IDC IDEA DATA CENTER

Building Capacity for High-Quality *IDEA* Data

ii15

In collaboration with **DaSy, ECTA, NCSI, & NTACT**

Resources to Support Implementation of Evidence Based Practices in Academics and Behavior

SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015
Sarah Arden, NCSI

Jacksonville, FL; May 12-13, 2015
Sarah Arden, NCSI

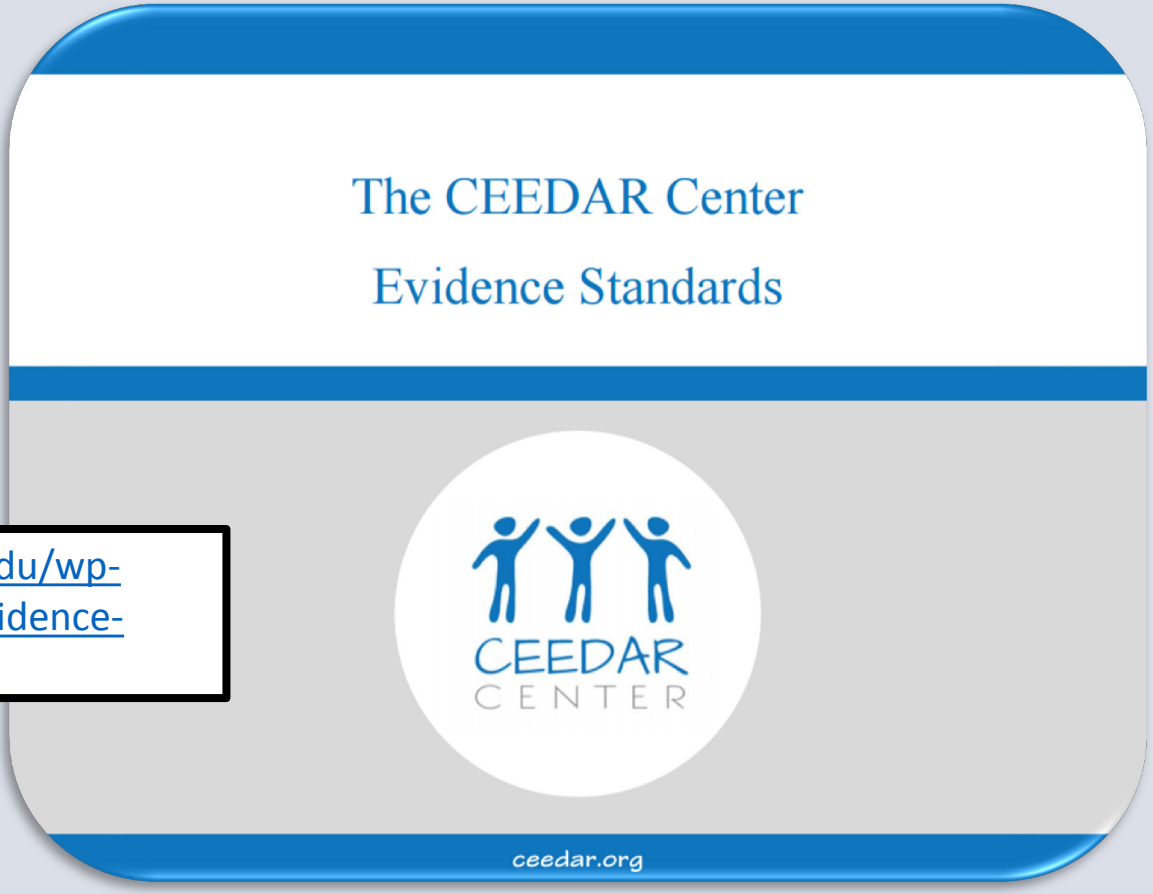
Chicago, IL; May 27-28, 2015
Lauren Artzi, NCSI

Session Overview

- What is an evidence-based practice? (IRIS, CEEDAR, WWC, BEE)
- Intensive Intervention and Data-based Individualization (NCII)
- Innovation configurations (CEEDAR)
- Early Childhood (ECTA Center)
- Scaling up (SISEP Center)
- NCSI Resources

What are evidence-based and promising practices?

Levels of Evidence Pertinent to Special Education



http://ceedar.education.ufl.edu/wp-content/uploads/2014/08/Evidence-Based-Practices-guide.pdf

Includes Single-Subject and Correlational Designs

Strong Evidence-Based Practice

Group Experimental & Quasi-Experimental Designs	Single-Subject Designs	Correlational Designs
• Group experimental designs with random assignment of participants to conditions. • Group quasi-experimental designs in which experimental and control groups were equivalent before treatment began.	• Practice is operationally described. • Context and outcomes are clearly described. • Practice is implemented with documented fidelity. • Practice is functionally related to outcomes.	• A noteworthy correlation (i.e., ≥ _.30) between the intervention predictor and the outcome exists. • Alternative explanations for the impact of the intervention predictor on the outcome were examined.
AT LEAST one strong causal design study that is well implemented with positive effects **AND** one moderately strong causal design study that is well implemented with positive effects **FROM** at least two independent research teams **AND** none with negative effects. **OR** **AT LEAST** four moderately strong causal design studies that are well implemented with positive effects **FROM** at least two independent research teams **AND** none with negative effects.	**AT LEAST** five or more single-subject design studies that are well implemented with positive effects, **AND** the body of studies must have included 20 or more participants **FROM** at least three independent research teams **AND** none with negative effects.	**AT LEAST** five or more correlational design studies that are well implemented with positive effects **FROM** at least three independent research teams **AND** none with negative effects.

Includes Emerging Practice

Evidence of Emerging Practice

Policy	Clinical	Emerging Practice
AT LEAST a practice supported by professional education organizations (e.g., general education, special education, psychology, speech pathology, school administration, teacher education); published in policy documents; vetted by qualified and recognized professionals; and published by the organization **OR** a practice supported by state or federal agencies and published in agency documents (e.g., websites) after a validating process that is described and supported by the professional literature and has undergone a defensible peer- or agency-review process.	**AT LEAST** a practice documented in the literature, supported by peer-reviewed references, and published in professional journals in general and special education, psychology, speech pathology, school administration, teacher education, etc. **OR** a practice documented in the literature, supported by peer-reviewed references, and published in professional journals of a related or relevant discipline such as psychology.	**AT LEAST** developed through documented review of the professional literature, validated by preliminary data, and presented before a professional audience (e.g., professional conference in peer-reviewed submission, final report of a research grant).

What is a promising practice?

- Bryan Cook discusses a promising practice on the IRIS Evidence-based Practices Module.

Bryan Cook, PhD

Professor, Special Education

University of Hawai'i at Mānoa

Bryan Cook discusses the differences between evidence-based practices and promising practices and how to prioritize their use. (time: 3:05).

00:00 00:00

View Transcript

http://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q1/p01/transcript/#content

IRIS Evidence-Based Practices Modules

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

This Module, the first in a series of three, discusses the importance of identifying and selecting evidence-based practices.

▶ Show Available Elements View Module Outline

Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity

This Module addresses how to implement an evidence-based practice with

Available Elements View Module Outline

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

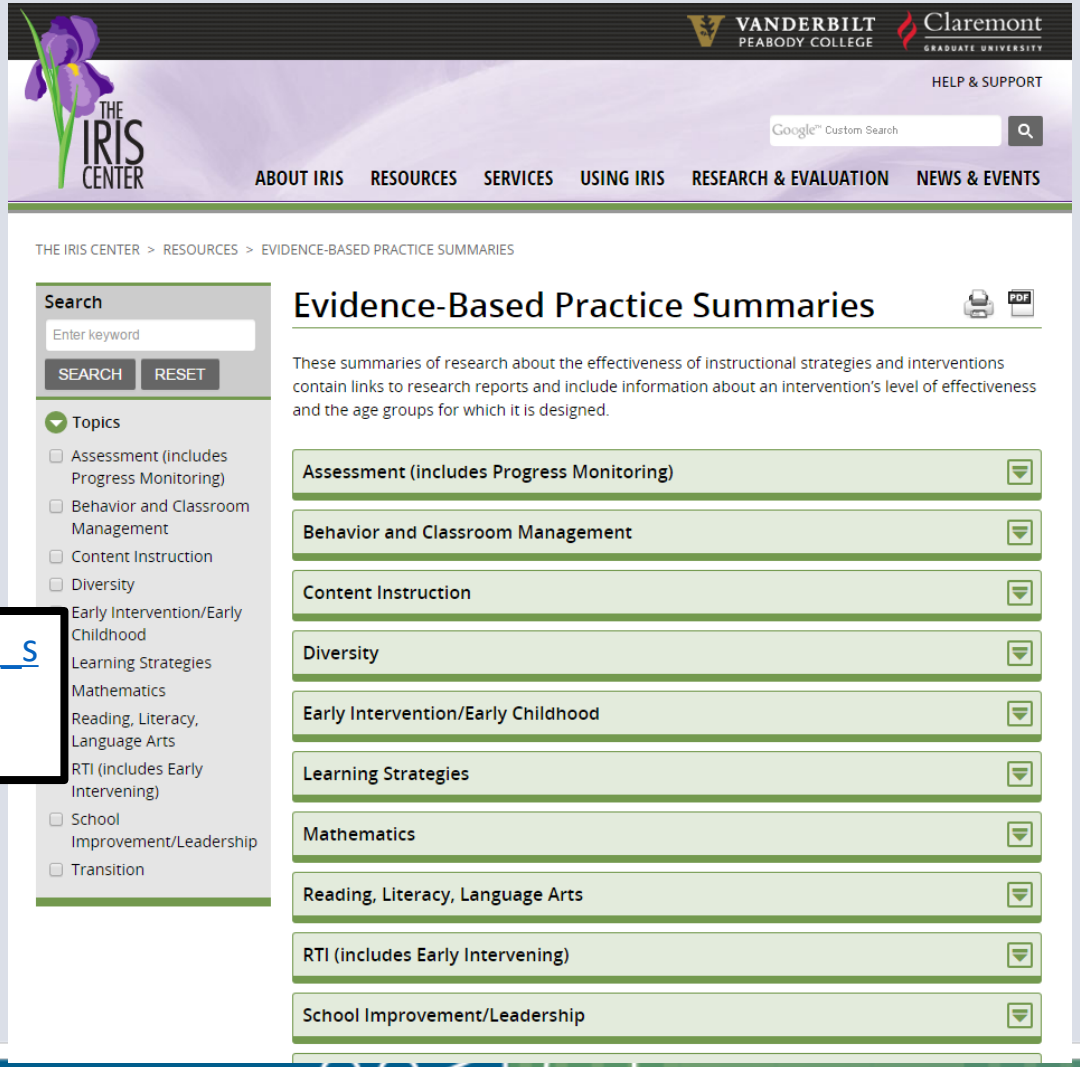
This Module examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working.

▶ Show Available Elements View Module Outline

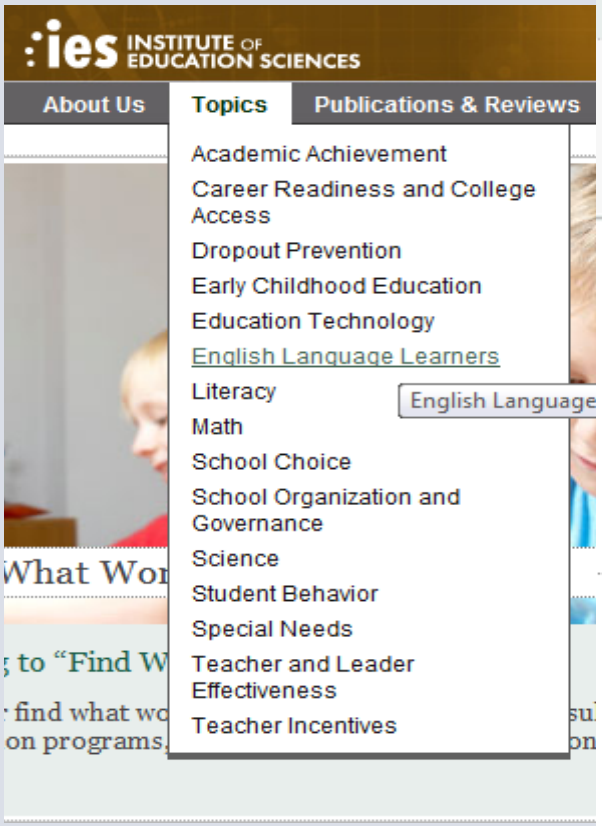
http://www.ectacenter.org/topics/evbased/evbased.asp

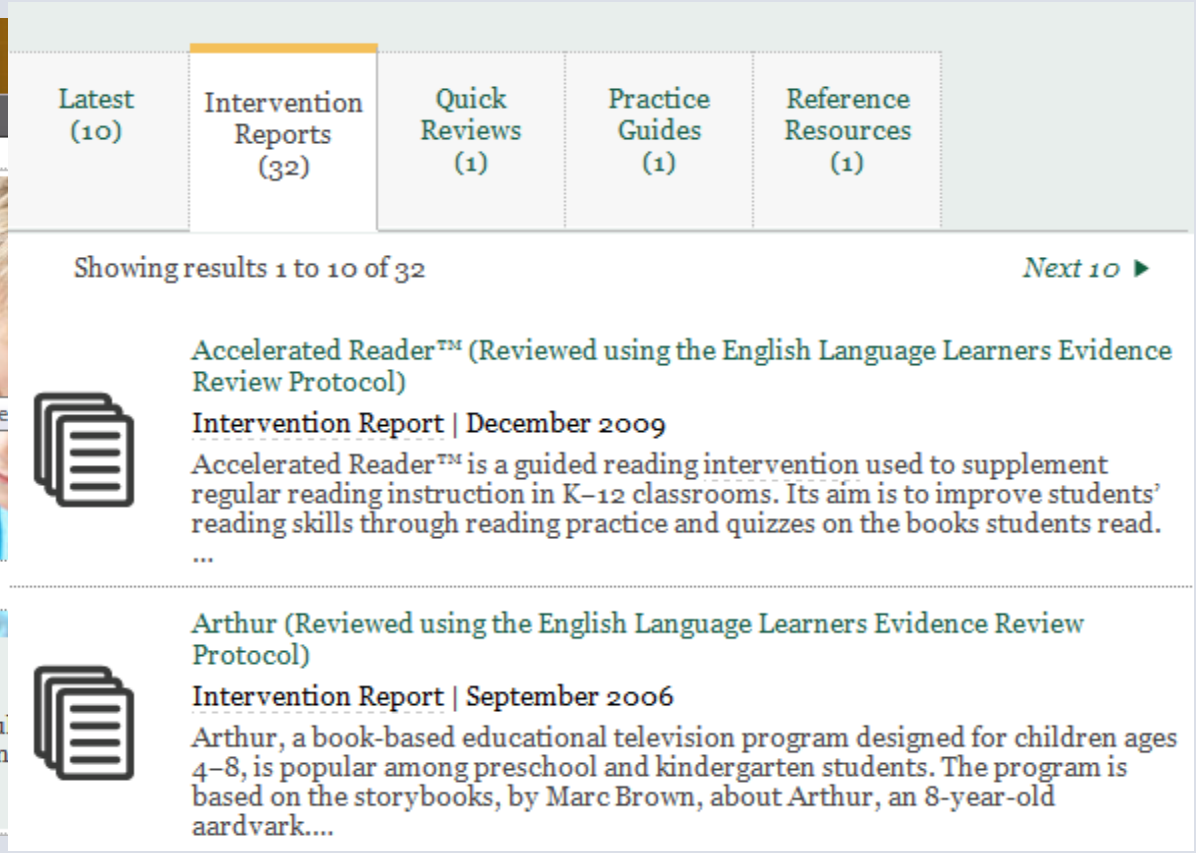
IRIS Evidence-based Practice Summaries

http://iris.peabody.vanderbilt.edu/ebp_summaries/



Identifying Interventions on What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/)





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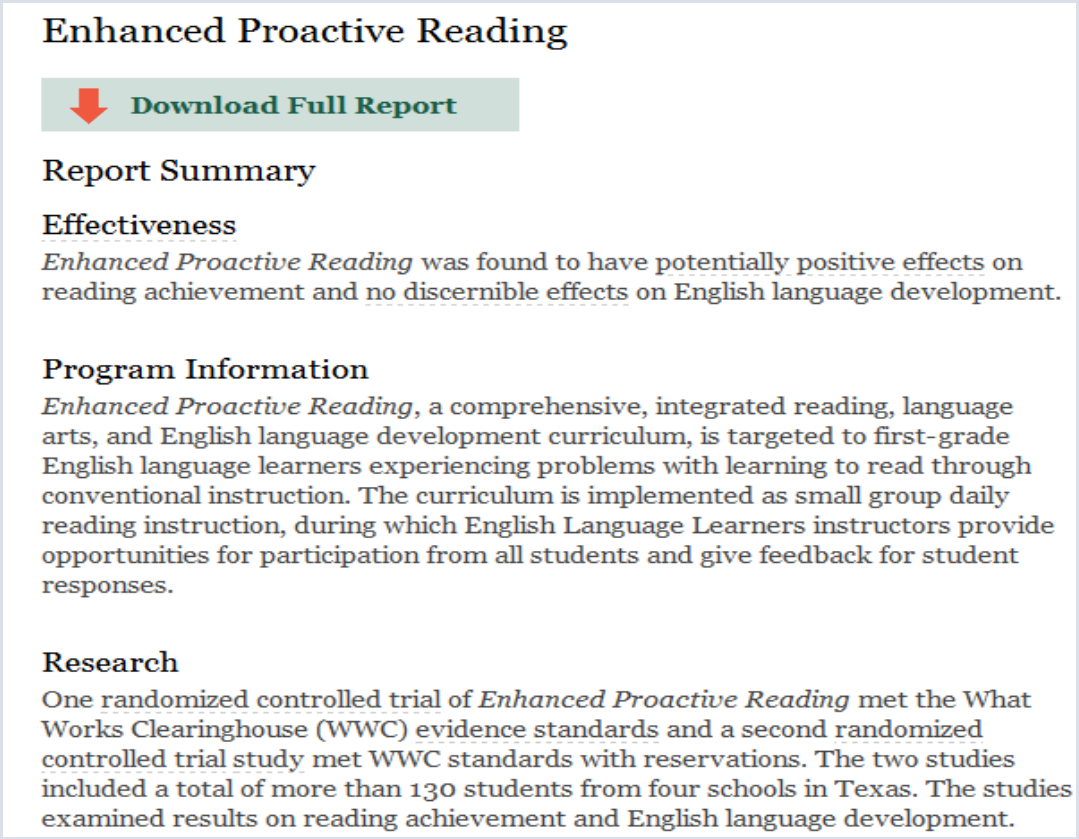


Enhanced Proactive Reading

Download Full Report

Report Summary

Effectiveness

Enhanced Proactive Reading was found to have potentially positive effects on reading achievement and no discernible effects on English language development.

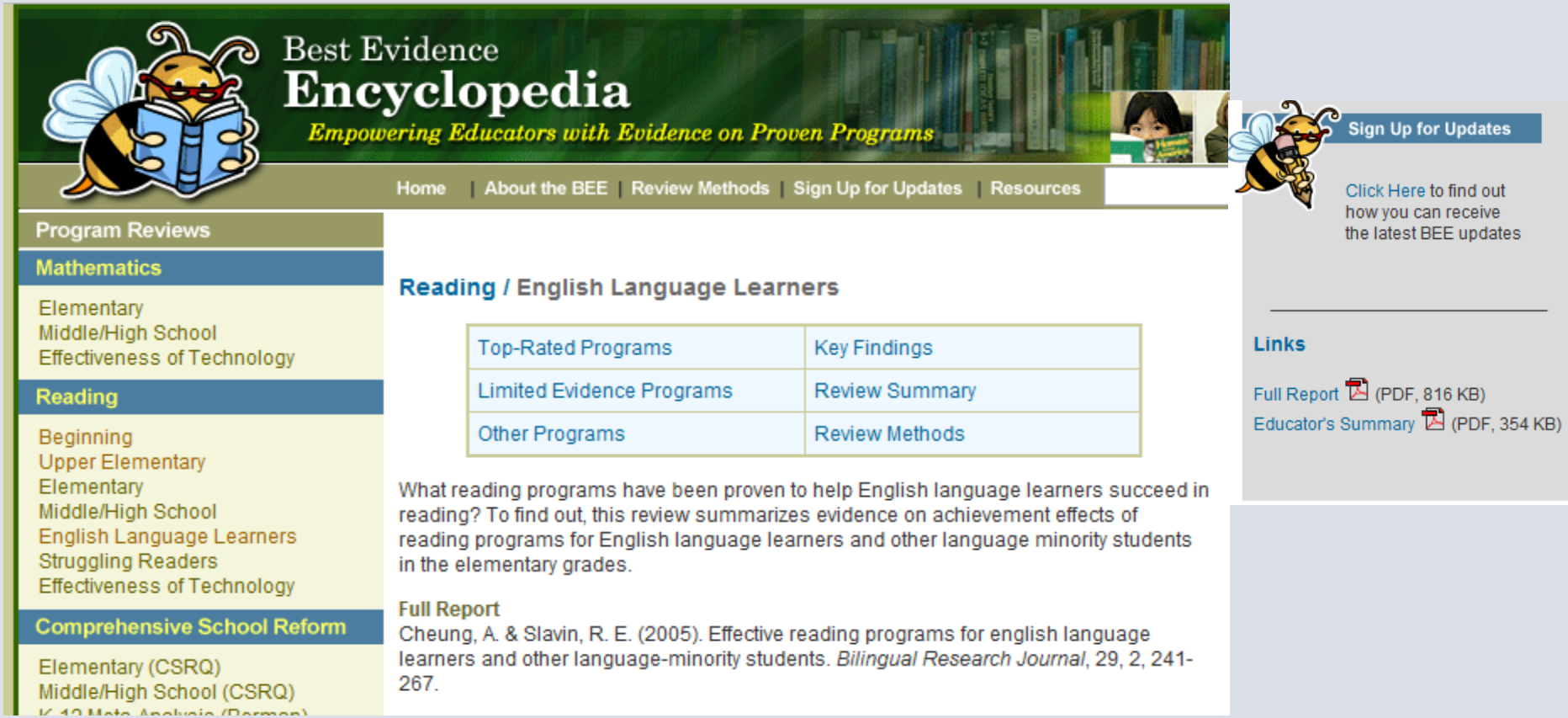
Program Information

Enhanced Proactive Reading, a comprehensive, integrated reading, language arts, and English language development curriculum, is targeted to first-grade English language learners experiencing problems with learning to read through conventional instruction. The curriculum is implemented as small group daily reading instruction, during which English Language Learners instructors provide opportunities for participation from all students and give feedback for student responses.

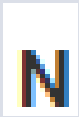
Research

One randomized controlled trial of *Enhanced Proactive Reading* met the What Works Clearinghouse (WWC) evidence standards and a second randomized controlled trial study met WWC standards with reservations. The two studies included a total of more than 130 students from four schools in Texas. The studies examined results on reading achievement and English language development.

Identifying Interventions on Best Evidence Encyclopedia (www.bestevidence.org)



Best Evidence Encyclopedia Evidence Ratings

- Strong evidence of effectiveness
- Moderate evidence of effectiveness
- Limited evidence of effectiveness: strong evidence of modest effects
- Limited evidence of effectiveness: weak evidence with notable effects
- No qualifying studies 

Identifying Interventions on Best Evidence Encyclopedia (www.bestevidence.org)

Top-Rated Programs

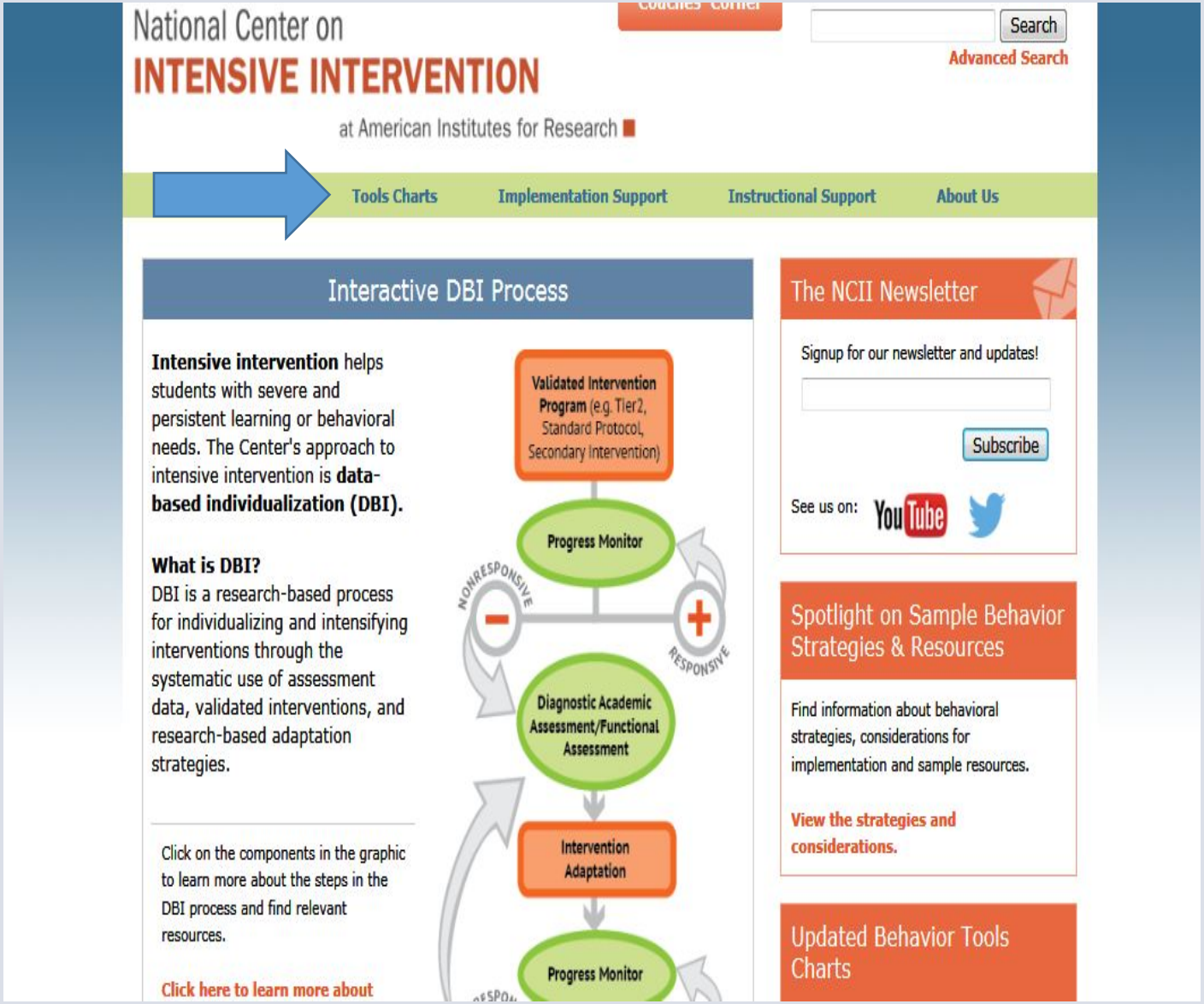
Beginning Reading Programs for English Language Learners

Moderate Evidence of Effectiveness			
Rating	**Program**	**Description**	**Contact / Website**
	Small group tutoring using Direct Instruction- English	Tutoring for struggling students, grades K-3, using Direct Instruction materials.	E-mail: info@nifdi.org Website: www.nifdi.org
	Success for All: Bilingual and English	Comprehensive school reform model for grades K-8 emphasizing cooperative learning, phonics, frequent assessment, tutoring, and parent involvement. Versions available for English language development, transitional bilingual education, and two-way bilingual.	E-mail: nmadden@successforall.org Website: www.successforall.org

Data-Based Individualization and Intervention Resources

Intensive Intervention

Focus: Implementation of intensive interventions



Resources: Preparing for Implementation

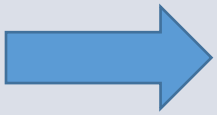
- Systems level considerations—infrastructure and staff commitment
  - Module to assess and support readiness to implement DBI
- Identifying intervention and assessment tools for mathematics and behavior
  - Tools charts
  - Sample lessons and activities
- Consistent procedures and documentation
  - Student meeting tools

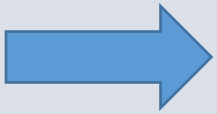
Webinars

View archived webinars and look for announcements about the next live webinar: www.intensiveintervention.org

Stakeholder Engagement

Selecting Evidence Based Tools





Webinars

A webinar (Web + Seminar) is a short presentation that you can view from our site and watch at a time that works best for you. Our webinars are presented by experts in the field of special education and data-based individualization in academics and behavior. To search through all of our resources by keyword, use the **Advanced Search**.

Data Rich, Information Poor? Making Sense of Progress Monitoring Data to Guide Intervention Decisions — February 2014 (1:11:34)
Developed By: National Center on Intensive Intervention
This webinar, led by Drs. Lynn Fuchs and Lee Kern of Lehigh University addresses a challenge faced by many teachers: feeling inundated by data while struggling to find useful information to guide intervention decision-making

Bringing Families to the Table: Family Engagement for Struggling Students — October 2013 (59:26)
Developed By: National Center on Intensive Intervention
This webinar, presented by Kate Augustyn, Debra Jennings, and Kelly Orginski, discusses the importance of family engagement and provides examples of ways to engage families to support students.

Using Secondary Interventions to Set the Foundation for Effective Intensive Intervention — June 2013 (30:38)
Developed By: National Center on Intensive Intervention
This webinar, presented by **Laura Magnuson**, a technical assistance provider for NCII, provides an overview of the rationale and purpose for secondary or Tier II interventions.

Selecting Evidence-Based Tools for Implementing Intensive Intervention — May 2013 (37:11)
Developed By: National Center on Intensive Intervention
This webinar presented by **Dr. Allison Gruner Gandhi**, reviews the NCII tools chart on academic interventions, and how practitioners can use these charts to gather information about, and ultimately select, interventions that meet their needs.

Monitoring Student Progress for Behavioral Interventions — April 2013 (1:10:53)
Developed By: National Center on Intensive Intervention
This webinar presented by Dr. Daniel Maggin, shares methods for collecting behavioral data, procedures for examining behavioral data, and discusses using behavioral progress monitoring to make programming decisions.

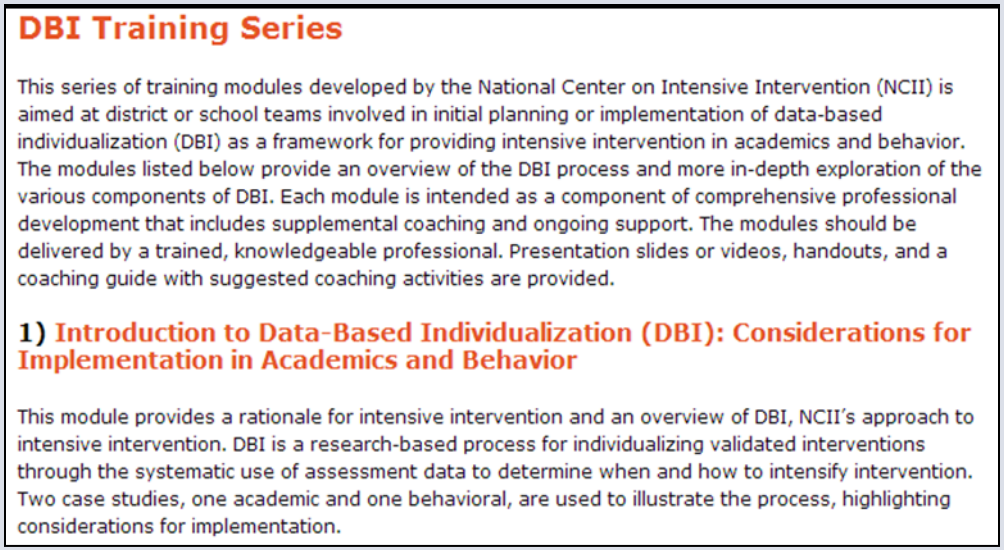
Webinars: Readiness

- Module introducing schools to DBI and infrastructure needed for implementation: http://www.intensiveintervention.org/resource/getting-ready-implement-intensive-intervention-infrastructure-data-based-individualization

- Handouts and activities to assess readiness and begin action planning

DBI Training Series

- One module focused on readiness and action planning
- Eight training modules focusing on components of DBI for academics and behavior
- Includes
  - Slides and speaker notes
  - Activities
  - Coaching guides



DBI Training Series

This series of training modules developed by the National Center on Intensive Intervention (NCII) is aimed at district or school teams involved in initial planning or implementation of data-based individualization (DBI) as a framework for providing intensive intervention in academics and behavior. The modules listed below provide an overview of the DBI process and more in-depth exploration of the various components of DBI. Each module is intended as a component of comprehensive professional development that includes supplemental coaching and ongoing support. The modules should be delivered by a trained, knowledgeable professional. Presentation slides or videos, handouts, and a coaching guide with suggested coaching activities are provided.

1) Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior

This module provides a rationale for intensive intervention and an overview of DBI, NCII's approach to intensive intervention. DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention. Two case studies, one academic and one behavioral, are used to illustrate the process, highlighting considerations for implementation.

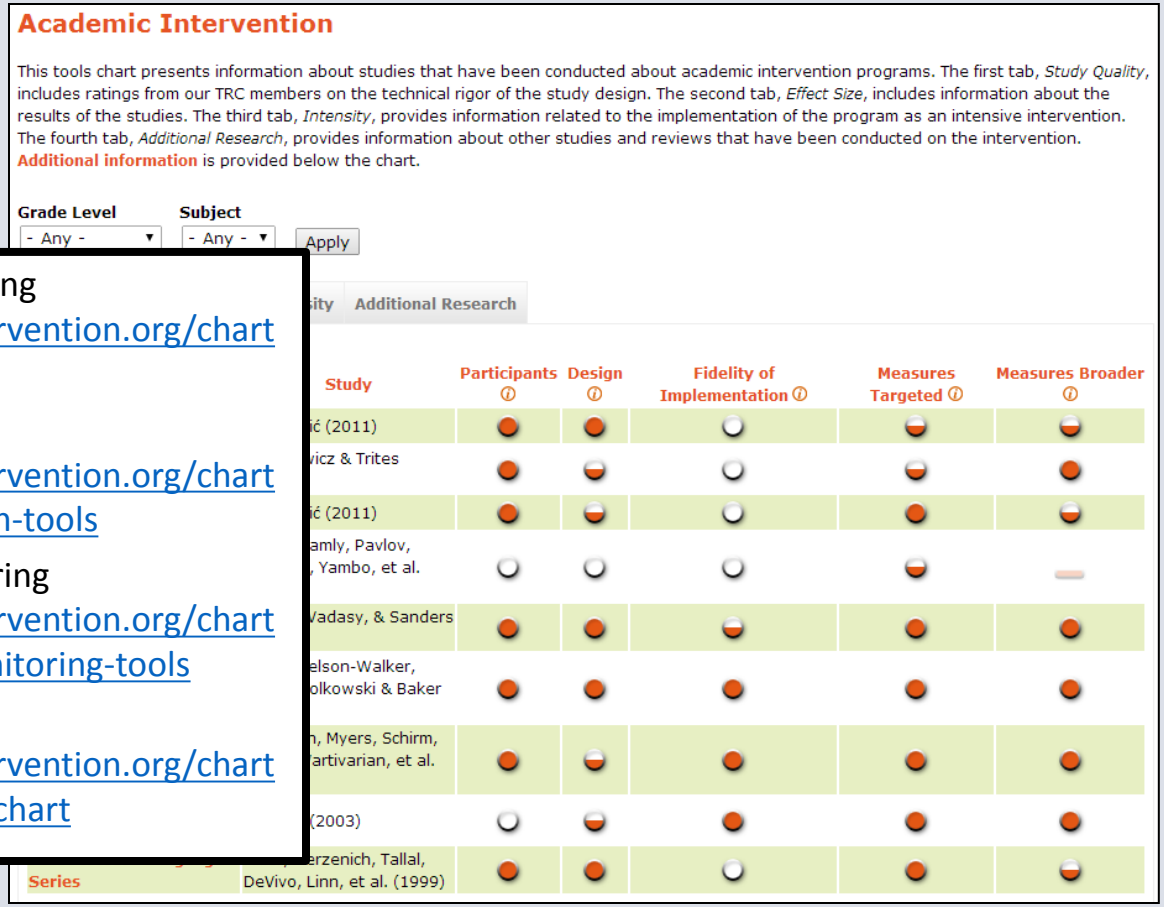
Choosing an Intervention or Progress Monitoring Tool

Academic Progress Monitoring
http://www.intensiveintervention.org/chart/progress-monitoring

Academic Intervention
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Behavioral Progress Monitoring
http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools

Behavioral Intervention
http://www.intensiveintervention.org/chart/behavioral-intervention-chart



Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Effect Size*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. **Additional information** is provided below the chart.

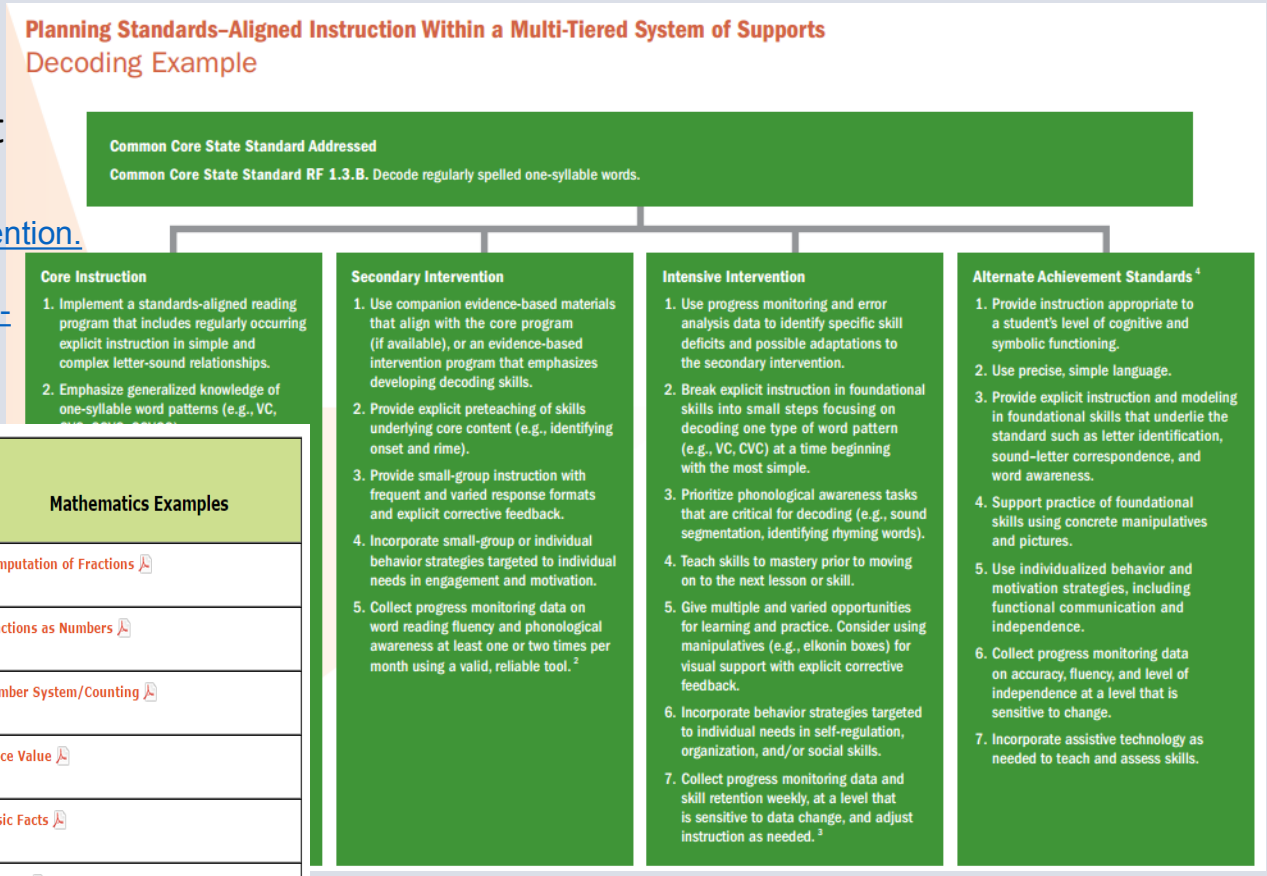
Grade Level - Any - **Subject** - Any - Apply

ity | Additional Research

Study	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
ć (2011)					
vicz & Trites					
ć (2011)					
amly, Pavlov, Yambo, et al.					
Vadasy, & Sanders					
elson-Walker, olkowski & Baker					
n, Myers, Schirm, artivarian, et al.					
(2003)					
Series: erzenich, Tallal, DeVivo, Linn, et al. (1999)					

Instructional Resources: Reading

Standards- relevant instruction: http://www.intensiveintervention.org/illustration-standards-relevant-instruction-across-levels-tiered-system

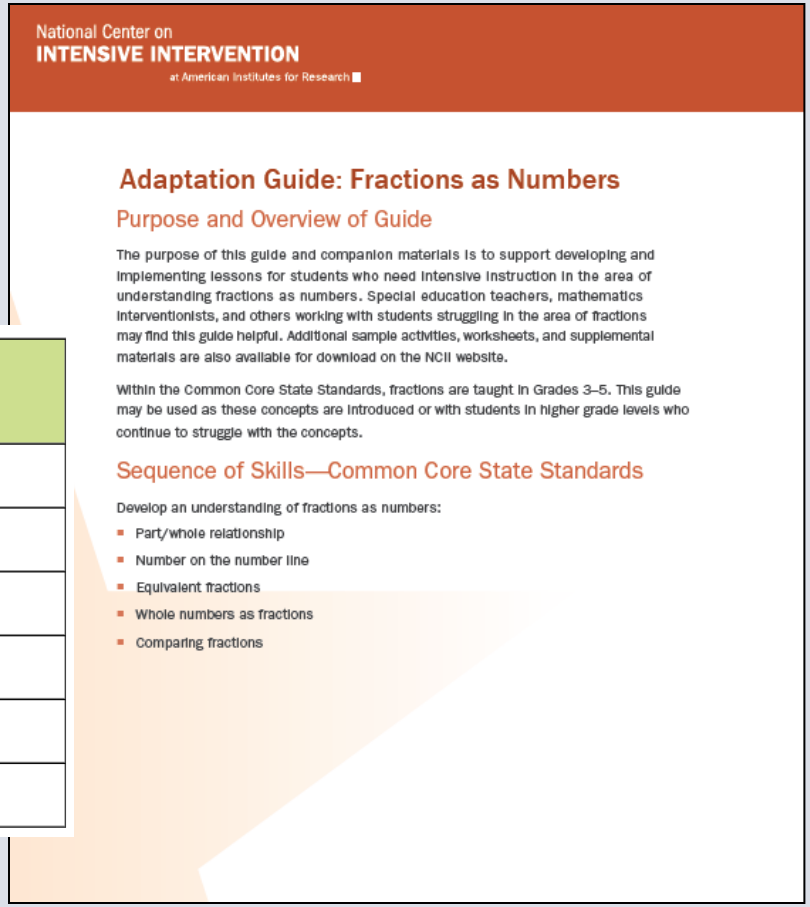


Reading Examples	Mathematics Examples
Phonemic and Phonological Awareness	Computation of Fractions
Decoding	Fractions as Numbers
Spelling	Number System/Counting
Fluency	Place Value
Vocabulary	Basic Facts
Comprehension	Algebra

Instructional Resources: Mathematics

Sample Lessons and Activities:
http://www.intensiveintervention.org/resources/sample-lessons-activities/mathematics

Reading Examples	Mathematics Examples
Phonemic and Phonological Awareness	Computation of Fractions
Decoding	Fractions as Numbers
Spelling	Number System/Counting
Fluency	Place Value
Vocabulary	Basic Facts
Comprehension	Algebra


National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Adaptation Guide: Fractions as Numbers

Purpose and Overview of Guide

The purpose of this guide and companion materials is to support developing and implementing lessons for students who need intensive instruction in the area of understanding fractions as numbers. Special education teachers, mathematics interventionists, and others working with students struggling in the area of fractions may find this guide helpful. Additional sample activities, worksheets, and supplemental materials are also available for download on the NCII website.

Within the Common Core State Standards, fractions are taught in Grades 3–5. This guide may be used as these concepts are introduced or with students in higher grade levels who continue to struggle with the concepts.

Sequence of Skills—Common Core State Standards

Develop an understanding of fractions as numbers:

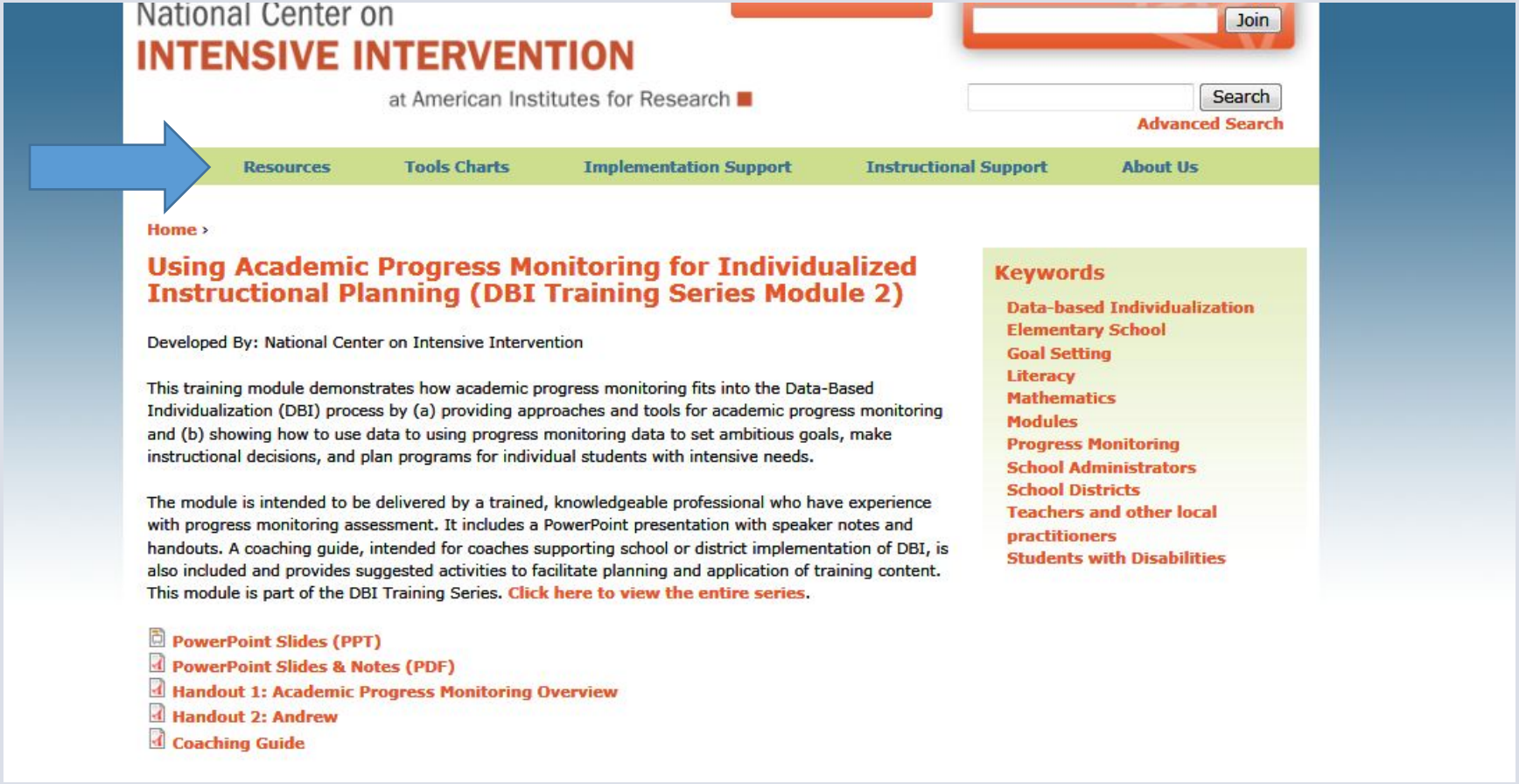
- Part/whole relationship
- Number on the number line
- Equivalent fractions
- Whole numbers as fractions
- Comparing fractions

Instructional Resources: Implementing Behavioral Strategies

Behavioral Strategy	Strategy Considerations & Sample Resources	Sample Resources
Combined Strategies	Download Combined Document [1]	Download All Sample Scripts & Resources
Behavior Contracts	Download Document	Download Sample Contracts
Point Sheets/Behavior Report Card	Download Document	Download Sample Script & Point Sheets
Classroom Conversations and Participation	Download Document	Download Sample Scripts
Intermittent Reinforcement Using a Timer	Download Document	Download Sample Script
The "You-Me" Game	Download Document	Download Sample Chart & Script
Yes/No Learning Skills Chart	Download Document	Download Sample Chart & Script

http://www.intensiveintervention.org/implementing-behavioral-strategies-considerations-and-sample-resources

Resources: Student Data and Progress Monitoring



Data Meeting Support Materials

Pre-Meeting	Initial Meeting	Progress Monitoring Meeting
Process Guidance Document	Agenda	Agenda
Referral Form	Facilitator's Guide	Facilitator's Guide
	Participant Guide	Participant Guide
	Note-taking Template	Note-taking Template

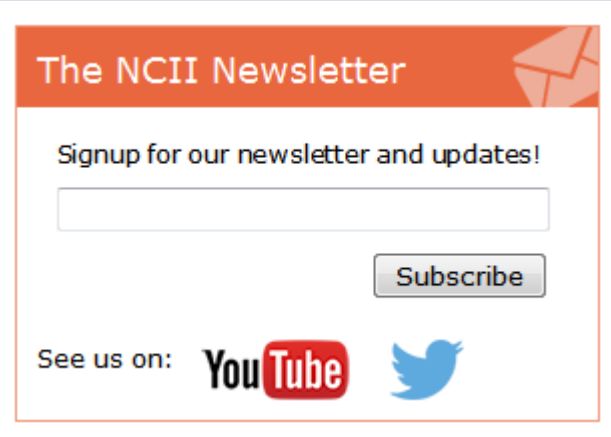
Additional Handouts

- Ask Clarifying Questions to Create Hypothesis
- Intensification Strategy Checklist Handout

http://www.intensiveintervention.org/tools-support-intensive-intervention-data-meetings

Connect to NCII

- Sign up on the website to receive our newsletter and announcements
- Follow us on YouTube and Twitter
  - YouTube Channel: **National Center on Intensive Intervention**
  - Twitter handle: **@TheNCII**



Innovation Configurations and Course Enhancement Modules

Innovation Configurations

Course Enhancement Modules

- A CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs.

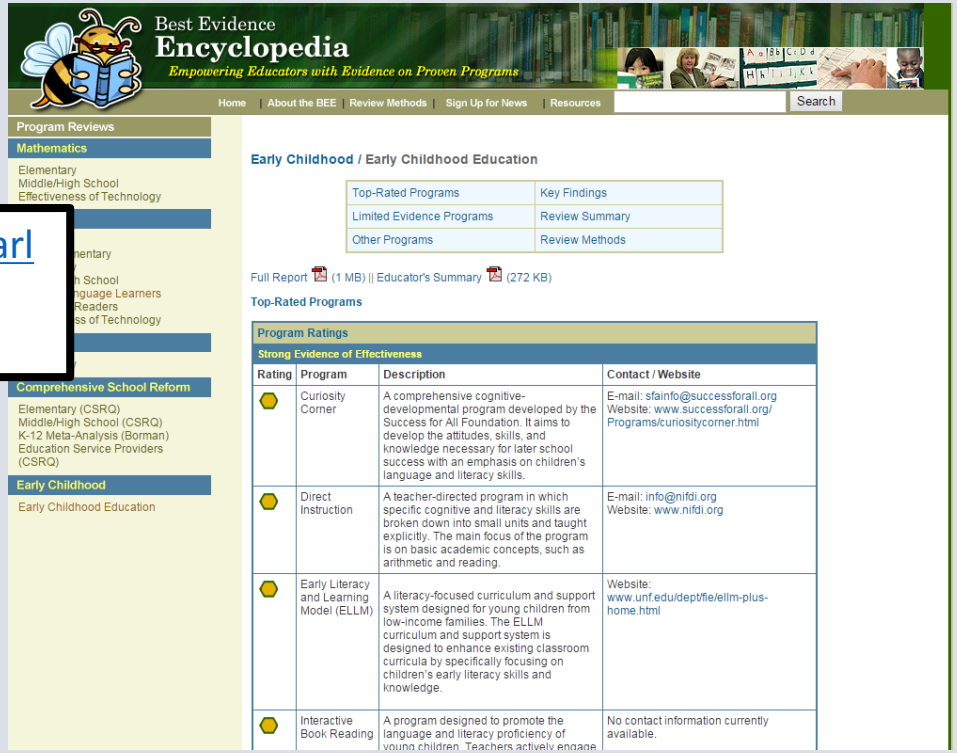
Early Childhood

Early Childhood Resources

http://www.ectacenter.org/topics/evbased/evbased.asp

Early Childhood Programs on BEE

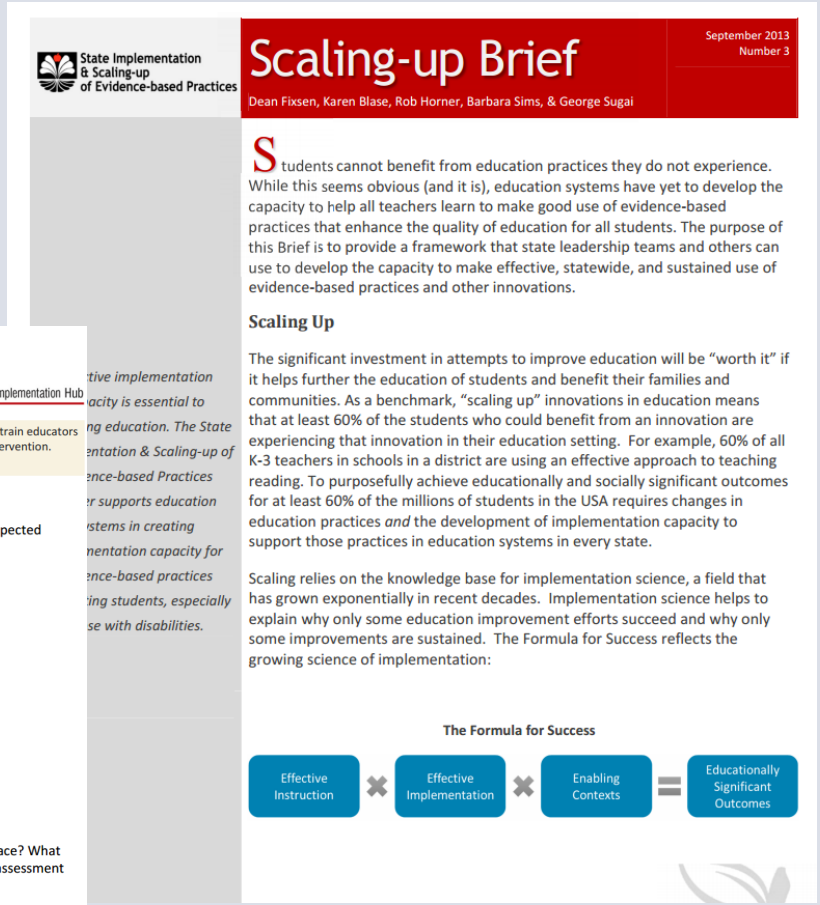
http://www.bestevidence.org/early/early_child_ed/top.htm



Considerations for Scale up

Scale-up

http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/AIModules-Activity-1-1-UsableInterventions.pdf



State Implementation & Scaling-up of Evidence-based Practices

September 2013
Number 3

Scaling-up Brief

Dean Fixsen, Karen Blase, Rob Horner, Barbara Sims, & George Sugai

Students cannot benefit from education practices they do not experience. While this seems obvious (and it is), education systems have yet to develop the capacity to help all teachers learn to make good use of evidence-based practices that enhance the quality of education for all students. The purpose of this Brief is to provide a framework that state leadership teams and others can use to develop the capacity to make effective, statewide, and sustained use of evidence-based practices and other innovations.

Scaling Up

The significant investment in attempts to improve education will be "worth it" if it helps further the education of students and benefit their families and communities. As a benchmark, "scaling up" innovations in education means that at least 60% of the students who could benefit from an innovation are experiencing that innovation in their education setting. For example, 60% of all K-3 teachers in schools in a district are using an effective approach to teaching reading. To purposefully achieve educationally and socially significant outcomes for at least 60% of the millions of students in the USA requires changes in education practices *and* the development of implementation capacity to support those practices in education systems in every state.

Scaling relies on the knowledge base for implementation science, a field that has grown exponentially in recent decades. Implementation science helps to explain why only some education improvement efforts succeed and why only some improvements are sustained. The Formula for Success reflects the growing science of implementation:

The Formula for Success

Effective Instruction × Effective Implementation × Enabling Contexts = Educationally Significant Outcomes

tive implementation
acity is essential to
ng education. The State
ntation & Scaling-up of
nce-based Practices
r supports education
stems in creating
nentation capacity for
nce-based practices
ing students, especially
se with disabilities.

Activity 1.1
Getting started with Usable Interventions

ai HUB The Active Implementation Hub

To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. With your team, consider a current or upcoming initiative and work through the tasks below.

Thinking about a current or upcoming initiative:

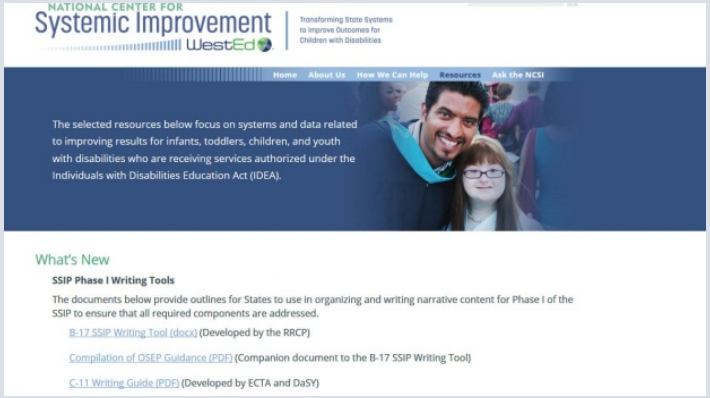
- Develop a description of the intervention that reflects principles, values and expected outcomes
- Identify the essential functional features of the program
- Discuss how your team will know that each of these functional features is in place? What would it look like in a school or district? How would fidelity and performance assessment data be captured?

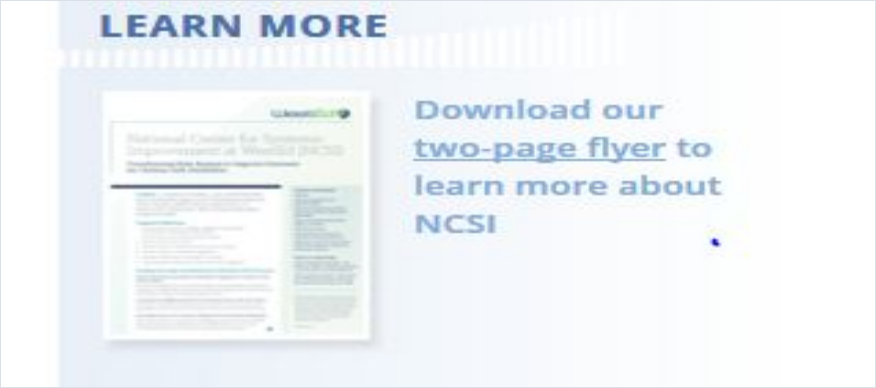
NCSI Resources

National Center on Systemic Improvement (NCSI)

- Provides immediate, easy access to foundational NCSI information, previously developed technical assistance resources, a snapshot of the NCSI team, and contact information. More resources are coming soon!

www.ncsi.wested.org/contact





NCSI Webinars

NATIONAL CENTER FOR Systemic Improvement WestEd

Transforming State Systems to Improve Outcomes for Children with Disabilities

Home | About Us | How We Can Help | Resources | Ask the NCSI

Webinars

The National Center for Systemic Improvement hosts webinars on a wide variety of topics. The sessions are recorded for playback at your convenience. If you are having trouble with any of the recording links, please contact Tanner Petry (tpetry@wested.org) for assistance.

Upcoming

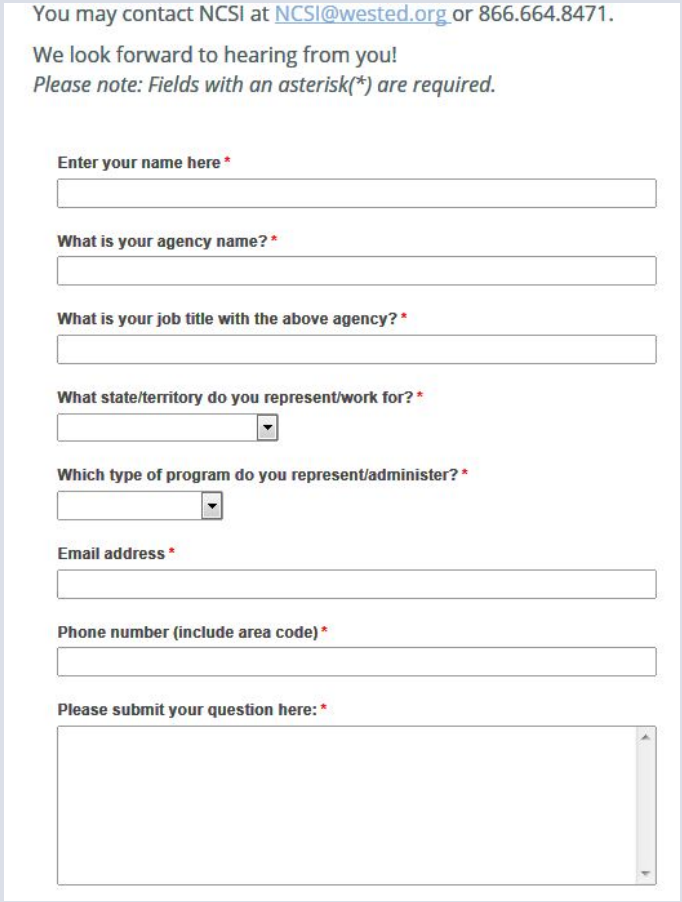
Results Driven Accountability and Intensive Intervention: Using MTSS to Improve Outcomes for Students with Disabilities

The NCSI and National Center on Intensive Intervention (NCII) will present what Results Driven Accountability means for school-based staff and all stakeholders who serve students with disabilities. We will describe the contextual factors for successful implementation of intensive intervention including evaluation of key components, the importance of fidelity implementation, staff and stakeholder training, and addressing barriers to implementation. State education agency staff, district leaders, special educators, classroom teachers, interventionists, school psychologists, instructional coaches, and technical assistance providers are encouraged to attend.

- Presenters: Dr. Chris Lemons, Dr. Chris Riley-Tillman, and Dr. Laura Kuchle
- Date: April 22, 2015
- Time: 3:00 PM EST (12PM PST) 1 hour 15 minutes
- Registration

Connect to NCSI

- *Ask the NCSI* is intended to support states to (1) obtain information about evidence-based practices;
- (2) develop, implement and evaluate State Systemic Improvement Plans (SSIPs);
- (3) learn about practices being implemented in other states; and
- (4) find out what current research says about "what works" to improve results for children with disabilities.
- www.ncsi.wested.org/contact/



You may contact NCSI at NCSI@wested.org or 866.664.8471.

We look forward to hearing from you!

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