

DBI Implementation Interview

School: _____ District: _____ Date: _____

Content Areas (check): Reading Mathematics Behavior Grades (e.g., K–5): _____

Team Interviewed: _____ Facilitators: _____

Purpose:

The purpose of this interview is to provide a tool for collecting relevant information to determine schools' level of data-based individualization (DBI) implementation through interviews with school personnel and review of relevant materials. Information collected during the interview may be used in combination with the DBI Implementation Rubric to identify strengths and challenges with implementation. Information gathered during this process is intended to be used formatively by school teams and technical assistance providers to help focus future efforts and technical assistance supports.

Ratings:

The DBI Implementation Rubric provides a 5-point rating scale and descriptions of practices that would score a 1, 3, or 5. Interviewers (or teams conducting a self-assessment) may also assign the school a rating of 2 or 4 if the information collected suggests the school falls between the rubric descriptions. For example, if the school is performing at a level higher than the rubric describes for a 3 rating but not quite at the level described for a 5, the rating should be a 4 for that item.

This template supports separate ratings for reading, mathematics, and behavior; facilitators should prompt for information on each area as needed. Teams may choose to focus the interview only on the content area(s) in which they are currently implementing DBI. If a school is not implementing in a given area, facilitators may skip that column or select not applicable (N/A). For more global items that may not vary across areas, please enter the same rating in each of these three columns. To better support future planning, meeting facilitators should note strengths and weaknesses by area of implementation in the “Notes and Next Steps” column.

Introductory Script for Interviews:

[Begin with introductions of facilitators and school staff.] *Today we’re going to talk about how data-based individualization (DBI) is being implemented here at [school name] for students who need intensive intervention. This is not a personal evaluation; we are here to discuss what’s going well and barriers you have encountered in order to inform implementation goals and how we might support your school and other schools moving forward. When answering the interview questions, please think about those students who are receiving DBI rather than your broader system of assessment and intervention. For some questions, you may want to provide evidence or examples such as procedures manuals, sample intervention or assessment materials, meeting notes, intervention plans, or graphs of student data.*

During the interview, we will take notes and review any materials you would like to share. We also encourage all members of the team here today to contribute responses to interview questions. Do you have any questions about this process? [Pause] Great, let’s get started!

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.

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(a) District Leadership	<p>To what extent are district administrators aware of the DBI framework at your school? Please describe.</p> <p>To what extent do the actions taken and decisions made by district administrators improve the effectiveness of the DBI framework at your school? Please provide examples of how district leaders support DBI implementation at your school.</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(b) School Leadership	<p>To what extent are school administrators aware of the DBI framework at your school? Please describe.</p> <p>How do school leaders show their support for DBI implementation?</p> <p>Does your school have a designated person (or people) who coordinates DBI implementation? If yes, what percentage of that person’s time is devoted to overseeing and managing DBI?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
(c) School Schedules	<p>Are schedules aligned with multiple levels of instruction and intervention, based on student need? Please describe.</p> <p>How does the schedule reflect additional time beyond the core for interventions?</p> <p>Are schedules flexible to allow for changes in intervention and student groupings? Please describe.</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(d) Resources	<p>Are there adequate materials, programs, and other budgetary items available to support intervention and assessment? Please describe.</p> <p>How do the programs and materials match the needs of the students?</p> <p>Do interventionists have sufficient time and flexibility of schedule to provide intervention? Please describe.</p> <p>What is the process for monitoring the use of resources?</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:
(e) Cultural and Linguistic Responsiveness	<p>What efforts have been made to ensure that assessments and interventions take into account cultural and linguistic factors?</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:
(f) Communications With and Involvement of Parents	<p>Describe how you communicate the DBI process to parents whose children are receiving intensive intervention.</p> <p>How do you involve parents in decisions regarding their child’s participation in intensive intervention?</p> <p>How do you update parents on their child’s progress?</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(g) Communication With and Involvement of All Staff	<p>Are the teachers who work with students with intensive needs knowledgeable about the DBI framework? How do you inform teachers about the framework?</p> <p>Do teacher teams have time allocated for collaboration? How is various staff involved in DBI planning?</p> <p>Describe how you keep staff informed of student progress, including changes in intervention, as appropriate.</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:
(h) Participation of Students With Disabilities	<p>Are DBI strategies infused into special education planning for students who require it, as part of their IEP?</p> <p><i>Possible probes: Are students with individualized education programs (IEPs) progress monitored to identify if and when they need more intensive supports? When DBI is applied, is it integrated into an IEP rather than treated as a separate plan?</i></p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:

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

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
<p>(a) Process to Identify Students in Need of Intensive Intervention</p>	<p>Describe your process for identifying students who need DBI.</p> <p>Are students with disabilities included as part of this process?</p> <p>What criteria and guidelines are used to identify students, using what data? <i>Probe for differences across intervention area and grades, if applicable.</i></p> <p>Are there circumstances under which you will start DBI before a student has demonstrated nonresponsiveness to an evidence-based Tier 2 intervention?</p> <p><i>As needed, prompt for consideration of disability status or evidence of persistent, intensive need.</i></p>	<p>Rating (1–5): _____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5): _____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5): _____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(b) Academic Progress-Monitoring Tools	<p>Describe how you select progress-monitoring tools for students receiving intensive academic intervention.</p> <p><i>For the following, probe for both reading and mathematics. Also consider grade levels or skill area, as appropriate.</i></p> <p>Are there enough alternate/parallel forms to allow for progress monitoring at recommended intervals (e.g., weekly for intensive intervention)?</p> <p>Do tools identify acceptable or expected levels of performance?</p> <p>Are these performance levels valid and reliable? How do you know?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
(c) Behavior Progress-Monitoring Tools	<p>Describe how you select progress-monitoring tools for students receiving intensive behavioral intervention.</p> <p>Are the tools valid and reliable? How do you know?</p> <p>Can the tools be used repeatedly for frequent progress monitoring?</p> <p>Are tools sensitive to behavioral change? How do you know?</p> <p>Can the tools be used to establish benchmarks for acceptable behavior?</p>			<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(d) Progress-Monitoring Procedures	<p>Does a student receiving DBI have a progress-monitoring plan? Does this plan specify the progress-monitoring tool, assessment schedule, and goal?</p> <p>How are the tool and goal selected aligned with student skills?</p> <p>Is the frequency of progress monitoring appropriate for each student? Please describe.</p> <p><i>As needed, prompt team to consider the intervention, reasonable expected growth in the target skill or behavior, and intensity of student need, including the need for making intervention decisions.</i></p> <p>Are progress-monitoring data graphed?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
(e) Diagnostic Assessment	<p>When and how is diagnostic assessment used in your school? <i>(Examples include error analysis of progress monitoring data, work samples, functional behavior assessment, and standardized measures.)</i></p> <p><i>As needed:</i></p> <p>Is diagnostic assessment used to identify specific skill deficits or function of behavior?</p> <p>Do the results of diagnostic/functional assessment guide intervention adaptations?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(f) Fidelity of Assessment Implementation	<p>How do you ensure that assessments are administered and scored correctly?</p> <p>How do you monitor the fidelity of assessment implementation for each student receiving DBI? Do you have a formal plan for this?</p> <p><i>Consider administration and scoring procedures, as above, as well as schedule of assessment.</i></p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

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

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(a) Intensive Intervention	<p>When possible, is intensive intervention adapted from an evidence-based platform?</p> <p>How is intensive intervention more intensive than Tier 2 or secondary interventions?</p> <p>How is intensive intervention aligned to student needs?</p> <p>How do you determine intervention group size?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
(b) Adaptation of Intervention	<p>Are both quantitative (e.g., time) and qualitative (e.g., instructional approach) changes used based on student need?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(c) Fidelity of Implementation of Intervention	<p>Are interventions being implemented as intended in terms of dosage, grouping, and intervention components? Please describe.</p> <p>How do you monitor fidelity of implementation for intensive intervention?</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:
(d) Interventionist Characteristics	<p>Who delivers intensive intervention in your school? Describe their training and experience.</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:
(e) Relationship to Core Instruction	<p>Describe how intensive intervention is aligned with both student needs and grade-level academic or behavioral expectations.</p> <p>Are interventions relevant to core standards or schoolwide behavioral expectations? If not directly applicable to such standards, do they address prerequisite skills needed to meet those standards?</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:

4. DBI Process—The process for designing and delivering intensive intervention in academics and/or behavior to students in need

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
<p>(a) Team or Appropriate Support Mechanism</p>	<p>Do you have a team that makes data-based decisions as part of the DBI process?</p> <p><i>If yes:</i></p> <p>Does the team include individuals with various areas of expertise pertaining to intensive intervention (e.g., assessment, intervention in a specific area)?</p> <p>Does additional staff participate in the team as appropriate? (e.g., speech language pathologist or occupational therapist)?</p> <p><i>If no:</i></p> <p>Is intensive intervention delivered by interventionists who have access to another support mechanism for problem solving around data-based decision making?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
<p>(b) Regular Meetings</p>	<p>Do you have a regular meeting schedule for your DBI team (or other support mechanism)?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(c) Data Review	<p>Is adaptation of interventions driven by student data?</p> <p>For each student, do you set explicit goals, with clear rules for determining when adaptations will be made?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
(d) Documentation	<p>Do you have a written intervention plan for each student receiving DBI?</p> <p>Do student intervention plans describe intervention strategies and how it should be implemented (i.e., frequency, duration, and by whom)?</p> <p>Do student intervention plans include a goal and progress-monitoring procedures?</p> <p>Do teachers keep intervention logs (or track interventions in another way)?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>
(e) Decision Rules	<p>Does your school have clearly articulated decision rules for determining the need for additional adaptations?</p> <p>Are decision rules based on reliable, valid progress-monitoring data?</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Rating (1–5):</p> <p>_____</p> <p><input type="checkbox"/> N/A</p>	<p>Comments/Remarks:</p> <p>Considerations for future technical assistance:</p>

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(f) Implementation of DBI Process	Is the DBI process being implemented consistently for all students who require it? If so, how do you know? If not, what are your areas of concern?	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:

5. DBI Evaluation—System for collecting and analyzing data to measure fidelity and effectiveness of DBI

Item	Sample Interview Questions	Reading	Mathematics	Behavior	Notes and Next Steps
(a) Evaluation	<p>Have you set specific goals for your school’s DBI process?</p> <p>Do you have a plan to review DBI implementation?</p> <p><i>If yes:</i></p> <ul style="list-style-type: none"> • Is time allotted for relevant staff to review the school’s DBI implementation and make changes as needed? • What data do/will you review? <p>If you have previously met to review implementation, please describe your findings and any changes made thus far.</p>	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Rating (1–5): _____ <input type="checkbox"/> N/A	Comments/Remarks: Considerations for future technical assistance:

Given today’s discussion, what are your goals for implementation moving forward? What resources and supports might you need to achieve these goals?