Selecting Evidence-Based Practices to Improve Student Outcomes
Transcript – Part 5

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[Title Card] Selecting Evidenced-Based Practices Part Five (5)

[Logo] GA DOE (Georgia Department of Education)

[Logo] Graduate First and [Logo] SPDG (Georgia Special Education
Professional Development Grant)

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Don't' Dropout…GraduateFirst [animation]

Welcome back to Part Five (5) of Selecting Evidenced Based Practices to
Improve Student Outcomes. Again, our two learning targets are: I can
describe a process for determining the type of evidence-based practices or
interventions necessary to improve outcomes for targeted students. And, I
can access and utilize at least two electronic resources to aid in the selection
of appropriate evidence-based practices and interventions.

Now in parts one (1) through four (4) we really looked at the first learning
target. Now we are moving into the second learning target. I can access and
utilize at least two electronic resources to aid in the selection of appropriate
evidence-based practices or interventions. I want to emphasize, before we go
on, that these are the natural order. You cannot select an appropriate
intervention or practice, if you have not taken the time to determine the root
causes of the attendance, behavior and academic performance groups. So
we need to know Why students are having the issues in each of our targeted
areas before we can select the appropriate intervention. But we've
determined that now in parts one (1) through four (4) so we're going to look
at How we finds these. How we can access them. How we can utilize them.

I want to stop for a second, and talk, this is kind of getting back to who are our targeted students, but again I'm looking at the group, because I want to remind us that our targeted students are almost always Tier three (3) or Tier four (4) in the pyramid of interventions. And the reason I'm reminding us about this is, sometimes, let's say for example, we have a targeted group of students who have an attendance problem, but we also have an attendance problem that's pretty big in the school. So what we decide to do is we decided to come up with a practice of purchasing the equipment that does an automatically call if the student is absent. So the minute a student is absent or a student leaves, or a student is not there the call goes home to the appropriate number and a message is conveyed that Hugo isn't at school today or Ginger isn't at school today or we really miss Javier because he's not at school today. Well if have does this for every student in our school that is not an intervention for our targeted students. That is a universal practice that we're doing at tier one (1) at our school, because we are doing it for everyone. So when we're looking at our targeted students, we're looking at those specific interventions or practices we've identified based on the root causes of our specific students and we are implementing those interventions just with those targeted students. That's what makes it Tier three (3) or Tier four (4).

So another caveat here is: When intervening to improve student outcomes, the practice or intervention should be <u>in addition to</u> regular instruction. One of the things that we sometimes do, let's go back and take a look at Hugo for a second. And let's assume that Hugo has a problem with academics and we decided that Hugo's problem is a reading problem and for some reason Hugo missed the instruction in decoding. It just, there was a gap for some reason, whatever that would be. So we know that we have to provide very targeted, very explicit reading instruction for Hugo. Hugo has to learn how to decode.

If, however, Hugo is in the seventh grade and we pull Hugo out of his English Arts class to provide that targeted instruction, then Hugo is getting farther and farther behind in his grade level content. So targeted practice as in interventions. Hugo needs that targeted reading intervention but not at the expense of maintaining his content knowledge or interacting with his peers in that regular classroom. Because that interacting with his peers in the Seventh Grade at the seventh grade level is going to give him improved vocabulary, conversational skills, analysis skills. I mean, Hugo may be perfectly able to comprehend if something is read for him. So we need to

make sure he's in that regular classroom receiving that regular instruction, and at the same time, in some way having the time and the opportunity for having that explicit targeted instruction in addition to the regular classroom instruction. Otherwise we see students, though we have their best interests at heart, if we pull them out they are getting further and further behind, while we're moving them forward in something as basic as decoding skills.

Alright, so one place, we're going to look at a couple or three (3) places where you can go look for evidence-based practices, to find them. And one of these places is called The Evidence-based Intervention Network. And I want to tell you a little back ground about this intervention network. This actually started as a Graduate Student project and it has evolved into something that is available online right now if you just know the web address. And that is in the resources that you'll have at the end of this professional learning. And, what's happing now, is that the federal government has taken an interest in this website. It is being developed even further and this is something that is going to be available, my understanding is, through USCD, at some time in the future, for people to use to find interventions.

Now the thing that is really nice about The Evidence-based Intervention Network is that it takes you through a process, similar to what we were doing in parts one (1) through four (4) in identifying what it is that you are looking for. Matching the intervention to the need. So the very first thing that you find is how to select an evidence-based intervention. And then what you look at is some descriptors. So if it is academic intervention the descriptors say the task is too hard for the student. Remember when we were asking questions? Will the student just not do the work or can the student not do the work. If the task is too hard, the student can't do the work, you click on that link it takes you to a series of interventions that for remediation, or for improving student academic performance. If, However, you would look at clicking something like the student does not want to do the academic task it takes you to a different series of interventions and gives you interventions to use with students who won't do the work. So you purposely go in and take a look at which best describes the students for whom you are looking for an intervention.

So, let's say that I clicked on the student wouldn't do the work it takes me too motivation interventions. The student doesn't want to the academic task so what's one thing I can do. This happens to take me to a class wide

antecedent modification and this is something I can do in a class. I can do with a smaller group of students, etc. Then it describes the intervention. And then it has another link at the bottom, if I see this intervention, and it looks like something I am interested in, I click on the full intervention brief, and it gives me a brief description. It tells me what barriers or problems I might have and it gives me a detailed process for actually implementing this intervention. Although this had been around for a while and has evolved from a graduate student project, it is still in development and more and more things are being added all the time. So it's possible that you could go here and not find the solution for your need.   This, again, is The Evidence-based Intervention Network, School of Psychology, University of Missouri. And this is the link where you can find this: http://ebi.missouri.edu.

Our learning target: I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices and interventions. One of those electronic resources is The Evidence-based Intervention Network and we're going to take a look at another resource in part six (6).

I'm Cynde Snider from the Division of Special Education at the GA Department of Education, and I hope you'll join us.

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