Selecting Evidence-Based Practices to Improve Student Outcomes, Part 5

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Learning Targets

I can describe a process for determining the type of evidence-based practices/interventions necessary to improve outcomes for targeted students.

I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices/interventions.
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Targeted Students Are Tier 3 or 4
A Caveat

When intervening to improve student outcomes, the practice/intervention should be in addition to regular instruction.
Welcome to the EBI Network!

The EBI Network has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. To this end, four general sections have been developed for your use.

News – New Math Interventions!

We are in the process of developing a new section of the EBI Network devoted to math interventions. Specifically, Dr. Erica Lembke at the University of Missouri, Dr. Sarah Powell at the University of Texas, Dr. Pamela Seethaler at Vanderbilt University and Elizabeth Hughes and Duquesne University have developed a framework to present math interventions that incorporates both a focus on content area (e.g., Counting & Cardinality or Operations & Algebraic Thinking) and the type of problem the child is having (acquisition, proficiency or generalization). As with other interventions on the site each intervention has a brief for field use.

To start using this section please go to the “Math Intervention” page.

Evidence Based Intervention Section

In this section a collection of evidence based intervention (academic and behavioral) have been collected and sorted into categories to help you select the right EBI for the job. Short intervention briefs, modeling videos and overviews of the evidence base for the interventions are presented for each EBI. To start using this section please go to the “How to Select an EBI” page.
Evidence-Based Intervention Network

How to Select an EBI!

To use the site to select an EBI please think of a student in need and ask two questions. First, is this primarily an academic problem, a behavior problem or both? Second, what is the most likely reason that the child is having this problem?

- Academic common reasons for problems
  - The task is too hard for the student.
  - They have not had enough help doing the task. For example, the student has a high error rate when trying to do the academic task.
  - The student has not spent enough time doing the academic activity. For example, the student is slow when doing the academic task.
  - The student has not done the academic task that way before.
  - The student does not want to do the academic task.

- Behavioral common reasons for problems
  - It is a small group or classwide problem.
  - The student needs help learning the appropriate behavior.
  - The student is able to avoid (e.g., academic or social task) something when they engage in the behavior.
  - The student is able to gain something (e.g., attention) when they engage in the problem behavior.
The context of the environment in which behaviors occur is not usually considered when analyzing a child’s behavior. Instead, more attention is typically given to the consequences following that particular behavior (especially when it is a disruptive behavior being analyzed). While consequences of behaviors matter, what occurred BEFORE the problem behavior should also be considered when creating an intervention. Altering the antecedent of the target behavior has the substantial advantage of being proactive. As such, with appropriate modifications of the antecedents, a problem behavior (e.g. disruptive behavior or task demand refusal) can be avoided. This brief presents a series of classwide antecedent alterations that will change typical antecedents of problem behaviors to antecedents that prompt appropriate behaviors. See Kern and Clemens (2007) for an excellent thorough review of this class of intervention.

- Full Intervention Brief: Classwide Antecedent Modifications
Evidence-Based Intervention Network

**Common Reason for Behavior Failure:** Student has not learned the behavior  
**Common Reasons for Academic Failure:** They do not want to do the task or task is too hard

**Intervention Name:** Classwide Antecedent Modifications

**Brief Description:**
The context of the environment in which behaviors occur is not usually considered when analyzing a child’s behavior. Instead, more attention is typically given to the consequences following that particular behavior (especially when it is a disruptive behavior being analyzed). While consequences of behaviors matter, what occurred BEFORE the problem behavior needs to also be considered when creating an intervention. Altering the antecedent of the target behavior has the substantial advantage of being proactive. As such, with appropriate modifications of the antecedents, a problem behavior (e.g. disruptive behavior or task demand refusal) can be avoided. This brief presents a series of classwide antecedent alterations that will change typical antecedents of problem behaviors to antecedents that prompt appropriate behaviors. See Kern and Clemens (2007) for an excellent through review of this class of intervention.

**What “Common Problems” Does This Address?**
This classwide intervention is appropriate for settings where there are classwide behavior problems (e.g. disruptive behavior or task refusal). In such settings, antecedents that typically produce problem behavior (e.g. academic task demands too difficult results in students “acting out” and refusing to do academic activities) are altered and transformed into antecedents that produce appropriate behavior (e.g. appropriate academic task demands or choice of task sequence = increase of time on task) will greatly reduce problem behavior and increase academic engagement.

The goal of this class of intervention is to reduce inappropriate behavior (and increases appropriate behavior) by altering antecedents. This intervention can have a behavioral or academic focus depending on the modifications made. Developing and teaching a child explicit classroom rules will address problem behaviors that are the result of the child never learning the appropriate behavior (i.e. the child is continuously told what NOT to do instead of what to do). Setting appropriate task demands and structuring the class to increase interest will help prevent inappropriate behaviors that result from the child not wanting to do a task or sees that a task is too hard.
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