

Selection of Evidence Based Practices for Reading, Math, and Behavior: *Is it the right thing to do? Do we think we can do it the right way?*

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
<input type="checkbox"/> Do we have data that supports the need?	<input type="checkbox"/> Is there research to support its use?	<input type="checkbox"/> Is there time and money for adequate training?
<input type="checkbox"/> Have we considered parent and community support?	<input type="checkbox"/> Is there research to support its use with a particular population?	<input type="checkbox"/> Is the technology department able to support the EBP if needed?
<input type="checkbox"/> Will this EBP support a school improvement or continuous improvement goal?	<input type="checkbox"/> Is the effect size sufficient?	<input type="checkbox"/> Is there time and money for adequate coaching?
<input type="checkbox"/> Is there data specific to the EBP that can serve as a component of progress monitoring?	<input type="checkbox"/> Is it cost-effective or is there something less expensive that yields similar results?	READINESS
<input type="checkbox"/> Can the data be communicated to students (feedback) and parents?	<input type="checkbox"/> Is there a fidelity checklist or tool?	<input type="checkbox"/> Does the leadership team support the EBP?
<input type="checkbox"/> Is there a system in place to evaluate the data to determine outcomes?	FIT	<input type="checkbox"/> Did the leadership team obtain buy-in?
	<input type="checkbox"/> Are there competing initiatives?	<input type="checkbox"/> Have committed staff members to been selected to implement?
	<input type="checkbox"/> Is there clarity about where the initiative fits in the tiered system?	CAPACITY
	<input type="checkbox"/> Is there sufficient time in the schedule for the EBP?	<input type="checkbox"/> Has the coach or expert on the EBP been identified as a primary assistant and communicator?
		<input type="checkbox"/> Is the EPB easily replicated ?
		<input type="checkbox"/> Does the division support the EBP?
		<input type="checkbox"/> Can families be shown how to support the EBP?

Resources:

Collaborative on Academic, Social and Emotional Learning: www.casel.org

Evidence Based Intervention Network: <http://ebi.missouri.edu/>

Evidence-Based Behavioral Practices: <http://www.ebbp.org/>

National Center on Intensive Interventions <http://www.intensiveintervention.org/>

Promising Practices <http://www.promisingpractices.net/>

SAMHSA Registry of Evidence-Based Program and Practices: <http://nrepp.samhsa.gov/Index.aspx>

RTI Action Network <http://www.rtinetwork.org/>

What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Evaluation of Evidence Based Practices: *Did we do it the right way? Did it work the way we planned?*

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
<input type="checkbox"/> Does the data suggest that this EBP was successful?	<input type="checkbox"/> Has fidelity of implementation been measured?	<input type="checkbox"/> Are the materials organized and categorized by an assigned person?
<input type="checkbox"/> Has the data been mined to determine the subgroups for whom the EBP was successful?	<input type="checkbox"/> Is there evidence of an instructional match between student need and the EBP?	<input type="checkbox"/> Is on-going assistance available in terms of coaching and training?
<input type="checkbox"/> Does the data suggest that this EBP is still needed?	FIT	CAPACITY
	<input type="checkbox"/> Does the EBP continue to support the school or division priorities?	<input type="checkbox"/> Are there a sufficient number of trained implementers?
	<input type="checkbox"/> Does the EBP align with the standards and teaching matrix?	<input type="checkbox"/> Is the EBP incorporated into a long-range plan to support outcomes

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs and select new EPBs as needed.

Step Three: Complete a Continuum of Supports document that outlines the EBPs to be used in school and division.