Selecting Evidence-Based Practices to Improve Student Outcomes, Part 6

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Professional Learning Specialist
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.
Learning Targets

I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices/interventions.
Interventions—What Works Clearinghouse

Find What Works

Summarize and compare the evidence of the effectiveness of interventions that address your school or district’s needs.

Find what works for...

- reducing dropout rates for high school seniors,
- children with special needs,
- improving reading achievement for English language learners,
- increasing math achievement,

... or select a topic or outcome and then customize your search.
Interventions—What Works Clearinghouse

Results. 10 Interventions found

Your filters:  
- Literacy ✗  
- Reading comprehension ✗  
- Grade – 5 ✗  
- Positive or Potentially Positive ✗  
- Remove all ✗

Results by Outcome Domain

<table>
<thead>
<tr>
<th>Grade</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>0</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>K</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
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<td>12</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Effectiveness Rating
- Positive or Potentially Positive (10)
- Positive Effects (0)
- Potentially Positive Effects (10)
- Mixed Effects/No Discernible (4)
- Negative or Potentially Negative (6)

Extent of Evidence
- Small (5)
- Medium to Large (5)

Delivery Method
- Individual (3)
- Small Group (3)
- Whole Class (4)
- Whole School (2)

Reading comprehension

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Topic</th>
<th>Improvement Index</th>
<th>Effectiveness Rating</th>
<th>Extent Of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-Assisted Learning Strategies</td>
<td>Children and Youth with Disabilities (Students with Learning Disabilities)</td>
<td>![Image] 26</td>
<td>![Image]</td>
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</tr>
<tr>
<td>Project CRISS®</td>
<td>Literacy (Adolescent)</td>
<td>![Image] 20</td>
<td>![Image]</td>
<td>Medium to Large</td>
</tr>
<tr>
<td>Peer-Assisted Learning Strategies</td>
<td>Literacy (Adolescent)</td>
<td>![Image] 19</td>
<td>![Image]</td>
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</tbody>
</table>
Peer-Assisted Learning Strategies

Report Summary

Effectiveness

*PALS* was found to have potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.

Program Description

*Peer-Assisted Learning Strategies (PALS)* is a supplemental peer-tutoring program in which student pairs perform a structured set of activities in reading or math (*PALS Reading* and *PALS Math*, respectively). During the 30-35 minute peer-tutoring sessions, students take turns acting as the tutor, coaching and correcting one another as they work through problems. Pairs work together three or four times per week for reading sessions and two times per week for math sessions. The designation of tutoring pairs and skill assignment is based on teacher judgment of student needs and abilities, and teachers reassign tutoring pairs regularly.

Although *PALS* is for students with diverse academic needs, this intervention report focuses on the use of *PALS* to improve the reading and mathematics skills of students with learning disabilities.

Research

Two studies of *PALS* that fall within the scope of the Students with Learning Disabilities review protocol meet What Works Clearinghouse (WWC) evidence standards without reservations, and one study meets WWC evidence standards with reservations. The three studies included 100 students with disabilities from grades 2–6.

### Intervention Effectiveness Rating

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Improvement Index (percentile gain for average student)</th>
<th>Effectiveness Rating</th>
<th>Extent Of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension</td>
<td>+26</td>
<td>[Image]</td>
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<tr>
<td>Reading fluency</td>
<td>+14</td>
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</tr>
<tr>
<td>Mathematics achievement</td>
<td>+9</td>
<td>[Image]</td>
<td>Small</td>
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</tbody>
</table>

Find What Works for these outcomes.

### Scope of Research Meeting Standards

- **Grade:** 2, 3, 4, 5, 6
- **Delivery Method:** Small Group
- **Program Type:** Supplement
- **Studies Reviewed:** Total = 46 (view study citations)
  - Meets Standards = 2
  - Meets w/ Reservations = 1
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