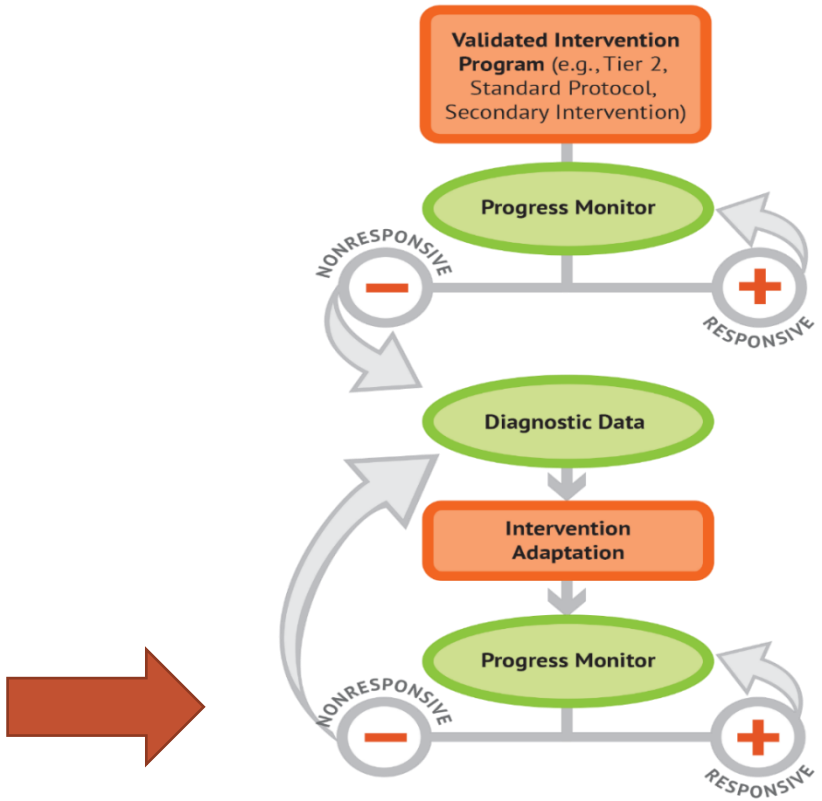


Example: Student Response to an Adapted Intervention



DBI Step 5: Progress Monitoring

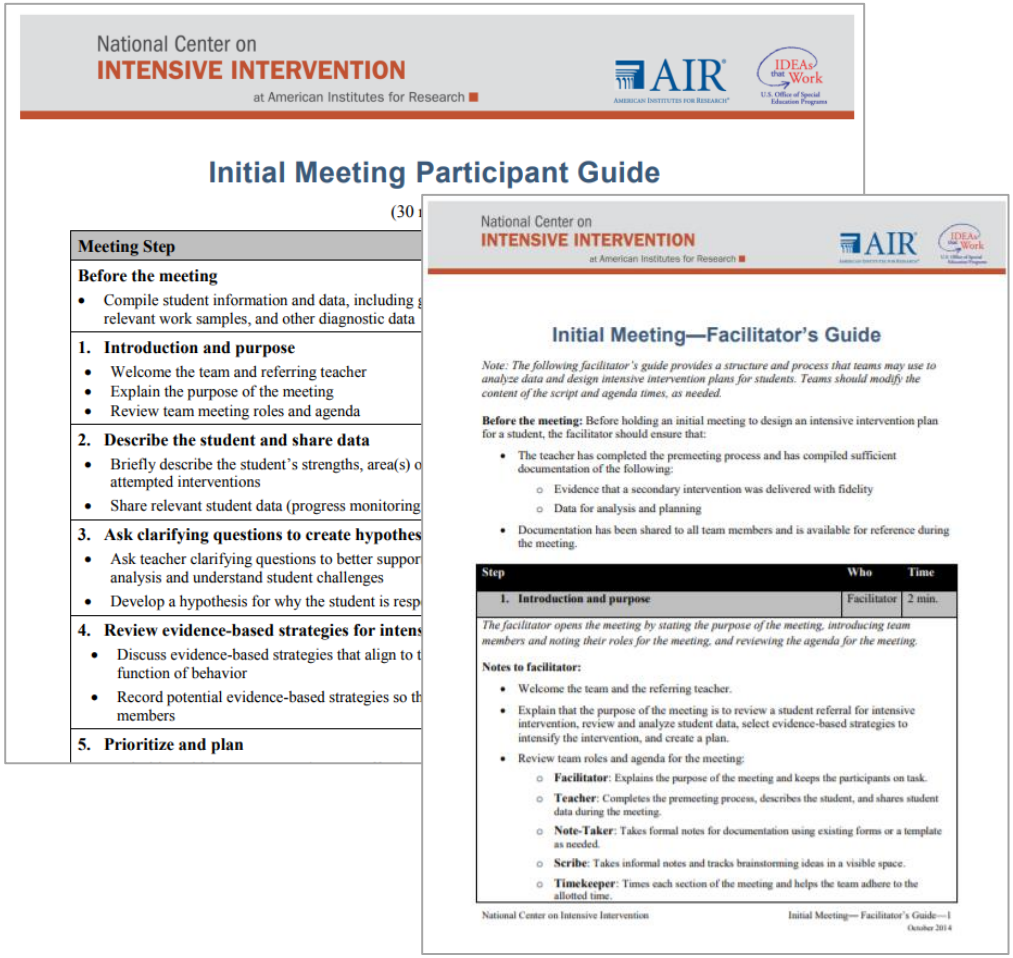
DBI is an ongoing process based on student responsiveness to the intervention.



Is that it? Is it that easy to implement Tier 3?

Tools to Facilitate Efficient and Timely Problem-Solving Meetings

- Facilitator Guides
- Participant Guides
- Note-Taking Resources



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Initial Meeting Participant Guide

(30 m

Meeting Step
Before the meeting
• Compile student information and data, including g relevant work samples, and other diagnostic data
1. Introduction and purpose
• Welcome the team and referring teacher • Explain the purpose of the meeting • Review team meeting roles and agenda
2. Describe the student and share data
• Briefly describe the student's strengths, area(s) o attempted interventions • Share relevant student data (progress monitoring
3. Ask clarifying questions to create hypothes
• Ask teacher clarifying questions to better suppor analysis and understand student challenges • Develop a hypothesis for why the student is resp
4. Review evidence-based strategies for intens
• Discuss evidence-based strategies that align to t function of behavior • Record potential evidence-based strategies so th members
5. Prioritize and plan

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Initial Meeting—Facilitator's Guide

Note: The following facilitator's guide provides a structure and process that teams may use to analyze data and design intensive intervention plans for students. Teams should modify the content of the script and agenda times, as needed.

Before the meeting: Before holding an initial meeting to design an intensive intervention plan for a student, the facilitator should ensure that:

- The teacher has completed the premeeting process and has compiled sufficient documentation of the following:
  - Evidence that a secondary intervention was delivered with fidelity
  - Data for analysis and planning
- Documentation has been shared to all team members and is available for reference during the meeting.

Step	Who	Time
1. Introduction and purpose	Facilitator	2 min.

The facilitator opens the meeting by stating the purpose of the meeting, introducing team members and noting their roles for the meeting, and reviewing the agenda for the meeting.

Notes to facilitator:

- Welcome the team and the referring teacher.
- Explain that the purpose of the meeting is to review a student referral for intensive intervention, review and analyze student data, select evidence-based strategies to intensify the intervention, and create a plan.
- Review team roles and agenda for the meeting:
  - **Facilitator**: Explains the purpose of the meeting and keeps the participants on task.
  - **Teacher**: Completes the premeeting process, describes the student, and shares student data during the meeting.
  - **Note-Taker**: Takes formal notes for documentation using existing forms or a template as needed.
  - **Scribe**: Takes informal notes and tracks brainstorming ideas in a visible space.
  - **Timekeeper**: Times each section of the meeting and helps the team adhere to the allotted time.

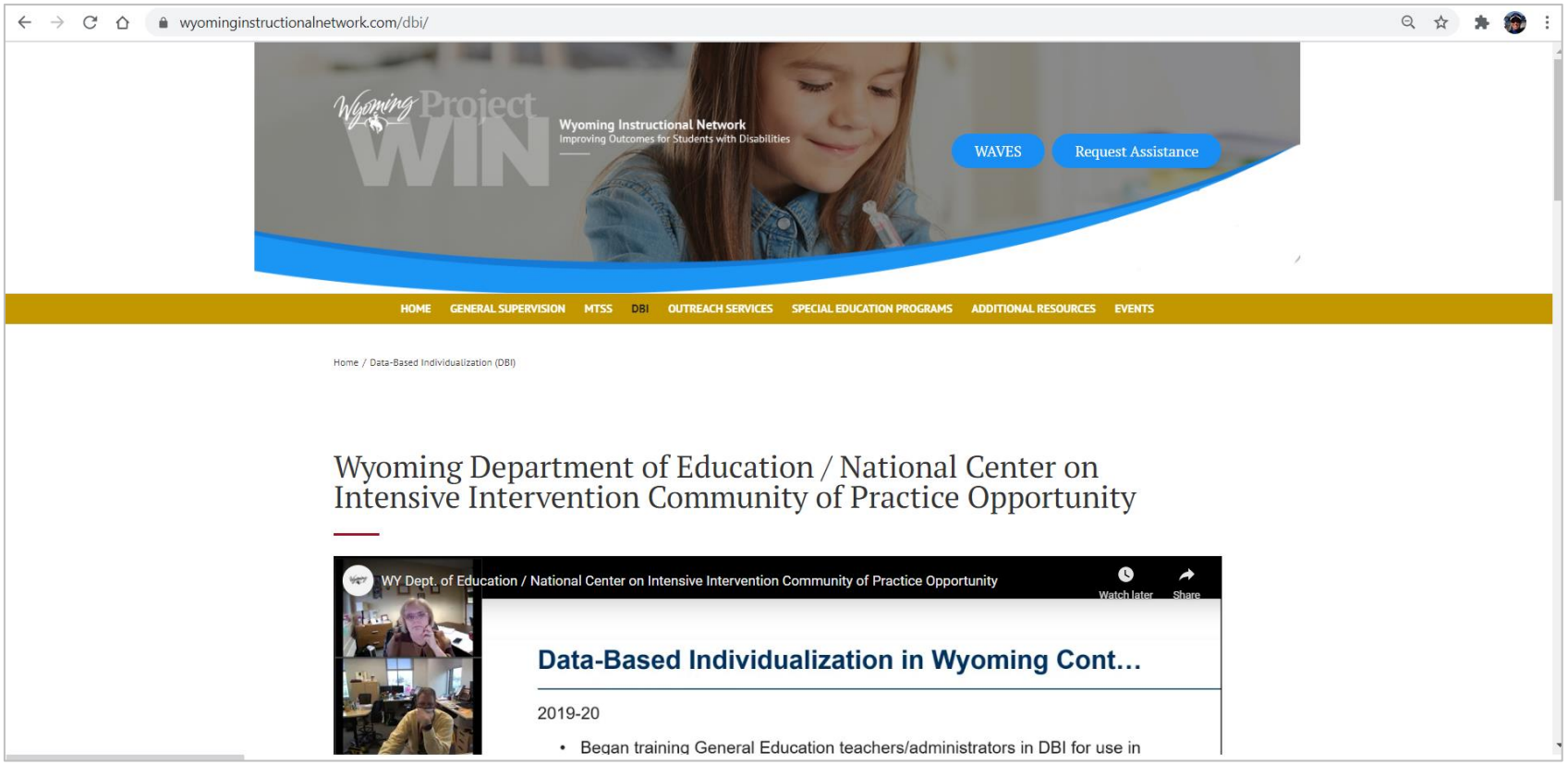
National Center on Intensive Intervention — Initial Meeting— Facilitator's Guide—1
October 2014

DBI Teaming Process – Validated Process for Efficient and Effective Meetings

1. Introduction and purpose	Facilitator	2 min.
2. Describe the student and share data	Referring teacher	5 min.
3. Ask clarifying questions to create hypothesis	Team	5 min.
4. Review evidence-based strategies for intensification	Team	8–10 min.
5. Prioritize and plan	Team	5–7 min.
6. Wrap-up and next steps	Facilitator	3 min.

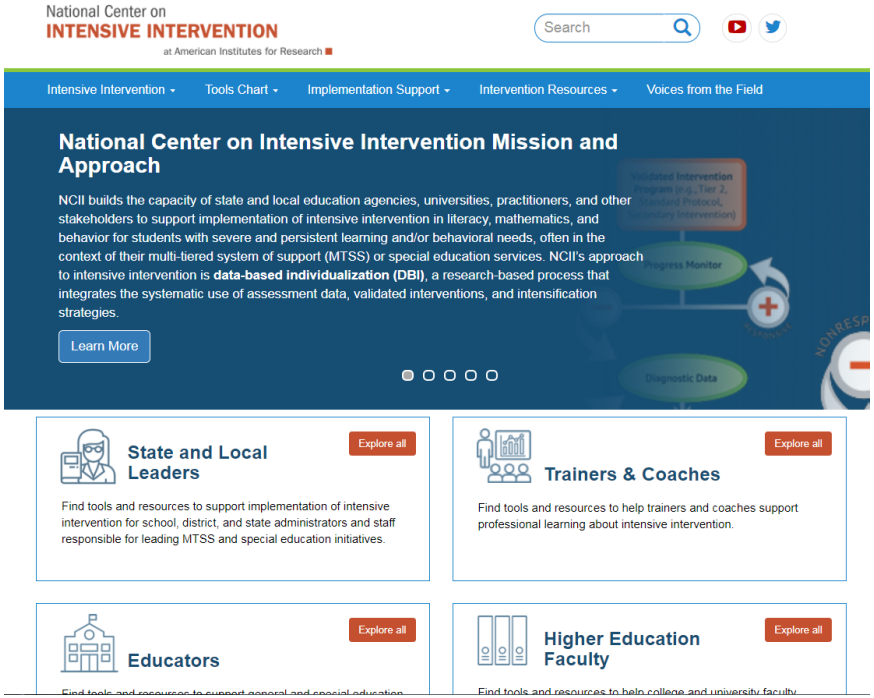
Visit the Wyoming Instructional Network to Learn More!

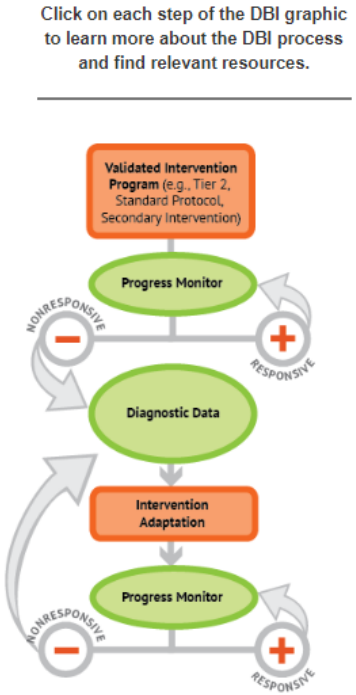
- https://wyominginstructionalnetwork.com/dbi/

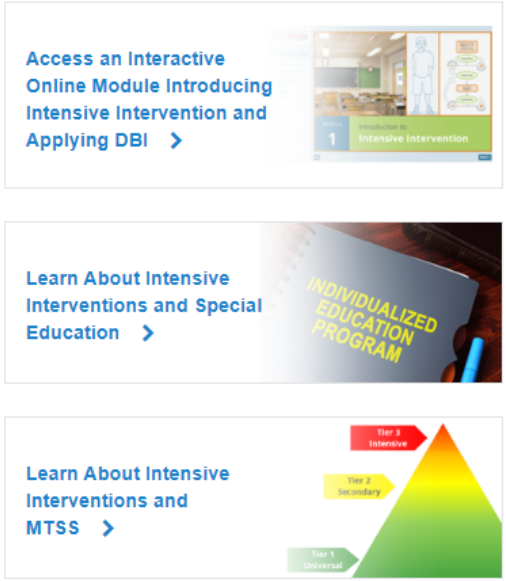


National Center on Intensive Intervention

Visit www.intensiveintervention.org







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